ORGANIZATIONAL DEVELOPMENT TOOLS
For the Imvula Music Education Program

Meghan Flynn, Lucas Gagne, Alazar Genene and Amanda Pennie
Worcester Polytechnic Institute
Cape Town Project Center 2017

TABLE OF CONTENTS

OVERVIEW

We held a series of workshops in order to assist the operational development of the Imvula Music Education Program. This packet serves three purposes: to explain what was accomplished in the workshops, to provide templates for future use, and to provide a collection of suggestions for future development.

In these workshops we used a technique called appreciative inquiry. This strategy was used in all workshops, and is explained in more detail below.

Appreciative Inquiry: Discovery through Positive Conversation
Appreciative inquiry (AI) is a technique that aims to discover the strengths of individuals and the program in an effort to create an ideal future for the organization (*An NGO Training Guide for Peace Corps Volunteers,* 2003*). This can be done through the "4-D cycle," which includes discovery, dream, design, and delivery. This differs from a problem solving approach, which suggests that the organization has problems and is a problem to be solved (*An NGO Training Guide for Peace Corps Volunteers,* 2003, pg 41).

Problem-Solving Approach	*Appreciative-Inquiry Approach*
Felt Need: Identification of the Problem	Appreciating and Valuing: the Best of "What Is" (Discovery)
Analysis of Causes	Envisioning "What Might Be" (Dream)
Analysis of Possible Solutions	Dialoguing "What Should Be" (Design)
Action Planning (Treatment)	Innovating "What Will Be" (Delivery)
Basic Assumption: An organization is a problem to be solved	Basic Assumption: An organization is a mystery to be embraced

Cooperrider, D. L., Whitney, D. K., Holman, P., & Devane, T. (1999). *Collaborating for change: Appreciative inquiry.* San Francisco: Berrett Koehler Communications. Retrieved from http://files.peacecorps.gov/multimedia/pdf/library/M0070_all.pdf

*Peace Corps. (2003). An NGO Training Guide for Peace Corps Volunteers. Peace Corps: Washington, DC. Retrieved from http://files.peacecorps.gov/multimedia/pdf/library/M0070_all.pdf

---

WORKSHOP 1: DREAM
Envisioning an Ideal Future for the Program

Objectives of Workshop:
This workshop was designed to creatively allow everyone's vision for the future of the program to be heard. When combined, these visions created one shared direction for the program.

Key Discussions:
With this strategy, the staff members analyzed what has worked well in the past for the program and ways to reinforce strengths within the program. This discussion attempted to extract core affirmative values, building the vision of the program. Next, discussion turned to 'dreams,' asking staff members to envision the future of the program. For this exercise, participants used examples of positive past experiences with the program to develop verbally affirmative "dream statements" describing their ideal future with the program. The staff kept the dream statements creative, while grounded in past experiences. From these dream statements, we shared ideas that could create a vision for the future of the program. This developed vision offers direction for the program to be as effective as it can be for the students.

Outcomes/Conclusions:
At the end of this workshop, we understood that the staff were primarily focused on:
- retaining students
- teaching students life skills
- attaining more instruments
- making the overall program run more efficiently

WORKSHOP 2: CAPACITY PROFILE
Understanding the program's potential through a detailed questionnaire

The capacity profile touches upon the different systems within an organization, including programs, governance, management, human resources, financial resources, and external relations (An NGO Training Guide for Peace Corps Volunteers, 2003). To gauge an NGO's capacity, a series of questions and evaluation criteria corresponding to each category is used. The Peace Corps Capacity Profile has been tested and modified with over 200 NGOs all over the world. When done correctly, this profile can show leaders of an NGO how a high capacity organization is run, unveil areas where staff and volunteers may be able to assist the NGO, and also used as a way to report back to donors on the current status of the organization.

Areas of limited capacity and growing capacity within the Imvula Music Education Program were determined through the capacity profile exercise used in workshop 2.

Areas of limited capacity:
- General communication
- Development and implementation of programs
- Use of vision/mission when making program decisions
- Storing and use of program information
- Communication of financial needs
- Personnel Management
- Public relations
- Cooperation with similar organizations
- Local funding base

Areas of growing capacity:
- General programs
  - The program reflects the need of the community
  - There is a growing demand for the program
- Leadership
  - Most decisions are made by management with some input with staff members
- Motivation of staff members
  - Staff morale is high
  - Staff has opportunities to contribute to the program to their fullest extent

The following are areas that presented themselves as limited capacity in the capacity profile exercise based on the responses of Poppy, John, and Duke. In the right-hand column are suggestions to move these areas from low to growing capacity.

