Strengthening Leadership in Farmers’ Groups and Cooperatives
Strengthening Leadership in Farmers’ Groups and Cooperatives

A TRAINING PACKAGE

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Introduction

The users of this training package, ‘Strengthening Leadership in Farmers’ Groups and Cooperatives’, are those involved in building capacities in farmers’ groups and cooperatives in Bhutan. It aims to support and facilitate leadership training targeted at the leaders, office bearers and other potential leaders from the farmers’ groups and cooperatives.

Purpose of the training package

The materials contained in the training package will assist the trainer in conducting the leadership training programme. The aim of the leadership training is to strengthen the competencies of leaders and office bearers in leading their respective farmers’ group and cooperative. The training should be able to provide necessary leadership skills and approaches. It should also help participants raise relevant leadership issues and challenges in their farmers’ groups and cooperatives and seek out practical solutions.

Contents of the training package

The training package has six units:
Unit I: Understanding Farmers’ Groups and Cooperatives
Unit II: Leadership in Farmers’ Groups and Cooperatives
Unit III: Group Dynamics and Building Cohesion in Farmers’ Groups and Cooperatives
Unit IV: Participatory Decision-Making in Farmers’ Groups and Cooperatives
Unit V: Communication in Farmers’ Groups and Cooperatives
Unit VI: Conflict Management in Farmers’ Groups and Cooperatives

How to use the training package?

Each unit is designed to support trainers in conducting the sessions. Each unit describes in detail the learning objectives, materials required and set out a programme of activities through which the trainer may lead the training sessions. An indicative time to be spent for each session is also mentioned. Each of the activities or sessions are followed by debrief notes for the trainers. The debrief notes contain the key points or key learning that will need to be highlighted by the trainers. The debrief notes are presented in blue boxes.

Each of the unit can be delivered separately as a stand-alone training programme. However, it is better to deliver the six units as one training programme to establish the linkages between each of the units and for greater impact.
Who should be the trainers?

The training sessions are developed to support trainers who may not be experts in leadership as such but have good training and facilitation skills. Trainers and extension agents with good training and facilitation skills and some familiarity with farmers' groups and cooperatives should be able to conduct the training. It is important to note that the training will however be most effective if it is conducted by trainers who have some knowledge about leadership skills, besides having good facilitation skills and some experience in dealing with farmers' groups and cooperatives.

Target participants for the training

The people to be trained in leadership include chairpersons, office bearers such as general secretary, treasurer and other potential leaders from the members of the farmers' groups and cooperatives. Although participants who are able to read and write would be able to benefit the most from the training, special attention should be provided to those who are illiterate during the training sessions. It is also advisable to have the extension agents for the concerned farmers' groups and cooperatives participating in the training, so that they will be in a better position to provide support to the leaders of the farmers' groups and cooperatives in the future. However, such participants should be few and in no cases be a majority.

Training venue

The training venue should be arranged at locations that are easily accessible to all the participants. Examples of suitable venues include non formal education centres, Gewog centres, livestock hospitals, or even a large local house.

What is the duration of the training?

The entire training is designed for three days starting at 9 o'clock in the morning and ending by 4 o'clock in the evening. Time taken for each unit would vary. Approximate time taken for each unit is provided in the materials. The participants’ involvement and issues raised during the sessions will influence the time taken for the units. The trainer may adjust the time accordingly.
## Module Framework

### Unit I: Understanding Farmers’ Groups and Cooperatives

<table>
<thead>
<tr>
<th>Session</th>
<th>Learning Objectives</th>
<th>Approx. Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding farmers’ groups and cooperatives</td>
<td>• Define a farmers’ group and a cooperative&lt;br&gt;• Be familiar with the cooperative principles&lt;br&gt;• Understand core ideas of the cooperative principles: voluntary nature and autonomy</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Benefits of a farmers’ group and a cooperative</td>
<td>• Explain the benefits of forming a farmers’ group and a cooperative</td>
<td>60 minutes</td>
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</tbody>
</table>

### Unit II: Leadership in Farmers’ Groups and Cooperatives

<table>
<thead>
<tr>
<th>Session</th>
<th>Learning Objectives</th>
<th>Approx. Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding leadership</td>
<td>• Explain what is leadership&lt;br&gt;• Identify different leadership styles</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Qualities of a good leader</td>
<td>• Identify qualities of a good leader&lt;br&gt;• Understand the importance of good leadership&lt;br&gt;• Discuss how these qualities can be practiced in their farmers’ group and cooperative context</td>
<td>90 minutes</td>
</tr>
<tr>
<td>Roles of a leader in a farmers’ group and a cooperative</td>
<td>• Explain the roles of a leader in farmers’ groups and cooperatives</td>
<td>40 minutes</td>
</tr>
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</table>

### Unit III: Groups Dynamics and Building Cohesion in Farmers’ Groups and Cooperatives

<table>
<thead>
<tr>
<th>Session</th>
<th>Learning Objectives</th>
<th>Approx. Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding group dynamics and cohesion</td>
<td>• Explain the importance of group cohesion&lt;br&gt;• Appreciate how each member’s action/inaction will affect others</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Conditions for healthy group cohesion</td>
<td>• Explain the conditions for successful group cohesion&lt;br&gt;• Analyse the presence of these conditions in their farmers’ group/cooperative</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Generating group cohesion</td>
<td>• Be sensitive to the need to contribute to the development of group cohesion.&lt;br&gt;• Understand the importance of trust as primary success condition for group cohesion&lt;br&gt;• Be aware of some approaches to trust management</td>
<td>90 minutes</td>
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</table>
### Unit IV: Participatory Decision-Making in Farmers’ Groups and Cooperatives

<table>
<thead>
<tr>
<th>Session</th>
<th>Learning Objectives</th>
<th>Approx. Time</th>
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</thead>
<tbody>
<tr>
<td>Understanding decision-making process</td>
<td>• Explain decision-making process</td>
<td>60 minutes</td>
</tr>
<tr>
<td>Importance of participatory decision-making</td>
<td>• Understand the importance of participatory decision-making in farmers’ groups/ cooperatives.</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Making decisions participatory in the farmers’ group and cooperative</td>
<td>• Understand the process of participatory decision-making in farmers’ group/cooperatives.</td>
<td>90 minutes</td>
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### Unit V: Communication in Farmers’ Groups and Cooperatives

<table>
<thead>
<tr>
<th>Session</th>
<th>Learning Objectives</th>
<th>Approx. Time</th>
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</thead>
<tbody>
<tr>
<td>Understanding communication</td>
<td>• Explain the communication process</td>
<td>30 minutes</td>
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<tr>
<td>Sources of communication barriers</td>
<td>• Explain causes of communication breakdown or failures</td>
<td>60 minutes</td>
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</tbody>
</table>
| Making communication effective | • Understand the importance of active listening  
                             | • Develop communication strategy and approaches to be applied in their farmers’ group/cooperative | 60 minutes   |

### Unit VI: Conflict Management in Farmers’ Groups and Cooperatives

<table>
<thead>
<tr>
<th>Session</th>
<th>Learning Objectives</th>
<th>Approx. Time</th>
</tr>
</thead>
</table>
| Understanding conflict | • Explain what conflict is  
                             | • Distinguish between destructive and constructive conflict  
                             | • Explain the importance of managing conflict                     | 30 minutes   |
| Sources of conflict | • Identify sources of possible conflict in their farmers’ group/cooperative.       | 60 minutes   |
| Conflict analysis   | • Understand the importance of managing conflict  
                             | • Analyse conflict to identify the causes and effects relationships                 | 60 minutes   |
| Resolving conflict  | • Be acquainted with steps of resolving conflict                                       | 90 minutes   |
Adult Learning Principles

1. The adult participant is a partner in learning experience and should be encouraged and given the opportunity to influence the learning.

2. Adults, such as leaders of farmers’ groups and cooperatives, are very capable of taking responsibility for their own learning. Self directed learning activities should be encouraged throughout the training sessions.

3. Learning is enhanced when two-way communication takes place. Therefore, avoid too many lecture sessions. Encourage a free exchange of ideas and insights among participants and between participants and the trainer.

4. Adults will learn from reflecting on their own and other people's experiences. The use of interactive activities such as case studies, role playing and group activities will encourage reflection and learning.

5. What is perceived to be useful in everyday work situations will be learned; what is perceived to have little reference to work or life situations will tend to be dismissed. It is therefore important that the trainer highlights the relevance of the sessions to the work and personal life situations of the participants.

6. People expect to be treated with respect and learn best when they perceive that they are being respected. Trainers should demonstrate the respect that they have towards the participants. Respect for each other's views -even if different- should be encouraged.

7. Adults are more set in their ways than children. Fixed points of view are often a barrier to new learning, so do not forget the necessity for 'unlearning'. Personal feedback activities and opportunities for experimentation will enhance 'unlearning'.

8. Recapitulation and linking different sessions and units will help effective learning. Regular 'review' and 'recapitulation' of the previous lessons will also help ensure that interest is maintained.

