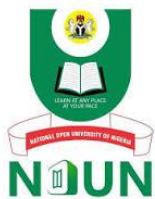


## **COURSE GUIDE**

### **ARD 502 EXTENSION ORGANISATION, MANAGEMENT AND SUPERVISION**

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## **Introduction**

This course will introduce students to extension organisation management and supervision in agriculture at the 500 level of the National Open University of Nigeria (NOUN). In the process, key issues underlining the place of extension organisation, management and supervision of extension personnel, concept of agricultural extension organisation s, management in agricultural extension organisation s, theories used in agricultural extension organisation , supervision within the agricultural extension organisation , motivation in agricultural extension organisation , budget development and fiscal control in agricultural extension, agricultural extension administration and leadership styles to drive the development of extension organisation will be highlighted.

## **Course Aim**

The aim of this course is to familiarise you with the subject matter which is dealt with herein and which you are expected to know after reading through this course material.

## **Course Objectives**

The major objectives of this course are to ensure that on completion of this course, you will be able to:

- explain the concept of agricultural extension organisation s,
- describe management in agricultural extension organisation s,
- state the theories used in agricultural extension organisation
- examine supervision within the agricultural extension organisation
- highlight motivation in agricultural extension organisation
- describe budget development and fiscal control in agricultural extension
- examine agricultural extension administration and leadership styles.

## **Working through This Course**

To complete this course, you are advised to read the study units, recommended books and other materials provided by NOUN. Each unit contains Self-Assessment Exercise or Tutor-Marked Assignment and at some point in the course you are required to submit the assignments for assessment. At the end of the course there is a final examination. The course should take you the number of weeks specified as needed to complete it. You will find all the components of the course listed below. You need to make out time for each unit in order to complete the course successfully and on time.

## Study Units

In this course there are eight (8) modules divided into thirty eight (38) study units as follows:

### Module 1

- Unit 1 Concept of Agricultural Extension Organisations
- Unit 2 Organisation Structure
- Unit 3 Coordination in Extension Organisation I
- Unit 4 Coordination in Extension Organisation II

### Module 2

- Unit 1 Concept of Management in Agricultural Extension Organisations
- Unit 2 Principle of Management I
- Unit 3 Principle of Management II
- Unit 4 Principle of Management III
- Unit 5 Managerial Functions in an Agricultural Extension Organisation

### Module 3

- Unit 1 Theories Used in Agricultural Extension Organisation
- Unit 2 Theories Used in Agricultural Extension Organisation II
- Unit 3 Roles, Responsibilities and Attributes of Agricultural Extension Personnel
- Unit 4 Staff Recruitment, Selection, Placement and Supervision in Extension Organisation
- Unit 5 Steps in Staff Recruitment in Extension Organisation

### Module 4

- Unit 1 Supervision Within the Agricultural Extension Organisation
- Unit 2 Staff Training and Development within the Extension Organisation
- Unit 3 Types of Training in Agricultural Extension Organisation
- Unit 4 Training in Agricultural Extension Organisation
- Unit 5 Training in Agricultural Extension Organisation II

**Module 5**

Unit 1	Motivation in Agricultural Extension Organisation
Unit 2	Motivation in Agricultural Extension Organisation II
Unit 3	The Extension Organisation Working Environment
Unit 4	Appraisal in Agricultural Extension Organisation
Unit 5	Improving the Nigerian Extension System

**Module 6**

Unit 1	Budget Development and Fiscal Control in Agricultural Extension
Unit 2	Budget Development and Fiscal Control Within Ministry of Agriculture
Unit 3	Principles of Financial Management I
Unit 4	Financial Management II

**Module 7**

Unit 1	Agricultural Extension Administration
Unit 2	Agricultural Extension Administration II
Unit 3	Agricultural Extension Administration III
Unit 4	Personnel Administration in Extension Organisation
Unit 5	Personnel Administration in Extension II
Unit 6	Personnel Administration in Extension III

**Module 8**

Unit 1	Leadership
Unit 2	Leadership Styles
Unit 3	Dynamics of Power
Unit 4	Evaluation in Agricultural Extension

All these units are demanding. They also deal with basic principles and values, which merit your attention and thought. Tackle them in separate study periods. You may require several hours for each. We suggest that the modules be studied one after the other, since they are linked by a common theme. You will gain more from them if you have first carried out work on the scope of agriculture generally. You will then have a clearer picture about these topics.

Each study unit consists of one week's work and includes specific objectives, directions for study, reading materials and Self-Assessment Exercises; these exercises will assist you in achieving the stated learning objectives of the individual units and the course.

## **Textbooks and References**

Certain books have been recommended in the course. You should read them before attempting the exercise.

## **Assessment**

There are two aspects of the assessment of this course, the Tutor-Marked Assignments and a written examination. In doing these assignments you are expected to apply knowledge acquired during the course. The assignments must be submitted to your tutor for formal assessment in accordance with the timelines stated in the presentation schedule and the Assignment file. The work that you submit to your tutor for assessment will count for 30% of your total score.

## **Tutor-Marked Assignment**

There is a Tutor-Marked Assignment at the end of every unit. You are required to attempt all the assignments. You will be assessed on all of them but the best three will be used for the final assessment. The assignments carry 10% each  $\times 3 = 30$  marks. When you have completed each assignment, send it together with a (Tutor-Marked Assignment) form, to your tutor. Make sure that each assignment reaches your tutor on or before the deadline. If for any reason you cannot complete your work on time, contact your tutor before the assignment is due to discuss the possibility of an extension. Extensions will not be granted after the due date unless under exceptional circumstances.

## **Final Examination and Grading**

The duration of the final examination for this course is three hours and will carry 70% of the total marks for the course. The examination will consist of questions, which reflect the kinds of self-assessment exercises and tutor marked problems you have previously encountered. All aspects of the course will be assessed. You should use the time between completing the last unit, and the examination to revise the entire course. You may find it useful to review your self-assessment exercises and tutor-marked assignments before the examination.

## **How to Get the Most from This Course**

In distance learning, the study units replace the lecturer in a classroom setting. The advantage is that you can read and work through the study materials at your pace, and at a time and place that suits you best. Think of it as reading the lecture notes instead of listening to a lecturer. Just as a lecturer might give you in-class exercise, your study units provide exercises for you to do at appropriate times.

Each of the study units follows the same format. The first item is an introduction to the subject matter of the unit and how a particular unit is integrated with other units and the course as a whole. Next is a set of learning outcomes. These outcomes let you know what you should do by the time you have completed the unit. You should use these outcomes to guide your study. When you have finished the unit, you should go back and check whether you have achieved the expected learning outcomes. If you make a habit of doing this, you will significantly improve your chances of passing the course.

Self -Assessment Exercises are interspersed throughout the units. Working through these exercises will help you to achieve the objectives of the unit and prepare you for the assignments and the examination. You should do each Self -Assessment Exercise in the study unit. There will be examples given in the study units. Work through these when you have come to them.

## **Online Facilitation**

There are a number of hours of tutorials provided in support of this course. You will be notified of the day and times together with the name and contact email address of your facilitator. Your facilitator will keep a close watch on your progress and on any difficulties you might encounter. Your tutor may help and provide assistance to you during the course. Do not hesitate to contact your tutor by telephone or e-mail if you need help. Contact your tutor if:

- you do not understand any part of the study units or the assigned readings
- you have difficulty with the self-assessment exercises
- you have a question or a problem with a module, unit or SAEs.

You should try your best to attend the tutorials. This is the only chance to have face to face contact with your tutor and ask questions which are answered instantly. You can raise any problem encountered in the course of your study. To gain the maximum benefit from course tutorials, prepare a question list before attending them. You will gain a lot from participating actively.



## **Summary**

This course deals with thirty eight (38) topics that are relevant and found in Agriculture as it affects the linkage between extension organisation , management and supervision. These topics, broken down into units are on the aspects of Agriculture based as a driver of rural development in form and content. We wish you success with the course and hope that you will find it both interesting and useful.

**MAIN  
COURSE**

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## MODULE 1

Unit 1	Concept of Agricultural Extension Organisations
Unit 2	Organisation Structure
Unit 3	Coordination in Extension Organisation
Unit 4	Coordination in Extension Organisation II

### UNIT 1 CONCEPT OF AGRICULTURAL EXTENSION ORGANISATIONS

#### Unit Structure

- 1.1 Introduction
- 1.2 Intended Learning Outcomes
- 1.3 Main Content
  - 1.3.1 Concept of Agricultural Extension Organisation
  - 1.3.2 Types of extension Organisation
  - 1.3.3 Functions of an extension Organisation
  - 1.3.4 Features of Extension Organisation
- 1.4 Conclusion
- 1.5 Summary
- 1.6 References/Further Readings/Web Resources
- 1.7 Possible Answers to Self-Assessment Exercise(s)



#### 1.1 Introduction

Dear students I welcome you to Unit 1 of Module 1 of this Course ARD 502 Extension Organisation, Management and Supervision. This a five hundred level course and as such you must be familiar that agricultural extension activities are carried out by persons within an Organisation specifically designed and put together for extension activities. This unit will help you understand what an extension Organisation is, types of extension Organisation, functions of an extension Organisation and features of an extension Organisation.



#### 1.2 Intended Intended Learning Outcomes

By the end of this unit, you will be able to:

- define an agricultural extension Organisation
- discuss the types extension Organisation
- state the functions and features of extension Organisation.



## 1.3 Main Content

### 1.3.1 Concept of an Agricultural Extension Organisation

An extension Organisation may be defined as arrangement of relationship of persons, materials and ideas that is necessary for the performance of extension functions. It is the pattern of ways in which large number of people too many to have intimate face to face contact with each other and engage in a complexity of task, relate themselves to accomplish mutually agreed purpose. It is a social unit, devoted primarily to the attainment of specific goals. An important point to note in the above definitions is that an Organisation is a human creation through which individuals working as a group can cooperate efficiently as an individual working alone.

### 1.3.2 Types of extension Organisation

Extension Organisations are of the following types:

1. Co-operative extension service for example as practiced in USA;
2. Ministry extension service;
3. Community development extension service;
4. Integrated rural development extension service; and
5. Commodity extension service.

### 1.3.3 Functions of an extension Organisation

1. It permits stable exception to be formed by each member of the group as to the behaviour of other members of the extension Organisation.
2. It provides a general stimulus that controls the behaviour of members of an organized group.
3. It divides work among its members by giving each individual a particular work or task to accomplish thus limiting his attention to a set of tasks.
4. It establishes standard of practice. It lays down minimum individual acceptable standard for the performance of particular job.
5. It transmits decision downwards through its rank by establishing system of authority and influence.
6. It provides channel of communication through which information flows. This includes formal and informal channel of communication.
7. It trains and indoctrinates its members to acquire knowledge, skills and loyalties that enable them to make decision as the

Organisation would like them to do. It also infuses into them the skill and ability to work cooperatively with colleagues in trying to achieve the Organisational goal.

### **Self-Assessment Exercise**

- |   |
|---|
| 1. Mention the types of extension Organisation in Nigeria |
|---|

#### **1.3.4.1.1 Features of Extension Organisation**

2. The organisation should have a name in consistence with its objectives.
3. It must be approved and recognized by the government. .
4. It should have a definite goals and objectives for which the members would work to achieve.
5. The objectives should be achievable.
6. Extension organisations should have provision for Subject Mater Specialists in different fields.
7. The members should perform their duties and responsibilities under close supervision by the authority in order to maintain unity and integrity of the organisation.
8. There should have a provision for horizontal as well as vertical communication in the organisational structure.
9. Span of control should permit administrators and supervisors to fulfil their roles adequately.
10. There should be such arrangement that the individuals in the organisations get supply of needed materials in time.
11. The organisation should have clearly defined salary and promotion policies.
12. Workers at different hierarchical levels in the Organisation should get adequate counsel, advice and guidance from their administrators and supervisors.
13. There should have a provision for training for all officers and employees.
14. There should have a provision for flexibility of programs.
15. There should have a regular activities aimed at organisational goals as fixed official duties.
16. Operations should be governed by a consistent system of abstract rules that are applied to each and every individuals of the Organisation.

### **Self-Assessment Exercise**

- |   |
|---|
| 2. Mention any 10 features of extension organisation. |
|---|

## 1.4 Conclusion

It is necessary that formalized structures be set up to accomplish agricultural extension activities. Roles also need to be defined for people in such structures so that proper running and functioning of such Organisations can be achieved. Such structures will therefore need people who have the necessary skills to coordinate such activities. We have discussed these issues in this unit.



## 1.5 Summary

In this unit, you have been introduced to what an extension organisation is all about as well as the types and functions of agricultural extension Organisations.



## 1.6 References/Further Readings/Web Resources

- Flemming, P. (1989) *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.
- Koontz, H and Wehrich, H (2009) *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited
- Marshall, P. (1992). *Introduction to the Management Process*. In: *Managing People at Work*. University Guelph Press, Guelph.
- Michael, C.M (2011). *Agricultural Administration Organisation and Supervision*. *Agricultural Extension in Nigeria*. A publication of Agricultural Society of Nigeria. Pp 245—269.
- Waldron, M. W., J. Vsanthakumar, and S. Arulraj (1997) *Improving the Organisation and management of extension*. In: B. E. Swanson (ed.) *Improving Agricultural Extension — A Reference Manual*. Food and Agriculture Organisation of the United Nations, Rome, pp. 115 — 126.



## 1.7 Possible Answers to Self-Assessment Exercise(s)

### Self-Assessment Exercise

#### 1: Mention the types of extension organisation in Nigeria.

##### Answer:

1. Co-operative extension service for example as practiced in USA;
2. Ministry extension service;
3. Community development extension service;
4. Integrated rural development extension service; and
5. Commodity extension service.

#### 2. Features of Extension Organisation

1. The Organisation should have a name in consistence with its objectives.
2. It must be approved and recognized by the government. .
3. It should have a definite goals and objectives for which the members would work to achieve.
4. The objectives should be achievable.
5. Extension organisations should have provision for Subject Mater Specialists in different fields.
6. The members should perform their duties and responsibilities under close supervision by the authority in order to maintain unity and integrity of the organisation.
7. There should have a provision for horizontal as well as vertical communication in the organisational structure.
8. Span of control should permit administrators and supervisors to fulfil their roles adequately.
9. There should be such arrangement that the individuals in the organisations get supply of needed materials in time.
10. The organisation should have clearly defined salary and promotion policies.
11. Workers at different hierarchical levels in the organisation should get adequate counsel, advice and guidance from their administrators and supervisors.
12. There should have a provision for training for all officers and employees.
13. There should have a provision for flexibility of programs.
14. There should have a regular activities aimed at organisational goals as fixed official duties.
15. Operations should be governed by a consistent system of abstract rules that are applied to each and every individuals of the Organisation.



## UNIT 2 ORGANISATION STRUCTURE

### Unit Structure

- 2.1 Introduction
- 2.2 Intended Intended Learning Outcomes
- 2.3 Main Content
  - 2.3.1 Organisation Structure
  - 2.3.2 Types of Organisation Structure
  - 2.3.3 Principles of Organisation
  - 2.3.4 Organisation Relationship
- 2.4 Conclusion
- 2.5 Summary
- 2.6 References/Further Readings/Web Resources
- 2.7 Possible Answers to Self- Assessment Exercise(s)



### 2.1 Introduction

My dear students I welcome you to Unit 2 of Module 1 of this Course ARD 502 Extension Organisation, Management and Supervision. In the last unit we introduced what an extension Organisation is all about as well as the types and functions of agricultural extension Organisations.

In this unit we shall discuss Organisation Structure. Every Organisation has structures that serve as a frame work for their activities. These are foundational bases for the conduct of their activities. This unit will help you understand what Organisation structure is, types of Organisation structures, principle of Organisation and Organisation relationship.



### 2.2 Intended Intended Learning Outcomes

By the end of this unit, you will be able to:

- Define Organisation structure
- Discuss the types of Organisation structure
- State the principles of Organisation and
- Discuss the Organisation relationship.



## 2.3 Main Content

### 2.3.1 Organisation Structure

Organisation structure is the structure of relationships, responsibilities and authorities through which an Organisation achieve its objectives. The Organisation structure comprises the formal communication through which decision and instruction flow downwards and reports flow upwards informing administrators how well objectives formulated are being achieved.

### 2.3.2 Types of Organisation Structure

1. **Line Organisation:** In line Organisation direct line authority are clearly indicated, illustrating the principle of unity of command. The lines of authority flow vertically from top to bottom of Organisation structure.

**Manager (line manager)**



**Sub-ordinate**



**Messenger**

The direct line of authority also indicates formal communication channel in an Organisation. It is a non-specialist type of Organisation i.e. various functions as opposed to a single line function are allocated to each line manager. A line Organisation, is usually suitable for a small establishment.

2. **Staff Organisation:** The term staff could be used to describe the activities of personnel who are either acting in the capacity of assistance to an executive or in an advisory capacity; for example, specialist in personnel and legal matter. It is important to note that an Organisation cannot be built on the basis of staff structure alone.
3. **Functional Organisation:** In practice, it is not possible to have such an Organisation because the term "functional" relates to the Organisation of work on the basis of specialization. A purely functional Organisation structure implies that each specialist conveys his instruction directly to personnel rather than through the chains of command. In this type of structure the personnel have too many specialists giving them orders which lead to confusion. However, if the duties of each specialist are well defined, conflicting orders should not arise.

4. **Line and Staff Organisation:** This is a line Organisation with specialist advisers. The specialist advisers are functional managers who assist line managers in the performance of their responsibility. The line managers are free to concentrate on their work or task but are aided by functional managers in areas such as personnel, accounting and technical services
5. **Committee Organisation:** A committee consists of a group of persons formed for specific purpose. Some committee make decisions which are carried out by executives e.g. board of directors. Sometimes also committee is formed for the purpose of making recommendations on the type of actions to follow. In committees the responsibility for decision making is not that of one person but of the group which is facilitated by the pulling of ideas and judgment. Decisions may be the result of compromise. However, committee decision may hinder the development of managers. Decision may also be delayed by too much deliberation.

### 2.3.3 Principles of Organisation

1. The ideal organisational structure may have to be modified to allow for capabilities of management.
2. Decisions should be taken at the lowest possible level of the organisation structure thus allowing higher management to concentrate on planning, controlling and solving of more complex problems.
3. The organisation structure should be flexible to adapt to changing circumstance.
4. Job specification should be complied for all jobs, department and function to avoid faults in the structure and eliminate duplication.
5. The scalar principle or principle of command must be in operation. Scalar principle requires that a clear line of formal authority be indicated running from top to the bottom of the organisation. The line of formal authority is based on the principle of unity of command. This means that each subordinate is responsible to only one superior. All departments and functions of organisations should contribute to the achievement of the organisation's objectives.
6. Delegation is not merely the process of giving instruction for specific activities to be performed but of giving responsibility for planning, co-ordination and controlling some parts of the organisation and its personnel.
7. The principle of "span of control" should be taken into consideration.
8. When a superior delegates responsibility and authority for a given activity, he is ultimately responsible for that activity. This is

the principle of responsibility and its states that the responsibility of a superior for the action of a sub ordinance is absolute. The delegate has extended authority emanating from his superior.

9. The activity of each person in the Organisation should be restricted as much as possible to the performance of one named activity.

### Self-Assessment Exercise

- |                                    |
|------------------------------------|
| 1. What is committee Organisation? |
|------------------------------------|

### 2.3.4 Organisational relationship

The different levels of personnel of which an Organisation structure is comprised are meant to show the inter relationship of the working groups in a coordinate manner to achieve Organisational objectives.

- a. **Line relationship:** It refers to the relationship which exists between superiors and subordinates. Direct-executive relations are also the formal authority relationship of an Organisation. Each subordinate clearly understand to whom he should report to, and from whom he should receive instructions. The executive who has line authority in one executive function such as 'planning' does not have that authority over the personnel in another executive function such as 'accounts'
- b. **Staff relationship:** Staff assistant to the executive do not have executive authority. Staff assistant acts on behalf of their superior and therefore act as an executive to his authority. When representing their superiors, staff assistant have representative authority. Executives in charge of staff functions, for example accounts unit have line authority over their own personnel but not personal in other activities.
- c. **Functional relationship:** Executives in functional departments have line activity over the personnel in their functions, but not personnel in other function or in the other line organisation. The functional specialist provides a service for the line managers.
- d. **Lateral or horizontal:** These are relationships, which exist below executives having the same authority. The relationship may also exist below personnel in the same department having different supervisors but a common manager.
- e. **Formal relationship:** The direct line of authority which have been built in the organisation structure and the operating relationship which have been formulated to achieve organisational policy. This formal relationship may be inflexible and make it difficult to use when circumstance does not comply with the formal structure designed to handle them.

