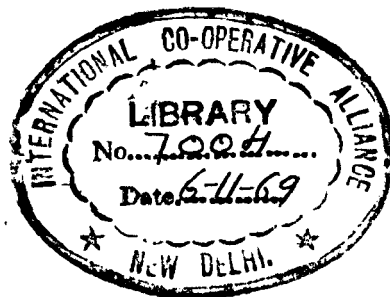


SWEDISH CO-OPERATIVE CENTRE

Seventh International Co-operative Seminar

April 7 - July 6, 1969

"REPORTS FOR BANGKOK"



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<u>Topics</u>	<u>Page No.</u>
1. "Recruitment and Training of Managerial Personnel for Larger Cooperative Enterprises". By Chib and Deshpandey.	1 - 24
2. "Organisation and contents of staff Training for rural Cooperatives at village Level". By Thanl and Lim.	25 - 28
3. "Member Education. Aim, Contents and Organization" By Lee, and Kim.	29 - 34
4. "The Institution of Honorary Leaders: Role and Limitations" By Raju, and Varen.	35 - 40
5. "Efficiency and Democracy: Relationship Between Board of Directors and Managers in Cooperatives" By Wijetunga,	41 - 48
6. "Role of Leaders in a Cooperative Movement, Heavily Influenced by the Government." By Lal and Patel.	49 - 54
7. "Criteria for Evaluating Investment Projects" By Garcia and Guevarra.	55 - 61
8. "Leadership Qualities Required in Managers" By Sevatasai and Petjamroensuk.	62 - 69.
9. Individual Taskes.	70
10. Principles of Leadership - Report from Group Work - I	71 - 75
11. Analysis of Education - Report from Groups Work, I, II, III	76 - 82.
12. Pedagogical Principles - By Mr. Lennart Ek, KVE.	83 - 85
13. The Nature of Management - What in Management?	86 - 87
14. Report for Bangkok	88
15. Cooperative College Visit of Asian Participants from SCC,	89 - 91
16. Evaluation of the 7th International Coop. Seminar.	92 - 93
17. Programme	94 - 97.

RP/23/X/1969/

REPORTS FOR BANGKOK:

<u>Topic:</u>	<u>Authors</u>
1. "Recruitment and training of managerial personnel for larger co-operative enterprises."	Chib Deshpande
2. "Organization and contents of staff training for rural co-operatives at village level."	Thani Lim
3. "Member Education. Aim, contents and organization."	Lee Kim
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5. "Efficiency and Democracy: Relationship between Board of Directors and Managers in Co-operatives."	Wijetunga Prathapan
6. ✓ "Role of leaders in a co-operative movement, heavily influenced by the Government."	Lal Patel
7. "Criteria for evaluating investment projects."	Garcia Guevarra
8. ✓ "Leadership qualities required in managers."	Sevatasai Petjamroensuk

SWEDISH CO-OPERATIVE CENTRE

Seventh International Co-operative Seminar

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"Recruitment and Training of Managerial Personnel in the larger Co-operative Societies"

presented by

Mr. S K S Chib and Mr. Y B Deshpande

Section I

N. B. Source information for Section I.1. and I.2. has been obtained from participants of this seminar.

I. 1. Introduction and situation in some of the Asian countries

With the growth of co-operative activity in most of the Asian countries the question of recruitment and training of personnel, particularly managerial and technical, is acquiring urgency and importance. With certain exceptions of very big projects and co-operatives like the Indian farmers' fertilisers co-operative which would be establishing a very large fertiliser plant and undertaking marketing and distribution of fertiliser on an extensive scale on interstate basis, and some other big Agro-based industries run by multipurpose or marketing/processing societies in Japan, Philippines and India in the fields of rice, fruit, tobacco, oil, textiles, sugar etc., in other countries like Malaysia, Iran, Ceylon, Thailand, generally, the co-operative societies are not dealing with large sized projects. In the countries of South East Asia and Ceylon the co-operative institutions, though multipurpose, are basically credit and banking institutions. Some of the multipurpose societies in Ceylon have made a beginning in processing of products like coir, rubber and tea.

In some countries, recruitment is being done by the National or other federations of co-operative societies and staff is being placed at the disposal of the local primary societies as in Korea, and some of the states of India where the common pool and cadre scheme has been introduced by the state federations. In Korea, Japan, Philippines the personnel is entirely recruited by the co-operative structure itself without deployment of government staff or interference by government. In Thailand the staff is appointed by the

co-operative societies after giving advertisement in the local papers. In Philippines it is understood that the local General Manager or Manager of the society has a wide discretion in appointing other staff in the society. The appointments are, however, confirmed by the Board of Directors. As in Japan the Federation does not appoint staff of primary and local societies. However, the non-official elected Boards have more say in the appointment of managerial and other staff of the society in Japan.

In the countries of South East Asia and Ceylon the co-operative movements appear to be comparatively less autonomous, and the Government has more official personnel in the co-operative institutions and more role in the recruitment of their personnel. In Ceylon, for example, the Co-operative Department is represented by the Registrar or his nominee in the Selection Boards of the local co-operative societies while making the appointments. In Iran, there is very little of own staff of the co-operative institutions and mostly it is government staff lent, or on deputation. The societies are also generally not large-sized, and normally perform multipurpose functions. In a country like India with its numerous states and several organizations at the National, State, District and Primary level, besides the existence of full fledged departments of Governments and Ministries and State Corporations dealing with co-operation, the situation is more complicated, and we have in evidence different patterns of recruitment of managerial and other personnel in the co-operative societies. Generally the recruitment and appointments of staff are done by the co-operative societies themselves. However, as earlier mentioned, in some states a beginning has been made to introduce a scheme of common pool and cadres in the marketing-processing sector on the one hand and in credit and banking structure on the other. With mutual consent and with amendment of the by-laws of the societies concerned the respective State Federations have been enabled to recruit and appoint staff for the primary level societies. It will also, in due course, be possible for the Federations to transfer such staff from one society to another. This relates to co-operative societies' own staff at the managerial level. In some cases, however, the co-operative societies themselves ask the Governments to give them experienced staff on deputation for managerial and technical functions. The Government of India and/or the State Governments also provide managerial subsidy to the societies, and in the case of Government staff on deputation, sometimes their salaries are entirely borne by the Governments.

In most of the countries of Asia where recruitment is done directly by the

co-operative societies the method is either to promote people from within the organization, if suitable staff is available, on assessment of their performance and record of their service, or to advertise the posts, and make selections after an interview with or without a written test, of suitable candidates from the open market. In Philippines, posts are not usually advertised but promotions or selections are made from candidates within the knowledge of the General Manager or the Board of Director. In Nepal, posts are advertised and recruitment is made by the societies. In Japan recruitment is made by promotion as well as from the open market. In Korea the Co-operative Federations makes selection from candidates available from within the co-operative societies or from open market after conducting an examination and interview. The candidates thus selected are appointed by the Federation to work in the societies. This system appears to be comparatively more centralized. In Ceylon the local societies make the recruitment usually after advertisement in response to which societies' own staff can also apply. It, however, seems that in spite of the selection machinery, extraneous pressures are at work in the matter of selection and appointments through the Board of Directors and the selections are generally not completely impartial. In India also appointments and selection are made both from within the organization and the open market and the usual method is to advertise a post in the press etc. The Selection Board usually comprise of the Chairman, Manager or Managing Director, a few other members of the Board and sometimes a nominee of the State Government or the Central Government as the case may be.

In the case of appointments and selection made by the National Federation of Agricultural Co-operatives, the National Federation of Sugar factories, the National Coop. Spinning Mills Federation, and State Marketing Federations, operating the cadre scheme which are directly or indirectly financed or subsidised by the National Co-operative Development Corporation of India, a nominee of that Corporation is also on that Selection Board. Co-operative Institutions to which substantial grants or financial assistance is given by the Central or the State Government a nominee of the Central or the State Govt is on such Selection Boards. For example this is the case in respect of the National Co-operative Union of India, and the Co-operative Sugar factories in the states. It may also be mentioned that where the co-operative society has to establish or run a fairly large industrial project like a new co-operative sugar factory or a fertiliser factory, the Government for the first few years usually has the right of nominating and appointing its Managing Director or Chief Executive, and it is quite frequent for

the Central or the State Government to depute officers from the civil service or suitable technical cadres. Response to this situation from the non-official sector of the movement is usually of a mixed type. In some cases the co-operative societies not only welcome but ask for such a deputation but in other cases this is considered to be a sort of Government interference. As in Ceylon the democratic pressures are also at work in the matter of appointment of personnel in the co-operative societies.

I. 2. Situation in respect of Training

Most countries in Asia have some sort of training institutions and establishments for training personnel of co-operative societies. Differences arise mainly on the point of their being run by (a) Government (b) Co-operative Unions at the National and Provincial levels and (c) by the universities.

In Japan and Korea the training institutions are run by the Co-operative Federation. In Japan, however, there are two types of institutions: one relating to co-operative functions and another to agriculture. In Korea the Co-operative Federation is running institutions for Agriculture and Co-operative together. In Philippines a university affiliated institution caters to the requirements of co-operative training.

In Ceylon there is a co-operative school run by the Government, which runs courses up to 6 months duration concerning various aspects of co-operation. In Iran there is a college for co-operative management and other aspects of co-operation under the University of Teheran but financed by a National State Corporation dealing with Agriculture and Co-operation. In Malaysia there is a Co-operative Training Institution giving training for various categories of co-operative personnel. In Nepal and Thailand there are also co-operative training schools catering to the needs of lower staff of the co-operatives; higher staff being mostly from Government on deputation. These countries usually send some of their senior staff for training in other countries such as India, Sweden, England and U S A.

In India there is a net work of training institutions and establishments with the Vaikunth Mehta National Institute of Co-operative Management at the apex as its pivot, with 12 Regional Co-operative Training Colleges located in different states, and 63 Co-operative Training Centres, all over the country.

The National Institute is headed by a Director and has on its staff, professors, readers and lecturers dealing with various aspects of co-operative

management and other aspects of co-operation. This institute and the 13 Co-operative Training Colleges are administered by the NCUI (National Co-operative Union of India) through its Committee for Co-operative Training with a Non-official Chairman. The NCUI obtains grants for the purpose from the Government of India. The 63 Co-operative Training Centres are either run by the State Co-operative Unions or in some cases by the State Government concerned. The courses at the National Institute are of different duration, the maximum being 9 months and minimum 2 weeks, and try to cover the needs of more senior and/or specialised categories of personnel to suit the needs of co-operative organizations. Increasing emphasis is being laid to make the training more job and field orientated. For senior officials of the Government at the Registrar's level, short orientation courses are also arranged at this institute by the Committee for Co-operative Training, and also at the Reserve Bank of India. Some senior staff of the State Governments are sent for a short term attachment with the National Co-operative Development Corporation at Delhi.

In Co-operative Training Colleges and in Co-operative Training Centres training needs of intermediate category personnel and those of junior Categories respectively are met.

For specialised needs the large co-operative undertakings are also sending their employers to the Institute of Business Management, Ahmedabad, and Small Industries Extension Training Institute at Hyderabad.

However, the need is still being felt to meet the requirements and needs of very specialised personnel, including technological, in the large sized factories run by the co-operative societies in the country. Owing to the increased diversification of co-operative activity in India, the earlier emphasis on training in terms of credit functions is undergoing a steady change and courses for marketing, processing, banking, industrial co-operation etc have been initiated during the last few years by the National Institute and the Colleges. Several National and other Committees are currently going into the entire question of reorientating the machinery for co-operative training, to adapt it to the new situation.

I. 3. What is a large sized co-operative

There is no hard and fast line of demarcation for what can be considered to be a large sized co-operative in different countries. What may be a

small sized primary society in one country in terms of functions it performs and the relative business turnover, may be considered to be large in another country. This is owing to the different stages of growth in co-operative movements in different countries. The following factors are however relevant for determining the size of a co-operative society.

- a. The membership of the co-operative society
- b. The society's financial resources, and generally its state of finances
- c. The amount of business turnover
- d. The number of staff it employs
- e. The area of operation - the territorial jurisdiction of the society
- f. Whether the society undertakes manufacturing processes involving installation and operation of factories, technological and other expertise and handling of labour and marketing problems

One or more of the above factors in combination would determine, in different countries, what could be considered a large sized society or undertaking. It might be said that for purposes of discussion in this paper, the small village societies and other societies involving simplicity of functions and requiring no special staff might be excluded.

Generally societies undertaking processing functions and agro based industries, societies handling distribution of agricultural inputs and supplies on a large scale, societies having extensive credit and banking operations, societies with a membership of more than 1000 members, and consumer societies with a large turnover can be termed to be large sized co-operative societies.

I. 4. The need of improving techniques of recruitment and training

Compared to the conditions in Europe or in Sweden, it will be seen from the foregoing paragraphs, from a review of the situation in Asian countries, that though the problems of recruitment and training of managerial and other personnel would not be so acute, nevertheless as there is a steady co-operative growth in the Asian countries with diversification of functions, the performance and efficiency of the co-operative sector would very much depend on the quality of its personnel. The problem cannot, therefore, be neglected and in fact there is a growing awareness of this on the part of the leaders in co-operative movements and the Governments concerned. The

matter had also received attention in the Tokyo Conference in 1964. Some of the National plans of the countries also reflect this awareness. The 4th Plan of India lists as a priority objective the proper staffing of trained and competent managerial and other personnel in the co-operative sector. To keep pace with the technological and other changes and the growth of business in the co-operative sector, it will be necessary to considerably improve the present methods of recruitment and training which cannot be said to be entirely adequate, generally speaking, in most of the Asian countries. It would be necessary also for the non-official leaders of the co-operative societies to realize that competent managerial and technical personnel recruited on an impartial and objective basis, and properly trained thereafter, would be their most valuable asset, and any failure on this account might mean that the co-operatives might be killed in competition by more efficient units handling similar types of functions and business in the private sector. As far as the question of training is concerned, it will have to be much more management oriented with greater emphasis laid on techniques of management and leadership. This would involve greater costs in training, but a beginning has to be made, and, as can be seen, efforts in this direction have not only paid rich dividends in European countries but the increased costs have been paid back in terms of greater production. This is particularly true of the Swedish experience.

I. 5. Identification of requirements and need for survey

One of the preliminary difficulties in undertaking systematic programmes for manpower development and training for co-operative societies in the Asian countries is that personnel administration of co-operative societies has not generally been a centralized feature and the exact requirements of managerial personnel and their training needs in terms of functions to be performed by them have not been subjected to a systematic detailed scrutiny.

It would not be infrequent for a wrong person to be in a wrong job because recruitment has not been planned in advance and proper training has not been given. In order to undertake planned recruitment and training it seems essential to conduct a comprehensive survey in all the Asian countries. Such a survey may be conducted by (a) Government or Government sponsored organization or (b) By the National Co-operative Federation or Union, (c) By appropriate specialized agencies.

It may often come to light that much larger numbers of personnel are

required in particular fields of activities than earlier conceived. An example may be cited of the sudden and large expansion of the co-operative rice mills in India where a recent study made in the Seminar on Modernization of rice mills industry revealed that such personnel required to run rice mills on a modern basis would number a few thousand in the next few years. This was not realized earlier and many of the newly installed rice mills have been without competent managerial and other staff. This imbalance creates problems in staffing of new ventures and dislocates production. Coordination between Government, Co-operatives and other agencies in regard to recruitment of personnel and their training is most important. It is recommended that such a survey may be undertaken without delay. This survey may also be coordinated by the Regional Office of the ICA.

Section II

We shall now proceed to examine some specific problems and difficulties in respect of recruitment and training of co-operative personnel for larger co-operative undertaking and analyse possible solutions.

II. 1. Recruitment

Categories of personnel: - The categories of personnel requiring special attention are:

- a. Managerial
 - b. Technical
 - c. Administrative
 - d. Finance and Accounts
- a. The managerial personnel would require skills common to all types of co-operatives. However, in the larger undertaking stress on qualities of leadership, supervision, knowledge of techniques of business management will have to be emphasised. The manager will also have to reflect awareness of sales and marketing techniques, financial and banking procedures, office and personal management and the art of dealing with people, within and outside the organization. In the Asian context in some of the countries the manager of a large sized co-operative undertaking will have to have the ability to understand government policies, plans and procedures and coordinate some of his activities with those of The Government department/Quasi-govt. organisation concerned.

- b. The technical staff of the society would include
- (1) Technological and engineering staff
 - (2) Specialized functionaries, dealing with storage, fertilisers, inputs, farm equipment, machinery etc.
 - (3) Sales and marketing
 - (4) Specialized consumer services.

