Manual

District Agriculture and Forestry Office (DAFO) Management System
Foreword

The Government of Sweden has provided technical assistance to the Government of Lao PDR in the Natural Resources Sector since 1977. Until the mid 1980s the assistance focused on support to the Department of Forestry and two State Forest Enterprises. From 1985 assistance was expanded to include support for the establishment of a Forestry Training Organization including the Forestry Technician School at Mouang Mai. In the late 1980’s the Lao Swedish Co-operation was further expanded to cover shifting cultivation stabilisation and nature conservation. During the first half of the 1990’s the co-operation gradually changed to institution building/strengthening of the Department of Forestry at the centre and in selected provinces.

The co-operation is based on the premise that national ownership of bilateral programmes will contribute significantly to sustainability after the programmes have been completed.

In more recent years the programme has addressed sustainable land use aspects in the village development context with the view that community participation in partnership with government services will enhance the potential for sustainable management of forest and agricultural resources.

The Phase IV of the Lao Swedish Forestry Programme (1996-2001) has concentrated on three aspects of institutional building; competence development, model development and research management. The development efforts have covered a process of formulating, improving and disseminating models (methods and procedures) in four main areas including Participatory Village Development and Sustainable Land Use, Participatory National Bio-diversity Conservation Area Management, Natural Resources Management, and Institution Building. Monitoring and gender mainstreaming have been incorporated as cross-cutting efforts in the model development work. The development activities have been performed in partnership with national, provincial and district administrations and with village communities in response to Lao policies.

The LSFP has supported the strategy and policy development of the Government of Lao PDR and contributed to the emerging consensus on rural development that is taking place within the accepted Socio-economic Priorities of the Government of Lao PDR under which broad development policies have long been operative.

This document is one in a series of resulting documents, which have been produced in both Lao and English languages to assist and provide knowledge and ideas to personnel responsible for policy, planning, and implementation of agriculture and forestry development programmes. It contains lessons and experiences learnt during the programme.

I encourage the personnel of departments and agencies to study and assess the content of the documents and apply the relevant parts depending on local conditions.

I wish to commend the Swedish International Development Cooperation Agency (Sida) for it’s continued support during four phases of technical assistance to the Ministry of Agriculture and Forestry, and the LSFP personnel and advisors, who have made a major contribution to this development and documentation.

20 March, 2001
Minister for Agriculture and Forestry

Dr. Siene SAPHANGTHONG
Manual

District Agriculture and Forestry Office (DAFO) Management System

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About this Document

1. Intended Audience of this Guide
- Heads of Provincial Forestry and Agricultural Sections
- Heads of District Agriculture and Forestry Offices
- Section Heads and staff of District Agriculture and Forestry Offices

2. Explanation of “Manuals/Guides/Technical Booklets”
Manuals, Guides and Technical Booklets are documents that provide practical information on procedures and methods for implementing activities at central and field levels. This manual has been prepared based on model and method developed experiences in two target Districts of LSFP Phase 4. Documents have been produced in both the English and Lao languages for each of the four “systems or initiatives” in the model/method development programme.

3. Purpose of this Document
- To describe the procedures and methods for implementing a DAFO management system.
- To provide training and guidance for provincial and district staff in managing the Sections (Units) of District Agriculture and Forestry Offices.
- To provide training plan and Training Handouts for use by staff establishing DMS in DAFOs.

4. Information Provided in this Document
Procedures and methods for the following management methods are described:
- Personnel data record keeping.
- Goals and objective definition.
- Section or Unit activity planning.
- Section or Unit activity budgeting.
- Job description definitions.
- Section or Unit monitoring and reporting systems and plans.
- Section or Unit evaluation and reporting systems and plans.
- Section or Unit staff development and training needs plans.
Table of Contents

A Brief Introduction to DMS .................................................................................................................. 1

The DAFO Management System (DMS): .......................................................................................... 2

A Model for Documenting and Managing Information.......................................................................... 2
  Developing a System for Information Management at District Level .................................................. 2
  Information Management ..................................................................................................................... 3
  Training Guidelines ............................................................................................................................. 5
  Monitoring Guidelines .......................................................................................................................... 6

Training Session 1: Introduction of the DAFO Management System (D.M.S.) .................................. 7
  Objectives of Training Session ............................................................................................................ 7
  Preparations Before Training ............................................................................................................... 7
  Training Steps ..................................................................................................................................... 8

Training Session 2: The Personnel Data Form ..................................................................................... 9
  Objectives of Training Session ............................................................................................................ 9
  Preparations Before Training ............................................................................................................... 9
  Training Steps ..................................................................................................................................... 10

Training Session 3: Goal Setting and Reaching Your Objectives ...................................................... 12
  Objectives of Training Session ............................................................................................................ 12
  Preparations Before Training ............................................................................................................... 12
  Training Steps ..................................................................................................................................... 13

Training Session 4: The Unit’s Ongoing and Planned Activities (incl. Activity Budgets) .................. 17
  Objectives of Training Session ............................................................................................................ 17
  Preparations Before Training ............................................................................................................... 17
  Training Steps ..................................................................................................................................... 18

Training Session 5: Unit Responsibilities and Job Descriptions ......................................................... 20
  Objectives of Training Session ............................................................................................................ 20
  Preparations Before Training ............................................................................................................... 20
  Training Steps ..................................................................................................................................... 21

Training Session 6: The Unit’s Monitoring Plan and Monitoring Reports ........................................... 27
  Objectives of Training Session ............................................................................................................ 27
  Preparations Before Training ............................................................................................................... 27
  Training Steps ..................................................................................................................................... 28

Training Session 7: The Unit’s Evaluation Plan and Evaluation Reports ........................................... 34
  Objectives of Training Session ............................................................................................................ 34
  Preparations Before Training ............................................................................................................... 34
Training Steps ...................................................................................................................... 35

Training Session 8: The Unit's Staff Development Plan ............... 38
  Objectives of Training Session ................................................................. 38
  Preparations Before Training ............................................................... 38
  Training Steps .......................................................................................... 39

Glossary of Terms and Acronyms ......................................................... 42

HAND OUTS AND OVERHEADS
A Brief Introduction to DMS

The DAFO Management System (DMS) introduces a set of administrative routines that, together with the training given in the 'Management Workshops', will improve the managerial capacity of managers at different levels in the District Agriculture and Forestry Office (DAFO).

When the different parts of the model are implemented a participatory approach is used, whereby all concerned staff actively participate in the choice and final design of the routines that they, themselves, agree to implement.

The objective of the Model is to improve the managerial skills at the DAFOs by teaching the personnel to:

1. Document information in a well-organised and systematic way.
2. Manage information effectively.

The model is mainly concerned with improving administrative routines. In doing so the importance of paying attention to gender issues is highlighted. This is done by placing gender issues on the agenda of weekly meetings, including gender as one of the topics that must be dealt with in the units’ progress and evaluation reports and in the units’ staff development plans.

The methods used to develop a DMS include personnel data record keeping, goals and objectives definition, unit activity planning, unit activity budgeting, job description definitions, unit monitoring and reporting system plans, unit evaluation and reporting system plans and unit staff development/training needs assessment plans.

District staff learn and apply these methods using techniques such as analysing tasks and responsibilities, training workshops, on-the-job learning, undertaking performance and training need assessments, supervision of routines and using prepared forms and formats, filing systems and manuals.

The participants in the training and development of a DMS are DAFO Heads and Unit Heads, Heads of PFCO assisted by resource persons form central level.
The DAFO Management System (DMS): A Model for Documenting and Managing Information

Developing a System for Information Management at District Level

It becomes very obvious when working at a DAFO that there are many weaknesses at this level regarding monitoring and evaluation/analysis, and in the area relating to training and training needs assessment.

One of the reasons for these weaknesses is that the people working at the DAFOs do not always have a well-developed system (routines) for documenting information, and often limited skills in how to manage information in an efficient way.

In an attempt to remedy these weaknesses, an IS-HRD team of Lao Swedish Forestry Programme (LSFP) worked closely with staff at a selected DAFO in Saravane Province with the aim of developing an information management system, including training curricula that could be easily constructed and managed by the DAFO and its key staff (Heads of DAFO & Heads of Units).

The team worked according to the principles that the development process has to be PARTICIPATORY (be developed together with the people who are going to use the system); the finished model has to be EASY TO USE (well adapted to the realities of working in a district office) and finally, EASY TO EXPAND to other DAFOs in any province.

What has been developed is not a highly sophisticated system at this stage, but a system that is well adapted to the current level of staff competence at district level. It is believed the users feel comfortable with working according to the proposed routines and they also understand the benefits of doing so.

The basic structure of the DMS builds on existing routines. There is plenty of room for future improvements whereby higher levels of sophistication could be introduced, but then only in a slow and step-by-step manner.
Information Management

Information Management is mainly concerned with developing skills in two areas, namely:

1. Documenting information in a well-organised and systematic way.
2. Managing this information, i.e. making sure available information is used for:
   - Monitoring of progress.
   - Evaluation of results.
   - Planning of activities.
   - Assessment of training needs (development of staff capacity).

Part I - Documentation of Information

To commence a DMS, routines are constructed for documenting different kinds of information.

Each Unit makes its own UNIT FILE where all information relating to the unit is documented under eight different headings/sections:

1) Personnel Data
2) Goals and Objectives
3) Ongoing and Planned Activities
4) Activity Budgets
5) Job Descriptions
6) Monitoring Plan
7) Evaluation Plan
8) Staff Development Plan

When the documentation of routines has been completed each unit has clearly defined goals (5 years) and objectives (1 year), describing what the unit is trying to accomplish.

Each unit and all its individual staff have clearly defined job descriptions, which describe the tasks that they are responsible for, including written instructions, if needed, for carrying out these tasks.

The Planning Process is closely linked to the goal setting process. After the unit has set its goals and objectives the unit staff describe how they plan to achieve them. They need to define what kind of outputs they think are required in order for the unit to reach set goals and objectives The outputs defined guide them in their work of designing the activities that they believe will produce the desired result.
Each unit writes a MONITORING PLAN describing how the unit plan to monitor progress of activities and performance of staff. Part of the monitoring plan will be for each unit to have ‘weekly meetings’ with all staff. The purpose of having these meetings will be for the Head of the unit to monitor the progress of work, give support and advice, and to inform and plan for the week ahead.

In the unit’s Evaluation Plan the Heads of the unit have to describe how they plan to evaluate the effectiveness of the work that is carried out by the unit. The suggestion is that each unit has ‘evaluation meetings’ every six months, whereby an analysis is made of the unit’s performance in relation to plans and goals. The conclusions will be summarised in 'Evaluation/Action Plan Reports'.

These reports will become a valuable source of information for the planning of activities and the training needs assessment process provided they are written properly.

In the last section of the Unit File a Staff Development Plan should be developed. The Heads of the unit should work together with the deputy Heads of DAFO to produce a plan for improving the performance of the unit and its' staff. Together they should review different staff’s work performance in relation to the needs of the organisation, and thereafter decide in what areas skills need to be developed.

The end product of this assessment process should be the unit's 'Staff Development Plan'. This plan will describe how the Unit can develop it’s performance by improving different skills of the staff in areas that have documented weaknesses (as concluded in the Evaluation Reports).

**Part II - Management of Information**

In the second part of the Model, training is given on making good use of the available information. The DMS trainers will carry out this training according to the steps outlined in the DMS Manual. The focus is on teaching the Heads of DAFO and units how to develop a number of skills that will help them to become more professional in their duties as managers.

The main areas to be covered for this training will be:

- Monitoring of performance.
- Analysing and reporting of information.
- Managing the planning process.
- Development of human resources (incl. Training Needs Assessment).

In addition to the training given, the DMS team will be responsible for continuous monitoring (follow-up, training and support) of the various DAFO’s that are using the DMS procedures and methods.
Training Guidelines

The manual is written in a lot of detail. The reason for this is that it should be possible for people who have never used DMS before to familiarise and train themselves by carefully reading and following the instructions of the Manual.

The steps of the Manual should be seen as a guide for completing all the training steps. Different trainers may of course apply their own training style and should feel free to carry out the training in other ways than suggested in the manual.

The different forms and formats suggested may also be adjusted or re-designed to better suit different users' personal preference. However, it is important that the content remains the same. If many parts are omitted or altered, the system will be weakened, and it will then not be possible to use the procedures as an effective tool for management.

All handouts have a corresponding overhead version (same serial number), which can be used if the trainer wants to explain some details in the text for the audience. The overheads created from the handouts contain text with small fonts. The text on the overheads is too small to show to a large audience. However, as the text in these overheads is identical to the text of the handouts distributed to participants, the overheads can be used for pointing out important sections of the text to a small audience.

Before starting training session one, it is important that the trainers explain to the participants the reason for developing the DMS (refer to pages 5-7 for this background information).

Training given for Section 7 (The Unit's Evaluation Plan) and Section 8 (The Unit’s Staff Development Plan) should preferably be carried out approximately six months after sections 1-6 have been completed.

The reason for this 'delay' is that the Heads of Units should use the information in their Unit Files for making their evaluation reports and Staff Development Plans, and therefore need this time to collect the information.
Monitoring Guidelines

An inspection of each unit's Unit File is the easiest way to observe if the DMS routines are being followed.

A closer look into the contents of the file will show whether the Unit has carried out, e.g., all its meetings or field monitoring trips as agreed and decided (by themselves).

It is easy to see if the number of "Minutes of Meetings" correspond with the number of meetings that should have been held during the period (as stated in the Monitoring Plan). The same goes for the planned field monitoring trips, which should each time be documented by writing a 'field monitoring report' soon after returning from the field.