- f. **Informal relationship:** This refers to those relationships, which exist between individual and groups of persons in the same departments, or in different department having similar interest, ideas and attitude that are not built into the formal organisation structure.

### Self-Assessment Exercise

- |  |
|--|
| 2. Distinguish between staff and functional relationship |
|--|

## 2.4 Conclusion

It is necessary to understand the structure, principles and relationship upon which activities of organisations are based. This will help you in understanding how activities in the Organisation are implemented.



## 2.5 Summary

In this unit, you have been able to understand organisation structure, principle of organisation. This includes organisation relationship.



## 1.6 References/Further Readings/Web Resources

- Flemming, P. (1989). *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.
- Koontz, H. & Weihrich, H. (2009). *Essentials of Management: An International Perspective*. Published. Tata Mcgraw Hill Education private Limited.
- Marshall, P. (1992). Introduction to the Management Process. In: *Managing People at Work*. University Guelph Press, Guelph.
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- Waldron, M. W., J. Vsanthakumar, & S. Arulraj (1997) Improving the Organisation and management of extension. In: B. E. Swanson (ed.). *Improving Agricultural Extension — A Reference Manual. Food and Agriculture*. Rome: Organisation of the United Nations, , pp. 115 — 126.



## 1.7 Possible Answers to Self-Assessment Exercise(s)

### Self-Assessment Exercise

#### 1. What is committee organisation?

##### Answer:

1. **Committee Organisation:** A committee consists of a group of persons formed for specific purpose. Some committee make decisions which are carried out by executives e.g. board of directors. Sometimes also committee is formed for the purpose of making recommendations on the type of actions to follow. In committees the responsibility for decision making is not that of one person but of the group which is facilitated by the pulling of ideas and judgment. Decisions may be the result of compromise. However, committee decision may hinder the development of managers. Decision may also be delayed by too much deliberation.
2. **Staff relationship:** Staff assistant to the executive do not have executive authority. Staff assistant acts on behalf of their superior and therefore act as an executive to his authority. When representing their superiors, staff assistant have representative authority. Executives in charge of staff functions, for example accounts unit have line authority over their own personnel but not personal in other activities.
3. **Functional relationship:** Executives in functional departments have line activity over the personnel in their functions, but not personnel in other function or in the other line organisation. The functional specialist provides a service for the line managers.

## UNIT 3 COORDINATION IN EXTENSION ORGANISATION

### Unit Structure

- 3.1 Introduction
- 3.2 Intended Intended Learning Outcomes
- 3.3 Main Content
  - 3.3.1 Concept of Coordination
  - 3.3.2 Types of Coordination
  - 3.3.3 Principles of Coordination in Extension Organisation
  - 3.3.4 Roles of Coordination in Extension Organisation
- 3.4 Conclusion
- 3.5 Summary
- 3.6 References/Further Readings/Web Resources
- 3.7 Possible Answers to Self- Assessment Exercise(s) within the content



### 3.1 Introduction

My dear students, I welcome you to Unit 3 of Module 1 of this Course ARD 502 Extension organisation, Management and Supervision. In the last unit we discussed organisation structure, principle of organisation and this includes organisation relationship.

In this unit we shall be considering what extension organisation mean. In this unit, we shall continue to consider coordination in extension organisation, types of coordination, principles, principles of coordination and principles of management centralisation.



### 3.2 Intended Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss coordination in extension organisation.



### 3.3 Main Content

#### 3.3.1 What is Coordination?

It is the process of synchronizing the effort of a group to achieve a desired goal. It is one of the basic functions of an extension administrator.

### 3.3.2 Types of Co-ordination

1. **Polled interdependent coordination:** This is coordination by standardisation. In this type of coordination, people are involved in playing their own part towards a unified goal.
2. **Coordination by plan or sequential coordination:** The activity of one unit affects what happens to the next unit or stage.
3. **Reciprocal coordination:** In this type, the input and output of one is for the other and vice versa. What extension needs to perform is output of research and the input of research comes from extension.

### 3.3.3 Principles of Coordination

For coordination to be effective, the following principles are necessary:

1. Professionally competent staff must be provided
2. Administrative staff in key positions must be cooperative and enjoy mutual respect for each other.
3. Objectives of an organisation must be clearly defined and understood
4. Two-way channel of communication must be kept open both horizontally and vertically.
5. A feeling must be created that field staff are important in the organisation in terms of regular payments and other incentives.
6. The location of responsibility for coordination should be placed within the administrative structure so that:
7. The persons responsible for coordination have the authority to deal with administrative problems and report directly to the chief administrative officer.
8. Officers at the zonal, divisional or headquarters have status commensurate with their responsibility.
9. The persons doing the overall coordination should not spend much of their time manipulating budgets and keeping house.

#### Self-Assessment Exercise

- |   |
|---|
| 1. Distinguish between staff and functional relationship. |
|---|

### 3.3.4 Roles of Coordination in Extension Organisation

1. It ensures unity of purpose. Every unit, level or individual in the Organisation operates in line with the overall goal of the Organisation.



2. It leads to the integration of the efforts of different units, levels or individuals
3. It provides for the maintenance of standards in accordance with the specific level of performance in the Organisation.
4. It enhances supervision
5. It makes for easy evaluation of the programme
6. It accounts for uniform progress of various units, levels and persons.
7. It guides, oversees and leads the people involved in each level of Organisation.
8. It makes for efficiency in the utilization of extension resources, and achievement of results
9. It removes conflict, and unnecessary duplication of efforts in the various units or persons.
10. It serves as a unifying factor in the organisation and smoothens the process of extension administration.

### Self-Assessment Exercise

- |   |
|---|
| 2. Enumerate the roles of coordination in extension organisation. |
|---|

### 3.4 Conclusion

Coordination, types of coordination, principles of coordination and roles in extension organisation discussed under this unit are essential to the proper functioning of agricultural extension organisations.



### 3.5 Summary

In this unit, you have been taken through the coordination of extension organisation, principles of coordination and roles in extension organisation.



### 1.6 References/Further Readings/Web Resources

Flemming, P. (1989) *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural organisations and Services Branch, Ontario.

Koontz, H. & Weihrich, H. (2009). *Essentials of Management: An International Perspective*. Tata, Mcgraw Hill Education Private Limited

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Waldron, M. W., J. Vsanthakumar, & S. Arulraj (1997). *Improving the Organisation and management of extension*. In: B. E. Swanson (ed.) *Improving Agricultural Extension — A Reference Manual*. Food and Agriculture Organisation of the United Nations, Rome, pp. 115 — 126.



### 3.7 Possible Answers to Self- Assessment Exercise(s)

#### Self-Assessment Exercise 1

**Outline the types of coordination in extension.**

**Answer:**

- i. **Polled interdependent coordination:** This is coordination by standardization. In this type of coordination, people are involved in playing their own part towards a unified goal.
- ii. **Coordination by plan or sequential coordination:** The activity of one unit affects what happens to the next unit or stage.
- iii. **Reciprocal coordination:** In this type, the input and output of one is for the other and vice versa. What extension needs to perform is output of research and the input of research comes from extension.

#### 2. **Roles of coordination in extension organisation**

- i. It ensures unity of purpose. Every unit, level or individual in the organisation operates in line with the overall goal of the organisation.
- ii. It leads to the integration of the efforts of different units, levels or individuals
- iii. It provides for the maintenance of standards in accordance with the specific level of performance in the organisation.
- iv. It enhances supervision
- v. It makes for easy evaluation of the programme
- vi. It accounts for uniform progress of various units, levels and persons.
- vii. It guides, oversees and leads the people involved in each level of organisation.
- viii. It makes for efficiency in the utilization of extension resources, and achievement of results
- ix. It removes conflict, and unnecessary duplication of efforts in the various units or persons.
- x. It serves as a unifying factor in the organisation and smoothens the process of extension administration.

## UNIT 4 COORDINATION IN EXTENSION ORGANISATION II

### Unit Structure

- 4.1 Introduction
- 4.2 Intended Learning Outcomes
- 4.3 Main Content
  - 4.3.1 Condition for Effective Coordination in Extension organisation
  - 4.3.2 Problems of Coordination
  - 4.3.3 Barrier to Coordination in Extension organisation
  - 4.3.4 Facilitator to Coordination in Extension organisation
- 4.4 Conclusion
- 4.5 Summary
- 4.6 References/Further Readings/Web Resources
- 4.7 Possible Answers to Self- Assessment Exercise(s)



### 4.1 Introduction

My dear students I welcome you to Unit 3 of Module 1 of this Course ARD 502 Extension organisation, Management and Supervision. In the last unit we discussed the coordination of extension organisation, principles of coordination and roles in extension organisation. In this unit, we shall consider problems of coordination and facilitator to coordination in extension organisation.



### 4.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss condition for effective coordination
- problems of coordination
- barriers and facilitator to extension organisation.



### 4.3 Main Content

#### 4.3.1 Conditions for Effective Coordination in Extension Organisation

1. Coordination needs professional, competent leadership, a democratic style that leads to trust, open communication, and ease of information flow.

2. Coordination needs a constant definition and communication such that mission and objectives are understood by all managers.
3. Coordination, to be effective, must have open, two-way channels of communication, (horizontal and vertical).
4. Coordination involves a sharing atmosphere as well as commonly agreed objective

#### **4.3.2.1 Problems of Co-ordination**

1. Lack of sound objective
2. Lack of definition of responsibility - too long chain of command and too wide span of control.
3. Use of technical jargon does not allow for effective coordination.
4. Wrong assumptions in interpreting communications.
5. Failure by subordinates to determine accurately what should be in a report to their superior or failure to communicate at all.
6. Lack of formal or informal opportunities for upward communication. This is a barrier to making feelings known.

#### **4.3.2.2 Barriers to Coordination**

1. Threat to autonomy, which is fear of reduced freedom to make decision and run their programme.
2. Disagreement among resource providers.
3. Too many agencies involved.
4. Lack of domain consensus that is disagreement about which organisation should function in which geographical areas, provide which service 'and to which clients.
5. Different expectations from federal, state and local levels.
6. Coordination is a low priority area for participating organisation.
7. Costs and benefits are uncertain.
8. Resources for coordination are not available.

#### **Self-Assessment Exercise**

- |   |
|---|
| 1. State any four problems of coordination. |
|---|

#### **4.3.3 Facilitators to Coordination**

1. Domain consensus.
2. organisations have comparable objectives and functions.
3. Availability of funds tied to coordination.
4. Number of participating organisations is kept to moderate level.
5. Awareness of interdependence among members of the different units coordinating.

6. Organisations activities are operated according to standard practice.
7. Perceived crisis by the coordinating organisation.
8. Informal ties between members
9. Presence of common clients.
10. Service failures and unmet needs that cut cross common boundaries.

### Self-Assessment Exercise

- |  |
|--|
| 2. State the facilitators to coordination. |
|--|

## 4.4 Conclusion

The unit has made it clear that there are conditions for effective coordination and also established the problems of coordination and as well as barrier to coordination in extension Organisation and also presented the facilitator to coordination in extension Organisation.



## 4.5 Summary

In this unit, you have been taken through the conditions for effective coordination, types of coordination, barriers to coordination in extension Organisation and facilitator to coordination in extension Organisation.



## 4.6 References/Further Readings/Web Resources

- Flemming, P. (1989) *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.
- Koontz, H & Weihrich, H (2009) *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited
- Marshall, P. (1992). *Introduction to the Management Process*. In: *Managing People at Work*. University Guelph Press, Guelph.
- Michael, C.M (2011). *Agricultural Administration Organisation and Supervision*. Agricultural Extension in Nigeria. A Publication of Agricultural Society of Nigeria. Pp 245—269.
- Waldron, M. W., J. Vsanthakumar, & S. Arulraj (1997). *Improving the Organisation and management of extension*. In: B. E. Swanson (ed.) *Improving Agricultural Extension — A Reference Manual*.

Food and Agriculture Organisation of the United Nations, Rome, pp. 115 — 126.



#### **4.7 Possible Answers to Self- Assessment Exercise(s) within the content**

##### **Self-Assessment Exercise 1:**

##### **State any four problems of coordination**

##### **Answer:**

1. Lack of sound objective.
2. Lack of definition of responsibility - too long chain of command and too wide span of control.
3. Use of technical jargon does not allow for effective coordination.
1. Wrong assumptions in interpreting communications.
2. Failure by subordinates to determine accurately what should be in a report to their superior or failure to communicate at all.
1. Lack of formal or informal opportunities for upward communication. This is a barrier to making feelings known.

##### **2. Facilitators to coordination**

- i. Domain consensus.
- ii. Organisations have comparable objectives and functions.
- iii. Availability of funds tied to coordination.
- iv. Number of participating Organisations is kept to moderate level.
- v. Awareness of interdependence among members of the different units coordinating.
- vi. Organisations activities are operated according to standard practice.
- vii. Perceived crisis by the coordinating Organisation.
- viii. Informal ties between members
- ix. Presence of common clients.
- x. Service failures and unmet needs that cut cross common boundaries.

## MODULE 2

- Unit 1      Concept of Management in Agricultural Extension Organisations
- Unit 2      Principle of Management I
- Unit 3      Principle of Management II
- Unit 4      Principle of Management III
- Unit 5      Managerial Functions in an Agricultural Extension Organisation

### UNIT 1            **CONCEPT OF MANAGEMENT IN AGRICULTURAL EXTENSION ORGANISATIONS**

#### Unit Structure

- 1.1    Introduction
- 1.2    Intended Learning Outcomes
- 1.3    Main Content
  - 1.3.1 Concept of Management.
  - 1.3.2 Managerial Skills
    - 1.3.2.1 Technical
    - 1.3.2.2 Human
    - 1.3.2.3 Conceptual and Design
- 1.4    Conclusion
- 1.5    Summary
- 1.6    References/Further Readings/Web Resources
- 1.7    Possible Answers to Self-Assessment Exercise(s) within the content



#### **1.1 Introduction**

My dear students I welcome you to Unit 1 of Module 2 of this Course ARD 502 Extension Organisation, Management and Supervision. In the last unit of Module 1 we made it clear that there are conditions for effective coordination and also established the problems of coordination and as well as barrier to coordination in extension organisation and also presented the facilitator to coordination in extension organisation.

This unit will help you understand what is the concept of management is and managerial skills required of a manager of an agricultural extension organisation.





## 1.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss the concept of management as related to extension organisation
- explain the necessary managerial skills needed by extension administrators.



## 1.3 Main Content

### 1.3.1 Concept of management.

Ever since people began forming groups to accomplish aims they could not achieve as individuals, managing has been essential to enter the coordination of individual efforts. Management is the process of designing and maintaining an environment in which individuals working together in groups efficiently accomplish selected aims. There are some necessary skills required of managers of extension organisations . We shall discuss three of them in this unit.

### 1.3.2 Managerial Skills

#### 1.3.2.1 Technical Skills

Technical skill is knowledge and proficiencies in activities involving methods, process and procedures. Thus, it involves working with tools and specific techniques. Managers of extension organisations should thus be able to teach their staff specific techniques in doing their job.

#### 1.3.2.2 Human Skill

This is the ability to work with people. It is cooperative effort, team works and the creation of an environment in which people feel secured and free to express their opinions. Managers of extension organisations should thus be competent in interpersonal relationships. They must be able to blend the efforts of subordinates who may differ in background, specialization and points of view into motivated teams of workers.

#### 1.3.2.3 Conceptual and Design Skills

This is the ability of the managers to recognise significant elements in a situation and to understand the relationships among the elements. He must be able to discern the problem of the farmer in his social, economic

and sometimes political context, he must be able to analyse the information at his disposal. The manager should be able to proffer practical solution to such problems. This is the aspect of design skill. The design skill is the ability of manager to solve problems.

### Self-Assessment Exercise

1. Distinguish between technical and human skills.
2. What is Management?

## 1.4 Conclusion

It is necessary that formalized structures be set up to accomplish agricultural extension activities. Roles also need to be defined for people in such structures so that proper running and functioning of such organisations can be achieved. Such structures will therefore need people who have the necessary skills to coordinate such activities. We have discussed these issues in this unit.



## 1.5 Summary

In this unit, you have been introduced to concept of management. You were also taken through the necessary skills required for managers of agricultural extension organisations .



## 1.6 References and Further Reading

- Flemming, P. (1989) *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.
- Koontz, H & Weihrich, H (2009) *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited
- Marshall, P. (1992). Introduction to the Management Process. In: *Managing People at Work*. University Guelph Press, Guelph.
- Michael, C.M (2011). *Agricultural Administration Organisation and Supervision*. Agricultural Extension in Nigeria. A publication of Agricultural Society of Nigeria. Pp 245—269.
- Waldron, M. W., J. Vsanthakumar, and S. Arulraj (1997) Improving the organisation and management of extension. In: B. E. Swanson (ed.) *Improving Agricultural Extension — A Reference Manual*. Food and Agriculture Organisation of the United Nations, Rome, pp. 115 — 126.



## 1.7 Possible Answers to Self- Assessment Exercise(s) within the content

### Self-Assessment Exercise 1:

**Distinguish between technical and human skills.**

**Answer:**

1. **Technical skill** is knowledge and proficiencies in activities involving methods, process and procedures. Thus, it involves working with tools and specific techniques. Managers of extension organisations should thus be able to teach their staff specific techniques in doing their job.
2. **Human skill:** This is the ability to work with people. It is cooperative effort, team works and the creation of an environment in which people feel secured and free to express their opinions. Managers of extension organisations should thus be competent in interpersonal relationships. They must be able to blend the efforts of subordinates who may differ in background, specialization and points of view into motivated teams of workers.
3. **Management:** Ever since people began forming groups to accomplish aims they could not achieve as individuals, managing has been essential to enter the coordination of individual efforts. Management is the process of designing and maintaining an environment in which individuals working together in groups efficiently accomplish selected aims.

## UNIT 2 PRINCIPLE OF MANAGEMENT I

### Unit Structure

- 2.1 Introduction
- 2.2 Intended Learning Outcomes
- 2.3 Main Content
  - 2.3.1 Principles of management- introduction
    - 2.3.1.1 Principles of management – division of work
    - 2.3.1.2 Principles of management – authority and responsibility
    - 2.3.1.3 Principles of management –discipline
    - 2.3.1.4 Principles of management – unity of command
- 2.4 Conclusion
- 2.5 Summary
- 2.6 References/Further Readings/Web Resources
- 2.7 Possible Answers to Self- Assessment Exercise(s) within the content



### 2.1 Introduction

Good day dear students, I welcome you to Unit 2 of Module 2 of this Course ARD 502 Extension Organisation, Management and Supervision. In the last unit, you were introduced to concept of management. You were also taken through the necessary skills required for managers of agricultural extension organisations . Every Organisation has principles upon which their activities are conducted. These are foundational bases for the conduct of such activities. There are many principles of management. They are flexible, not absolute and must be useable regardless of changing and special conditions.

In this unit, we shall begin to consider some of these principles.



### 2.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- Define what principles are and
- Discuss some principles of management



## **2.3 Main Content**

### **2.3.1 Principles of Management**

Principles in management are fundamental truths. They are what are taught to be truths at a given time explaining relationships between two or more sets of variable, usually an independent variable and a dependent variable. Principle could be descriptive or predictive but not prescriptive. They describe how one variable relates to another that is, what all happen when these variables interact. They do not prescribe what people should do. The following are some of the commonly used principles:

### **2.3.2 Division of work**

This is the specialization that economist consider necessary for efficiency in the use of labour. Division of work stems from the assumption that breaking down the work into smaller units of activities will help individuals to better focus on them as well as enable them to develop more skill in doing such activities.

### **2.3.3 Authority and Responsibility**

Authority is the power inherent in a position. It is a combination of official factors, deriving from the manager's position and personal factors. This is a mix of intelligence, experience, moral worth; past service etc. Responsibility arises from authority. It has to do with what he uses the authority to accomplish. Every manager must understand that he is not in position for any other reason but to ensure compliance to rules and regulations vis a vis accomplishment of organisational goals. He must hence use the power invested in that position maximally.

