

MANUAL 3

HOW TO ORGANIZE YOUR SCHOOL



TEACH
A MAN TO FISH
Education that pays for itself

ABOUT THIS SERIES

The SCHOOL IN A BOX Guide Series is designed as a 'one-stop shop' for anyone interested in establishing their own financially self-sufficient school.

The series is made up of nine individual manuals which between them cover all of the key areas which will need to be considered in detail in the creation of any Self-Sufficient School.

Each manual offers a step-by-step guide to building your understanding of key concepts and mastering a range of planning and management tools, as well as providing a wealth of case studies and real-life examples to illustrate both best practice and easily avoided pitfalls.

The full listing of manuals in the series is as follows:

1. Getting Started: An Introduction to Financially Self-Sufficient Schools, 2. How To Evaluate Your Organization, 3. How To Organize Your School, 4. How To Generate School Income, 5. How To Run A Self-Sufficient School, 6. How to Educate Successful Rural Entrepreneurs, 7. How to Organize Student Life, 8. How to Write A Business Plan for a Self-Sufficient School, 9. How to Finance Your Plan

CREDITS

The SCHOOL IN A BOX Guide Series represents the knowledge, experience and hard work of a dedicated team of authors and editors at Teach A Man To Fish and the Fundacion Paraguaya.



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1.INTRODUCTION

Bringing about the necessary changes and adjusting work systems represent a major part of the work of the Director of a Self-Sufficient School. Thinking about how change causes disruption in an organization can be quite wearisome. Faced with this challenge, many ignore problems rather than deal with the situation. However, those that have been in organizations going through a phase of change know better.

The bottom line is that changes cause disruption, and disruption in turn provokes a crisis of uncertainty and insecurity in the staff which makes them seek new frontiers.

This manual has been carefully designed to guide the director of a rural school in the process of transforming the institution into a Self-Sufficient School. Great care has been taken to ensure his or her success in the process of changing the paradigm of the school while keeping staff motivated and increasing their sense of self-worth.

This manual will also help the Director make several small but significant changes in his or her style of work and alter his or her perception of the organization.

Chapter 2 introduces concepts that are fundamental in order to understand everything that follows. It discusses the concept of Human Capital, its importance in an organization and explores the need to create an 'entrepreneurial spirit' as a key part of building the new model of school you are seeking.

Chapter 3 explains how to plan and approach the paradigm shift in a professional manner. Chapter 4 will guide you in the transformation of the existing roles within the organization and their adjustment to a new model of school that incorporates entrepreneurship. A practical approach is presented here of the different job positions established, by level of hierarchy, which have been successfully implemented at the San Francisco Agricultural School, a Self-Sufficient School in Paraguay.

Chapter 5 shows how to evaluate the work of your collaborators in a way that is simple and easily understood by everyone, followed by the basics on how to prepare a incentive/reward system in Chapter 6.

Chapter 7 explains how to transform an educational institution into a “learning organization” - literally, an organization that learns! - while Chapter 8 deals with the importance of creating a Code of Ethics. Lastly, in Chapter 9, we briefly discuss procedures related to human resources.

We recommend that you keep this manual close at hand, as the procedures it covers are essential to all other aspects presented in the rest of the set.

2. BASIC CONCEPTS

Congratulations! In starting to read this manual you have made the decision to change your institution into a Self-Sufficient School. The first two manuals have helped you to decide on this model and to evaluate the current situation at your school. These are both important steps to take before starting to make changes.

This manual will help you adapt your school to this new model. You will learn how to redefine staff positions, change the paradigm of your school, and transform the atmosphere within the school community. You will learn to design an incentives plan to help maximize production and sales and create a training plan for you collaborators. On top of all this you will also be able to manage your own Human Resource Department, which includes the creation of a reflection process, Code of Ethics and institutional values with all of your staff.

We suggest that you use this manual as a blueprint. Read through it carefully and take notes, but in the end you will have to develop your own personal plan.

Note that from now on, “staff” or “employees” are referred to as “collaborators”. We chose this word to emphasize the fact that all of your peers, including the administrative assistants, teachers, technicians and students, are collaborators who have something to add to the project.

ENTREPRENEURIAL SPIRIT: THE KEY CONCEPT

The most important element in the new model is that everyone participates equally in reaching the goal of self-sufficiency. Manuals 4, 7 and 8 will delve more deeply into this concept. Outside of the technical changes that need to be made in order for a school to be self-sufficient, it is important that everyone from the administration, the managers, the teachers and the students change their mentality and discover the ‘entrepreneurial spirit’ within themselves.

WHAT DOES THIS MEAN?

‘Entrepreneurial spirit’ is one of the characteristics that marks an entrepreneur apart from other people. It is the ability to think of and initiate a new project, business or a way of life. It requires self-esteem and the determination to improve your personal situation and realize your own dreams.

SOUNDS GREAT, DOESN'T IT?

Emerson, a leading American thinker of the 19th Century, stated that being confident in one’s potential is the first step to success. Ask yourself a question. How many of your managers, teachers and students have this attitude? You can probably immediately pick out the members of your school community with this spirit. When you take the time to really think about the members of your school community, you will realize that there are many members who have this attitude, but just need an opportunity to show it.

There is a heated debate throughout the world about whether entrepreneurs are born or can be created. We believe that it is something that can be taught at any stage of life. If we can teach our students to be entrepreneurs, we can do the same with our collaborators.

The entrepreneurial spirit in many people is like a muscle that is out of shape - once you start to exercise it, it begins to develop and grow.

Manual 6 will further develop how to push for the entrepreneurial spirit at your school.

CHARACTERISTICS OF AN ENTREPRENEUR

When attempting to identify the entrepreneurs in your community you should look for these characteristics:¹

- Someone who believes in himself or herself and has been able to develop high self-esteem.

¹ Arribillaga, Inés. www.mujaresdeempresa.com 22 / 11 / 07

- Someone who believes in his or her ideas and works to find a way to realize dreams.
- Someone who falls in love with the work they are doing and is able to take risks and overcome obstacles in order to get what they want.
- Someone who learns from his or her mistakes, who does not give up when something goes wrong.
- Someone who is optimistic, who adopts a positive attitude in life.
- Someone who would rather 'do' and 'create' than complain or give up.
- Someone who does not blame others or other factors they cannot control, but rather asks, "what did I do wrong? How can this help me in the future?"
- Someone with enthusiasm, energy and strength, but at the same time realism. They are tenacious but realize when things just are not going to work out.
- Someone who takes risks, but doesn't make fatal mistakes. They study, evaluate and take 'calculated' risks, but understand when the costs outweigh the benefits.
- Someone who understands what they do not know. They know that there is still a lot they have to learn and they go and try to learn it. They are always ready to learn. This means that they are very curious, they investigate, and they are interested in other issues that relate to their projects. They are constantly searching. They are never satisfied.
- Someone who is autonomous and independent.
- Entrepreneurs are afraid of certain things, but it does not paralyze them or stop them from moving forward. Fear helps to protect them rather than limit them.
- Entrepreneurs understand the business they are working in and if they do not understand it they are willing and able to go out and learn about it.
- Entrepreneurs are able to solve problems and when they cannot they seek out help.
- Finally, entrepreneurs tolerate doubt because they are able to take risks without knowing exactly what they are risking. They do not demand a security proof in order to do something, as they are aware that nothing comes with such warranty.

It is challenging to teach the entrepreneurial spirit in a school setting, but it can be done. Students, because of their youth and openness to new ways, adopt entrepreneurial attitudes and actions relatively easily if given a chance to practice them. Teachers often need more coaxing. The adoption of an entrepreneurial spirit by entire school community, however, is essential in order to create a financially Self-Sufficient School.

YOUR COLLABORATORS, YOUR HUMAN CAPITAL

If developing a community infused with a strong entrepreneurial spirit represents the foundations for building your Self-Sufficient School, then developing the Human Capital of your collaborators is the bricks and mortar which will make for a solid and successful organization.

Before we start to think about what it means for us, let's take a quick look at how ideas about Human Capital have evolved over time.

In his book *Human Capital. What it is and why people invest in it* Thomas Davenport² traces the story of work from the Industrial Era to the present. He recounts how employees, at the end of the 1980's had not yet achieved a higher status than a "cost" that needed to be lowered. Therefore, in the 1990's companies cut down their work force because of a slow down or a perceived slow down of the economy.

Large companies not only let employees go, but also cut down on employee development and training. Why would you spend money training employees who you would probably end up firing soon?

In the following years something changed, and managers began to see employees as active assets of their companies. The phrase "your employees are your most important asset" became a dominant metaphor at the end of the twentieth century.

Many people celebrated the accomplishment of employees finally being placed in this category. Although the metaphor reflects an attitude toward employees which is much better than attitudes held previously, the reality is that there is still a long way to go in terms of how organizations think about their collaborators.

People are the owners of their own behaviors, personal energy and time. These are the elements that make up human capital, the "human money" that is invested in the professional position.

Employees, not the company, own this capital and decide when and where to invest it. Just like financial investors, some are more active and productive with their behaviors, personal energy, and time than others.

² Davenport, Thomas. *Capital Humano. Creando ventajas competitivas a través de las personas*. 1ª ed. – Buenos Aires : Deusto, 2006. pags. 23 - 35

A person who acts as an investor of his own human capital wants to invest it where it will have the largest payoff. When individuals begin to think of themselves in these terms it starts to change the relationship between worker and company or organization. There is no longer a paternalistic blind loyalty to the organization. It is now an interdependent relationship between the organization and the employee, wherein each person depends on the other and therefore one cannot simply take advantage of the other.

A paradigm is a model that serves to tackle, understand and act on a phenomenon. Throughout this manual we will help you understand the “Investor of Human Capital” paradigm.

CHANGING THE WAY YOU LOOK AT YOUR COLLABORATORS

If you see your staff as thinking, proactive, active members of your organization you are more likely to treat them as valuable peers. If you start seeing them as investors of their own talents, capabilities, time and energy you will find new ways to attract, retain and motivate them.

From this point on it is also important that you change your vocabulary. If you continue to refer to your peers as “staff” they will continue to act in that way. **If you start to call them collaborators, they will begin to act this way and are more likely to throw all their energies behind your joint venture to develop a Self-Sufficient School.**

CHARACTERISTICS OF EFFECTIVE ORGANIZATIONS

Before you begin to re-organize your school it is good to remind ourselves about some of the characteristics that mark out effective people – but which apply just as much to creating effective organizations. We are not going to dig deeply into this because you are probably familiar with these concepts, but will review two important concepts.

Pareto Principle

The Pareto Principle or ‘20/80 Rule’ basically says that 20% of your work efforts will be responsible for 80% of your results. If you focus your time, energy, money and personnel on the 20% of your priorities or productive activities that really produce results, you will get

outcomes similar to those seen in the table below from the book *The ABCs of Leadership* by John Maxwell³.

Time	20 % of our time produces 80 % of our results.
Consultants	20 % of people take up 80 % of our time.
Products	20 % of products are responsible for 80 % of earnings.
Information	20 % of books contain 80 % of the information.
Work	20 % of our work produces up 80 % of our satisfaction.
Lectures	20 % of a presentation produces 80 % of the impact.
Donations	20 % of people donate 80 % of the money.
Leadership	20 % of people make 80 % of the decisions.