This kind of inspection can be carried out for all of the sections of the Unit File. For this purpose the DMS team has developed "Status Report - DMS routines" (see Appendixes [handouts 50-54], which can be used by the person carrying out the monitoring (inspection).

The result of the inspection should be discussed separately with the Head of the DAFO and each Head of Unit. The Status Report is then handed over to the Head of Unit, as a record of areas that the staff member needs to rectify.

In addition to this inspection type of monitoring, a meeting should be arranged with all Heads of Units to discuss the result in general. The opinions of Heads of Units' should be sought about the usefulness of working according to the concept of DMS.

Any suggestions for improvements of different aspects of DMS should be taken seriously and be discussed together with all participants. It is important to emphasise the fact that the DMS has been developed for the DAFO and Heads of Units. It is therefore important that the routines and formats are updated (improved) if the DAFO Head and Unit Heads feel that this is necessary to better suit the needs of the DAFO.
Training Session 1:

Introduction of the DAFO Management System (D.M.S.)

Objectives of Training Session

- To give a first introduction to DMS.
- To make the participants understand the value of applying DMS routines and explain why working according to the DMS system will help the Heads of Units to manage their units more efficiently.

Preparations Before Training

- Contact the DAFO to confirm the date and time of training session 1.
- Make sure the Head and Deputy Head of DAFO, all Heads and Deputy Heads of Units, and all staff will participate in this first training session.
- Prepare to show the following overheads:
  - "What is DMS" (Overheads no. 7-10).
  - "DMS Overview [1-8]" (Overhead no.11).
- Prepare the following handouts for all participants:
  - "The DAFO Management System" (Handouts no.4-6).
  - "What is DMS" (Handouts no.7-10)
  - "DMS Overview [1-8]" (Handout no.11).
- Prepare the Unit files for all units. The files should be complete with:
  - Name of the unit at the back of the file.
  - List of content.
  - 1 Index set (1-8).
  - 8 plastic pockets (A 4 size) for each number of the index.
  - 8 'cover papers' with headings for each one of the 8 sections.
1) Explain why DMS has been developed

[Introduction example]

"The job that a DAFO unit carries out is very important. The Unit Head and his staff work directly with the farmers. If they are successful in carrying out their tasks, the Unit will succeed in reaching its objectives. But, if they fail, if they do a poor job, everyone else at all other higher levels will be affected, and the organisation will then not be able to accomplish the goals of the government."

"In order to help the Heads of Units to manage their units well a model for DAFO Management has been developed (DMS).

With the DMS a number of administrative routines for DAFOs will be implemented. These routines, together with the DMS management training given in a number of subjects, will help the Heads of Units to manage their units more efficiently."

"One weak area today is that information is usually not well managed in most DAFOs. The field staff and Heads of Units have a lot of knowledge and experiences which if combined are a very important source of information. But, the problem is that most of this information is kept in people's heads, only.

This would be workable if everyone was always around and staff remembered everything, but unfortunately, this is not the case. People move to other postings and people forget and as a direct result of this, important information is often lost."

"So, in an attempt to find a way to solve this problem this management system called DMS has been developed."

2) Show and explain overheads Nos. 7 - 10

Emphasise overhead no.9 (The Work Process) and the importance of making sure that the conclusions from the evaluation (lessons learned) are really fed back into the goal setting and planning process.

3) Explain about the Unit File -show overhead no.11 (DMS Overview [1-8])

Show and give out each one of the prepared Unit Files to each unit. Explain that in the DMS training that will follow training will be given on how to construct and give meaning to the different sections of the file (1-8)
Training Session 2:
The Personnel Data Form

Objectives of Training Session

To inform the staff about the Personnel Data form:

- Why the information is needed (how it will be used).
- How to fill in the different sections of the form.

Preparations Before Training

- Make sure the Head and Deputy Head of DAFO, all Heads and Deputy Heads of Units, and all staff participate in this first training session.

- Contact the Head of DAFO to:
  - Confirm the date and time of training session 2.
  - Get a copy of the DAFO organisational chart.
  - Get the names of the Head and Deputy Head of each unit.
  - Request the Unit Head to get employee numbers from the Ministry of Agriculture and Forestry (MAF) of all personnel at the DAFO.

- Prepare to show the following overheads:
  - "What is DMS" (Overheads no.7-10).
  - "DMS Overview [1-8]" (Overhead no.11).

- Prepare the following handouts for all participants:
  - "Personnel Data forms", for all DAFO’s staff (Handouts 12-18).
TRAINING STEPS

1) Follow-up training session 1
   ➢ Show and explain once again overheads no.7-10.
   ➢ Ask the participants questions about the last training session, for example:
     • Do they remember what DMS stands for?
     • Did they understand why we need to have a system like DMS?
     • Can anyone explain the work process of DMS? (Show overhead no.9)
   ➢ Emphasise overhead no.9 (The Work Process) and the importance of making sure that the conclusions from the evaluation (lessons learned) are really fed back into the goal setting and planning process.

2) Show the Unit File (make sure all Heads of Units have one complete file)
   ➢ Show and explain overhead no.11 (DMS Overview [1-8]).
   ➢ Explain that training will given on how to construct and give meaning to the different sections of the file (1-8).
   ➢ During this training session information will be collected about the staff of each unit. (Section 1, the Personnel Data Form).

3) Explain about the Personnel Data Form
   ➢ It is a combined version of MAF and Department of Forestry (DoF) versions.
   ➢ (It contains all information required by both MAF and DoF).
   ➢ Must be up-to-date. (Head of Unit’s responsibility).
   ➢ The information in the Personnel Data form will be used for reference when selecting candidates for different kinds of training.
   ➢ Give out one copy for each staff member and let someone (e.g. Head of DAFO) explain and read all headings out loud, to make sure everyone understands how to fill in the form.
   ➢ All staff need to bring two photographs and copies of educational or/and training certificates.
   ➢ Decide on a deadline for when the form must be ready.
4) **Make arrangements for the next training session**

- Agree on the date and time for training session 3.
- **Show overhead no.11** (DMS Overview [1-8]).
- Explain that the next session will be about "Goal Setting" and "How to Reach Your Objectives".
- All Heads of Units need to write down their unit's long and short-term goals (e.g. as stated by MAF or PAFO) before the next training session.
- The persons that should attend are:
  - Head of DAFO.
  - Deputy Head of DAFO.
  - All Heads and Deputy Heads of Units.
- Stress the fact that it is especially important that all Heads of Units attend the next training session.
Training Session 3:
Goal Setting and Reaching Your Objectives

Objectives of Training Session

- To explain about the importance of having clearly defined goals and objectives.
- To improve the Heads of Units' ability to set and implement goals.

Preparations Before Training

- Contact the DAFO to:
  1) Confirm the date and time of training session 3.
  2) Check if Heads of Units have prepared the list of their units' long and short-term goals.

- Prepare to show the following overheads:
  1) "DMS Overview [1-8]" (Overhead no.11).
  2) "The Goal Circle" (Overhead no.19).
  3) "Reaching Your Objectives -The Steps" (Overhead no.20).
  4) "Implementing Goals and Objectives [example]" (Overhead no.21).

- Prepare the following handouts for all participants:
  1) "The Goal Circle" (Handout no.19).
  2) "Reaching Your Objectives -The Steps" (Handout no.20).
  3) "Implementing Goals and Objectives [example]" (Handout no.21).

Remember that the handouts should usually only be given out after the lecture part of the training session has been completed.

This is important to ensure that the participants are really listening and paying attention to what you are showing on the overhead screen.

However, if the training is given to a large audience, where many of the participants sit far away from the overhead projector, it can be difficult to read some of the overheads. If this is the case, then the handout corresponding to the overhead should be distributed before the overhead is shown.
TRAINING STEPS

1) Follow-up training session 2

- Ask the participants questions about the last training session:
  - Did all the staff fill in the Personnel Data (PD) form and are they complete, with two photographs, copies of educational or/and training certificates and diplomas?
  - All Heads of Units should look through each one of the ready PD forms to make sure the staff have filled them in correctly, and then put them into the Unit File under section 1 ("Personnel Data").
  - Remind the Heads of Units that they are responsible for keeping the information in the Personnel Data forms (and section) up-to-date.
  - Explain that it would be very good if each unit could make sure that the PD form data is also stored in a "floppy" (computer diskette). It will then be easier for the DAFO to up-date, access and send this information (to other authorities), if needed.

2) Show overhead no.11 ("DMS Overview [1-8]"")

Explain that the participants will now continue with the second section of the Unit File, to define each unit’s goals and objectives.

3) Show and explain overhead no.19 ("The Goal Circle")

Explain that all the work undertaken starts and finishes with the goal.

In order to complete the full circle (reach our goals) we need to ask ourselves a number of questions and attend a number of issues in different areas of the work process, such as:

"Planning"
- How do we reach our objectives - what needs to be done?
- What training needs to be given to staff or farmers, etc.

"Action"
- How to get the job done well?
- How do we motivate our staff? Can some tasks be delegated?
- How can we assign tasks and areas of responsibilities in such a way that it is absolute clear to everyone who is responsible for doing what tasks?
- Etc. etc. ...
"Reporting"

- Efficient monitoring and evaluating routines need to be built to facilitate reporting work progress. How is that done?
- Continue with:

  "If the Unit’s work is done well and according to plan, the objectives set will be attained."

  "If problems occur (‘VARIANCE’) it is necessary to find out about this as early as possible, so that there is time to do something about it before it’s too late. If good and frequent routines for monitoring and evaluation of our work are followed, we will detect problems early before they have grown too big to handle. The reporting system helps to accomplish this."

  "It is then necessary to review work plans to find what has gone wrong. Work plans can then be adjusted to the new circumstances. It is important that action is taken immediately so that the work follows the intended direction, and objectives can be reached as originally planned."

4) Show overhead no.20 ("Reaching Your Objectives - The Steps") and give out the corresponding handout (no.20).

- Go through the overhead/handout and explain that there are a number of steps required to reach the Unit’s/DAFO’s goals and objectives, and explain that the first three steps, related to "Goals/Objectives", "Planning" and "Action", will be covered, i.e.:

  1) How to set your goals/objectives:
     - In the goal setting process a number of questions need to be asked.
     - The Unit’s objectives should be made S.M.A.R.T. (explain "S.M.A.R. T.").

  2A) How to plan the required OUTPUTS needed to reach the Unit’s objectives:
     - There are some important issues I questions that need to be discussed.

  2.B) How to plan and design the ACTIVITIES that will help the Unit to reach it’s objectives
     - The activities need to be planned and designed carefully, and a number of questions need to be answered.

  3) "Action" - How to assign tasks and areas of responsibility
     - All DAFO personnel need to know exactly what their individual area of responsibility is.
As many tasks as possible should be delegated from the Heads of Units to lower level staff. By following this principle the Unit’s performance will gradually improve. However, this is a slow process that must be done in a step-by step manner, together with plenty of support and on-the-job training.

5) Show overhead no.21 ("Implementing Goals and Objectives [example])
   - Explain that an example has been developed following the 3 steps outlined. (Demonstrate the example).
   - Ask the participants if they think it would be difficult to follow these steps themselves. If they think so - ask why! (Try to help them to see that it is not so difficult).
   - Explain to them that if these three steps are followed, what needs to be done and who is responsible for doing which tasks will become very clear to everyone.
   - Explain that it is also important that the Heads of Units take the opportunity to delegate more of their own work to their staff.
   - If done correctly it will not only motivate the staff but also allow the Heads of Units to spend more time on monitoring and evaluation, and for pursuing higher training (short training courses).

6) Give out the remaining handouts of training session 3 (no.19 and 21) to all participants
   - Ask the participants to carefully read the different handouts. If something is unclear it is important that they ask questions.

7) To complete section number 2, the participants should now place the paper with their unit's long term goals and objectives (short term -1 year) in their respective Unit Files.
   - Remind the participants that it is extremely important that everyone in the Unit is aware of the goals of the Unit, so that they each understand what the Unit, as a team, is expected to accomplish.
   - Explain to the Unit Heads that it would be very good if they could also think of and develop some other goals, in other areas of their unit that they, as managers would like to develop (e.g. the staffs’ interaction/communication skills with farmers, computer literacy, report writing skills, etc.).
They should then follow the steps that have been discussed in the training and try to make these goals as S.M.A.R.T. as possible (see handout no.16):

- **Specific**
- **Measurable**
- **Agreed**
- **Realistic**
- **Time and resource constrained**

### 8) Make arrangements for the next training session

- **Agree on the date and time for training session 4.**
- **Show overhead no.11** ("DMS Overview [1-8]"). Explain that training session number 4 will be on how to collect information about each unit’s ongoing and planned activities, including budgets of activities, (sections 3 + 4 of the Unit File).
- In preparation, all the Heads of Units need to write down their unit’s ongoing and planned activities (including the budget plans for these activities), before the next training session.
- The persons that should attend are:
  - Head or Deputy Head of DAFO.
  - All Heads and Deputy Heads of Units.
- Stress the fact that it is very important that all Unit Heads attend the next training session.
- Remind the Unit Heads that they need to collect and complete the Personnel Data forms as soon as possible.
Training Session 4:
"The Unit's Ongoing and Planned Activities" (incl. Activity Budgets)

Objectives of Training Session

- To collect information about each unit's ongoing and planned activities.
- To improve the Heads of Units' planning skills.

Preparations Before Training

- Contact the DAFO to:
  1) Confirm the date and time of training session 4.
  2) Check if Heads of Units have prepared the list of their units' ongoing and planned activities (including the budget plans for these activities).