### **2.3.4 Discipline**

Discipline is a respect for agreements, which are directed at achieving obedience, application, energy and the outward marks of respect. Discipline requires good superiors at all levels implying that those who will discipline must have a high moral justification for doing so. Discipline also requires that rules and regulations of the system are made explicit for all to know.

### **2.3.5 Unity of command**

This means that employees should receive orders from one superior officer only. Thus, employees will be directly responsible to one superior officer per time. This will help prevent clash of instructions.

### Self-Assessment Exercise

1. Define authority and responsibility.
2. What is the meaning of unity of command?

## 2.4 Conclusion

It is necessary to understand the principles upon which activities of organisations are based. This will help you in understanding how activities in the organisation are carried out.



## 2.5 Summary

In this unit, you have been able to identify four principles upon which extension organisation activities are based. This includes that of division of work, authority and responsibility, discipline and unity of command.

## 2.6 Tutor Marked Assignment

1. What do you understand by principles?
2. Why are principles necessary?
3. Discuss four principles of management that you have learnt.



## 2.7 References/Further Readings/Web Resources

Flemming, P. (1989) *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.

Koontz, H & Weihrich, H (2009). *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited

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Waldron, M. W., J. Vsanthakumar, and S. Arulraj (1997) Improving the organisation and management of extension. In: B. E. Swanson (ed.) Improving Agricultural Extension — A Reference Manual. Food and Agriculture Organisation of the United Nations, Rome, pp. 115 — 126.



## 2.8 Possible Answers to Self- Assessment Exercise(s)

### Self-Assessment Exercise

1. Define authority and responsibility

**Answer:**

Authority is the power inherent in a position. It is a combination of official factors, deriving from the manager 's position and personal factors. This is a mix of intelligence, experience, moral worth; past service etc. Responsibility arises from authority. It has to do with what he uses the authority to accomplish. Every manager must understand that he is not in position for any other reason but to ensure compliance to rules and regulations vis a vis accomplishment of organisational goals. He must hence use the power invested in that position maximally.

2. Unity of command

This means that employees should receive orders from one superior officer only. Thus, employees will be directly responsible to one superior officer per time. This will help prevent clash of instructions.

## Unit 3 Principle of Management II

### Unit Structure

- 3.1 Introduction
- 3.2 Intended Learning Outcomes
- 3.3 Main Content
  - 3.3.1 Principles of management
    - 3.3.1.1 Unity of direction
    - 3.3.1.2 Subordination of individual to general interest
    - 3.3.1.3 Remuneration
    - 3.3.1.4 Centralization
    - 3.3.1.5 Order
- 3.4 Conclusion
- 3.5 Summary
- 3.6 References/Further Readings/Web Resources
- 3.7 Possible Answers to Self- Assessment Exercise(s)



### 3.1 Introduction

Good day dear students, I welcome you to Unit 3 of Module 2 of this Course ARD 502 Extension Organisation, Management and Supervision. In the last unit, you were able to identify four principles upon which extension organisation activities are based. This includes that of division of work, authority and responsibility, discipline and unity of command.

In this unit, we shall continue to consider some of those principles.



### 3.2 Intended Learning Outcome

By the end of this unit, you will be able to:

- discuss some more principles of management.



### 3.3 Main Content

#### 3.3.1 Principles of management

##### 3.3.1.1 Unity of Direction

This principle informs that each group of activities with the same objective must have one head and one plan. It relates to the organisation of the ‘\_body corporate’ rather than to personnel. Though it does not mean all decision should be made at the top.



### 3.3.1.2 Subordination of Individual to General Interest

This refers to the submission of individual agenda and plan to the interests and welfare of the organisation. Individuals must be ready to sacrifice their own ideas and interest to that of the organisation. This will enhance commitment and reduce interference of individual beliefs, perception e.t.c. with organisational goals or other workmates. Nevertheless, when the two are found to differ, management must reconcile them.

### 3.3.1.3 Remuneration

This principle suggests that remuneration and methods of payment should be fair and commensurate to services rendered. It should also affect the maximum possible satisfaction to employees and employer.

### 3.3.1.4 Centralisation

This refers to the extent to which authority is concentrated or dispersed. Some agricultural extension organisations command more influence from management giving organisation a strong management style ready to face emergencies. Nevertheless, this style reduces and inhibits staff initiative and participation in management, which could also have detrimental consequences. However, individual circumstances will determine the degree that will give the best results.

### 3.3.1.5 Order

This is ensuring a place for everything and everyone. There must be materials and social order. People and resources must be organized/ well arranged to prevent chaos.

#### Self-Assessment Exercise

- |  |
|--|
| <ol style="list-style-type: none"><li>1. Describe remuneration and centralization as principles of management.</li><li>2. What do you understand by subordination of individual to general interest?</li></ol> |
|--|

## 3.4 Conclusion

The principles discussed under this unit are essential to the proper functioning of agricultural extension organisations . This is because agricultural information disseminated must not be confusing, thus the need for unity of direction, centralization of commands and order. Due

to the need to ensure that personnel are motivated for work, there is the need to properly consider remuneration to conform with level of input from each person.



### 3.5 Summary

In this unit, you have been taken through four crucial principles of management, which include centralization, order, remuneration, subordination of general interest to individual interest and unity of direction.



### 3.6 References/Further Readings/Web Resources

Flemming, P. (1989) *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.

Koontz, H & Weihrich, H (2009). *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited

Marshall, P. (1992). **Introduction to the Management** Process. In: *Managing People at Work*. University Guelph Press, Guelph.

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Waldron, M. W., J. Vsanthakumar, & S. Arulraj (1997). Improving the organisation and management of extension. In: B. E. Swanson (Ed.). *Improving Agricultural Extension — A Reference Manual. Food and Agriculture Organisation of the United Nations, Rome*, pp. 115 — 126.



### 3.7 Possible Answers to Self- Assessment Exercise(s)

#### Self-Assessment Exercise

1. **Describe remuneration and centralization as principles of management.**

**Answer:**

1. **Remuneration:** This principle suggests that remuneration and methods of payment should be fair and commensurate to services rendered. It should also affect the maximum possible satisfaction to employees and employer.
2. **Centralisation:** This refers to the extent to which authority is concentrated or dispersed. Some agricultural extension organisations command more influence from management giving organisation a strong management style ready to face emergencies. Nevertheless, this style reduces and inhibits staff initiative and participation in management, which could also have detrimental consequences. However, individual circumstances will determine the degree that will give the best results.
3. **Subordination of Individual to General Interest**
4. This refers to the submission of individual agenda and plan to the interests and welfare of the organisation. Individuals must be ready to sacrifice their own ideas and interest to that of the organisation. This will enhance commitment and reduce interference of individual beliefs, perception e.t.c. with organisational goals or other workmates. Nevertheless, when the two are found to differ, management must reconcile them.

## UNIT 4 PRINCIPLE OF MANAGEMENT III

### Unit Structure

- 4.1 Introduction
- 4.2 Learning Outcomes
- 4.3 Main Content
  - 4.3.1 Principles of Management III
    - 4.3.1.1 Equity
    - 4.3.1.2 Stability of Tenure
    - 4.3.1.3 Esprit de Corps
    - 4.3.1.4 Initiative
    - 4.3.1.5 Scalar Chain
- 4.4 Conclusion
- 4.5 Summary
- 4.6 References/Further Readings/Web Resources
- 4.7 Possible Answers to Self-Assessment Exercise(s)



### 4.1 Introduction

Good day dear students, I welcome you to Unit 4 of Module 2 of this Course ARD 502 Extension Organisation, Management and Supervision. In the last unit, you were taken through four crucial principles of management, which include centralization, order, remuneration, subordination of general interest to individual interest and unity of direction.

In this unit, we shall consider five more essential principles.



### 4.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- Discuss about the principles of equity
- Stability of tenure
- Esprit de corps
- Initiative and
- Scalar chain.



### 4.3 Main Content

### **4.3.1 Principles of Management III**

#### **4.3.1.1 Equity**

Managers should deal with subordinates in kindness and justice. This is to elicit loyalty and devotion from personnel. There must be fairness in treatment of staff based on established regulations to prevent favoritism

#### **4.3.1.2 Stability of Tenure**

This principle is to ensure that staff are stable on their jobs and the rate of turnover is reduced to the barest minimum. High turnover poses a danger and increases costs and could also be both a cause and the effect of bad management.

#### **4.3.1.3 Espirit de Corps**

This principle is that which believes —in union there is strength. It is an extension of the principle of unity of command. This principle emphasizes the need for teamwork and the importance of communication in obtaining it.

#### **4.3.1.4 Initiative**

This principle encouraged managers to permit their subordinates the opportunity to exercise their initiative. Initiative is conceived as the thinking out and execution of a plan. This is one of the keenest satisfactions for an intelligent man to experience. Subordinates should thus be believed in to be able to use their initiative for the good of the organisation.

#### **4.3.1.5 Scalar Chain**

This principle assumes a chain of superiors from the highest to the lowest ranks. This chain should not be departed from needlessly but could be short-circuited when to follow its compulsory would be detrimental.

#### **Self-Assessment Exercise**

**State the principle of Espirit de Corps.**

1. Define Equity.

## 4.4 Conclusion

The unit has made it clear that there is need for management to have a human face in the running of its affairs. Thus, managers of agricultural extension organisations should be kind and create an atmosphere where there is commandship. Staff should not be treated as robots or tools for action they should also be permitted to use their own initiative.



## 4.5 Summary

In this unit, you have been taken through five more principles in management. These are principles of equity, stability of tenure, esprit de corps, initiative and scalar chain.



## 4.6 References/Further Readings/Web Resources

- Flemming, P. (1989) *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.
- Koontz, H & Weihrich, H (2009). *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education Private Limited.
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- Michael, C.M. (2011). Agricultural Administration Organisation and Supervision. Agricultural Extension in Nigeria. A publication of Agricultural Society of Nigeria. Pp 245—269.
- Waldron, M. W., J. Vsanthakumar, & S. Arulraj (1997). Improving the organisation and management of extension. In: B. E. Swanson (Ed.). *Improving Agricultural Extension — A Reference Manual*. Food and Agriculture Organisation of the United Nations, Rome, pp. 115 — 126.



#### 4.7 Possible Answers to Self- Assessment Exercise(s)

##### Self-Assessment Exercise

**1. State the principle of Espirit de Corps**

**Answer:**

1. **Espirit de Corps:** This principle is that which believes —in union there is strength. It is an extension of the principle of unity of command. This principle emphasizes the need for teamwork and the importance of communication in obtaining it.
2. **Equity**
3. Managers should deal with subordinates in kindness and justice. This is to elicit loyalty and devotion from personnel. There must be fairness in treatment of staff based on established regulations to prevent favoritism

## UNIT 5    MANAGERIAL    FUNCTIONS    IN    AN AGRICULTURAL EXTENSION ORGANISATION

### Unit Structure

- 5.1 Introduction
- 5.2 Intended Learning Outcomes
- 5.3 Main Content
  - 5.3.1 Managerial Functions
    - 5.3.1.1 Planning
    - 5.3.1.2 Intended Learning Outcomes
    - 5.3.1.3 Staffing
    - 5.3.1.4 Supervision
    - 5.3.1.5 Controlling
- 5.4 Conclusion
- 5.5 Summary
- 5.6 References/Further Readings/Web Resources
- 5.7 Possible Answers to Self- Assessment Exercise(s)



### 5.1 Introduction

Good day dear students, I welcome you to Unit 5 of Module 2 of this Course ARD 502 Extension Organisation, Management and Supervision. In the last unit, you were taken through five more principles in management. These are principles of equity, stability of tenure, esprit de corps, initiative and scalar chain.

Management of every organisation has various statutory functions that they perform on a day-to-day basis or periodically such that the aims and objectives of the organisation can be achieved. In agricultural extension organisations these functions do not differ from what obtains in other organisation. In this unit, we shall consider those functions that are germane to extension activities.



### 5.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- highlight the major managerial functions of agricultural extension organisations
- discuss the major managerial functions of agricultural extension organisations .





## 5.3 Main Content

### 5.3.1 Managerial Functions

#### 5.3.1.1 Planning

Planning involves the selection of mission and objectives and the action to achieve them. It requires decision making, that is, the choosing of future courses of action from among alternatives.

#### 5.3.1.2 Intended Learning Outcomes

Intended Learning Outcomes involves establishing an intentional structure of roles for people to fill in an organisation. It is intentional in the sense of making sure that all the tasks necessary to accomplish goals are assigned to people who can do them best. This organisational structure helps in creating an environment for human performance.

#### 5.3.1.3 Staffing

Staffing involves filling and keeping filled, the position in the organisations structure. This is done by identifying work-force requirements; inventorying the people available and recruiting, selecting, placing, promoting, appraising, planning the careers of, compensating and training or otherwise developing both candidates and current job holders so that tasks are accomplished effectively and efficiently.

#### 5.3.1.4 Leading or Supervision

Leading or supervision involves influencing people so that they all contribute to organisation and group goals. It has to do predominantly with the interpersonal aspect of managing. Leadership involves motivation, leadership styles, approaches and communication.

#### 5.3.1.5 Controlling

Controlling is measuring and correcting individual and organisational performance to ensure that events conform to plans. It involves measuring performance against goals and plans, showing where deviations from standards exist and helping to correct them.

#### Self-Assessment Exercise

1. Intended Learning Outcomes involves establishing an intentional structure of roles for people to fill in an organisation. Discuss.

2. What is controlling?
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## 5.5 Conclusion

Managerial functions in agricultural extension organisations begin from the planning stage in determining the objectives to pursue and how to do it. This leads to the recruiting and management of staff to ensure that objectives are met.



### 5.5 Summary

In this unit you have been exposed to the five basic managerial functions of agricultural extension organisations, which include planning, Intended Learning Outcomes, staffing, supervision and control.



### 5.6 References/Further Readings/Web Resources

Flemming, P. (1989) *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.

Koontz, H and Weihrich, H (2009) *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited

Marshall, P. (1992). *Introduction to the Management Process*. In: *Managing People at Work*. University Guelph Press, Guelph.

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Waldron, M. W., J. Vsanthakumar, and S. Arulraj (1997) *Improving the organisation and management of extension*. In: B. E. Swanson (ed.) *Improving Agricultural Extension — A Reference Manual*. Food and Agriculture Organisation of the United Nations, Rome, pp. 115 — 126.



## 5.7 Possible Answers to Self- Assessment Exercise(s)

### SELF ASSESSMENT EXERCISE 1

**Intended Learning Outcomes involves establishing an intentional structure of roles for people to fill in an organisation. Discuss.**

**Answer:**

It is intentional in the sense of making sure that all the tasks necessary to accomplish goals are assigned to people who can do them best. This organisational structure helps in creating an environment for human performance.

**2. Controlling** is measuring and correcting individual and organisational performance to ensure that events conform to plans. It involves measuring performance against goals and plans, showing where deviations from standards exist and helping to correct them.

## MODULE 3

Unit 1	Theories Used in Agricultural Extension Organisation
Unit 2	Theories Used in Agricultural Extension Organisation II
Unit 3	Roles, Responsibilities and Attributes of Agricultural Extension Personnel
Unit 4	Staff Recruitment, Selection, Placement and Supervision in Extension Organisation
Unit 5	Steps in Staff Recruitment in Extension Organisation

### UNIT 1 THEORIES USED IN AGRICULTURAL EXTENSION ORGANISATION

#### Unit Structure

- 1.1 Introduction
- 1.2 Intended Learning Outcomes
- 1.3 Main Content
  - 1.3.1 Theories of extension Organisation
    - 1.3.1.1 Definition of Theory
    - 1.3.1.2 Purpose of theories
    - 1.3.1.3 Functional Theory
    - 1.3.1.4 Decision making theory
    - 1.3.1.5 Human relations theory
- 1.4 Conclusion
- 1.5 Summary
- 1.6 References/Further Readings/Web Resources
- 1.7 Possible Answers to Self- Assessment Exercise(s)



#### 1.1 Introduction

Good day dear students, I welcome you to Unit 1 of Module 3 of this Course ARD 502 Extension Organisation, Management and Supervision. In the last unit, you were taken through theories which help us to make predictive judgments about what could happen in the occurrence of certain events. Among humans involved in work relationships, there is the need for those who manage them to be able to predict actions and reactions of their staff. This will enable better planning and decision-making.

In this unit, we shall begin to examine theories used in the management of extension Organisation .



## 1.2 Intended Intended

By the end of this unit, you will be able to:

- define what a theory is
- discuss the usefulness of theories and
- state some theories of extension organisation management.



## 1.3 Main Content

### 1.3.1 Theories of Extension Organisation

#### 1.3.1.1 Definition of Theory

A theory is an explicit and objective statement of which either by summary or speculation suggests that a relationship exist between data or knowledge and the reasoning from this observation. It is also a relationship between factors or the ordering of such facts in some meaningful way. Theory is a speculative idea or plan of how something might be done. It is the systematic statement of principles involved in some certain observed phenomenon.

#### 1.3.1.2 Purpose of theories

Theories are useful in agricultural extension organisation management as they help managers and administrators in the execution of their duties. Theories of Extension Organisation serve the following purposes:

1. A basis for research
2. A guideline to administration and organisation of action
3. It serves as a guide to the application of new knowledge
4. A basis for decision making operations and action in organisation
5. It helps to understand, predict and adjust management behaviour more objectively and systematically.

However, no single theory can achieve the objectives set above. Thus, the different theories compliment the other in providing the framework for proper understanding of management operation. In this subunit, the six theories of management that will be examined are:

1. functional theory
2. decision making theory
3. human relation theory
4. fusion theory

5. social process theory
6. theory X, Y and Z

### **1.3.1.3 Functional Theory**

This theory is accredited to Fredrick Taylor. It explains administrative behaviour in terms of administration process and formal function of the administrator. The theory divides the function of an administrator into minute components of:

1. Planning
2. Organising
3. Staffing
4. Directing
5. Coordination
6. Reporting
7. Budgeting

The functional theory assumes a division of labour among employers, which leads to three basic sub-concepts of:

1. Division of labour i.e. providing specific responsibilities to individuals i.e. making them responsible
2. Specialisation i.e. making individuals concentrates on one activity to acquire proficiency and expertise in it.
3. Line-staff relationship i.e. the relationship between the administrators (line) and the professional (staff).

Principles underlying the functional theory include:

1. Specialisation which helps to lead efficiency
2. Staff structure and hierarchy, which reveals each staff responsibility and line or authority. This also leads to efficiency.
3. Span of control, which helps to ascertain the number of persons that is economically profitable to the organisation
4. Adequate delegation of authority which helps a subordinate to be able to take responsibility in the absence of her superior
5. Job evaluation by supervisors which helps management assess employee activities and thus remunerate accordingly

### **1.3.1.4 Decision Making Theory**

This theory established decision making in an organisation as the complex of human association, events and activities leading to and including any conclusion for a programme of policy and or operation. It helps to identify the best course of action from a set of objectives/alternatives. It suggests that no single individual takes decision alone in any organisation . The decision maker makes decisions within an environment. The goals or ends to be achieved must be stated.

Relevant alternatives to accomplishing the goals must be stated which must be ordered in preference. The choice is finally made and the decision maker must be ready to accept responsibility for the decision taken.

### 1.3.1.5 Human Relations Theory

This theory suggests that interaction of people in terms of endeavour and the integration of people into work situation which motivates them to work cooperatively and satisfactorily. It infers that individuals should be able to fit into another's shoe and be able to see things in another point of view. Another aspect of the theory also suggests the primary roles of the administrator as being concerned with the causal forces which make a group or an individual think or being motivated to produce effectively and with satisfaction in his/her work. The theory believes that wages alone do not bring satisfaction to work. Those other nonphysical factors are divided into two (a) hygiene factors and (b) motivator factors.

#### Self-Assessment Exercise

1. State the decision-making theory.
2. State the importance of theory in extension.

## 1.4 Conclusion

The theories we have considered in this unit makes it clear that various situations and circumstances do occur in agricultural extension organisation, which administrators will have to deal with. These theories will help them to make informed decisions even about futuristic actions of the organisation and the individual staff.



## 1.5 Summary

In this unit, you have learnt about the definition of theories, usefulness of theories and three of the theories used by administrators of agricultural extension organisations.



## 1.6 References/Further Readings/Web Resources

Flemming, P. (1989). *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.