If you are aware of the Pareto Principle, and apply it in your school, you will find that you can *identify the 20 % of the people most committed to the project* and vision, and you should *invest 80 % of the time and money of your organization to train those people*. Always keep the Pareto Principle in mind when planning your activities and investments

Keep in Mind the Difference between Urgent and Important

When we look objectively at tasks we have that need doing, it's normally the case that these can be divided up into the following categories:

- *Very Important/ Very Urgent*: Focus your attention on these projects before anything else.
- *Very Important/ Little Urgency*: Establish plans and goals for these projects and include them in your daily routine.
- *Little Importance/ Very Urgent*: Ask yourself if there is someone else who can complete this task instead of yourself.
- *Little Importance/ Little Urgency*: Find someone else to complete these tasks or if there is no one else, work on them for about a half an hour every week. As

³ Maxwell, John. El ABC del Liderazgo. Edición Literaria a cargo de Lidia María Riba. 1ª ed. Buenos Aires : V&R, 2007. Pag. 43 a 46

John C. Maxwell⁴ puts it *“Before postponing something until tomorrow that you can do today, really look into it, maybe you can postpone it indefinitely.”*

Why not take a few moments to discuss these concepts with your collaborators. You may well be amazed how quickly they identify ways to improve their effectiveness at work – and probably yours too!

⁴ Maxwell, John. Op. Cit.

3. CREATING A PARADIGM SHIFT

The objective of this chapter is to learn how to create a plan for implementing a paradigm shift at your school.

When you finish reading this chapter you will be able to:

- 1. Create and implement a plan for a school paradigm shift*
- 2. Recognise the potential challenges to achieving this change*
- 3. Overcome these challenges with the support of your collaborators*

The title to this chapter may make it sound like it's going to be highly theoretical and not really relevant to your work; but don't be too quick to judge - the concepts discussed are crucial to grasp if you want to turn conventional models of education upside down.

You are about to start an important and historic change at your school. Ideally this process originated in your imagination and in your heart. The fact that you are reading these manuals shows that you are unsatisfied with how things are now at your institution, but willing to work for change. Soon your project will be a reality - first on paper and then through the halls, classrooms, and agricultural parcels of your school. We wrote these manuals to help you think about, plan and implement these changes.

On paper this change may seem easy, but as with any change, there are going to be bumps along the road and you need to be prepared to overcome them.

You know the people that you are working with more than anyone else, and you probably have a pretty good idea about how they will react to change. Because of this, it is important to see your staff as collaborators and that is how they will be referred to throughout the rest of this manual. These collaborators, some of whom may be unmotivated, uninvolved or uninformed about your project, have the power to make it fail, whether they are consciously aware of this ability or not.

Most of the time we work with excellent teachers, technicians and other collaborators who are motivated and good at their job. The concept of “learning by doing and earning” is, however, likely to be something new to them and may cause fear and uneasiness.

It is therefore important to work closely with your school’s teachers and remind them that the administration is there provide whatever support and help they need.

Often as you begin to introduce changes, motivation levels will drop. Individual’s daily routines will be different, as will the results expected of them. Your staff may not be ready to accept this.

Humans naturally want to continue being themselves and thus fight change. A change in paradigm will demand changes in their day-to-day work.

Those who understand the benefits of the change are going to be more accepting and motivated, while those who accept the status quo will have a more difficult time adapting. ***It is therefore, crucial that your collaborators thoroughly understand why a change is being implemented, and what the medium and long term benefits are for the school, themselves, and the students.***

At every opportunity where changes will need to be made, make sure you get your collaborators involved in the planning process, in order to obtain their “buy in”.

DIFFERENT TYPES OF CHANGES

There are different types of change within an organization: daily, minor and major. There are also other types of change, which include leadership, but for now we are going to focus on the first three.

DAY-TO-DAY CHANGES: Changing an individual’s day-to-day activities, like breaking bad habits, can be hard. However, if we can gain acceptance that a change is needed, and reinforce the value of such changes consistently we have the ability to create systemic changes. If, however, we are not persistent, the change will be an isolated event. For example, if a supervisor confronts a collaborator with lesser authority regarding a problem, there are two potential outcomes. If the superior deals with it only once he/she has the ability to stop the incident that one time. If the supervisor is persistent with his views and follows up on the problem multiple times, he has the ability to bring about a longer lasting systemic change within the organization.

SYSTEMIC CHANGE: System change refers to a change in behavior that is not accidental or short-lived but rather something permanent regarding a system within the organization. For example, when a company introduces a new level in the organizational structure.

MAJOR CHANGE: The final concept, major change, refers to large changes within the organization that require planning. In this case it is common that there are different actors that help with this process. Changing the paradigm at your school is a major change that requires planning. **Major change requires a leader.** This person should not be an authoritarian-type leader, but an 'open' leader.

Initiating change without losing collaborators who might be valuable to the project will be a key challenge to face in managing your organization's paradigm shift.

IMPLEMENTING A PARADIGM SHIFT WITHIN YOUR ORGANIZATION

The following checklist constitutes a 15 step process by which you can implement and monitor a change in paradigm in your organization⁵.

- ✓ **Visualize the Change:** Everything that exists was, once upon a time, just someone's dream. ***If you cannot visualize the change you are not going to be able to produce it.*** Work on visualizing the school you want to create. Dream without limits. A Self-Sufficient School will be different from your existing school. Close your eyes and visualize all of it. Vision is the ultimate goal, try to build an actual picture in your mind where you would like to be in the future.
- ✓ **Analyze the Vision:** The first question you need to ask is why do you want a change? It is important that your final vision play a role in the decision to make the change in the first place. This is not a question of ethics but rather of efficiency. Maybe you realize that the education provided at your school is sub-optimal. Maybe you realize that the students at your school are getting the same education as their parents and will therefore live at the same socio-economic level as them, unable to break out of the cycle of poverty. At this point it is important to analyze the changes that have already been made and the results that they have produced.
- ✓ **Plan:** After analyzing you are ready to establish a plan. In order to do so you need to understand the following elements:

⁵ Maristany, Jaime. Administración de Recursos Humanos. 1ª. ed. Buenos Aires : Prentice Hall. 2000. pag. 97 - 122

- Understand the current ways of doing things at your school. If they are not in line with your vision, you will need to adjust elements of them in order to facilitate the change you are seeking.
 - Evaluate the resources available: financial, technical and organizational. You can find more information regarding this element in Manual 2.
 - Define a participatory plan of action and the strategies that you are going to use. Make sure you involve as many collaborators as possible. This plan needs to be flexible. It is always important to have a Plan A *and* a Plan B and to evaluate any resistance that might come from changing between the two.
 - Evaluate your strengths and your level of commitment. Making systemic changes involves a certain amount of risk. In thinking about the future of your project you need to weigh the potential failures with the successes. Which one comes out on top? It is also important to think about what may happen if the project fails. Be honest with yourself and calculate to what degree you will commit yourself to this endeavor.
 - What is your timeframe to reach your objectives? How much time do you have to dedicate to the initiative? Maybe you have realized that the changes are not going to happen overnight, they may take some time. If you rush into something too quickly it is more likely to fail. Make sure you are moving the project along at an appropriate pace.
- ✓ **Be a strategist:** Every process is made up of a series of strategic elements, each of which needs to be analyzed. Ignoring them will cause serious problems and may lead to the downfall of your organization.
- ✓ **Be flexible:** It is likely that new ideas will be met with resistance from certain areas of school management. Take your time to analyze all the ideas introduced by your collaborators and allies. Do not immediately say “NO”. During this time you may need to revise and change your plan so that it can move forward.
- ✓ **Find Allies:** If you have re-analyzed the plan and it is in line with your goals, go out and find allies, both inside and outside of your organization. Find people that you can trust and who you can work with to form a strong group to advance your idea. But never lose track of your Vision. Allies are not always working in the same field. They are people with strengths, preparation, and prestige that will help move your plan forward.

- ✓ **Announce the Idea of Your School:** This stage is crucial. You best understand the culture and forms of communication within your organization. Therefore you should choose the most effective way to make the announcement. We recommend that you do so in a clear and direct way to all of the people that work for you organization. The details depend on how much support and commitment the staff needs to put in. Remember that communication also includes listening and keeping the channels of conversation open to properly understand the reaction and concerns of the people.
- ✓ **Transmit the Need for Immediate Change:** Without urgency people will not be as motivated to work for change. If people think they can wait they are not going to work hard for the change now but will wait until it is urgent. Take for example emergencies such as fires, floods or any other catastrophe; people accept the need to act fast and unite around a common strategy.
- ✓ **If You Need to Eliminate Dead Weight, Then Do It:** When you are making changes you will probably need to do a little “pruning”. This could mean letting go of staff who are not willing to buy into the changes. There may be people that just sit and watch instead of becoming involved in the change. This may be damaging to the plan - or not. You need to analyze the situation carefully, but if you find that some people need to be made redundant, you should be prepared to act on this.
- ✓ **Maintain Communication Throughout the Whole Process:** Leaders at times tend to forget this point, **even though it is just as important as the initial announcement of the idea.** If you do not announce the success and the progress of the plan, the staff’s enthusiasm will wane quickly. Avoid damaging rumours, and increase morale by communicating frequently and in a timely manner the success, progress and future steps of the plan with your collaborators, A short, positive, weekly email or meeting can make a huge difference.
- ✓ **Constantly Motivate:** Once you start to implement the plan you need to constantly communicate with and motivate your collaborators. Never think that simply giving an order guarantees that the task will be completed. Remember that there is no change unless the collaborator decides to change things.
- ✓ **‘Hand Over the Stick’:** Collaborators who have a say in the future of a project are more likely to become committed to it and therefore work harder to reach the goal. Solicit their help in making changes. Allow them to establish their own strategies in order to complete the milestones of the project. The more involved people are in the project the less risk there is of them abandoning the project and jeopardizing productivity

- ✓ **Address your collaborators' fears:** The fears might not always be what you think they are. Stop them, ask them about how they are doing and if they have any fears or concerns. Accept that fear of change is natural, but work with them to reduce the uncertainties that feed such fear.
- ✓ **Consolidate the Objectives that Have Been Reached:** With every objective that has been reached it is important to make sure that it has been effectively consolidated – i.e. to make sure that things do not return to how they were. The ultimate goal is to institutionalize the changes being made, and make them an accepted part of the new routine.
- ✓ **Track & Measure the Progress Being Made:** You will realize that the process will require you to follow steps along the way in order to reach the final goal. This will also help you to act immediately when actions stray from the plan and time-line. This is especially important when working with long-term goals. One of the best ways to measure progress in terms of changing attitudes is to conduct surveys of the collaborators. *Note: To increase the reliability of survey results it is normally best to conduct them anonymously.*

MOTIVATING YOUR COLLABORATORS

In the previous section we mentioned the need to motivate collaborators if your hoped for paradigm shift is to succeed. This is an important area and so merits a little more discussion.

Our work has taught us a great deal about motivating collaborators through motivational plans, motivational activities, parties, gatherings and athletic tournaments. These are all good and necessary ideas, but they do not work alone.

There are four main factors⁶ that motivate employees:

- Satisfaction that comes with their work
- Opportunities to advance
- Recognition of achievements
- Economic incentives.

What does each of these mean and how can you apply them to your organization?

⁶ Davenport, Thomas. Op. Cit.