Tips for recapitulation:

a. Quiz

Divide the participants into smaller groups. Let each group take turns in asking a question related to the previous day's sessions. The group would ask a question to another group. In case the group fails to answer the question, the opportunity to answer may be given to the next in turn group. The groups take turns to ask questions. Depending on the time, the quiz sessions can be adjusted. Appropriate scoring can be provided.

b. Group presentations

Divide the participants into smaller groups. Ask each group to take turns in recapitulating the lessons learned of the previous day's sessions. Each group can take up the recap role for a day.

c. Musical chair

Prepare several questions pertaining to the sessions from the previous day. Have each of the questions rolled onto a newsprint paper creating a ball so that when each newsprint paper is un-wrapped, a question is revealed. Have the participants stand in one complete circle. Play a lively music and let the ball pass in the circle from one participant to the other. Stop the music intermittently. At every stop, the participant who holds the ball has to un-wrap the newsprint, and needs to answer the question. This way of recap can only be used if all participants can read.
Tips for enhancing successful training outcomes

Timing

Make sure that the training is not organised during important events of the communities such as tshechues, national holidays, harvesting season, and other village works. It is important to plan the training on days and times that are convenient for the targeted participants.

Venue

Arrange training venues at locations that are easily accessible to all participants. Venues that are far away discourage the participants from attending the training. Examples of suitable venues are non-formal education centres, Dzongkhag Yargay Tshogdue conference halls, halls of the veterinary hospitals and a large village house.

Tips for arranging the training hall:
Consider organising the hall with chairs arranged in a U shape. Do not have tables in front of the chairs to make space for group work. Have adequate space between the board and the participants for the trainer to move freely. Consider to use the walls to display the materials. However, make sure that the materials displayed do not destroy the walls.

Right number

A good number for the training is about 20 participants. A larger number would hinder quality participation while too small a number would deprive exchange of views and ideas.

Right participants

Ensure that most relevant participants attend the training. Relevant participants for the training should be identified well in advance and intimated for participation in the training. As mentioned earlier, the target participants for this training are chairpersons, secretaries, treasurers, selected members who have the potential to become leaders, and, extension agents for the concerned farmers' groups and cooperatives.

Language of the training

Trainings conducted in local dialects have greater impact. It is therefore important to have trainers who can communicate in the local dialects of the participants.
Inclusive participation

Encourage women participation in the training to strike a good gender balance. For example, women who are members of farmers’ groups and cooperatives who are not leaders but have the potential to become leaders should especially be encouraged to participate. Also during the training sessions, women should be especially encouraged to speak up their minds. Likewise, more silent participants should be encouraged to speak up.

**Tips to encourage participation:**

a. Silent participants may speak up in smaller groups. Therefore, all the silent participants may be grouped into one working group, while all the vocal ones are in another group.

b. Separate groups of men and women may also be considered to make silent women group to speak up.

c. Ask every participant to write out their thoughts onto a card and have them speak from the card. This would only be possible if all the participants are literate.

d. In order to give an equal chance to every participant to speak up, an equal number of sticks can be given to the participants at the beginning of the training. Each time a participant wants to speak, s/he will surrender one of her/his sticks to the facilitator. By the end of the training, all participants should have surrendered all their sticks to the facilitator. This will encourage the more silent participants to speak up and will refrain the more vocal participants from speaking too much.

Training information

Relevant information about the training should be shared in advance with all the participants so that they know what the training is about and come prepared for the training. This would help in quality participation during the training sessions.
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<td>Steps</td>
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<td>Methodology</td>
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<td>Expected responses</td>
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<td>Activity</td>
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# Understanding Farmers’ Groups and Cooperatives

*Introduction, scoping and benefits*

## Time guidelines

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<th>Session</th>
<th>Minutes (Approximate)</th>
</tr>
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<tbody>
<tr>
<td>1. <em>Understanding farmers’ groups and cooperatives</em></td>
<td>30 minutes</td>
</tr>
<tr>
<td>Activity: Brainstorming on farmers’ groups and cooperatives</td>
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<tr>
<td>2. <em>Benefits of a farmers’ group and a cooperative</em></td>
<td>60 minutes</td>
</tr>
<tr>
<td>Activity: Paper tearing exercise</td>
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[Image of a group of people discussing]
Unit I: Understanding Farmers’ Groups and Cooperatives

Time: (90 minutes)

Learning outcomes
On successful completion of the unit, the participants should be able to:

- Define a farmers’ group and a cooperative
- Be familiar with the cooperative principles and understand core ideas: voluntary nature and autonomy
- Illustrate the benefits of forming a farmers’ group and a cooperative

Session materials
i. Flip charts
ii. Markers
iii. Meta cards
iv. Long pieces of paper (3 inches X 2 feet) one for each participant

Trainer preparation
Prior to running the session, the trainer should:

- Prepare flip charts for definitions, cooperative principles and values, and benefits on forming groups
- Have a very good understanding of the cooperative principles
- Review the teaching notes and participants’ materials
- Ensure that all materials required for the session are available

Teaching and learning approaches
- Presentation
- Individual Activity
- Plenary discussion
- Group work
- Brainstorming
Session I: Understanding farmers’ groups and cooperatives

Session objectives

By the end of the session, the participants should be able to:

- Define a farmers’ group and a cooperative
- Be familiar with the cooperative principles
- Understand core ideas of the cooperative principles: voluntary nature and autonomy

Methodology

- Brainstorming
- Presentation
- Plenary discussion

Steps

i. Ask the participants: what is a farmers’ group and what is a cooperative?

Expected responses

- Collection of individuals
- Have common purpose
- From same village
- Have many members, Etc

ii. Record the responses on the flip chart.

iii. Present the definitions of a farmers’ group and a cooperative as defined by the FAO and the Cooperatives Act of the Kingdom of Bhutan.

Definitions of a farmers’ group and a cooperative

“A farmers’ group is a local level, informal, voluntary and self governing association of small farmers formed for a specific purpose at a specific place and who share a common interest. It is created and financed by individual members to provide them with services and benefits that help improve their economic and social conditions.” (FAO)

“Farmers’ group means a group of not less than three members deriving economic benefits from one or more economic enterprises related to Renewable Natural Resource Sector.” The Cooperatives Act of Bhutan, 2009

“Cooperative means an association of persons united voluntarily to meet their common economic needs and aspirations through a jointly owned and effectively governed enterprise.” The Cooperatives Act of Bhutan, 2009

To remain and function as a cooperative, a cooperative shall have a minimum of fifteen members from a minimum of fifteen different households.
iv. Check with the participants on their understanding of a farmers’ group and cooperative. Highlight the key features and characteristics of a farmers’ group and a cooperative.

**Key features / characteristics of a farmers’ group**
- Membership is not less than three
- It is a voluntary association of individuals
- It is self governed
- It aims to pursue common economic interest through Renewable Natural Resource (RNR) related activity

**Key features / characteristics of a cooperative**
- Membership is not less than fifteen
- The first level of cooperatives is the primary cooperatives
- A number of primary cooperatives can federate to form federation of cooperatives
- A Federation of cooperatives can form the union of cooperatives
- Cooperatives are not limited to pursuing RNR related goals, there can be cooperatives related to non-RNR activities
- All other key features of a farmers’ group applies to a cooperative (except for the minimum membership and the specific relation to RNR)

v. Present the seven principles of cooperatives. Ask each participant to read out one principle and share his / her understanding of the principle. Check if others can improve on the explanation.

**Tips:**
In order to involve the illiterate participants so that they understand the principles of cooperatives, have the text read out by those who are able to read but ask the illiterate ones to explain.

vi. Allow for all the seven principles to be read and explained by different participants. Facilitate to generate understanding of all the principles.

**The seven principles of cooperatives**

1. **Voluntary and open membership.**

Co-operatives are voluntary organisations, open to all persons who are able to use their services and willing to accept the responsibilities of membership, without any discrimination (gender, social, racial, political, religious beliefs, disability etc.).

2. **Effective member governance.**

Co-operatives are voluntary organisations governed by their members, who actively participate in setting their policies and making decisions. Men and women serving as elected representatives are accountable to the membership. In primary co-operatives members have equal voting rights (one member, one vote), and co-operatives at other levels are also governed based on mutual agreements.
3. **Member economic participation.**

Members contribute equitably to the capital of their co-operatives. Surpluses shall be allocated in accordance with Article 25 of the Cooperatives Act.

**Trainer’s notes:**

*Article 25: Allocation and distribution of net surplus.*

The net surplus of a co-operative shall not be construed as a profit but as excess of payment made by a member from his/her business transactions with the co-operative.

At the end of the accounting period, the net surplus shall be allocated in the following order of distribution:

1. Reserve fund of a minimum of thirty percent (30%);
2. Co-operative education and training fund (CETF) of ten percent (10%);
3. An optimal fund of not more than ten percent (10%);
4. Interest on capital and patronage refund of the remaining balance after deducting items (1), (2) and (3).

4. **Autonomy and independence.**

Co-operatives are autonomous, self-reliant organisations governed by the members. If they enter into agreements with other organisations, including government, or raise capital from external sources, they do so based upon mutually agreed terms that ensure effective governance by their members and maintain their cooperative autonomy.

5. **Education, training and information.**

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

6. **Cooperation among co-operatives.**

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

7. **Concern for the community.**

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

**The cooperative values are as follows:**

Self-help; self-responsibility; equality; equity; democracy; solidarity.