- Koontz, H & Weihrich, H (2009) *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited
- Marshall, P. (1992). Introduction to the Management Process. In: *Managing People at Work*. University Guelph Press, Guelph.
- Michael, C.M (2011). *Agricultural Administration Organisation and Supervision. Agricultural Extension in Nigeria*. A publication of Agricultural Society of Nigeria. Pp 245—269.
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## 1.7 Possible Answers to Self- Assessment Exercises

### Self-Assessment Exercise

**1. State the decision making theory.**

**Answer:**

This theory established decision making in an Organisation as the complex of human association, events and activities leading to and including any conclusion for a programme of policy and or operation. It helps to identify the best course of action from a set of objectives/alternatives. It suggests that no single individual takes decision alone in any Organisation. The decision maker makes decisions within an environment. The goals or ends to be achieved must be stated. Relevant alternatives to accomplishing the goals must be stated which must be ordered in preference. The choice is finally made and the decision maker must be ready to accept responsibility for the decision taken.

**2. Theories of Extension Organisation serve the following purposes:**

- i. A basis for research
- ii. A guideline to administration and Organisation of action
- iii. It serves as a guide to the application of new knowledge
- iv. A basis for decision making operations and action in organisation
- v. It helps to understand, predict and adjust management behaviour more objectively and systematically.

## UNIT 2 THEORIES USED IN AGRICULTURAL EXTENSION ORGANISATION II

### Unit Structure

- 2.1 Introduction
- 2.2 Intended Learning Outcomes
- 2.3 Main Content
  - 2.3.1 Theories of Extension Organisation
    - 2.3.1.1 Social Process Theory
    - 2.3.1.2 Fusion theory
    - 2.3.1.3 Theory X and Y
    - 2.3.1.4 Theory Z
- 2.4 Conclusion
- 2.5 Summary
- 2.6 References/Further Readings/Web Resources
- 2.7 Possible Answers to Self- Assessment Exercise(s)



### 2.1 Introduction

Good day dear students, I welcome you to Unit 2 of Module 3 of this Course ARD 502 Extension organisation , Management and Supervision. In the last unit, you were taken through the theories which makes it clear that various situations and circumstances do occur in agricultural extension organisation , which administrators will have to deal with. These theories will help them to make informed decisions even about futuristic actions of the organisation and the individual staff. This we have seen to be of great importance and help in helping them make decisions. In this unit, we shall conclude discussions on the theories.



### 2.2 Intended Learning Outcome

By the end of this unit, you will be able to:

- discuss some more theories used by administrators of agricultural extension organisation .



## 2.3 Main Content

### 2.3.1 Theories of Extension Organisation II

#### 2.3.1.1 Social Process Theory

This theory pioneered by Hawthorne is based on the philosophy that accepts organisational behaviour as a system of mutually interdependent variables. This theory sees an organisation as a complex of mutually dependent variables functioning and related to a social field. These variables include persons and their motives, attitudes, beliefs, sentiments, jobs and activities, the physical work setting and the formal or informal organisation itself. These factors and more others are related in complex whole. This theory makes organisations lose their distinctiveness and find meanings in terms of human behaviour and the operation of the total system. This theory thus emphasizes the interaction among the parts rather than the component parts in isolation of each other.

#### 2.3.1.2 Fusion Theory

This theory postulated by Max Weber is based on the concepts of socialization and personalization. It believes there is a simultaneous operation of the two concepts, where the organisation attempts to restructure the individual as an agent for the accomplishment of its goals (socialisation). On the other hand, the individual also tries to use the organisation as a medium through which to achieve his personal objective that is, personalization. The administrator should therefore understand this and balance these two forces.

#### 2.3.1.3 Theory X and Y

This theory believes that scientific management and administration can predict and control human behaviour. The theories assert that the behaviour of the individual in any work environment depends on the type of administration style employed on the individual.

Theory X believes an average person hates work and should be coerced or threatened to perform at desired level. He avoids responsibility and prefers to be controlled, can only work if he is going to be punished or rewarded for doing so and in an industrial setting, less than his full potential is utilized.

Theory Y is the opposite of theory X and believes an average person has positive attitude towards work, achieves the highest level of

performance though self-initiative, has a sense of responsibility, has basic needs and works through motivation, commitment, satisfaction and self-direction. He actualized his dreams through self-initiative and personal development. Theory X is based on the principle of control and direction through the exercise of power and authority while theory Y is based on the creation of a situation in which the individual can achieve its goals through self-ambition and desire while also meeting Organisation al objectives.

### 2.3.1.4 Theory Z

This believes there is no ideal situation where we have either situation of theory X and Y in operation. This theory reconciles the two theories. It believes the individual and organisation are always in conflict because of the dual role of consumer and producer. The role of the administrator is thus to collate the aggregate demand of individual consumers and producers to meet that demand necessary for the attainment of organisation goals. This theory assumes that by discipline of the organisation and confidence of the individual in the organisation , through a precise system of communication and the assurance that the organisation is out to secure the workers welfare, the lapses of theory X and Y can be overcome.

#### Self-Assessment Exercise

- |  |
|--|
| <ol style="list-style-type: none"> <li>1. What are the postulations of the fusion theory?</li> <li>2. State theory Z.</li> </ol> |
|--|

## 2.4 Conclusion

The theories we have discussed in this unit has revealed that administrators of extension organisations need to understand the different variables that influence and motivate staff under their control. Thus, the theories will help to properly manipulate these variables which exist within the organisation and the individual to the accomplishment of organisation al goals.



## 2.5 Summary

In this section, we concluded on the various theories of agricultural extension organisation management. You should now be able to discuss what we mean by the theories of fusion, social process, X, Y and Z.



## 2.6 References/Further Readings/Web Resources

- Flemming, P. (1989) *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.
- Koontz, H & Weihrich, H (2009). *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited
- Marshall, P. (1992). *Introduction to the Management Process. In: Managing People at Work*. University Guelph Press, Guelph.
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## 2.7 Possible Answers to Self- Assessment Exercises

### Self-Assessment Exercise

#### 1. What are the Postulations of the Fusion Theory?

**Answer:**

**Fusion Theory:** This theory postulated by Max Weber is based on the concepts of socialisation and personalisation. It believes there is a simultaneous operation of the two concepts, where the Organisation attempts to restructure the individual as an agent for the accomplishment of its goals (socialization). On the other hands, the individual also tries to use the organisation as a medium through which to achieve his personal objective that is, personalisation. The administrator should therefore understand this and balance these two forces.

#### 2. Theory Z

This believes there is no ideal situation where we have either situation of theory X and Y in operation. This theory reconciles the two theories. It believes the individual and organisation are always in conflict because of the dual role of consumer and producer. The role of the administrator is thus to collate the aggregate demand of individual consumers and producers to meet that demand necessary for the attainment of organisation goals. This theory assumes that by discipline of the organisation and confidence of the individual in the organisation, through a precise system of communication and the assurance that the organisation is out to secure the workers welfare, the lapses of theory X and Y can be overcome.

## **UNIT 3 ROLES, RESPONSIBILITIES & ATTRIBUTES OF AGRICULTURAL EXTENSION PERSONNEL**

### **Unit Structure**

- 3.1 Introduction
- 3.2 Intended Learning Outcomes
- 3.3 Main Content
  - 3.3.1 Concept of Roles and Responsibilities of Extension Personnel
  - 3.3.2 Roles and Responsibilities of the Village Extension Agent.
  - 3.3.3 Roles and Responsibilities of the Subject Matter Specialist
  - 3.3.4 Roles and Responsibilities of the Supervisory Staff or Extension Officers
  - 3.3.5 Critical Attributes of Extension Personnel
- 3.4 Conclusion
- 3.5 Summary
- 3.6 References/Further Readings/Web Resources
- 3.7 Possible Answers to Self-Assessment Exercise(s)



### **3.1 Introduction**

My dear students, I welcome you to Unit 3 of Module 3 of this Course ARD 502 Extension Organisation , Management and Supervision. In the last unit, you were taken through human resources which form the bedrock of the agricultural extension system. This is because they are the ones that actually do the job of information and technology dissemination. It is thus necessary to clarify what each person does to enhance effectiveness and reduce clash of roles and responsibilities. This we shall look into in this unit.



### **3.2 Intended Learning Outcomes**

By the end of this unit, you will be able to:

- explain what a job description is
- describe the roles of various personnel in the extension organisation
- identify critical attributes of extension personnel.



### **3.3 Main Content**

#### **3.3.1 Concept of Roles and Responsibilities of Various Levels of Extension Personnel**

A job description gives the details of what is expected from the current jobholder. On the other hand, key performance areas are specific and show the critical functions relevant at present and for the future to achieve the objectives. The identification of key performance areas helps in role clarity as well as in delegation of functions. This in turn aids in performance appraisal and training. Generally, four or five key areas for a job are identified. The core extension personnel of developing countries consist of village extension workers, subject-matter specialists and supervisory staff or extension officers. Examples of key performance areas of core extension personnel are given below.

#### **3.3.2 Roles and Responsibilities of the Village Extension Workers**

The following constitute the roles and responsibilities of the people in this category

- (1) make regular and systematic visits to villages and farms to develop rapport with the clientele and to understand their problems;
- (2) undertake educational activities in the form of meetings, campaigns, demonstrations, field days, training sessions and exhibitions; and
- (3) provide advisory services to the farmers and solve their production problems.

#### **3.3.3 Roles and Responsibilities of the Subject-Matter Specialists.**

The following constitute the roles and responsibilities of people in this category

- (1) Keep abreast of current recommendations and findings related to farm production by maintaining continuous contact with agricultural research stations;
- (2) Provide feedback to the research system about farmers' problems which need solutions; and
- (3) Train and backstop village extension workers on the latest farm technology and help them in solving field problems.



### 3.3.4 Roles and Responsibilities of Supervisory Staff or Extension Officers

The following constitute the roles and responsibilities of people holding these positions

- (1) Plan, organize, coordinate and implement extension programmes and activities;
- (2) Supervise and monitor the work of field staff, providing guidance, motivation, and evaluation of performance; and
- (3) Coordinate the programme with inter-and intradepartmental agencies.

### 3.3.5 Critical Attributes for Extension Personnel

The key performance areas indicate the important roles and contributions of different categories of extension personnel. Once the roles are delineated, they can be analyzed to indicate the attributes, which can discriminate an effective from an ineffective role occupant. These critical attributes consist of qualities such as educational qualifications, skills, experience, physical characteristics, mental abilities, values, and attitudes needed for extension. The critical attributes needed for field-level and supervisory extension staffs are necessary formal training in agriculture, practical skills and experience in farming, and knowledge of modern farm practices. Abilities in group dynamics, human relations and communication are also important. Basic skills related to management and leadership are needed by extension supervisors. Values and attitudes such as faith in rural people, commitment to agricultural development, and concern for the whole community are important for all extension personnel.

#### Self-Assessment Exercise

- |   |
|---|
| <ol style="list-style-type: none"><li>1. Enumerate the responsibilities of the village extension workers.</li><li>2. Outline the roles and responsibilities of Supervisory Staff or Extension Officers.</li></ol> |
|---|

### 3.4 Conclusion

In every Organisation, people have different roles geared towards the fulfillment of Organisation al goals. It is thus essential to help every individual to know and understand the part he/she is to play in the whole arrangement. Such individuals must also possess skills and attributes that will enable them carry out such roles effectively and efficiently.



### 3.5 Summary

In this unit, you have learnt about what a job description entails the roles and responsibilities of extension personnel within the Organisation and the critical attributes needed in extension personnel. A job description gives details of what is expected from a current jobholder. We also examined various critical attributes needed by extension personnel such as educational qualifications, skills, experience, physical characteristics, mental abilities, values, and attitudes needed for extension.



### 3.6 References/Further Readings/Web Resources

Flemming, P. (1989). *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.

Koontz, H & Weihrich, H (2009). *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited.

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### 3.7 Possible Answers to Self-Assessment Exercise(s)

#### Self-Assessment Exercise 1

**Enumerate the responsibilities of the village extension workers**

**Answer:**

The following constitute the roles and responsibilities of the people in this category:

- i. make regular and systematic visits to villages and farms to develop rapport with the clientele and to understand their problems;
  - ii. undertake educational activities in the form of meetings, campaigns, demonstrations, field days, training sessions and exhibitions; and
  - iii. provide advisory services to the farmers and solve their production problems.
2. The following constitute the roles and responsibilities of people holding these positions:
- i. Plan, organise, coordinate and implement extension programmes and activities;
  - ii. Supervise and monitor the work of field staff, providing guidance, motivation, and evaluation of performance; and
  - iii. Coordinate the programme with inter-and intradepartmental agencies.

## UNIT 4 STAFF RECRUITMENT, SELECTION, PLACEMENT AND SUPERVISION IN EXTENSION ORGANISATION

### Unit Structure

- 4.1 Introduction
- 4.2 Intended Learning Outcomes
- 4.3 Main Content
  - 4.3.1 Staff Recruitment in Extension Organisation
  - 4.3.2 Principles of Staff Recruitment in Extension Organisation
  - 4.3.3 Steps in Staff Recruitment in Extension Organisation
    - 4.3.3.1 Job Design
    - 4.3.3.2 Managerial Appraisal
    - 4.3.3.3 Advertisement
- 4.4 Conclusion
- 4.5 Summary
- 4.6 References/Further Readings/Web Resources
- 4.7 Possible Answers to Self- Assessment Exercise(s)



### 4.1 Introduction

My dear students, I welcome you to Unit 4 of Module 3 of this Course ARD 502 Extension organisation , Management and Supervision. In the last unit, you were taken through how people make up organisation s. They are the ones who use the available resources to accomplish organisation objectives. To this end managers recruit, select, place and promote people. This will have to be done within organisational policies as well as the external environment such as laws, regulations



### 4.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- recruit staff for extension activities
- select staff for extension activities
- place staff for extension activities
- motivate staff in extension organisation .



### 4.3 Main Content

### **4.3.1 Staff Recruitment in Extension Organisation**

Recruitment is important in selecting the right kind of extension personnel. Since the job of extension personnel calls for technical skills as well as commitment and willingness to educate rural people, an appropriate selection system is essential to ensure the right selection. The success of extension depends heavily upon selection of qualified and motivated personnel. Extension Organisations in developing countries use two major sources of recruitment: from outside and from within. Entry-level positions such as village extension workers and agricultural extension officers are filled by outside recruitment, using the services of government placement agencies. Other channels of recruitment are advertisements, private placement agencies, professional search firms, and educational institutions. In some countries, farmers are recruited to help extension agents.

Most of the extension departments in developing countries have the policy of promoting or recruiting within for middle-level and top-level positions. The advantages of this policy are that it promotes loyalty and provides opportunities for existing extension staff to get high-level positions. However, its greatest disadvantage is that it prevents the lateral entry of talented extension personnel and promotes complacency because seniority ensures promotion.

### **4.3.2 Principles of staff recruitment in extension Organisation**

s

The purpose of staffing is based on two principles. The first principle is the principle of staffing objectives. This is to ensure that those qualified fill the positions and those who are able and willing occupy such positions. The second principle is that of staffing. This means the clearer the definition of organisation's roles, their human requirements, techniques of appraisal and training, the more assurance of managerial quality. The first principle stresses the importance of desire and ability to undertake the responsibilities of management and the second principle rests upon the important body of knowledge concerning management principles. This means that any organisation that does not have established job definition, staff appraisal and system of training and development will have to rely on coincidence or outside sources to fill positions with people.

### 4.3.3 Steps in Staff Recruitment

#### 4.3.3.1 Job Description

Selection is the process of choosing from among candidates from within the Organisation or from outside the most suitable person for the current position or for future positions. The selection of extension staff starts with a description of the job for which candidates are sought. The kind of technical or academic qualification, pay and other remuneration must also be set forth from the beginning.

#### 4.3.3.2 Managerial Appraisal

This step involves the setting of criteria or qualification required for persons who will fill the position. Educational, technical and other personal attributes of the would-be staff are set forth at this stage. The type and period of experience required of such persons are also decided upon.

#### 4.3.3.3 Advertisement

After criteria for each position has been set forth, the job opportunities are then made known to all potential applicants through advertisement. This could be an internal advertisement i.e. within the organisation or an external one i.e. opens to those outside the organisation or both.

The wider the publicity the more assurance that well qualified candidates will be attracted for the positions. This could be through newspapers, bulletins, magazines of related agricultural institutions etc. The help of extension workers' training centres, agricultural colleges, rural institutions and local government agencies may be sought to give wide publicity, as well as to inform candidates living in rural areas.

#### Self-Assessment Exercise

- |   |
|---|
| <ol style="list-style-type: none"><li>1. List the steps involved in staff recruitment.</li><li>2. Discuss briefly the concept of advertisement.</li></ol> |
|---|

### 4.4 Conclusion

For achievement of Organisation al goals in the most effective and efficient manner, it is important that personnel involved in such activities be of the right kind and quality. This is the import of recruitment. Thus, necessary principles need to be followed such that sentiments and biases are not introduced into the process.



## 4.5 Summary

In this unit, you have learnt what recruitment is vis a vis the necessary steps in the recruitment exercise. Furthermore, principles that guide recruitment exercises have been elucidated and have also been explained.



## 4.6 References/Further Readings/Web Resources

Flemming, P. (1989). *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.

Koontz, H. & Wehrich, H (2009). *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited

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## 4.7 Possible Answers to Self- Assessment Exercise(s)

### Self-Assessment Exercise

#### 1. List the steps involved in staff recruitment.

##### Answer:

- i. Job description
- ii. Managerial appraisal
- iii. Advertisement.

#### 2. Advertisement

After criteria for each position has been set forth, the job opportunities are then made known to all potential applicants through advertisement. This could be an internal advertisement i.e. within the Organisation or an external one i.e. opens to those outside the Organisation or both.

The wider the publicity the more assurance that well qualified candidates will be attracted for the positions. This could be through newspapers, bulletins, magazines of related agricultural institutions etc. The help of extension workers' training centres, agricultural colleges, rural institutions and local government agencies may be sought to give wide publicity, as well as to inform candidates living in rural areas.



## UNIT 5      STEPS IN STAFF RECRUITMENT IN EXTENSION ORGANISATION      II

### Unit Structure

- 5.1 Introduction
- 5.2 Intended Learning Outcomes
- 5.3 Main Content
  - 5.3.1 Steps in Staff Recruitment in Extension Organisation      II
  - 5.3.2 Short Listing
  - 5.3.3 Interview
  - 5.3.4 Placement
  - 5.3.5 Induction and Orientation
  - 5.3.6 Advantages of Induction
- 5.4 Conclusion
- 5.5 Summary
- 5.6 References/Further Readings/Web Resources
- 5.7 Possible Answers to Self- Assessment Exercise(s)



### 5.1 Introduction

I welcome you to Unit 5 of Module 3 of this Course ARD 502 Extension Organisation , Management and Supervision. In the last unit, you were taken through examining the steps in staff recruitment in extension Organisations in the last unit.

In this unit, we shall conclude on the remaining steps for staff recruitment. We shall also look into staff placement and their supervision.



### 5.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- state the remaining steps in the recruitment of staff for extension organisations
- determine what we mean by supervision.



## 5.3 Main Content

### 5.3.1 Steps in Staff Recruitment in Extension Organisation II

#### 5.3.2 Short Listing

Short listing is the process of sorting out the applications received to identify those who met the set requirements. The educational qualifications, type and years of experience etc are scored and a cut off mark is set. The scores of the candidates may also be arranged in descending order and the number that fall within that required for the interview are selected.

#### 5.3.3 Interview

The interview is the most frequently used by management in evaluating potential candidates. However, because selection of extension personnel demands cognitive and non-cognitive abilities, various tests are also employed to test these areas of the potential candidates.

Testing cognitive ability includes a knowledge test, a skill or ability test, and an aptitude test. A non-cognitive test is a measure of behavioural dimensions which are important for field level extension personnel, including concern for and commitment to rural people, empathy, problem-solving orientation, high motivation to influence and educate farmers, ability to work under unsupervised and difficult village conditions, patience and persistence, and team spirit.

The assessment centre approach, originally used during World War II, can also be used to select extension staff. In this approach, an Organisation develops its internal resources for assessing new staff. The candidates to be recruited go through a number of simulation exercises, and an expert assesses their behaviour. The techniques used are a psychological test, role-play, in basket exercise, group discussion, projective test, knowledge test and interviews.