Since the co-operative societies are venturing into industrial fields involving processing and manufacturing of commodities and goods, and also development of department stores, the recruitment of technological and engineering personnel has as much importance as that of managerial staff. It is also a point to consider whether in certain cases such technical people may also be given a certain amount of management training so that they can work in more efficiently respective fields and are able to deal with staff and human relations more effectively. They need not, however, be found suitable to replace the fully professional and trained managers though in view of the limited finances, the technical staff are sometimes put in charge of management of the societies undertakings.

- c. Administrative staff for the purpose of this paper means the higher level administrative staff and not the lower office staff etc. Generally such staff in several co-operative societies is taken on deputation from Government, but possibilities of promoting existing people from within the societies are also there.
- d. Finance and Accounts - Under this category we have to consider financial controllers/advisors, Accounts Officers/accountants, Auditors etc.

The above briefly indicates the nature of staff requirements of the large sized co-operative societies.

II. 2. Difficulties and problems of recruitment of the large sized co-operative undertakings

For proper recruitment of competent personnel it may be recognized that there are several difficulties in the existing situation which have to be faced.

These are listed below:

- i) Absence of manpower planning and survey.
- ii) Absence of centralized control.
- iii) Absence of suitable cadres for co-operative societies.
- iv) Unattractive service conditions in co-operative societies.
- v) Competition with the private sector in respect of salaries, service conditions etc.
- vi) Interference by non-official and political leaders in the work of the co-operative societies which acts as a disincentive to the new recruits and potential candidates.
- vii) Lack of initiative and discretion given to management and technical staff in co-operative societies by the Board of Directors. Absence of proper demarcation and delegation of functions to employees.
- viii) Lack of finances in the co-operative societies and dependence on Government funds.
- ix) Lack of consistent policy of the government.
- x) Legal difficulties in matters of bye-laws, co-operative societies acts etc.
- xi) Interference in the matter of actual selection and appointment of personnel and extraneous pressures.

Some of the above aspects are briefly elucidated below:

- ii&iii) With the rapid expansion, consolidation and diversification of co-operative activities the need for centralized control and formation of common cadres becomes urgent. In absence of some sort of a central control there cannot be any proper planning, coordination or, organized and uniform system of recruitment of staff. It is not really so much a question of the local democratic autonomy of the co-operative societies which often does not have enough resources and competence for appointment of proper staff as the need for central control by a federation. The consequence is that a new recruit has the prospect of remaining only in one co-operative society without the scope of improving his prospects and enlarging his experience in the co-operative sector. Either the federation is enabled to persuade the primary societies to accept a system of common pool, or legislative changes in the bye-laws of the societies may be considered. The situation will vary in different countries but the balance of advantage would lie in some central control and direction being exercised in the matter by the federation. A beginning has been made in India, while in Korea the Federation is already discharging this function.

iv&v) The unattractive service conditions for prospective employees relate to inadequate salaries, lack of service rules, lack of other facilities like medical, educational, housing etc. In most cases the services being non-pensionable there is also insecurity, constant interference by members of The Society and its Board of Directors. To expect marked improvement in this regard will not be easy as this problem has financial implications for the societies as well as building up of right tradition of management autonomy, free from political interference. However, a beginning has to be made and the service conditions of a society should be brought gradually on par at least with those of the corresponding government servants. In earlier stages it may be desirable to go slow on expansion activities of the society and have lesser number of, but qualitatively better staff. The training of the non-official committee members will also have to take note of the fact that they should be strongly impressed upon not to interfere in the normal routine work of the staff, and the democratically elected members should be persuaded to accept giving of greater discretion and responsibility to such employees.

Allied to this problem is the fact that the cream of managerial talent, which itself is scarce in Asian countries, is taken away by public and private sectors. The salaries paid by the private sector are particularly high to business and other executives, and staff of comparable levels. The result is that it is very difficult for the co-operatives to recruit competent and experienced people of the right type from the open market. Much higher salaries and other benefits will have to be considered and paid by the co-operatives to the top personnel to face this competition.

vii&x) The co-operative societies acts and bye-laws were mostly framed at the time when the co-operatives were dealing with credit functions, and managerial problems as a result of industrial projects being undertaken by co-operatives had not arisen. The existing legal framework is weighed heavily in favour of primary local democracy. The leadership in the movement has to take initiative and give a lead in the matter and reorientate the attitude of the elected representatives towards management responsibility and discretion. Greater reliance and trust has to be reposed in the management so that they are motivated to accept responsibility and take initiative. Specifically greater delegation of authority to the General Manager and staff has to be incorporated in the bye-laws.

viii) To what extent in different countries lack of financial resources is an impediment to right type of recruitment has not been precisely serious assessed, and may call for a study by itself. In most Asian countries it can be presumed that this is a serious problem and limitation in spite of the fact that for some staff government subsidies are available. But these subsidies are quite inadequate for meeting high cost staff. What might be hoped is that with increased efficiency there will be gradual rise in turnover of business and production which will, in due course of time, pay back the higher investments on competent and experienced staff.

Another scheme that could be considered is, that the Government and such of the National Federations, who can afford to do so, initially bear the full financial responsibility for selected key personnel and reduce the subsidy on a tapering scale, by which time the society can build up its own resources. This method is already operating in some countries.

ix) Owing to varying government policies the plan priorities and objectives frequently change. This creates difficulties in manpower planning, recruitment and training.

II. 3. Role of Government and Departemental Staff

In several Asian countries, except the far-eastern countries, the governments have a strategic role in co-operative development. Hence to that extent the question of recruitment of co-operative personnel also gets involved in government policy and control. In some of the Asian countries the Registrar of co-operative societies is the key government functionary. The Secretaries and the Managers of the co-operative societies are often also officials of the State Co-operative Department and their appointments are governed by orders issued by the Registrar of co-operative societies or the Ministry dealing with co-operation. As long as the co-operative movements are not autonomous of the Governments, cognizance has to be taken of this fact, and to that extent there are no special problems in the recruitment and appointment of such staff as they come from regularly established Government cadres. The European experience is thus not relevant to such a situation. The co-operative societies should aim, however, to have their own staff. Till then the Senior Government officials have to play a proper and right role in the context of the co-operative

environment so that the growth of the co-operative movement is actively promoted on right lines. Appointment of such key officials should obviously be done with due care by Govt.

II. 4. The Role of Co-operative Federations and Non-official Leadership

In the light of the discussion in the preceding paragraph the role of National Federations and non-official leadership in relation to proper staffing of co-operative institutions may be briefly enumerated below:

- a. Take steps to form service cadres of co-operative personnel of different types.
- b. Build up personnel management pools and exercise centralized control.
- c. Supervise staffing and recruitment.
- d. Reorientate the attitude of the elected representatives in order to appreciate and welcome the new role of co-operative management.
- e. Assess needs and requirements of different categories of staff.
- f. Initiate steps to bring about legislative changes and amend bye-laws.
- g. Provide consultancy services for recruitment appointment.
- h. Act as liaison between the Government and societies in matters relating to management and appointment where governments are presently playing a distinct and active role.
- i. Take step to gradually divest the co-operatives from Government control and supervision, by developing their autonomy and self-reliance in management functions.

II. 5. Co-ordination

The situation varies in different countries. But where there are government or quasi-government and national planning agencies, apart from co-operative institutions and federation, it is necessary to ensure co-ordination in matters of recruitment policy for the co-operatives. The recruitment has also to conform to the requirements of plan objectives and programmes laid down for the co-operative societies. This role may be performed either by the central Ministry or the National Federation or the Union concerned.

II. 6. Improvement in the techniques of selection and recruitment and personnel management

That the techniques of selection and recruitments require improvement is

beyond question. Earlier the existing situation has been broadly reviewed. The following measures may be considered to improve the techniques and methods of selection and recruitment.

- a. Large societies should build small personnel management/administration calls.
- b. The function and duties of each job should be clearly demarcated and charted.
- c. Adequate service records and performance records of employees should be built up.
- d. Pay structure should be rationalised.
- e. A definite policy in regard to appointment, recruitment by promotion and direct recruitment, should be carefully worked out. This should also be codified in definite rules.
- f. Promotion/selection committees should be constituted. Selection committees should recruit candidates from the open market.
- g. For purpose of promotion the previous record and performance should be taken into consideration.
- h. Posts required to be filled by direct recruitment should be invariably advertised.
- i. Written tests should be used for external recruitment in addition to interviews. For certain categories of posts to be filled up by promotion, proficiency examinations may also be conducted.
- j. Interview techniques may be modernised. For objectivity marking system may also be introduced in the interviews.

Section III

Training.

III. 1. Training requirements and needs

The importance of training of staff is not yet adequately realised by the co-operative movements in Asian countries in terms of practical needs and requirements. These are co-operative Training Institutes and Colleges and other institutions in different countries as mentioned in section I. However, the emphasis so far has been on co-operative principles, ideology, accounting and other procedures connected with the working of co-operative credit structure. The needs for efficient business manage-

ment in the co-operative sector and training of personnel towards that end have not been sufficiently incorporated in the training curricula. A systematic and organized plan to train staff after assessing requirements has not been prepared. Candidates are recruited to co-operative societies often without pre-service co-operative training though theoretically preference is given to candidates who have passed out from one of the training institutions in a country like India. It is essential that as large a number of candidates who are recruited to co-operative institutions from the open market possess the necessary background of co-operation as well as business management, as possible. After recruitment it is also necessary to look after the in-service training of such employees and put them through courses of instruction and training in specialised subjects as well as business management. A survey of manpower requirements as earlier discussed in the paper should also indicate specifically the requirements and needs of the various type of co-operative societies, so that the training machinery can be geared to meet the growing demands for training programmes and courses, and various planning agencies in Governments and National Federations and Unions can make arrangements to organize them. The training institutes at present also do not generally have a precise idea of such training requirements and for every course personnel are invited to participate in the training courses through Government and other agencies more or less on an ad-hoc basis. The institutions and co-operative societies which send their personnel for such training courses also often find it difficult to spare their staff for training since they do not want to dislocate their routine work. This situation needs to be rectified with more systematically organized planning of the training needs, supported by a phased programme of deputation of candidates for training.

There is also an erroneous impression in the boards of Directors and committees of co-operative societies that senior personnel do not require training. This needs to be corrected.

The training courses are also not matched with the needs and requirements of different categories of persons, and various changes in their curricula and duration is necessary.

III. 2. Institutional framework for training

We have earlier referred to the situation regarding training institutions in various countries. The main changes that seem to be required in the insti-

tutional framework are:

- a. Induction of some elements in the policy making level in charge of training arrangement of persons with managerial and technological background.
- b. Finding financial resources from within the co-operative sector to a greater degree so that the training institutions become less dependent on government-finance and also become more autonomous.
- c. Increased collaboration with universities and specialised institutes in related fields of agriculture - business management etc.
- d. Better co-ordination between the National Federations, State Federations, Government training institutions and universities. For this purpose a cell to co-ordinate training arrangements within the co-operative sector may be established in a Central Ministry or National Federation Union.
- e. Training facilities in different Asian countries are not uniform. Some countries have better training facilities. Exchange programmes for the purposes of training of staff to enlarge their experience can be considered in collaboration with ICA.
- f. Qualitative improvement is also required in terms of staff, equipment, library and residential facilities of the various existing training institutions. This will involve obviously more financial resources but contributions from the co-operative institutions for such purposes should also be considered for augmenting resources. Non-official leadership has to show more appreciation of the training needs, and also exert influence to make the societies actively and financially participate in specialised training programmes.
- g. At present, generally, there is no organic link between individual co-operative societies and the training institutes. This has to be established. The institutes at present are working in isolation, and more communication has to be established between the individual societies and such institutes.
- h. The staff of the training and other institutes could also be functionally associated on the advisory and other committees of the co-operative institutions for better liaison.
- i. The training institutes should also make actual case studies, evaluate data on projects and other work being undertaken by the co-operative societies and be in a position to render practical advice to them.

- j. To induct fresh air into the co-operative training institutes it may be desirable to occasionally take on deputation experienced and competent personnel who have also some academic background to work as lecturers and teachers in the co-operative training institutes for some length of time so that experience of field conditions is brought into the training institutes. Similarly a teacher in the training institute can be sent for a temporary period to work on a job in the field.

III. 3. Changes in training policies

1. Within the limited financial and manpower resources available for purposes of training, priorities in co-operative education and training may have to be considered in different countries. Higher priority compared to any other sector of education and training has to be given to training of managerial and technological staff.
2. The National Federations, Union, Governments, as the case may be, should issue a clear cut directive to the training institutions to reorientate their courses and curricula to make them more practical, job and management oriented.
3. Government and other financial assistance and subsidies to co-operative institutions should henceforth be made conditional on the employment and recruitment of qualified trained staff. If the co-operative societies flout this and do not take steps to recruit or train their staff in the manner desired, financial assistance to such a co-operative society should be stopped.
4. The National Federation concerned should maintain a roster of trained co-operative personnel and should be able to render advice to constituent primary units about the staff that they might employ.
5. Training of Trainers: It is not adequately realised that before right type of training programmes can be implemented, the persons who are in charge of training policy and training establishments also need reorientation to suitably conform to the changed conditions and growing demands of diversified activity in the co-operative sector. For this purpose special courses, seminars and refresher courses may be organized.
6. The non-official Boards of Directors also require an orientation towards the needs of business management and leadership. Unless they are educated properly in this regard there will be reluctance

on their part to attach any importance to training of their management and other staff. Special seminars and short courses may similarly be organized for them.

7. In view of the diversification of co-operative activity, emphasis in training programme should shift from credit and banking to marketing, processing consumers, agricultural, industrial sectors of Co-operation activity etc. The training institutes should give an adequate background of those subjects in their curriculum and also cover problems relating to agriculture.

III. 4. Training of Government and Departemental Staff

In some countries there is a regular departemental staff employed on an extensive scale in the co-operative societies and also dealing with co-operative activity at the policy level. Their special needs have to be met by training courses which are compact and do not take too much toll of time as it is not easy for the government staff to be spared from the posts of their duty without replacement. Generally two or three types of needs of such persons are to be met. Some of the staff who may be dealing with co-operation for the first time but have already had adequate administrative and executive experience of managerial type would need some training and education in co-operation, banking, financial procedure, law etc. The other category would be the persons who have already worked in the departments of co-operation for a long time and would need some courses in business management and leadership. The concerned Ministries/Government Departments/Organizations should make a careful assessment and survey of the training requirement of such personnel and in conjunction with the training institutes etc. plan their training through specially designed short term courses in respect of as large a number as possible. At the Senior and policy making level Government officials dealing with co-operation and also Registrars of Co-operation Societies may require to go through special seminars and attachment with selected institutions. In addition the training requirements of General Administrative or Civil Service officers deputed as Managing Directors of large scale industrial projects undertaken by big co-operatives would need special attention.

III. 5. Co-ordination of Co-operative Training Institutes with other Technical and Technological Institutions

Apart from closer collaboration with universities as earlier recommended, it would be advantageous and useful for co-operative training institutes to establish liaison with specialised institutes dealing with related fields of activities. Such institutes may be dealing with research in horticulture, food technology, rice technology, sugar technology, textile technology, tea, coffee, rubber, silk etc. Agricultural research and development institutes, National Standards Institution, National Statistics and programme evaluation organisation etc. are relevant in this connection. As co-operative societies would be dealing with a large sector of the national economic activity it would be desirable that the co-operative sector and co-operative training institutes derive maximum benefit from these specialised institutions. It is obvious that however good a co-operative training institute may be it will not be able to have expertise in fields dealt by specialised and sophisticated institutions. A continuous contact between the co-operative societies and such institutions would enable the personnel to be in touch with the latest developments in specialised fields. These institutes can also, in their turn, incorporate in their courses some subjects relating to co-operative activities; and contacts can be on a reciprocal basis.

III. 6. Changes in Techniques of Training

With the changing scene of co-operative activity and the changing needs of the expanding, consolidating and diversifying co-operative sector the techniques of imparting training have also to undergo corresponding changes. At present training in Asian countries tends to be more on the formal pattern. More emphasis should be given on in-service and work - training. Besides, there is not much recourse to modern techniques of audio-visual aids, correspondence courses etc. These would, no doubt, cost money, but efforts should be made in this direction. Beginning has been made in India in the use of audio-visual equipment in the training institutes. Audio-visual techniques, however, need to be adopted in the method of training and communication of information. Correspondence courses may be particularly useful for lower categories of staff of co-operative societies. The Swedish experience in conducting correspondence courses is of significance.

To make it more convenient the courses in the Co-operative Training Institutions may also be staggered so that an employee can complete his course in instalments in short term courses at different times. The method of case study, group discussion, syndicate studies and seminars may increasingly be used in the co-operative training institutes.