- Prepare to show the following overheads:
  1) "DMS Overview [1-8]" (Overhead No.11).
  2) "Activity Plan" - example (Overhead No.22).

- Prepare the following handouts for all participants:
  1) "Activity Plan" - example (Handout No.22).
  2) "Activity Plan" - empty form (Handout No.23).
TRAINING STEPS

1) Follow up training session 3

- Ask the participants questions about the last training session:
  - Did all the staff fill in the Personnel Data (PD) form yet and has the Head of Unit checked if they are correctly filled in and complete (with two photos, copies of educational or/and training certificates and diplomas)?
  - Find out if Unit Heads tried to develop goals for their unit in areas that they, as managers, would like to develop (e.g. the staffs' interaction/communication skills with farmers, computer literacy, report writing skills, etc.).
    - If they did - ask them if they made them S.M.A.R.T. (see handout no.16).
    - If they did - ask them to read them out loud for the group and "test" the goals to see if they are S.M.A.R.T. (If not - help them to reformulate).

- Ask if they have explained the Unit's goals to all staff yet. Do all staff understand what is expected of the Unit as a team?

2) Show overhead No.19 ("Activity Plan - example")

- Explain that training will now continue with section number 3 and 4 of the Unit File.
  During section 3 training, information about all the Unit's ongoing and planned activities will be collected.

3) Show overhead No. 19 ("Activity Plan - example")

- Explain that a format has been developed for keeping important information about the Unit's activities in one single document (form) - the "Activity Plan".
  - The form should be filled in by the Heads of Unit before the beginning of each new quarter (every 3 months).
  - One copy should be given to the Head of DAFO and another one to each staff member (to encourage team work within the Unit it is important that each person knows what the other people in the Unit are doing).

4) Give out handout no.21 + 23 ("Activity Plan" [example + empty form])

- Request the Unit Heads fill in the empty form for the present quarter.
  - Special care should be given to making the "Expected Output of Activity" as clear as possible.
• In the first column of the form ("Code"), the Heads of Units should ask the Head of DAFO for advise on how different activities should be coded (if coding is necessary).
• Encourage the Heads of Units to look for opportunities to delegate some of their own working tasks (or parts of tasks).

5) To complete section number 3 of the Unit File, the participants should now put in their Unit's completed Activity Plan into the file.
   ➢ Explain that every new Activity Plan that is written (for each new quarter) should be put into the file, together with the old versions (previous quarters), without removing any old versions, as these will be used for monitoring.

6) For every activity listed in the Activity Plan sheet there should be a corresponding budget plan for each of these activities
   ➢ These budget plans (old and new ones) should be put into the Unit File under Section 4 ("Activity Budgets")

7) Make arrangements for the next training session
   ➢ Agree on the date and time for training session 5.
   ➢ Show overhead no.11 (OMS Overview [1-8]):
     • Explain that in training session number 5 we will collect information about the Unit’s and all staff’s areas of responsibility (job descriptions).
   ➢ Before the next training session all the Heads of Units need to write down their unit’s area of responsibility (as stipulated by PAFO/DAFO).
   ➢ The persons that should attend the next session are:
     • Head or Deputy Head of DAFO.
     • All Heads and Deputy Heads of Units.
   ➢ Stress the fact that it is very important that all Heads of Units attend the next training session.
Training Session 5

Unit Responsibilities and Job Descriptions

Objectives of Training Session

➢ To clarify, in written statements, what the areas of responsibility are for different DAFO Units ("Unit Responsibilities") and individual staff ("Job Descriptions").

➢ To encourage the Heads of DAFO and Units to delegate some of their tasks and responsibilities to lower level staff, as a way of improving the overall level of competence among the staff.

Preparations Before Training

➢ Contact the DAFO to:
  1) Confirm the date and time of training session 5.
  2) Check if Heads of Units have prepared a list of their unit’s area of responsibility.

➢ Prepare to show the following overheads:
  1) "DMS Overview [1-8]" (Overhead No.11).
  2) "Job Description for Office Based Staff" (Overheads No.24-25).
  3) "Activity Plan" [example] (Overhead No.22).
  4) "Job Descriptions for ~ Based Staff" (Overhead No.26).

➢ Prepare the following handouts for all participants:
  1) “Job Descriptions for Office Based Staff' (Handouts No.24-25).
  2) "Job Descriptions for Office Based Staff' (Handout No.26).
TRAINING STEPS

1) Follow up training session 4
   ➢ Ask the participants questions about the last training session:
     • Did they complete the Activity Plan for their Unit for this quarter?
     • Did they give one copy to the Head of DAFO and one to all staff in the Unit?

2) Show overhead No. 11 ("DMS Overview (1-8)"")
   ➢ Explain that so far sections 1-4 have been completed and that we now will continue with section no.5 (Unit Responsibilities and individual Job Descriptions).
   ➢ Ask if the Heads of Units have prepared a list describing the area of responsibility of their unit (based on the area of responsibilities of their DAFO).

3) Explain why we think it is important that every unit and all staff are aware of their respective area of responsibility
   Introduction example:
   "The situation today, at most DAFO's, is that the staff are passively waiting for their superiors to tell them what to do. If the superior officer is not present, they remain at the office, however, they are not accustomed or motivated to taking initiatives of their own.

   This often leads to a situation where the Unit Head carries a proportionally higher workload, and where he is more or less alone responsible for ensuring that activities are implemented as planned."

   "To solve this problem it is suggested that clearly defined job descriptions are written for all staff. The aim of writing job descriptions is to make it absolutely clear what is expected of each staff member. All staff members should know exactly what to do, every day, even if the supervisor is not present".

   ➢ Explain that the DMS team has developed three kinds of job description formats, to be used for:
     • The whole unit ("Unit Responsibilities").
     • Office based staff.
     • Field staff.
4) Explain to the Heads of Units that, before a start is made on writing personal job descriptions, that it is necessary to clarify the responsibilities of each Unit

(This information will be kept in the Unit File under "Unit Responsibilities")

- Ask the participants if they have obtained their "Unit's Responsibilities" from the Head of DAFO.
- Explain that at the time when the DMS Model was developed there were no job descriptions available for DAFO units. The DMS Team then had to develop these documents (based on information from MAF, DoF, PAFO and DAFO Units). These documents were then approved by Unit Heads, DAFO and PAFO Heads in Saravane, as well as by Heads of Sub programmes in Vientiane.
- Request all Unit Heads to carefully read the "Unit Responsibilities" document that was developed by the DMS Team.
  - They should then decide if they correspond well with the responsibilities they have been given by their Head of DAFO, or if it is necessary to add or delete something.
  - One copy of the final version should be given to all staff of the Unit.
  - The original should be kept in the Unit File.

5) Show overheads no.24-25 ("Job Description for Office Based Staff")

- Explain that this is the format that we are suggesting, but if the Heads of Units would like to change the style, it is permissible as long as none of the information from the DMS format is omitted.
- The job description must make clear for each staff member what daily, weekly, monthly or quarterly duties have to be performed.
- It is important that each staff member signs the document to acknowledge it is understood and that the duties described in the document will be carried out. The signature gives the document an official status, and hopefully makes the staff feel more committed to follow the agreement.
6) Let the participants practise by writing their own job descriptions using the format for office based staff

- As a training exercise, ask the Unit Heads to write down their own regular duties using the DMS format. Follow these steps:
  1) First, list all the tasks they are supposed to carry out.
  2) Write down how often these tasks have to be carried out (e.g. "every day", "two times a week" or "before the end of every month").
  3) Classify these duties as:
     - "daily" (every day).
     - "weekly" (not every day but sometime every week, e.g. weekly meetings).
     - "monthly" (sometime every month, e.g. Monthly Reports) etc.

- After the exercise ask them if it was difficult and if they think the staff in their own units will be able to carry out the same exercise.

- Explain that it is essential that all Unit Heads have to understand completely how to do this exercise. The reason is that they themselves have to instruct the office-based staff of their units how to fill in the form.

- Each staff member should first fill in the duties they do individually, after which the duties listed and described should be discussed with each individual. The reason for this approach is to allow the Unit Head to see if each staff member understands what tasks and responsibilities they have.

  Also, staff members will feel more ownership of their job description if it has been developed in consultation with the Unit Head.

7) Show overhead No. 22 ("Activity Plan (example)")

- Explain that the activities shown in this planning sheet ("Activity Plan") will also be shown in the individual job descriptions for field staff.
  - Show the example of Mr Sombun (in the Activity Plan)
  - Explain that the detailed tasks of the activity ("Planting of fruit trees") is described more in detail in the job description for Mr Sombun.

8) Show overhead No.26 ("Job Descriptions for Field Staff")

- Explain that the detailed tasks for activities that have been assigned to Mr Sombun can be seen in the Activity Plan.

- If used in the correct way this job description can become a very helpful tool for monitoring and evaluation of activities. Try to follow the following steps:
1. The Unit Head should record the information in the first section of the form, i.e. "Type of activity, Expected output, Location and Starting date".

2. The form should then be given to the staff member to record the remaining information, which describes how to carry out the activity, with details of daily, weekly, monthly and quarterly tasks that need to be carried out when doing the activity.

3. The Unit Head should then check if the staff member has really understood how the activity should be carried out, and if tasks have been classified correctly as daily, weekly or monthly tasks. Any mistakes should be discussed with the staff member before the information is altered in the job description.

4. The staff member should then sign the document to indicate that it is understood and to agree to carry out the duties described in the document.

The advantages of using the suggested job description format are that:

- The Unit Head at an early stage will find out if the staff member really knows how to conduct a certain activity by checking that the different steps/tasks of the activity have been described correctly.

- The staff member will have to consider and enquire about the expected level of performance in relation to the assigned duty. This will make staff members more aware of their areas of responsibility.

- Visiting advisers, both national and international can peruse the information in the job descriptions to determine if the activity is carried out in the correct way.

- If the activity is having difficulties, e.g., survival rate of fruit trees is very low, we can go back to the job description and check how the activity was planned and how it was carried out. A specialist may then be able to see when or why the activity failed, e.g., due to mistakes made early in the activity, such as the wrong planting time. (See the training example).

- Signing the job description gives the document more official status, which will encourage staff members to follow the agreement.
9) Explain that the design of the job description format for field staff may be changed into a different style, as long as the information remains the same

- There should be a distinction between daily, weekly and monthly tasks. However, some activities may not have daily tasks, only weekly ones etc.
- If staff find it difficult to classify whether a task is "daily" or "weekly", use the following instructions which are the same for office based staff:
  1) First, list all the tasks that are supposed to be carried out to do the activity.
  2) Write down how often these tasks have to be carried out (e.g. 'every day', 'two times a week' or 'before the end of every month'.
  3) Classify these duties as:
     - "daily" (every day).
     - "weekly" (not every day but sometime every week, e.g. weekly meetings).
     - "monthly (sometime every month, e.g. Monthly Reports) etc.

10) Give out the handouts of Training session 5 (Nos. 24-25. 26) to all participants

- Ask the participants to carefully read the various handouts. They need to understand completely how to do this exercise, as they themselves have to instruct their staff. Encourage the participants to ask questions.

11) Job descriptions for all office and field based staff, the Unit Head, and the "Unit's Responsibilities" document must be placed in Section number 5 of the Unit File

- Explain to the Unit Heads that it is very important that everyone in the Unit is aware of the Unit's responsibilities in order for them to understand what the Unit Team is expected to accomplish.
12) Make the arrangements for the next training session

- Agree on the date and time for training session 6
- Show overhead no.11 ("DMS Overview [1-8]")
  - Explain that in training session number 6 "The Unit’s Monitoring Plan" will be
developed and training will be given on how to monitor the Unit’s activities.
- Before the next training session all the Heads of Units should try to complete
  the job descriptions of their unit (section 5).
- The persons that should attend the next session are:
  - Head or Deputy Head of DAFO and all the Unit Heads and Deputy Heads.
Training Session 6

The Unit’s Monitoring Plan and Monitoring Reports

Objectives of Training Session

- To clarify how the Unit Heads plan to monitor the activities of their units (by developing "The Unit’s Monitoring Plan").
- To give training on developing good monitoring routines.
- To improve the units’ meeting skills.
- To improve the units' reporting skills

Preparations Before Training

- Contact the DAFO to confirm the date and time of training session 6.
- Prepare to show the following overheads:
  1) "DMS Overview (1-8]" (Overhead No.11).
  2) "The Goal Circle" (Overhead No.19).
  3) "The Unit's Field Monitoring Trips" (empty form] (Overhead No.27).
  4) "The Unit’s Meeting Plan" [empty form] (Overhead No.28).
  5) "Why Meetings" (Overhead No.29).
  6) "Minutes of Meeting (training example]" (Overheads No.31-33).
  7) "Progress Report writing -some basic principles" (Overhead No.34).

- Prepare the following handouts for all participants:
  1) "The Unit's Field Monitoring Trips" [empty form] (Handout No.27).
  2) "The Unit's Meeting Plan" [blank form] (Handout No.28).
  3) "Why Meetings" (Handout No.29).
  4) "Preparing and Chairing a Meeting" (Handout No. 30).
  5) "Minutes of Meeting" [training example] (Handout Nos.31-33).
  6) "Progress Report writing -some basic principles" (Handout Nos.34).
  7) "Progress Report writing" [training example] (Handout Nos. 35-36).
TRAINING STEPS

1) Follow up the training session
   - Ask the participants questions about the last training session:
     - Did they complete the job descriptions for both office-based staff and field staff?
     - Did they follow the procedures we suggested (to let the staff fill in their own duties first, which are then checked and approved by the Head of Unit)?
     - Did everyone sign his or her job descriptions?

