

REPORT OF THE International Seminar on Value Based Professional Management in Cooperatives



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**REPORT OF THE
INTERNATIONAL SEMINAR ON
VALUE BASED PROFESSIONAL MANAGEMENT
IN COOPERATIVES**

31st August – 11th September, 1998

Pune, India



**International Co-operative Alliance
Regional Office for Asia and the Pacific
New Delhi - 110065, India.**



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Value Based Professional Management in Cooperatives**
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Foreword

Co-operatives in many countries in the Asia-Pacific region are accustomed to operate in an environment that is driven by a paternalistic approach, where governments dictate the means and processes of economic planning. As a result, co-operatives are adopted by the state as mere instruments for implementing its development programs. The net result is the uprooting of co-operatives from its members and the communities where they belong.

In recent times governments are beginning to set in motion structural adjustment programs to disengage themselves from directly intervening in the working of co-operatives. Notwithstanding, co-operatives are now facing new challenges in the competitive market place arising from globalization. This has tipped the balance in favour of corporate governance as against promoting the co-operative philosophy. The problem is further compounded by the severe lack of instruments within the co-operatives in their efforts to confront these challenges. Inadequate instruments have led to the gradual erosion of co-operative values and identity manifested in members' apathy and alienation, and the break up of communities as they are being increasingly subordinated to the market.

The ICA Co-operative Identity Statement (ICIS) adopted at the Manchester Centennial Congress in 1995 was formulated within the above socio-economic sphere. Within this context, the ICIS went through an intensive perusal and analysis before it was finally adopted. The ICIS, while providing important guideposts for managing the co-operative difference in the fast changing socio-economic environment in the world, unfortunately still lack the necessary and appropriate operational tools.

In view of this, ICA ROAP in collaboration with ICA Global HRD Committee, convened an International Seminar on Value Based Professional Management in Co-operatives from August 30 to September 10, 1998 at the Vaikunth Mehta National Institute of Co-operative Management, Pune, India. The event was made possible

with the support of ILO-COOPNET, CCA, DID and the National Co-operative Union of India. Resource Persons from public, private and co-operative sectors provided valuable input to this seminar, as participants presented country profiles as it relates to Co-operative management. In addition, participants also visited a number of successful co-operatives in India to compare the manner by which Co-operative Values are implemented at base level.

Active deliberations within the Seminar proceedings have culminated in the formulation of practical yet broad frameworks encompassing two sets of recommendations.

First are the steps by which Value Based Professional Management can be integrated into the management and operations of Cooperatives at different levels, and secondly the creation of training modules for members and board members, CEOs and employees, policy makers and government officials.

We hope this report will help stimulate ICA member organisations, particularly in the Asia Pacific region, to formulate their respective action plans and translate these recommendations into practical manuals. If they do, it will go a long way to facilitate materialization of Value Based Professional Management in the actual working and management of Cooperatives, and hence, preserve and protect the Co-operative Identity, as the markets are becoming even more competitive and globalized.

In conclusion, I would like to place on record the invaluable contributions of those resource persons involved, particularly Dr Peter Davis, Director of the Unit of Membership Based Organizations in Leicester University, U.K. for his ingenious contribution on the concept of Value Based Management. His ingenuity has contributed greatly to the success of the seminar. The support of ILO-COOPNET, National Cooperative Union of India, and the Vaikunth Mehta National Institute of Cooperative Management, Pune, India, is also gratefully acknowledged as it has contributed to the success of the seminar. Last but not the least, I also appreciate the sincere efforts and contribution of my colleague, Mr. B.D. Sharma, who coordinated the seminar with such efficacy, with the logistical support of Mr. A.K.Taneja.

Robby Tulus
Regional Director

New Delhi

REPORT OF THE INTERNATIONAL SEMINAR ON VALUE BASED PROFESSIONAL MANAGEMENT IN COOPERATIVES

INTRODUCTION:

Following adoption of ICA Cooperative Identity Statement (ICIS) in 1995, the ICA urged upon its member organisations to implement it. The ICA specialized organizations and Committees also considered a number of action points to implement ICIS in their respective sectors. The ICA Global HRD Committee in its meeting, held in Geneva in 1997, decided that in order to facilitate the cooperative organizations all over the world to implement ICIS in their working and operations, practical guidelines need to be formulated. In this context, active involvement of Cooperative HRD institutions in preparing the coop. Leaders/ personnel assumes an added significance. In view of this, the ICA Global HRD Committee in collaboration with ICA Regional Office for Asia and the Pacific, New Delhi, and National Cooperative Union of India, New Delhi, convened an "International Seminar on Value-Based Professional Management in Cooperatives" at the Vaikunth Mehta National Institute of Cooperative Management, Pune, India, from 31st August to 11 September, 1998.