Section IV

Financial Implications. Role of Government.

IV. 1.

In order to implement various recommendations in the matter of planning, recruitment and training of large sized co-operatives, considerable financial resources would be required. It is difficult to give any indication of what the size of these resources would be in different countries after necessary policy decisions have been taken by appropriate agencies Government and co-operative at the national level, a survey of the financial requirements should also be undertaken and then priorities laid down. The Government will have to play, obviously, an important role in this connection both in matter of planning, recruitment and training programme and in regard to financial outlays. Unless the co-operative structure is very strong and viable the Government itself may have to consider investing greater outlays on programmes relating to training of co-operative personnel. The large sized co-operative societies should also be able to contribute an earmarked sum for training of staff which may be pooled at the level of the National Federation. This will reduce the financial burden to some extent on the Government.

IV. 2.

To save money on the recruitment of certain categories of staff it may be possible for some of the co-operatives in some cases to engage or hire consultancy services from specialised firms, engineers, architects etc. on a short term basis instead of employing whole time staff.

IV. 3.

For performing an over-all role of co-ordination in the matter of

manpower planning, recruitment and training cells should be created in the Ministry concerned, in which all the interests may be represented in an advisory capacity. These cells should do advance planning and issue periodic guidelines to co-operative institutions.

N. B. In summary of more important conclusions please see Annexure attached.

Summary of conclusions

- i. Recruitment and training of personnel of large sized co-operative undertakings - Recruitment system procedures and training facilities, should be geared to the growing co-operative sector with trends towards consolidation and diversification of activities.
- Section I (1)
- ii. The definition of a large sized co-operative undertaking will vary with different countries. Generally it will have more than 1000 members, with certain amount of financial resources, business turnover, a fairly large number of staff employed, and will have a larger relatively territorial jurisdiction or technological, industrial or other special complex functions to perform.
- Section I (2).
- iii. Need for improving techniques of recruitment and training - To keep pace with technological and other changes it would be necessary for the non-official leaders of co-operatives to realise that competent managerial and technical personnel are recruited on an impartial and objective basis. The training should be increasingly management oriented. - Section I (3)
- iv. Co-ordination between Government, Co-operative and other agencies in regards to recruitment and training of personnel is most important. It is recommended that a manpower requirement and training requirement survey may be undertaken without delay. The ICA Regional Office can also play an important role in this regard. - Section I (4)
- v. The categories of personnel who require special attention are Managerial, Technical, Administrative, Financial and Accounts. In the larger undertaking stress on quality of leadership, supervision, knowledge of techniques of various branches of management will have to be emphasised.-Section II (1)
- vi. The difficulties and problems of recruitment of large sized co-operative undertaking are absence of manpower planning, absence of centralized control, absence of suitable cadres, unattractive service conditions, competition with private sector, interference in

work, selection of candidates and appointments, lack of initiative for management, lack of finance, lack of consistent policies, or legal difficulties etc. Central control should be exercised and direction given by National Level Federation and Co-operative Unions. Salaries paid to staff in the co-operatives and service conditions should be improved gradually and brought at par with those of Government cadres. Non-official leaders should not interfere in the routine tasks of the management. The Co-operative Acts and by-laws should be changed suitably and more finance provided. - Section III (2)

- vii. As long as the co-operative movements are not autonomous of the Governments the cognizance of the fact that Government officials have a vital role to play has to be taken. To that extent there is no special problem of recruitment and selection.
- Section II (3)
- viii. The Co-operative Federations or Unions have a vital role to play in forming service cadres, building up personnel management, supervising staff, reorientating attitudes, assessing needs, bringing about legislative changes, providing consultancy services and acting as liaison agencies.
- ix. Co-ordination. It is necessary to ensure co-ordination in matters of recruitment policy. This role may be performed by the Central Ministry, National Federation or the Union concerned.
- Section II (5)
- x. The techniques of recruitment may be improved by large societies building personnel management sections, specifying functions and duties of each job, maintenance of service records, rationalization of pay structures, and by having definite personnel policy, framing specific service rules, constituting promotion and selection committees, adoption of modern techniques of selection, introduction of written tests and modernisation of interview techniques. - Section II (6)
- xi. Importance of training should be realised. Emphasis on Management oriented training should be laid. Trained manpower requirements should be assessed and as far as possible only trained personnel should be recruited. The erroneous impression that Senior Management personnel do not require training should be dispelled. Training courses should be improved. - Section III (1)

- xii. Main changes in institutional framework comprise of induction of managerial, technological personnel at policy level, raising of financial resources from societies, increased collaboration with various institutions, co-ordination with National Federation, exchange of training programmes in collaboration with ICA, making qualitative improvement, establishing organic links between co-operatives and training institutions, conducting of actual case studies, introducing field study programmes etc. - Section III (2)
- xiii. The changes in training policies should be in regard to changed approach towards priorities, the National Federations issuing directives to training institutions to make them more management oriented, conditional financial assistance to co-operatives, in respect of appointment of qualified and trained staff, maintaining roster of trained personnel, arranging training of trainers, shifting of emphasis from credit to other branches of co-operation in training curricula and arranging of training of non-official Boards and Committees. - Section III (3)
- xiv. The special training needs of departemental staff should be met by training courses which are compact and of short duration. The Registrars of Co-operative Societies etc. and senior personnel should undergo orientation courses of short duration, or attend specially arranged seminars. - Section III (4)
- xv. Liaison may be established between the Co-operative Training Institutions and specialised institutes dealing with related fields of activities of agricultural, technical and technological nature. This may be done on a reciprocal basis. - Section III (5)
- xvi. More emphasis should be given on in-service work-training. Audio-visual aids should be increasingly used. Correspondence courses for lower categories of personnel would be useful. Staggering of courses may also be done. The method of case studies, discussion, syndicate studies and seminars may be increasingly used. - Section III (6)
- xvii. Survey of Financial requirements may be made. Governments may consider providing more financial outlays for recruitment and training. The large sized societies should contribute an earmarked sum for training. Introduction of consultancy services may also be considered for saving cost of full time staff in case of certain specialised categories. - Section IV (1)

Seventh International Co-operative Seminar

April 7 - July 6, 1969

"Organization and Contents of Staff Training
for Rural Co-operatives at Village Level."

by

Mr Mohd. Thani and Mr Thiam Hock Lim, Malaysia

- . Staff training in rural co-operatives in Malaysia is still under the responsibility of the Department of Co-operative Development, Ministry of Agriculture and Co-operation. In this department, a section called "The Education and Publicity" under the charge of an Assistant Commissioner for Co-operative Development is created to take charge of organizing courses and training for rural co-operatives. The department has to undertake this training of rural co-operatives because the rural co-operatives are mostly small with a single object and are not in a financial position to conduct the training themselves. It is hoped that the rural co-operatives will gradually take over this training function from the department which has now the following policies:

- i. To consolidate the societies
- ii. To amalgamate the societies whichever possible
- iii. To convert the societies into multi-purpose societies whichever possible
- iv. To form only multi-purpose societies in future.

- . The training of rural co-operatives in Malaysia is conducted annually by the Department of Co-operative Development at village level and at the Co-operative College with financial assistance from the Government. The training at village level is normally of two days' duration and the trainees are selected from officials of the various societies. The subjects include:

- i. Principles and practice of co-operation
- ii. Co-operative Credit, marketing and consumer
- iii. Capital accumulation
- iv. Audit
- v. Problems of the societies.

A more detailed training of rural co-operatives is conducted yearly by the Co-operative College in the country. The duration of the training period varies from

two to three weeks each time and the trainees who are usually the officials of the societies come from all parts of the country. This college is financed by the Government and contributions from annual profits of the societies. The co-operative law has provided that 2% of the annual profits of each society must be contributed to this co-operative college for training purposes.

Besides the training mentioned in the two foregoing paragraphs, staff training is also given by co-operative officers and the auditors during their routine visits to the societies.

3. a. As a business organization, training of staff and officials of co-operative societies is an important factor for the success of a society, more so in the present day competitive situation. It is also a continuous and systematic investment made within the co-operative society. In Malaysia, the societies depend much on the Government to conduct the staff training. The Government cannot be expected to undertake this important task so efficiently because of its other commitments. The societies must be made to realise the importance of the principle to train the staff sufficiently in management and supervision of their own societies in order to achieve good results. The co-operative movement itself should be responsible for this training, and in this respect the National Co-operative Union to which all the co-operative societies are affiliated has to take the full responsibility of this important task to train the staff of its member-societies. To start with, the National Co-operative Union must appoint an officer to take charge of a staff training section specially created for the purpose of training the staff of the member-societies. This officer, who is directly under the President of the Union, will be fully responsible for the preparation of a training programme for its member-societies' staff. This training programme must be prepared ahead to cover for a period of at least a year, and it should also indicate the number of courses to be held in that year, number of trainees to be selected for each course, dates of the course and subjects for each course, to be lectured and discussed. All the member-societies should be informed of this training programme well in advance so that the Management Committee of each society could make the necessary arrangement for their staff to attend this training course.

b.) The officer in charge of the training section will also be responsible for the selection of trainees, but the selection of trainees for training should be made in such a manner that every staff from all the member-societies has a chance to attend this training course. Types of staff training should be arranged according to the standard of trainees' education and nature of their duties

in their respective societies so that every staff is able to take an active part in the discussion with effective and better results.

c.) As most of the co-operative societies are scattered all over the rural areas, the training courses should be as far as possible conducted at a more centralised place to ensure that all the selected would be able to participate in ~~this~~ training without being involved in any financial difficulty and inconvenience. In this case, the National Co-operative Union must make full use of the local village schools or village community halls, where facilities are usually available for meetings, to hold the training courses for the staff of the member-societies. In view of the position of the staff and in the interest of their societies, the duration of the training course should not be too long a period, but normally it would need at least a period of one week to cover up the necessary subjects. In addition to this training course, a mobile unit equipped with film slides and films on subjects of co-operation or other related subjects is also very essential to promote the co-operative movement in the rural areas and to disseminate the knowledge of the up-to-date business techniques and informations on improved mechanical method of agriculture to the rural co-operative staff as well as to the members of the societies. However, the contents of the staff training should include the following subjects:

- i. Basic principles and practice of co-operation
- ii. Co-operative laws and by-laws of the rural co-operatives
- iii. Business management
- iv. Co-operative credit, marketing and consumer
- v. Book-keeping and financial planning
- vi. Relationship between management committee and the staff

. The staff of the rural co-operatives must possess some basic knowledge of each of the above subjects in order to carry on the operation of their societies more effectively. It is therefore, very necessary that this knowledge must be imparted to them through this training course. The lectures on the above subjects should be given by experienced co-operative leaders or the Government officials who know these subjects well. A higher training course covering similar subjects but in more details may be arranged for the benefits of the staff who have completed the above elementary training at the village level, and all the trained staff would be invited from time to time to attend co-operative seminar during the week-ends without interrupting their normal duties at the societies. The National co-operative Union, besides being responsible for the staff training, would perhaps be able to set up an education section in its organization if its financial position permits, and sponsor a correspondence course for more trained staff who are keen to learn more

The study circles and discussion groups may also be organized in the individual villages through this education section which will periodically supply all the necessary materials for studies. The staff who have attended the above training and have taken up the correspondence course should then be sent to the Co-operative College for training on more specialised subjects to be given by the experts. It is believed that with a proper training programme for the staff, the National Co-operative Union, in collaboration with the Co-operative College, would indirectly strengthen and consolidate the position of all the rural co-operatives.

4. In order to organize and conduct the training courses mentioned above effectively the National Co-operative Union will need sufficient fund for this purpose. It is suggested that besides the two percent of the annual net profit contributed to the Co-operative College, the member-societies should also be requested to pay yearly the same amount of contribution to the National Co-operative Union. In addition, each member-society should be made to contribute to the Union yearly a sum based on its membership equivalent to 10 / per member as annual subscription for staff training purposes.
5. The writers of this paper are of the strong opinion that staff of a co-operative organization must be sufficiently trained on business management and operation before they can discharge their duties satisfactorily and efficiently for the benefit of the society and its members.

Seventh International Co-operative Seminar

April 7 - July 6, 1969

"Member Education, Aim, contents and organization"

by

Mr Poo Yung Lee and Mr Choo-Han Kim, Korea

Introductory

A co-operative society is a form of business organization, which is organized by the members on a basis of equality to promote their economic and social interests.

The co-operative society aims to provide goods and services to the members at costs as low as are compatible with the long-term development of the society.

As we have known already, the co-operative movements social philosophy was formulated during the 19th century on the basis of the rules of the Rochdale Society of Equitable pioneers established in 1844. The principles of co-operation which embodied the important rules of Rochdale Society were accepted by the ICA Congress held in 1937. They are as follows:

- Open membership
- Democratic control
- Limited interest in capital
- Patronage dividend
- Cash trading
- Political and religious neutrality
- Co-operative education

Abriding the description of the first six principles I would like to describe a little about last principle, co-operative education. Although the co-operative movement places emphasis on promoting the economic interest of members the social aims are no less important. Great importance is attached by the co-operative movement to the education of its members.

The co-operative movement attempts to raise the members occupational social and cultural levels, through education and guidance activities. Although the co-operative movement aims at improving the social and economic conditions of members, the methods employed by it for achieving these goals also help to broaden the horizon of members consciousness and develop their personalities. The co-operative movement is not only another business enterprise whose sole object is to be a grocer or a marketing outfit for farmers, but it is also a practical school in which members learn essential business economics, the economics of their households or farms and more important, the qualities of good citizenship - such as the awareness of their rights and the value of exercising these rights - which are invaluable in a democratic society.

In the co-operative movement, the owners and users are the members who exercise ultimate control over both the policies and operations of their co-operative societies and movement as a whole. For this purpose it is essential that the members, or at least a majority of them, have sufficient knowledge and the capacity to assess the economic activities of co-operative society and to select suitable men to the board of directors. Similarly, education of directors is essential for achieving the successful operation and the growth of co-operative societies. In most countries of Asia, co-operative societies have undertaken more complex and difficult forms of enterprises, namely, multi-purpose co-operative society. From this point of view it is of the utmost importance that the greatest possible attention is paid to the development of co-operative education.

Aims of Co-operative education

1. Co-operative education activities should attempt to develop a strong, self-reliant and democratically managed movement which would be in a position to achieve its social and economic objections. Co-operative movement will be faced on competition with private enter-

prisis. Therefore the movement must be strong enough to meet effectively the competition from private enterprise and, if necessary, should be able to take the lead in combating business practices harmful to the interests of the members.

2. The co-operative movement should be extended by attracting new members to the existing co-operatives and by forming new co-operatives in areas hitherto unexplored. This co-operative education should aim to spread the ideology and the benefits of the co-operative movement to the largest possible number of members.

As the above mentioned aims seem to be highly overall ones, more specific aims can be described as follows:

1. The co-operative education should aim to motivate members to participate in a democratic manner in the activities of the society.

2. To educate the co-operative members to communicate with them and to increase their knowledge and information. This will enable them to assume responsibility as effective members of the society. It also helps them in effecting proper control and helps them systematically realize the aims for which the society is organized. A member can assume responsibilities such as supporting his society, taking interest in its working and operations and influencing the determination of policies only so far as he knows and understands its implications to himself and to others. Therefore the co-operative education has to be built up to produce the desired thinking and loyalties of those who benefit from it and nourish their faith in the co-operative movement.

3. To educate them to have continuous interest in the affairs of the society.

4. To educate them to have proper knowledge of by-laws of the society.

Finally, co-operative education should contribute to the total purpose of co-operative societies. It should attempt to develop the personalities of the members and so help them realise their potential abilities.

What should member education contain?

It is understood that member education in some countries includes employee training as well. However, this paper, for the sake of convenience, should like to confine itself to the member education only for members. .

Contents of member education could be varied in accordance with target groups as well as types of the co-operative society. Nevertheless, basic ideas and practices can be found in common in many different co-operatives and in different countries.

Member education could be divided into three fields when it is programmed, namely

1. Member information
2. Member education
3. Education of elected members

1. All members should be informed about what is happening in the society, objectives of the society, rights and obligations members have, and economic and social environment in which members live. These are the contents to be given to the members by the society in form of member information. Methods and practices to implement the information work depend much upon quality and interest of members whom the society is to deal with. However, the following means are generally used, namely:

a. Issuance of publications.

It might be advisable for national level union to publish weekly newspaper or magazine which could be fortnight or monthly. Also various written materials could satisfy many members who have special interest in a particular subject. But the society itself ought to endeavour to deliver some written information in form of newsletter to members with regard to basic and important facts together with future plan and major problems.

b. Providing audio-visual aids.