Color Guide
Areas of attention for Imvula Music Education Program (IMEP)
Areas of attention for Playing for Change Foundation (PFCF)
Considerations for both

Areas of Limited Capacity	Suggestion for Growth
General communication	• Establish a shared mode of communication (e.g., group Whatsapp) • Provide all staff weekly updates on schedule and program related activities • Share a monthly class schedule • Schedule and hold monthly in-person meetings • Encourage staff members to share their opinions and ideas for the advancement of the program • Set a meeting agenda • Keep meeting minutes, that are shared with PFCF • Schedule a monthly update meeting with IMEP administrator to discuss outcomes of staff meetings
Development and implementation of programs	• Explore new school opportunities to expand the program • Hold performances to engage with the community • Keep a dialog between the program and headquarters as an evaluation metric on the progression of the program.
Use of vision/mission when making program decisions	• Establish a shared mission statement for IMEP and refer to it frequently in making programming plans

	• Ensure IMEP mission statement aligns with PFCF goals and that the program develops in compliance with this mission

Storing and use of program information	• Staff members must maintain:
	   ○ Class attendance records
	   ○ Lesson plans for one complete term of lessons
	   ○ Student assessments of classes
	
	• Program administrator:
	   ○ Should collect classroom records weekly, compile these and share these with PFCF monthly prior to monthly meetings
	• A shared platform, such as the photographing of handwritten registers. This can then be sent via SMS message or emailed to the headquarters or administrator.
	
	• Provide list of desired program documentation that is updated routinely, along with templates
	• Provide a platform that can be used by program administrator/staff for file sharing
	• Discuss program documents during monthly meetings with program administrator

Communication of financial needs	• Establish a yearly program budget • Communicate programming needs to PFCF during monthly meetings • Provide clear statements on funding restrictions • Review yearly budget • Address program funding issues during monthly meetings with program administrator
Personnel Management	• Create an organizational chart of the staff including roles and responsibilities • Develop staff contracts annually

Public relations	• Encourage a social media presence • Engage with parents so they gain an understanding on the program and how their children are progressing in the program • Assist with social media presence • Provide technical and funding assistance for student performances with the funds that have been allotted for the program • If funds or services cannot be provided, explain that to the program and have a conversation about finding an alternative
Cooperation with similar NGOs	• Identify and connect with similar local NGOs/NPOs • Assist with collaborations with other local NGOs, including identifying contacts and negotiating relationships
Local funding base	• Identify other opportunities for funding (e.g., NGOs that provide additional food for school-age children) • Consider fundraising sources such as crowdfunding or a funding web-page for routine private funds • Consider community outreach, including student performances to raise funds for program expansion, including more instruments and other program related resources • Assist the program administrator in exploring additional funding resources • Offer additional ideas that may be working in other PFCF programs

Outcomes/Conclusions:
The Imvula Music Education Program has a passionate staff who are working well with students to promote music education while also providing a safe environment for student growth. However, for the program to expand further, there are areas of the program that, if enhanced, can assist in growing the program and expanding its positive effect in the community.

WORKSHOP 3: COMMUNICATION
Communication platforms and staff meetings

Objectives of Workshop:
In this workshop we discussed the program's current platform for communication between staff and administration, documentation (i.e., attendance registers and meeting agendas), and practices used in staff meetings (i.e., chair of the meeting, meeting minutes, dispersion of meeting agenda).

Key Discussions:
Communication is important to Imvula Music Education Program (IMEP) staff members, but it is also a weak point in the current program; communication between staff members is minimal. We asked what form of communication worked for everyone, which led to a discussion about the positives and negatives about each method. We continued the conversation by discussing staff meetings, brainstorming the importance of staff meetings and potential venues to hold staff meetings. Lastly we had a discussion with the staff about the importance of meeting minutes, meeting agendas, and although not specific to communication, we discussed attendance sheets for students in the class.

Outcomes/Conclusions:
Through this meeting, we concluded that IMEP staff members are eager to improve their program-related communication. They suggested that between the staff members, and between the staff and administration, the best form of communication was phone calls and SMS messaging.

Samples and templates for meeting agendas, meeting minutes, and attendance sheets are included below.