Ethical values of honesty, openness and social responsibility.
Session II: Benefits of a farmers’ group and a cooperative

Session objectives

By the end of the session, the participants should be able to:

- Explain the benefits of forming a farmers’ group and a cooperative

Methodology

- Individual Activity: Paper tearing exercise
- Plenary discussion
- Presentation
- Group work

Activity: Paper tearing exercise

Steps

i. Ask the participants to stand in a semi circle.
ii. Distribute a long piece of paper each (about 3 inches x 2 feet) to every participant.
iii. Ask them to fold the paper into two equal halves.
iv. Ask them to tear the paper from the center fold. Put the two pieces together.
v. Repeat the process until the paper can no longer be torn because the paper bundle is too thick to be torn.
vi. Ask the participants what lessons they can draw from the game. The participants may struggle to draw any lessons. Some may provide varied explanations. Acknowledge the responses appropriately.

vii. Now ask the participants to imagine that each piece of paper is a farmer.
viii. Generate discussion along the following questions:

a. When was the paper easy to tear?

b. What does this mean when we imagine each piece to be a farmer? Encourage the participants to think of the farmers’ situation when he / she is shouldering the problems individually. In this situation the farmer will break down. The problem can tear the individual farmer easily. But when the farmers are grouped just as the pieces of papers are grouped, the problems cannot tear the farmers easily.

Trainer’s notes:

If needed, the trainer can also initiate discussion on whether too big a group is good to address challenges and problems. Analogy: When the paper pieces are too bulky, the hand cannot hold all of them together and hence they fall on the floor.
Benefits of a farmers’ group and a cooperative

Steps

i. Divide the participants into smaller groups of four to five (preferably members of the small group should be members from the same farmers’ group or cooperative)

ii. Ask the groups to list out “What are the benefits of forming a farmers’ group or a cooperative?”

iii. Allow the participants to present their benefits list and have some time for clarification questions and answers.

iv. Present the benefits of forming groups on a flip chart as a complementary list to the groups’ lists.

Benefits of forming group

- Allows farmers to pool their resources and skills, and conduct business activities they could not independently perform as efficiently
- Provides farmers with access to goods and services needed
- Allows farmers to obtain a fair or efficient price
- Provides reduction of costs through economies of scale, and thus increased income
- Allows farmers to pool risks
- Allows farmers to benefit from increased market access and bargaining power for selling and buying
- Allows farmers to share information
- Allows farmers to improve product or service quality
- Allows farmers to address common issues collectively

v. Generate discussions to enable the participants to think about the following:

a. Which of these benefits is your farmers’ group or cooperative taking advantage of extensively?

b. Which of these benefits is your farmers’ group or cooperative not taking advantage of? Why?

c. Which of these benefits can your farmers’ group or cooperative prepare to take advantage?
**Leadership in Farmers’ Groups and Cooperatives**

**Time guidelines**

<table>
<thead>
<tr>
<th>Session</th>
<th>Minutes (Approximate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding leadership</td>
<td>90 minutes</td>
</tr>
<tr>
<td>2. Qualities of a good leader</td>
<td>90 minutes</td>
</tr>
<tr>
<td>3. Roles of a leader in a farmers’ group and a cooperative</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>
Unit II: Leadership in Farmers’ Groups and Cooperatives

Time: (3 hours 40 minutes)

Learning outcomes

On successful completion of the unit, the participants should be able to:

- Understand what is leadership
- Be aware of different leadership styles
- Identify the qualities of a good leader
- Explain the roles of a leader in farmers’ groups/cooperatives

Session materials

i. Flip charts
ii. Markers
iii. A3 size papers
iv. Meta cards
v. Four half filled glasses with water
vi. Pebbles
vii. A glass of water
viii. Sugar
ix. Mud
x. Colour pencils or markers for drawing

Trainer preparation

Prior to running the session, the trainer should:

- Be familiar with the by-laws of the farmers’ groups/cooperatives participating to the training
- Review the teaching notes and participants materials
- Ensure that all materials required for the session are available

Teaching and learning approaches

- Group work
- Debriefing
- Presentation
- Pair work
- Plenary discussion
- Individual Activity
- Demonstration
Session I: Understanding leadership

Session objectives

By the end of the session, the participants should be able to:

- Explain what is leadership
- Identify different leadership styles

Methodology

- Individual Activity: Drawing
- Presentation
- Demonstration: The leaders in the glass
- Plenary discussion
- Debriefing

Steps

i. Distribute A3 size paper and colour pencils/markers, and ask the participants to reflect on their idea of leadership in farmers’ groups and cooperatives and draw a picture of their idea of the leadership.

ii. Ask each participant to present their drawing.

iii. Debrief the presentations by drawing common themes in the drawings. Relate to the following key points on leadership:

Key points

- Leadership is a process
- Leadership involves a common goal
- Leadership is in group context
- Leadership is about influencing
- Leadership can be learned
- Leadership is about innovating, working with creativity
- Leadership is a decision and not a position

Activity: The leaders in the glass

Steps

i. Line up four transparent glasses half filled with clear water. Ask four participants to fill up each of the glass with pebbles in the first glass; water in the second glass; mud in the third glass and sugar in the fourth glass.

ii. Let every participant observe the effect on the water in the glass as ingredients are added.
iii. Generate discussion around the following questions:

a. Which of the four glasses has improved in value?
b. Which glass would you prefer to choose after the addition of the ingredients?
c. What do you think is the lesson from this activity related to leadership?

iv. Debrief using the following debrief note.

**Debrief note**

The four ingredients symbolise different leaders and their impact on the farmers’ group or cooperative.

In the first glass, just as the pebbles did not mingle with the water, the leader does not mingle with the group. He is full of himself and does everything according to his own wishes and ideas. Such a leader is a dominant leader. A dominant leader does not consult his members.

In the second glass, the water is lost in the water already present in the glass. The water does not bring in any substantial changes in the glass. Just as the water, which is simply lost in the glass, such leaders do nothing. They do not bring about any changes in the group. Such leaders are dummy leaders (namesake leaders).

In the third glass, the water becomes muddy. What is initially drinkable is now no more drinkable. Just as the mud, which spoils the water in the glass, this leader spoils the group. The leader causes a lot of problems and conflicts within the group. Such a leader is an anarchic leader.

In the fourth glass, the water becomes sweet due to the addition of sugar. The water changes in value by becoming sweet. The sugar has mingled with the water in the glass and has enhanced its value. Just as the sugar has added value and sweetened the water, this leader adds value to the group by mixing amicably and resulting in better group performance.

v. Allow the participants to reflect on what kind of glass they are in? What kind of farmers’ group or cooperative have they created; is it pebble, water, sugar or mud?

vi. Without compelling or obliging the participants to share their reflection, ask if there are any volunteers who would like to share their reflections. Otherwise close the session by highlighting the importance of being the leader who is like a sugar in the farmers’ group or cooperative.
Session II: Qualities of a good leader

Session objectives

By the end of the session, the participants should be able to:

- Identify qualities of a good leader
- Understand the importance of good leadership
- Discuss how these qualities can be practiced in their farmers’ group/cooperative context

Methodology

- Presentation
- Plenary discussion
- Group work
- Debriefing

Activity: The leader from the hell and the leader from the heaven

Steps

i. Tell the participants that we are going to draw up some qualities of a leader from the heaven and some qualities of a leader from the hell.
ii. Divide the participants into smaller groups of four to five members ensuring that we have an even number of groups (e.g. we have four smaller groups).
iii. Ask half of the smaller groups (e.g. two smaller groups) to reflect on good leadership in their respective group and generate a list of qualities that make somebody a good leader. These lists are the leader from the heaven.
iv. Similarly, the remaining half of the smaller groups (e.g. the other two smaller groups) will reflect on bad leadership in their respective group and list out qualities that make somebody a bad leader. These lists are the leader from the hell.
v. Allow the groups to present their list.
vi. Generate discussion on the lists around the following questions:

   a. Ask whether the participants find some qualities particularly challenging to uphold / practice and some particularly easy.
   b. Clarify if some qualities are confusing.

vii. Discuss how these qualities can be applied as leaders in the farmers’ group or cooperative.
viii. Debrief using the debrief note.
Debrief note

As an addition to the qualities identified by the groups, there are four qualities that would help a leader to become effective:

a. **Vision**

A leader must have a vision for the farmers’ group or cooperative. He / she must be able to visualise in what circumstances and situations the farmers’ group/cooperative should be in the future. The leader should be able to explain the desired future of the farmer’s group/cooperative in terms of business, what kind of impact it should have on the members and the communities, and how would the farmers’ group/cooperative be managed, etc.

b. **Passion**

The leader must have passion (genuine interest) to serve the farmers’ group/cooperative and the community. The interest should be the main motivation for working selflessly for the group. The leader should believe in achieving results for the group and be willing to serve selflessly for the benefit of the group and the community.

c. **Decision-making skills**

Leaders make decisions. Leaders in the farmers’ group/cooperative should be able to make decisions in the group by engaging everybody in the decision-making process. The leader should believe in the merit of participatory decision-making. He / she should encourage every member to contribute to the decision-making process. The leader should use all means to create conditions that generate quality decisions that are in the interest of the whole group. These quality decisions should neither be in the interest of a few influential members nor in the interest of the leader herself or himself.

d. **Communication skills**

The leader should have the ability to communicate effectively. However, effective communication is often mistaken as being able to speak fluently. Effective communication involves primarily listening actively to others. It means encouraging others to express their views and getting others’ ideas, and coordinating infusion of ideas and views into the decision-making process. Therefore, leaders should be able to build capacity and courage of the members to share their views and ideas.
Session III: Roles of a leader in a farmers’ group and a cooperative

Session objectives

By the end of the session, the participants should be able to:

- Explain the roles of a leader in farmers’ groups/cooperatives

Methodology

- Presentation
- Plenary discussion
- Pair work
- Debriefing

Steps

i. Ask the participants to pair up and discuss what are some of the roles that leaders in farmer’s groups/cooperatives should play.

ii. Ask the pair groups to write down each role on a separate meta card.

iii. Allow the pairs to present their cards to the plenary and place the cards on the floor for everyone to see.

iv. Debrief on the presentations by using the leadership roles (here below).