- **Intrinsic Satisfaction at Work:** These are the basic elements in one's job that leaves a person feeling good at the end of the day. This can include the challenge inherent in the job, the interest they have in their work, whether it allows for creativity, and finally the social interactions that the job provides them.
- **Opportunities for Advancement:** This includes opportunities that will allow one to learn, develop professionally and progress within the organization. It is the possibility of increasing one's skills and knowledge, and the potential benefits that this can bring to the individual.
- **Recognition of Achievements:** This refers your peers and superiors recognizing your contributions to the organization. Recognition includes increased respect from peers and seeing oneself as an important part of the organization. It may also include acknowledgement from outside the organization from clients, friends, the community or other organizations.
- **Economic Incentives:** This consists of receiving various forms of economic compensation or benefits, particularly in connection to level of performance and production.

ADDITIONAL POINTS TO KEEP IN MIND

Before we move on, here are some final points to keep in mind when implementing change in your organization:

- To put into action a process of change you need power. You cannot generate change if you do not have power. If there is a Board of Directors which wields a significant amount of power in your organization you need to work with them in order to bring about change. You should not try to change things without the support of your superiors. If they support your decision for change, keep them informed of everything that goes on (good and bad) and include them in the different activities involved. Communicate with superiors as you do with your collaborators. If your collaborators do not perceive you as having enough power to make change happen in your organization they will be less likely to be actively involved in the process.
- If you have too many routine obligations and are busy all day long it will be impossible to successfully implement change. Lack of time is a barrier to making change. This is also true of your collaborators. It is important that you teach them how to prioritize and to delegate tasks that others can complete.

- Each person's individual role needs to be clearly defined. Define the role of each of your collaborators and your own role. When people get involved in the process of change where the roles are not defined, it is more likely that they fail or stop participating.
- Credibility is important: When you announce a change and do not produce it you lose credibility with your superiors as well as your collaborators, and decrease your chances of future support.
- It is easy to initiate change with a lot of enthusiasm, then with time lose enthusiasm, and the project suffers. A quick analysis of what went wrong in these situations will allow you to take certain measures in the future to avoid them. Some possible scenarios include:
 - a. You underestimated the power of the people in the organization who do not support the change, and when the process began, things could not get off the ground.
 - b. Some people who at first supported the project changed their mind when the project started being implemented. Although this situation is difficult to foresee, it is important to be careful with the people who are not truly committed to the change, or have been marginalized from decision making but have influence at the time of implementing change. Make sure that those who have to implement the change on the ground are involved in the planning stages of the change.
 - c. The plan for the change was not well thought out - you did not take into consideration external factors, threats or difficulties.

Evaluate these factors before you begin the process. It could be that an in-depth revision of the change initiative is in order.

4. DEFINING JOB DESCRIPTIONS & RESPONSIBILITIES

The objective of this chapter is to provide you with an overview of the different job functions required at a Self-Sufficient School.

When you finish reading this chapter you will be able to:

- 1. Understand the role of a staff handbook and what it should contain.*
- 2. Have a clear idea of how to mainstream entrepreneurship into the day to day functioning of your school.*

In conventional schools, the organizational hierarchy adopted, and the roles fulfilled by various types of staff employed, are normally fairly standard, and firmly established.

In a Self-Sufficient School these structures need to be adapted to take account of the school's business activities, and the role of teachers within this as entrepreneurs and production managers.

In this chapter we'll look at some of the adaptations that have been tried and found to work, outlining the job descriptions and responsibilities associated with key positions within the school.

THE SAN FRANCISCO AGRICULTURAL HIGH SCHOOL EXPERIENCE

The San Francisco Agricultural High School of the Fundación Paraguaya is the laboratory where the Self-Sufficient model we are presenting was pioneered. For almost 40 years it was

a Catholic educational center, which provided a conventional high school education and also prepared students for the seminary.

The candidates who were selected to attend the school came from all over the country. The students usually came from religious youth groups, and were either active members of the church or participated in some form of religious vocation. After finishing school the majority of students returned home and embarked on the same agricultural activities or trade as their parents, grandparents and others from their cities or towns. **Their education did not improve their socio-economic level nor did it change how they practiced agriculture or business.**

In 2003 when the Fundación Paraguaya took over the school the model changed dramatically. The focus of the school changed from religion to entrepreneurship⁷. The new model, which was based on entrepreneurship and learning by doing, had two main goals: to help students as well as the teachers and other collaborators evolve into pro-active entrepreneurs, and to create a financially self-sufficient school to guarantee the sustainability of the school over the long-run.

This transformation was not easy. We will now focus on the potential challenges that accompany change.

Transforming how people think and act is a challenging task. We found that it was much easier to help students make changes because they are young, but **changing the attitudes and behavior of teachers and other members of the staff was much more complicated.**

These professionals already had set ways of doing things and as the saying goes, “It is hard to teach an old dog new tricks.” The problem is that the change initiative will not work unless everyone buys in to it. **It is impossible to create student entrepreneurs if they are not being taught and guided by teachers and staff who are also entrepreneurs.** This became one of the main challenges we ran into.

Where does the key element to change lie? In the case of the San Francisco Agricultural School the change came with the redefinition of roles and responsibilities of the collaborators, the equal distribution of responsibility to make the change a success, and the transformation of the educational curriculum. This manual discusses the first two changes. The remaining element is covered in the ***Manual 6 – How To Educate Successful Rural Entrepreneurs.***

⁷ Not to say that we have anything against religion – it’s just that our school focuses on poverty elimination.

One of the first challenges is to analyze the tasks being done by your collaborators, and then adapt them to the new model.

HOW DO YOU DEFINE THE ROLES AND RESPONSIBILITIES OF YOUR COLLABORATORS?

An ancient Chinese proverb says: “There is never a favorable wind for a sailor that does not know where he is headed.” In our case, **it is hard for people to work hard if they do not properly understand what they are working for, or what they are supposed to do.** As you will soon be able to tell, it is important to have a well developed description of each person’s job when you are organizing a new school or reorganizing an established school.

A good description of each collaborator’s responsibilities should be found in a Staff Handbook⁸, available to all the collaborators. If your organization already has such a Staff Handbook, a large part of your work is already done – although it will still need to be adapted to fit the new ethos of your Self-Sufficient School. If you do not have a Staff Handbook will we teach you how to create one.

There are a number of different ways to create a Staff Handbook. A fundamental element is that information presented in it needs to be clear and precise. Regardless of style, Staff Handbooks should be based on a thoughtful analysis of the job positions, and should be validated with collaborators once it is complete. There are three phases to creating a Staff Handbook:

1. Analysis of the Job Positions
2. Writing the Handbook
3. Validation of the Handbook by collaborators

WHAT IS THE STAFF HANDBOOK USED FOR?

A Staff Handbook delineates the responsibilities of each of the collaborators at the school. In addition, the manual should serve as a vehicle to inject the new principle of entrepreneurship into the work of each of the collaborators.

⁸ To avoid confusion we’re going to use the word ‘Staff’ in this context even though we’d emphasize that everyone involved in your Project should really be considered as collaborators or ‘partners in change’.

HOW DOES ONE DECIDE ON THE KEY POSITIONS IN A SCHOOL?

First consider the positions that currently exist at your school. **Manual 2 – Self-Evaluation** will help you do this. Balancing the positions necessary for a new type of school with the ones that already exist is the challenge this section deals with.

The administrative and managerial positions are vital to the implementation of a Self-Sufficient School model because its success is so dependent on developing a successful production / service process where quality and cost control are critical. In the shift from a conventional school to a financially self-sufficient one, **you are not only creating important job positions but also redefining the responsibilities and functions of current collaborators.**

Before considering the creation of new positions it is important to fully analyze the positions already functioning at your school. In order to do this properly it is important to understand the difference between tasks and positions:

Task: the activities completed by someone in a certain position.

Position: a role defined in the internal make up of an organization that is in charge of a number of functions.

An analysis of the current positions includes knowing the job description of each position and understanding the responsibilities and the minimum qualifications necessary to complete the necessary tasks. This analysis will help you to create job descriptions for each position in the Staff Handbook.

Each description needs to answer the following questions:

- What is the person in this position expected to do?
- Why do they do it?
- Where do they do it?
- How do they do it?

You also need to be able to answer the following questions:

- What are the positions that currently exist at the school?
- How do the different positions relate to one another?
- How does each position fit into the overall goals and strategies of the school?

- What are the qualifications of the person that currently holds that position?
- Are there people who are over- or under-qualified for their positions?
- How can the tasks be restructured in order to redesign or eliminate positions?

TO OBTAIN THIS INFORMATION YOU CAN USE THE FOLLOWING TOOLS⁹:

- ✓ **Make direct observations:** Go to the school and shadow each employee. Take note of each task they complete and how long it takes them to do it and how they do it. This technique works well for two reasons. First, it allows the person conducting the analysis to understand exactly what the person does and how they do it. It is also a way to determine the maximum performance possible for that member of your staff. When you are being observed you are going to work at your full capacity and create a standard by which you can be judged in the future. The disadvantage of the method is that it takes a long time – moreover, unless the basis for it is carefully explained, it is likely to increase the sense of job insecurity in those being observed. Our advice is that you should use this technique primarily for basic jobs and also for the work done by collaborators who cannot properly describe the work they do because of language barriers or the inability to write.
- ✓ **Conduct Interviews:** This is a commonly used technique to analyze positions within an organization. Using this technique you get the information directly from the employee. Develop and use a standard questionnaire. The most important element of this technique is listening and taking notes. It is also important that you ask follow up questions if you do not properly understand their response; make sure everything is clear. One benefit of this technique is that you can also discuss how to improve the position and listen to the suggestions of your collaborators. As with the first tool, one disadvantage is that it is going to take time.
- ✓ **Conduct a Survey:** One can collect the necessary facts from collaborators through a well-designed survey. To avoid misleading results, we recommend however that you avoid using this technique with inexperienced or uneducated collaborators.
- ✓ **If possible use two or more techniques:** It is a good idea to use multiple methods of observation and analysis to make sure that you get as much accurate information as possible.

⁹ Alles, Martha. Dirección Estratégica de Recursos Humanos. Gestión por competencias. 2ª ed. - Buenos Aires : Gránica, 2006.

Once you have gathered the information, you need to begin analyzing it. Review each of the positions to make sure that there are not multiple people completing the same tasks. Now is the time to introduce new positions tailored to the new model.

For example, if the job description of the teachers does not include establishing and monitoring production goals in their particular area, introduce it. Modify and eliminate the functions that you consider contradictory to the new principles.

Technical positions, i.e. positions that require someone with a certain set of skills or a certain degree, are often difficult to define clearly. Allow these collaborators to describe their day-to-day work, and stick to analyzing the more general positions. For example, in an agricultural school, there are general positions responsible for the planning and monitoring of the production of various products and general positions that are in charge of teaching and managing students.

In Chapter 7 of *How To Organize Your School* we will show you how to create an atmosphere of learning throughout the school. Maintaining this atmosphere is the responsibility of all the collaborators.

Below you will find a template form which can be used to document the different job positions that exist within your organization.

Job Description
Full Name of Employee
Department
Title
Who They Report To
People Who Report to Them
Internal Relations (Other employees they work with directly)
External Relations (Other organizations that they work with)

Objectives of their Position
General Functions
Specific Functions
Required Knowledge

How To Create Your Staff Handbook

The Staff Handbook collects together job descriptions for all the positions within the school, with each role broken down into the different areas shown in the template form above.