2) Show overhead No. 11 ("DMS overview (1-8)")
   - Explain that sections 1-5 have been completed, and that training will continue on section No.6, "The Unit’s Monitoring Plan & Monitoring Reports".

3) Show overhead no.19 ("The Goal Circle")
   - Explain that the DMS process started with clarifying goals ('Goal') and continued with different aspects of the planning process ('Plan'). When the goals were clearly defined and a plan to reach these goals was developed, the next step taken was to determine how to implement plans ('Action'), by assigning tasks and areas of responsibilities to different staff.
   - The next step is understanding how to monitor (follow up) planned activities to ensure that planned activities are being implemented according to plan and that staff members are performing as expected ('REPORT').

4) Explain that all units have to make a Monitoring Plan
   - Each unit needs to clarify:
     - How they plan to monitor the Unit’s different activities.
     - Who will be responsible for what monitoring tasks.
     - When monitoring will be carried out.

5) Ask the participants to give examples of different kinds of monitoring (how they are monitoring the performance of activities and staff)
   - Explain that the DMS model uses 3 monitoring methods:
     - Field monitoring trips.
• Meetings.
• Written Reports.

6) Show overhead no.27 ("The Unit’s Field Monitoring Trips")

➢ Explain that the Unit Heads should use this format for showing when they plan to carry out their field monitoring trips.

➢ The Unit Heads do not need to specify what areas (or aspects of an activity) they want to monitor at this stage. This should be decided closer to the planned date of the monitoring trip, and be based on observed (or suspected) weaknesses of different activities.

➢ After the completion of each field monitoring trip a "Field Monitoring Report", must be written describing what has been observed during the monitoring exercise.

7) Show overhead no.28 ("The Unit’s Meeting Plan")

➢ Explain that they should use this format for indicating when the Unit plans to have its regular meetings.

➢ Suggest that the units should have meetings with all their staff at least every two weeks (but preferably, every week).

8) Show overhead no.29 ("Why Meetings")

Explain why it is important to have frequent meetings:

➢ To have regular meetings gives the Unit Head a regular opportunity to:
  • Assess if the work of the Unit is progressing according to plan.
  • Detect and solve problems at an early stage.
  • Modify work-plans if necessary.
  • Give advice to individual staff or work-teams.
  • Encourage team work (interactive support and learning).
  • Announce and distribute important information.
  • Plan and discuss upcoming events.
  • Etc.

9) Explain that the proceedings of each meeting should be documented by writing "Minutes of Meeting" after each meeting

➢ The "Minutes of Meeting" should be kept in the Unit File.
10) Explain the benefits of writing and keeping Minutes of Meetings

- A written record of the unit’s meetings is used to:
  - Inform persons who were absent, e.g., staff, Unit Head or Head of DAFO, what was discussed at the meeting.
  - Record decisions made at the meeting for future reference.
  - Follow up the decisions (assignments) of previous meetings.
  - Facilitate problem solving and monitoring by advisers, both national and international.

11) Explain that the Unit Head should prepare an agenda before each meeting

- The agenda should preferably be distributed to all invited participants of the meeting one or two days before the meeting.
- The person writing the agenda should consider:
  - The objective of the meeting
  - What topics need to be discussed.
  - In what order the different topics should be brought up.
  - The appropriate duration of the meeting (estimated time needed for each topic).

12) Explain the role of the person chairing the meeting

- The Chairperson of the meeting should:
  - Control the meeting and act as a facilitator (promote fruitful discussions).
  - Make sure the agenda is followed ('new' topics may be added).
  - Check that the time schedule is kept.
  - Ensure that persons who should or want to talk, get a chance to do so.
  - Help the secretary summarise the conclusions about each item discussed.

13) Talk about how to reach the objectives of the meeting

- To ensure that the meetings are helping the Unit to progress, it is important that:
  - Decisions are taken at the meeting.
  - Assignments are given (tasks to be carried out within a certain time).
  - The assignments given are followed up at the next meeting.
Each meeting should decide:

- WHAT to do (or not to do).
- WHO will do what.
- By WHEN ('deadline').

14) **Give out handout Nos.31-33 ("Minutes of Meeting (example)")**

- Explain that the DMS team has developed a format (example) for writing minutes of a meeting, and encourage the participants to study this example.

15) **Show overhead Nos.31-33 ("Minutes of Meeting [example]")**

- Go through each page, displayed on the overhead, with the participants and make the following points:
  - In the minutes of the meeting it will be evident who participated or not including the reason for not attending the meeting. [Page 1].
  - If some persons chose not to attend the meeting without justification, this will not go undetected, as the name of the absentees will appear as "not present" in the minutes of the meeting.

The staff will therefore take the meetings more seriously and make sure they participate, as they know that everyone who reads the Unit File will be able to see who has attended or not.

- Note that the meeting should always start with a follow-up of previous meetings' assignments (as in the example).

- Note that "DECISIONS" should be taken in the meeting. If decisions cannot be taken, there should be some kind of "ACTION" or follow-up assignment agreed on that will lead to a decision at a later stage.

- Keep the original in the Unit File and distribute copies to the Head of DAFO and all staff of the unit. If no meeting occurs a written explanation should be produced and kept in the Unit File instead of a set of minutes.

16) **Give out the following handouts:**

- Handout No.27 ("The Unit's Field Monitoring Trips" [empty form]).
- Handout No.28 ("The Unit's Meeting Plan" [empty form]).

- Ask the Heads of Units to fill in their unit's schedule for "Field Monitoring Trips", and the schedule for when their respective units plan to have their meetings ("The Unit's Meeting Plan").
Remind them about that they should try to have their meetings at least every two weeks (preferable every week). If it is longer between each meeting they will lose many of the advantages (as a management tool) of meeting frequently.

- Emphasise that they must distribute copies of these two schedules to all the staff in their units.
- The originals should be kept in the Unit File, together with minutes of meetings (from all scheduled meetings) and field monitoring reports (from all scheduled field monitoring trips).

17) Explain that the third way of monitoring, i.e. collecting and reading written reports from staff, will now be discussed

- Give an example of an easy-to-use format for writing a good progress report.

18) Give out handout No.34 (“Progress Report Writing - some basic principles?”) and show the corresponding overhead (No.34)

- Explain (read out loud) the text in the overhead for the participants and emphasise the following points:
  
  [No.3] "Expected Output", [No.5] "Achievements (in relation to expected outputs)"

  When writing a report, everyone working in the Unit needs to ask themselves if they are doing "the right things" and if they are doing them in a correct way.
  After reading the reports the Unit Head needs to make sure that the work which is carried out by the staff helps the Unit to reach its goals, by producing the outputs that are required, planned and expected.

  [No 7] "Action plan to solve problems"

- Explain that it is important that staff members and Unit Heads try to do more than only present problems in their progress reports. They also need to show that they can take some initiative, by proposing solutions, or even better, initiating action to do what ever they can to solve the problem, or parts of it.

19) Distribute the remaining handouts of training session 6 (Handout No’s 29.30.35& 36)

- Ask the participants to carefully read through all the handouts before the next training session so that they can ask questions if something is unclear.
20) Make arrangements for the next training session

- Agree on the date and time for training session 7.
- Show overhead No 5 ("DMS Overview [1-8]")
  - Explain that in training session number 7 "The Unit’s Evaluation Plan" will be developed and training will be given on evaluating the Unit’s activities and writing an evaluation report.
- Before the next training session each Unit Head should try to complete the schedules for meetings and field monitoring trips.
- The persons that should attend the next session are:
  - Head or Deputy Head of DAFO.
  - Heads and Deputy Heads of all Units.
- Stress the fact that it is very important that all Unit Heads attend the next training session.
Training Session 7

The Unit’s Evaluation Plan and Evaluation Reports

Objectives of Training Session

- To clarify how the Unit Heads plan to evaluate the activities of their units by developing and using "The Unit’s Evaluation Plan".
- To improve the units’ evaluation and analytical skills.
- To improve the ability of Unit Heads to write evaluation reports.

Preparations Before Training

- Contact the DAFO to confirm the date and time of training session 7.

- Prepare to show the following overheads:
  1) "DMS Overview [1-8]" (Overhead No.11).
  2) "The Goal Circle" (Overhead No.19).
  3) "The Unit’s Evaluation Plan" [empty form] (Overhead No.37).
  4) "Evaluation workshop -four steps)" (Overhead No.38).
  5) "Evaluation Report -format" (Overhead No.39).
  6) "Evaluation Report [training example -5 pages]" (Overhead Nos.40-44).

- Prepare the following handouts for all participants:
  1) "The Unit’s Evaluation Plan" [empty form] (Handout No.37).
  2) "Evaluation workshop -four steps)" (Handout No.38).
  3) "Evaluation Report -format" (Handout No.39).
  4) "Evaluation Report [training example -5 pages]" (Handout Nos.40-44).
TRAINING STEPS

1) Follow up training session 6
   ➢ Ask the participants questions about the last training session:
     • Did they complete their units’ Monitoring Plan (schedules of meetings and field monitoring trips)?
     • Did they inform their staff about the Unit’s Monitoring Plan?
     • Did they have time to present the DMS format for report writing to their staff?
     • Do they have any questions regarding what was discussed in training session 6?

2) Show overhead No. 11 (DMS Overview 1-8)
   ➢ Explain that sections 1-6 have been completed, and that the training will continue with section No.7 (“The Unit’s Evaluation Plan and Evaluation Reports”).

3) Show overhead No. 19 (The Goal Circle)
   ➢ Explain that training on DMS started with clarifying goals (‘GOAL’), continued with different aspects of the planning process (‘PLAN’). After trainees understood clearly about goals and had a plan for reaching these goals, training continued on implementing plans (‘ACTION’), by assigning tasks and areas of responsibilities to different staff.

   In previous training sessions monitoring of activities has been discussed. The next part, i.e. learning how to evaluate progress/results in relation to goals and expected outputs of activities is crucial.

   Both successes (reaching the goals) and failures (‘VARIANCE’) are evaluated as both of these provide learning opportunities.

4) Explain that all units have to make an Evaluation Plan
   ➢ Each unit needs to clarify:
     • How they plan to evaluate the performance (outcome) of the Unit’s different activities.
     • Who will be responsible for doing the evaluation.
     • When evaluation activities will be carried out.
5) Show overhead No.37 (The Unit’s Evaluation Plan), and distribute the corresponding handout (No.37)

- Explain that it is proposed that every unit makes a planning schedule for arranging regular evaluation meetings, using a format developed by the DMS team.
- Ask the Unit Heads to fill in the schedule for evaluation meetings.

6) Clarify the difference between a 'Progress Report' and an 'Evaluation Report'

- Ask if any of the participants can explain the difference between:
  - A Progress Report is an account of how activities and staff are performing in relation to the work plan.
  - An Evaluation Report assesses the value of the Unit’s performance (progress and results) in relation to goals and expected outputs.

7) Show overhead No.38 (Evaluation workshop – four steps)

- Go through the four-step evaluation process with the participants.
- Explain that a good evaluation requires that everyone concerned should discuss the Unit’s past work; staff performance and outputs of activities in relation to goals and expected outputs of activities.
- For the evaluation to be meaningful, the assessments of performance of staff and activities must be an honest and real account of the situation. Everyone needs to look for, and learn from, both weaknesses and strengths, and together try to look for ways to improve the Unit’s overall level of performance.
- If we want the evaluation process to be successful we must also have access to as much accurate information as possible including staff reports, field monitoring reports, minutes of meetings etc.
- All conclusions in the evaluation report should be followed by some kind of decision or action; "What to do, Who should do what, by When".

8) Show overhead No. 39 (Evaluation Report – Format)

- Explain the different headings of the format.
- Emphasise that it is important that the members of the Unit take action, and as much as possible, look for solutions to their problems themselves, rather than passively wait for assistance from higher levels.
• Explain to the participants that in this session they should try to use this format for writing an evaluation report as a training exercise.

9) **Give out handouts Nos. 38, 39 and 40-44**

• Before writing the report, they should go through, and try to use, the four steps outlined in handout No.38 ("Evaluation workshop - 4 steps").

• They should read the training example of handouts Nos.40-44 ("Evaluation report") and use the format outlined in handout No.39 ("Evaluation report - format") for writing their evaluation report.

• The evaluation report should cover the Units past six months work period.

10) **When the participants are ready, enquire if they thought the format was helpful and if they think they can follow these steps by themselves in the future**

• Explain why it is so important that the evaluation report be well written, i.e.:
  • In order for higher level decision makers to manage the difficult job of making accurate plans, and assessments of lower level needs, they need to be presented with well documented, processed and analysed information from lower levels (Units / DAFO).

11) **Make arrangements for the next training session**

• Agree on the date and time for training session 8.

• Show overhead no.5 ("DMS Overview [1-8]")
  Explain that in training session number 8 participants will complete the final section of the Unit File by developing "The Unit's Staff Development Plan".

• Before the next training session, all the Unit Heads should try to complete all the tasks of training session 7, i.e., the schedule for the Unit’s evaluation meetings and the training example of the Unit’s evaluation report).

• The persons that should attend the next session are:
  • Head or Deputy Head of DAFO.
  • Heads and Deputy Heads of all Units.

• Stress the fact that it is very important that all Unit Heads attend the next training session.
Training Session 8

The Unit’s Staff Development Plan

Objectives of Training Session

- To improve the unit’s training needs assessment process.
- To develop "The Unit’s Staff Development Plan" (training plan).
- To improve the ability of Unit Heads to write evaluation reports.