The main objective of the Seminar was to help HRD Institutes to facilitate the process of implementation of cooperative value based professional management in Cooperatives at all levels.

FRAMEWORK OF SEMINAR:

The Seminar focused mainly on following issues so as to conceptualize/define value based professional management in cooperatives:-

1. ICA Cooperative Identity Statement.
2. Concept of value based management – professionalism with a heart.

3. Managing in a global environment.
4. Social responsibility and managerial ethics in cooperatives.
5. Managing organizational change and innovation, a Cooperative Leadership Challenge.
6. Role of HRD Institutes in value based professional management.

In order to provide proper direction to the proceedings, expectations of participants from the seminar were documented at the outset. These expectations were appropriately integrated into deliberations. Besides, visits to a few of the notable cooperatives and development projects in Maharashtra which had implemented the concept of cooperative value based professional management successfully were also planned.

With the above mentioned theoretical/conceptual and field inputs, the Seminar was broken into 2 workshops:-

- i) Integration of Value Based Professional Management in Cooperatives.
- ii) Designing modules for training programmes in the value Based Professional Management in Cooperatives.

These Workshops were expected to make practical recommendations, keeping in view the objectives of the seminar, needs and expectations of participants.

PARTICIPANTS:

Directors/Principals/Faculty Members of Cooperative HRD Institutes and managerial personnel of cooperative enterprises from 11 countries participated in the seminar. The countries were Canada, Indonesia, Israel, India, Kenya, Malaysia, Russia, Sri Lanka, Tanzania, Thailand and Uganda.

RESOURCE PERSONS:

The following were the Resource Persons:

1. Mr. Robby Tulus
Regional Director
International Coop. Alliance,
Regional Office for Asia and the Pacific,
New Delhi-110065

2. Dr. Peter Davis,
Director,
Unit for Membership Based Organization
The Management Centre,
University of Leicester (U.K.).
3. Prof. Nakada,
Coop. College,
Kobe, Japan.
4. Dr. Sampat Singh
C-1/10, Natasha Enclave,
Pune, India.
5. Dr. P.R. Dubhashi, IAS (Retd.)
Former Director, VAMNICOM,
Pune, India.
6. Prof. Ashok Wadikar
National Insurance Academy,
Pune, India.
7. Dr. Francis A. Menezes
Advisor,
Reliance Industries Ltd.,
Pune, India.
8. Mr. B.D. Sharma,
Director,
International Cooperative Alliance
Regional Office for Asia and the Pacific
New Delhi-110065

OPENING CEREMONY:

Mr. B.S. Vishwanathan, President, NCUI, inaugurated the Seminar. In his inaugural address Mr. B.S. Vishwanathan observed that Asia and the Pacific Region was facing a very heavy pressure of negative impact of market economy leading to an unprecedented crisis at macro-economic level. Coops had also come under the spell of these trends and faced a crisis exemplified in two dimensions i.e. how to preserve their identity and be sustainable in a competitive environment.

He further emphasized that the private sector and multinational companies promote their viability through a strong capital base, professional management cadres and access to large marketing network. As against this scenario, the cooperatives are guided by cooperative principles as adopted by the International Cooperative Alliance at Manchester Congress in September, 1995. These principles are contained in the statement of cooperative identity and present the guidelines for putting the cooperative values into practice.

Earlier Mr. Robby Tulus, Regional Director, International Cooperative Alliance, remarked that in the context of present environment there was a need of good ground breaking concept. Unless Coops have a break through, the next century will have the same old and traditional way of doing things. The ICA attached a very great importance to this Seminar, as it would be a path-breaking step. The Seminar was going to formulate the training module(s) to help Coops to implement concept of Value Based Management. He further mentioned that this Seminar was an important link in the series of activities initiated by ICA to facilitate the implementation of cooperative values as enunciated by ICIS.

Dr. M.C. Bhandari, Director, VAMNICOM, while welcoming delegates mentioned that single malady that Coops were facing was lack of professionalism, not to talk of value-based professionalism. Therefore, the theme of the seminar was most relevant in the present times. He hoped that the output of the Seminar would be very important in the context of sharpening the capacity and capability of HRD institutions to build up value driven managers and personnel of Cooperatives.

Mr. B.D. Sharma, Director, ICA ROAP, gave a brief background of the Seminar and mentioned that ICA HRD Committee had observed that inspite of lot of discussion on concept of cooperative values, very little was done for its implementation. The thinking was that, through this seminar we would produce training module(s), which may be multiplied by the Coop. HRD Institutes.