Debrief note

Roles of a leader

The roles of a leader in farmers’ groups/cooperatives can be grouped into two headings:

a. Task / business related roles
b. People / member related roles

Task / business related roles

Making sure that it is done well and as efficiently as possible.

Managing the task / business includes:

Managing resources, i.e.: ensuring the group earns or raises enough money, ensuring that it has the correct resources and equipments, and ensuring that all the resources are well used and their use is monitored and controlled (efficient and transparent use of resources).

Managing the work, i.e.: working out the structures and how the work will be organised, ensuring that planning happens, that tasks are allocated, that there is follow-up or reporting to ensure the work has been done, etc.
People / member related roles

Making sure that all the members are motivated and satisfied so that the group can be productive.

Managing the people includes giving out work, ensuring the work is done, giving positive feedback for work well done, ensuring that people take up their responsibilities with commitment.

It is important to understand that both types of roles are important and that a leader must keep them in balance.

v. Now ask the participants if they can categorise the leadership roles that they have identified earlier into the People and Business related roles.
vi. Let a few participants attempt to do it by shuffling the cards.
vi i. Point out that in some of the categories the roles of leaders need to be further thought of. Ask participants to add roles of leaders in each of the categories.
viii. Ask participants to cross-check the roles and responsibilities as mentioned in the by-laws of their farmers’ group/cooperative with the roles that they have identified. Provide opportunities to include additional roles as required by the by-laws.
# Group Dynamics and Building Cohesion in Farmers’ Groups and Cooperatives

## Time guidelines

<table>
<thead>
<tr>
<th>Session</th>
<th>Minutes (Approximate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Understanding group dynamics and cohesion</strong></td>
<td>30 minutes</td>
</tr>
<tr>
<td>2. <strong>Conditions for healthy group cohesion</strong></td>
<td>60 minutes</td>
</tr>
<tr>
<td>3. <strong>Generating group cohesion</strong></td>
<td>90 minutes</td>
</tr>
</tbody>
</table>
Unit III: Group Dynamics and Building Cohesion in Farmers’ Groups and Cooperatives

**Time:** (3 hours)

**Learning outcomes**

On successful completion of the unit, the participants should be able to:

- Understand the nature of group dynamics and cohesion and the importance of nurturing good group cohesion
- Explain the conditions for successful group cohesion
- Use practical approaches and techniques to enhance group cohesion, including trust

**Session materials**

i. Flip charts
ii. Markers
iii. Meta cards
iv. Nylon rope ball
v. Scissors
vi. Blindfolding cloth
vii. Two self-assessment forms
viii. Various objects to hide (e.g. keys, mobile phone, tooth brush, tooth paste, wallet, five hundred Ngultrum note, etc.)

**Trainer preparation**

Prior to running the session, the trainer should:

- Prepare a presentation (display) on approaches for trust management
- Review the teaching notes and participants materials
- Ensure that all materials required for the session are available

**Teaching and learning approaches**

- Debriefing
- Presentation
- Demonstration
- Brainstorming
- Activity
- Group work
- Plenary discussion
Session I: Understanding group dynamics and cohesion

Session objectives

By the end of the session, the participants should be able to:

- Explain the importance of group cohesion
- Appreciate how each member’s action/inaction will affect others

Methodology

- Activity: The human web
- Demonstration
- Debriefing
- Plenary discussion

Activity: The human web

Steps

i. Ask the participants to stand in a circle. Tell them that we are going to weave a human web just like a spider web.

ii. Take the nylon ball and have one of the participants hold one end of the string while he/she throws the nylon ball to any other participant. Before the nylon ball is thrown to the selected person, the participant should say one thing that he/she likes in that person.

iii. The person to whom the nylon ball is thrown should similarly hold the string and select another person in the group to throw the nylon ball at. The process should be repeated until all the participants are included in the web.

iv. Ask the participants to hold the string gently (Holding the string gently will make everyone feel the pull as mentioned in point v below).

v. Have one of the participants pull the string. Ask if all the other participants felt the pull (All should have felt the pull). Repeat a couple of times with different participants leading to the same result.

vi. Ask the participants what lessons can be learned from this game.

vii. Debrief using the debrief note.

Debrief note

In a group like a farmers’ group/cooperative, every member is important. Together we can create a beautiful web. But if one of the members lets go of the string, the web will be ugly and incomplete. Similarly, if one pulls the string the others will feel the pull. What one member does will affect all others negatively or positively.

viii. Demonstrate by cutting the web in a few places with a pair of scissors. The web will collapse. Show to the participants that when one or a few members do not partici-
pate, the web collapses or becomes ugly. Explain the similarity with a farmers’ group/cooperative: when one or few members do not participate, the group does not function properly.

ix. Generate discussion relating the lessons from the game to the actual experiences in farmers’ groups/ cooperatives. Discuss around the following questions:

a. How will the farmers’ group/cooperative be affected by the actions/inaction of one or a few members? Insist on giving concrete examples in the responses of the participants.

b. How will the actions of the leaders affect the group both in negative and positive ways?
Session II: Conditions for healthy group cohesion

Session objectives
By the end of the session, the participants should be able to:

- Explain the conditions for successful group cohesion
- Analyse the presence of these conditions in their farmers’ group/cooperative

Methodology

- Brainstorming
- Group work
- Presentation
- Plenary discussion

Steps

i. Relating to the earlier session, ask the participants to think of conditions that contributed to the making of a beautiful web. In other words, what were the things necessary to create that beautiful human web in the earlier game?

Expected responses

- Holding the string right
- Throwing the ball right
- Standing in good circle
- Quality of the nylon
- Selection of the person to throw the string
- Etc

ii. Record the responses on a flip chart.

iii. Now ask the participants to reflect on what conditions would be necessary to create good group cohesion in their farmers’ group/cooperative. In other words, what are the things necessary or that need to be put in place to ensure that there is good group dynamics / harmony or cohesion.

iv. Divide the group into smaller groups of four to five members preferably from the same farmers’ group/cooperative and let them discuss and list out the success conditions.

v. Allow each group to present their list to the plenary.

vi. Present the following success conditions for group cohesion as corroboration and validation or addition to the lists generated by the groups.
**Success conditions for group cohesion**

- Mutual trust
- Effective and open communication
- Presence of common interest of the members and common goal
- Accountability of the office bearers
- Participatory decision-making
- Members benefit from farmers’ group/cooperative activities (financially or in another way)
- Proper assessment and planning (business plan, feasibility study) is done
- Transparency in accounts
- Strong, but participatory leadership – in particular the capability to negotiate and solve conflicts
- Good networking with important stakeholders
- Clear division of roles and responsibilities

vii. Spend some time to clarify on some of the conditions.

viii. Distribute the self-assessment form for conditions of success for group cohesion and ask the participants to work in their earlier groups and rate their own farmers’ group/cooperative.

ix. Discuss in plenary on the ratings of the participants especially picking up on the extreme ratings (Excellent and Very poor). Probe on the medium ratings as well.

### Self-assessment form

<table>
<thead>
<tr>
<th>Success conditions for group cohesion</th>
<th>Excellent</th>
<th>Good</th>
<th>Medium</th>
<th>Poor</th>
<th>Very poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mutual trust</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective and open communication</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presence of common interest of the members and common goal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountability of the office bearers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participatory decision-making</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Members benefit from farmers’ group/cooperative activities (financially or in another way)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proper assessment and planning (business plan, feasibility study) is done</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transparency in accounts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strong, but participatory leadership – in particular the capability to negotiate and solve conflicts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good networking with important stakeholders</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear division of roles and responsibilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Others)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Tips to debrief the assessment:**

The reasons for particular ratings may be the following:
- Maturity of the farmers’ groups/cooperatives
- Lack of skills to strengthen the success conditions
- Leaders’ awareness on these success conditions
- The size of the farmers’ groups/cooperatives where size of membership influences the conditions

The form should help the farmers’ groups and cooperatives to become aware of their performance against each of the success conditions and explore opportunities to enhance these conditions.
Session III: Generating group cohesion

Session objectives

By the end of the session, the participants should be able to:

- Be sensitive to the need to contribute to the development of group cohesion
- Understand the importance of trust as primary success condition for group cohesion
- Be aware of some approaches to trust management

Methodology

- Presentation
- Activity: Can I trust you?
- Debriefing
- Group work
- Plenary discussion

Steps (A)

Activity: Can I trust you?