Preparations Before Training

- Contact the DAFO to confirm the date and time of training session 8.
- Prepare to show the following overheads:
  1) "DMS Overview [1-8]" (Overhead No.11).
  2) "How to develop a Staff Development Plan" (Overhead No.45).
  3) "Overview of the process [4 steps]" (Overhead No.46).
  4) "Important to consider [3 points]" (Overhead No.47).
  5) "Staff Development Plan [example]" (Overhead Nos.48-49).
- Prepare the following handouts for all participants:
  1) "How to develop a Staff Development Plan" (Handout No.45).
  2) "Overview of the process [4 steps]" (Handout No.46).
  3) "Important to consider [3 points]" (Handout No.47).
  4) "Staff Development Plan [example]" (Handout Nos.48-49).
TRAINING STEPS

1) Follow up training session no. 7
   ➢ Ask the participants questions about the last training session:
     • Did they complete the schedule for the Unit’s evaluation meetings?
     • Did they inform their staff about the Unit’s Evaluation Plan?
     • Did they complete the evaluation report (training example)?
     • Do they have any questions regarding training session 7?

2) Show overhead No. 11 (DMS Overview 1-8)
   ➢ Explain that so far participants have completed sections 1-7, and that they will continue with the last section of the Unit File ("The Unit’s Staff Development Plan").

3) Discuss the importance of creating a good working atmosphere in the units, so that the staff feel motivated to perform well, both individually and as a team
   ➢ The unit staff members are the Unit Head’s most valuable resource for reaching the Unit’s goals and objectives.
   ➢ Compare the Unit with a football team, where different players have different positions (roles) and that some players perform better than others. However, all players in all positions need to perform well in order for the team to perform to its full potential.
     The same principle applies to the work in the Unit, where it is essential that the Unit Head uses all his staff (players) and makes good use of the strengths of different individual’s.
   ➢ One sure way of creating and maintaining a good working atmosphere in the Unit is to have weekly meetings. If held regularly the meetings will help the Unit Head make his staff function much better, both individually and as a team.

4) Show overhead No. 46 (Overview of the Process)
   ➢ Explain that participants will go through the different steps of developing a staff development plan.
   ➢ Go through the different steps in the overhead, from ‘Documenting Information” to "Assessing Training Needs".
     • Use the text in handout No.45 as a guide for presenting overhead No.46.
5) Show overhead No. 47 (Important to Consider)

- Go through each of the three points with the participants:
  - Emphasise that the training needs assessment should be based on present and future needs of the organisation (not of individuals).
  - Discuss the importance of designing training events such as seminars, workshops etc. in a way that gives good value for the money spent. For example "Sending staff far away to attend a large seminar may not be as cost effective (in terms of both money and opportunities for learning) as maybe technical training given locally, in the field, by a local or invited specialist.

6) Give out handout Nos. 48-49 (Staff Development Plan - example)

- Explain that the DMS team has developed an easy-to-use example on how to write a Staff Development Plan.
- Point out that the example of the Staff Development Plan emphasises the importance of relating both the training needs assessment and justification to the needs of the organisation’s goals and objectives.
- Ask the participants to read the example they have been given (handout Nos.48-49).

7) When participants are ready, explain to them that they now will write a Staff Development Plan for their own unit using the format

They should remember that in reality they would write for the Head of DAFO (the receiver of the report). His job would then be to collect and analyse each unit’s Staff Development Plan, before making a combined Staff Development Plan for the whole of DAFO. This DAFO Staff Development Plan would then be presented to the PAFO for consideration.

8) Give out handout No.45 (How to develop a Staff Development Plan)

- Explain to the participants that they should now read the handout carefully and try to follow the seven steps in the process.
When the participants are ready, have a closer scrutiny of some of the Staff Development Plans, to make sure the participants have understood and followed the steps outlined.

9) Show overhead No. 11 (DMS Overview 1- 8)

- Explain that all 8 sections of the Unit File have now been completed.
- Ask if anyone has any questions.
- Explain that there will be follow-up training on the DMS.
- Emphasise that in order for the DMS routines to make an impact, the Unit Heads have to show discipline in following all of the routines that have now been demonstrated. If too many parts of the DMS system are omitted, the system will no longer function well as a management system.
- If the routines are followed, the Unit Head will be able to accomplish more with a lot less input, which will then make available more time for taking on other important tasks such as technical training, seminars workshops etc.
- Explain that a ‘floppy’ (diskette) with all handouts, forms and formats will be given to all DAFO Heads using the DMS Model.
# Glossary of Terms and Acronyms

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<tr>
<th>Acronym</th>
<th>Full Form</th>
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<td>DAFO</td>
<td>District Agriculture and Forestry Office</td>
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<td>DoF</td>
<td>Department of Forestry</td>
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<td>DMS</td>
<td>DAFO Management System</td>
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<td>GOL</td>
<td>Government of Lao PDR</td>
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<td>LSFP</td>
<td>Lao Swedish Forestry Programme</td>
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<td>MAF</td>
<td>Ministry of Agriculture and Forestry</td>
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<td>PAFO</td>
<td>Provincial Agriculture and Forestry Office</td>
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<td>PD</td>
<td>Personal data</td>
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<td>RTC</td>
<td>Regional Training Centre</td>
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<tr>
<td>SMART</td>
<td>Specific, Measurable, Agreed, Realistic, Time and Resource Constrained</td>
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Hand Outs and Overheads
Model Description of the DAFO Management System (DMS)

1) Name of the Model

The DAFO Management System (DMS)

2) Ownership of the Model

Central level: The IS-HRD Sub-programme (Mr. Oupakone Alounsavath)
Provincial level: The Head of PFCO
District level: The Head of DAFO

3) Brief Description of the Model

The Model introduces a set of administrative routines that, together with the training given in the 'Management Workshops', will improve the managerial capacity of the managers of different levels at the DAFO.

When the different parts of the Model are 'constructed' (implemented), a participatory approach is used, whereby all concerned staff should actively participate in the choice and final design of the routines that they, themselves, agree to implement.

4) Objectives

The objective of the Model is to improve the managerial skills at the District and Agricultural Forestry Offices (DAFOs) by teaching the personnel how to:

I. Document information in a well-organised and systematic way

II. Manage information effectively in relation to:
   • Monitoring of performance.
   • Evaluation (analysing) and reporting.
   • Planning.
   • Human Resources Development (incl. training needs assessments etc.).
5) **Gender Responsiveness**

The Model is mainly concerned with improving administrative routines. The person carrying out the Model’s management training will highlight the importance (for Heads of Units) of paying attention to gender issues. This will be done by e.g. suggesting that gender issues are on the agenda of the weekly meetings, and one of the topics which must be dealt with in the units’ progress and evaluation reports, as well as in the units’ staff development plans.

6) **Methods**

1. Personnel data record keeping.
2. Goals and objectives definition.
3. Unit activity planning.
4. Unit activity budgeting.
5. Job description definitions.
6. Unit monitoring and reporting system plans.
7. Unit evaluation and reporting system plans.
8. Unit staff development/training needs assessment plans.

7) **Tools**

1. Analysis of tasks and responsibilities.
2. Training (‘Management workshops’).
4. Performance assessments.
5. Training needs assessments.
7. Forms (formats).
8. Filing systems.

8) **Current Status of the Model Development**

Ready for expansion (May -99)
9) **Partners in the Model Development**

- Heads of DAFO and Heads of Units.
- Head of PFCO.
- Heads of Sub-programmes (Central level).

10) **Most Important Documents**

Lao and English language versions of a complete DMS Manual, including:

- 'The DAFO Management System' (a brief explanation of the Model's concept).
- Training materials (handouts and overheads).
- Formats (forms) for DMS.
The DAFO Management System (DMS)
A Model for How to Document and Manage Information
by
Hans Andersson & Oupakone Alounsavath

Developing a System for Information Management at District Level

When working at a local district office (DAFO) it becomes very obvious that there are many weaknesses at this level in regards to monitoring and evaluation/analysis, and in the area relating to training and training needs assessment.

There are many reasons for these weaknesses. One of them is that the staff working at the DAFOs do not always have a well-developed system (routines) for how to document information, and often limited skills in how to manage information in an efficient way.

In an attempt to remedy these weaknesses the IS-HRD team has been working closely together with different staff at a selected DAFO in Saravane. The objective has been to try to develop an information management system (incl. training curricula) that can be easily constructed and managed by the DAFO and its key staff (Heads of DAFO & Heads of Units).

The team has worked according to the principles that the development process has to be PARTICIPATORY (be developed together with the people who are going to use the system); the finished model has to be EASY TO USE (well adapted to the realities of working in a district office) and finally, EASY TO EXPAND to other DAFOs in any province.

What we have developed is not at this stage a highly sophisticated system, but a system that is well adapted to the current level of staff competence at district level. The users have to feel comfortable with working according to the proposed routines and they also need to understand the benefits of doing so.

The Model's basic structure builds on existing routines. There is plenty of room for future development (improvements) whereby higher levels of sophistication should be introduced, but then only in a slow and step-by-step manner.
Information Management

When we speak of Information Management we are mainly concerned with developing skills in two areas, namely:

(I) To learn how to document information in a well-organised and systematic way.

(II) To learn how to manage this information - i.e. make sure available information is used for:

• Monitoring of progress.
• Evaluation of results.
• Planning of activities.
• Assessment of training needs (development of staff capacity).

Part I - Documentation of Information

In the first part of the model routines are constructed for how to document different kinds of information.

Each Unit makes its own UNIT FILE where all information relating to the unit is documented under eight different headings/sections:

1) Personnel Data.
2) Goals and Objectives.
3) Ongoing and Planned Activities.
4) Activity Budgets.
5) Job descriptions.
6) Monitoring Plan.
7) Evaluation Plan.
8) Staff Development Plan.

When the documentation routines have been constructed each unit will have clearly defined Goals (5 years) and Objectives (1 year), describing what the unit is trying to accomplish.

Each unit and all its individual staff will have clearly defined Job descriptions, describing the area (or tasks) that they are responsible for, including (if needed) written instructions for how to carry out these tasks.

The planning process will be closely linked to the goal setting process. After the unit has set its goals and objectives they have to describe how they plan to attain them. They need to define what kind of outputs they think are required in order for the unit to reach set goals and objectives. The outlined output requirements will guide them in their work of designing the activities that they believe will produce the desired result.
Each unit will have to write a Monitoring Plan describing how the unit plan to monitor progress of activities and performance of staff. Part of the monitoring plan will be for each unit to have ‘weekly meetings’ with all staff. The purpose of having these meetings will be for the Head of the unit to monitor the progress of work, give support and advise, and to inform and plan for the week ahead.

In the unit’s Evaluation Plan the Heads of the unit have to describe how they plan to evaluate the effectiveness of the work that is carried out by the unit. The suggestion is that each unit has ‘evaluation meetings’ every six months, whereby an analysis is made of the unit’s performance in relation to plans and goals. The conclusions will be summarised in ‘Evaluation/Action Plan Reports’. With the right support on how to write these reports they will become a valuable source of information for the planning of activities and the training needs assessment process.

In the last section of the Unit File a Staff Development Plan should be developed. Here the Heads of the unit should work together with the deputy Heads of DAFO to produce a plan for how to improve the performance of the unit and its staff. Together they should review different staff’s work performance in relation to the needs of the organisation, and thereafter decide in what areas skills need to be developed. The end product of this assessment process should be the unit’s ‘Staff Development Plan’. This plan will describe how the Unit can develop it’s performance by improving different skills of the staff in areas that have documented weaknesses (as concluded in the Evaluation Reports).

Part II - Management of Information

In the second part of the Model, training is given on how to make good use of the available information.

The DMS trainers will carry out this training according to the steps outlined in the DMS Manual. The focus is on teaching the Heads of DAFO and units how to develop a number of skills that will help them to become more professional in their duties as managers.

The main areas to be covered for this training will be:
• Monitoring of performance.
• Analysing and reporting of information.
• Managing the planning process.
• Development of human resources (incl. Training Needs Assessment).

In addition to the training given, the DMS team will be responsible for continuous monitoring (follow-up, training and support) of the different DAFO’s that are working according to the principles of the Model.
What is D.M.S?

A DAFO Management System

A model for how to systematically document and manage different kinds of information at a DAFO
What is the objective?

To teach DAFO personnel how to:

1) **Document information** in a well-organised and systematic way.

2) **Manage information** effectively:
   - How to use available information for:
     - Monitoring of performance.
     - Evaluation (analysing) and reporting.
     - Planning.
     - HRD (training needs assessment etc.).
The Work Process

GOALS AND OBJECTIVES
Defining what the unit has to accomplish

OUTPUTS
Agreeing on the outputs required to reach objectives

PLAN
Planning (designing) activities that will generate the desired outputs

ACTION
Assigning tasks and areas of responsibility

MONITORING
Supervising activities that staff are performing according to the plan

EVALUATION
Identifying weaknesses and strengths. Assessing the value of the Unit’s performance in relation to set goals and plans

LEARNING FROM EXPERIENCE
Feeding results and conclusions into the planning process (including HRD planning)
DAFO's Unit Files
Information for Learning

1 Personnel Data
2 Goals of the Unit
3 The Unit’s Ongoing and Planned Activities
4 The Unit’s Activity Budgets
5 Job Descriptions
6 The Unit’s Monitoring Plan and Monitoring Reports
7 The Unit’s Evaluation Plan and Evaluation Reports
8 The Units Staff Development Plan
## Personnel Data:

- **Head of Unit:** Mr/s ...... Employment no. (......) Education: .... Other training: .... Previous work experience: .... etc
- **Deputy Head:** Mr/s ...... Employment no. (......) Education: .... Other training: .... Previous work experience: .... etc
- **Staff:** Mr/s ...... Employment no. (......) Education: .... Other training: .... Previous work experience: .... etc

## The Unit’s Goals and Objectives:

1. **Goals** (5 years):
   - Production, performance of staff/activities/administrative routines/other?
   - Output requirements: How to reach the goals/what outputs are required to reach the goals?