II

EXPECTATIONS OF PARTICIPANTS FROM THE SEMINAR

The gist of the important expectations expressed by the participants representing various countries is mentioned below:

1. How the different values of professional management as well as

- cooperative values have to be applied in the management of cooperatives and how they be taught in a greater details?
2. The modules have to be prepared in a more systematic manner in order to enable the HRD institutions to use them in the training process.
 3. In view of the changing economic scenario how the principles and values of cooperation have to be practised? The seminar should come out with concrete strategies.
 4. What exactly value based professional management is and in what way it is different from professional management? This needs to be clearly highlighted by the seminar.
 5. The seminar has to formulate the strategies and modules to check government interference in the management of cooperatives.
 6. How the theoretical and practical, curricular and teaching techniques relating to the value based professional management have to be implemented in the management of changing attitudes of the cooperatives?
 7. Experiences and models of some successful cooperatives in India have to be carried back home in order to transplant them under socio-economic situations in respective countries.
 8. Whether the ICA wants the HRD institutions in different countries to organize similar seminars? If so, this seminar should prepare the appropriate modules that may be adopted in each country keeping in view the socio-economic and political situations in respective countries.
 9. Many cooperatives are not managed properly and are running into heavy losses. Hence this seminar should prepare appropriate modules in order to change the mindset of the leaders and bureaucrats serving in the cooperatives in order to make their cooperatives more successful.
 10. In the changed economic environment the cooperatives are loosing their identity and traditional cooperative approaches. This seminar should help the cooperatives to retain their identity along with the principles of cooperation.
 11. The value based professional management strategies have to be framed by the seminar for injecting them in cooperatives for their integrated development.

12. The country papers on the cooperative movement of each country highlighting the aspects on organizational, structural, functional practices of cooperative values, legal provisions, strategies, culture etc. have to be prepared and distributed to all participants in order to make them to know the cooperative environment in different countries.
13. How to implement and practise social aspect of the cooperative philosophy keeping in view the new principle of cooperation – concern for community? Seminar may evolve suitable steps.
14. The modules have to be prepared for bringing out attitudinal changes in coops to keep pace with global economic changes.

These expectations may be summarized into following broad categories:-

- Defining concept of Value-Based Professional Management in coops. (VBPM). Distinguishing it from professional management.
- Formulation of practical strategies for implementing VBPM in coops.
- Preparation of appropriate training modules on VBPM for use by HRD institutions in respective countries.
- Examining the possibilities of replication of experiences and models of successful Indian Coops back home.
- Brief documentation of coop. Situation in participating countries.

III

INTEGRATION OF VALUE BASED PROFESSIONAL MANAGEMENT IN CO-OPERATIVES (VBPM)

Through a group process during Workshop I, the participants examined their perceptions of VBPM. A definition was then formulated as follows:

Value Based Professional Management in Co-operatives deals with the processes, functions and systems that facilitate strengthening/revitalization of co-operative values and ensure sustainability of member based and community oriented Co-operative enterprises in a competitive market.

The participants then examined areas of implementation such as: levels, leverages & barriers, steps and roles of support organizations. The following are the conclusions and recommendations.

A. Levels of Integration:

It was agreed that there are four levels for integration of VBPM in Coops. as stated below:

- Members
- Board Members
- Professional Management
- Organisational Structure

In each of these levels Value Based Professional Management may be applied in different aspects of the co-operatives. The following aspects were identified:

- a) **Members** - Loyalty & Participation - Sharing of Benefits (Question of Equity) - Gender Issues, Youth, Self-responsibility.
- b) **Board Members** - Concern for Members' needs - Concern for Community - Transparency - Accountability - Leadership & Entrepreneurship - Policy formulation & Appraisal - Relationships with Professional Management.
- c) **Professional Management** - Goal Orientation - Team Approach - Market based functional orientation (members as customers) - Sustaining enterprise in a competitive environment (in accordance with members' needs and demands) - Cost effectiveness of operation - Quality Management - Social Responsiveness & Sensitivity - Case for Environment.
- d) **Organizational Structure** - Primary - Secondary - Tertiary-Apex (Federations) Levels (must be democratic).

There were additional observations worth noting:

- i) There should be no religious or political influence.
- ii) That relationship with Board and Professional Manager tend to differ between co-operatives.
- iii) Two frameworks were provided as options of Management-Board relationships (*see Appendix -I*).
- iv) It is very important to have Government (at all levels)

understands, the ICIS and VBPM in order to support integration of the same in cooperatives.

B. Leverages and Barriers/Constraints:

In the process of integrating Value Based Professional Management in co-operatives, the following leverages and constraints may be present at various levels.