For more detailed information and real-life examples on how to best fill in these template – i.e. explanations of the factors to consider within each section – please read **Appendix I** which you can find at the back of this manual.

Once you have put together the full set of detailed job descriptions you will have completed your handbook.

The final step is to get it validated. In order to do this you need to present the job description to each of the collaborators and take into account their observations and suggestions. The validation can take place through an interview with the person currently occupying, or interested in, the position, the school director and yourself.

On the next page you will find a form you can use for the interview. This form can be used as an official document and therefore should be signed by everyone who attended the meeting.

Validation of Responsibilities

(This form should have the signature of the immediate supervisor and the Director of the School)

Name	Last Name
Position	Department
Superior	
Responsibilities that are being fulfilled which appear on the draft job description:	
Responsibilities that are being fulfilled that are not currently included on the draft job description	
Responsibilities that are on the draft job description but are not being fulfilled.	
Task:	What position should be responsible for this task or who is completing this task?
Whom do you supervise?	
Additional Observations:	

Collaborator's Signature:

Name of Collaborator:

Supervisor's Signature:

Supervisor's Name :

Approved by the Director of the School

Date

Once you have conducted this meeting, you can revise the Staff Handbook to take into account any suggested changes which came out of these discussions i.e which were noted under ‘Observations’ in the previous form.

You can then publish the final document with a clear note as to the date it will become effective. After this every handbook update requires the publication of a new version that will substitute the old, and include a new revision date.

Each department should have a copy of the manual for collaborators to use as a reference. You can also distribute a copy of the specific functions each of your collaborators will be carrying out. You need to go through this same process with each new version of the manual that you produce.

In general, the experience of organizations of creating a Staff Handbook is positive. It assists the staff to become more confident and efficient in their work, the management better understands what to expect from the staff, and is in a stronger position to conduct performance evaluations - these are described in further detail in the next chapter.

POSITIONS REQUIRED AT A SELF-SUFFICIENT SCHOOL

Below you will find a summary of what we have found to be the minimum positions necessary for the proper functioning of a rural Self-Sufficient School combining general, skills & entrepreneurship education alongside productive school businesses.

Position	Level	Objectives	Education Required	Skills Required
General Director				
	1	Organizes, directs and coordinates activities of the School and completes goals of teaching agricultural techniques and optimizing the different businesses running at the school.	Bachelor’s Degree in Education, Agriculture or Business	Leadership, Pursues Personal Development Growth, Proactive, Works Well Under Pressure, Oriented towards goal completion. Excellent verbal and written communication skills.
Education Director				
	2	Organizes, plans, and coordinates the	Teacher Certificate or Higher education in	Responsible, Emotional Stability, Leadership,

		academic activities at the school. Guarantees the emphasis of the entrepreneurial spirit at the school and maintains an excellent level of education.	social sciences, education or pedagogy.	Pro-active, Works Well Under Pressure, Oriented Towards Goal Completion
Teaching Staff				
	3	Classroom instruction and development of lesson plans for fieldwork. Maintains values of school and emphasizes entrepreneurship throughout student body.	Certified teacher with mastery of the material they are responsible for teaching.	Responsible, Pursues Personal Development, Proactive, Natural Leader, good interpersonal skills. Enjoys interacting with young people.
Academic Secretary				
	4	Carries out logistics of school, presents reports to the Educational Director, administers class schedules, assists teachers and students, helps prepare official documents	High school degree	Responsible, Ethical, Proactive, Dynamic, Emotionally Stable, Good Attention to Detail. Excellent verbal and written communication skills.
Boarding Facilities Manager¹⁰				
	5	Responsible for management of boarding school, including dealing with housing issues, discipline, and helping students with	High School Degree	Responsible, Ethical, Emotionally Stable, Able to Foster Personal Development.

¹⁰ Note: This position is only required for boarding schools

		anything else they may need.		
Counselor				
	3	Acts as an academic and personal resource for all students, and particularly students in need.	Clinical Psychologist or a degree in Pedagogy with a concentration in counseling.	Emotionally Stable, Empathetic, Understanding, Personal Control, Responsible
Academic Resource Director and Librarian				
	3	Librarian organizes, administers and manages the academic resources available at the school including books, magazines and technical sources.	Responsible, Ethical, Dynamic, Good Attention to Detail	
Director of Production				
	3	Organizes, plans, coordinates and executes the programs of farm production. Monitors completion of annual goals. Works with animal and agriculture coordinators to supervise student fieldwork.	Agricultural technician, professional equivalent or a university degree.	Leadership skills, results oriented, ethical, able to prepare business plans for agricultural crops, emotionally stable, proactive, good research skills, dynamic, work well under pressure.
Animal Production Coordinator				
	4	Plans, coordinates and executes animal production programs. Monitors completion of annual goals in coordination with	Veterinarian	Leadership skills, Results Oriented, Ethical, Emotionally Stable, Proactive, Dynamic, Works Well Under Pressure.

SCHOOL IN A BOX

		Director of Production. Coordinates fieldwork done by students. Works with teachers to instruct and evaluate students.		
Crop Production Coordinator				
	4	Plans, organizes, and coordinate execution of crop production. Monitors completion of annual goals. Coordinates fieldwork done by the students. Works with teachers to instruct and evaluate students.	Agricultural Engineer	Leadership skills, personal development skills, results oriented, ethical, emotionally stable, ethical, proactive, dynamic, works well under pressure.
Administrator				
	3	Coordinates administrative processes. Completes administration requirements to comply with local and national laws.	University degree in Business administration or accounting	Leadership skills, responsible, ethical, emotionally stable, self motivated, goal oriented, proactive, dynamic, works well under pressure.
Accountant				
	3	Administers and maintains financial records of the school.	University degree in Accounting	Responsible, ethical, good attention to detail, able to present information in a logical and clear manner.
Administrative Asst.				
	4	Assists accountant in daily work. Responsible for the banking activities.	High School degree in administration or equivalent.	Responsible, ethical, goal oriented, good attention to detail.
Accounting Asst.				
	4	Assists accountant with preparation of	High School degree in accounting or	Responsible, ethical, good attention to

		of necessary documentation.	equivalent.	detail.
Head Cook				
	5	In charge of school kitchen. Follow dietary requirements of students. Maintains hygienic conditions in kitchen and cafeteria.	Food preparation technician or equivalent.	Responsible, ethical, good attention to detail.
Kitchen Asst.				
	6	Assists chef with daily tasks. Organizes logistics of student cafeteria.	High School degree in food preparation or similar training.	Responsible, organized, good attention to detail.
Director of General Services				
	4	Maintains the physical plant in good condition (electricity, plumbing, construction, carpentry)	Training in these specific activities.	Responsible, good attention to detail, mechanically inclined.

With the development of your new school model new business opportunities will arise which will require new positions and new descriptions. Following the procedures we present to you in these manuals it should be easy to create new positions to take advantage of these opportunities.

5. EVALUATING PERFORMANCE

The objective of this chapter is to provide you with the tools to evaluate the performance of your fellow self-sufficient school collaborators

When you finish reading this chapter you will be able to:

- 1. Understand the importance of evaluating the work of your collaborators and the advantages of such evaluations.*
- 2. Have a clear idea of what you need to keep in mind, and what you should avoid, when conducting a successful evaluation*
- 3. Have learned how to design and apply your own evaluations*

One thing we can learn from educators is how to incorporate an evaluation system as one of the central pillars of our work. In any education system in any country, there are systems for evaluating both the student and the educator - and despite their many drawbacks, they do allow for some sort of assessment of performance to be made.

In the field of education evaluation is an activity that can't be avoided because, love them or hate them, exams are firmly establish part of school life. It's likely you've taken part in this particular kind of evaluations more than a few times, and moreover, we're assuming you've also had evaluations as part of your professional career too.

Today we evaluate everything from the profitability of a business, to staff performance, and social outreach programs

Evaluating the work of your collaborators provides many advantages including the following¹¹:

- You will be able to determine your training needs
- You will discover who is key to your school
- You will discover if your collaborators aren't satisfied with their work and want to do something else
- You will identify individuals who are looking to change positions
- You will be able to motivate your collaborators by communicating to them how well they are doing their jobs
- You will be able to improve people's future performance
- You will be able to improve the results of your school's performance

In today's world, evaluation isn't considered to be solely for the employer's benefit, but rather for the benefit of everyone working within the organization.

Your collaborators expect to be evaluated; they expect that you will give them feedback on how they are doing in their work and whether it is satisfactory or not.

You may still encounter some problems when it comes time to evaluate: lack of criteria, subjective criteria, evaluator errors, and reports of poor results that discourage rather than motivate those who have been evaluated.

In this chapter we will show you how to design a simple evaluation of your collaborators, one that is easily applied and serves as input for other processes, such as incentive and training plans.

1. WHAT ASPECTS SHOULD BE KEPT IN MIND WHEN CONDUCTING AN EVALUATION?

A. SET CLEAR PARAMETERS.

¹¹ Martha Alles (2007)

Every aspect, behavior or skill should be defined in terms of observable and measurable parameters. This eliminates the slant of subjectivity.

Imagine however that you want to evaluate commitment. You can't *know* how committed a collaborator is, except through behaviors observable by other people. Therefore, commitment can be evaluated indirectly through behavior such as:

“Performs tasks well and on time”

“Collaborates with the team by contributing ideas”

In the next chapter, we will teach you how to create an incentive plan which offers collaborators financial benefits dependant on performance. An essential part of being able to offer such monetary incentives is the achievement of established goals. Evaluation should be oriented toward knowing the level of achievement of these goals. Such achievements may relate to both qualitative goals (e.g. competencies) and quantitative goals (e.g. production).

B. CHOOSE NO MORE THAN FOUR OR FIVE COMPETENCIES FOR EACH JOB AND EVALUATE THOSE.

Exhaustive evaluations that try to cover every point tend to end up being tedious for evaluators, and in most cases, the results of the evaluation don't produce changes in staff members' behavior. By choosing a few competencies and behaviors - the most important ones for each position - we can establish a support plan that helps the person evaluated overcome his or her difficulties.

C. CALIBRATE THE EVALUATORS.

Normally it is the supervisor who evaluates the employee. Once you and your team have defined observable competencies and behaviors for each position, you should “calibrate” your evaluators. That is, by means of joint sessions, everyone should agree upon the given definitions and grades of accomplishment expected. This step is very important because it helps eliminate bias due to subjectivity.

D. SET TIMES AND DATES TO CONDUCT EVALUATIONS.

If your plan calls for monthly evaluations, choose a time of month when the workload isn't so heavy. Consider that evaluators as well as those evaluated should dedicate maximum

attention to this activity, so it should be undertaken calmly and not while there are urgent matters distracting you. If you set specific dates for conducting evaluations, insist that your collaborators carry them out on those dates, and that they communicate the results promptly.

D.COMMUNICATE – AND MAKE SURE THAT YOUR EVALUATORS COMMUNICATE - THE RESULTS IN A POSITIVE WAY.

Nothing is more counterproductive than turning a results-sharing session into an occasion for complaining about the person(s) being evaluated. The results of an evaluation should be communicated in a personal way, in a calm moment, and where possible, in a meeting in which only the evaluator and the person evaluated are present. The interview should begin with delivering the positive points, and if fitting, with congratulating the person evaluated for his or her progress in some area. Only then should you introduce those aspects that can be improved. Avoid calling them negative aspects. You can say “to be improved” or “to be further developed”. Remember that your staff is investing time and skills in your organization, so evaluation sessions should focus on assessing how each collaborator can maximize the interest earned on the investment of his/her time and skills (*see the section on Human Capital in Chapter 1*).