In order to have members to understand the workings of their society better, so that members have more active participation in affairs of the society, audio-visual aids such as films, film strip, slides, etc, could be

Organization

In order to educate co-operative members to increase their knowledge and information, which scheme of all levels of co-operative activities should be integrated and coordinated closely and co-operative institutions and colleges established for education and training must have very close working relationship with the society in all educational activities, Followings are the same considerations regarding member education:

1. It would be advisable for primary societies to leave most of educational functions such as programming, publications, providing audio-visual aids, holding a seminar, correspondance education, etc. to the national level or federation where they may have better qualified specialists and more resources at all requirements.
2. It is also desirable to have education committée at all levels so that they may consult between and among members and different levels to coordinate closely,
3. All member education program should be connected with practical and based on reality rather than theoretical or ideolôgical. Therefore actual implementation of education ought to left to those specialists who have been in the educational work in the movement for considerable time.

prepared and shown at all types of meetings.

2. It is often found in the co-operative movement that active members are very much interested not only in basic informations given by the society, but many other relevant fields and seek for deeper knowledge, which could be of great help to the steady development of the society in the future. If it a consumer co-operative society, it may publish booklets about wise selection and use of various articles that are obtained in the co-operative shops. If it is a farmer's co-operative society, many quidance booklets could be published to give better knowledge about farm supplies, machines, chémicals, proce sing, farm-management, marketing and even introducing new seeds, breeds etc.

In some countries correspondance education and study circle method has been proved to be a one of best means to educate members. It is needless to say that it requires a great deal of preparatory work and considerable expenses to follow the method.

3. Education for elected members is obviously the most important element not only in view of leadership but also in sound polic making and decision making inthe business operation of the society. Elected members should have the following knowledge least:

- a) principles of co-operative
- b) laws and by-laws of the society
- c) clear objectives of the society
- d) basic knowledge of management
- e) primary knowledge of accounting
- f) leadership, communication, human relation etc.

The education of elected members can be carried out of the following ways.

- a) conferences
- b) seminars - durations of seminars may vary dependin on subjects
- c) study circle method
- d) study visits

April 7 - July 6, 1969

"THE INSTITUTION OF HONORARY LEADERS: ROLE AND LIMITATIONS"

by

K. Parames Varan, Malaysia and N.G. Raju, Singapore

Professor Paul Lambert (University of Liege) in his book "Studies in the Social Philosophy of Co-operation" defined a Co-operative Society as "an enterprise formed and directed by an association of users, applying within itself the rules of democracy, and directly intended to serve both its own members and the community as a whole". Since the birth of the movement, founded on such an order in Rochdale and contemporaneously in other parts of Europe, the movement has spread out to span to globe creating an economic force founded on a brotherhood, which knows no national, social or religious boundaries. Throughout these times the movement would not have materialized but for the ardour and devotion of the institution of Honorary Workers in the field of Co-operatives.

Of necessity this paper will have to be confined to the territories of Malaysia and Singapore and a little introduction on the conception and growth of the movement in these territories will be valuable guideline.

The Co-operative Movement was introduced in Malaysia and Singapore in the early twenties as a design of policy by the British Colonial Government. It did not develop spontaneously as in Europe although it can be said that the same economic difficulties existed as in Europe in these territories. When the movement was founded the emphasis was placed on the formation of co-operative credit societies both in the urban and rural areas. Ever since that time the movement has been functioning on a divided line of rural co-operatives and urban co-operatives. Several factors have been responsible for this situation. Primarily, the economic conditions and needs of the people in the rural and urban areas differed sharply. The standard of education differed between the two sectors and the rural farmers were more conservative and not proud to ideologies which they considered foreign.

They clung to age old customs and beliefs and the lack of educated personnel in these groups has proved a stalemate to any definite progress.

The Governments of Malaysia and Singapore were quick to recognise the need for a sound co-operative movement in the rural areas to uplift the economic standards of the farmers and fishermen and the Department of Co-operatives took upon itself the task of providing the germination of societies by sending out its own officers to form and assist to manage the rural societies. On the other hand the urban societies had capable personnel who worked on an honorary basis to start small Thrift & Loan Societies but expansion to multi-purpose societies or other forms of primary societies did not gain ground until about the Malaysian Co-operative Insurance Society came into being in the fifties. This society with the support of many urban societies in Malaysia and Singapore grew in size and position that it could now claim to be the premier society in the country. It not only has provided assistance but also the personnel for the creation of other secondary societies and the expansion and development of existing primary societies.

Most of the societies in the rural areas are small and are not financially in a position to employ managers with skills in the activities of the societies and in "co-operation". The same problem confronts many societies in the urban areas but they have developed in slow stages through the honorific labour of their members. Generally it could be said that financial success has accompanied the growth of co-operative societies in the urban areas and an interesting feature of such financial growth in spite of its numerically superior position of the rural based co-operatives is that the rate of growth of the financial resources of the co-operatives in the urban sectors is faster than rural based societies.

Views have been expressed that the considerable expertise found amongst honorary leaders in the operating of co-operative affairs and the management of the urban based societies could be effectively utilised to the advantage of the primary societies in the rural areas. It has been said that "flying gangs" circulate the country in order to promote development with a view to improve management of the rural based societies. The limitations however, are raised by the fact that leaders in Malaysia and Singapore are men in an honorary position who have full time employment in other services and cannot find time to spare to assist developing societies.

The role set before the honorary leaders therefore, is not a small one. The responsibility for the promotion of co-operatives, they will have to understand lies within the movement itself and not with outside agencies, if co-operatives are to be true people's movement they must generate their own power from within.

Since the early stages of organisation are now past the movement must find within its structure the initiative and energy to grow and expand. This has been done in countries where the movement is well established and mature. It is the view of the writers that every worker in the co-operative movement should know the long range objectives of co-operation and he must keep them in mind in his day-to-day work. The regular employee is not different from the honorary worker, where this feature is concerned and the force to motivate the movement, not withstanding other factor, is education and in countries like Malaysia and Singapore this would appear the role for the honorary leaders in that not only should they educate themselves but also educate their members for Cooperation is an economic force and has no limitations as with the case of any other economic enterprises.

Government participation in the field became active in Malaysia and Singapore by the creation of a Co-operative College by an Act of Parliament in 1968. It is undeniable that in the countries that aim to establish a co-operative sector as a part of the national economy, one of the crucial questions is the quality and extent of government participation. Since 1945, and in the newly independent nations, Governments have frequently taken official action in planning for extensive co-operative development. For the movement as a whole it becomes largely a question of how far government can promote and organize co-operatives that must from their very nature be free and voluntary societies and not mere agencies of government policies. Co-operatives are not merely economic societies. The complete co-operative philosophy includes educational, social, moral and cultural values which are to be overlooked if economic ends are the sole motivation. Alongside the role of the leaders who have setbacks in newly developing countries the role of government would be necessary for the overcoming of limitations imposed by the very nature of the movement in such countries and this could be done by the government in having a relationship to co-operatives that is one of active helpfulness intended to stimulate co-operative enterprise and one that guides and keeps it on sound lines without either attempting to compel or to replace local initiatives of

selfhelp. Conditions and the situation for co-operatives to develop cannot be reasonably created by the leaders. The government should attempt to promote conditions under which co-operatives will thrive and develop.

The honorary leaders must understand that helping people to carry on co-operative business of various kinds can often be discouraging but it takes on a different light when the full and complete meaning of co-operatives is understood. Extension work, therefore, is essential and a true perspective of extension work can only be maintained by having constantly in mind the fact that co-operation is an economic system based on justice in business and which prevents the exploitation of the weaker members of society. A good co-operative is a continuous source of education in itself for the members. For example a marketing society educates the producers in better methods of production, a consumer co-operative trains the members in what to buy and the true value of goods and a credit society teaches the proper use of money. If the society is a good one the members are always learning something simply by being active members.

It is basic to all organisation and extension work in the co-operative movement that the approach to people must be educational, that people adopt co-operative attitudes through the gradual process of education and that progress in co-operatives results from a variety of educational activities. The efforts of those who organize and manage co-operatives are doomed to fail unless they regard the work as education. Good co-operatives, such leaders must accept, cannot be organized except as a foundation of understanding and radical acceptance. Down through the years since the Rochdale pioneers, education has been a strong feature of co-operatives and it has been said that "co-operation is an economic movement employing educational action".

In newly developing and developed countries where governments are anxious to raise standards of living there is great reliance on legislative measures and official action to make co-operatives work and lesser reliance given to education. Co-operation begins in the hearts, minds and souls of the people and education is the only path that leads people to the co-operative view of life and the goal that makes men into beings with a sense of both individual and joint responsibility so that they may rise individually to a full personal life and collectively to a full social life.

We have endeavoured to hinge out consensus on education because we understand from experience in our own countries that voluntary workers are the hub of the co-operative movement and even they have their own limitations in spite of the noble role they play by the lack of educational facilities in co-operation and in not being able to propagate their knowledge howsoever small it may be to their fellow men. This then is where the limitations arise. The Government of Malaysia has seen fit to give a helping hand by creating a college under statute but the position is a little different in Singapore. However local situations and policies by which governments wish to raise economic standards is a factor that cannot be overlooked. Notwithstanding this, the honorary leaders can make their own voluntary efforts to carry on extension work in whatever magnitude in the hope that by extension work or extension education they are bringing education to their members and the people who are not ordinarily in close contact with an educational institution and who are likely to remain without the education, training and information needed for the improvement in their living conditions when it is brought to them. In our few weeks of stay in Sweden we have been impressed by the pains and endeavours taken by the various co-operative movements and associations to carry on with the process of education in a never ending series of action so that their members are given the opportunity to understand the objectives of co-operation and the changing techniques in each field of activity with which the movement has been involved.

Extension work as applied to the co-operative movement simply means the extending or enlarging of all forms of co-operative endeavours. In good extension work there is a continuous flow of information, suggestions and advice from the member to the institutions, from the people to the experts and vice versa. It is our hope that the institution of honorary leaders, on whom rest the heavy burdens of the co-operative movement, will be able "to propagate co-operative principles and methods and promote friendly and economic relations between co-operative organisations of all types both nationally and internationally", as inscribed in the pages of the of the International Co-operative Alliance's objectives.

Another problem that faces honorary leaders with ability to reach down to every member. As cooperatives go towards integration one might ask when a limit will be reached when the members of cooperatives will cease to

understand and appreciate the training involved. As a future tendency, one might also predict that more of the leaders' interests will in future be directed towards structural problems as cooperatives become more and more integrated. If the structure is appropriate, one can rely on the managers and their technocrats to try to achieve a maximum of efficiency within the structural organisation. For this reason it will be specially important that member education and information are also directed towards the structure of organisations. The cooperative is a social order based on democracy. Democracy has become a social principle today and the more the mechanism of its practising has been developed, the more difficult it has seemed to preserve the basic ideology of everybody taking part in the decisions, concerning matters of common interest.

To be free from governmental influence has been an aim of cooperatives but it is inevitable that as integration proceeds into the future all large scale enterprises will have to coordinate their activities into a domestic economic policy under governmental supervision. This can be regarded an extension of cooperation generally in many directions as an approach to a cooperative economic system. It seems necessary that while this process will also come into the fore in developing countries as cooperative education and knowledge progresses to all corners of the world. The honorary leaders at this stage of the times will have to get a better understanding of the meaning of the structural changes that are to care and contribute thereto. Fundamental changes in cooperation are fast going on and the role of the honorary leaders for the present and the future would be to keep up to date with these changes and the new applications involving the cooperatives in the socio-economic order of life.

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41

EFFICIENCY AND DEMOCRACY
RELATIONSHIP BETWEEN BOARD OF DIRECTORS
AND MANAGER IN CO-OPERATIVE SOCIETY

by

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The co-operative organisation is based upon democratic ideals. As in other democratic organisations the elected representatives of the members - in this case the Board of Directors are the governing body of the organisation. The democratic and managerial problems confronted in the past were, however, comparatively simple, in the movement. The early consumer co-operative societies were small and their business was limited both in terms of the variety and volume of goods they handled and monetary transactions involved. There were few business decisions to make and they were simple and could easily be handled by a few elected members. Consequently the democratic structure of the societies, a simple one was capable of making quick decisions.

The development of co-operative democracy was made possible by the growth of the co-operative movement.

The Swedish Consumer Co-operative Societies formed their central organisation - KF. The Swedish Co-operative Union and Wholesale Society in 1899. This organisation was given a simple organisational structure as one of a primary society. The delegates from the local societies attended the annual General Meeting - in this case known as the Congress - The Congress elected the KF's Board of Directors. At the beginning the business activities of the KF were simple. The societies handled the retail and later on took up the meat processing etc. KF at this stage took care of the wholesale trade. As long as the business activities were limited and simple, the organisation run by the Board was functioning efficiently. But when the consumer co-operation began to grow in Sweden a development towards indirect democracy within the co-operative movement followed. The large consumer co-operative societies

were then divided into districts, with special district meetings to elect delegates to the annual General Meetings of the societies. Thus a step from the direct democracy - where in all members attended a General Meeting of the society, towards the indirect democracy had developed in Sweden.

In keeping with the growth of the consumer co-operative societies in Sweden, the system of management has also been changed. The management is divided between an Administrative Council elected by the Annual General Meeting and a Board of Directors appointed by the Administrative Council. The number of Board of Directors vary from three to five persons depending on the size of the society. The Administrative Council in this case is the chief forum for laymen to influence and to exercise control over the Board and its business activities and also to make quick decisions on the proposals of the Board on matters of economic importance.

It is clear that the development of democratic organisation outlined above is fundamental to the safeguarding both of member influence within the movement and efficient functioning of the business of the movement. Therefore the problem of combining democracy and efficiency assumes added proportion as the co-operative movement grows into large enterprises. In a number of countries, the present trend is to concentrate the activities of the movement into few but larger units. This is necessary in order to meet the competition of the private enterprises. The problem of maintaining democracy in a co-operative business organisation continues to grow, becomes a complex one. It is felt at times that democracy is a hindrance to the achievement of co-operative objectives. The movement has to compete with the other enterprises which means the decisions must be taken quickly if the co-operative business is not to fall behind. Democracy however works slowly. Questions which are to be decided by the members will have to be explained and they must be convinced that the decisions to be taken are sensible. In societies where membership is divided on an issue can delay action which would mean an opportunity lost. Therefore there are instances, where it would be possible for the movement to work more efficiently and rapidly if the rules of democracy had not been followed. But there are arguments in favour of democratic control. It is the members who own the co-operative society and hence they and their elected representatives must retain control over them. It is necessary to stress that a pre-requisite for the co-operative democracy is to ensure that those within the membership capable of handling different questions are elected to serve

the organisations where decisions have to be taken. At this stage the position of employees within a democratic system will have to be examined. In many countries it is considered unsuitable for employees to occupy positions in the Board of Directors. But the experience in Sweden shows that the development of the movement demanded a set up which allows responsible employees' entry into actual decision-making process.

However, the question of employees' entry into spheres of democratic decision making was a subject of review of the Committee appointed by the Annual Congress, of the Swedish Co-operative Movement, in 1964, to report on the problems pertaining to the future structure of its movement. At present the Board of Directors of larger societies comprise of the heads of the main departments in the societies. They are usually 3 - 5 in number appointed by the Administrative Council, which is a supervisory body elected by the General Assembly. The present Board of Directors can now make decisions involving principles of financial importance without consulting the Administrative Council. The recommendation of the Committee is that the present Administrative Council should be replaced by a Board of Directors. This new Board will consist of ten to twenty-five elected representatives and the General Manager. The present Board of Directors consisting of the heads of the departments will not be included in the proposed Board but they will be transformed into a consultative and co-ordinating committee with the General Manager as its chairman. The important difference between the present Administrative Council and the Board proposed by the Committee is that the latter will have the legal responsibilities which the former lacks.

The proposed Board of Directors will have greater authority and responsibilities as compared with the Administrative Council. This Board of Directors shall according to rules appoint a General Manager and other heads of department who together will form the Managing Committee. The Managing Committee will be entrusted with the task of carrying out the executive functions of the society. This proposed structure in Swedish Movement, the Committee considers, provides a framework to ensure effective member influence and democratic control.

The problem of relationship between the Board of Directors and Manager exists to a certain degree in most of the Asian countries. In Phillipines,

the problem is minimized by preventing the 'politicians' from holding offices in the Co-operative Movement through society's by-laws. In Thailand, a peculiar State of Affairs exist in rural co-operatives where the Board Members and the Manager give priority in employing each others relations. In India there is no evidence of local pressure in the matter of appointments of employees to co-operative societies. But by and large the interference of the Board in the work of the Manager has no serious dimensions. In South Korea too a similar problem exists. In the Ceylon Movement this problem exists in most societies and the chief cause being a 'political' one.