<i>Leverages</i>	<i>Constraints</i>
<ul style="list-style-type: none"> ■ Human–Based Organisation <ul style="list-style-type: none"> - Profit as an instrument to provide service - Self-help and mutual help (one for all/all for one) - Meet members (community) needs ■ Democratic <ul style="list-style-type: none"> - Transparency - Freedom to express ideas ■ Linkages <ul style="list-style-type: none"> - between all levels and non-co-operatives - provide ability to add value - market - provision of market information service - provides opportunity for inter-sector trade ■ Government & Foreign Relations <ul style="list-style-type: none"> - Policies to protect the interest of the members, sector - And entire coop. movement. - Collaboration with International bodies, including, ICA, - HRD Institutions, National Co-operatives, WOCCU, CCA & others 	<ul style="list-style-type: none"> ■ People <ul style="list-style-type: none"> - level of education - lack of Professionalism - professional Manipulation/self-interest - gender Issues - dependency on Manager - cultural differences - lack of trainers & trainees ■ Financial <ul style="list-style-type: none"> - inability to pay adequately for Professional Managers - lack of technology and know-how ■ Image <ul style="list-style-type: none"> - poor, government run and not a real business ■ Structure <ul style="list-style-type: none"> - Relationships with government - Competition among co-operatives at various levels - lack of co-ordination between levels of co-ops ■ Government <ul style="list-style-type: none"> - political interference - lack of enabling laws and policies by government - dependency syndrome

C. Steps for Integrating VBPM in Co-operatives:

The Seminar agreed on following steps to implement the integration of VBPM in co-operatives.

1. Assessment/Planning
 - i) Gather information for evaluation of the current situation/trend by country.
 - ii) Develop a comprehensive plan that would include such things as:
Education/Training; Communication; Legislative and Policy Framework; and Structural Reviews.
2. Potential Steps for the comprehensive plan to consider are:
 - a) Education/Training & Communication
 - Joint programs with other co-operatives within the country as well as internationally.
 - Disseminate information to all stakeholders
 - Design and develop Training Modules and materials
 - Consider possibility of establishing a team to manage the implementation process.
 - b) Legislative & Policy Framework
 - Identify current weaknesses in co-operative legislation & policies
 - Facilitate process for necessary reform
 - c) Structural
 - Identify current weaknesses in coop. structures
 - Facilitate process for necessary structural changes.
 - d) Identify and train the trainers
 - e) Consider possibility of establishing a team/ joint coordination Committee to manage the implementation process.

D. Role of Support Organizations in Facilitating the Implementation of the steps:

- | | |
|---------------------|--|
| Federations | <ul style="list-style-type: none">• Education and training• Review structures and by-laws• Develop policies• Develop their human capacity• Research and Consultancy |
| Apex | <ul style="list-style-type: none">• Education and training• Advocacy• Research and Consultancy• Motivator• Develop policies and review structures |
| HRD Institutes | <ul style="list-style-type: none">• Review structures and policies• Develop competencies of trainers• Research• Design, develop and deliver training• Link with international institutions• Share success stories with other countries |
| National Government | <ul style="list-style-type: none">• Ensure enabling legislation for co-operatives• Initiate review of law• Avoid interference with co-operatives• Treat co-operatives equally with private sector |
| ICA | <ul style="list-style-type: none">• Continuously support the HRD Institutes• Developing action oriented “ Cooperative watch system”• Give support to Apex re policy• Promote collaboration between apex and government• Promote trade and economic activity among co-ops in and between countries• Facilitate the development of training material on VBPM• Develop a Resource Centre• Facilitate country presentations on VBPM |

IV

TRAINING MODULES ON VALUE BASED PROFESSIONAL MANAGEMENT IN COOPERATIVES

This Seminar proposed training modules under the following categories:

1. Members and Leaders of Cooperatives
2. CEO and employees of Cooperative
3. Government officials and administrators
4. Trainers.

According to the needs of the target groups, the seminar identified some basic contents of the training modules, training methodologies and feed back systems and made following recommendations:

1. Identification of Training Needs

Identifying specific training needs requires a specific approach.

The seminar suggested the following methods as general approach:

- a) Identify what the acceptable standards (universal standards) are through laws, body of literature, practice etc.
- b) Identify where the target group is currently operating by: observing (such as attending Board Meetings or AGM); surveys; talking to members, etc.

2. Objectives:

Generally speaking, the objective of the module(s) is to integrate VBPM into cooperative societies.

3. Duration

It was recognised that the amount of time board members, employees, members and government officials would give to self development would be somewhere between 2 and 5 days total. Keeping this in view programme designer would have to determine specific times required for various topics and methodologies. For CEO and Trainers, more time might be needed.