2. **Objectives** (1 year):
   - Production, performance of staff/activities/administrative routines/other?
   - Output requirements: How to reach the objectives/what outputs are required to reach the objectives?

## The Unit’s Ongoing and Planned Activities:

1. **Type of activity:** ………………………………………………………………………………
2. **Expected output:** ………………………………………………………………………………
3. **Location:** ………………………………………...Starting date:
4. **Staff/team responsible:** ………………………………………………………………………

## Activity Budgets:

(total and detailed activity budget plan for each activity)

## Job Descriptions:

1. **DAFO and Unit Responsibilities:** ……………………………………………………………
2. **Head of Unit:** …………………………………………………………………………………
3. **Deputy Head of Unit:** ………………………………………………………………………
4. **Staff:** …………………………………………………………………………………………

## The Unit’s Monitoring Plan and Monitoring Reports:

1. **Unit Meetings** (Procedures: scheduled time, who must participate, type/purpose of meeting, etc)
   - 1.1 Minutes of Meetings:
2. **Field Monitoring Trips** (Procedures: reporting responsibilities, etc)
   - 2.1 Field Monitoring Reports:
3. **Other Monitoring Reports** (Procedures: reporting responsibilities, etc)
   - 3.1 Monthly/Quarterly Progress Reports:

## The Unit’s Evaluation Plan and Evaluation Reports:

1. **Unit Evaluation Meetings** (Procedures and Objective: Evaluate progress/results in relation to goals and expected outputs of activities)
2. **Evaluation/Action Plan Reports** (Analysis of findings and procedures for feeding results into planning and training needs assessment)

## The Unit’s Staff Development Plan:

**Training Plan:** What skills and knowledge are needed to improve the Unit’s performance? (Refer to Unit Goals/Plans and Evaluation reports). Who should we ‘invest’ in (job performance)? What areas would different staff like to develop?
**BIOGRAPHY OF THE STAFF MEMBER**

**siva pavat phanakngan**

sam lap phanakngan souan bouk khon (form for individual)

kalouna an bot naenam nay kan khian fom kon cha teum say baep fom

Please read the instruction before filling in the form

(Code) lahat: .................................

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2. phou phauhan: seu: (Organisation)

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II. seu hong kan leu kom kong sangkat (Organisation)

1. seu hong kan (kom, pha naek, nouay ngan, khong kan, soun sounl(rep.)
Organisation (Department, division, unit, project, centre etc.)

bon pachamkan: .............................................................
(Work Place) (Province)

pha naek / kha
naeng:..........................................................
(Division/Section)

van deuan pi khoa het kan:..............................
(Date of Employment)

tha lo sap:...........................
(Tel)

phaek:........................................
(Fax)

III. san lae tam naeng Position and Ranking

1. bon het kan tham it: san.............
   (First Employment Degree)
   khan:.........
   (Grade)
   dat sa ni ngern deuan:.....................
   (Salary Index)
   ngurn deuan pheun than:...................
   (Salary)

2. pachou ban: san :1
   Current Degree
   khan :5
   Grade
   dat sa ni ngern deuan :
   Salary Index
   ngurn deuan pheun than 30.000:
   Salary

4. na thi hap phit sop ( pachou ban ) :viak ngan sangket akat
   Area of responsibility (Current)

5. than khit va than mi khwam samat soung thi sout nay dan day :outou ninyom
   In what field / area are you most competent:

6. visa day thi than tongkan yak hian hou teum: outou ninyom
   What subjects would you like to learn / study more

IV. saphap khop khoa Family Status

1. seu lae nam sakoun pho: boun kurt
   Name and Surname of Father

   thi you pachou ban:heuan lek thi
   Current Address: House No.
   : 
   thon :lek thi 13
   Road
   meuang khong se don:
   District

   asip pachou ban lae you say :het na you ban nong hin
   Current job and workplace

   anyou : 58   pi
   Age
   (s)
   nouay :
   Unit
   khwaeng :sala van
   District
2. seu lae nam sakoun mae: nang nyou  
Name and Surname of mother

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3. chamnouan ai euay nong khing khon ( bo nap ton eng )
Number of Sisters and Brothers (persons)

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4. seu lae nam sakoun khou somlot: nang kham mani
Name and Surname of spouse

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<td>Meuang</td>
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5. chamnouan louk: 1

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<tr>
<th>Number of Children:</th>
<th>asip:</th>
<th>thi you:</th>
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<tr>
<td>1</td>
<td>dek</td>
<td>non</td>
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Birth Date | Occupation | Address
---|---|---

2 | van deuan pi kurt: | asip: | thi you: |
3 | van deuan pi kurt: | asip: | thi you: |
4 | van deuan pi kurt: | asip: | thi you: |
5 | van deuan pi kurt: | asip: | thi you: |
6 | van deuan pi kurt: | asip: | thi you: |
7 | van deuan pi kurt: | asip: | thi you: |
8 | van deuan pi kurt: | asip: | thi you: |

V. kan seuk sa Education

<table>
<thead>
<tr>
<th>ladap (Level):</th>
<th>pi hian chop(Completion year)</th>
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<tbody>
<tr>
<td>1. pathom (Primary) mouat kaeng houat</td>
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<td>2. matthanyom (Secondary) mouat kaeng houat</td>
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<tr>
<td>3. oudom (High)</td>
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<tr>
<td>4. bamloung ( kalouna bok chaeng ) Vocational (Please specify)</td>
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hong hian Liam mahavithanyalay (PreŒUniversity)

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<tr>
<th>ladap</th>
<th>visa</th>
<th>sa tha ban</th>
<th>pathe t</th>
<th>lanya vela</th>
<th>pi hian chop</th>
<th>lek thi bay pakat</th>
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<tbody>
<tr>
<td>Level</td>
<td>Subject</td>
<td>Institution</td>
<td>Countr y</td>
<td>Duration</td>
<td>Comply. Year</td>
<td>No. of the Certificate</td>
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<td>san soung Superior Technician</td>
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<tr>
<td>san kang Technician</td>
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hong hian Liam mahavithanyalay (University)

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<th>ladap</th>
<th>visa</th>
<th>sa tha ban</th>
<th>pathet</th>
<th>lanya vela</th>
<th>pi hian chop</th>
<th>lek thi bay pakat</th>
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<tbody>
<tr>
<td>Level</td>
<td>Subject</td>
<td>Institution</td>
<td>Country</td>
<td>Duration</td>
<td>Comply. year</td>
<td>No. of the Certificate</td>
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<td>pali nya tri BSc</td>
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<td>pali nya ek PhD</td>
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</tbody>
</table>
(Vocational Training (Short-Term Training, Seminars, Study tours, etc.))

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Institution</th>
<th>Country</th>
<th>Duration</th>
<th>From</th>
<th>To</th>
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(Foreign Language Skills (ability to read, write, listen, and speak))

<table>
<thead>
<tr>
<th>Language</th>
<th>Reading</th>
<th>Listening</th>
<th>Speaking</th>
<th>Writing</th>
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</thead>
<tbody>
<tr>
<td>English (angkit)</td>
<td>E VG F B VB</td>
<td>E VG F B VB</td>
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<tr>
<td>French (frang)</td>
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<td>German (yia la man)</td>
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*VG* = Very Good; *G* = Good; *F* = Fair; *B* = Basic; *VB* = Very Basic
VI. chong lao pavat khwam pen ma khong than tae anyou paet pi penton ma

(Describe your work experiences from year 8 and onward)

<table>
<thead>
<tr>
<th>paphet lian</th>
<th>chamnouan</th>
<th>lek thi bay nyong nyo No.</th>
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</table>

VII. lian ka, lian say lae bay nyong nyo thi than day hap (Awards and Certificates Received)

lian ka, lian say (Medals)

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<thead>
<tr>
<th>paphet lian</th>
<th>chamnouan</th>
<th>lek thi bay nyong nyo No.</th>
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bay nyong nyo (Certificates)

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<tr>
<th>paphet bay nyong nyo</th>
<th>chamnouan</th>
<th>lek thi bay nyong nyo No.</th>
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</table>
### VIII . pasop kan khong viak ngan (Work Experiences)

<table>
<thead>
<tr>
<th>na thi hap phit sop</th>
<th>bon pachamkan</th>
<th>tae pi</th>
<th>therng pi</th>
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</thead>
<tbody>
<tr>
<td>Position</td>
<td>Work Place</td>
<td>From</td>
<td>To</td>
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</tbody>
</table>

### IX . van khao ong kan chat tang mahason Member of Public Organisation

Name of the Organisation | Date of becoming a member
--------------------------|-----------------------------
2                          | 3                           

### X . chout di lae chout bok phong pheun than (Main and Basic Personal Strengths and Weaknesses):

**chout di, (Your best personal strengths):**

*ton eng day aochaysay to na thi viak ngan yang pokkati patibat to na thi viak ngan thi khan therng mop may hay.*  
**chout bok phong (Area you need to develop):**

### XI . khwam moung vang Ambition
chak tang pathet). **Remark:** Please, attach copies of your certificates and rewards (especially student graduated abroad).

khaphachao kho haphong va kho moun thi day khian long nay baep fom ni theuk tong tam khwam ching tha hak mi kan bit beuan khaphachao kho hap phit sop thouk pakan dang nan khaphachao cheung day long lai sen.
To the best of my knowledge, the information contained in this application is a true, complete, and an accurate account.

thi___________, van thi:__/__/____ thi_lao ngam van thi:
kan chat tang yangyeun sisa mout somboun
lai sen phou kiaw

kasouang ka si kam lae pa may
(kalouna tit)
The “Goal Circle”

Why can we not reach our goal?
- Low staff competence?
- Poor planning
- Organisational/structural difficulties?
- Other problems?

What should we do or change?
- Make your goals S.M.A.R.T. Goals

How do we reach the goal?
(Present status + What is missing)
- Training needs?
- What is to be accomplished?
- What are our resources?

How do we build routines for Monitoring and Evaluation?

VARIANCE

How do we get the job done well?
- Motivating staff (attitudes)
- Assigning Responsibility
- Support, on job training
- Who does what, by when (deadlines)
- Do the right things and do them right
Reaching Your Objectives: The Steps

1) Set your OBJECTIVES

ASK YOURSELVES:

- What do we want to accomplish this coming year?
- What lesson can we learn from last/previous years work?
- What are the farmers’ needs?
- What are the directives from MAF and DoF?
- What are our financial and material resources?
- What human resources do we have access to (staff competence/skills/experience etc.)

DETERMINE THE OBJECTIVES OF YOUR WORK UNIT, AND MAKE THEM S.M.A.R.T.

Specific  Specific end result - everyone knows exactly what is to be accomplished
Measurable  Can we measure if we have reached the objective?
Agreed  the people who are responsible for implementation have to agree on the objectives together
Realistic  the objective must be achievable, i.e. possible to reach
Time & resource constrained  Within a set frame for time, budget, material and staff resources

2) PLAN the required Outputs

DISCUSS HOW TO REACH THE OBJECTIVES (WHAT OUTPUTS ARE REQUIRED):

- What kind of activities are required?
- What lessons can we learn from last year’s activities? (Refer to the Evaluation reports)
- What activities can be done with existing resources (money/material/staff)?
- Do we (the staff) need training? What areas/subjects will help us to reach the objectives?
- How can we make the activities more cost effective?

PLAN your activities

DESIGN THE ACTIVITIES THAT WILL HELP US TO REACH THE OBJECTIVES

Plan carefully...

- Will the activity really help us reach the objective?
- Can this activity be made more cost effective?
- Has this activity been done before? How can we improve the activity?
- How can we evaluate the activity afterwards?

3) ACTION  - Assigning tasks and areas of responsibility

DETERMINE AND AGREE ON...

- What tasks need to be carried out (Phase I, Phase II, etc.)
- Who will do it
- By When
GOAL (long term)
- Develop sustainable use of land by stopping Shifting Cultivation practices
- Improve living conditions for villagers

OBJECTIVES (one year)
- Decrease area under shifting cultivation in the District by 10 %
- Improve villagers yearly income by 10 % (purchasing power)

PLAN the required Outputs

What outputs are required to reach the objectives?
1) Improved marketing skills among villagers (training/workshops).
2) Introduction of two new dry season crops (model farmers - 15 families).
3) An increase in the number of chicken/fish raising activities by 25 %.
4) Introduction of three new women’s activities.

PLAN the Activities

1. Marketing Activities:
   1.1 Training activity in marketing for staff.
   1.2. Develop teaching material on marketing
   1.3 Training in marketing for villagers

2. Dry season crop Activities:
   2.1 Training for staff with Extension adviser.
   2.2 Village meeting selecting model farmers.

ACTION
(What tasks are required? Who will do it? By When?)