For the success of a business organization a sound and good relationship between the Board of Directors and the Management is both important and essential. This is particularly so in a co-operative society where different conditions exist. A co-operative Board comprises of lay-men who are elected as the representatives of the members to look after their interests. This is in keeping with the democratic principle, on which co-operation is built up. The sound relationship between The Board of Directors and the Manager will not be a spontaneous one but one which should be developed with the spirit of team work. The Board members must understand their tasks and responsibilities and so is the Manager. They should also understand and respect the duties and responsibilities of each other. It is on this foundation that a sound relationship between the Board of Directors and the Manager in a co-operative society could be built.

The Board of Directors, legally are responsible to the members, for the management of the affairs of the society. They in their turn delegate their authority of managerial functions to a qualified personnel, in this case a manager who is appointed by them. This delegation of the authority to the Manager for the operation of the society does not absolve the Board of Directors of their responsibilities, in the case of a failure in the operation of the society. For this operation to be successful it is essential that the duties and responsibilities of the Board of Directors are set down specifically and these may be reviewed from time to time after discussion. In broad outline the following ought to be the duties and responsibilities of an efficient Board. They should interpret the objectives of the society and set down goals to be achieved, cause changes in the overall policies, regulation of programmes, appoint a Manager to

conduct the operations of the society, assign his duties and responsibilities and fix his salary, terms of conditions etc. It should also appraise itself, periodically of the progress made by the society, assign his duties and responsibilities and fix his salary, terms of conditions etc. It should also appraise itself, periodically of the progress made by the society in achieving the set goals. Financial statements and accounts in addition to the report on the activities of the society are the common forms of reports which would reveal to the Board the general results of the operations. The Board should also delegate appropriate and necessary authority to the Manager to carry out his functions efficiently, The Board should understand the necessity and importance of delegating authority to the Manager. To hold the Manager responsible for the operations of the society without assigning him in the necessary authority would certainly tend to weaken the management.

The Manager of a society is appointed by its Board and not by the membership of the society. He is not vested any authority through law. He has only such authority as has been vested on him by the Board. It is therefore his responsibility to respect the Board as his employer and be aware of this in his dealings.

He should bring to the notice of the Board all information and recommendation that will aid the Board in reviewing the objectives of the society and in planning its future. He should provide necessary material in the formulation of all policies, regulations and programmes. He should report to the Board periodically, of the activities of the society, and also make recommendation on how best the operations of the society, could be improved to obtain the best results. The Manager should be responsible for the detailed planning, organising, co-ordination, control and direction, and carrying out all the programmes, policies and activities of the society in keeping with the general approval of the Board.

Mere understanding of the responsibilities of the Board of the Manager by each other is not enough. There is a way in which these responsibilities outlined above and still not have the kind of working relationship required to obtain the best results. Therefore a favourable atmosphere mainly based on consultation and regular meetings is necessary to maintain the progress towards the set goals. The Board must feel that the Manager, they have appointed is both capable and competent to conduct the affairs

of the society. With this feeling, the Board would naturally require the view points and recommendations of the Manager whenever a decision has to be taken on a policy. On the other hand the Manager must have confidence in the Board's actions. He should understand that the decisions taken by the Board are based on the information and recommendation made by him. Whenever a decision of the Board is not in keeping with the suggestions offered by him, he should realize that they were made on certain facts, he did not evaluate. He should respect this decision and feel that it was made for the welfare of the society and so extend his full co-operation and support in its implementation. A similar attitude on the part of the Board towards some of the managerial decisions will go far in eliminating frictions. For instance when a Manager makes decisions of some importance within the scope of his authority, it requires the approval of the Board. But even if the Board were to take a contrary decision, they should give the Manager an opportunity to try out his idea but should ask him to furnish the Board with specific periodical reports on it. The only way a board can develop managerial efficiency is to give the Manager some freedom to make choices. Even though the Board may disagree on the decisions of the Manager, he should be encouraged to give his decision a try within a given period, by extending full co-operation and support. The Board of course has in this instance the right to consult him regarding the reasonableness of his decision.

Too often individual board members take upon themselves the task of carrying out some personal investigations in the management of a society. There is for some the feeling of power, in being able to bring a Manager to account for a failure in his operations. At the same time a sense of power may be felt when members come to individual board members to have 'something done' to right a complaint. There is no more a sure way to destroy sound Manager - Board relationship than for the Board to allow any of its members to set out on their personal investigations of details in the management operations without the knowledge of the Manager himself.

If better results are to be obtained, then policies, rules and regulations that guide the management in achieving the objectives of the society should be clearly established. The formulation and final approval of all policies affecting the interests of the members are properly a Board function. Neither the Board nor the Manager alone know all the circumstances bearing on these policies

and so here is once again the need for consultation. Besides, policies on finance, expansion programmes, credit, employees benefit programmes and many others of institutional nature requires the Board approval. While determination of the policy of a co-operative society is the responsibility of the Board, there is hardly in fact any members who are involved in full time operations enough to know the in and out, needs and changes that are occurring. It will be a rare case if the Board will not have to rely on the Manager for this information. The Manager's position is rather important when he makes a recommendation on over all policies. In doing so he is helping the Board to formulate its policy decisions. However, it should be understood by both the Manager and the Board that the latter is under no obligations to accept such recommendation.

In a co-operative society, the Manager's position is a key one. This job calls for the deep thinking, understanding, sacrifices of time and energy in addition to managerial skills. It is he who actually handles the funds of the members and run the day to day affairs of the society. He co-ordinates the influences exerted by members, the public, the employees and the Board of Directors. He must be sensitive and be prepared to face criticism. When the Board is a weak one it is his duty to guide it but when the Board is strong he should be carried out with the same amount of zeal as the decisions were his own. A Manager in short should be a leader and not a dictator.

It is at this stage appropriate to evaluate some of the major causes of breakdown of the good relationship between the Board and the Manager. They are:

- a) Lack of understanding by the Board and the Manager of their responsibilities and functions of each.
- b) Formulation of overall policies without consultation between the Board and the Manager.
- c) Surrender of policy making to the management thus creating a 'one man' society.
- d) Failure on the part of the manager and of the board to formulate clear cut overall policies to serve as management guides.

- e) employment of relatives of the manager or of the board members
- f) extension of credit to board members, manager or employees.
- g) Assuming of board authority by individual board members, outside regular board meetings.
- h) political frictions
- i) failure to properly recognize a good management.

The above suggestions might serve as a useful guide to check the balance of powers between the board and the manager of a co-operative society. As top level management in a co-operative society consists of the board of directors and the general manager at the management level, it is imperative that sound relationship ought to exist between them as it is this prime factor that determines the success of a co-operative society.

In order to achieve the various democratic objectives, all co-operatives must develop systems of member education and staff training. Without adequate member education no co-operative organisation can achieve the goal of efficient member control.

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"Role of Leaders in a Co-operative Movement
heavily influenced by the Government"

by

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1. The Definition of Co-operation

Co-operation can well be defined as an economic activity with moral content. It is a set of principles and an ideology, a way of life and above everything a sound economic system in which everybody participates on equal footing for the benefit of all and all care for each individual. Thus, it is an activity and a movement - an activity because it expects everybody to play his or her part and a movement because it aims at the realisation of a common goal resulting in the common good.

2. Origin of the Co-operative Movement

The Co-operative Movement, as is quite well known, originated in England much before the Rochdale pioneers thought about co-operation as a means to overcome the drawbacks suffered by them. Robert Owen, father of the experimental cooperation has profounded a theory of welfare activity through co-operative endeavour. The Rochdale pioneers had a common difficulty and a common goal. The six almost illiterate and simple weavers of Rochdale formulated a set of co-operative principles which in their original fibres could not be displaced from their high pedestal. This in itself is an indication of the historical needs of the co-operative movement. Naturally, therefore, the word 'co-operation' became a sine-qua-non of everybody who was depressed, downtrodden, and exploited. Those were the days when the Industrial Revolution was in its full swing. The forces of colonisation, imperialism and laissez-faire were in their prime of youth. Those were also the days when the discontent of the po

was simmering but had not made it explicitly clear. That was a time when the raw materials of one country became the capital of the other. But, the voice of truth prevailed and the torch of the co-operative movement lighted by the six poor weavers spread to Germany, France, Sweden^{etc/} and thereafter to the Asian countries.

3. The need - and circumstances that led to the starting of the co-operative movement in Asia - an analysis of the particular peculiar social situations, the politics, economic and social scene.

Most of the countries of Asia were at that time suffering under the yoke of slavery, under the domination of ruthless colonisers who plundered many countries from one corner to another for the realisation of their selfish goals. But, the famine at the end of the 19th century which resulted into the deaths of millions of people in China, India and some more South East Asian countries opened the eyes of the worst of ruthless marauders and for the first time the so called rulers felt that something was to be done for the masses who demanded nothing and who by the force of their habit contented to remain satisfied in conditions - good, bad or indifferent. In a country where there was no foreign rule, the autocratic rulers utilised all the wealth of the nation for their own selfish luxuries while the masses remained uneducated, unemployed, poor, needy and ignorant. While due to this, the spontaneous leadership of the masses was developing, the rulers firstly to be able to keep a good face and secondly to ameliorate the conditions of the people, took initiative in starting the co-operative movement. The autocratic rulers did not however consider it necessary to take any step of this kind. So, while the independent movements were in the hands of the political leaders and statesmen, the co-operative movement was solely considered a part of the function of the Government at that time.

. The role played by the co-operative movement in the economic emancipation

In the first decade of the 20th century, the co-operative movement started in India and thereafter in many other countries of Asia. Unlike in Great Britain, the co-operative movement started in Asian countries, with the enactment of legislation and the creation of a governmental machinery to look after co-operative activities. In the initial stages, the co-operative movement started with only one function i.e. credit but later on other activities were included. Since the co-operative movement was initiated and looked after by the Government, in many countries it lacked popular support. So, though, to some extent, the co-operative movement gave in some form or the other economic redress, it was not able to emancipate a large number of farmers from exploitation and poverty. In short, till the countries became independent, the popular movements remained separate, from each other. The co-operative leader, many times, was considered an agent of the rule and was despised for his activities. The co-operative movement was dominated

5. The co-operative leaders, how they emerge, the process of 'going up'

The process of emergence of leadership from within the co-operative movement was going on silently. They had the task of convincing the passive masses of the advantages of co-operation and the social value of working together for the benefit of all. Gradually but slowly, leadership in the cooperative movement started formulating. One can see a clear horizontal development of Government initiative and education by leaders. In a country like Nepal, where the previous Government did not take any step, the co-operative movement had to wait till the old autocratic rule was overthrown and the new democratic Government came into existence under the leadership of the King.

6. Definition of a leader in the co-operative complex, relationship of the leader with members.

The role of a leader in the co-operative complex is different from that of a leader in a purely political situation. He has the brass economic facts to talk about and sometimes economic consideration do not look as attractive as they should be. The role of leaders, therefore, becomes evident after a considerably long time. Moreover, leadership in co-operation is a continuous process. The leader has to maintain contacts with members. The funniest part of the story is that even if he is not at the top, he continues to be a leader.

7. The role of the Government in the development of the co-operative movement, the role of the Government as law-meter, promoter, organizer, and dispenser of justice, the concept of Government as a welfare-state

The Governments have played a significant role in the development of the co-operative movement. Whatever we may talk of the ideal conditions, the part played by the Governments cannot be overemphasized. The Government has created a machinery which is so helpful in making people aware of the needs and the gradual steps to be taken. In Nepal, for example, various steps have been and are being taken by His Majesty's Government, in the context of launching "Back to the village campaign" a revolutionary programme of rural reconstruction provided by the King in which economic development through cooperation is duly emphasized.

Judged from all standards, the role of the Governments as law-makers, promoters, organizers and dispensers of justice has been unique. In the concept of democracy, the Government becomes a welfare state and no clear line of demarcation can be drawn between the Government and the people. Since the Government is comprised of the people, it is for the people and is run by the people.

8. The programme of people with Government participation, not Government programme with people's participation. The place of Government servant as cooperator.

The co-operative movement, however, should stand on its own feet and formal initiative from the Government should not be expected though guidance and assistance cannot be ruled out. Cooperation should be a people's programme with Government participation and not the Government programme with people's participation. The Government official will then, automatically become a co-operator

9. The complementary role of leaders and Government officials, demarcation of spheres, how to strike a balance, leadership in management and management in co-operatives.

✓ The role of a leader in the co-operative movement is threefold - a) promotion of co-operation, b) education in co-operation and c) participation in co-operation. He has to make present and future co-operators so that the initiative may rest with the people, not with any formal machinery. He has to bring home the fact that the principles of co-operation cannot be realised with spoonfeeding and people will have to be ready for initial sacrifices if necessary. The historical development of co-operation in these countries has created a sort of mental outlook in which individual initiative is lost and everything is expected to be done by the Government. The greatest role of leaders in the co-operative movement is to make the masses aware of their potentiality, capabilities & strength and lead them on to the goal of socio-economic salvation. At this stage, it must be pointed out that the role of the Government official and that of a leader are not contradictory but complementary. Together they can cover more of the ground. As the Government official and the co-operative leader both are engaged in human activities, complete demarcation of spheres between the two is an impossibility. Generally, however, a loose distribution of activities can be made indicating that while the leader should take initiative in forming co-operatives, the Government official should assist in managing them in a desired way without any detriment to the principles and ideology of co-operation. To strike a balance we can say that the leaders should become effective managers and the managers should become effective leaders. There should be a leadership in management and the leaders should have a deep sense of respect, understanding and appreciation for the management.

10. The prospective roles of leadership and the Government in the development of the co-operative movement.

The leadership has to play a great role in times to come. We have in the historical evolution observed only two trends i.e. the co-operative movement where leaders have

played the maximum role and the Government has done nothing and the co-operative movement where the Government has done almost everything and leaders have played a very minor role. The synthesis would be that the Government and leaders simultaneously play equally significant roles, realising co-operative ideals and developing the society into a self-sustaining and self-profilling economy.

11. The picture of the co-operative movement of to-morrow.

The picture of the co-operative movement of to-morrow would show an overall balance through compromise and understanding, through education and initiative both of leaders and administrators and through the continous and conscious efforts of leadership and management in bringing about an overall socio-economic change. Then a separate machinery for justice would not be required as firstly there would be least litigation and secondly even if there be any that will be settled by mutually accepted tribunals and through arbitration.

The Government and the leaders have to look forward for the realisation of this goal. Even in a co-operative movement highly influenced by the Government, the role of a leader as the motivator, activator and educator cannot be underestimated. There are occasions when the attitude and behaviour of the Government particularly if it is strong creates frustrating difficulties and a gulf between the leaders and the masses on the one hand and between the Government and the leaders on the other. There are situations when leaders in their enthusiasm and aspiration overlook certain basic and practical consideration, avoid the responsibility when they should take it and behave in a manner which is detrimental to the fundamental principles of co-operation. The Government sometimes restrict the passage of finances at crucial moments thus rendering the whole thought-process, plans and programmes utterly ineffective and useless. But, these are the challenges which the leaders have to accept. They will be considered real leaders only when they tac these problems tactfully, invite and accept assistance gratefully and lead the Co-operative Movement successfully.

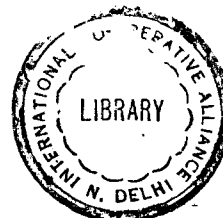
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55

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"Criteria for evaluating investment projects"

by

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The criteria presented in this paper were adopted from John A. King's book "Economic Development Projects and their Appraisal - Cases and Principles from the Experience of the World Bank".

The criteria are divided into the following aspects:

1. The economic aspects
2. The technical aspects
3. The managerial aspects
4. The organizational aspects
5. The commercial aspects
6. The financial aspects

The economic aspects

The appraisal of a proposed project from an economic point of view represents an attempt to answer three questions:

1. Is the project in a sector of the economy whose development is likely to contribute significantly to the development of the whole economy?
2. Is the project likely to contribute efficiently to the development of that sector?
3. Is the contribution likely to be great enough to justify the use of the quantity of scarce resources that will be needed:

capital investment; managerial talent; skilled labor; etc.

An answer to the first question requires a study of the entire economy. Such a study may have been made by the government itself in the preparation of an economic development program and in that case, both the study and the program that rest upon it must be evaluated. These analyses can provide reasonable estimates of the general line of future requirements for goods and services and thus furnish indications of the relative priorities of various projects.