4. Training Methodologies:

The seminar discussed various methods such as lecture, case studies, role play, field visits, audio visual etc., but again felt that this decision is best made during the programme design stage.

It is critical, however, to have trainers who are capable of using methodologies that are consistent with Adult Education Principles.

5. Feedback Strategies:

The seminar felt that evaluating both the attitudes and business results were the two focus areas. It was also recognised that implementation of this training would need to be targeted within a country in order to manage the programme and evaluate the output and impact. Therefore, the workshop suggested following strategies:

A) ATTITUDES

- i. Conduct an opinion survey of appropriate people based on the ICIS
- ii. Continuously collect data
- iii. Provide opportunity for discussions among select group
- iv. Conduct second opinion survey
- v. Analyse the data collected
- vi. Consider changes in training.

BUSINESS RESULTS

- i. Develop a baseline database of a select group – using the ICIS values and principles as the focus.
- ii. Continuously collect data.
- iii. Provide opportunity for discussion among select group
- iv. Analyse the data collected.
- v. Consider changes in training.

6. Context/Contents:

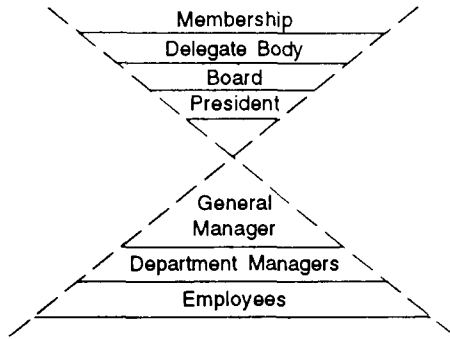
6.1 The seminar considered a model of programme design that is universally accepted, and agreed to recommend it as the model to ICA to use it as a reference for designing training programmes (see Appendix-2).

6.2 The seminar recommended the chart of Management Development Programme, which is annexed as an Ideal model for the design of the training modules (see Appendix-3).

6.3 Considering the nature of cooperatives based on membership and operations, the seminar agreed that, regardless of what operation(s) the cooperative is involved with, the same model of programme design would be appropriate – except for specific industry information such as standards, practices etc.

6.4 The seminar agreed to follow the core context, threads and contents for all target groups but modification may be required for various levels (see Appendix 4.5, 6 and 7).

Appendix-1



Legal Framework
Community
Co-operative
Membership
Board of Directors
Executive Committee
and President

General Manager
Executive Management Personnel
Employees
Key Result Areas are indicated by Dotted Lines

Model for Program Design

A method, called Program Development System, was introduced to the group to facilitate it for designing the modules.

Model Components

Needs Assessment-Learning Objectives-Evaluation Strategy-Design-Delivery- Evaluation-Follow up
--

Needs Assessment

This describes the existing situation in regard to training and non-training of a particular focus area. Various methods are used to identify “what should” be the situation. Methods can include review of industry norms, organizations mission statement, laws, etc. Then identification of “What is” the current situation will determine the training and non-training needs.

Learning Objectives

This is a critical stage in the development of any program as it describes the learning to take place, identified by the needs assessment. In other words, it is intended to close the gap between “what is” and “what should be”.

The following components should be included in each of the learning objectives: Conditions, Performance, Standards and Evaluation.

1. Conditions :

What was a given or what would be denied. This includes such things as the material, time, number of participants pre-requisites, limitations, and methodology.

2. Performance :

Action to be performed. This requires the use of an action verb that could be measured. Such measurements as observation, testing,

presentation, are generally used. The verb guides the design of the lesson plan to accomplish this action.

It is vital to be able to measure the learning “during the learning session” and not to expect the program to evaluate whether or not the learning is transferred or had the appropriate impact on the institution. Transfer and impact evaluation can only be measured outside the learning session with an evaluation strategy in place to do so.

3. *Standards :*

The quality and/or quantity expected. This is where the objective needs to clearly state “to what extent” the learner is expected to do or know something by the end of the learning session. For example, we are expecting by the end of the learning session. For example, we are expecting the learner to develop “Objective for their Institution” to the extent that the Objective contains these 4 components : 1) It is time bound; 2) Observable and Measurable; 3) Provides Direction; 4) Is in line with the Mission. This learning will then enable the participants to develop Objectives for their institution after the training is completed.

4. *Evaluation*

Judged by whom? It is important for adult learners to know how they are going to be judged. It is just as important for facilitators and sponsors of such programs to know how they can evaluate if learning took place. Three possible ways of evaluating are: observation; documentation produced; or requests for further support in a particular direction as indicators of learning taking place. Learning may be evaluated by either the facilitator or the participants, with the aid of the facilitator. Again this requires the lesson plan to include activities that allow these methods of evaluation to take place.