i. Ask all participants to go out of the training facility.
ii. Hide objects (e.g. flowers, bottles, cups, stones, etc.) in the training facility. There should be as many objects hidden as half the number of participants. Write the names of the hidden objects on separate meta cards.
iii. Outside the training facility, divide the participants into pairs. Ask each pair group to appoint a leader and a follower. Give each pair a meta card containing the name of the hidden object the pair will need to look for.
iv. Blind fold the “followers” and ask the leaders to guide their follower to the hidden object. The leaders should guide/lead their follower.
v. Instruct the pair to find the hidden object from the training venue. While the object may be searched jointly, the object should be picked up by the follower only. The blind fold can be removed only when the object is found.
vi. After all the pairs have found their object, have the participants take their seats for discussion on the activity.
vii. Generate discussion around the following questions:

a. How did you (followers) feel walking towards the hidden object? What was your main concern?
b. What was the main concern of the leaders?
c. Why did you feel that way?
d. Did you (followers) have trust / confidence in the leader? Probe the response
e. Did the trust change during the entire process? Probe the response
f. What did you do as leaders? How did you guide the followers?
g. What were your responsibilities as leaders?
h. What was challenging / difficult as leaders for this activity?

viii. Debrief using the following debrief note.
Debrief note

Key points

- Trust is a primary success condition for group cohesion
- Trust, however, does not come easily. It must be nurtured and managed
- Trust comes only through building confidence in each other and proving to the other that you can be trusted
- Good communication is essential in building trust
- While trust is essential, trust should not be a blind trust
- Clarity of the goal and communicating the goal clearly can enhance levels of trust

ix. Ask participants to think of a person they trust and list the reasons why they trust that person and what the person does to create that trust. Let some of them share their views.

x. Ask participants to reflect on how trust can be enhanced in their farmers’ group/cooperative. Let some of them share their views.

Steps (B)

Creating and Nurturing Trust

i. Tell the participants that we will now look at how we can actually create and build trust in our farmers’ group/cooperative.

ii. Divide the participants into smaller groups of four to five members preferably from the same farmers’ group/cooperative.

iii. Administer the self-assessment form of trust in “My farmers’ group/cooperative.”

Self-assessment form

<table>
<thead>
<tr>
<th>Factors</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the members candidly and willingly share their views?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are farmers’ group/cooperative meetings interesting and attended with excitement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do the members reach decisions with ease and be satisfied with it?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do the members share their limitations and concerns with each other?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do the members share their needs with each other?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do the members forgo their self-interest for the good of the group?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If you answered “no” to most of these questions, it indicates a problem of trust in your farmers’ group/cooperative.

iv. Debrief on the self-assessment results by highlighting the following points:
a. The assessment is in no way scientific but can be good enough as an indicator to assess the quality and level of trust in the group.

b. Irrespective of the ratings and score, one of the most important responsibilities of the leadership in a farmers’ group/cooperative is to create and nurture trust in the group.

v. Present the following approaches for trust management in the group. Allow the participants to interject, remark, share their experiences and opinions throughout your presentation.

**Approaches for trust management**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Problem description</th>
<th>Approach (leadership actions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of trust</td>
<td>This takes place when members are hesitant to open up to one another and are not open about their oversights, weak points, or needs for help. Without a certain comfort level among members, trust is impossible.</td>
<td>• Spend considerable time in face-to-face meetings and in social settings to understand each other’s views and to get to know each other better.</td>
</tr>
<tr>
<td>Lack of loyalty</td>
<td>Without loyalty, members will not commit to decisions, creating an atmosphere where doubt prevails.</td>
<td>• Evaluate commitments at the end of each meeting to make certain all members are allied. • Even if there are disagreements, ensure that the members understand and are committed to the decision.</td>
</tr>
<tr>
<td>Lack of accountability</td>
<td>When members don’t commit to an understandable plan of action, even the most alert and motivated individuals think twice about working together. When members do not have access to adequate information, it’s difficult to be responsible.</td>
<td>• Make the goal and activities clear and outline the responsibilities of every member. • Maintain proper records and make them accessible to the members.</td>
</tr>
<tr>
<td>Lack of result</td>
<td>Team members tend to put their own needs (ego, self success, acknowledgment, etc.) ahead of the group goals.</td>
<td>• Keep the members focused on concrete group goals. • Reward individuals based on group goals and shared success.</td>
</tr>
</tbody>
</table>

**Tips for presenting the approaches to trust management:**

1. Handle one problem at a time. At the end of the presentation on each problem, generate discussion to affirm their prior experiences or take stock of the challenges in addressing the particular problem.
2. Before telling the approaches for managing the problem, it would be better to ask what the experience of the participants is in addressing this particular problem. This provides opportunity to affirm their actions or present suggestions for making necessary corrections in their present actions.
3. While presenting the problems, generate discussion around the signs of such problem in their respective farmers’ group or cooperative.
4. Check with the participants how relevant the suggested approaches are for addressing the problems.
### Participatory Decision-Making in Farmers' Groups and Cooperatives

#### Time guidelines

<table>
<thead>
<tr>
<th>Session</th>
<th>Minutes (Approximate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding decision-making process</td>
<td>60 minutes</td>
</tr>
<tr>
<td>2. Importance of participatory decision-making</td>
<td>30 minutes</td>
</tr>
<tr>
<td>3. Making decisions participatory in the farmers’ group and cooperative</td>
<td>90 minutes</td>
</tr>
</tbody>
</table>
Unit IV: Participatory Decision-Making in Farmers’ Groups and Cooperatives

Time: (3 hours)

Learning outcomes

On successful completion of the unit, the participants should be able to:

- Understand the nature and explain the benefits of participatory decision-making process

Session materials

i. Flip charts
ii. Markers
iii. Meta cards
iv. Cup with a handle
v. Image or poster for activity “The demon in the village”

Trainer preparation

Prior to running the session, the trainer should:

- Review the teaching notes and participants materials
- Ensure that all materials required for the session are available

Teaching and learning approaches

- Debriefing
- Plenary discussion
- Individual and group activity
- Presentation
- Brainstorming
- Demonstration
Session I: Understanding decision-making process

Session objectives
By the end of the session, the participants should be able to:

- Explain decision-making process

Methodology
- Brainstorming
- Plenary discussion

Steps
i. Ask the participants how decisions are made in their farmers’ group/cooperative.

Expected responses
- Consensus
- Together
- Through deliberations
- Involving all members
- Voting

ii. Write down the responses on a flip chart.

iii. Allow participants to explain some of the pertinent responses that they have provided. Ask a few to elaborate on the process of decision-making.

iv. Ask the participants what is the most important thing that they take care of in the decision-making process? Example: are they concerned about the time taken to take decisions; involvement of all concerned; the quality of decisions; etc.

v. Discuss the advantages and disadvantages of the above concerns.

a. If the decisions are made by one or few individuals, the time taken to decide will be faster. But this can affect the implementation of the decisions as some people may not understand or agree with the decisions made.

b. If the decisions are taken in the group, the time taken may be longer but people may own up the decisions and therefore the implementation may be faster.

vi. Ask the participants if they can think of any other advantages and disadvantages. Spend some time to discuss in plenary.
Session II: Importance of participatory decision-making

Session objectives

By the end of the session, the participants should be able to:

- Understand the importance of participatory decision-making in farmers’ groups/co-operatives

Methodology

- Demonstration: The cup with many handles
- Plenary discussion
- Debriefing

Activity: The cup with many handles

Steps

i. Ask the participants to sit cross legged on the floor in one complete circle.
ii. Have a cup placed in the center of the circle.
iii. Ask the participants on which side the cup handle is fixed.

Expected responses

- Left
- Right
- Front
- Back

iv. Have all the participants explain their perspective of the position of the cup handle.
v. Generate discussion on why there are different perspectives on the position of the cup handle.
vi. Ask the participants if they find the people whom they work with in the farmers’ group/cooperative thinking differently.
vii. How do they think of the people thinking differently?
viii. Debrief the discussion using the following key points:

Key points

In fact, it is good in the decision-making process that people think differently. There is no right or wrong perspectives. It is important to understand how others think because it allows the group to look at the issues from different perspectives. The views of different group members would also enable to think in advance about the implications and risks involved with the decision. The group can also explore all alternative solutions. Therefore, it is important that everybody in the group participates in the decision-making process.
Session III: Making decisions participatory in the farmers’ group and cooperative

Session objectives
By the end of the session, the participants should be able to:

- Understand the process of participatory decision-making in farmers’ groups/cooperatives

Methodology

- Individual and group activity – The demon in the village
- Presentation
- Plenary discussion
- Debriefing

Activity: The demon in the village situation

Steps

i. Present the “demon in the village” situation game to the participants.

Demon in the village situation

In a village, an evil demon has captured the following ten people. The demon intends to eat all the people. However, the village pleaded with the demon to stop eating the people. The demon has agreed to release five out of the ten people.