#### 5.3.4 Placement of Extension Staff

Best of the candidates who meet the requirements of the Organisation from the interview stage are given employment. They are then placed within the Organisation . Placement of staff is a decisive step by management, which involves matching what the supervisor reasons the new staff can do with what the job demands (requirement), the strain and working conditions etc. A placement approach, where there is no specific requirements for staff to be recruited can also be used in

selection of staff. The staff after being found employable is placed on a job position or another designed for him based on his strength and weakness as revealed during the selection process.

### 5.3.5 Induction or Orientation

After employing people, they should be welcomed by the Organisation . Induction or orientation is a formal welcoming wherein new staffs are made to meet the Organisation i.e. briefed on what the Organisation is about, their vision, goals, processes etc. Induction has to do with indoctrinating the new staff giving in the manner of operations of the Organisation . It is like a socialization of the new staff. They are made to understand what is required of them in their new jobs. It gives a brief over view of what the Organisation stands for, the facilities and opportunities available for them etc. the staff are also taken round the establishment to meet people in the different departments they will be working with.

### 5.3.6 Advantages of Induction or Orientation

Many things could go wrong within an Organisation even after employing qualified staff.

This could be because of many reasons. Among them is the fact that they are new within the Organisation and despite their prior knowledge of their professional activity, they may not know the workings of their new environment. This is why induction or orientation is deemed necessary. Induction and orientation for newly employed staff also have the following advantages:

1. It provides the new employee with general information about the Organisation s policies, procedures, practices or rules that will affect them.
2. It helps them to rapidly learn to measure up with the standard for performance, thus increasing the value of the Organisation in satisfying their human needs for personal growth on the job.
3. It helps to keep accidents, damage to machineries and equipment vis a vis clash of roles to the barest minimum
4. Dissatisfactions, complains and absenteeism can be greatly reduced to the barest minimum as they will know how to go about informing the Organisation on such issues
5. It helps new staff to quickly adapt itself to the new working environment and also will be ready to learn new task or skills necessary to meet necessary obligations.

### SELF ASSESSMENT EXERCISE

- |  |
|--|
| 1. Different between placement and induction of extension staff. |
|--|

- |                                       |
|---------------------------------------|
| 2. State the advantages of induction. |
|---------------------------------------|

## 5.4 Conclusion

Every staff after being employed needs to be made to understand the philosophies and principles guiding the operation of such organisations. This will help them to work in tandem to the organisational principles and philosophies and not against it. The orientation process will also assist them to know what benefits they have to gain as they work in such organisations. The activities discussed in this study will help agricultural extension staff to quickly integrate into the system and achieve Organisational goals.



## 5.5 Summary

In this unit, you have learnt the remaining steps in the recruitment process, which includes short listing, interview, placement, induction or orientation as well as the advantages of induction.



## 5.6 References/Further Readings/Web Resources

Flemming, P. (1989). *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.

Koontz, H & Weihrich, H (2009). *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited

Marshall, P. (1992). Introduction to the Management Process. In: *Managing People at Work*. University Guelph Press, Guelph.

Michael, C.M (2011). Agricultural Administration Organisation and Supervision. Agricultural Extension in Nigeria. A Publication of Agricultural Society of Nigeria. Pp 245—269.

Waldron, M. W., J. Vsanthakumar, & S. Arulraj (1997). Improving the Organisation and Management of Extension. In: B. E. Swanson (ed.). *Improving Agricultural Extension — A Reference Manual. Food and Agriculture Organisation of the United Nations*, Rome, pp. 115 — 126.

## 5.7 Possible Answers to Self- Assessment Exercises

### SELF ASSESSMENT EXERCISE

#### 1. Different between placement and induction of extension staff.

**Answer:**

**Placement:** Best of the candidates who meet the requirements of the Organisation from the interview stage are given employment. They are then placed within the Organisation . Placement of staff is a decisive step by management, which involves matching what the supervisor reasons the new staff can do with what the job demands (requirement), the strain and working conditions etc. A placement approach, where there is no specific requirements for staff to be recruited can also be used in selection of staff. The staff after being found employable is placed on a job position or another designed for him based on his strength and weakness as revealed during the selection process.

**Induction:** After employing people, they should be welcomed by the Organisation. Induction or orientation is a formal welcoming wherein new staffs are made to meet the Organisation i.e. briefed on what the Organisation is about, their vision, goals, processes etc. Induction has to do with indoctrinating the new staff giving in the manner of operations of the Organisation. It is like a socialization of the new staff. They are made to understand what is required of them in their new jobs. It gives a brief over view of what the Organisation stands for, the facilities and opportunities available for them etc. the staff are also taken round the establishment to meet people in the different departments they will be working with.

#### 2. Induction and orientation for newly employed staff also have the following advantages:

- i. It provides the new employee with general information about the Organisation s policies, procedures, practices or rules that will affect them.
- ii. It helps them to rapidly learn to measure up with the standard for performance, thus increasing the value of the Organisation in satisfying their human needs for personal growth on the job.
- iii. It helps to keep accidents, damage to machineries and equipment vis a vis clash of roles to the barest minimum
- iv. Dissatisfactions, complains and absenteeism can be greatly reduced to the barest minimum as they will know how to go about informing the Organisation on such issues
- v. It helps new staff to quickly adapt itself to the new working environment and also will be ready to learn new task or skills necessary to meet necessary obligations.

## MODULE 4

- Unit 1 Supervision Within the Agricultural Extension Organisation
- Unit 2 Staff Training and Development Within the Extension Organisation
- Unit 3 Types of Training in Agricultural Extension Organisations
- Unit 4 Training in Agricultural Extension Organisation
- Unit 5 Training in Agricultural Extension Organisation II

### UNIT 1 SUPERVISION WITHIN THE AGRICULTURAL EXTENSION ORGANISATION

#### Unit Structure

- 1.1 Introduction
- 1.2 Intended Learning Outcomes
- 1.3 Main Content
  - 1.3.1 Concept and Principles of Supervision
  - 1.3.2 Roles of Supervisor
  - 1.3.3 Functions of Supervisor
    - 1.3.3.1 Direction and Organisation
    - 1.3.3.2 Functions of Supervisor-Motivating the Extension Personnel
    - 1.3.3.3 Work Group Management
- 1.4 Conclusion
- 1.5 Summary
- 1.6 References/Further Readings/Web Resources
- 1.7 Possible Answers to Self- Assessment Exercise(s)



#### 1.1 Introduction

My dear students, I welcome you to Unit 1 of Module 4 of this Course ARD 502 Extension organisation, Management and Supervision. In the last unit of Module 3, you were meant to know that every staff after being employed needs to be made to understand the philosophies and principles guiding the operation of such organisations. This will help them to work in tandem to the organisational principles and philosophies and not against it. The orientation process will also assist them to know what benefits they have to gain as they work in such organisations. The activities discussed in this study will help agricultural extension staff to quickly integrate into the system and achieve organisational goals. In this unit 1 of the 4<sup>th</sup> Module, we shall deal with supervision within the agricultural extension organisation.



## 1.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- explain the concept of supervision
- describe the principles guiding supervisory roles
- differentiate between the functions of a supervisor.



## 1.3 Main Content

### 1.3.1 Concept and Principles of Supervision

Supervision is defined as the art of working with a group of people over whom authority is exercised in such a way as to achieve their greatest combined effectiveness in getting work done. It involves the provision of administrative leadership, guidance and delegation of authority necessary for the satisfactory attainment of both organisational objectives and employee goals. Traditionally the supervisor defines standard and regulates reward and punishment. He interprets government policies, coordinates budget and gives enough room for the individual worker to perform the task of his job. Supervision entails helping workers to greater competency and growth as individuals. The two major functions of supervision are therefore task orientation (direction and organisation of activities,) and concern for employees (motivation of employees and management of work groups). Supervision is a purposeful activity. This purpose makes it imperative that principles necessary to guide their attainment be developed. Principles upon which effective supervision is based includes:

1. A clear understanding of the objectives and roles of supervision in the whole organisation by all extension staff
2. Supervisor must have authority to carry out his responsibilities
3. Supervisory role must be democratic and exercise authority only when situation DEMANDS
4. Supervisor must be confident, shows enthusiasm and takes initiative in directing the efforts of others in striving towards organisational objectives
5. Delegation of appropriate authority to individuals who are in the best position to make decisions appropriate at that level.
6. All supervisors within the organisation must share common insight and willingly accept the team work pattern in supervision
7. Vertical and horizontal communication must be maintained between supervisors and those with whom they work.

### **1.3.2 Roles of the Supervisor**

The following are some of the roles of the supervisor:

1. The coordination of staff and work in different locations and at different levels of the organisation.
2. providing information and communication link between supervisee and management
3. providing administrative and logistic support to staff
4. Interpreting programs and project policies at intermediate level and providing information for policy formulation at management level.
5. monitoring and appraising production, performance of staff and project
6. planning staff development and training programs
7. providing conducive environment for work
8. Applying sanctions, rewards and punishment where necessary to ensure compliance and performance in accordance with agreed standards.

### **1.3.3 Functions of Supervisors**

#### **1.3.3.1 Direction and Organisation**

Two major functions of supervision are task orientation and concern for employees. Therefore, direction and organisation of activities, motivation of employees, and management of work groups are the important functions of extension supervisors. We shall discuss the first function here. Extension supervisors have to plan the work and maintain a high standard of performance. The whole process of job analysis, identification of key performance areas, and performance appraisal will help in planning and organizing extension work. The training and visit system of extension has introduced mechanisms for defining goals, planning, and scheduling work at the field level with provisions for monitoring and evaluation. Some of the management techniques used by extension organisations in overall planning and management of programmes are the programme evaluation and review technique (PERT/critical path method (CPM), management by objectives (MBO), programme and performance budgeting system (PPBS), and time management techniques. These techniques have been practiced by extension organisations in Asian and African countries with varying success. Personal computers offer good scope for extension managers to increase certain managerial skills.



### 1.3.3.2 Motivating the Extension Personnel

The work motivation and morale of extension staff, as reported earlier, are very poor in many countries. The reasons are many. The bureaucratic structure of extension administration, lack of rewards and incentives, poor facilities, poor promotional avenues, and the low esteem given to extension are the major causes of poor motivation and morale. Extension supervisors should have the ability to motivate and lead the field extension workers so that the field agents perform more than routine jobs, and supervisors should be involved in attaining excellence in extension work. This calls for extension managers having an understanding of various theories of motivation as applicable to frontline extension agents. Therefore, knowledge of major theories of motivation such as Maslow's hierarchy of needs theory, Herzberg's two-factor theory, McClelland's need theory, theory X and theory Y, and expectancy theory of motivation is essential. Special training for developing motivation among field-workers has to be undertaken by supervisors.

### 1.3.3.3 Work Group Management

Every organisation has formal and informal groups. Formal groups are established by the management, while informal groups are spontaneous and developed to satisfy mutual interest of the members. Because work groups have a considerable influence on the work situation, supervisors should be sensitive to the needs of the group and develop skills to guide and achieve the group's goal, which will benefit the organisation and the members. Effective extension supervision can use work groups in problem solving because they can provide many creative solutions. One way to improve supervisory effectiveness in extension work is to develop a leadership style, which represents the extension workers' group interest at the higher level of organisation. This will increase the confidence and morale of the work group. An understanding of group dynamics and their implications for increasing work-group performance is essential for extension supervisors. For example, in the "Hawthorne Effect", increased performance due to special treatment of the group can be effectively used in extension organisations. Studies have also pointed out that well-developed group dynamics result in increased extension performance.

#### Self-Assessment Exercise

1. Mention any five principles of supervision in extension.
2. What is work group management?

## 1.4 Conclusion

Supervision provides the administrative leadership, guidance and delegation of authority necessary for the satisfactory attainment of both organisational objectives and employee goals. It is thus important that such functions are done in line with the appropriate principles.



## 1.5 Summary

In this unit, you have learnt the meaning of supervision, the principles guiding supervisory activities and the functions of supervisors of agricultural extension organisations.



## 1.6 References/Further Readings/Web Resources

Flemming, P. (1989). *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.

Koontz, H. & Weihrich, H. (2009). *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited

Marshall, P. (1992). Introduction to the Management Process. In: *Managing People at Work*. University Guelph Press, Guelph.

Michael, C.M (2011). *Agricultural Administration Organisation and Supervision. Agricultural Extension in Nigeria*. A Publication of Agricultural Society of Nigeria. Pp 245—269.

Waldron, M. W., J. Vsanthakumar, & S. Arulraj (1997) Improving the organisation and management of extension. In: B. E. Swanson (Ed.). *Improving Agricultural Extension — A Reference Manual. Food and Agriculture Organisation of the United Nations*, Rome, pp. 115 — 126.



## 1.7 Possible Answers to Self- Assessment Exercise(s)

### Self-Assessment Exercise

#### 1. Mention any 5 principles of supervision in extension

**Answer:**

- i. A clear understanding of the objectives and roles of supervision in the whole organisation by all extension staff.
- ii. Supervisor must have authority to carry out his responsibilities.
- iii. Supervisory role must be democratic and exercise authority only when situation demands.
- iv. Supervisor must be confident, shows enthusiasm and takes initiative in directing the efforts of others in striving towards organisational objectives.
- v. Delegation of appropriate authority to individuals who are in the best position to make decisions appropriate at that level.
- vi. All supervisors within the organisation must share common insight and willingly accept the team work pattern in supervision.
- vii. Vertical and horizontal communication must be maintained between supervisors and those with whom they work. **(Any 5)**

#### 2. Work group management

Every organisation has formal and informal groups. Formal groups are established by the management, while informal groups are spontaneous and developed to satisfy mutual interest of the members. Because work groups have a considerable influence on the work situation, supervisors should be sensitive to the needs of the group and develop skills to guide and achieve the group's goal, which will benefit the organisation and the members. Effective extension supervision can use work groups in problem solving because they can provide many creative solutions. One way to improve supervisory effectiveness in extension work is to develop a leadership style, which represents the extension workers' group interest at the higher level of organisation. This will increase the confidence and morale of the work group. An understanding of group dynamics and their implications for increasing work-group performance is essential for extension supervisors. For example, in the "Hawthorne Effect", increased performance due to special treatment of the group can be effectively used in extension organisations. Studies have also pointed out that well-developed group dynamics result in increased extension performance.

## UNIT 2 STAFF TRAINING AND DEVELOPMENT WITHIN THE EXTENSION ORGANISATION

### Unit Structure

- 2.1 Introduction
- 2.2 Intended Learning Outcomes
- 2.3 Main Content
  - 2.3.1 Staff Training and Development within The Extension Organisation
  - 2.3.2 Learning Theories and Training
  - 2.3.3 Approaches to Training
    - 2.3.3.1 Traditional Approach
    - 2.3.3.2 Experiential Approach
    - 2.3.3.3 Performance Based Approach
- 2.4 Conclusion
- 2.5 Summary
- 2.6 References/Further Readings/Web Resources
- 2.7 Possible Answers to Self- Assessment Exercise(s)



### 2.1 Introduction

My dear students, I welcome you to Unit 2 of Module 4 of this Course ARD 502 Extension Organisation, Management and Supervision. In the last unit we learnt that supervision provides the administrative leadership, guidance and delegation of authority necessary for the satisfactory attainment of both organisational objectives and employee goals. It is thus important that such functions are done in line with the appropriate principles.

In this unit we shall discuss staff training and development within the extension organisation. We should note that deficiencies in knowledge, skills and ability among extension personnel are remarkable. Differences in training received are also wide. In Africa, most frontline extension workers still have only a secondary school and diploma certificates. The poor educational background of extension personnel necessitates regular training.



### 2.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- train and develop staff within an agricultural extension organisation.
- learn theories and principles
- approach training in an agricultural extension organisation



## 2.3 Main Content

### 2.3.1 Staff Training and Development within the Extension Organisation

Training is the process of acquiring specific skills to perform a job better. It helps people to become qualified and proficient in doing some jobs. Usually an organisation facilitates the employees' learning through training so that their modified behaviour contributes to the attainment of the organisation's goals and objectives. Training is also defined as the process of teaching, informing or educating people so that (1) they may become as well qualified as possible to do their job, and (2) they become qualified to perform in positions of greater difficulty and responsibility.

The training of extension personnel contributes directly to the development of human resources within extension organisations. "Training programmes are directed towards maintaining and improving current job performance, while development programmes seek to develop skills for future jobs". Training has to start with the identification of training needs through job analysis, performance appraisal, and organisational analysis. Once the training needs of extension personnel have been identified, the next step is to organize training programmes. Methods such as games, role-playing, simulation exercises and case study can be used in extension organisations to create learning situations based on experience. Training based on actual field experience should be emphasized. Emerging new farm technologies such as integrated pest management and improved practices in horticulture call for actual field experience. Extension agents need training not only in the technological aspects but also in human relations, problem solving, sensitivity towards disadvantaged groups and the basic concepts of management.

### 2.3.2 Learning Theories and Training

Learning theories are the basic materials, which are usually applied in all educational and training activities. The more one understands learning theories, the better he or she will be able to make decisions and apply them to achieving the objectives. The behaviorists, the cognitivists and the humanists emphasize different aspects of the teaching-learning process in their approaches. While the behaviourists stress external conditions (environment) resulting in observations and measurable changes in behaviour, the cognitivists are more concerned with how the mind works (mental processes such as coding, categorizing, and representing information in memory). The humanists, on the other hand, emphasize the affective aspects (e.g., emotions, attitudes) of human

behaviour that influence learning (IRRI, 1990). In extension systems, effective training must be able to take care of all the theories of learning in order to change the action, belief and knowledge components of a trainee simultaneously. Andragogy (a theory of adult learning) is usually used rather than pedagogy (a theory of child learning) in extension training.

### **2.3.3 Approaches to Training**

#### **2.3.3.1 Traditional Approach**

There are three approaches to training: (1) the traditional approach, (2) the experiential approach, and (3) the performance-based approach. We shall be discussing the first approach in this section. In the traditional approach, the training staff designs the objectives, contents, teaching techniques, assignments, lesson plans, motivation, tests and evaluation. The focus in this model is intervention by the training staff.

#### **2.3.3.2 Experiential Approach**

In the experiential approach, the trainer incorporates experiences where in the learner becomes active and influences the training process. Unlike the academic approach inherent in the traditional model, experiential training emphasizes real or simulated situations in which the trainees will eventually operate. In this model, the trainers and trainees jointly determine the objectives and other elements of training. Trainers primarily serve as facilitators, catalysts or resource persons.

#### **2.3.3.3 Performance Based Approach**

In the performance-based approach to training, goals are measured through attainment of a given level of proficiency instead of passing grades of the trainees. Emphasis is given to acquiring specific observable skills for a task. This performance-based teacher education (PBTE) model is mostly task or skill centered and is also applicable to non-formal educational organisations such as extension.

#### **Self-Assessment Exercise**

- |  |
|--|
| <ol style="list-style-type: none"><li>1. What are the three approaches to training?</li><li>2. What is performance based approach?</li></ol> |
|--|

### **2.4 Conclusion**

Training is important in agricultural extension organisations to help improve and refresh the capabilities of personnel to accomplish targeted

goals. More so as new trends emerge even in the field of agriculture due to technological development; agricultural extension personnel knowledge and skill should be kept updated.



## 2.5 Summary

In this unit, you have learnt about staff training and development within an agricultural extension organisation, theories of learning and the approaches to training and staff development within the organisation.



## 2.6 References/Further Readings/Web Resources

Flemming, P. (1989). *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.

Koontz, H. & Weihrich, H. (2009). *Essentials of Management: An International Perspective*. Published by Tata, McGraw Hill Education private Limited

Marshall, P. (1992). Introduction to the Management Process. In: *Managing People at Work*. University Guelph Press, Guelph.

Michael, C.M. (2011). Agricultural Administration Organisation and Supervision. *Agricultural Extension in Nigeria*. A Publication of Agricultural Society of Nigeria. Pp 245—269.

Waldron, M. W., J. Vsanthakumar, & S. Arulraj (1997). Improving the Organisation and Management of Extension. In: B. E. Swanson (Ed.). *Improving Agricultural Extension — A Reference Manual*. Food and Agriculture Organisation of the United Nations, Rome, pp. 115 — 126.



## 2.7 Possible Answers to Self- Assessment Exercises

### Self-Assessment Exercise

#### 1. What are the three approaches to training?

**Answer:**

There are three approaches to training: (1) the traditional approach, (2) the experiential approach, and (3) the performance-based approach.

#### 2. Performance based approach

In the performance-based approach to training, goals are measured through attainment of a given level of proficiency instead of passing grades of the trainees. Emphasis is given to acquiring specific observable skills for a task. This performance-based teacher education (PBTE) model is mostly task or skill centered and is also applicable to non-formal educational organisations such as extension.