F. REACH AN AGREEMENT WITH THE PERSON EVALUATED

Too often evaluations end up with vague promises of improvement made by the person being evaluated. It is essential that all parties agree upon which of the evaluated capacities and abilities the collaborator will focus on improving, and what actions will be taken to achieve the desired results. If the collaborator needs training, both parties can foresee what action should be taken in this regard. Whenever possible, create a schedule with precise dates and times for action.

G. SET SHORT-TERM GOALS FOR CORRECTION OR IMPROVEMENT AND FOR FOLLOW-UP

The follow-up on actions taken for improvement should be performed in shorter time periods than those that exist between evaluations. If evaluations are conducted half-yearly, it would be ideal to perform monthly follow-up of actions taken for improvement. This has a double advantage: on one hand, goals that emerged from the evaluation won't be “forgotten”, with the improvement or development process lost amid day-to-day urgencies; and on the other hand it lends the process greater credibility and seriousness. The saddest

thing would be to arrive at the next evaluation date and discover that the situation is identical or worse than it was at the time of the previous evaluation. Unless evaluations are seen to lead to progress, people will quickly begin to doubt their value – and whether it is worth putting any time, energy or thought into them.

H. PUT IT IN WRITING

It is good practice, when you meet to discuss the results of an evaluation, to always put the results of the meeting in writing at the bottom of the evaluation form, and have both the person evaluated and their boss sign the form. This establishes two important things: on the one hand, the evaluated person's acceptance of the evaluation results, and on the other hand his or her commitment to improve (if necessary). Have evaluators deliver a copy of the evaluation to you for your records. In Chapter 9 of this manual we will show you how to keep a basic personnel file. This file includes the evaluations of each collaborator.

Here is an example of an evaluation form:

Bi-Annual Evaluation Form		Evaluation date:			
Person evaluated:..... Position:.....Seniority:.....					
Evaluator's name:..... Position:					
Evaluation date:					
EVALUATION OF QUALITATIVE CONDUCT:	A	B	C	D	E
Turns work in on time, complete					
Demonstrates willingness to do additional tasks					
Produces good results through team effort					
Trains and develops the people s/he is in charge of					
Demonstrates attention to detail, order and clarity					
Understands that the fulfillment of his/her work is important to the organization					
Knows the job procedures in his/her area					
EVALUATION OF QUANTITATIVE GOALS:					
Fulfills production goals (% of fulfillment)					
Updates production forms					
Delivers internal orders on time					
Summary of Conduct to Improve (if applicable)					
Conduct or improvement goals		Actions to take			
1.					
2.					
3.					
Evaluator's comments					
Comments of person evaluated					
Signature of Evaluator			Signature of person evaluated		
Print			Print:		
Follow-up of Progress(1)					
Conduct or improvement goals		Months			

	1	2	3	4	5
1.					
2.					
3.					

(1) Each month is graded in the same way as the first table

Grading scale:

- A. Achievement exceeds expectations
- B. Achieved 100% of expectations
- C. Achieved 50% of the expectations
- D. Achieved less than 50% of expectations
- E. Does not meet expectations

6. DESIGN YOUR OWN INCENTIVE PLAN

The objective of this chapter is to help you create an incentive/ reward plan for collaborators tailored to the needs of your school.

When you finish reading this chapter you will be able to:

1. *Create an incentive/reward system based on your school's goals*
2. *Calculate the effects of offering such rewards on your school's net income*

HOW CAN YOU CREATE AN INCENTIVE / REWARD PLAN FOR COLLABORATORS TAILORED TO THE NEEDS OF YOUR SCHOOL?

In order to answer this question, let's first review what a reward consists of:

A reward is an incentive granted in the form of goods or services to motivate and improve employee performance.

Reward plans will vary according to the type of activity or operations in which the school is involved.

People are the cornerstone of any organization given that it is they who make things happen and who work to fulfill the organization's objectives. Employees offer their work, talents, and creativity on a daily basis. They are the thinking agents that observe and make adjustments to improve the results of the organization.

The Human Resources department is in charge of finding capable personnel for each of the positions in an organization. This department handles several processes, including recruitment, selection, training, safety, and professional development.

Human beings are complex. Many factors influence their development and conduct in the workplace. They are proactive and social beings with needs, and consequently they perceive, evaluate, think, choose, and express opinions.

Moreover, the differences between people's personal and professional goals must be balanced in order to achieve success. On the one hand, organizations invest in their human resources in order to reach organizational goals (production, profits, customer satisfaction, reduction of costs, etc). On the other hand, the human resources of an organization work to receive compensation, benefits, security, adequate working conditions, and professional development, among other things.

Of all the incentives provided to employees, salary or remuneration for services is usually the most important to him/her – hence it is compensation policies which deliver the prime benefit that an individual seeks to receive from an organization.

Employees receive financial and non-financial compensation. Salary is the financial compensation and the recognition that comes from work is a non-financial form of compensation.

Due to the pressure that organizations face to minimize costs and increase production, many have found it beneficial to devise reward programs or incentives for their employees. These programs should however be in line with the mission and objectives of the organization.

The objective of a reward plan is to motivate employees to increase production, while lowering costs, effectively offering a share of the increased profits of an organization where the employee has surpassed a pre-established goal.

Consider the following example:

An agricultural school is looking to boost the sales of its dairy plant, their main source of income. Even though they have a good quantity of dairy cows, they are having trouble reaching their sales target for milk.

When the head of the sales department researched the situation, he found that the problem was partly due to the fact that sales people lacked motivation to increase sales of the product because they were unhappy with their salary. They had no motivation to sell any more than they were currently selling.

So, what did the school do to change the situation?

John, one of the employees in charge of selling the products of the school, wanted to take a course on graphic design that was being offered in his neighborhood for USD 100. The only problem was that after covering his normal household expenses, his salary was not enough to cover the cost of the course. So John had an idea. He made a proposal to the sales manager. John said that once he reached his normal sales targets, he would sell the school's surplus milk as well as the other agricultural products that were not being sold. In return, John asked to be paid a percentage of the gross profits of these extra sales. Manager and employee agreed on a percentage of 10%.

Profit per liter sold	
	USD
Price of milk per liter	5
Cost of milk per liter	2
Sales commission paid to John	0.3
Profit per liter of milk after paying commission	2.7

How did we establish that the commission per sale is of USD .30 per liter? We deducted the cost of the milk per liter from its price. This gave us a result of 3. 10% of 3 = 30 cents. The table above also indicates the final profit per liter of milk taking into account the incentive (2.7 USD per liter).

How many liters of milk must John sell to pay for the course?

He must do the following calculation: $100 / 0.3 = 333.33$

This means that John will have to sell 334 liters of milk on top of his current sales target to afford the course he wishes to take.

7. CREATING AN ENVIRONMENT FOR LEARNING

The objective of this chapter is to help you create an effective environment for learning within your school.

When you finish reading this chapter you will be able to:

- 1. Understand the value of experimentation and evaluation as part of organizational learning.*
- 2. Understand the mechanisms which support the exchange of knowledge between collaborators and learning from past experience.*

There are a number of elements which fundamental to the functioning of effective organizations and which we will consider at the beginning of this chapter.

First, your collaborators are your organization's most valuable asset. Second, the simplest way to increase profits is often to control costs.. These simple elements of an organization become more complicated when you combine them. Training your staff to work in the most productive way can be time consuming and costly – which means it is frequently left on the sidelines when more urgent issues demand your attention.

Many managers and directors commit the mistake of putting what is urgent before what is important. One thing that is important to keep in mind throughout this process is that in order to implement and maintain this new paradigm of combining financial self-sufficiency with skills & business education your collaborators will need to relearn how to do basic things in a totally new way. **Putting training on the sidelines is not an option.**

In *Manual 7 – How to Organize Student Life* you will learn how to create a learning environment for your students. In this chapter we will work on a greater goal still - **to create**

a learning environment throughout the whole school and one which includes all collaborators.

Knowledge always starts with one person¹². A researcher discovers something new in the workshop or laboratory and he/she patents it. Employees can spend their entire careers trying to come up with a new innovative process. In effective learning organizations the knowledge of one individual can transform into general knowledge that is valuable to the entire organization. How many times the potential of an individuals knowledge is underestimated, and the opportunity for learning lost, we cannot even begin to imagine.

A simple but costly way to train collaborators is to evaluate their training needs, define a training plan and hire experts to conduct the trainings. This is what many organizations choose to do, yet with a Self-Sufficient School you already have the perfect laboratory to produce and test new ideas and techniques. It would be fair to say that the San Francisco Agricultural School, which has led the way in pioneering this model, is an organization created from knowledge, trial and error, and at the same time an organization that is still learning.

We will show you throughout this chapter how to change your institution into a learning organization. Key steps along the way to making this change are as follows:

- ***Require that your collaborators adopt a systematic conflict and problem resolution plan***
- ***Allow and Encourage Experimentation***
- ***Ensure that your collaborators learn from the past***
- ***Learn from others***
- ***Encourage the transmission of knowledge in all areas***
- ***Always Evaluate***

Let's take a look at these areas in a little more detail

- ***Require that your collaborators adopt a systematic conflict and problem resolution plan.***

Striving for excellence should always be at the forefront of the activities carried out by your collaborators, from the teachers, passing through the administrators, and finally to the students.

¹² Ikujiro Nonaka (1991)

You cannot step in and solve everyone's problems. You must allow people to resolve their own problems. **In solving their own problems people internalize lessons that they will be able to teach others.**

Systematic problem solving can be broken down into three important elements¹³:

- a. Diagnose the problem based on the scientific method¹⁴ rather than on conjectures. When you ask, "What happened?" or "Why did this happen?" do not accept answers that start with "It could be..." or "I think it could have been...". Where you are offered a hypothesis as explanation for a problem, encourage your collaborators, where possible, to test their hypothesis – this should help clarify whether, as they have suggested, there is indeed a relationship between cause and effect.
- b. Insist that your collaborators obtain facts instead of suspicions. Do not allow them to make decisions based on assumptions. Many people who work in agriculture acquire their knowledge through personal experiences or oral tradition. In many cases this type of knowledge is very useful and accurate but if you want to change your institution into a learning institution you need to make decisions based on proven facts. Ask your collaborators and students substantiate their explanation of what has occurred with evidence - and that where feasible they supply this evidence is in the form of written records.
- c. Little by little introduce the use of simple statistical tools (histogram, Pareto diagrams, correlations, cause and effect diagrams, etc.) to better structure the data and extract useful information and conclusions.

Get used to continually asking your collaborators to answer the following question about each fact or piece of information they bring you: "How can we know that this is correct?" You need to teach them to think beyond superficial understanding and seek out substantial tests for what they are saying or thinking.

If you're able to do this, you will soon see that your collaborators will be more selective with the explanations of problems that they offer you, as they know these will need to be confirmed.