Evaluation Strategy

There are generally three levels of evaluation: Reaction/Learning, Transfer, and Impact. As stated in the Learning Objective description, it is vital to determine who, what, when and how evaluation is to be done. The Reaction/Learning evaluation usually takes place before, during and at the end of the learning. The Transfer and Impact can only be evaluated after. Transfer of learning requires base-line information to determine whether the learner has changed performance or behaviour in accordance with the need identified

during the needs assessment stage. The Impact refers to the benefits of this change in performance or behaviour in accordance with the need identified during the needs assessment stage. The Impact refers to the benefits of this change in performance or attitude toward the organization meeting its objectives. Impact evaluation is very difficult, if not impossible, and it is important that the trainers and the organization recognize that training itself only affects a part of any plan for improvement. Transfer is generally evaluated around six months after training and impact can not easily be evaluated before one year, or longer, after training.

Design

An experiential design model may have the following components: Orientation; Clarification; Experience; Reflection; Generalization; Application and Evaluation.

Orientation

Provides a link to previous learning, introduces the topic, what? why?, builds expectations and motivates learner through focusing on relevance and usefulness of what is to be learned.

Clarification

Introduces learning objectives. Ensure understanding of what is expected and how the achievement or objective will be evaluated.

Experience

Involves the senses, requires involvement with the content. Stimulates curiosity through a real-world problem or issue. could be a video, case-study, role play, testimonial. designed structure as examples. Might generate a strong emotional response.

Reflection

What Happened? Always reflecting on what has just happened in the learning session. Thoughts and emotions are evoked through questions that could be answered individually, or in small or large group discussions. This part of the learning cycle helps to make sense of the experience: preference, dislikes, analysis.

Generalization

So What? This is the time to synthesize their reflections, to develop theories, look at patterns. What meaning is there for the

community? Through questions again, they begin to create concepts that integrate observations into theories or models which could include “Do’s and Don’ts, or “Helps and Hindrances”.

Application

Now What? This is future oriented, using the theories or models developed in the generalization to make decisions and solve problems. When time permits and when appropriate, the lesson plan can include a second experience where the learner can apply the new skill or knowledge. A further reflection and generalization would follow with some conclusions drawn by the learner on how they can apply this outside the learning session. It may require an action plan.

Evaluation

Should be realistic, measurable and observable. Relates directly to the learning objective. Should show evidence that skills have been developed, knowledge has been gained, attitudes have changed. Could make transition from evaluation to closure by identifying additional resources, and by answering the question “Where do we go from here?”

Delivery

This portion of the Program Learning System will be conducted by the Trainers. It has been agreed that each module should be tested and modified based on the results.

Follow-Up Evaluation

As stated in the Evaluation Strategy portion of this report, generally follow-up evaluation refers to the transfer and impact evaluation.

What could be included in a follow-up evaluation strategy are :

1. Video a Board meeting before and after training.
2. Review of the agendas before and after training.
3. Board (self-assessment) feedback before and after training.
4. Opinion survey of members, community, or other target groups.
5. Economic/social conditions review. (Note : this is evaluating the impact at a very high level and would be difficult to attribute the change to the training alone.)¹

¹ Source: Programme Design Model and Experimental Design Model have been adapted from Diploma Programme, St. F.X. University, Extension Department material by Sheelagh Greek.

Sample Model For Programme Design Provided by S. Greek

		I N T R O D U C T I O N				
MODULES	DM-1	DM-2	DM-3	COMMUNICATION	LEADERSHIP	
CONTEXT	SELF	ONE-ON-ONE	GROUP	INTER-GROUP	CORPORATE CULTURE	
Values & Principles	Identify & Understand	Challenge	and	reinforce	Declare & Model	
Human Relations & Communications	Understanding of self	Developing one-on-one relationships	Building relationships within groups and teams	Building relationships between groups	Functioning as a total organization	
Thinking	Define and practice	Create thinking environment	Support and reward thinking	Challenge for organizational thought	Modeling a thinking & learning environment	
Change		Awareness of change	Impact of change		Leadership of change	
Content	Conceptual Design Trends Roles Management Motivation Listening Perception Feedback Training Self-development	Review of DM-1 Creative Thinking Change Coaching Employment Interviewing Performance Appraisal Counselling Corrective Feedback	Empowerment Teamwork Communication Strategy Effective Meetings Decision Making	Information Economy Leadership styles Self-directed work Teams Quality and Service win-win problem Solving Cross-cultural Sensitivity	Strategic Management	