## UNIT 3 TYPES OF TRAINING IN AGRICULTURAL EXTENSION ORGANISATIONS

### Unit Structure

- 3.1 Introduction
- 3.2 Intended Learning Outcomes
- 3.3 Main Content
  - 3.3.1 Types Of Training
    - 3.3.1.1 Pre-Service
    - 3.3.1.2 In-Service
  - 3.3.2 Types of In-Service Training
    - 3.3.2.1 Induction Or Orientation
    - 3.3.2.2 Foundation Training
    - 3.3.2.2 On The Job
- 3.4 Conclusion
- 3.5 Summary
- 3.6 References/Further Readings/Web Resources
- 3.7 Possible Answers to Self- Assessment Exercise(s)



### 3.1 Introduction

My dear students, I welcome you to Unit 3 of Module 4 of this Course ARD 502 Extension organisation, Management and Supervision. In the last unit we learnt that training is important in agricultural extension organisations to help improve and refresh the capabilities of personnel to accomplish targeted goals. More so as new trends emerge even in the field of agriculture due to technological development; agricultural extension personnel knowledge and skill should be kept updated.

Having discussed the approaches to training in the former unit, it is necessary to also know about the types of training opportunities that are open for use by agricultural extension organisations. More so, as the organisation need to continually, pass current and relevant messages to their clientele.



### 3.2 Intended Learning Outcome

By the end of this unit, you will be able to:

- identify as well as discuss the various types of training programmes.



### 3.3 Main Content

#### 3.3.1 Types of Training

##### 3.3.1.1 Pre-service

Training may broadly be categorized into two types: pre-service training and in-service training. Pre-service training is more academic in nature and is offered by formal institutions following definite curricula and syllabuses for a certain duration to offer a formal degree or diploma. Pre-service training is a process through which individuals are made ready to enter a certain kind of professional job such as agriculture, medicine or engineering. They have to attend regular classes in a formal institution and need to complete a definite curriculum and courses successfully to receive a formal degree or diploma. They are not entitled to get a professional job unless they earn a certificate, diploma or degree from the appropriate institution. Pre-service training contents emphasize mostly technical subject matter such as crops, animal husbandry, and fisheries as well as pedagogical skills to prepare the students to work in agriculture.

In general two types of pre-service training are available for agricultural staff. These are (1) degree level (at least a bachelor's degree in agriculture or related field), which is usually offered for four years by a university or agricultural college; and (2) diploma level, which is mostly offered by the schools of agriculture for a period of two to three years. The entry point for the former is normally twelve years of schooling and for the latter ten years of schooling.

##### 3.3.1.2 In-service

In-service training, on the other hand, is offered by the organisation from time to time for the development of skills and knowledge of the incumbents. In-service training is a process of staff development for improving the performance of an incumbent holding a position with assigned job responsibilities. It promotes the professional growth of individuals. It is a program designed to strengthen the competencies of extension workers while they are on the job. In-service training is a problem-centered, learner-oriented, and time-bound series of activities, which provide the opportunity to develop a sense of purpose, broaden perception of the clientele, and increase capacity to gain knowledge and mastery of techniques.

In-service training may broadly be categorized into five different types: (1) induction or orientation training, (2) foundation training, (3) on-the-

job training, (4) refresher or maintenance training, and (5) career development training. All of these types of training are needed for the proper development of extension staff throughout their service life.

### **3.3.2 Types of in-service Training**

#### **3.3.2.1 Induction or Orientation**

Induction training is given immediately after employment to introduce the new extension staff members to their positions. It begins on the first day the new employee is on the job. This type of training is aimed at acquainting the new employee with the organisation and its personnel. Induction training for all new personnel should develop an attitude of personal dedication to the service of people and the organisation. This kind of training supplements whatever pre-service training the new personnel might have had. When people start to work in an organisation for the first time, they are eager to know what sort of outfit they are getting into, what they are supposed to do and whom they will work with. They are likely to be more attentive and open-minded than experienced employees. In fact, the most favourable time for gaining employees' attention and for moulding good habits among them is when they are new to the job.

#### **3.3.2.2 Foundation Training**

Foundation training is in-service training, which is also appropriate for newly recruited personnel. Besides technical competence and routine instruction about the organisation, every staff member needs some professional knowledge about various rules and regulations of the government, financial transactions, administrative capability, communication skills, leadership ability, coordination and cooperation among institutions and their linkage mechanism, report writing, and so on. Foundation training is made available to employees to strengthen the foundation of their service career. This training is usually provided at an early stage of service life.

#### **3.3.2.3 On the Job**

This is ad hoc or regularly scheduled training, such as fortnightly training under the training and visit (T&V) system of extension, and is provided by the superior officer or the subject-matter specialists to the subordinate field staff. This training is generally problem or technology oriented and may include formal presentations, informal discussion and opportunities to try out new skills and knowledge in the field. The superior officer, administrator or subject-matter specialist of each

extension department must play a role in providing on-the-job training to the staff while conducting day-to-day normal activities.

### Self-Assessment Exercise

1. List the five categories of in-service training.
2. Write short notes on pre-service training.

### 3.4 Conclusion

Training and staff development is one aspect of agricultural extension that must be regular and continuous as there is a high rate of development in research and technological breakthroughs. To this end agricultural extension personnel must be kept abreast of such developments which is accomplished through training.



### 3.5 Summary

In this unit you have learnt about training activities in an agricultural extension organisation which includes pre-service training and its various forms as well as In-service training in its various forms like orientation, foundational training and on the job training.



### 3.6 References/Further Readings/Web Resources

- Flemming, P. (1989). *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural organisations and Services Branch, Ontario.
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### 3.7 Possible Answers to Self- Assessment Exercise(s)

#### Self-Assessment Exercise

**1. List the five categories of in-service training**

**Answer:**

In-service training may broadly be categorized into five different types: (1) induction or orientation training, (2) foundation training, (3) on-the-job training, (4) refresher or maintenance training, and (5) career development training.

**2. Pre-service training** is more academic in nature and is offered by formal institutions following definite curricula and syllabuses for a certain duration to offer a formal degree or diploma. Pre-service training is a process through which individuals are made ready to enter a certain kind of professional job such as agriculture, medicine or engineering. They have to attend regular classes in a formal institution and need to complete a definite curriculum and courses successfully to receive a formal degree or diploma. They are not entitled to get a professional job unless they earn a certificate, diploma or degree from the appropriate institution. Pre-service training contents emphasize mostly technical subject matter such as crops, animal husbandry, and fisheries as well as pedagogical skills to prepare the students to work in agriculture.

## UNIT 4 TRAINING IN AGRICULTURAL EXTENSION ORGANISATION

### Unit Structure

- 4.1 Introduction
- 4.2 Intended Learning Outcomes
- 4.3 Main Content
  - 4.3.1 Types of in-service training II
    - 4.3.1.1 Maintenance or Refresher Training
    - 4.3.1.2 Career or Development Training
  - 4.3.2 Phases of training
    - 4.3.2.1 Planning
    - 4.3.2.2 Implementation phase
    - 4.3.2.3 Evaluation phase
- 4.4 Conclusion
- 4.5 Summary
- 4.6 References/Further Readings/Web Resources
- 4.7 Possible Answers to Self- Assessment Exercise(s).



### 4.1 Introduction

Hello students, I welcome you to Unit 4 of Module 4 of this Course ARD 502 Extension organisation, Management and Supervision. In the last unit we learnt that training and staff development is one aspect of agricultural extension that must be regular and continuous as there is a high rate of development in research and technological breakthroughs. To this end agricultural extension personnel must be kept abreast of such developments which is accomplished through training.

As discussed in the last unit, there are different types of in-service training. We shall continue in this unit to discuss two more types of in-service training and begin outlining the process that is to be followed in preparing for training activities.



### 4.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- discuss the remaining two types of In-service Training
- identify the stages in planning training programmes for agricultural extension personnel.



## **4.3 Main Content**

### **4.3.1 Types of in-Service Training II**

#### **4.3.1.1 Maintenance or Refresher Training**

This training is offered to update and maintain the specialized subject-matter knowledge of the incumbents. Refresher training keeps the specialists, administrators, subject-matter officers, extension supervisors and frontline workers updated and enables them to add to the knowledge and skills they have already. Maintenance or refresher training usually deals with new information and new methods, as well as review of older materials. This type of training is needed both to keep employees at the peak of their possible production.

#### **4.3.1.2 Career or Development Training**

This type of in-service training is designed to upgrade the knowledge, skills and ability of employees to help them assume greater responsibility in higher positions. The training is arranged departmentally for successful extension workers, at all levels, for their own continuing education and professional development. Extension services organisations that provide the opportunity for all staff to prepare a plan for career training will receive the benefits of having longer tenured and more satisfied employees, which increases both the effectiveness and efficiency of an extension service. Although extension workers are responsible for designing their own career development education, the extension organisation sometimes sets some criteria and provides opportunities for the staff by offering options.

### **4.3.2 Phases of Training**

Training is a circular process that begins with needs identification and after a number of steps ends with evaluation of the training activity. A change or deficiency in any step of the training process affects the whole system, and therefore it is important for a trainer to have a clear understanding about all phases and steps of the training process. In the broadest view, there are three phases of a training process: planning, implementation and evaluation.

#### **4.3.2.1 Planning Phase**

The planning phase encompasses several activities, two of which - training needs identification and curriculum development - are very

important. **Training need** is a condition where there is a gap between "what is" and "what should be" in terms of incumbents' knowledge, skills, attitudes, and behaviour for a particular situation at one point in time. This gap is called "a problem," which usually occurs when a difference exists between "desired performance" and "actual performance." The needs identification process assists trainers in making sure that they have matched a training programme to a training problem. Training needs identification is possible through different analytical procedures.

**Curriculum Development:** This is the most important part in a training programme after a need for training has been identified. The curriculum specifies what will be taught and how it will be taught. It provides the framework and foundation of training. The first phase of curriculum development determines what will be taught, that is, the training content.

#### **4.3.2.2 Implementation Phase**

Once the planning phase of a training programme is complete, then it is time to implement the course. Implementation is the point where a trainer activates the training plan, or it is the process of putting a training programme into operation.

The first step towards implementing a training programme is publicity. Most of the well-established training centres develop training brochures, which contain course descriptions, prepare an annual calendar of training opportunities and inform concerned organisations, agencies or departments well ahead of time about their training plans. Once the training centre and concerned organisations agree to implement training, the next step is to arrange available resources such as sufficient funds for the course and facilities for food, lodging, transportation and recreation. All these resources need to be well managed and coordinated to run the programme smoothly.

#### **4.3.2.3 Evaluation Phase**

Evaluation is a process to determine the relevance, effectiveness and impact of activities in light of their objectives. In evaluating an extension training programme, one needs to consider that most training activities exist in a larger context of projects, programmes and plans.

Training evaluation is a systematic process of collecting information for and about a training activity which can then be used for guiding decision making and for assessing the relevance and effectiveness of various training components."



The following are four criteria to evaluate training programmes: (1) reaction, (2) learning, (3) behaviour, and (4) results. Each criterion is used to measure the different aspects of a training programme. Reaction measures how the trainees liked the programme in terms of content, methods, duration, trainers, facilities and management. Learning measures the trainees' skills and knowledge, which they were able to absorb at the time of training. Behaviour is concerned with the extent to which the trainees were able to apply their knowledge to real field situations. Results are concerned with the tangible impact of the training programme on individuals, their job environment or the organisation as a whole.

#### Self-Assessment Exercise

1. Explain the two activities involved in the planning phase.
2. What are the four criteria to evaluate training programmes.

#### 4.4 Conclusion

Training and staff development in an agricultural extension organisation is a sine qua non. This is because of the high turnover of new agricultural technology churned out by research. This will help update the knowledge and skill of their staff to be able to cope effectively with the reality of the times. It is thus necessary to properly identify what needs to be passed across to the staff vis a vis how it should be done.



#### 4.5 Summary

In this unit, you have learnt about refresher training and career development for agricultural extension staff. You have also learnt how to plan for training programmes.



#### 4.6 References/Further Readings/Web Resources

Flemming, P. (1989) *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural organisations and Services Branch, Ontario.

Koontz, H. & Weihrich, H. (2009). *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited.

Marshall, P. (1992). Introduction to the Management Process. In: *Managing People at Work*. University Guelph Press, Guelph.

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#### 4.7 Possible Answers to Self- Assessment Exercise(s)

##### Self-Assessment Exercise

**1. Explain the two activities involved in the planning phase.**

**Answer:**

The planning phase encompasses several activities, two of which - training needs identification and curriculum development - are very important.

- i. Training need** is a condition where there is a gap between "what is" and "what should be" in terms of incumbents' knowledge, skills, attitudes, and behaviour for a particular situation at one point in time. This gap is called "a problem," which usually occurs when a difference exists between "desired performance" and "actual performance." The needs identification process assists trainers in making sure that they have matched a training programme to a training problem. Training needs identification is possible through different analytical procedures.
- ii. Curriculum Development:** This is the most important part in a training programme after a need for training has been identified. The curriculum specifies what will be taught and how it will be taught. It provides the framework and foundation of training. The first phase of curriculum development determines what will be taught, that is, the training content.

**2. The following are four criteria to evaluate training programmes:**

- (1) reaction,
- (2) learning,
- (3) behaviour, and
- (4) results.

## UNIT 5 TRAINING IN AGRICULTURAL EXTENSION ORGANISATION II

### Unit Structure

- 5.1 Introduction
- 5.2 Intended Learning Outcomes
- 5.3 Main Content
  - 5.3.1 Major Procedures Used In Determining Training Needs
    - 5.3.1.1 Organisational Analysis
    - 5.3.1.2 Individual Analysis
    - 5.3.2.3 Group Analysis
  - 5.3.2 Types of Evaluation
  - 5.3.3 Selecting a Training Method
- 5.4 Conclusion
- 5.5 Summary
- 5.6 References/Further Readings/Web Resources
- 5.7 Possible Answers to Self- Assessment Exercise(s)



### 5.1 Introduction

Hello students, I welcome you to Unit 4 of Module 4 of this Course ARD 502 Extension organisation, Management and Supervision. In the last unit we learnt that training and staff development in an agricultural extension organisation is a sine qua non. This is because of the high turnover of new agricultural technology churned out by research. This will help update the knowledge and skill of their staff to be able to cope effectively with the reality of the times. It is thus necessary to properly identify what needs to be passed across to the staff vis a vis how it should be done.

Having discussed the types of training programmes conducted for personnel in agricultural extension organisation, we also need to critically examine the various ways of determining such needs. These needs could be on the organisational level, group or individual level. Determination of needs to be met by training is essential if the training programme will be of benefit both to the staff as well as to the organisation. After such training, there is also need to evaluate what has been done to ensure that the goal of such programme has been achieved.



## 5.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- identify the various ways of identifying the training needs within an agricultural extension organisation or within a group or that of an individual
- evaluate training programmes.



## 5.3 Main Content

### 5.3.1 Major procedures used in determining training needs

#### 5.3.1.1 Organisational analysis

Organisational analysis determines where training emphasis should be placed within the organisation and is based on the objectives of an organisation. Concerning what one should do in analyzing an organisation. It consists of four steps:

1. Stating the goals and objectives of an organisation
2. Analyzing the human resources
3. Analyzing efficiency indices
4. Analyzing the organisational climate

The results of these analyses are then compared with the objectives of the organisation. These comparisons point to specific areas in which training is needed.

#### 5.3.1.2 Individual Analysis

Individual analysis aims at identifying specific training needs for an individual or group of employees so that training can be tailored to their needs. This analysis centres on individuals and their specific needs concerning the skills, knowledge or attitudes they must develop to perform their assigned tasks. The possible methods or techniques for individual analysis include performance appraisal, interviews, questionnaires, tests, analysis of behaviour, informal talks, checklist, counseling, critical incidents, recording, surveys, and observations.

#### 5.3.1.3 Group Analysis

Group analysis includes a number of techniques in which a group of well-informed employees discuss different aspects of the organisation, the employees, and the tasks to identify the major discrepancies in

achieving predetermined targets for each of them with a view to assessing training needs as distinguished from other necessary changes for removing these discrepancies. The major techniques which are used in this approach are brainstorming, buzzing, card sorts, advisory committee, conferences, problem clinic, role playing, simulation, task forces, workshops, and so forth.

Many problems exist in an organisation, but some problems cannot be solved by training. After a preliminary needs analysis, which gives probable causes and solutions, the results should be verified with the concerned personnel of the organisation to determine whether training is an appropriate action to solve that problem.

### 5.3.2 Types of Evaluation

On the basis of the time dimension, evaluation may be classified as (1) formative evaluation and (2) summative evaluation. Formative evaluation involves the collection of relevant and useful data while the training programme is being conducted. This information can identify the drawbacks and unintended outcomes and is helpful in revising the plan and structure of training programmes to suit the needs of the situation. Summative evaluation is done at the end of the programme and makes an overall assessment of its effectiveness in relation to achieving the objectives and goals.

Evaluation could however be also classified into four major types: (1) evaluation for planning, (2) process evaluation, (3) terminal evaluation, and (4) impact evaluation.

**Evaluation for planning** provides information with which planning decisions are made. Training contents and procedures (methods and materials) are usually planned at this stage in order to choose or guide the development of instructional aids and strategies.

**Process evaluation** is conducted to detect or predict defects in the procedural design of a training activity during the implementation phase. Through this process the key elements of the training activities are systematically monitored, problems are identified, and attempts are made to rectify the mistakes before they become serious. Process evaluation is periodically conducted throughout the entire period of the programme.

**Terminal evaluation** is conducted to find out the effectiveness of a training programme after it is completed. The objectives of terminal evaluation are to determine the degree to which desired benefits and goals have been achieved, along with the causes of failure, if any.

**Impact evaluation** assesses changes in on-the-job behaviour as a result of training efforts. It provides feedback from the trainees and supervisors about the outcomes of training. It measures how appropriate the training was in changing the behaviour of participants in real-life situations.

#### **Self-Assessment Exercise**

1. Distinguish between process and terminal evaluation.
2. How can you select a training method?

### **5.3.3 Selecting a Training Method**

A training programme has a better chance of success when its training methods are carefully selected. A training method is a strategy or tactic that a trainer uses to deliver the content so that the trainees achieve the objective. Selecting an appropriate training method is perhaps the most important step in training activity once the training contents are identified. There are many training methods, but not all of these are equally suitable for all topics and in all situations. To achieve the training objective, a trainer should select the most appropriate training method for the content to involve the trainees in the learning process. Four major factors are considered when selecting a training method: the learning objective, the content, the trainees and the practical requirement. Training methods should be selected because of the degree to which they do the following:

1. Allow active participation of the learners.
2. Help the learners transfer learning experiences from training to the job situation.
3. Provide the learners with knowledge of results about their attempts to improve.
4. Provide some means for the learners to be reinforced for the appropriate behaviour.
5. Provide the learners with an opportunity to practice and to repeat when needed.
6. Motivate the learners to improve their own performance.
7. Help learners increase their willingness to change.

These criteria indicate that a single training method will not satisfy the objectives of a training programme.

Varieties of training methods are available to a trainer. The most commonly used methods include:

1. Instructor presentation. The trainer orally presents new information to the trainees, usually through lecture. Instructor

- presentation may include classroom lecture, seminar, workshop, and the like.
2. Group discussion. The trainer leads the group of trainees in discussing a topic.
  3. Demonstration. The trainer shows the correct steps for completing a task, or shows an example of a correctly completed task.
  4. Assigned reading. The trainer gives the trainees reading assignments that provide new information.
  5. Exercise. The trainer assigns problems to be solved either on paper or in real situations related to the topic of the training activity.
  6. Case study. The trainer gives the trainees information about a situation and directs them to come to a decision or solve a problem concerning the situation.
  7. Role play. Trainees act out a real-life situation in an instructional setting.
  8. Field visit and study tour. Trainees are given the opportunity to observe and interact with the problem being solved or skill being learned.

## 5.4 Conclusion

Training and appropriate methods of training are prerequisite elements for every agricultural extension organisation, if they must remain relevant to the needs of its clientele. This is because the effectiveness of the organisation rests on the knowledge of personnel as well as the necessary skills needed to make such knowledge bear upon their clientele.