Action (tasks required) - ‘Phase I’

<table>
<thead>
<tr>
<th>Marketing activity</th>
<th>Who</th>
<th>by When</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>Mr Sovath</td>
<td>(15/2)</td>
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<tr>
<td>2.</td>
<td>Ms Minahpon</td>
<td>(10/2)</td>
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<td>3.</td>
<td>Mr Khampoy</td>
<td>(15/2)</td>
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</table>

Dry season crop activity:

<table>
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<tr>
<th>Dry season crop activity</th>
<th>Who</th>
<th>by When</th>
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</thead>
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<tr>
<td>4.</td>
<td>Mr Phatip</td>
<td>(11/2)</td>
</tr>
<tr>
<td>5.</td>
<td>Ms Minahpon</td>
<td>(11/2)</td>
</tr>
<tr>
<td>6.</td>
<td>Mr Sombon</td>
<td>(20/2)</td>
</tr>
<tr>
<td>Code</td>
<td>Type of Activity</td>
<td>Location</td>
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<tr>
<td>2221</td>
<td>Planting fruit trees</td>
<td>Ban Inpeng</td>
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<tr>
<td>3341</td>
<td>Collect socio-economic data</td>
<td>Ban Nase</td>
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</tbody>
</table>
**ACTIVITY PLAN for** period: ..........................................................  **Name of unit:** ..........................................................

<table>
<thead>
<tr>
<th>Code</th>
<th>Type of Activity</th>
<th>Location</th>
<th>Duration of Activity (date: from - to)</th>
<th>Expected Output of Activity</th>
<th>Person Responsible for Activity</th>
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</thead>
<tbody>
<tr>
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<td>Oct Nov Dec Jan Feb Mar</td>
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</tbody>
</table>
# Job Description for Office Based Staff

1) Name of employee: 

2) Position: 

3) Duty station: 

4) Employment no: 

5) Reporting relationship (reporting to): 

6) Main responsibilities: 

7) Occasional (other) responsibilities: 

8) Daily duties: 

8) Weekly duties:
9) Monthly duties: .................................................................................................................................
 .................................................................................................................................
 .................................................................................................................................

10) Quarterly duties: ..............................................................................................................................
 .................................................................................................................................
 .................................................................................................................................

11) Yearly duties: .................................................................................................................................
 .................................................................................................................................
 .................................................................................................................................

I fully understand that I am responsible for doing all of the duties of this job description.

Name of employee: ...............................................................................................................................

Signature: ..........................................................................................................................................

Supervised and agreed by Head of Unit:

Signature: ..........................................................................................................................................

Date: .................................................................................................................................
**JOB DESCRIPTION FOR FIELD STAFF** (Example)

Unit: Agriculture and Extension,  Employee No; (1010),  Name: Mr Sombun.

<table>
<thead>
<tr>
<th>Type of activity</th>
<th>Planting of fruit trees (five kinds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected output</td>
<td>To study and decide five different fruit tree species’ suitability (as alternative income source) for the local region.</td>
</tr>
<tr>
<td>Location</td>
<td>Ban Inpeng</td>
</tr>
<tr>
<td>Starting date</td>
<td>October 3, 1998</td>
</tr>
</tbody>
</table>

**Daily duties:**

(Week 1 and 2)
1. Preparation of field (Advise and inspect) - 5 days.

(Week 3)
1. Planting (Advise and monitor the work)
2. Daily inspection of seedlings together with the farmer (look for disease and pest attacks).
3. Note and report any damages.

(Week 4)
1. Daily inspection of seedlings together with the farmer.
2. Note and report any damages.

**Weekly duties:**

1. Attend weekly Unit meeting.
2. Prepare the weekly report (to be presented in the weekly Unit meeting).
3. Prepare next week’s work - submit plan to Head of Unit in the weekly Unit meeting.

**Monthly duties:**

<table>
<thead>
<tr>
<th>Month 2:</th>
<th>Month 3:</th>
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</thead>
<tbody>
<tr>
<td>2. Prepare the new quarterly plan</td>
<td>2. Prepare the new quarterly plan</td>
</tr>
</tbody>
</table>
**Monitoring Plan** (The Unit’s Field Monitoring Trips)

for

.................................................................................................................. (Name of Unit)

<table>
<thead>
<tr>
<th>Schedule for Field Monitoring Trips (frequency)</th>
<th>Dates and time for each planned field monitoring trip</th>
<th>Location</th>
<th>Name and position of officers participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Every ............... week)</td>
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<tr>
<td>(Every ............ month)</td>
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<tr>
<td>(Every ............. quarter)</td>
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</tbody>
</table>
## Monitoring Plan (The Unit’s Meetings)
for 

(Name of Unit)

<table>
<thead>
<tr>
<th>Schedule for Unit Meetings</th>
<th>Date and time for meeting</th>
<th>Meeting’s location</th>
<th>Position of person required to participate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly meetings</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Monthly meetings</td>
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<tr>
<td>Quarterly meetings</td>
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<tr>
<td>Yearly meetings</td>
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</tbody>
</table>
Why Meetings?

To have regular meetings gives the **Head of Unit** a re-occurring (scheduled) opportunity to...

* Monitor that the work of the Unit is progressing according to plan.

* Detect and solve problems at an early stage.

* Modify workplans if necessary.

* Give advice to individual staff or work-teams.

* Encourage team work (that staff support and learn from one another).

* Announce/distribute important information.

* Plan and discuss upcoming events.
Preparing and Chairing a Meeting

Writing the agenda

Consider:

- What is the objective of the meeting.
- What topics need to be discussed.
- In what order should the different topics be brought up.
- Duration of meeting (approximate time needed for each topic).
- Who needs to participate.
- Who will write the minutes of the meeting.

Chairing the meeting

Remember that the Chairperson of the meeting:

- Controls the meeting and should act as a facilitator (promote fruitful discussions).
- Makes sure the agenda is followed ('new' topics may be added to the original agenda).
- Checks that the time schedule is kept.
- Supervises that everybody who should or wants to talk gets a chance to do so.
- Helps the secretary (person writing the minutes) to summarise (conclude) the discussions of each item being discussed.

Reaching the objectives of the meeting

The main purpose of having weekly meetings is to:

- Monitor that the work of the Unit is progressing according to plan.
- Give advice to work-teams or individual staff in areas where problems have occurred.
- Encourage staff to work more as a team (supporting and learning from one another).
- Plan for and inform about upcoming events.

In order to make sure that the meetings are helping the Unit to progress it is important:

- That decisions of some kind are taken in the meeting.
- That assignments are given (tasks which have to be carried out within a certain time).

The meeting should decide:

WHAT to do (or not to do).
WHO will do what.
By WHEN ('deadline').

- That the assignments given are followed up in the next meeting.
Minutes of Meeting

Name of Unit: AGRICULTURE, EXTENSION AND RESEARCH

Date: Friday, December 4, 1998.

Participants (name):

Mr Khamsaen (Chairperson of meeting)
Mr Somboun (Secretary of meeting)
Mr Phouvvan
Mr Koaphao
Mr Sengdao
Mr Khamhou
Mr Nithda

Members of Unit not present (reason for not attending):

Mr Khamkerth (Field work)
Mr Phouveng (Sick leave)
Mr Somchit (?)

Agenda (Topics for discussion):

1) Follow-up on the assignments of previous meetings.
2) Briefing on progress made in different areas of responsibility of individual staff (or work teams).
3) Latest information from DoF and PAFO.
4) Information from the Gender Unit
5) Study tour to Luang Prabang.
6) Other topics
7) Summary of meeting
8) Next meeting
SUMMARY OF DISCUSSIONS

1) Follow up of last meeting’s assignments:
   - Mr Khamsaen reported that he has contacted Luang Prabang regarding the delay of the budget. Money is expected to arrive before 15/12-98. Mr Nithda and Mr Somboun are ready with the quarterly Summary reports (was handed over to Mr Inpeng on November 27).
   - Mr Nithda reported that they have difficulties in writing these reports on the computer. Request was made for getting computer training.
     
     **Action:** Mr Khamsaen will ask PFCO if it is possible to get training. Further information will be given in the next meeting.
     
     **Action:** Mrs Somchit has not yet had time to organise a filing system. New deadline = Before 11/12-98

2) Briefing on progress
   - Mr Somboun reported difficulties with getting the farmers attention. He needs support.
     
     **Decision:** The meeting agreed that Mr Phouvan and Somboun should work and support each other by going to the field together and work as a team. Their individual duties will therefore from now on be combined (Team duty).
     
     **Action:** Mr Khamsaen will rewrite Mr Somboun’s and Phouvan’s job description for the period.
     
     Deadline = Before 17/12-98.
     
     No other officers reported any problems with carrying out their duties.

3) Information from DoF and PAFO
   - The LSFP Extension Adviser will come for a visit during December (no date confirmed).
     
     **Action:** All staff should think of (and write down) topics they would like him to give advise on.
     
     Deadline = Submit to Head of Unit before 17/12-98

4) Information from the Gender Unit
   - The Head of the Gender Unit will be away for maternity leave during Dec.15 - Feb. 15.
     
     **Decision:** The Deputy Head of the Unit will be in charge during this period.
5) **Study tour to Luang Prabang**

- There will be an opportunity for three staff to go on a study tour to Luang Prabang.

  **Action:** Staff that are interested need to:  
  a) Announce their interest  
  b) Explain why they want to go / what they think they need to learn  
  c) How they will present their experiences from the study trip at the unit when returning.

  **Deadline** = Applications must be ready before 23/12 -98

6) **Other topics**

- Inpeng informed that he will be away for management training in Savannakhet between 7/12-11/12.

  **Decision:** Mr Khamsaen will be in charge during this period.

7) **A summary was made of today’s decisions and the assignments given.**

8) **Next meeting:** Friday 11/12 98

Minutes taken by Mr Somboun (name of Secretary)

Lao Ngam, Saravane, 4/12 -98.

(Signature) .................................................................

Acknowledged by Mr Khamsaen (name of Chairperson)

Lao Ngam, Saravane, 6/12 -98

(Signature) .................................................................

**Copies to be distributed to:**

- Administration
- All Units
- All staff of Unit
- The Unit File
Progress Report Writing:
Some Basic Principles

Before writing

Find out:

• Who will be the receivers of your report?
• What kind of information are the receivers interested in?
• How will the receivers of your report use your information?

Writing the report

Content:

1) Name + Position + Working Unit

2) Reporting period

3) Area of responsibility: Activities + Expected Output

4) Major working tasks during the reporting period (brief description)

5) Achievements (in relation to expected outputs)

6) Problems encountered

7) Action plan to solve problems:
   a) Action taken (Person responsible + Deadline)
   b) Action needed (Proposed solution / support needed)

8) Planned working tasks for next working period
Progress Report Writing
An example

Progress Report

1) Name: Mr Sombun
   Position: Agriculture Officer
   Work Unit: Agriculture and Extension Unit

2) Reporting Period: 25 / 9 - 25 / 12 / 98

3) Area of responsibility
   Activity: Planting of fruit trees (five species) in Ban Inpeng
   Expected Output: To study and decide different fruit tree species’ suitability (as alternative income source) for the local region.

4) Major working tasks during reporting period:
   - Called a meeting with the villagers to explain the objective of the study.
   - Gave instructions to the villagers in how to properly prepare the planting area, with instruction on best practices for:
     - clearing
     - ploughing
     - pitting
   - Gave the following training sessions to concerned villagers:
     - the growth characteristics of the five different species to be introduced in the study
     - common pest and disease attacks for the five chosen species
     - preventive and remedial methods of pest and disease control
     - manuring practices
     - watering and weeding practices
   - Developed a reporting format to be used by the farmers for daily inspection of damages to the planted seedlings (reporting disease and pest attacks).
   - Attended and supervised farmers’ daily inspection of seedlings.
   - Supervised weeding, watering and manuring practices.
   - Attended all Units’ weekly meetings, except on the 17/10 (sick leave).
5) **Achievements (in relation to expected outputs):**

- The study is developing well, and according to the workplan of the reporting period.
- The farmers are so far showing great interest in participating in the study.
- The planted seedlings are developing relatively well with a mortality rate of 5% for the period.

6) **Problems encountered:**

- An unnecessary number of seedlings were damaged during transportation from the DAFO office to the field area due to careless handling (packaging).
- The farmers sometimes have difficulties paying attention during the theoretical parts of the training sessions.
- Few women are participating in training sessions given.
- The current budget will not be enough due to price increases.

7) **Action plan to solve problems:**

**A) Action taken:**

- Damaged seedlings: Mr Somchit and I will construct a simple box to be used when transporting seedlings. Drawings and estimated budget for material has been given to the Head of Unit (20/12). Deadline: Construction will start as soon as money arrives.

- Low attention during training: The problems have been brought up by me in a weekly meeting (19/12). The Head of the Unit will organise training on participatory training methods in February.

**B) Action needed:**

- Few women participating in training: We need help (ideas) from the Gender Unit.
- Budget not sufficient: We need help from higher levels on how to solve this problem.

8) **Planned working tasks for next working period:**

- Participate in training on mushroom cultivation to be organised by NTFP in Saravane 17/1 -99.

- Participate in four days training on ‘Water resource Management’ between 2-5 February at Xepon Training Centre.

- Work as outlined in my job description for the period.
The Unit’s Evaluation Plan
for

.................................................................................................................................................. (Name of Unit)

<table>
<thead>
<tr>
<th>Schedule for Evaluation Meetings</th>
<th>Date and time for meeting</th>
<th>Meeting’s location</th>
<th>Position of person required to participate</th>
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**Step 1**

**What are the Goals and Objectives?**

What are we supposed to achieve?