More importantly, this way of thinking will filter down to your students. This will support the horizontal teaching style we hope to promote, where one learns not only from a superior, but from peers and through experimentation. **The search for the truth is a fundamental element in developing one's ability to learn.**

¹³ Garvin, David.Op. Cit. Pag. 58-77

¹⁴ A more detailed explanation of the Scientific Method can be found at http://en.wikipedia.org/wiki/Scientific_method

- ***Allow and Encourage Experimentation***

Experimentation is an inherent part of the scientific method, which directly relates to problem solving as we saw above. The difference is that **experimentation goes beyond problem solving and introduces the search for new opportunities and the expansion of ideas.**

The two main obstacles to overcome when encouraging experimentation are i) fear of failure, and ii) lack of inquisitiveness.

Experimentation often runs counter to traditional education styles in developing countries where there is only one right answer – whatever the teacher or expert says it is! To encourage experimentation you need to create a climate within your organization where failure of a new idea is considered a positive learning opportunity – and not a sign of incompetence.

Encouraging inquisitiveness requires the organization to take active steps to promote it. Inspire your collaborators to experiment with new crops, teaching methods, costs saving methods, fertilizers, etc. with an incentive scheme that substantially recognizes such innovations when they work. Reward students who find and test new techniques in their grades and with privileges.

More broadly, a good way to discover new ideas is to visit other schools or similar institutions. When you return from a visit it is important to write down your thoughts, observations and ideas.

- ***Ensure that your collaborators learn from the past***

Failure is the perfect teacher. Directors and managers who do not review and analyze past mistakes and failures, are likely to repeat them. Well established schools that have gathered a lot of experience can identify the causes of past mistakes and thus avoid repeating them in the future. These can be referred to as “productive failures.” On the other end of the spectrum there are the “sterile accomplishments” – accomplishments from which there is nothing to learn because no one really understands why or how it happened. It is important to take advantage of the former and avoid the latter.

An illustration of this is the story of a young IBM executive who lost 10 million dollars on a risky operation¹⁵. When the president of IBM called him into his office, the young executive

¹⁵ Garvin, David. Op. Cit.

came in afraid and offered his resignation. The president replied, “You have to be kidding me, we just spent 10 million dollars training you!”

Luckily training is not always that expensive!

Case studies of previous experiments take time and resources. It is often possible to find volunteers or students who are capable of carrying out these studies and producing valid and instructive conclusions. To be of use case studies should be regularly revisited and discussed in groups - a good case study that is left hidden away in a drawer is not helping anyone!

If you are organized, and able to develop a learning culture, when someone is looking to start a new project they will be as a matter of course consult the school database / library of case studies and results of experiments to see if anyone has attempted to implement a similar project in the past.

There they will find a complete description of the results, other factors involved, as well as the successes and failures of the project. Case studies and results of experiments should also be distributed either physically or electronically, both within and outside the organization and therefore help even more people¹⁶.

- *Learn from others*

Learning can also come from opening your eyes and seeing what is happening around you. Often other schools or organizations have knowledge which they can share with you about a new procedure or how to produce something new. It is important to consider and adopt new ideas even if they are totally different from the ones you are used to. This process is commonly referred to as “benchmarking.” The idea behind benchmarking is to identify the “best practices” in an area, and then try to improve your practices so that they are in line with the best practices identified.

Benchmarking is an example of an activity that helps you to continue a learning process, through the discovery, analysis, and adoption of the most productive methods in the sector¹⁷.

¹⁶ The internet offers an unrivalled opportunity to share your case studies more widely if you can put your documents in an electronic format. Where case studies relate to income-generation activities at schools, Teach A Man To Fish is often able to publicize and distribute work over the internet – helping it to reach thousands of potentially interested readers.

¹⁷ Camp, Robert C. In: Garvin, David. Op. Cit.

It is much easier to improve your performance by observing a process or a way of doing things that have produced good results, rather than developing new techniques on your own. Benchmarking does not mean visiting other schools or factories as if it were a field trip. It is a rigorous and systematic process:

- a. Identify the places (schools, universities, factories etc.) that employ methods that are producing better results than the ones you have.
- b. Thoroughly analyze the practices at your school and their results.
- c. Visit several of the schools and industries selected, taking detailed notes on everything that you see during your visit.
- d. Conclude by compiling a report with results of the analyses done, and which presents recommendations, analyzes costs, and outlines a suggested implementation plan.

Clients also function as a very good source of information. Talk with them about your products and what they would change or keep the same. Their perspectives are as valuable as they are diverse.

Whatever the source of the information, learning is only going to take place in a receptive environment. The people in charge of the different processes of production and teaching need to avoid getting defensive. They need to be open to new ideas and suggestions for improvement. You cannot see a client as being someone who “does not know anything” or visit a school or agricultural establishment with the attitude that “they are not going to teach us anything.” Learning organizations are open-minded and open to new experiences.

- ***Encourage the transmission of knowledge in all areas***

Any new idea is going to make a much larger impact if it is shared with many persons. In the case of the agricultural school, there are many ways to share information:

- a. Ask collaborators who develop new ideas or have results of an experiment - whether positive or negative - to prepare a presentation (preferably using a computer)
- b. Ask collaborators to share the presentation in a meeting with the rest of the school community.
- c. These presentations can be uploaded to the school’s website or sent in an email to everyone - including the students!
- d. For organizations which have a number of computers, there are many free programs available which you can easily download and use if your organization has access to the

Internet At the San Francisco Agricultural High School for instance they use a piece of software called “E-learning” that allows you to upload lecture materials, create classes on-line and conduct mentoring or tutoring meetings through chat.

- e. If you do not have access to this type of technology it is important to organize meetings where different collaborators can share their new ideas with the rest of the community.
- f. Foster an environment of sharing and discussion among all of your collaborators. Transfer this attitude to the students and teachers as well. It is important that the whole community be involved.

The knowledge or ideas developed in one area can be useful in other areas or adapted in order to be applicable in other areas of the school or organization. Promote this discipline of learning and experimentation in all environments of your school. This is the only way to create a learning organization.

- ***Always Evaluate***

The only means of knowing if new knowledge and ideas are being internalized is to conduct a learning evaluation. A school is the ideal institution to conduct this type of evaluation. But remember that surveying only students is insufficient. **A good learning evaluation should reveal behavioral changes of *all* the people involved in the school.**

Suppose you want to know if a new method for creating fertilizer is actually cheaper, if it yields higher quality produce, or accelerates production times. With this information you can make real substantial changes at your school. When you are conducting the tests you should include questions such as: What have you learned that is new? How are you going to put this into practice? When? What modifications are necessary to be able to implement these ideas as part of a new program? What results do you hope to obtain?

At a later date it might make sense to conduct another survey to test the success of such a program. This evaluation should include questions like: what problems have you run into? What results have you found? What changes would you make? Why? What other suggestions do you have?

Train your collaborators to note any observations they have of the implementation process. This can help to improve the techniques in the future.

8. CONSTRUCTING A CODE OF ETHICS

The objective of this chapter is to help you create an appropriate code of ethics for your self-sufficient school.

When you finish reading this chapter you will be able to:

- 1. Recognise the role a code of ethics can play in a school environment*
- 2. Create a code of ethics and implement it successfully at your school.*

WHY DO YOU NEED A CODE OF ETHICS AT A SELF-SUFFICIENT SCHOOL?

As human beings, we understand that it is necessary to establish norms and appropriate conduct to help us to live side by side peacefully. However, even in places where appropriate conduct is well-defined people sometimes fail to abide by the rules. In other places, people will abide by the rules, for example, traffic laws, even when there is not an authority figure watching over them.

In any educational institution, opportunities to act unethically are always present. For example, teachers can behave dishonestly during exam times or while turning in grades. Students may copy each other's work, sexually harass classmates, or damage school property. Vocational schools can be especially vulnerable to unethical behavior because they often have equipment and goods that can be stolen or sold without permission. Teachers, technicians, and students working in the fields can rob items being produced by the school and sell them for their own benefit. People can grow marijuana or other illegal substances on the grounds of the school.

The existence of a Code of Ethics and a Declaration of Values can establish your school as a responsible member of the wider community. Acquiring a good reputation in your local and national community can help boost sales and the acceptance of your products. **A bad**

reputation can diminish sales, erode community acceptance, and lead to the loss of good students.

In short, *ethics have the ability to affect the success of your business as much as the morals of your employees.*¹⁸

WHO SHOULD BE INVOLVED IN DESIGNING A CODE OF ETHICS?

In order to have the highest level of commitment and acceptance it is extremely important to include everyone, including the students, in the creation of a Code of Ethics. At the end of this chapter you will find a easy-to-use chart for the creation of a Code of Ethics.

THINGS TO KEEP IN MIND:

- ✓ The scope of the Code of Ethics should include:
 - Relationships between co-workers and students
 - Ethical issues which relate to the work itself
 - Relationships with the institution
 - Relationships with the community and clients
- ✓ Once you have created a final version of the Code of Ethics you should print it out in an attractive and attention-grabbing way and post it in key areas of the school. A copy should be posted in the kitchen, cafeteria, dorms, classrooms, teacher's loungers, hallways, offices and anywhere else you deem appropriate. It is also important that the school's clients understand this Code. Therefore you should also post it in places where they will be able to see it.
- ✓ When you draft the initial document you can also start to consider the consequences for those not following the code.
- ✓ Approval of the final Code should be accompanied by a resolution from the Director of the School that affirms the importance of the code as well as the consequences of not abiding by it.

Do not confuse the Code of Ethics with institutional or student rules. These are also important elements of the school and will be covered in other manuals. The Code of Ethics is at a higher level than institutional rules. There is no excuse not to abide by the Code of

¹⁸ Marystani, Jaime. Op. Cit.

Ethics and failure to abide by it will not be excused. If the Code of Ethics is clearly articulated, it is possible to construct a collective behavior based on ethical norms that will benefit everyone in the end.

WHAT IS THE PROCESS OF WRITING AND IMPLEMENTING A CODE OF ETHICS?

WRITING AND IMPLEMENTING A CODE OF ETHICS AT A SCHOOL IS A COLLECTIVE PROCESS.

- ✓ Define the methodology you are going to use: In the chart below we have provided a suggested methodology, but there are always other options. Whichever method you choose, it is important to include everyone in the process.
- ✓ After implementing the chosen methodology, create a committee with a student representative from each grade to properly represent their ideas. Decide on the 10 or more most important points that cover all the necessary areas and convert them into an official document.
- ✓ Find a time during the month when you are able stop all other activities and dedicate at least eight hours to working in a group on this project.
- ✓ Once the committee has drafted a final text of the Code of Ethics it needs to be endorsed by the school community. This can be done through a resolution from the Director or whatever other methods your school has in place.
- ✓ It would be good to create a whole day of celebration or a special event around adoption of the Code of Ethics by the school community.
- ✓ Each year a short exam needs to be administered to make sure that everyone in the community understands and accepts the Code of Ethics. The test should describe a variety of types of situations that touch upon different elements of the Code of Ethics.
- ✓ Each new staff member should be required to pass a test on the Code of Ethics before they can start working at the school.
- ✓ You can introduce other awards or acknowledgements that have to do with the Code of Ethics, for example a prize for everyone who receives a perfect score on the test.
- ✓ Create a permanent committee made up of respected members of the school community to monitor the implementation and adherence of the Code throughout the school community. Establish clear consequences for not obeying the Code. Where breaches have occurred, the committee should follow through to make sure that any penalties decided upon have been carried out.