To answer the second and third questions require an analysis of the demand for the goods and services to be provided by the project. In a development program, some indications of demand may be given but more precise and detailed estimates are likely to be required. The character of the analysis of demand or market studies needed will vary from sector to sector or even from project to project, for example, determining a demand for a paddy mill project would necessitate a study of **only** a modest market area, but the assessment of a new gold mine might well require a study of the world market

The technical aspects

In the technical appraisal of a project, the basic question is whether the project is sound from the technical and engineering point of view?

Sound engineering is fundamental to project preparation and appraisal.

Methods of analysis vary from project to project. The need of consultants is perhaps the most common requirement to prepare or supervise the project imposed by the variety and complexity of factors to be considered. Consultants cost money, but their services frequently save many times their cost.

Questions often arises concerning:

1. The scale of the project, and
2. the location and layout or design of the project. These are technical factors that must be dealt with in projects of all kinds.

The managerial aspects

Perhaps the most difficult element of a project to appraise is **management**. If a project is to be carried by an existing organization, much can be learned about the quality of management from a study of what has happened in the past. What often happens is that a management with past good record may be inadequate to handle a greater expanded operation. The manager may be reluctant to delegate authority, since there may be few persons qualified to handle the responsibilities delegated. But an organization run under one-man management is vulnerable.

The shortage of management and ability is one of the main difficulties standing in the way of economic development in many countries. Another difficulty is the limited concept of the role of management.

In general, the appraisal of management is an art and not a science and one has to rely on his personal judgement based upon his own experience of men and affaires.

The organizational aspects

Closely relative to the question of management is the question of the sort of organizational structure best suited to carry and operate the project successfully. There are two parts:

1. What organization is needed to bring the project to the operating stage?
2. What organization will be needed thereafter?

In the operating stage - one of the most common questions, is the extent to which responsibility and authority should be centralized or delegated? The answer depends on the scale of operations, their geographical dispersion, degree of specialization of personnel, and the number of persons to whom responsibility could be delegated.

Internal controls must be reviewed since they are basic to sound organization.

For management to function efficiently, the organization must be able:

1. to provide prompt reports on current performance that can be checked against both past performances and previous projections of future trends.
2. to provide sound budget and inventory control.

Finally, the analysis of the organization must include questions about the adequacy of the training program for the people to man the new facility.

Attention must therefore be given to the adequacy of training at all levels in the organization: from apprentices to candidates for management.

The commercial aspects

Questions to be asked in appraising the project from the commercial point of view are:

1. Whether adequate arrangements have been made for buying materials and services needed to construct the facility and when construction is finished for obtaining power labor and raw material to operate the plant and market its product?

The financial aspect

This is primarily concerned with projects that produce revenue.

v The fundamental purpose is to determine whether the enterprise that will construct and operate the project is financially sound and, if it is not, whether and how it can be made so possible. Analysis examines two aspects of finance:

1. The amount of money required to bring the facility into operation.
2. The sources of capital, the probable operating cost and revenues, prospective liquidity and financial rate of return in the operating phase.

There are three stages of analysis:

First stage of analysis is to review the past financial statements and the following questions are asked:

1. Is the figure at which fixed assets are valued a realistic one?
2. Are the receivables long and unreasonably overdue?
3. Do the inventory figures include unsalable goods?
4. What are terms of existing obligations?
5. Is the depreciation policy sound?
6. From the profit, how much have been paid as dividends and how much retained and reinvested?
7. Is working capital short?
8. Does earning include windfall profits?
9. Are inventories valued conservatively?
10. Are their contingent liabilities or revenues not appearing in the balance sheet?

Second stage of analysis is to determine how much money will be needed during the construction and break-in of the new facility:

1. The cost of goods and services required, including engineering services; allowances for escalation and contingencies.
2. The cost of other capital, investment is to be made during the period.
3. Interest during construction of new loans
4. Service on existing debts
5. New working capital
6. Promotional, organizational training and other costs that may be connected to put project into operation - such as production lost due to poor product quality, break-in and adjustment of machinery and equipment.

In the second stage of analysis, one factor that frequently causes difficulties both on existing and new enterprise is insufficient capital. Therefore, the estimated requirements of working capital should be based on realistic assumptions concerning:

1. The amount of stocks of raw materials, spare parts, goods in process and finished products required
2. The terms of which products are to be sold which will indicate the amount of receivables to be financial
3. The amount of funds necessary to take care of fluctuation of receipts and payments, having in mind seasonal variations in production and possibility of delays in delivering of

Third stage analysis is to control the sources and to make sure that they are adequate. Three kinds of financial projections should be prepared:

1. An estimate of earnings during the construction period of the enterprise undertaking the project, to determine the amount of internally generated funds which can be supplied to the project.
2. A cash flow estimate - an estimate of receipt and expenditures of the enterprise carrying out the project to determine whether funds are available when needed.
3. Balance sheets that show probable future and present financial positions of the enterprise.

Then, when projections have been completed it should be possible to form various judgement:

1. Will there be an adequate supply of funds during the construction period?
2. Will the financial situation at the end of the period meet the requirements of sound financial principles.
3. Will expected revenue during the operating period represent a reasonable return on the capital invested?
4. Will there be adequate resign in the funds from operations to meet fixed financial obligations?
5. Will revenue be adequate to establish revenues needed for sound operation and for further expansion?

It should then be possible to say whether the financial plan is sound or whether some change is necessary.

In the process of appraising a project, a number of targets, both physical and financial are established such as:

1. The amount of time required for the completion of the various stages of construction
2. The amount of money required for the construction
3. The quantity of goods or services to be produced

4. The unit costs of production at the planned level of operation, and
5. In revenue-producing projects, the revenues which the sale of these goods and services will produce.

The process of project appraisal is a complex one. The preceding discussion is oversimplified. It should be pointed out that no project is exactly like another and that each has its own particular problem. The principles do not, however, vary, but their application in particular cases is subject to adaptation and refinement.

"LEADERSHIP QUALITIES REQUIRED IN MANAGER"

by

Mr Payunsak Petjamroensuk and Mr Suparp Sevatasai, Thailand

1. Introduction

Executive Vice President John Barbour: I'am in favour of giving the promotion to Fred Morton. He knows how to get others to work and how to build a team.

General Manager David Helms: I agree that Fred is a good man, but he has not been with us nearly as long as several of the others, who are expecting this promotion.

Mr. Barbour: David, you are probably right. But let me ask you, what do we spend the most money for around here? Payroll - that is what takes the largest shave of the expense dollar. Now, which one of the supervisors out there is getting the best return for those payroll dollars? Fred Morton, that's who. Fred has demonstrated during the past two years that he knows how to get along with people. He keeps his people satisfied; and what's more important, he has the top production department. His people are well trained; he has practically no turnover; he's firm, but they still think he is a great guy; he knows everyone in the department; he always seems to know how his people will react and exactly what they can be expected to do.

Mr. Helms: Yes, when you put it that way, I begin to see what you mean.

Mr. Barbour: What's more, a man who has done that kind of job is needed in a bigger job. He develops people and makes money for the

company. We want more of both. David, you talk with Fred Morton and tell him that as of the first of the month he will be plant superintendent. Any man who can handle people the way he does deserves a bigger job. In the meantime we'll have the necessary meetings to make the announcement.

It was in this manner, and for these reasons, that Fred Morton became plant superintendent. He had been a foreman for only two years and was promoted over three senior foremen, because he knew how to get results through people.

It will be seen from the above conversation that the ability to lead people, to get along with people and direct their energies toward desire goal achievement is the most significant factor in the success of men and enterprises. No business will progress without leadership. The real advantage one organization has over another in a competitive economy where each can bring essentially the same products and machinery is the quality of management. Leadership decisions determine who are employed, how they are trained, what supervision they are given, and even how they perform on the job. Leadership decisions determine whether the company grows, what products or services it offers, what direction it takes. In truth, the most vital factor in every business and industrial enterprise is the caliber of its management leadership.

2. What is Leadership?

In the era of rugged individualism and "bull of the woods" direction of largely uneducated groups, Leadership consisted of physical strength and a show of force. Today's effective leader must live by today's rules; the old ways not only are ineffective but often result in negative reactions. The modern leader must operate from a solid foundation of knowledge, usually based on formal education and company-initiated programs, and the practice of techniques founded on successful experience. He must lead through persuasion, through example, and through services rendered.

What is leadership? Field Marshall Montgomery said: "Leadership

is the capacity and will to rally men and women to a common purpose". Roy A. Killian in his book named "Managers must lead" said: "Leadership is largely a rational process which become the foundation for subsequent action. Popularity is not its chief end. Rather, leadership concentrates on effective relations with others, maintain respect, but at all times is oriented toward forward movement and achievement".

However, Roy A. Killian also stressed that the ability to lead people and direct their energies toward desirable goal achievement is the most significant factor in the success of men and enterprises. The speed of growth and the eventual height reached by the man who expects to move upward in accomplishment and monetary reward will be determined by his effectiveness in leading others toward established goals. No business will progress without leadership.

Mr. Åke Hult from KVE-Institute said to the group of delegates who attended the Seventh International Co-operative Seminar at Sweden that Leadership is to improve people better, to make group better, to interest in a man not only in a goal.

3. What makes a leader and the type of leader?

Leaders come in assorted sizes and shapes. Some exert leadership through political position, some through mental brilliance, some through creativity, and still others through effective organization. Experiments have revealed that leaders emerge when there are problems to be solved. In the absence of problems, people remain an undirected mass; but when difficulties to arise, those who find it to their benefit to have them solved accept the leadership of the person who can point the way to acceptable solution.

In short, the leader usually emerges because of the men in the group, the situation, technical skill, managerial skill and strength which means financial legal or physical.

Speaking roughly the leaders can be divided into 3 types:

a. Autocratic - the dictator who follows the advice giving method

- b. Democratic - the leader who seeks advice, suggests a discussion and follows the consultative management method
- c. Free-rein - the leader who lets the men solve the problem themselves.

4. Leadership-qualities needed in manager

A good manager should at least possess the following qualifications,

1. He must maintain respect. It has been asked many times and debated at many levels: what should the relationship be between the supervisor and the supervised? Extremes of overfamiliarity or detachment can be detrimental to the group's mutual aims. The appropriate relationship can be summarized in one word: respect. He must respect the individuality, the dignity, and the needs of everyone in the group. He must, through example, integrity, empathy, and overall ability deserve and receive the respect of others because of what he is and does. Unless he has the respect of others, they will disregard his attempts to lead them. The instinct, the impulse to turn toward another person for direction begins with confidence, builds on respect, and eventually becomes a willingness to follow. The supervisor who expects to lead must create the proper relationships with his people and retain their respect in order to merit their willingness to accept his leadership.

2. He must work effectively with people. The handling of people is leadership in action. Human resources are the principal asset of the leader, and it must therefore follow that his own contribution to the group effort will be dependent on his success in utilizing those resources.
 Effective leadership must be based on an identification and skilful implementation of all the established principles of good human relationships, beginning with a knowledge of the fundamentals of psychology and moving progressively to a blueprint for effective team utilization. It is a recognition that everyone is an individual and must be dealt with as an individual. It is an identification of

the response or job performance required for results and a willingness to exert the appropriate influence in order to bring about this type of job behavior.

Effective relationships with others involve the use facts and a rational approach. But they must also go the extra mile - which is often the most decisive one - and make maximum use of emotional appeal. Emotional appeal involves an understanding of ourselves in order to elicit the desired reactions in others. Too often we think of it as being restricted to politics or moonlit nights. However, it is generally recognized that response to a sales appeal is based more on a subconscious emotional reaction than on a conscious rational process. It follows that most successful leaders have learned to practice the art of emotional appeal. Just as the advertiser knows the appeal of status, acceptance, and belonging, so must the production or office supervisor learn that emotional appeal can be used beneficially in human motivation.

3. He must be responsive to the needs and desires of others. Manager must be sufficiently responsive to both the immediate and the long-range needs and desires of others if he expects to continue to lead. He cannot be all things to all people, but neither can he lead in a free society without being sensitive to the desires of those who are expected to follow.
4. He must be knowledgeable. Leadership hinges on knowing more about a subject and being able to supply more of the answers than one's followers. Willingness to follow depends on this ability to supply answers - and answers will be forthcoming only if he functions from a base of superior knowledge. He must understand the total situation: its past, present and future, how it affects others, and how it is affected by other influences. He must have broad general information, the details of the systems and procedures, and an understanding of the techniques involved in the business enterprise.
5. He must have clear thinking, or the intellectual ability to recognize, analyze, and solve problems.

6. He must have teaching ability. That means the ability to convey ideas, instructions, orders, understandings or suggestions or others in a comprehensible manner.

7. He must possess superior motivation. From the standpoint of achievement, knowledge is of no value until it is set in motion by motivation. A manager should have an intense desire to get things done and to involve others in this activity. He must recognize that he can not motivate others until he is personally convinced and is stimulated into action. Motivation not only sets energy into motion but is responsible for keeping it moving, and it should be of such quantity and quality that it brings everyone else to the same point of energetic action.
A manager knows how to motivate others on the basis of their self-interest. Likewise, he can increase his own motivation by identifying and enlarging on those things which are to his own self-interest. If properly utilized, these in turn generate an insatiable need to move forward to greater goal achievement. A manager who is not highly motivated is not likely to motivate others. Since self-motivation is indispensable to his success, a manager who wishes to accomplish results through other people must recognize that their will to contribute is directly related to their conception of how his contribution will benefit them.

8. He must be inspired and enthusiastic. These qualities are else by identified with the mainstream of on-going leadership. There are unusual characteristics of enthusiasm that may be compared to those of a communicable disease. Enthusiasm is contagious; it spreads to all those within its sphere of influence. However, it can not be spread unless it is first possessed by a manager or a leader.
Many managers who seem to be following all the rules of effective leadership come up short in their efforts to reach maximum potential for themselves and their groups because they do not possess - or have failed to transfer - the qualities of enthusiasm and enterprise. It is these qualities which cause other people to work with more dedication, hold on a little longer, and have more respect for the one who leads them, and it is these factors which mean the difference between success and failure.

9. He taps and utilizes every resource. The automobile which does not use the energy potential of every ounce of fuel and every cylinder has wasted power, reduced efficiency, increased operating costs, and slowed forward progress. Just so, a manager who accomplishes most and moves fastest is the one who recognizes and utilizes every resource available. And one who fails to utilize every resource not only impedes progress but wastes potential - people, machines, money, good will, organization, public relations. The superior leader recognizes the contribution each resource can make and then skillfully meshes them all into a smoothly functioning pattern which moves toward goal achievement.

10. A manager capitalizes on the organizational environment and the leadership of others. Part of the potential available to the individual leader is that of the organizational environment in which he works and the leadership of others who can contribute to his own accomplishment. He determines exactly where his duties and responsibilities fit into the organizational structure of the company - the people who supervise him, those on his own level, and those he supervises. A clear understanding of this function reveals what his responsibilities are as well as what they are not and gives him an opportunity to make every effort to improve his working relationships with these three groups.

The effective manager or leader utilizes the leadership potential of other leaders. He learns from them, profits by their mistakes, enlarges on their successes, in order to move forward in his own area of interest. This he does by working within the acceptable framework of company organization and proper human relationships.

Leadership, then, is many attributes and qualifications. On addition to these listed above, there might be other qualities which more or less contribute to greater effectiveness including judgement, dependability, adaptability, initiative, self-confidence, ambition, moral courage, the will to win, and a willingness to work longer and harder than the followers.

We know that this is not a complete presentation. Of course, there may be many more qualities required in manager, which can be added. This depends upon individual's thinking or idea. However, we hope that our presentation will, at least, give you an idea as to what a good manager should be.

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June 10, 1969

WORLD CO-OPERATIVE CENTRE
 Seventh International Co-operative Seminar
 April 7 - July 6, 1969

INDIVIDUAL TASKS

The task is to prepare a lecture outline and present the lecture, using visual aids according to choice.

Visual aids should, however, be prepared in such a way, that the material could be manifold and e.g. used by other seminar participants, delivering a similar lecture.

Presentation of the lecture should take some 30 - 40 minutes, followed by comments and discussion.