1. A doctor
2. A farmer
3. A small girl
4. A pregnant woman
5. A lama
6. The Dasho Dzongdag
7. A school teacher
8. A young college student
9. The village Gup
10. A three month baby boy
Trainer’s notes:

The Dasho Dzongdag and the village Gup are illustrated in the pictures as male Dasho Dzongdag and male Gup. It is however important that the trainer mentions to the participants that it can be a female or male Dasho Dzongdag, and a female or male Gup.

ii. Ask the participants to individually make a list of the five people to be released. Tell the participants not to share their list with each other.

iii. Divide the participants into smaller groups of four to five. Ask the group to appoint a leader and an observer in their respective group.

iv. Ask the participants to decide in their smaller group about the list of five people to be released.

v. The leader will facilitate the group discussion while the observer will observe the decision-making process. Instruct the participants accordingly.

vi. Let the groups present their list with justifications.

vii. After the presentations are made, ask how the groups have arrived at the final lists. Let them elaborate on the process of finalising the lists.

viii. Ask the observer on the process of decision-making. Probe answers on the following questions:

a. Did all members express their views?

b. Did the leader make sure that every member had the opportunity to express his/her views?

c. How were some differences in views dealt with by the leader and the group members?

d. Were all members comfortable with the final decision?

e. How did the leader make sure that the decision was acceptable to all?

ix. Debrief using the following debrief note.

Debrief note

Mutual understanding

For the group to reach agreement, every member should understand the reasons behind one another’s views, needs and goals. This promotes greater understanding amongst the members.

Full participation

Every member must be encouraged to be actively involved. This will promote people to express their views and help clarification of issues and problems. This will enrich discussions and help reaching appropriate and common solutions.

Common solution

Common solution is reached when every member’s views and perspectives are taken into account. Such a solution will have the ownership of the members.

Shared responsibility

Participatory decision-making will promote responsibility of all those involved. People
will recognise that they are obliged to implement and shoulder their respective duties in implementing the decision.

**Practical tips to use for participatory decision-making:**

a. Question individual members in turns  
b. Have all members write their views on small cards  
c. Find ways to involve the more silent members  
d. If there are many members, have smaller meetings before bigger meeting such as general assembly  
e. Find reasons behind every one’s views
# Communication in Farmers’ Groups and Cooperatives

## Time guidelines

<table>
<thead>
<tr>
<th>Session</th>
<th>Minutes (Approximate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Understanding communication</td>
<td>30 minutes</td>
</tr>
<tr>
<td>2. Sources of communication barriers</td>
<td>60 minutes</td>
</tr>
<tr>
<td>3. Making communication effective</td>
<td>60 minutes</td>
</tr>
</tbody>
</table>
Unit V: Communication in Farmers’ Groups and Cooperatives

Time: (2 hours 30 minutes)

Learning outcomes

On successful completion of the unit, the participants should be able to:

- Understand the nature of communication and the importance of two-way communication
- Be aware of the sources of communication barriers
- Understand what active listening is about
- Develop effective communication process in their farmers’ group or cooperative

Session materials

i. Flip charts
ii. Markers
iii. Meta cards
iv. Nu. 50 note
v. A cut out of a story from a local newspaper (2 to 3 paragraphs long)
vi. Communication process diagram (image/poster)
vii. Communication sketch/diagram (image/poster)

Trainer preparation

Prior to running the session, the trainer should:

- Prepare questions to ask about the story
- Review the teaching notes and participants materials
- Ensure that all materials required for the session are available

Teaching and learning approaches

- Presentation
- Plenary discussion
- Group work
- Brainstorming
- Debriefing
- Activity
Session I: Understanding communication

Session objectives

By the end of the session, the participants should be able to:

• Explain the communication process

Methodology

• Plenary discussion
• Brainstorming
• Debriefing

Steps

i. Present the Bhutanese proverb “Thob chang Kha gi thob, Shor chang Kha gi shor” (The way we use our mouth, we either win or loose).
ii. Ask the participants to explain what they understand through the proverb.
iii. Ask the participants to relate their experiences to prove the proverb is right.
iv. Ask the participants what they think is communication.

Expected responses

Way they talk
Telling
Asking
Arguments
Quarrel
Debates
Discussion
Listening, Etc

v. Drawing from the responses, present the following key points.

Key points of communication

• Communication is how we express what we think, feel and want (head, heart, feet)
• Everything we do is communication
• The way we formulate our message often determines the outcome of the communication
• The way messages are delivered always affects the way the message is received
• The real communication is the message received, not the message intended
• Effective communication is two-way – we have to send messages as well as receive feedback
• Communication is both verbal and non verbal
• When we fail in communicating a message, this can result in misunderstandings and conflicts
vi. Show the communication process diagram and explain using the following note:

There are four elements involved in the communication process. They are: source, message, channel and receiver. There are one-way and two-way communications. Passing the message from the source through the channel to the receiver is called one-way communication. If the receiver sends back feedback about the information received, then two-way communication takes place. To ensure effective communication takes place among the members of the farmers’ group/ cooperative, two-way communication is very important.
Session II: Sources of communication barriers

Session objectives

By the end of the session, the participants should be able to:

- Explain causes of communication break-down or failures

Methodology

- Activity: The communication diagram
- Plenary discussion
- Debriefing

Steps

i. Ask for a volunteer who is very good at communication. The group may nominate a member.

ii. Hand over the communication diagram to the volunteer. The diagram should not be seen by the other participants until the end of the session. Have the volunteer turn his or her back to the audience so that no eye contact is possible. The volunteer can use only verbal communication, i.e. no gestures, hand signals, etc. Further, no questions are allowed on the part of the audience. In brief, only one-way communication is allowed.

iii. The volunteer should through verbal communication make the other participants to draw the same diagram.

iv. The participants will listen to the volunteer and each try to draw the diagram.

v. When the exercise is completed, show the diagram to the participants and ask participants whether their drawings are at all similar to it.
vi. Generate discussion using the following questions:

a. Why couldn’t you draw the same diagram?
b. How could we have made it easier?

vii. Debrief using the key points.

Key points

- Communication is not effective when it is only one way.
- Communication is not effective when there is no feedback; it is very important for the leaders to encourage members to give feedback by asking questions in a non-threatening manner.
- Communication is not effective when the communicator fails to understand the need and situation of the receiver.

Similarly, the listeners could also contribute to the failure in communication due to the following:

- interrupting
- jumping to conclusion
- finishing others’ sentences for them
- inattention
- not listening carefully
- not responding to what others have said
- failing to ask questions and giving feedback

Filters that affect communication:

- Expression: choice of words, body language, voice tone and volume
- Attitude: expectations, personality, status and authority
- Relationship: historical relationship, past messages
- Setting: timing, physical state

Tips for generating discussion:

Most participants would have drawn a very different diagram from the actual diagram. Show or highlight to the participants that their diagrams are not only different from the actual diagram but each of their diagrams differs from each other as well.

Highlight that it is interesting to note that although all the participants were listening to the same instructions to draw given by one volunteer participant, each of them drew differently. They heard the same instructions but acted on the instructions very differently. This demonstrates that each of us acts based on the differences in our experiences, knowledge and interests. Therefore, effective and clear communication becomes all the more important.
Session III: Making communication effective

Session objectives

By the end of the session, the participants should be able to:

- Understand the importance of active listening
- Develop communication strategy and approaches to be applied in their farmers’ group/cooperative

Methodology

- Activity
- Plenary discussion
- Group work
- Presentation
- Debriefing

Steps

i. Clip a story from a local newspaper that is approximately two or three paragraphs long. With absolutely no introduction, casually mention to your group. Read aloud the entire two to three paragraphs. When finished, you will see a room of either bored or disinterested faces.

ii. Pull out a Nu. 50 note and state “OK, I have got a few questions for you based on the story you just heard, and whoever gets them all right wins this money.” Read 8 to 10 prepared questions (i.e. names, dates, places, etc.). In all likelihood, not one person will be able to answer all questions correctly.

iii. Generate discussion around the following questions:

a. You all heard that story, yet few could remember very much about it. Why? (Disinterest, no objective, no advance reward)

b. Why didn't we listen? Is this typical? What can we do to sharpen our listening skills?

c. If I had told initially you could win some money, would you have listened more attentively? Why? How can we ensure better listening (without monetary rewards)?

iv. Debrief using the following key points on active listening.

Key points

- Active listening means listening carefully
- Listening encourages the speaker to talk and express feelings
- By being active listeners, the leaders in farmers’ groups/ cooperatives will be able to understand and respond better to the needs and concerns of group members
**Active listening tips:**

- Give verbal and non-verbal acknowledgement (nods and ‘uh-uhms’) to the speaker
- Look at the speaker to observe body language
- Ask questions to clarify
- Give the speaker time to articulate his / her thoughts
- Let the speaker finish what he / she is saying before giving opinions
- Remain poised, calm and emotionally controlled
- Look alert and interested
- Paraphrase
- Summarise
- Listen to the content (head), feelings (heart) and intentions (feet) of the speaker

v. Divide the participants into smaller groups of four to five members, preferably from the same farmers’ group/cooperative. Ask them to discuss how information is communicated in their farmers’ group/cooperative at present and the ways for improvement.

vi. Let each group present their work to the plenary.

vii. Debrief using the following key points.