## 5.5 Summary

In this unit you have learnt about the various way of determining training needs, methods of executing training programmes as well the different methods of evaluating the training activities to ascertain whether it fulfilled its objectives.



## 5.6 References/Further Readings/Web Resources

Flemming, P. (1989) *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.



- Koontz, H. & Weihrich, H. (2009). *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited
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## 5.7 Possible Answers to Self- Assessment Exercise(s)

### Self-Assessment Exercise

#### 1. Distinguish between process and terminal evaluation

**Answer:**

- i. **Process evaluation** is conducted to detect or predict defects in the procedural design of a training activity during the implementation phase. Through this process the key elements of the training activities are systematically monitored, problems are identified, and attempts are made to rectify the mistakes before they become serious. Process evaluation is periodically conducted throughout the entire period of the programme.
- ii. **Terminal evaluation** is conducted to find out the effectiveness of a training programme after it is completed. The objectives of terminal evaluation are to determine the degree to which desired benefits and goals have been achieved, along with the causes of failure, if any.

#### 2. Training methods should be selected because of the degree to which they do the following:

- i. Allow active participation of the learners.
- ii. Help the learners transfer learning experiences from training to the job situation.
- iii. Provide the learners with knowledge of results about their attempts to improve.
- iv. Provide some means for the learners to be reinforced for the appropriate behaviour.
- v. Provide the learners with an opportunity to practice and to repeat when needed.
- vi. Motivate the learners to improve their own performance.
- vii. Help learners increase their willingness to change.

## MODULE 5

Unit 1	Motivation in Agricultural Extension Organisation
Unit 2	Motivation in Agricultural Extension Organisation II
Unit 3	The Extension Organisation Working Environment
Unit 4	Appraisal in Agricultural Extension Organisation
Unit 5	Improving the Nigerian Extension System

### UNIT 1 MOTIVATION IN AGRICULTURAL EXTENSION ORGANISATION

#### Unit Structure

- 1.1 Introduction
- 1.2 Intended Learning Outcomes
- 1.3 Main Content
  - 1.3.1 Motivation
  - 1.3.2 Motivators
  - 1.3.3 Differentiating Between Motivation and Satisfaction
  - 1.3.4 Theories of Motivation – Hierarchy of Needs Theory
  - 1.3.5 Theories of Motivation- Two-Factor Theory
- 1.4 Conclusion
- 1.5 Summary
- 1.6 References/Further Readings/Web Resources
- 1.6 Possible Answers to Self- Assessment Exercise(s)



#### 1.1 Introduction

I welcome you to Unit 1 of Module 5 of this Course ARD 502 Extension Organisation, Management and Supervision. In the last unit of Module 4 we learnt that training and appropriate methods of training are prerequisite elements for every agricultural extension Organisation, if they must remain relevant to the needs of its clientele. This is because the effectiveness of the Organisation rests on the knowledge of personnel as well as the necessary skills needed to make such knowledge bear upon their clientele.

In this unit 1 of Module 5, we shall be discussing motivation in agricultural extension Organisation. The work motivation and morale of extension staff are very poor in many countries. The reasons are many. The bureaucratic structure of extension administration, lack of rewards and incentives, poor facilities, poor promotional avenues, and the low esteem given to extension are the major causes of poor motivation and morale. Extension supervisors should have the ability to motivate and lead the field extension workers so that the field agents perform more

than routine jobs, and supervisors should be involved in attaining excellence in extension work. This calls for extension managers having an understanding of various theories of motivation as applicable to frontline extension agents.



## **1.2 Intended Learning Outcomes**

By the end of this unit, you will be able to:

- learn about motivation what can be used to motivate staff
- differentiation between motivation and satisfaction will also be made clear
- explain the theories of motivation.



## **1.3 Main Content**

### **1.3.1 Motivation**

Motivation is a general term applying to the entire class of desire, drives, needs, wishes and similar forces. It is the drive and effort to satisfy a want or goal. When someone is motivated, it means something was done to satisfy the inert drives and desires in the person, which now made the person to act in a desired manner. It is the act of creating a situation in which actions that provide net satisfaction to individual members of the enterprise and which at the same time make appropriate contribution towards the objectives of the enterprise. It is trying to increase individual satisfaction or to reduce individual dissatisfaction. It is a form of inducement to do something, drive towards an outcome and includes the entire class of drives, desires, needs, wishes and similar forces. Human motives are based on needs, whether consciously or subconsciously felt. Some are primary needs, such as the physiological requirements for water, air, food etc. other needs may be regarded as secondary such as self-esteem, status, affiliation with other, self-actualization etc. The causes of motivation may be unknown or known. A motivator is something that influences an individual's behaviour. Staff can be motivated through higher income, change in social status, promotion etc.

### **1.3.2 Motivators**

Motivators are things that induce an individual to perform. While motivators reflects wants, motivators are the identified rewards or incentives that sharpen the drive to satisfy these wants. An administrator can do much to sharpened motives by establishing an environment favourable to certain drives. For examples, people in an Organisation

that has developed a reputation for excellence and high quality, tend to be motivated to contribute to this reputation. A motivator is thus something that influence an individual behaviour. It makes a difference in what a person will do. It must be noted that people can often satisfy their wants in a variety of ways and also they can be motivated in a variety of ways. Administrators should therefore identify the best mix of alternatives that will provide the necessary inducement for staff. Rewards in the form of money i.e. salary package, bonuses, increase in salary is the most used motivator, promotions based on performance is also another. Penalties for performance below expectations like fear of loss of jobs, loss of income, loss of bonuses, demotion e.t.c. are also important motivators. Another motivator is welfare packages for staff like free lunch, free medical care for the family, opportunities for loans and advances, career development programmes etc.

### 1.3.3 Difference between Motivation and Satisfaction

Motivation is the drive and effort to satisfy a want (achieve an outcome) while satisfaction refers to the contentment experienced when a want is satisfied. Satisfied staff are those who have been well motivated and were able to achieve their goals.

#### Self-Assessment Exercise

- |  |
|--|
| <ol style="list-style-type: none"><li>1. What is the difference between Motivation and Satisfaction?</li><li>2. When someone is motivated, it means?</li></ol> |
|--|

### 1.3.4 Theories of Motivation – Hierarchy of Needs Theory

This theory was put forth by a psychologist Abraham Maslow. He saw needs in the form of hierarchy ascending from the lowest to the highest and he conclude that when one set of needs is satisfied, this kind of need ceases to be a motivator.

The basic human needs placed by Maslow in an ascending order of importance are discussed below and shown in figure 1.

#### 1. Physiological needs

These are the basic needs for sustaining human life itself, such as food, water, warmth, shelter and sleep. The assumption is that until these needs are satisfied, to the degree necessary to maintain life, other needs will not motivate people.

#### 2. Security or safety needs

These are the needs to be free of physical danger, and of the fear of losing a job, food, or shelter, until a person has food and shelter, he will not think of securing it.

### 3. Affiliation and Acceptance Needs

When people have the basic needs of life and feel secured, then they will seek to affiliate/interact with others in their environment. Since people are social beings, they need to belong to and be accepted by others.

### 4. Esteem needs

When people have been able to get themselves accepted, they tend to have another need, to be held in esteem by others as well as themselves. This produces the desired for power, prestige, status and self-confidence. They won't want to stay away among the crowds.

### 5. Need for Self Actualization

This is regarded as the highest need and it is the desire to become what is capable of becoming. It is the need to maximize one's potential and to accomplish something. Though this theory is being refuted in recent times, current research findings nevertheless have established two levels of needs that is, biological needs and other need. They also confirm that those other needs only emerge when the biological needs have been met.



**Figure 1: Maslow's Hierarchy of Needs**

#### 1.3.5 Two Factor Theory

The two-factor motivations is a modification of Maslow's need approach. It was put forth by Fredrick Herzberg and his associates. The two factors they recognized were grouped as dissatisfiers and satisfiers/motivators. Dissatisfiers also known as maintenance, hygiene or job context factors which include company policy and administration, supervision, working conditions, interpersonal relations, salary status, job security and personal life. When they exist in a work environment in high quantity, they yield no dissatisfaction. Their presence does not motivate in the sense of yielding satisfaction. However, their lack or absence would result in dissatisfaction. These factors just keep the work going that is, maintenance.

The second group identified as satisfiers are related to the job content. They include achievement, recognition, challenging work, advancement and growth on the jobs. Their existence will yield feelings of satisfaction or no satisfaction (not dissatisfaction).

## 1.4 Conclusion

Until certain basic needs of personnel are met, whether personal or that which has to do with their jobs, nothing else will be able to draw out the best from such workers. The understanding of what motivates a person is a knowledge, which has helped agricultural extension Organisations to be able to get the best from their staff.



## 1.5 Summary

In this unit you have learnt:

1. What motivation and motivators are?
2. Maslow's theory of motivation and
3. The two factor theory of motivation theories.



## 1.6 References/Further Readings/Web Resources

Flemming, P. (1989) *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.

Koontz, H & Weihrich, H (2009). *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited

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## 1.7 Possible Answers to Self- Assessment Exercise(s)

### Self-Assessment Exercise

#### 1. What is the difference between Motivation and Satisfaction?

**Answer:**

Motivation is the drive and effort to satisfy a want (achieve an outcome) while satisfaction refers to the contentment experienced when a want is satisfied. Satisfied staff are those who have been well motivated and were able to achieve their goals.

2. **When someone is motivated,** it means something was done to satisfy the inert drives and desires in the person, which now made the person to act in a desired manner. It is the act of creating a situation in which actions that provide net satisfaction to individual members of the enterprise and which at the same time make appropriate contribution towards the objectives of the enterprise. It is trying to increase individual satisfaction or to reduce individual dissatisfaction



## UNIT 2      MOTIVATION IN AGRICULTURAL EXTENSION ORGANISATION II

### Unit Structure

- 2.1 Introduction
- 2.2 Intended Learning Outcomes
- 2.3 Main Content
  - 2.3.1 Theory of motivation
    - 2.3.1.1 Expectancy theory
    - 2.3.1.2 Equity theory
    - 2.3.1.3 Reinforcement theory
    - 2.3.1.4 McClelland's needs theory
- 2.4 Conclusion
- 2.5 Summary
- 2.6 References/Further Readings/Web Resources
- 2.7 Possible Answers to Self- Assessment Exercise(s)



### 2.1 Introduction

Hello students, I welcome you to Unit 2 of Module 5 of this Course ARD 502 Extension Organisation, Management and Supervision. In the last unit we learnt that until certain basic needs of personnel are met, whether personal or that which has to do with their jobs, nothing else will be able to draw out the best from such workers. The understanding of what motivates a person is a knowledge, which has helped agricultural extension Organisations to be able to get the best from their staff.

In this unit, we shall be discussing motivation in agricultural extension Organisation II. Individuals are motivated by various factors at particular times, which may be different from what motivates another individual giving the same circumstances. This is why we need to understand the various theories of motivation, so as to have a broad overview of the issue. In this unit, we shall be concluding our discussions on the theories of motivation.



### 2.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- describe expectancy theory
- explain equity theory
- explain reinforcement theory
- explain McClelland's needs theory.



## 2.3 Main Content

### 2.3.1 Theories of motivation

#### 2.3.1.1 Expectancy Theory

This theory was propounded by a psychologist Victor Vroom. He holds that, people will be motivated to do things to reach a goal if they believe in the worth of that goal and if they can see that what they do will help them in achieving. In essence, people's motivation toward doing anything will be determined by the value they place on the outcome of their effort (whether positive or negative), multiplied by the confidence they have that their efforts will materially aid in achieving a goal. Motivation is thus the product of anticipated worth that an individual places on a goal and the chances he or she sees of achieving that goal. Mathematically, Vroom's theory can be stated as  $\text{force} = \text{valence} \times \text{expectancy}$

Where force is the strength of a person's motivation, valence, is the strength of an individual preference for an action outcome and expectancy as the probability that a particular action will lead to a deserved outcome. However, a motive to accomplish something might be determined by a desire to accomplish something else. For example, working harder to reach more farmers for a promotion or rise in pay and not necessary for the value of the outcome of the effort.

#### 2.3.1.2 Equity Theory

This theory is based on an individual's subjective judgments about fairness of the reward she or he got, relative to the inputs (which include many factors such as effort, experience and education), in comparison with the rewards of others. Adam J. S has received a great deal of credit for the formulation of the equity theory. Mathematically put,

$$\frac{\text{Outcomes by a person}}{\text{Inputs by a person}} = \frac{\text{Outcomes by another person}}{\text{Input by another person}}$$

If individuals feel that they are unequally rewarded, they may be dissatisfied, reduce the quantity or quality of output or leave the Organisation. On the other hand, if they perceive the rewards as equitable, they probably will continue at the same level of output. If they think the rewards are greater than what is considered equitable, they may work harder. It is however to be noted that people may overestimate their own contributions and the rewards other receives. Also certain inequalities may be tolerated for some time by staff, but prolonged feelings of inequality may result in strong reactions to an

apparently minor occurrence. For example, an employee queried for being a few minutes late may get angry and decide to quite the job. This is not because of the query, but because of long-standing feelings that the rewards for his or her contributions are inequitable in comparison with other's equals. Likewise, a person may be very satisfied with a weekly salary of N500 until he or she finds out that another person doing similar work get N200 more.

### **2.3.1.3. Reinforcement theory**

The reinforcement theory was developed by another psychologist, B. F. Skinner. His approach to motivation is also called positive enrichment or behaviour modification. He holds that individuals can be motivated by proper design of their work environment and praise for their performance. He also argued that punishment for poor performance produces negative results.

Those who follow this theory, not only praise good performance, they analyze the work situation to determine what causes workers to act the way they do and then they initiate changes to eliminated troublesome areas and obstructions to performance. Specific goals are set with workers participation and assistance, while prompt, regular feedback of results is made available, and performance improvements are rewarded with recognition and praise.

In this approach, even when performance does not equal goals, ways are found to help people and praise them for the good things they do. Giving people full information on Organisation problems, especially those in which they are involved, has been also found highly useful and motivating. This approach strongly lies in its emphasis on the removal of obstructions to performance careful planning and organizing, control though feedback and the expression of communication.

### **2.3.1.4 McClelland's Needs Theory**

This theory put forward by David McClelland identified three types of basic motivating needs. This was classified as (a) the need for power, (b) the need for affiliation and (c) the need for achievement.

People with high need for power have a great concern for exercising influence and control. They seek positions of leaderships and are frequently good conversationalist. Though often argumentative, forceful, outspoken, heard headed and demanding. They enjoy teaching and public speaking. People with high need for affiliation usually derive pleasure from being loved and tend to avoid pain of being rejected by a social group. As individuals, they are likely to be concerned with

maintaining pleasant social relationship. To enjoy a sense of intimacy and understanding. They are ready to console and help other in trouble and to enjoy friendly interactions with others.

Individuals with a high need for achievement have an intense desire for success and an equally intense fear of failure. They want to be challenged and they set moderately difficult (but not impossible) goals for themselves. They take a realistic approach to risk, they are not likely to be gamblers but rather prefer to analyze and assess problems, assume personal responsibility for getting a job done. They also like specific and prompt feedback on how they are doing. They tend to be restless, like to work long hours and do not worry unduly about failure.

In extension Organisations, the need for affiliation is important as it deals primarily with people and such that coordination of the efforts of individuals working in groups can be effective.

### **Self-Assessment Exercise**

- |   |
|---|
| <ol style="list-style-type: none"><li>1. State the expectancy theory.</li><li>2. Criticise the Reinforcement Theory</li></ol> |
|---|

## **2.4 Conclusion**

Having considered the various theories of motivation, it is explicit that various contributing factors are involved. These stem from both internal and external forces working on the individual. Managers of agricultural extension Organisation will thus make a success of their work if they put these factors into consideration in their administration. Though only one theory will not be able to fully explain what could motivate an individual, using a mix of these theories will help accomplish much more.



## **2.5 Summary**

In this unit, you have learnt about four more theories of motivation. These include:

1. Expectancy theory
2. Equity theory
3. Reinforcement theory
4. McClelland 's needs theory



## 2.6 References/Further Readings/Web Resources

- Flemming, P. (1989) *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.
- Koontz, H & Weihrich, H (2009) *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited
- Marshall, P. (1992). *Introduction to the Management Process*. In: *Managing People at Work*. University Guelph Press, Guelph.
- Michael, C.M (2011). *Agricultural Administration Organisation and Supervision*. *Agricultural Extension in Nigeria*. A publication of Agricultural Society of Nigeria. Pp 245—269.
- Waldron, M. W., J. Vsanthakumar, and S. Arulraj (1997) *Improving the Organisation and management of extension*. In: B. E. Swanson (ed.) *Improving Agricultural Extension — A Reference Manual*. Food and Agriculture Organisation of the United Nations, Rome, pp. 115 — 126.



## 2.7 Possible Answers to Self- Assessment Exercise(s)

### Self-Assessment Exercise

#### 1. State the expectancy theory.

##### Answer:

This theory was propounded by a psychologist Victor Vroom. He holds that, people will be motivated to do things to reach a goal if they believe in the worth of that goal and if they can see that what they do will help them in achieving. In essence, people's motivation toward doing anything will be determined by the value they place on the outcome of their effort (whether positive or negative), multiplied by the confidence they have that their efforts will materially aid in achieving a goal. Motivation is thus the product of anticipated worth that an individual places on a goal and the chances he or she sees of achieving that goal.

#### 2. Reinforcement theory

The reinforcement theory was developed by another psychologist, B. F. Skinner. His approach to motivation is also called positive enrichment or behaviour modification. He holds that individuals can be motivated by proper design of their work environment and praise for their performance. He also argued that punishment for poor performance produces negative results.

Those who follow this theory, not only praise good performance, they analyze the work situation to determine what causes workers to act the way they do and then they initiate changes to eliminate troublesome areas and obstructions to performance. Specific goals are set with workers' participation and assistance, while prompt, regular feedback of results is made available, and performance improvements are rewarded with recognition and praise.

In this approach, even when performance does not equal goals, ways are found to help people and praise them for the good things they do. Giving people full information on Organisation problems, especially those in which they are involved, has been also found highly useful and motivating. This approach strongly lies in its emphasis on the removal of obstructions to performance, careful planning and organizing, control through feedback and the expression of communication.

## UNIT 3 THE EXTENSION ORGANISATION WORKING ENVIRONMENT

### Unit Structure

- 3.1 Introduction
- 3.2 Intended Learning Outcomes
- 3.3 Main Content
  - 3.3.1 Reward System
  - 3.3.2 Improving Working Conditions at The Field Level
  - 3.3.3 Career Planning and Development
  - 3.3.4 Job Enrichment and Design
  - 3.3.5 Role Intervention
- 3.4 Conclusion
- 3.5 Summary
- 3.6 References/Further Readings/Web Resources
- 3.7 Possible Answers to Self- Assessment Exercise(s)



### 3.1 Introduction

Hello my dear students, I welcome you to Unit 3 of Module 5 of this Course ARD 502 Extension Organisation, Management and Supervision. In the last unit we learnt that having considered the various theories of motivation, it is explicit that various contributing factors are involved. These stem from both internal and external forces working on the individual. Managers of agricultural extension Organisation will thus make a success of their work if they put these factors into consideration in their administration. Though only one theory will not be able to fully explain what could motivate an individual, using a mix of these theories will help accomplish much more.

In this unit we shall look into the extension Organisation working environment. An important aspect of human resource management, which needs special attention in extension Organisations, is the creation of a conducive working environment. Extension staff works within an environment, which consists of different forces that enhance or could hinder the smooth flow of activities. For management to effectively maximize the abilities of its staff, these factors need to be considered and moderated within Organisation's policies and resources to bring out the best in its employees. Issues like promotion within the Organisation and development of staff needs to be taken seriously.



## 3.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- Create a conducive working environment for extension staff.



## 3.3 Main Content

### 3.3.1 Reward System

The reward system has to do in particular with the monetary package of extension personnel, which should attract, retain and motivate extension personnel. Reward should however not be limited to monetary terms, it could also include provisions of opportunities for training and promotion. A reward system which encourages superior performance so that pay and wage administration will be an effective tool to promote performance, motivation, and satisfaction should be adopted. A clear job description, performance standards and performance appraisal will help in evaluating extension work and rewarding people for meritorious service. Non-monetary rewards such as recognizing the good ideas of field workers or awarding honourable titles will also help in improving performance. Extension personnel may also be encouraged to form professional societies to develop and communicate high standards, as well as to recognize superior performance. A professional monthly journal or newsletter can help extension agents to communicate innovative ideas and reinforce superior performance.