- ✓ Establish a mechanism to guarantee that the school staff members adhere to the Code. The consequence for the staff for not abiding by the Code could range from simple fines to dismissal from the school.
- ✓ Keep in mind national laws when developing your system of penalties. Make sure that none of the penalties proscribed break national laws. When deciding on and communicating a disciplinary action always be respectful, fair, and keep in mind national and local labor laws.

For full details of a practical methodology which can be used to create a Code of Ethics for your school see Appendix II.

Below is a sample Code of Ethics developed by the Fundacion Paraguaya, and which guides collaborators, volunteers, and students that participate in any one of its three programs. Note how the ideas it encompasses are expressed in a clear and simple fashion.

THE FUNDACION PARAGUAYA'S CODE OF ETHICS

1. I do not use or take money or other goods from the Fundacion Paraguaya or its clients. I do not use the goods or money from the Fundacion Paraguaya for things outside of my assigned work.
2. I always tell the truth and I do not conceal facts or documents.
3. The documents I present to my superiors are a proper representation of the activities that actually occurred.
4. I will not act as an accomplice to the improper actions of others. I will immediately turn in people who disobey this Code of Ethics or other rules and procedures of the Fundacion Paraguaya.
5. I respect and defend the physical and moral integrity of my co-workers and subordinates by avoiding verbally or physically violent conduct, sexual harassment, coercion, humiliation etc.
6. I do not discriminate against my co-workers, students at the Agricultural School or clients based on sex, age, ethnicity, religion, political preferences, sexual orientation etc.
7. I complete my assigned tasks.
8. I refuse absolutely money or any other form of gifts from clients or suppliers of the Fundacion Paraguaya.
9. I do not disclose confidential information from the Fundacion Paraguaya, students of the Agricultural School or other clients.
10. I avoid any relationship, professional, economic or personal, with clients of the Fundacion Paraguaya, including students at the Agricultural School, outside of my work with the Fundacion Paraguaya.

9. SELF EVALUATION

CHAPTER 2

1. What are the factors that motivate people to invest their time and skills in an organization?
2. How can you motivate your staff to invest their time and skills in your school?
3. Classify your daily, weekly, monthly, and annual tasks using the Important/Urgent chart.
4. Why is it important to organize your priorities?

CHAPTER 3

1. Think about changing the model of your school and consider how you will promote the idea in your organization.
2. What are the challenges involved and how will you deal with them?
3. What are the steps involved in a process of change?

CHAPTER 4

1. Why is a job description important?
2. What skills are valuable when reorganizing the tasks to create a Self-Sufficient School?
3. What are the steps involved in preparing a Staff Handbook?

CHAPTER 5

1. What is the importance of evaluating the work of your staff?
2. What makes some performance evaluations fail?
3. What are the requirements to carry out a good evaluation?
4. Why is it important to deliver feedback on results appropriately?

CHAPTER 6

1. Why is sharing the profits important? What effects can it have on the staff?

CHAPTER 7

1. What is a learning organization?
2. How is this method different from other traditional training methods?
3. What are the advantages it offers to an educational institution?
4. What are the steps involved in transforming your school into a learning organization?

CHAPTER 8

1. Why is a Code of Ethics important in an organization?
2. Why should a Code of Ethics be designed in a participatory fashion?
3. What are the steps involved in the creation and implementation of a Code of Ethics?

APPENDIX I

HOW TO WRITE A STAFF HANDBOOK

A. DEFINE THE TITLE OF THE POSITION:

Experts recommend establishing a code that includes the name of the position and the department in which it functions. You should not have different positions with the same name, e.g. with the title of “assistant.” In many organizations each department has an assistant but the tasks they complete vary from one department to another. Therefore it is important to clarify: “Animal Production Assistant” or “Administrative Assistant”. Often it makes more sense to define the job title after they have gone through all of the steps to define what the person will do on the job).

B. USE SIMPLE TERMINOLOGY TO EXPLAIN THE GOALS OF EACH POSITION

Some authors define this section as “position summary,” or “objectives of position.” It should be done in a concise form and ideally in one phrase. The following is a typical position summary for the Chief of Production at an agricultural school:

“Plan, organize, coordinate and execute the programs and plans of animal production and guarantee the completion of the established annual goals.”

Avoid including ill-defined or open-ended phrases such as “and other responsibilities.” If other responsibilities exist they should be included in a generic form within the mission.

C. DESCRIBE THE RELATIONSHIPS OF SUPERVISION:

In this section you will describe the relationship the position will have with other people in the organization, who they are supervised by and who they supervise.

This chart shows how it is done at the San Francisco Agricultural School in Paraguay:

Academic Secretary
Position Title: Academic Secretary
Immediate Supervisor: Education Director
Position they Supervise: None

D. Describe the positions for which they are responsible for supervising:

In the above example, the position of Academic Secretary is not in charge of supervising anyone.

Below is an example of a chart for a position that is responsible for supervising others:

Position Title: Director of the School

Immediate Supervisor: General Manager of the Foundation¹⁹

Positions He/She Supervises:

The the the are the E.	Director of the Education Dept.	above list includes all positions at agricultural school that supervised (directly or indirectly) by School Director. DESCRIBE INTERNAL RELATIONS:
	<ul style="list-style-type: none"> • Academic Secretary 	
	<ul style="list-style-type: none"> • Teaching Staff 	
	Director of Housing	
	Director of Production	
	<ul style="list-style-type: none"> • Coordinator of Animal Production 	
	<ul style="list-style-type: none"> • Coordinator of Vegetable Production 	
	<ul style="list-style-type: none"> • Field Assistant to Vegetable Production 	
	Director of Dairy Plant	
	Cafeteria Cook	
	<ul style="list-style-type: none"> • Kitchen Assistant 	
	Manager of the Highway Coffee Shop/Store	
	<ul style="list-style-type: none"> • Chef at Highway Coffee Shop/Store 	
	<ul style="list-style-type: none"> • Kitchen Assistant at the Highway Coffee Shop/Store 	
Manager of the Hotel		
School Administrator		

¹⁹ In this example the school is directly owned by a Foundation. For an independent school the Director might report to the Board of Governors, or Chair of the Board of Governors.

This refers to the position's relationship to other positions at the school with whom the staff member will ordinarily need to work (not hierarchy).

For example, the administrative department works with the production department to monitor the stock, sales and costs. The teachers work with the administrative department to monitor the attendance of the students, salaries, benefits, etc.

To give an example, the internal relations of the Coordinator of Animal Production could be described as follows:

Interacts with the students, the academic director, the teaching staff, administrators, the coordinator of vegetable production, the highway coffee shop staff and the hotel staff.

As one can see the person occupying this position has to interact with many of the other departments throughout the school in order to properly fulfill his or her responsibilities. The Coordinator of Animal Production will need to work directly with the Production Department to produce animals and with the Academic Department, the students and the teachers to establish and implement learning objectives and activities. Finally, the Coordinator will need to work with the business office because it monitors control production and earnings.

Tom Peters in his book *Management with Imagination* wrote, "Destroy position descriptions / Think of everything". This does not imply that you should eliminate every position, only that you should rethink why they exist, and eliminate unnecessary ones. In the end, the job description should allow the person to easily visualize what they will be doing in the position, and the responsibilities they will be charged with. It will allow all of the collaborators to appreciate the different positions within the organization and how important their relationships are in relation to the other areas as a part of a team.

F. DESCRIPTION OF EXTERNAL RELATIONS:

Almost every element of the educational system interacts with other organizations. These organizations vary and may include governmental organizations, non-governmental organizations, communities and a plethora of others. One example of this interaction that is directly related to agricultural schools is the measurement of sustainability, which can only be measured by relations with the community. This point will be further elaborated on in Manual 8.

Below you will find an example from the San Francisco Agricultural School position of Academic Director:

External Relations: Works with General Director of Agricultural Schools of the Ministry of Agriculture, Ministry of Education and Culture, non-profit organizations, international agencies, the community of Cerrito, students and their parents.

G. DEFINE AND DESCRIBE THE COLLABORATOR'S GENERAL RESPONSIBILITIES:

The general responsibilities of every position are the tasks that help achieve the position's objectives. They are general tasks that do not need to be completed within a certain amount of time. On the following page you will find the description of the general responsibilities of the Director of Production:

Director of Production General Responsibilities:

- Establish methods to complete the objectives and mission through optimizing the established programs and plans of production.
- Plan the annual goals.
- Prepare progress reports regarding the execution of current programs and plans for future projects.
- Solve problems that come up within regarding production.
- Determine the responsibilities of each collaborator under his/her supervision.
- Support the holistic development of students while at the school.
- Train and supervise others within the department.

G. DEFINE AND DESCRIBE THE EMPLOYEE'S SPECIFIC RESPONSIBILITIES

Specific responsibilities are similar to General Responsibilities but they are assigned at specific times. Below is an example of specific responsibilities for **the Director of Production**.

Director of Production

Specific Responsibilities :

- Suggest new projects and methodologies while maintaining the vision and mission of the program.
- Supervise the execution of the Agriculture and Farming Production Plan, in collaboration with the Coordinator of Animal Production.
- Supervise the execution of projects and plans in regard to the vegetable garden, working with the Head of Farming.
- Participate in the process of monitoring, evaluation and budgeting of projects and the Agriculture and Farming Production Plan .
- Participate in training provided by the Fundacion Paraguaya
- Work in coordination with other collaborators to adjust the educational curriculum each year.
- Work with the Director of the school to implement and evaluate the educational curriculum.
- Coordinate activities within the production department and with the other school directors to guarantee that students are getting the most out of their experience at the school.
- Coordinate the technical activities involved in production.
- Prepare annual statistical reports on production.
- Guarantee that programs being implemented are aligned with the characteristics of the entrepreneurship education model promoted by Fundación Paraguaya.
- Plan ahead of time to get all the supplies and resources you will need for the year to implement production projects.
- Develop a monthly schedule of activities for the production department and prepare the materials needed

H. INCLUDE THE PROFILE AND BACKGROUND REQUIREMENTS FOR THE POSITION

This section includes the level of education and experience necessary and other basic personal skills required for the position. The first two elements are easily defined. But how do you define the third element?

When we talk about basic personal skills we are referring to behavior as well as how a person thinks about things and how they react to certain situations. As an example of skills, review the following table:

Ability to Achieve Goals	Goal Oriented Organizational Skills Good Attention to Detail Motivated Seeks out Information
Service Skills	Good Interpersonal Skills Client Oriented
Inter-Personal Skills	Ability to Form Relationships Organizational Skills
Managerial Skills	Personal Development Personal Guidance Teamwork Leadership
Cognitive Skills	Analytical Thinking Rational Thinking Technical and Professional Experience
Skills of Self-Management	Self-Control Confidence Ability to work in Stressful Situations Flexibility

Source: *Spencer and Spencer, cited in Alles, Martha*

The above table is an example of some different ways to define personal skills. They are skills that you can observe and measure through an interview. Human Resource Professionals can help you identify them.

There are also basic skills that go along with each position. These refer to the abilities that one needs to have mastered to be able to complete the position’s responsibilities. If you are going to be the person in charge of milking the cow you need to have the adequate skills or the capacity to acquire them. Below is an example of a position profile of the Director of Production at the Agricultural School:

Position Profile:

Educational Experience	Agricultural Engineer Specialized in Animal and Vegetable Production
Work Experience	Two years experience in agricultural planning and production.
Skills	Leadership Critical thinking Planning Objective-driven work skills Self-Confidence Driven Inter-personal skills Good verbal and written communication skills

In order to properly define the skills necessary for a particular position you can organize consultations. Present a list like the one above. Invite three people to review it: the person who currently holds the position, the supervisor of the position and another person who is not involved with the position. Define the skills necessary to successfully fulfill the responsibilities of the position. Then later compare the list produced with the one you produced before the consultation.