THREADS

Training Module(s) on VBPM in Cooperatives – Important Components of Training Module

Leaders/Members

MODULE CONTEXT	L-1/ME1 PRIMARY	L-2/ME2 SECONDARY	L-3/ME3 FEDERATIONNS	L-4/ME4 APEX
1. Cooperative Identity	Understanding & Practice	Understanding Practice Help Primaries	Understand Practice Help Secondary and Propogate, Develop	Understand, Practice Propogate, Develop Public Opinion, Image Building
2. Leadership & Human Value	Develop Skill & Apply	Develop Skill & Apply	Develop Skill & Apply	Develop Skill Apply & Propogate
3. Thinking	Strategic Thinking & Application	Strategic Thinking & Application	Strategic Thinking & Application	Strategic Thinking & Application
4. Change	Awareness & Lead	Awareness & Lead	Awareness & Lead	Awareness, Lead & Inform
Major Contents	-CIS -Coop. Law -Leadership -Coop. Quality Mgmt. -Strategic Planning -Leading Change	-CIS -Coop. Law -Leadership -Coop. Quality Mgmt. -Strategic Planning -Leading Change -Development Linkages	-CIS -Coop. Law -Leadership -Coop. Quality Mgmt -Strategic Planning -Leading Change -Development Linkages -Business Promotion	-CIS -Coop. Law -Leadership -Coop. Quality Mgmt -Strategic Planning -Leading Change -Development Linkages -Business Promotion -Policy Development -Advocacy
Notes :	L = Leaders M = Members CIS = Cooperative Identity Statement Threads: Consistent themes throughout levels in order to achieve desired results			

THREADS

Training Module(s) on VBPM in Cooperatives – Important Components of Training Module
CEO/Employees

Modules Context	CEO/EM1 Primary	CEO/EM2 Secondary	CEO/EM3 Federations	CEO/EM4 Apex
1. Cooperative Identity	Understanding & Practice	Understand, Practice Help Primaries	Understand, Practice, Help Secondary and Propagate Public Opinion, Image Building	Understand, Practice, Propagate, Develop
2. Managerial Leadership & Business Values & Ethics	Develop Skill & Apply	Develop Skill & Apply	Develop Skill & Apply	Develop Skill, Apply & Propagate
3. Thinking	Strategic Thinking & Application	Strategic Thinking & Application	Strategic Thinking & Application	Strategic Thinking & Application
4. Change	Awareness & Application	Awareness & Application	Awareness, Application & Inform	Awareness, Application & Inform
5. Productivity	Understand & Practice	Understand & Practice	Understand & Practice	Understand & Practice
Major Contents	<ul style="list-style-type: none"> - CIS - Cooperative Law - Managerial Leadership - Cooperative Quality Management - Business Values & Ethics 	<ul style="list-style-type: none"> - CIS - Cooperative Law - Managerial Leadership - Cooperative Quality Management - Business Values & Ethics 	<ul style="list-style-type: none"> - CIS - Cooperative Law - Managerial Leadership - Cooperative Quality Management - Business Values & Ethics 	<ul style="list-style-type: none"> - CIS - Cooperative Law - Managerial Leadership - Cooperative Quality Management - Business Values & Ethics

THREADS

Notes: CEO : Chief Executive Officer
EM : Employees
CIS : Cooperative Identity Statement
Threads - Consistent themes throughout levels in order to achieve desired results

**Training Module (S) on VBPM in Cooperative – Important
Components of Training Module Target Group : Government Officials
(A) Policy Makers [GOP] (B) Implementors [GOI]**

	Mdoules Context	G O P	G O I
THREADS	1. Coop. Identity	Understand Support & Use for policy Formulation	Understand, Practice Facilitate Implementation
	2. Leadership & Human Values	Understand	Understand & Guide
	3. Thinking	Strategic Thinking Application	Strategic Thinking & Application
	4. Change	Awareness & Guide	Awareness & Guide
	Major Content	- C I S - Coop. Law - Leadership - Cooperative Quality Mgt. - Strategic Planning - Facilitate / Direct	- C I S - Coop. Law - Leadership - Cooperative Quality Mgt. - Strategic Planning - Facilitate, Guide & Direct

Threads : Consistent theme throughout levels in order to achieve desired results

Training Modules on VBPM in Coops – Important Components of Training Module – Training Group : Trainers

	Model Context	Trainers
THREADS	1. Cooperative Identity	Understanding, Practice and Guide
	2. Leadership and Human Values	Understand and Guide
	3. Thinking	Understand and Guide
	4. Change	Understand and Guide
	Major Contents	<ul style="list-style-type: none"> - C I S - Cooperative Law - Cooperative Quality Management - Strategic Planning - Leadership - Developing Methodology - Developing Training Material

*Cooperative Quality Management = Total Quality Management + World Class Manufacturing + ICIS

$CQM = TQM + WCM + ICIS$

Threads : Consistent theme throughout levels in order to achieve desired results

Report of Study Visits

The participants visited the following institutions during the seminar.