**Key points**

- Messages communicated effectively lead to good relationship building among the group members
- Knowing each other’s values, beliefs and thoughts leads to effective communication
- Knowing each other’s values, beliefs and thoughts will determine what we do and say, the outcome of which will be beneficial for all group members
- Institute good mechanisms to facilitate effective communication. For example: organise complementary forums to the general assembly meeting; informal gatherings on special occasions; institute a system of focal representatives in case of bigger farmers’ groups

**Some tips for effective communication:**

- Be clear in the way you deliver your message
- Listen actively to the message that is being communicated to you
- Have an open attitude towards the person you communicate with
- Choose the time and place carefully for communicating a message
## Conflict Management in Farmers’ Groups and Cooperatives

### Time guidelines

<table>
<thead>
<tr>
<th>Session</th>
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<tr>
<td>1. Understanding conflict</td>
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</tr>
<tr>
<td>2. Sources of conflict</td>
<td>60 minutes</td>
</tr>
<tr>
<td>3. Conflict analysis</td>
<td>60 minutes</td>
</tr>
<tr>
<td>4. Resolving conflict</td>
<td>90 minutes</td>
</tr>
</tbody>
</table>
Unit VI: Conflict Management in Farmers’ Groups and Cooperatives

**Time:** (4 hours)

**Learning outcomes**

On successful completion of the unit, the participants should be able to:

- Understand the nature of conflict and the importance of managing conflict
- Identify sources of possible conflict in their farmers’ group/cooperative
- Analyse a conflict
- Use practical approaches and techniques to manage and resolve conflict

**Session materials**

i. Flip charts
ii. Markers
iii. Meta cards
iv. The image or poster ‘Conflict in the bottle’

**Trainer preparation**

Prior to running the session, the trainer should:

- Prepare flip charts for presentations
- Be familiar with the story of the gods and the demigods
- Review the teaching notes and participants materials
- Ensure that all materials required for the session are available

**Teaching and learning approaches**

- Story telling
- Group work
- Debriefing
- Brainstorming
- Plenary discussion
- Presentation
- Activity
- Demonstration
Session I: Understanding conflict

Session objectives
By the end of the session, the participants should be able to:

- Explain what conflict is
- Distinguish between destructive and constructive conflict
- Explain the importance of managing conflict

Methodology

- Brainstorming
- Plenary discussion
- Presentation
- Activity: The conflict in the bottle
- Debriefing

Steps

i. Ask the participants what they understand by conflict.

Expected responses

Disagreement
Differences in views and opinions
Fights
Argument
Debates
Discussion
Not getting along well
Etc.

ii. Write down the responses on a flip chart.

iii. Allow participants to explain some of the pertinent responses that they have provided. You may also want to check if some participants disagree with each other’s responses.

iv. Present the general definition of conflict on a flip chart and debrief by relating the responses of the participants to the general definition of conflict.

v. Highlight the key points in the definition.
**Tips for generating understanding of conflict:**

The term “conflict” does not have a direct one word equivalent in Dzongkha. Conflict can be explained through a combination of meanings in Dzongkha. The Dzongkha terms for conflict include fighting, disagreement, argument, discussion, debates etc.

It is therefore important to mention all the meanings of conflict in Dzongkha to explain the concept of conflict.

**Trainer’s notes:**

What is conflict?

**A general definition:**

Conflict is a disagreement through which the parties involved perceive a threat to their needs, interests or concerns.

**Key points in the definition:**

- **Disagreement** - Generally, we are aware there is some level of difference in the positions and views of the two (or more) parties involved in the conflict.

- **Parties involved** – There are two or more parties involved in a conflict situation.

- **Threat** – There is a real or a perceived threat that endangers the needs, interests or concerns of the parties involved in the conflict.

Conflict occurs between groups or individuals when values, perspectives and options are contradictory and have yet to be aligned or agreed to.

**Activity:** The Conflict in the Bottle

>> Conflict in the bottle
vi. Distribute the image handout or show the poster ‘Conflict in the bottle’.

vii. Ask the participants to identify the image that they see in the bottle.

**Tips:**

Check if any participants have seen the image before. It is possible that some of the participants, especially the extension agents, may have seen the image before. In that case, ask them to observe how other participants are reacting to the image and to not point out what is contained in the image.

**Expected responses**

- Picture of a man and a woman
- Drunken man and woman
- Having fun in the bottle
- Nature
- Etc.

viii. Ensure that most participants have seen the image of the man and the woman by asking around.

ix. Tell the participants you are seeing something different. Challenge them to see something else in the picture. Prompt the participants until some of them are able to see the images of dolphins or fishes in the picture.

x. Let all the participants finally see that there are images of dolphins and fishes in the picture besides the man and the woman.

xi. Debrief the session by highlighting the key points below.

**Key points**

A conflict arises when parties see issues differently just as the trainer saw the fishes when the participants saw the man and the woman.

But a conflict can be both destructive and constructive. If the trainer and the participants refused to see what the other parties saw, each of them would develop mistrust and this would obstruct development of healthy relationship. They would fail to understand each other's views. The conflict is then destructive.

On the other hand, if both the trainer and the participants saw the same image such as the picture of the man and woman, both the parties would not have seen the alternate picture of the dolphins or the fishes. We would have failed to get the alternate view of the situation. That way, conflict can be constructive if managed properly.

xii. Present the nature of a destructive and a constructive conflict

xiii. Generate discussion by asking the participants to relate the points in the exhibit to their own experiences.
**Trainer’s notes:**

### Destructive versus constructive conflicts

**A conflict is destructive when it:**

- Takes attention away from other important activities
- Hampers productivity
- Undermines morale
- Polarises people and groups, reducing cooperation
- Increases or sharpens difference
- Leads to irresponsible and harmful behaviour, such as fighting,
- Causes more and continued conflicts

**A conflict is constructive when it:**

- Results in clarification of important problems and issues
- Involves people in resolving issues important to them
- Causes authentic communication
- Helps release emotion, anxiety, and stress
- Helps individuals develop understanding and skills
- Helps raise and address problems
- Helps people learn how to recognise and benefit from their differences

### Key points

It is important to manage conflict. A well managed conflict leads to constructive results. However, conflict management is not necessarily about resolving conflict. It is about dealing with conflict in a meaningful way to prevent it from becoming destructive.
Session II: Sources of conflict

Session objectives

By the end of the session, the participants should be able to:

- Identify sources of possible conflict in their farmers’ group/cooperative

Methodology

- Group work
- Presentation
- Debriefing

Steps

i. Divide the group into smaller groups of four to five participants.
ii. Ask the sub groups to discuss and list out the sources of possible conflict in their farmers’ group/cooperative.
iii. Let the groups take turn in presenting their findings to the plenary. Have clarification questions only in between the presentations.
iv. Present the “Sources of possible conflict.”

Sources of possible conflict

- Scarcity of resources (finance, equipment, facilities, etc.)
- Different attitudes, values or perceptions
- Disagreements about needs, goals, priorities and interests
- Poor communication
- Poor or inadequate organisational structures
- Lack of team work
- Lack of clarity in roles and responsibilities
- Lack of openness and tolerance
- Abuse of authority

v. Debrief using the key points from additional reading materials for the trainer. Engage the participants through sharing of experiences and lessons with each other. Emphasize that these sources of potential conflict must be managed effectively and stress the importance of preventing them from becoming destructive conflict.

Additional readings for the trainer

A study of leadership capacity gaps in 11 farmers’ groups in the Eastern part of Bhutan (conducted in 2010) revealed the following potential sources of conflict:

Lack of transparency in accounts

There are incidences where accounts are not transparent and not enough efforts are being made to explain them to the members. Recording of every transaction with necessary documentary evidence and taking group consensus on major transactions are important means of ensuring transparency.
Misuse of assets / facilities

Farmers’ groups are increasingly supported both by the donors and the government. They receive assets such as machineries, equipments, and other assortments of utilities besides the ones built by the farmers’ group themselves. Most of these assets are at the custody of the leadership. Some of the members report the misuse of these assets as a potential source of conflict.

Unilateral decision-making process

A decision-making process that excludes members causes disruption of trust. Members do not own up the consequences of poor decisions especially when they have been excluded in the decision-making process. Some of the members expressed ignorance of significant decisions.

Dominant leader personality

A dominant leader personality takes upon him/herself the entire responsibility and accountability of the group. The strong personality discourages free and frank discussion in the group. The members are intimidated to express their views and grievances and hence keep silent.

Poor communication process / channels

Poor communication between the leadership and the members affect some of the farmers’ groups. The members expressed concern that they are not made aware of the plans, achievements and activities of the group. There is absence of systematic communication channels and network which provide a reliable source of information for the members. Similarly, most farmers’ groups lack a systematic grievance handling mechanism whereby the members are encouraged to provide positive and negative feedback.

Faulty benefit sharing mechanism

Another source of conflict is the benefit sharing model. While some farmers’ groups do have a benefit sharing framework in place, the principle of sharing benefit is often faulty. In most farmers’ groups, as surplus is yet to be generated, the benefit sharing is not of immediate concern and hence is not thought of at present. Some of the farmers’ groups that have surplus sharing mechanism in place, the mechanism may be disincentive to the most economically active member. Unless the surplus distribution is based on the economic participation of the members as opposed to equal sharing, conflict is imminent. Conflict may also arise if there is no clear agreement among the members about consideration for special conditions of the members e.g. disability, disaster, woman headed household, etc.
Session III: Conflict Analysis

**Session objectives**

By the end of the session, the participants should be able to:

- Understand the importance of managing conflict
- Analyse conflict to identify the causes and effects relationships

**Methodology**

- Brainstorming
- Presentation
- Demonstration
- Debriefing

**Steps**

i. Ask the participants what would be the consequences if a conflict is ignored or not managed properly.