Appendix II

A PRACTICAL METHODOLOGY FOR CREATING A CODE OF ETHICS

HOW TO WORK IN A GROUP TO CREATE A CODE OF ETHICS

Objectives:

1. Discuss the need to establish the values and moral norms that will guide the actions of the staff and students of the Agricultural School.
2. Receive a commitment from every member of the community to observe the institutional Code of Ethics that is derived from the opinions and decisions of the entire school community.
3. Produce a written Code of Ethics for the institution, validated by the school community

Materials:

- Enough 30 cm x 10cm note cards for everyone in the group
 - Green- at least 10 for each participant and a couple of extras
 - Pink- at least four in total
 - Yellow- at least 10 for each participant.

Markers

Tape, to tape the cards to the wall

A bare wall upon which all of the note cards will fit.

PART ONE: DEFINING OUR VALUE SCALE

Everyone at the meeting individually answers the following question.

What are my personal values? How do I rank these values in order of importance?

In the group discussion those who feel comfortable and would like to share their answer should do so. The leader of the session should motivate people to share their answers, and make it clear to

everyone that the people are sharing their values in confidence, and the issues discussed in this meeting are personal and should not be discussed outside the meeting. All conversation and reaction should be done in a general way in order to not judge or critique the values of a particular individual who was willing to share. It is the job of the moderator to make sure that the conversation does not become about a particular person or a case but remains general.

Time Needed:

- a. Individual Reflection: 10 minutes
- b. Group Discussion: 20 minutes

PART TWO: WHAT ARE THE VALUES THAT SHOULD BE RESPECTED IN OUR WORK AND STUDY ENVIRONMENTS?

Break into pairs and discuss what the values of the institution should be and why the community should live by them. When the pairs have come to a consensus the pair should write one value per note card (on yellow note cards). The overall amount is not important, but each pair should produce at least two for each category. These are four categories:

1. Personal
2. With Co-workers
3. In my daily work
4. In relation to my interactions with clients of the school

The titles of these categories should be written on the pink note cards, which should be placed on the wall when this part of the meeting is about to begin, but not earlier.

Once the group has reconvened each partner goes to the front, hangs their values on the wall and describes why they chose it and what it means to them.

After each group has posted their values, begin a group discussion to decide which are the most important values in each category. Remove only the note cards that everyone agrees should be taken down; it is important to work with consensus. If you cannot decide hang them up off to the side for now.

The discussion should continue until there are between three and five note cards in each category.

The moderator should be involved in this process by creating his or her own cards or working in a pair.

As in Part One, it is important to avoid discussing personal issues or references. It is the job of the moderator to stop this type of conversation and bring the group back to the original discussion.

Time:

- a. Work in Pairs: 20 minutes
- b. Presentation of ideas: 5 minutes per pair,
- c. Discussion and consensus: 30-40 minutes

PART THREE: HOWDO WE EXPRESS OUR VALUES ON A DAILY BASIS?

Once you have created a consensus on the values of each of the work place categories, you can open up the discussion to define the conduct necessary to express these values.

The methodology is identical to the above exercise. You can stay with the same partners or create new ones.

Each partner should write the ways in which one can express or live by a value on the green note cards. This should be done in a complete sentence in the first person and present tense. The pair should write three different actions or ways of expressing a value on each card.

The group discussion should function in the same way as described above. Each partner goes to the front and posts the note cards under the value they chose to define and briefly explain the actions that they came up with.

Once all of the pairs have exchanged their ideas the topic is opened up to group discussion. As above, the ultimate goal is consensus. Once consensus has been reached you have established a final diagram, and the meeting is over for most of the participants - but the work of the moderator and his/her assistants has just begun....

Time:

- a. Work in Pairs: 20 minutes
- b. Presentation of ideas: 5 minutes per pair,
- c. Discussion and consensus: 30-40 minutes

PART FOUR: THE FINAL DOCUMENT

Once you have created the final diagram in the group you need to assimilate and synthesize these ideas into a final document, which should include a list of all of the participants.

The final document is drafted by the committee comprised of a representative from each group. It should be simple. It should list and articulate the categories, values and conducts expressed by the community. At the end you can add some additional reflections from the group that will contribute

to the understanding of the document. You can also include the values and conducts that the group decided not to include.

Finally, before you take the note cards off the wall you should take a photo. This picture can be included in the final document if you wish.

GENERAL INSTRUCTIONS

- It is ideal that the meeting be completed in one day, but if the discussions take longer than expected you can conduct the first two parts one day and the second two parts another day. If you choose to do this it is important that the sessions are not more than a couple of days apart.
- The main goal of the moderator is to motivate the participants to actively share their own ideas and feelings, as well as reflect on the ideas of others.
- It is important to have breaks, no longer than five minutes, in which the participants can stand-up, walk around and leave the room.
- If there are a lot of participants, more than 10 or 12 persons, it might work better to work in groups of three rather than with partners. In this case each group will have a spokesperson who presents the ideas to the rest of the group.
- It is important to remember that the most beneficial part of these meetings is the group discussion and the rationale developed to prioritize some ideas over others. Therefore the mediator should facilitate conversation.

Appendix III

OTHER HUMAN RESOURCES PROCEDURES

Explanations of these procedures can be found in any modern resource on the management of Human Resources, but in order to give you an idea of what these procedures are about, we have included the following brief descriptions:

1. SELECTION PROCESS:

In big companies and corporations, the Human Resources Department typically handles the selection process of all start-up and management positions. However, in an agricultural school specialized divisions are unlikely to exist. The selection process entails:

- ✓ **Recruiting** candidates for a given position. As we have seen in chapter 3, recruitment starts with the analysis of the position in question.
- ✓ The **selection process** must provide the organization with the best candidates for the position. Two tools used in the selection process include tests and interviews, both of which aim to predict the performance of the candidates. Psychological tests analyze specific and general qualifications for the job (knowledge, abilities, verbal and numeric thinking skills, personality traits, etc.), while interviews are carried out following techniques usually developed by experts in the field. Interviews are usually the method chosen by recruiters, directors and other workers to fill management positions. Even if you are not an expert, by following the guidelines of the specialists in human resources, the interview can be an extremely effective tool. However, you should not base final decisions on interviews alone.
- ✓ **Health Check:** many companies require candidates to submit a health certificate as part of the selection process which is considered before making final decisions.

2. HIRING

Once the selection process is complete, the new hire must go through some orientation or introductory phrases before starting to work. In big companies, the selected candidates are handled by the legal department where they are advised on the terms of their contract.

The hiring process, just like any other area of the school, should always be handled ethically and transparently. Care must be taken to ensure that the relevant legal aspects and any social security laws of the country are taken into account. Always abide by and enforce the applicable laws when starting a professional relationship. This will bring both you and the new hire peace of mind.

The job descriptions and terms of employment that apply to the different positions are discussed before contracts are signed. Make sure these terms are specified in writing and that the contract truly reflects what was agreed on.

The specifics of the compensation method should also be clear from the start. This includes agreeing on how the salary will be paid, the dates when compensation is due, and discussing other components of the remuneration such as commissions, bonuses, etc.

The terms and conditions of the contract must be fully understood by the candidate before making the hire official.

3. ORIENTATION

The orientation process is the procedure by which a new hire is informed about the organization and about the position he or she will fill. The length of this process varies from organization to organization.

The orientation process need not be a complicated procedure but its inclusion in the hiring process is crucial. In the different programs of the Fundación Paraguaya, orientation takes the following format:

1. Two full days are allowed for the new employee to learn about the organization and its different programs. The mission, vision and philosophy of the organization are introduced in presentations. Guidelines for professional conduct are provided, and the Code of Ethics is discussed. Once the two-day orientation is complete, the new collaborator is tested on the information that was presented. In the event of poor

evaluations, the case is reviewed and in extreme cases, the hiring of the person is reconsidered.

2. During the first three to six weeks, new collaborators go through a mentoring period in which they are trained or guided by a peer tutor in the same position, or by the immediate supervisor. A check-list based evaluation follows the training period to review what was learned. Depending on the results of the evaluation, the training period can be extended to attain a better understanding of the position.

The explanation above only serves as an example. Each school should needs to prepare an orientation program tailored to their its and possibilities. Please see Manual # 7 where guidelines on student life and the relationship between students, teachers and school staff is discussed, as it is important to take this information into account when creating an orientation program that is simple, effective and economical for the school.

4. PAYROLL ADMINISTRATION

This process involves the financial department of the organization. If the school does not have a separate human resources division, then payroll administration and employee benefits will probably be handled by the business manager of the school. In any case, the professionalism of this office is critical for the organization. Thus, it is highly recommended that employees in charge of this office be extremely responsible, ethical, and detail oriented.

5. LEGAL MATTERS

Teaching is regulated by the laws of every country. The law establishes what is and is not permitted and defines the mandatory conditions to be provided for the employees of an organization. Check the law before making any decisions, even if not related to the handling of human resources.

If a labor union exists at the school, it should be free to negotiate contracts even if it belongs to a larger organization. At all times, the school administration must take into account both the interests of the union and those of the school, which are not always mutually exclusive. Given that both sectors are regulated by the state, coming to terms can be a very demanding job.

6. DISMISSALS

Dismissals tend to be conflictive. The issue of leaving someone jobless causes tension at the management level, particularly for the people in charge of communicating the decision. It can also bring about negative reactions from the rest of the staff, especially if the process was perceived as lacking transparency or seemed improper in any way. Large scale dismissals must be notified at the earliest convenience. The decision has to be informed by the immediate supervisor of the employee in a meeting that should not last more than fifteen minutes. Care must be taken to ensure that the news comes from the supervisor and not from coworkers. Once the decision is communicated, a settlement including all pertinent details must be submitted in writing. When dealing with a dismissal, offer help in finding another job (if appropriate) and express support and consideration for the employee's contributions to the organization, unless dealing with a case of serious dishonesty. If at all possible, try not to start the meeting with the news of the dismissal, and never expel the employee from the building. Lastly, be careful not to dismiss staff on a day that holds special meaning for the employee, or just after they took time off²⁰.

7. COLLABORATOR FILES

It is important that someone within the administrative team of the institution be responsible for implementing a filing system that will hold information on staff performance in a systematic way.

The collaborator files can be kept in physical filing cabinets, in electronic databases, or in both formats. It is imperative that all files be regularly updated. Individual files are highly recommended. Please see below a list of the documentation that collaborator files should contain.

IN ONE PART OF THE FILE, INCLUDE:

- Personal data including family information and picture.
- Photocopy of a valid identification document

²⁰. Gómez – Mejía, Luis R. y Larraza Kintana, Martín. El proceso de gestión de los recursos humanos. In : Lo que se aprende en los mejores MBA. Barcelona : Gestión 2000, 2003. Pag. 512.

- Photocopy of driver's license, professional registration document, personal business card, etc.
 - Signature record
 - Social security document
 - Resume
 - Record of days taken off and permissions granted
 - Benefits package
 - Contract
-
- Performance reports/evaluations
 - Professional development and training sessions completed
 - Achievements

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