1. The Warana Cooperative Sugar Complex, Kolhapur.
2. Sreeram Primary Cooperative Agriculture multi-purpose Society, Kolhapur.
3. The Shetkari Sahakari Sangh, Kolhapur.
4. The Pasharvanath Cooperative Bank, Kolhapur.
5. Gokul Dairy (Kolhapur District Milk Producers Coop. Union).
6. Bhagini Nivediata Bank, Pune
7. Village Development Schemes of Ralegan Sidhi.

On the basis of the visits of above mentioned institution by the group the following specific features of the cooperative institutions emerged.

1. Strengths :

The participants observed the following strengths which made these institutions successful.

1. Dedicated, committed, selfless, farsighted leadership.
2. Democratic management.
3. Educated and enlightened leadership.
4. Effective members participation in business and management.
5. Internally mobilised resources in abundance.
6. Minimum interference of government.
7. Women membership.
8. Opportunity to the women members to serve on Board of Directors.
9. A cooperative bank exclusively managed by women with huge deposits and number of branches.
10. Representations on the Board of Management for weaker and backward sections of the community.
11. Representation of employees on the Board of Management.
12. Continuity of good leadership for decades.

13. Financially and managerially strong institutions.
14. Integrated socio-economic development of the community.
15. Using modern/appropriate technology.
16. Good image.
17. Good work culture.
18. Strong infrastructure.
19. Innovation.

II. Weaknesses:

1. Lack of communication amongst members due to unwieldily membership.
2. Unhealthy competition among sister organisations.
3. Low member education.
4. Environmental challenges.
5. Inbuilt resistance.

III. Values :

1. Strong concern for members and community.
2. Democratic management.
3. Professional management.
4. Adequate representation of all the communities in the membership of cooperatives.
5. Representation to weaker sections in the community on the Board of Directors.
6. Representation to women members/employees of the society on Board of Directors.
7. Self-less leadership.
8. Good return to members on their share capital investments.
9. Service at low cost.
10. Honesty.
11. Commitment.
12. Quality services.
13. Team spirit.
14. Sacrifice attitude.

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ICA STATEMENT ON THE CO-OPERATIVE IDENTITY

Definition

A co-operative is an autonomous association of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly-owned and democratically-controlled enterprise.

Values

Co-operatives are based on the values of self-help, self-responsibility, democracy, equality, equity and solidarity. In the tradition of their founders, co-operative members believe in the ethical values of honesty, openness, social responsibility and caring for others.

Principles

The co-operative principles are guidelines by which co-operatives put their values into practice.

1st Principle: Voluntary and Open Membership

Co-operatives are voluntary organisations, open to all persons able to use their service and willing to accept the responsibilities of membership, without gender, social, racial, political or religious discrimination.

2nd Principle: Democratic Member Control

Co-operatives are democratic organisations controlled by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives members have equal voting rights (one member, one vote) and co-operatives at other levels are also organised in a democratic manner.

3rd Principle: Member Economic Participation

Members contribute equitably to, and democratically control, the capital of their co-operative. At least part of that capital is usually the common property of the co-operative. Members usually receive limited compensation, if any, on capital subscribed as a condition of membership. Members allocate surpluses for any or all of the following purposes: developing their co-operative, possibly by setting up reserves, part of which at least would be indivisible; benefiting members in proportion to their transactions with the co-operative; and supporting other activities approved by the membership.

4th Principle: Autonomy and Independence

Co-operatives are autonomous, self-help organisations controlled by their members. If they enter into agreements with other organisations, including governments, or raise capital from external sources, they do so on terms that ensure democratic control by their members and maintain their co-operative autonomy.

5th Principle: Education, Training and Information

Co-operatives provide education and training for their members, elected representatives, managers, and employees so they can contribute effectively to the development of their co-operatives. They inform the general public - particularly young people and opinion leaders - about the nature and benefits of co-operation.

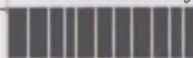
6th Principle: Co-operation among Co-operatives.

Co-operatives serve their members most effectively and strengthen the co-operative movement by working together through local, national, regional and international structures.

7th Principle: Concern for Community

Co-operatives work for the sustainable development of their communities through policies approved by their members.

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