**Will we be able to achieve this year’s goals / objectives?**

*YES! = OK
But, can we do things better?*

**Step 2**

**Problem Analysis**

- Why can we not reach our objectives?
- What has gone wrong?
- What have we not done well?
- *When* did we go wrong?
- *Where* did we go wrong?
- Unrealistic goals?
- Planning mistakes?
- Implementation mistakes?
- Prioritising mistakes

What can we learn from those activities that were successfully implemented?

What can we learn from the monitoring reports from the past period:

- Monthly reports
- Field monitoring reports
- Minutes of meetings
- Annual IS study report

- Are the staff committed to their tasks?
- Do they have sufficient / the right kind of skills to carry out their tasks well?
- How is the relationship between DAFO officers and farmers?
- How are the staff’s ‘staff-to-farmer’ communication / interaction / training skills?
- Are the staff using a participatory approach?

**Step 3**

**Conclusions**

Main reasons for weaknesses

Action needed (What to do)

**Areas that can be acted upon locally**

(by DAFO, Unit)

Immediate action (now)
Long-term action (for future planning)

**Areas that require outside action**

(by PAFO / DoF / MAF)

Immediate action (now)
Long-term action (for future planning)

**Step 4**

**Action**

(Detailed action plan)

**WHAT to do**

**WHO** should be responsible for doing what tasks

**WHEN** (deadline for completion)
Main Conclusions (in relation to goals and objectives)

A) Present level of progress (in different work areas) in relation to goals and objectives (% of total).

B) Activities that have not functioned well (incl. reasons for weaknesses).

C) What lessons can we learn from implemented activities.

Proposed Solutions and Action Plan

Areas that can be acted upon locally (by DAFO, Units)

Action Plan

1) What to do.
2) Who should be responsible for doing what tasks.
3) When (deadline for completion).

Areas that require outside action (by PAFO / DoF / MAF):

Action Plan

1) What to do.
2) Who should be responsible for contacting concerned office.
3) When (deadline for completion).
Main Conclusions  (in relation to goals and objectives)

A) Present level of progress (in different work areas) in relation to Goals and objectives (in % of total)

- **Land Allocation**: Land allocation has been completed in 34 % of the villages selected.

- **Forest fire protection**: The size of forest area affected by fires have increased with 15 % this year so far (this year’s objective was to decrease the areas affected by 20 %)

- **Forest Management**: No real accomplishments (0%) have yet been made towards reaching this year’s objective of decreasing illegal logging by 25%.

- Etc. ...........................................................................................................................................................

- Etc. ...........................................................................................................................................................

B) Activities that have *not* functioned well (incl. reasons for weaknesses):

**Land Allocation:**

- The Team will not be able to finish according to plan
  
  Reason: There are many border conflicts between different villages which take a lot of time to solve.

- It is difficult to make the villagers participate in the LA - LUP exercise.
  
  Reason: The villagers are busy doing their own activities
Forest protection and management:

- It is difficult for us to control the illegal hunting practises which are causing most of the forest fires.
  
  Reason: The number of staff available for the task is not enough

- There is still a lot of illegal logging going on in the district and we don’t seem to table to stop these illegal activities.
  
  Reason: The number of staff available for the task is not enough

- Etc. ...................................................................................................................

General matters:

- The weekly meetings often start too late with the result that we don’t have time to discuss important matters as much as we would like to.
  
  Reason: The staff do not respect the agreed starting time of the meeting.
  As it is important that all staff participate we usually have to wait until all staff have arrived, which sometimes can take up to 30 minutes after agreed starting time.

C) What lessons can we learn from implemented activities?

Conservation:

- The response from the different schools after we organised the ‘Forest Conservation day’ was very positive. The schoolchildren now better understand the importance of the forest in relation to all living things.

- Etc. ...................................................................................................................

Plantation:

- The number of seedlings damaged during transportation has decreased dramatically due to the initiative of one staff member (Mr Somchit) to construct a well functioning transportation box for seedlings.

- Etc. ...................................................................................................................
General administrative matters:

- Working according the DMS Model has functioned well. The staff’s work performance has improved and it is now much easier to monitor the Unit’s activities.

- Good attendance in weekly Unit meetings has helped us find out, discuss and solve problems more effectively.

- Etc. ............................................................................................................................

Proposed Solutions and Action Plan

* Areas that can be acted upon locally (by DAFO, units)...

Forest protection and management:

- We need to more actively mobilise the villagers to help us in controlling and protecting the forest from fires.

- The staff need training in how to effectively mobilise villages for these kind of activities. It is suggested that all concerned staff participate in a training course on the subject (developed and arranged by Xepon Training centre).

Xepon Training Centre should be contacted for the arrangement of such training. All arrangements need to be taken care of.

⇒ **Action:** Mr Sylabai

⇒ **Deadline:** August 1, 1999.

- Etc. ...............................................................................................................................
Forest protection and management:

- We need to more actively mobilise the villagers to help us in controlling and protecting the forest from illegal logging.
- One way of solving the problem is by training more village forest volunteers to help us with patrolling and reporting of illegal logging. We must also try to develop some kind of reward system for villagers who report illegal activities to the DAFO.

A plan for how to develop these two activities needs to be drafted

⇒ Action: Mr Thomphut
⇒ Deadline: August 1, 1999.

Plantation:

- Ten more transportation box for seedlings (the type ‘invented’ by Mr Somchit) should be constructed for usage by the DAFO whenever seedlings are to be transported.

Budget, purchase of material and construction needs to be taken care of.

⇒ Action: Mr Somchit
⇒ Deadline: Budget plan (cost estimation) to be ready by July 30, 1999.
                Construction of all ten boxes should be ready by September 15, 1999.

General Administrative matters:

- The DMS Model should be expanded also to village level with the development of a ‘VILLAGE ACTIVITY FILE’, which the Head of the village should be responsible for.

The idea needs to be proposed to the Heads of our Target villages at the next ‘Target village meeting’ in December -99.

⇒ Action: Mr Thomphut
⇒ Deadline: December -99 (at the meeting)
General matters:

- Everyone needs to make sure they arrive on time for the weekly meetings. A detailed record will from now on be kept at every meeting to record who arrives late.

  ⇒ Action: The chairman of the meeting
  ⇒ Deadline: Starting next weekly meeting.

Areas that require outside action (by PAFO / DoF / MAF)...

Land Allocation:

- We need help from the PFO and the District Governor to solve the border conflicts between different villages.

  A letter needs to be written to the PFO and District Governor with a request for help to solve the problem. The letter should also explain the background of the conflict.

  ⇒ Action: Mr Dijai
How to Develop a Staff Development Plan

The steps:

1) Document the Unit’s staff resources (educational background, experience, and training).

2) Clarify what the Unit’s goals and objectives are.
   Make it clear what the organisation (DAFO/Unit) need to accomplish over the coming year(s).

3) Analyse the staff’s job performance (in relation to the goals and objectives).
   Use the information available from monitoring and evaluation reports over the year(s).
   Ask yourselves:
   • How are the staff carrying out their work?
   • Could/should they perform their tasks better?
   • What skills are they lacking / what do they need to learn to perform better?
   • Etc. etc.
   Ask the staff about their own opinion of how they carry out their tasks.
   • Do they themselves think they do a good job? Could they perform their tasks better?
   • Do they feel that they have the necessary skills/experiences needed for carrying out the tasks in their respective area of responsibility?
   • What areas / skills do they feel they need to improve in order to carry out their tasks in a better way (become more competent)?
   • Etc. etc.
   Compare (in relation to goals and objectives) your conclusions from the monitoring and evaluation reports, with the staff’s own perception of how well they think they can manage their tasks and responsibilities.

4) Analyse the Unit’s performance.
   Ask yourselves:
   • Are we (the Unit) doing the right things and are we doing them right (in a right way).
   • Have the staff understood what we need to accomplish in the Unit?
   • Are we working well as a team?
   • Etc. etc.

5) List the areas that the Unit needs to improve in order to reach goals and objectives:
   • New tasks (work areas or tasks that are currently not being attended to).
   • Individual work performance (working attitude, commitment to work, communication etc.)
   • Weaknesses in the work process (the assignment process, administrative routines, etc.)

6) Agree on the type of training required to overcome the problems of the Unit.

7) Select the best candidates for the training.
Assessing Training Needs
Identifying what the needs are for the organisation (DAFO/Unit).
Deciding what skills the staff need to develop in order for the organisation to reach set goals, and objectives.

Evaluating Results
Identifying weaknesses and strengths.
Analysing performance in relation to set goals, objectives and plans.

Documenting Information
Staff Resources
Describing staff’s educational background, work experience and previous training.

Goals and Objectives
Describing what the organisation [DAFO/Unit] needs to accomplish.

Work Plans
Describing the activities that will generate the desired outputs.

Areas of Responsibility
Describing who is responsible for doing what tasks.

Monitoring Performance
Supervising that activities and staff are performing according to plan.

Assessing Training Needs
Identifying what the needs are for the organisation (DAFO/Unit).
Deciding what skills the staff need to develop in order for the organisation to reach set goals, and objectives.
When you are making your ‘Staff Development Plan’ it is important to consider that.....

1

The assessment of the organisation’s training needs should be done after the evaluation (analysis) of activities and staff performance is completed, but before (or in conjunction with) the planning process.

2

To give training is expensive (money and staff’s time). It is therefore essential that all training given is carefully designed and made as time and cost effective as possible.

3

The issue of justification should be carefully elaborated on when a training plan is made.

A number of questions must be answered:

- How and why can the present and future needs of the organisation be met by giving training in the topics suggested? What is the long-term plan?
- Is spending money on training of the nominated person a good investment for DoF/MAF?
- If “yes” - Why is this a good investment?
  How will the Unit/DAFO or PAFO/DoF/MAF benefit?
- What can the nominated person offer (in return) if we decide to invest money in training for him/her?
Staff Development Plan - 1999  
Agriculture and Extension Unit

1) Work areas that the Unit needs to improve (in relation to goals and objectives)

The conclusions that we can draw from the Unit’s evaluation reports make it clear that we will not be able to reach all of our goals and objectives.

The reasons for this are that many of our activities have not been successfully implemented, mainly because of weaknesses related to the following areas:

1. The field staff are not using a participatory approach when communicating and training with the farmers.

2. There is a poor understanding among staff of how to apply the “Gender Mainstreaming” concept when implementing activities.

3. There are serious weaknesses in the design and implementation of activities that have the objective of introducing alternative income sources for rice farmers.

4. Effective monitoring of activities is hampered by the poor quality of written reports.

2) Suggested topics for training

To resolve the above stated (4) problem areas, we suggest that selected staff get training in the following topics:

1. “Participatory extension techniques” (A four day course at AIT, Bangkok, Thailand)

2. “Gender techniques for extension workers”

3. Courses for improving the staff’s technical knowledge in the following topics;
   - “Poultry raising”
   - “Fish raising”
   - “Marketing” (of village products)

4. Two separate courses for improving the quality of written reports:
   - One course in how to work computers (basic ‘word processing’ skills)
   - A repetition / follow-up of the DMS course on “Reporting Skills”.
3) Person(s) suggested for training (including justification):

1. “Participatory extension techniques”

Mr Sombun (Deputy Head of Unit)
Ms Vinalay (Gender Focal Person of the Unit)

Justification: Mr Sombun and Ms Vinalay are both hard working staff. They have on several occasions shown that they are trying to apply a more participatory approach to their extension work. However, they feel that they need to get more training on the subject in order to be more successful in applying this approach. They have been told that they (if selected) must arrange a workshop on the subject, for all units, after returning from the proposed training course.

2. “Gender techniques for extension workers”

All staff of the Unit

Justification: This is a topic that all staff need to be trained in and to avoid that gender issues becomes the responsibility of only a few persons, we suggest that all staff should be trained in this topic (preferable at the DAFO).

3. Technical courses in poultry raising, fish raising and marketing (of village products)

Mr Sombun (Deputy Head of Unit)
Ms Vinalay (Gender Focal Person of the Unit)
Mr Chomchit (field staff)
Mr Outhai (field staff)

Justification: All four persons are working in the field. They have previously tried to design and implement activities that can generate alternative incomes for local farmers (unfortunately with little success). They are therefore aware of the difficulties involved and would probably benefit very much from the training.

4. Courses for improving the quality of written reports (Computer and “DMS Reporting skills”)”

All staff of the Unit

Justification: All staff need to get more training on how to improve their report writing skills. If the staff learn to use the computer for their report writing the reports will have less mistakes, and be easier to correct (improve).

For the computer training, it is suggested that the course should be conducted at the DAFO by teachers invited from one of the computer schools in Pakse.

The DMS course (“Reporting Skills”) should be conducted by the Provincial DMS trainers, preferable at the DAFO
## Status Report - DMS routines

<table>
<thead>
<tr>
<th>DAFO Location:</th>
<th>Name of Unit:</th>
<th>Inspected working period:</th>
<th>Inspection carried out by, Name:</th>
<th>Position:</th>
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<table>
<thead>
<tr>
<th>Personnel Data:</th>
<th>Agreed DMS Routines</th>
<th>Actual status (%)</th>
<th>Reason given for variance</th>
<th>Comments</th>
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<p>| Planning tools: | Goals (5 years) and Output requirements | | | |
|-----------------|----------------------------------------| | | |
| Objectives (1 year) and Output requirements | | | | |</p>
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<th>Planning tools:</th>
<th>Agreed DMS routines</th>
<th>Actual status (%)</th>
<th>Reason given for variance</th>
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<td>Activity Planning sheet (Quarterly)</td>
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<td>Activity Budgets (Total and detailed budget for each activity)</td>
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<td>Job descriptions (Field staff)</td>
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