Start Time: 9:15 AM

End Time: 11:15 - 11:30 AM

Sample Agenda

Meeting Chaired by: WPI Students

Minutes Recorded by: Amanda Pennie (WPI Student)

Meeting Objectives

In this workshop we plan to:

- Understand the importance of communication and documentation needed to strengthen an organization to move them forward
- Discuss current organizational practices of Imvula Music Education Program

Meeting Schedule

1. Introductions/Ice Breaker (10 min)
2. Debriefing the purpose of the workshop (5 min)
3. Staff Meeting Conversation (1 hr)
   a. Internal program communication
      i. Discussion about current staff meetings
      ii. Importance of communication between staff and administration
      iii. Discuss agendas for staff meetings
      iv. Discuss meeting minutes for staff meetings
      v. Finding a location and time for staff meetings
      vi. Schedule staff meetings for the next 3 months
4. Break for refreshments (5 min)
5. Discussion on Classroom Registers (20 min)
   a. Attendance sheets for classes
   b. Roles and responsibilities of staff members
6. Group Discussion about the future implementation of these practices (15 min)
7. Questions/Concerns (10 min)
8. Conclusion/Goodbyes (2 min)

Start Time:

End Time:

Agenda Template

Meeting Chaired by:

Minutes Recorded by:

Meeting Objectives

Meeting Schedule

Date: *TBA*

Sample Minutes

The *italicised* text is an example.

Meeting called to order at *(insert time)* by *Poppy Tsira.*

Meeting Chaired: *WPI Students*
Minutes Recorded by: *WPI Students*
Members present: *Amanda, Meghan*
Members not present: *Alazar, Lucas*

Announcements
List of announcements for all staff members to know.
Change of schedule, new staff members, etc.

Open Issues
Summarize discussion for each existing concern, state the outcome and assign any action item.
Vuyani is not available for our next staff meeting
John - Book different classroom for staff meeting

New Business
Summarize the discussion for new issues, state the next steps and assign any action item.
Sonwabo wants a performance at their school on Tuesday.

Agenda for Next Meeting
List the items to be discussed at the next meeting

Meeting adjourned at *(insert time).*

Date:

Minutes Template

Meeting called to order at _____ by *Poppy Tsira.*

Meeting Chaired by:

Minutes Recorded by:

Members present:

Members not present:

Announcements

Open Issues

New Business

Agenda for Next Meeting

Meeting adjourned at _____.

Attendance Sheet Template

Instructor	School

(under the date of class, mark with 'P' for present, 'T' for tardy, or leave blank if absent)

	Last Name	First Name	(Date)	(Date)	(Date)	(Date)	(Date)	Additional Notes
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								

WORKSHOP 4: PLAN OF ACTION
Syllabi and Lesson Plans

Objectives of Workshop:
In this workshop we created a detailed lesson plan with objectives for use in the classroom.

Key Discussions:
After discussing the importance of syllabi and lesson plans, we asked if the staff used them when teaching. The general consensus was that lesson plans should be viewed as adaptable to each classroom and class period, that student abilities are determined and lesson content adjusted accordingly. In addition, lesson content was adjusted based on student interests. Therefore, many teachers do not currently use lesson plans. After a more detailed discussion about the purpose of a lesson plan, and the understanding that a lesson plan was merely a guide to be followed not completely set in stone, the teachers were extremely willing to try. The staff determined that with a lesson plan the students can reach set objectives so progression is more assured. The teachers understood that the students learn at different rates and in different ways, so lesson plans can be catered to the students' speed, ensuring that they all learn what they need to by the end of the class session.

PFCF would like to see formal syllabi, lesson plans, and evaluations of class progression. Additional attention should be paid to developing lesson plans as a way to inform PFCF of the content of lessons along with a mechanism to assess the progress of students within the program.

Outcomes/Conclusions:
We collaboratively created a lesson plan with the staff as seen below. A lesson plan template is also included.

Sample Lesson Plan

Day One

Objectives:
- Create an understanding of disciplinary expectations
- Assess skill level (vocal range) of students
- Create an atmosphere of trust and respect
- Develop basic skills for instrument (or vocals)

1. Warm up and Icebreakers
   a. Breathing technique
   b. Introduction game
   c. Trust developing activity

2. Ground rules activity
   i. Set ground rules for students

3. Skills
   a. Basic skill assessment
      i. Example: Sing scales as a group to find out what range students belong in
   b. Technique review
      i. Go over fundamentals of instrument (techniques, what to avoid, and common misconceptions)

4. Perform
   a. Sing or play a song as a class

Post-assessment of class:

_____

_____

_____

Lesson Plan

Class:

Overview

	Time	**Teacher Guide**
Objectives		
Information		
Activities		