**Expected responses**

Would become bigger problem  
Affect business of the farmers’ group  
The farmers’ group would have to close down  
The members would not be able to work together anymore

ii. Record the responses on a flip chart.

iii. Emphasise the damages caused by ignored conflicts or poorly managed conflicts, and therefore the importance of managing conflicts appropriately.

iv. Present the conflict tree concept as a tool for analysing and managing conflicts.

**The conflict Tree**

*(Analysis of the causes and the effects)*

This is a technique that can be used to analyse the causes and effects of conflicts, which affect farmers’ groups/ cooperatives.

It produces a visual representation of the analysis, in which the key conflict under discussion resembles to the trunk of a tree, the effects of the conflict become the branches and the causes of the conflict become the roots.
Conflict trees do more than just outline the root causes of the conflict. They provide a visual breakdown of conflicts into their symptoms as well as their causes. The process can be a useful tool in building people's awareness of the conflict, how they and others contribute to the conflict, and how these conflicts affect the farmers' group. This may also be an important step when attempting to manage conflict.

v. Together with the participants, construct a conflict tree for conflict analysis as a demonstration.

a. Ask participants what conflicts affect farmers' groups/cooperatives.
b. Write each of these conflicts on separate cards.
c. Ask participants to rank them: which is the most serious or important?
d. Agree on a main conflict on which the discussion will now focus.
e. Place the main conflict in the centre of a large piece of paper, or on the ground.
f. Ask participants what causes the conflict, and what the effects are.
g. Write each of these causes and effects on a separate card and place them on the paper or on the ground to show how they are linked to the main conflict. Place the causes below the main conflict, and the effects above it.
h. For each cause, ask what causes it; for each effect, ask what the consequences are. Continue this process until no further causes and effects are mentioned.
i. Move the cards around until participants agree they are in the correct position in relation to the main conflict. Organise the cards to clearly see their place in relation to the other cards (cause and effect).
j. Discuss which causes have the most effect on the conflict; and then discuss how they can be tackled.

vi. Debrief using the key points below.

Key points

- The conflict tree is a simple yet powerful tool to help analyse conflicts in organisations.
- It can help us understand the issues / conflicts better and more in-depth.
- It helps us understand how each of the conflicts / issues is related to others through causes and effects relationship.
- This tool also helps us to identify the most effective solutions to the conflicts by zooming into the root cause(s) of the conflict.
Session IV: Resolving conflict

Session objectives

By the end of the session, the participants should be able to:

- Be acquainted with steps of resolving conflict

Methodology

- Story telling
- Presentation
- Plenary discussion
- Group work
- Debriefing

Steps

i. Ask the participants if anybody knows the story of the gods and the demigods and their conflict about the fruits of the tree “Paksam Joenshing”. If any participant is familiar with the story, ask him/her to tell the story to the others.

ii. If none of the participants knows the story, present the story to the participants.

Story of the conflict between the gods and the demigods

The tree “Paksam Joenshing” has its roots in the kingdom of the demigods but the fruits of the tree are in the kingdom of the gods. The gods and the demigods are in constant conflict about the ownership of the fruits.
iii. Divide the participants into groups of four to five members.

iv. Ask them to discuss on how the conflict in the story can be resolved.

v. Allow each group to present their conflict resolution approach.

vi. Debrief using the following debrief note.

**Debrief note**

**Steps in resolving conflict**

1. Openly discuss the conflict focusing on what happened, who are involved and listen to everybody’s views.

2. List out possible solutions to the conflict taking into account everybody’s ideas.

3. Assess the pros and cons of each solution. Check if the solution would satisfy the farmers’ group/cooperative in the long term; is it a temporary solution or would it require systemic or structural changes to resolve the conflict.

4. Adopt the most effective and collective solution. If the effective solution is not a collective solution, further convincing and discussion may be needed.

5. Decide on the time frame for implementation and who is accountable for what.

6. Review and follow up on the status of implementation and check if the solution is able to address the conflict.

7. In extreme cases, an external person (s) may be invited to resolve the conflict. In such cases, the external person (s) should be acceptable to all parties.

vii. Draw from the experiences of the participants in actually resolving conflict in their farmers’ group/cooperative and refer to their by-laws for relevant provisions on settlement of the disputes.
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SNV Lao PDR. (2010). Leadership Learning Programme; Training Package, SNV. 2010


Internet Sources:

- www.ourcommunity.com.au/leadership/leadership_main.jsp
- www.cfc-fcc
- www.mindtools.com/pages/main/newMN
- www.gdrc.org/decision/Participatory-Decision-Making
Displays

Display 1

The seven principles of cooperatives

1. Voluntary and open membership.

Co-operatives are voluntary organisations, open to all persons who are able to use their services and willing to accept the responsibilities of membership, without any discrimination (gender, social, racial, political, religious beliefs, disability etc.).

2. Effective member governance.

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

3. Member economic participation.

Members contribute equitably to the capital of their co-operatives. Surpluses shall be allocated in accordance with Article 25 of the Cooperatives Act.

4. Autonomy and independence.

Co-operatives are autonomous, self-reliant organisations governed by the members. If they enter into agreements with other organisations, including government, or raise capital from external sources, they do so based upon mutually agreed terms that ensure effective governance by their members and maintain their cooperative autonomy.

5. Education, training and information.

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


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

7. Concern for the community.

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

- Mutual trust
- Effective and open communication
- Presence of common interest of the members and common goal
- Accountability of the office bearers
- Participatory decision-making
- Members benefit from farmers’ group/cooperative activities (financially or in another way)
- Proper assessment and planning (business plan, feasibility study) is done
- Transparency in accounts
- Strong, but participatory leadership – in particular the capability to negotiate and solve conflicts
- Good networking with important stakeholders
- Clear division of roles and responsibilities
**Self-assessment form**

<table>
<thead>
<tr>
<th>Success conditions for group cohesion</th>
<th>Excellent</th>
<th>Good</th>
<th>Medium</th>
<th>Poor</th>
<th>Very poor</th>
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<tbody>
<tr>
<td>Mutual trust</td>
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<tr>
<td>Participatory decision-making</td>
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<tr>
<td>Members benefit from farmers’ group/cooperative activities (financially or in another way)</td>
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<tr>
<td>Proper assessment and planning (business plan, feasibility study) is done</td>
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<tr>
<td>Transparency in accounts</td>
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<tr>
<td>Strong, but participatory leadership – in particular the capability to negotiate and solve conflicts</td>
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<tr>
<td>Good networking with important stakeholders</td>
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<tr>
<td>Clear division of roles and responsibilities</td>
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<tr>
<td>(Others)</td>
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</tr>
</tbody>
</table>
**Self-assessment form**

<table>
<thead>
<tr>
<th>Factors</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the members candidly and willingly share their views?</td>
<td></td>
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<tr>
<td>Are farmers’ group/cooperative meetings interesting and attended with excitement?</td>
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<tr>
<td>Do the members reach decisions with ease and be satisfied with it?</td>
<td></td>
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</tr>
<tr>
<td>Do the members share their limitations and concerns with each other?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do the members share their needs with each other?</td>
<td></td>
<td></td>
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<tr>
<td>Do the members forgo their self-interest for the good of the group?</td>
<td></td>
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</tr>
</tbody>
</table>
## Approaches for trust management

<table>
<thead>
<tr>
<th>Problem</th>
<th>Problem description</th>
<th>Approach (leadership actions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of trust</td>
<td>This takes place when members are hesitant to open up to one another and are not open about their oversights, weak points, or needs for help. Without a certain comfort level among members, trust is impossible.</td>
<td>• Spend considerable time in face-to-face meetings and in social settings to understand each other’s views and to get to know each other better.</td>
</tr>
<tr>
<td>Lack of loyalty</td>
<td>Without loyalty, members will not commit to decisions, creating an atmosphere where doubt prevails.</td>
<td>• Evaluate commitments at the end of each meeting to make certain all members are allied. • Even if there are disagreements, ensure that the members understand and are committed to the decision.</td>
</tr>
<tr>
<td>Lack of accountability</td>
<td>When members don’t commit to an understandable plan of action, even the most alert and motivated individuals think twice about working together. When members do not have access to adequate information, it’s difficult to be responsible.</td>
<td>• Make the goal and activities clear and outline the responsibilities of every member. • Maintain proper records and make them accessible to the members.</td>
</tr>
<tr>
<td>Lack of result</td>
<td>Team members tend to put their own needs (ego, self success, acknowledgment, etc.) ahead of the group goals.</td>
<td>• Keep the members focused on concrete group goals. • Reward individuals based on group goals and shared success.</td>
</tr>
</tbody>
</table>
Display 6

Demon in the village situation

In a village, an evil demon has captured the following ten people. The demon intends to eat all the people. However, the village pleaded with the demon to stop eating the people.

- A doctor
- A farmer
- A small girl
- A pregnant woman
- A lama
- The Dasho Dzongdag
- A school teacher
- A young college student
- The village Gup
- A three month baby boy
Display 7

Communication Process Diagram

SOURCE

MESSAGE

CHANNEL

RECEIVER

FEEDBACK
Conflict in the bottle