<u>Lecturer</u>	<u>Topic</u>
Gunawardana	"Principles and organization of Housing Co-operatives" (Assumed audience: Junior civil servants. No special knowledge of co-operation.)
Hirahara	"The Role of Co-operatives in rural areas" (Assumed audience: University students)
Jayasekera	"Advantages of merging small village societies into bigger units." (Assumed audience: Co-operative Leaders on District level)
Pagulayan	"The Role of the Women in Co-operative Development" (Assumed audience: Leaders of various Women's Associations)
Shahrokhi	"The Role of a National Co-operative Federation or Union" (Assumed audience: Co-operative Leaders on District level)
Tornlund	"An example of Cost Accounting" (Assumed audience: Trainee Managers Course at a Co-operative College)
Liljequist	"Principles and organization of Consumers' Co-operatives" (Assumed audience: School teachers in Sierra Leone)

SWEDISH CO-OPERATIVE CENTRE
Seventh International Co-operative Seminar
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"PRINCIPLES OF LEADERSHIP"

Report from group work - GROUP I

I. Analysis of Leadership:

1. What is leadership?

- a. In dictionary - to "lead" means to guide, conduct, direct
- b. Field Marshall Montgomery is reputed to have said "Leadership is the capacity and will to rally men and women to a common purpose.
- c. Leadership from the behavioral scientist point of view - the sum total of the behavior of an executive in his direct relations with subordinates.
- d. Leadership is understood to be that skill of a manager or supervisor which enables him to persuade subordinates to work or apply themselves with zeal and confidence.

2. What Makes a Leader?

- a. The MEN or group
- b. The SITUATION.

The leader usually emerges because of

- a. technical skill
- b. strength - financial, legal or physical
- c. managerial skill

Experience and pioneer studies indicate that the following are basic traits of a good leader.

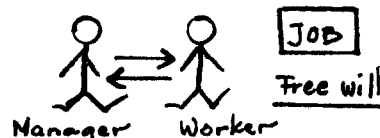
- a. Responsibility - the ability and willingness to accept the burdens that go with handling people, funds, assets, plans and programmes.
- b. Judgment - the ability to decide earnestly about the technical affairs or human relations that come under his supervision.
- c. Clear thinking - the intellectual ability to recognize, analyze and solve problems.
- d. Teaching ability - the ability to convey ideas, instructions, orders, understandings, or suggestions to others in a comprehensible manner.
- e. External abilities - abilities relating to others such as ability to inspire confidence, to arouse dependability, to build loyalty, and to convince others of fairness.

- f. Internal abilities - abilities relating to oneself, such as dependability, resourcefulness, adaptability, initiative, self-confidence, humility, patience, honesty, courage etc.
- g. Physical abilities - the health or strength to work long hours under trying conditions and the physical appearance to impress clients, customers, subordinates and fellow managers.

Types of leaders

- a. Autocratic - the dictator who follows the order-giving method
- b. Democratic - one who advice and suggest a general discussion and follows the consultative management method.
- c. Free-rein - who let the men solve the problems themselves.

II. Human Relations



A good leader gets results through people.

People must be treated as individuals.

Foundations for good relations

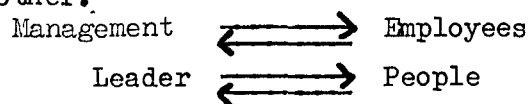
1. Make best use of each person's ability
2. Let each worker know how he is getting along
3. Tell people in advance about changes that will affect them.

Rules in Handling People

1. Know your people better
2. Understand and recognize their needs
3. Remove the cause of discontent
4. Make them feel that their needs are attended to and they are cared for
5. Give them a sense of psychological satisfaction.

III. Communication

Definition - the process in human relations of passing information from one person to another.



There must be feed back. Make receiver to talk.

People listen with EAR and HEART.

To get a man to act of his own free will:

You must break two walls:

- 1. Intelligence
- 2. Feelings

Rules on How to Communicate:

- 1. Think, prepare and plan
- 2. Transform thoughts into well selected words and pictures
- 3. Strengthen the message
- 4. Repeat the message and transmit it on several channels.
- 5. Direct the message and concentrate it on the person receiving it
- 6. Talk with a person and not to a person, and check by asking questions.

Organization

- Tool of Organization needed "to survive"

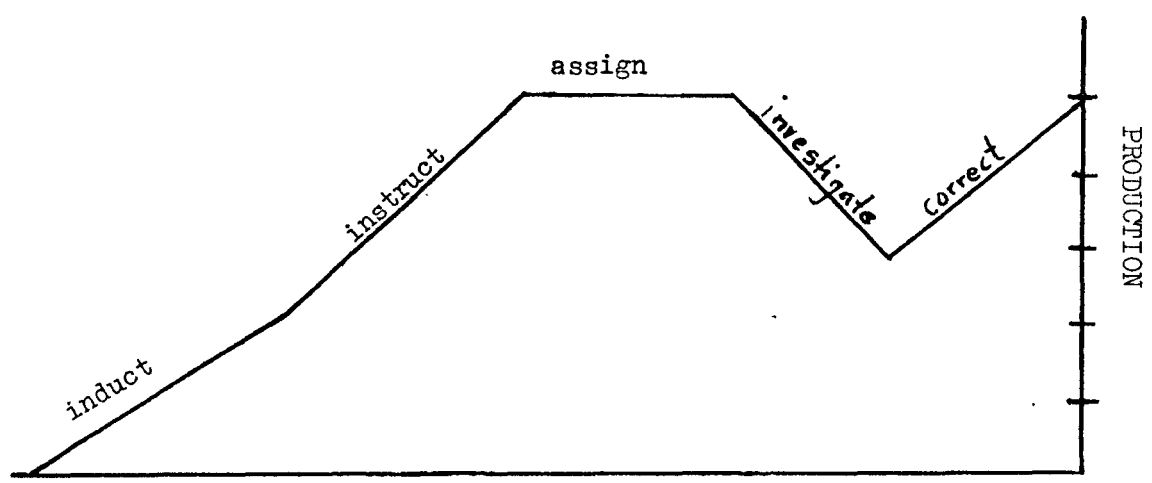
Group must have a

- Positive common goal to get action of free will.

Aspects: Economic, Technical, Human

Rules in Organization

- 1. Every man must know the goals
- 2. " " " " what is expected of him
- 3. " " " " how his job is connected with others
- 4. " " " " the rules.



Induction

Rules in Induction

1. Get ready
2. Make him welcome - tell him he is needed, and there is a desk waiting for him. Make him a member
3. Show that he is wanted. Tell the company story through your experience. Explain the goals of the organization, his place in the organization and the job expected of him. Make him feel important, that he belongs (unity) and that he is responsible for a job to be done (responsibility).
4. Train him and
5. Follow up

Importance of Induction

From Standpoint of Employee

1. Create a favourable attitude of the organization (feeling of welcome)
2. Establish a feeling of belonging
3. Facilitate learning and teamwork
4. Prospects of advancement

From Management Standpoint

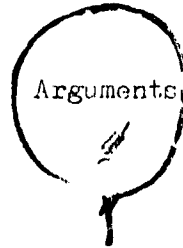
1. Reduce turnover
2. Save time and trouble for supervisors.
3. Reduce grievances

Giving Orders

To get better results:

1. Give information and reason why job has to be done
2. Adopt order to situation
3. Order must be clear and precise

Grievances



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A man with grievances may be compared to a balloon. He is full of arguments. Let him talk until he is empty. Follow these rules:

Formula

1. Listen with an open mind (your opinion does not matter at all. Find out his viewpoint, don't interrupt!)
2. Try to find out the real problem (the grievance may be different from the real problem)
3. Get the facts
4. Be definite in your answers
5. Get an agreement

Conclusion

Report from group work "Analysis of Education"

GROUP I

I. What are the acute needs of education?

1. Economic aspects.
 - a. efficiency in management and business operation to increase volume of business.
 - b. to give preference to co-operative products, to compete effectively against private sectors.
2. Social aspects
 - a. to bring in more members
 - b. to promote better understanding of co-operative concept.
3. Human aspect
 - a. to improve the attitude towards the co-operatives.

II. What shall be taught?

1. Management and staff, elected members representative
 - a. co-operative principle and objective, methods, rules, policy, technical subject, art of management, principle and technique of leadership.
2. members
 - a. co-operative principle and objectives, methods and rules, policy knowledge about co-operative products and services, general knowledge for better living and farming etc.
3. public
 - a. co-operative principle, attitude, concept and general knowledge.

III. How shall it be taught?

- a. organize training programmes such as discussion group, conference, lecture, seminar etc.
- b. utilize mass communication media such as TV, radio, magazine, newspapers, printed literature, audiovisual aids etc.

SWEDISH CO-OPERATIVE MOVEMENT

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Report from group work

GROUP II

ANALYSIS OF EDUCATION

1. The acute needs of education are:
 - a. To make aware of the position
 - b. To know what the aims and objectives are.
 - c. To understand the ways and means by which the objectives could be achieved.

2. What groups shall be taught?
 - a. Members
 - b. Leaders
 - c. Management executive and staff
 - d. The public

3. What shall be taught?
 - (I) To members:
 - a. The by-laws, rules and principles
 - b. Exercise of powers, duties, rights and responsibilities.
 - c. Information of day to day activities
 - d. Education in special fields.
 - (II) To Leaders:
 - a. - c. as above
 - d. All aspects of management, supervision and control
 - (III) Management executive and staff:
 - a. Functional management eg. technical, economical and personnel
 - (IV) The public:
 - a. General information on the benefits of co-operative activities and co-operative concepts.

4. How shall it be taught?
 - (I) Members and Leaders:
 - a. Study groups, study circles, and group discussions.
 - b. Journals, newspapers and periodicals, books etc.
 - c. Media of films and demonstrations

(ii) Management, executive and staff:

- a. Correspondence courses
- b. Specialised courses and seminars.

(iii) The public:

- a. Information through posters, newspapers, radio, television and magazines.

Report from group work

GROUP III

"Analysis of needs and techniques of co-operative education"

I. What are the acute needs of education?

1. Management Education and Training
2. Motivation of members:
participation, communication, information
3. Development of sound leadership
4. Creating a suitable socio-economic climate favourable for the co-operatives.

Explanation: It was thought that co-operative development cannot take place in a vacuum, and it was necessary not to neglect the socio-economic environment in which they are places for educational purposes.

N.B.¹ The above needs are listed in order of priority. There was a strong view expressed in the group that 'motivation of members' might precede 'Management Education and Training'. On practical consideration of limitations of resources in developing countries, a higher priority to management education and training was considered appropriate. In the alternative (1.) and (2.) may have to proceed almost simultaneously.

II. What groups shall be taught?

N.B.² 'What shall be taught' depends very much on 'what groups shall be taught'. Hence this item is placed first. The target groups are listed in order of preference below.

1. The Co-operative Educators
2. Management Personnel/ other employees.
3. Office-bearers of the Co-operative Society, the Board of Directors, Chairman etc.
4. Members of Co-operative Society

Explanation: In N.B. a strong view was expressed by some members of the discussion group that first priority should be given to the target group listed at (4.) above viz. members of Co-operative Society. The same consideration mentioned in N.B. are valid here vis-a-vis 'Management Personnel' moreover the assumption that the 'Co-operative Educators' of the right type, who would introduce sound programmes of co-operative education and training are themselves available is open to question. Therefore development of this target group would deserve the highest priority, and is accordingly placed at no (1.) above

Education of the Public and potential members cannot also be neglected, and this has been accordingly included

Govt. Officials are vitally concerned in most of the developing countries - either directly as Registrars etc or indirectly at the policy and administrative levels, and there is a need for specially educating and training them.

III. What shall be taught?

The courses and curricula will have to suit the needs and requirements of each group, also taking into account their levels of experience etc. These would require to be worked out in detail. Only broad scope and outline of these courses is indicated below in order of the target groups mentioned in II above:

1. To Co-operative Educators:

- a. Principles, theory and practice of co-operation
- b. Background to political economy (including introduction to basic principles of economics)
- c. Principles of leadership and management
- d. Principles and techniques of education including use of audio-visual aids.

2. To Management Personnel:

- a. Principles and practice of co-operation
- b. Principles of leadership
- c. Principles of business management including financial, personnel, office management and procedures.
- d. Training in specific areas of activity such as marketing, sales, technological aspects etc.
- e. Co-operation Law, by-laws etc
- f. Elementary knowledge of economics, mercantile laws, trade banking,

3. To Office-bearers/ Members of Board's etc.

- a. Co-operation principles and practice including law by-law and allied laws affecting co-operative societies
- b. Leadership and principles of management including Job description
- c. Techniques for democratic exercise of responsibility.

4. Members

- a. Principles and practice of co-operation
- b. By-laws of society, conduct of meetings etc.
- c. Techniques for democratic participation rights, obligations and duties of members.
- d. Information about co-operatives and allied matters.

5. Potential members and Public

- a. Why cooperation - need - social and economic aspect
- b. Various types of co-operatives explain their organization
- c. Achievements of co-operatives in different sectors
- d. How to organize a new co-operative society - cover organizational, financial, emotional and other aspects.

6. Govt. Officials

A. Higher Levels

- a. Principles and practice of Co-operation
- b. Knowledge of Economics Constitution etc.
- c. Co-operative Law, Allied laws, Rules, procedures etc.
- d. Framing of model co-operative legislation
- e. Business Management including personnel management/leadership
- f. Planning - Principles and techniques
- g. Organization, promotion and registration of co-operatives
- h. Banking including Reserve/Central Bank
- i. Finance - monetary audit, supervision, control of co-operative organizations
- j. Motivation and communication techniques

B. Lower Levels

Delete some of the above items and make it more job oriented and functionary.

IV. How shall it be taught?

1. Co-operative Educators

Seminars, conferences, workshop, study groups, lectures / external seminars - international conferences, Guided studies of selected material / selected films.

2. Management Personnel

Full courses at training institutes, specially organized seminars and conferences / study workshops and syndicates / films / study visits and case studies / guidal reading material / supply of information.

3. Office Bearers / Members of Board etc.

Seminars, conferences / films; information / lectures by experts etc/ study visits / short courses arranged by special training institutes.

N.B. Combined short functional courses for chairmen, office bearers and top managing personnel for a specific sector of the co-operatives may be arranged in addition with advantage.

4. Members

- a. Local regional seminars
- b. Study visits and conducted tours to co-operatives
- c. Information and supply of literature in simple language
- d. Correspondence courses
- e. Films, posters, charts, maps, graphs - audio-visual techniques
- f. Radio and television

5. Potential Members and Public

- a. Information and literature
- b. Radio, television and films
- c. Universities and educational institutions (to be deployed in various ways)
- d. Youth forums
- e. Party - political programme

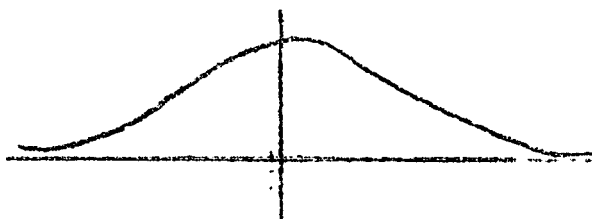
6. Govt. Officials

- a. Seminars / Conferences (Internal & External)
- b. Courses in training institutes or co-operative 'Principles & Practice'
- c. Study visits
- d. Selective and guidal reading
- e. Case studies
- f. Attachment for brief periods to various institutions, departments etc. and also Central Bank, connected with co-operatives and co-operative planning and development
- g. Case studies
- h. Correspondence courses (for lower officials)

"PEDAGOGICAL PRINCIPLES" - Mr Lennart Ek, KVE

May 5, 1969

NORMAL CURVE



1. Goal
 2. Realization
 3. Evaluation
-

1. Planning
 2. The lecture
 3. The receiving
 4. Retention
 5. Control/Evaluation
-

I. Planning of education

1. What shall be taught?
Level of students a. knowledge
b. ability
2. Goal of education
a. Common goal b. Goal of studies
3. Contents
4. Planning of time

"Non multa sed multum"

II. The lecture.

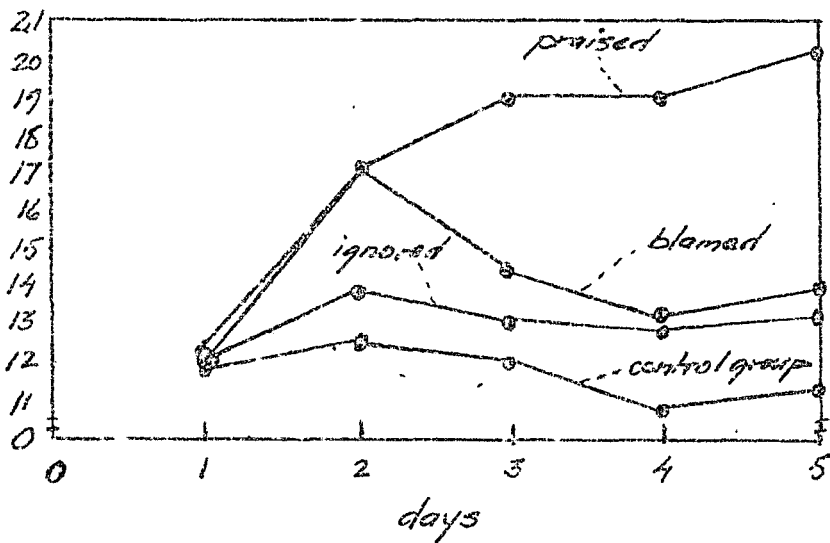
1. Preparations
2. Introduction
3. Teaching
4. Summary

III. The receiving

- No activity
No learning

Three kinds of group activities

1. Discussion
2. Groupwork
3. Collective tasks



1. Essay question
2. Short-answer question
3. Multiple choice question
4. True - false question

Thorndike and Hagen

"Measurement and evaluation in psychology and education."

GROUP WORK (May 5, 1969)

Analysis of education

What are the acute needs of education?

What shall be taught?

What groups shall be taught?

How shall it be taught?

Rank!

1. Organize the material and make it concrete.
2. Plan the education so that the student will get an opportunity to work with the material and be active.
3. Do not leave what you once taught, but return to it and repeat.
4. Create a will to learn (motivate)
5. Let the students know when they are making progress.

INTERNATIONAL CO-OPERATIVE METHODS

Seventh International Co-operative Seminar

April 7 - July 6, 1969

The Future of Management

What is Management?

Management is the organization and control of human activity directed towards specific ends.

Management techniques are systematic procedures of investigation, planning or control which can be applied to all management problems of a given type wherever they may occur.

Method study is the systematic recording, analysis and critical examination of existing and proposed ways of doing work and the Method development and application of easier and more effective methods.

Work measurement is the application of techniques designed to establish the work content of a specified task by determining the Time time required for carrying it out at a defined standard of performance by a qualified worker.

A process chart is a graphic representation of the sequence of events or steps that occur in the work method or procedure, classifying them by symbols according to the nature of the event. It is a device for visualising a procedure for the purpose of improving it.

An operation process chart is a graphic representation of the sequence of all operations and inspections involved in a process or procedure, in which the entry points of material are indicated.

A flow process chart is a chart setting out the sequence of the flow of work or of a product, or any part of it, through the factory or department by recording all the events under review, using the appropriate system.



Activities in the first category may be subdivided into three groups:

- "MAKE READY" activities, required to prepare the material or work-piece and set it in position ready to be worked on. In the example in figure 11 these are represented by the loading and transporting of the engine to the degreasing shop, transporting it to the cleaning benches, etc.
- "DO" operations in which a change is made in the shape, chemical composition or physical condition of the product. In the case of the example these are the dismantling, cleaning and degreasing operations.
- "PUT AWAY" activities during which the work is moved aside from the machine or workplace. The "put away" activities of one operation may be the "make ready" activities of the next as, for example, transport between operations from the degreaser to the cleaning benches. Putting parts into storage, putting letters into an "Out" tray and inspecting finished parts are other examples.



the PURPOSE	for which	}	the activities are undertaken
the PLACE	at which		
the SEQUENCE	in which		
the PERSONS	by whom		
the MEANS	by which		

with a view of	ELIMINATING	}	those activities
	COMBINING		
	REARRANGING		
	or		
	SIMPLIFYING		

SWEDISH CO-OPERATIVE CENTRE

Seventh International Co-operative Seminar

April 7 - July 6, 1969

REPORTS FOR BANGKOK

<u>Topic</u>	<u>Authors</u>
1. "Recruitment and training of managerial personnel for larger co-operative enterprises."	Caib Deshpande
2. "Organization and contents of staff training for rural co-operatives at village level."	Lin Thani
3. "Member Education, Aim, contents and organization."	Lee Kim
4. "The Institution of Honorary Leaders: Role and Limitations."	Raju Varan
5. "Efficiency and Democracy: Relationship between Board or Directors and Managers in Co-operatives."	Wijetunga Prathapan
6. "Role of (co-operative) leaders in a co-operative movement, heavily influenced by the Government."	Lai Patel
7. "Criteria for evaluating investment projects."	Garcia Guoarma
8. "Leadership qualities required in managers."	Sewatacai Petjamroonru

The papers should be of a length not exceeding 6 typed pages, and not less than 4.

Manuscripts should be delivered at the latest on Monday June 2.

89

C O - O P E R A T I V E C O L L E G E

VISIT OF ASIAN PARTICIPANTS

FROM THE SWEDISH CO-OPERATIVE CENTRE

Monday, 16th June to Thursday, 19th June, 1969

Tutor in Charge - Mr. D. Rushton

Seminars to take place in Room 31.

Monday, 16th June

Arrive Stanford Hall	6.45p.m.
Evening Meal	6.45p.m.
Allocation to rooms	7.15p.m.

Tuesday, 17th June

Breakfast		8.00 a.m.
Education in the British Co-operative Movement. The function of the Education Department and the College.	Mr. R. L. Marshall	9.00 to 10.00 a.m.
Mid-morning break		10.00 - 11.15a.m.
Member Education	Mr. J. Hammond	11.15a.m. - 12.15p.m.
Lunch		1.00 p.m.
Visit to Derby Co-operative Society		2.15 p.m.
Evening meal		6.45 p.m.

Wednesday, 18th June

Breakfast		8.00 a.m.
Visit to Melton Farmers Ltd.		9.15 a.m.
Lunch (on return to Stanford Hall).		1.00 p.m.
A British Retail Society - its structure and operations.	Mr. R. Wilson	2.00 - 3.00p.m.
Staff Training	Mr. A. Leader	3.30 - 4.30p.m.
High Tea.		5.00 p.m.
Coach leaves College to Nottingham Playhouse for the performance of George Bernard Shaw's 'Widowers' Houses' (Performance commences at 7.30p.m.)		6.15 p.m.

Thursday, 19th June

Breakfast		8.00 a.m.
Coach leaves for Loughborough Station.		10.10 a.m.

On behalf of the Co-operative Union, may we take this opportunity of extending a very warm welcome to Britain and to express the hope that you will find your stay here pleasant and interesting. The time you have at your disposal is short and it is regrettable that you will not have the opportunity of savouring all the attractions that our country offers. Your itinerary has been compiled to give an acceptable balance of free time and study and within that framework we look forward to engaging with you and making your visit fruitful and memorable.

ITINERARY for June 14th. to 20th. 1969

Saturday 14th.

Arrival at Heathrow airport at 12.50. Once the usual formalities have been dealt with, the party will proceed by coach to the Hotel New Ambassadors where you will arrive at about 14.45.

The afternoon and evening are free. The Hotel is well located and you are within easy access to the West End and other tourist attractions. Please consult your booklet 'London 1969' for general ideas.

Sunday 15th.

A sightseeing tour of the Capital has been booked and this will start from:

11, Herbrand Street, W.C.1. at 10.00

It is only a few minutes walk from the Hotel - the duty porter will direct you.

The tour does not include any visits to buildings but takes in the British Museum; Oxford Street; Marble Arch; The Changing of the Guard (subject to weather); Buckingham Palace; Westminster Abbey; Houses of Parliament; Trafalgar Square; St. Paul's Cathedral; View of the Pool of London and Tower Bridge; Royal Mint; Petticoat Lane market; General Post Office; Old Bailey; Fleet Street; the Old Curiosity Shop; Lincoln's Inn Fields; and Kingsway.

This will take about 2 hours.

Monday 16th.

Visit to the headquarters of the International Co-operative Alliance. This engagement will last from ~~10.15 until 12.00 noon.~~ ~~Mr. Robert Davies, the~~ Administrative Secretary, will meet the Party and it is hoped that the Director, Dr. Saxena, will be available.

Dr. Sicker
Dr. Slateridge
Dr. Oldman

The party will travel by Tube taking the Victoria line at Euston and changing for the Central line at Oxford Circus for Marble Arch. The I.C.A. is but 5 minutes walk from there.

At 12.30 the party should assemble at the Hotel for lunch which will be taken in the Midnight Sun Restaurant and you will be joined by Mr. Duncan McNab, the Chief Executive Officer of the giant London Co-operative Society.

Mr. Hall of the Plunkett Foundation will meet the party in the Gold Room (in the Hotel) at 14.30 and this engagement will terminate no later than 16.15.

Your train for Loughborough leaves St. Pancras at 16.50 and seats have been reserved for you. You should arrive at Loughborough by 18.32 and a coach will take you out to Stanford Hall.

Tuesday & Wednesday
17th & 18th.

Stanford Hall - a separate programme covering your stay will be given to you on arrival. 91

Thursday 19th

Leave Stanford Hall by coach for Loughborough station and seats have been reserved for you on the 10.13 arriving St. Pancras at 11.57.

Lunch at the Hotel.

The early part of the afternoon has been organised for you and owing to the nature of the engagement there will not be any free time during the lunch time period.

*Stranger
reference*

Mr. T. E. Graham, the Co-operative Party Secretary, has arranged a reception for you at the House of Commons. You are to assemble in the Central Lobby at 14.15 and providing enough tickets can be obtained the party will listen to Question Time for an hour from 14.30 until 15.30. If you assemble on time you may well see the Speaker's Procession pass through the Central Lobby. Usually the Prime Minister answers questions on Tuesdays and Thursdays (we cannot promise to arrange that!).

After Question Time, members of the Co-operative Parliamentary group will show you around the Palace of Westminster and tea will be taken on the terrace at 16.00. Your host during your visit to Parliament will be Mr. Tom Williams, Q.C., M.P., who is Chairman of the Co-operative Parliamentary group.

The rest of the day will be free.

Friday 20th.

Depart for Copenhagen. The coach will pick up the party from the Hotel at 07.00 and the expected arrival time at London airport will be 08.10 - take off time 08.45. on flight BE 740.

~~Should you have any queries to raise please do not hesitate to contact the below mentioned.~~

Melvyn E. Butcher 01:488.3688

EVALUATION OF THE 7th INTERNATIONAL CO-OPERATIVE SEMINAR

The SCC 7th International Co-operative Seminar, the theme of which is "Co-operative Leadership and Management", has been planned for an assumed participation by, as stated in the invitation,

" persons who are in managerial positions within co-operative organizations/enterprises, or persons who in their daily work have close contact with or influence upon decision-making in their organizations."

The actual participation has not been as homogenous, as was assumed at the planning stage. There has been a wide range of positions held or relations to the co-operative movement, almost so that the fact that the participants are associated with the co-operative movement as such, has been the only common denominator.

We are therefore asking the participants to give us their assessment of the Seminar, as seen from two viewpoints:

- a. From their personal viewpoint
- b. As a judgement of how they think a Seminar of this kind would be of value for managers of medium-sized co-operative undertakings.

The SCC is especially interested in the latter assessment, since we believe that the participants of the 7:th Seminar are in a position to help us in that respect.

Please mark an "X" in the appropriate square!

	Not good	Fair	Good	Very good
1. Introduction and general information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Introd to the Swedish Co-op Movement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Lectures/groupwork on Principles of Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Lectures/groupwork on Human Relationship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Lectures/groupwork on Information Techniques and Principles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lectures on the use of Visual Aids	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Lectures on Member Education and Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Casestudy on Financial Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Information about:				
9.1 Dairy Co-ops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2 Consumers Co-ops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3 Agricultural Supply Co-ops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.4 Housing Co-ops	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.5 Co-op Staff Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

METHODS USED:

Should be used:

	Less	More	As in the 7th Sem
1. Lectures cum discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Group discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Practical excercises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Study visits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Individual studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SWEDISH CO-OPERATIVE CENTRE

Seventh International Co-operative Seminar

April 7 - July 6, 1969

97
94

P R O G R A M M E

May 12 - May 18

Dates/Hosts	
<u>May 12 - 15</u> Monday - Deshpande Tuesday - Garcia Wednesday - Guevarra Thursday - Gunawardana	FINANCIAL PLANNING Case-study introduced and led by Mr Marian Radetzki (usual time-table will be followed)
<u>Friday, May 16</u> Hirahara	Study tour to Sångå-Säby, Agricultural Co-operative School Departure by bus at 09.00. (Estimated return at 17.00.)
<u>Saturday, May 17</u> <u>Sunday, May 18</u>	F R E E

General order of the day

08.00 Breakfast
09.00 - 12.00 Lectures
12.00 Lunch
14.00 Lectures
15.00 Coffee/tea
15.30 - 17.00 Lectures
18.00 Dinner
20.30 Coffee/tea

Procedure for group reporting

1. Reports from the groups (questions for clarification, if needed)
2. Chairman's comments
3. Discussion
4. Chairman's conclusions

96
95

SWEDISH CO-OPERATIVE CENTRE

Seventh International Co-operative Seminar

April 7 - July 6, 1969

P R O G R A M M E

May 19 - May 25

Dates/Hosts	A M	P M
<u>May 19 - 21</u> Monday - Jayasekera Tuesday - Kim Wednesday - Lal	FINANCIAL PLANNING Case-study led by Mr Marian Radetzki	
<u>Thursday 22</u> Lee	Planning of an investment project A Swedish case-study Konsum Södertörn/Rune Forsberg	
<u>Friday 23</u> Lim	Visit to the Regional Warehouse, Södertälje	Swedish Agricultural Co-operatives today - and in the future Mr Lars Wicknertz
<u>Saturday 24</u> <u>Sunday 25</u>	See special programme	

General order of the day

08.00 Breakfast
 09.00 - 12.00 Lectures
 12.00 Lunch
 14.00 Lectures
 15.00 Coffee/tea
 15.30 - 17.00 Lectures
 18.00 Dinner
 20.30 Coffee/tea

Procedure for group reporting

1. Reports from the groups (questions for clarification, if needed)
2. Chairman's comments
3. Discussion
4. Chairman's conclusions

~~95~~
96

P R O G R A M M E

May 26 - June 1

Dates/Hosts	
<u>Monday 26</u>	PUBLIC HOLIDAY
<u>Tuesday 27</u> Pagulayan	HOUSING CO-OPERATION Study-visit to H S B - the Swedish Apex Organization Departure by bus at
<u>Wednesday 28</u> Paramas Varan	"Decision-making" Mr Bruno Reinefelt, KVE-Institutet 19.00 Introduction to study-tour, Mr Lars Wicknertz
<u>Thursday 29</u> Patel	DAIRY AND MEAT MARKETING CO-OPERATIVES Study-tour to Nyköping, led by Mr Lars Wicknertz Departure by bus at 08.30
<u>Friday 30</u> Petjamroensuk	KF - Östgötagatan 10, floor 3, room 347 Presentation of some activities at the Headquarters in Stockholm Departure by train at 08.22 from Södertälje C
<u>Saturday 31</u>	Finalizing papers and individual work tasks
<u>Sunday, June 1</u>	F R E E

General order of the day

08.00 Breakfast
 09.00 - 12.00 Lectures
 12.00 Lunch
 14.00 Lectures
 15.00 Coffee/tea
 15.30 - 17.00 Lectures
 18.00 Dinner
 20.30 Coffee/tea

Procedure for group reporting

1. Reports from the groups (questions for clarification, if needed)
2. Chairman's comments
3. Discussion
4. Chairman's conclusions

SWEDISH CO-OPERATIVE CENTRE

Seventh International Co-operative Seminar

April 7 - July 6, 1969

97

97

P R O G R A M M E

June 2 - 8, 1969

Dates/Hosts	
<u>Monday 2</u> Prathapan	09.00 "How to get and give information" Mr Nils Oleinikoff, KVE-Institute
<u>Tuesday 3</u> Raju	09.00 "How to get and give information", cont'd
<u>Wednesday 4</u> Sevatasai	"SLR" - Case study of the Co-operative Selling- and Purchasing Organization. Leader: Lars Wicknertz 08.30 Departure by bus to Enköping
<u>Thursday 5</u> Shahrokhi	Studies of selected co-operative activities See individual programmes
<u>Friday 6</u> Wijetunga	Studyvisits to: 1. KF Fruit & Vegetable Distribution Centre 2. FOLKSAM. Co-operative Insurance Organization Lunch 3. VÅR GÅRD, Consumer Co-operative College. 07.45 Departure by bus
<u>Saturday 7</u>	F R E E
<u>Sunday 8</u> Mohd Thani	PLEASURE TRIP 09.00 Departure by bus for Trosa. From there by boat in the archipelago.

General order of the day

08.00 Breakfast
09.00 - 12.00 Lectures
12.00 Lunch
14.00 - 15.00 Lecture
15.00 Coffee/tea
15.30 - 17.00 Lectures
18.00 Dinner

Procedure for group reporting

1. Reports from the groups (questions for clarification, if needed)
2. Chairman's comments
3. Discussion
4. Chairman's conclusions