Promotion may be a reward for outstanding performance, past performance or because of the firm's desire to better utilize an individual's skills and abilities. Promotion is a change within the Organisation to a higher position that has greater responsibilities and requires skills that are more advanced. It usually involves higher status and an increase in pay. Care should however be taken not to promote people into positions where they do not have the required competency. Most of the extension departments in developing countries have the policy of promoting within for middle-level and top-level positions. The advantages of this policy are that it promotes good morale, loyalty and provides opportunities for existing extension staff to get high-level positions. However, its greatest disadvantage is that it prevents the lateral entry of talented extension personnel and promotes complacency because seniority ensures promotion.



### **3.3.2 Improved Working Conditions at the Field Level.**

Lower level extension workers often have to work under unpleasant and isolated conditions. A carefully planned system of field allowance should be put in place. The living conditions of field extension workers must be improved by providing adequate facilities for housing, transport, medical and educational allowances for children. If personnel will be motivated to live and work among the rural people, better living conditions should be ensured for them and their families

### **3.3.3 Career Planning and Development for Extension Personnel.**

A career refers to all of the jobs that people hold during their working lives. Career planning is the process by which employees plan their career goals and paths. Career development refers to all of the technical and managerial skills employees acquire to achieve their career plans. Career advancement, which gives a picture of future opportunities in terms of promotion, is a motivating factor for performance and development of skills. As part of career development, extension personnel should be provided with opportunities to develop their technical and managerial skills to enable them to occupy higher positions.

### **3.3.4 Job Enrichment and Job Design**

Job enrichment refers to detailed analysis of the work to know the factors which make it a satisfying experience. Job enrichment uses the job as the medium of developing employees and changing Organisational practices. Some of the factors which increase job satisfaction are a sense of achievement in the job, recognition for the job, the nature of the work itself, and opportunities to learn new things and grow. The principles of job enrichment, according to Herzberg (1966), are removing controls while retaining accountability, introducing new tasks, giving a complete unit of work, granting job freedom, and helping employees to become expert in their tasks. Extension managers that want to increase the quality of work and job satisfaction among extension personnel can practice these principles.

Job design lays greater emphasis on human values and refers to structuring a job to satisfy the technical, Organisational, social and human requirements of the person performing the work. Based on the humanization of work, job design aims at increasing the quality of work life through treating the employees as human beings and emphasizing their development and involvement in work decisions. It emphasizes the

use of extrinsic and intrinsic job factors, employee participation in management, autonomy, adaptability and variety.

### 3.3.5 Role Interventions

The study of roles, which are the positions employees hold in an Organisation, as defined by the expectations of significant persons and the individuals occupying the positions, is a comparatively neglected aspect of Organisations. Roles are an important dimension in increasing Organisational effectiveness. Through their roles, people are linked with the Organisation. This linkage increases Organisational effectiveness by integrating the individuals with the Organisation. Such integration increases mental well-being and personal effectiveness. The purpose of role-based intervention is to increase the mutuality of roles in Organisations. Role-based interventions are done through learning situations such as process laboratory, group discussion and use of questionnaires and schedules. Role-based interventions in extension Organisations will result in increased work commitment, motivation, creativity and team spirit.

#### Self-Assessment Exercise

1. What is career planning.
2. Explain Career Planning and Development for Extension Personnel.

### 3.4 Conclusion

In this section, you have seen that for management to effectively maximize the abilities of its staff, various Organisational and environmental factors need to be considered and moderated within Organisation's policies and resources to bring out the best in its employees. Therefore, a conducive working environment is essential for good performance.



### 3.5 Summary

In this unit, you have learnt a conducive working environment can be created by:

- Having a good reward system
- Improving field level working conditions
- Career planning and development
- Job enrichment and design
- Role intervention



### 3.6 References/Further Readings/Web Resources

- Flemming, P. (1989) *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.
- Koontz, H & Weihrich, H (2009) *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited
- Marshall, P. (1992). *Introduction to the Management Process*. In: *Managing People at Work*. University Guelph Press, Guelph.
- Michael, C.M. (2011). *Agricultural Administration Organisation and Supervision. Agricultural Extension in Nigeria*. A publication of Agricultural Society of Nigeria. Pp 245—269.
- Waldron, M. W., J. Vsanthakumar, & S. Arulraj (1997) *Improving the Organisation and management of extension*. In: B. E. Swanson (Ed.) *Improving Agricultural Extension — A Reference Manual*. Food and Agriculture Organisation of the United Nations, Rome, pp. 115 — 126.



### 3.7 Possible Answers to Self- Assessment Exercise(s)

#### Self-Assessment Exercise

##### 1. What is career planning.

**Answer:**

A career refers to all of the jobs that people hold during their working lives. Career planning is the process by which employees plan their career goals and paths. Career development refers to all of the technical and managerial skills employees acquire to achieve their career plans. Career advancement, which gives a picture of future opportunities in terms of promotion, is a motivating factor for performance and development of skills. As part of career development, extension personnel should be provided with opportunities to develop their technical and managerial skills to enable them to occupy higher positions.

##### 2. Career Planning and Development for Extension Personnel.

A career refers to all of the jobs that people hold during their working lives. Career planning is the process by which employees plan their career goals and paths. Career development refers to all of the technical and managerial skills employees acquire to achieve their career plans. Career advancement, which gives a picture of future opportunities in terms of promotion, is a motivating factor for performance and development of skills. As part of career development, extension personnel should be provided with opportunities to develop their technical and managerial skills to enable them to occupy higher positions.

## UNIT 4 APPRAISAL IN AGRICULTURAL EXTENSION ORGANISATIONS

### Unit Structure

- 4.1 Introduction
- 4.2 Intended Learning Outcomes
- 4.3 Main Content
  - 4.3.1 Concept of Appraisal In Extension Organisation
  - 4.3.2 Purposes and Process of Appraisal
  - 4.3.3 Methods of Appraisal In Extension Organisation
  - 4.3.4 Discipline in Extension Organisation
- 4.4 Conclusion
- 4.5 Summary
- 4.6 References/Further Readings/Web Resources
- 4.7 Possible Answers to Self- Assessment Exercise(s)



### 4.1 Introduction

Hello my dear students, I welcome you to Unit 4 of Module 5 of this Course ARD 502 Extension Organisation, Management and Supervision. In the last unit we learnt that for management to effectively maximize the abilities of its staff, various Organisational and environmental factors need to be considered and moderated within Organisation's policies and resources to bring out the best in its employees. Therefore, a conducive working environment is essential for good performance.

In this unit we shall be discussing appraisal in agricultural extension Organisations. In the previous sections, we discussed how extension personnel are recruited, trained and become part of a work group. These are all vital activities. However, the ultimate measure of effective human resources within an extension Organisation is the performance of extension personnel. In this unit, you will learn how to assess staff of extension Organisations as well as disciplinary measures that are used to ensure compliance to Organisational goals.



### 4.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- describe the concept of assessment in extension Organisation
- explain the reasons behind assessment of staff
- explain discipline in extension Organisation.



## **4.3 Main Content**

### **4.3.1 Concept of appraisal in Extension Organisation**

Performance appraisal is important for effective human resource management. Performance appraisal is a process of assessing employee performance in order to guide and develop the employee's potential. In many extension Organisations which are government departments, the performance appraisal is nothing more than a confidential judgment of work done and a character report used to facilitate disciplinary action or promotion. The employees do not get feedback about their performance. Extension Organisations need to have an open appraisal system to provide feedback and opportunities for open discussion with employees on their performance, because they have immense potential to grow and develop. This system can create a healthy working climate and employee motivation.

### **4.3.2 Purposes and process of appraisal**

The performance appraisal, which aims at facilitating employee development, has the following major purposes: (1) to provide feedback and guidance, (2) to set performance goals, (3) to identify training needs, and (4) to provide inputs for management in the administration of rewards, and promotion. The steps involved in effective performance appraisal are (1) identification of key performance areas and setting yearly objectives under each KPA, (2) identification of critical attributes for effective performance, (3) periodic review of performance, (4) discussion of performance with employees and (5) identification of training and developmental needs.

### **4.3.3 Methods of appraisal**

#### **a. Potential Appraisal**

The potential appraisal is a future-oriented appraisal by which the potential of an employee to occupy higher positions and to assume higher responsibilities is evaluated. The potential appraisal can help the extension staff to know their strengths and weaknesses and can motivate them to further develop their skills. Thus the potential appraisal helps in planning overall career development of employees. Some of the techniques used for the appraisal are self-appraisals, peer rating, the management by objectives (MBO) approach, psychological test and simulated work exercises, case analyses, and leadership exercises.

**b. Performance Review and Counseling**

An important purpose of the performance appraisal is to counsel and guide employees towards greater job effectiveness. Thus, a system of performance counseling is needed in extension Organisations. The manager provides performance counseling to the subordinates to help them in the analysis of job performance, identification of training needs, and finding solutions to the problems, which hinder job effectiveness. Counseling is an art of communication involving two people - manager and employee. Counseling differs from training in that the former involves a dynamic relationship and establishes more mutuality and confidentiality. The success of performance counseling depends upon the employee's interest, a climate of openness and mutuality and the counseling process. Extension managers can use directive, nondirective, and cooperative counseling.

**4.3.4 Discipline in Extension Organisation**

Discipline is the act of ensuring, correcting and restoring deviations of personnel from the accepted norm. It is needed in every Organisation because due to factors, which may not be within the control of management, certain staff could deviate from complying to rules and regulations as well as in fulfilling their roles and responsibilities. Discipline could be in the form of queries, which are served deviants and later kept in their files. This could later be a setback for them during promotions or when staff needed to be recommended for higher position or training opportunities. Staff could also be demoted in rank or retained at the same level at the next promotion exercise. The ultimate form of discipline is a sack of the staff, which will serve as a deterrent to other staff.

**Self-Assessment Exercise**

- |  |
|--|
| <ol style="list-style-type: none"><li>1. What is potential appraisal?</li><li>2. Explain the place of discipline in extension.</li></ol> |
|--|

**4.4 Conclusion**

Appraisal of extension personnel is crucial to the continued relevance of the agricultural extension Organisation. It is essential that staff is evaluated to check how they are fulfilling their roles and responsibilities as well as their level of effectiveness and efficiency. It is also to ensure that they are doing so in line with the principles and philosophies of the Organisation. This calls for discipline as a form of correction and restoration of order into the system.



## 4.5 Summary

In this unit you have learnt:

1. The meaning of appraisal
2. The purpose of appraisal and
3. The methods of appraisal.



## 4.6 References/Further Readings/Web Resources

Flemming, P. (1989) *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.

Koontz, H. & Weihrich, H (2009). *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited

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Waldron, M. W., J. Vsanthakumar, & S. Arulraj (1997) Improving the Organisation and management of extension. In: B. E. Swanson (Ed.). *Improving Agricultural Extension — A Reference Manual. Food and Agriculture Organisation of the United Nations, Rome*, pp. 115 — 126.





## 4.7 Possible Answers to Self- Assessment Exercise(s)

### Self-Assessment Exercise

#### 1. What is potential appraisal?

**Answer:**

**Potential Appraisal:** The potential appraisal is a future-oriented appraisal by which the potential of an employee to occupy higher positions and to assume higher responsibilities is evaluated. The potential appraisal can help the extension staff to know their strengths and weaknesses and can motivate them to further develop their skills. Thus the potential appraisal helps in planning overall career development of employees.

#### 2. Discipline in Extension Organisation

Discipline is the act of ensuring, correcting and restoring deviations of personnel from the accepted norm. It is needed in every Organisation because due to factors, which may not be within the control of management, certain staff could deviate from complying to rules and regulations as well as in fulfilling their roles and responsibilities. Discipline could be in the form of queries, which are served deviants and later kept in their files. This could later be a setback for them during promotions or when staff needed to be recommended for higher position or training opportunities. Staff could also be demoted in rank or retained at the same level at the next promotion exercise. The ultimate form of discipline is a sack of the staff, which will serve as a deterrent to other staff.

## UNIT 5 IMPROVING THE NIGERIAN EXTENSION SYSTEM

### Unit Structure

- 5.1 Introduction
- 5.2 Intended Learning Outcomes
- 5.3 Main Content
  - 5.3.1 Establishing the Policy Framework for the Provision of Agricultural Extension Services.
  - 5.3.2 Choosing the Right Approaches to Extension
  - 5.3.3 Proper Planning, Monitoring and Evaluation
  - 5.3.4 Choosing Effective and Affordable Methods
  - 5.3.5 Correct Staff Selection, Training, Support and Conditions of Service
- 5.4 Conclusion
- 5.5 Summary
- 5.6 References/Further Readings/Web Resources
- 5.7 Possible Answers to Self- Assessment Exercise(s)



### 5.1 Introduction

Hello my dear students, I welcome you to Unit 4 of Module 5 of this Course ARD 502 Extension Organisation, Management and Supervision. In the last unit we learnt that appraisal of extension personnel is crucial to the continued relevance of the agricultural extension Organisation. It is essential that staff is evaluated to check how they are fulfilling their roles and responsibilities as well as their level of effectiveness and efficiency. It is also to ensure that they are doing so in line with the principles and philosophies of the Organisation. This calls for discipline as a form of correction and restoration of order into the system.

The Nigerian extension system like any other in developing countries is faced with many challenges. These varies from policy formulation, linkages between research and extension, selection of system of extension to be used to problems of targeting the clientele and gender mainstreaming amongst many others. This unit focuses on steps that are necessary to bring about improvement in the Nigerian extension system.



## 5.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- describe ways that can be used to improve the Nigerian extension system.



## 5.3 Main Content

### 5.3.1 Establishing the Policy Framework and Legal Basis for the Provision of Agricultural Extension Services

Failure of governments to provide unambiguous policy directives and legislative authority for extension systems makes the job of the extension administrator extremely difficult and leads to disappointing extension results. Poor extension advice may flow to farmers from a variety of sources in an uncoordinated, sporadic, and costly manner. Lack of consistent policy direction and funding may force the provision of extension on an ad hoc basis, rather than the institutionalized basis needed to ensure the uninterrupted flow of extension guidance to farmers. The lack of specific guidance for the extension administrator is particularly serious because there may be no basis for accountability or for knowing and fulfilling the expectations of agriculture, planning, and finance policy.

### 5.3.2 Choosing the Approach (es) and Organisational Structure for Establishing or Improving the Extension System.

Government officials contemplating establishment of an extension system, as well as newly appointed administrators considering comprehensive change in an existing system, need help in improving the understanding of extension and in exploring alternative approaches to its provision. The advantages and disadvantages of possible approaches need to be explored in the settling of government policies, structure, resources and purposes to be achieved. In what situations can specific approaches—such as training and visit, participatory, general agricultural extension, and commodity specialized—be considered and recommended? An Organisational structure appropriate for the approaches selected needs to be developed.

Major debate focuses on whether one extension Organisation should cover agriculture as a whole, including crops, livestock, and such forestry or fisheries as form part of a general farming operation, or

whether there should be separate Organisations for each. There is the question of whether extension and research should be placed together Organisationally. To what extent should the farmers' owned Organisations or commercial entities be involved in providing extension? Should extension be a function placed within an Organisation unit—agriculture, forestry, or fisheries department or commodity Organisation—and be but one of the duties assigned to a single officer at the field level? Or should the agricultural extension function be assigned to projects such as those for integrated agricultural or rural development? Should agricultural colleges and universities manage extension programmes?

### **5.3.3 Planning and Managing Implementation of the Programme, including Monitoring and Evaluation**

Perhaps in no other aspect of extension is the need for improvement so widespread as in management; and better programme planning, monitoring and evaluation are essential elements in its achievement. Weakness to be addressed include inappropriate programme content because of programming exclusively by passing down orders from the top rather than by planning that also involves extension staff, farmers, and researchers at lower administrative and field levels; lack of specific tasks and programme goals to permit measurement of performance; weak or nonexistent technical backstopping and supervision of field staff; inappropriate allocation of resources; and the almost complete absence of systematic monitoring and evaluation. This state of affairs has its origin in the lack of training in management of those assigned managerial and supervisory responsibilities and in the failure to provide for discharge of planning, monitoring, and evaluation functions in the extension Organisational structure and staffing pattern.

### **5.3.4 Choosing effective and affordable extension methods.**

There is no shortage of proven methods to choose from for conveying any particular message to any specified target audience. The problem is that extension workers have either not been taught the methods or that they are not given the resources to use them. Too few extension Organisations have made provision for developing, testing, and producing extension and teaching materials and for guidance in the use of modern educational, instructional, and communication technology. In practical terms, what the individual fieldworker knows and has the resources to apply are the determinants of the methods employed. There may be methods that are not effective either in producing learning and motivating farmers or in terms of cost. Another unfavourable result may be that too few of those who most need help are being reached.

### **5.3.5 Staff Selection, Training, Support, And Conditions of Service**

The numbers of extension workers in many countries are grossly inadequate in terms of the norms. Worldwide, the range is between 1:325 in Europe to about 1:3,000 in Latin America. Lack of transport, materials and facilities compounds the difficulties posed by insufficient numbers. At least equally serious in limiting the performance of field staff is the inappropriateness of their experience and training and the inadequacy of supervisory and subject-matter specialist support. In this respect, the Global Consultation on Agricultural Extension (1989) reported that 39% of extension personnel worldwide have only secondary level with another 33% at the intermediate level, leaving 23% and 5% to university degree and post-graduate degree respectively.

Even extension staff members fortunate enough to have attended intermediate-level agricultural schools and faculties are rarely well prepared for discharge of extension responsibilities. Some curricula do not include training in extension methodology, Organisation, and management or in farm management, marketing, credit, rural sociology, and the like. Education in technical fields is frequently lacking in the practical orientation and field experience so essential in preparing effective extension staff. All of these deficiencies in pre-service education are compounded by the lack of quality of in-service training, which should be provided on a systematic basis to keep staff abreast of developments in technology and in training and educational methodology. Both pre-service and in-service training are adversely affected by the shortage of locally relevant teaching materials. Attracting and retaining quality staff in extension, particularly at the field level, is a major problem. Salaries, opportunities for career advancement, and other conditions of service are often not sufficient to support a family, let alone to compensate for the difficult living conditions in rural areas. Even for capital or provincial city-based staff, conditions of service compare unfavourably with those in alternative employment opportunities. Other challenges include reaching the disadvantaged groups—women and youth, and, more generally, the rural population living in poverty and establishing linkages with other services and facilities for agricultural and rural development.

#### **Self-Assessment Exercise**

1. How can we choose effective and affordable extension methods?
2. The lack of specific guidance for the extension administrator is particularly serious because..?

## 5.4 Conclusion

This section has helped you to understand some of the challenges that the extension system in Nigeria battles with. It has however proffered solutions as to how to bring about improvement on what presently exists.



## 5.5 Summary

In this section, you have learnt about the challenge of improving the Nigerian extension system



## 5.6 References/Further Readings/Web Resources

Flemming, P. (1989) *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.

Koontz, H & Weihrich, H (2009). *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited

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## 5.7 Possible Answers to Self- Assessment Exercise(s)

### Self-Assessment Exercise

**1. How can we choose effective and affordable extension methods?**

**Answer:**

There is no shortage of proven methods to choose from for conveying any particular message to any specified target audience. The problem is that extension workers have either not been taught the methods or that they are not given the resources to use them. Too few extension Organisations have made provision for developing, testing, and producing extension and teaching materials and for guidance in the use of modern educational, instructional, and communication technology. In practical terms, what the individual fieldworker knows and has the resources to apply are the determinants of the methods employed. There may be methods that are not effective either in producing learning and motivating farmers or in terms of cost. Another unfavourable result may be that too few of those who most need help are being reached.

**2. The lack of specific guidance for the extension administrator is particularly serious because** there may be no basis for accountability or for knowing and fulfilling the expectations of agriculture, planning, and finance policy.

## MODULE 6

- Unit 1 Budget Development and Fiscal Control in Agricultural Extension
- Unit 2 Budget Development and Fiscal Control Within Ministry of Agriculture
- Unit 3 Principles of Financial Management I
- Unit 4 Financial Management II

### UNIT 1 BUDGET DEVELOPMENT AND FISCAL CONTROL IN AGRICULTURAL EXTENSION

#### Unit Structure

- 1.1 Introduction
- 1.2 Intended Learning Outcomes
- 1.3 Main Content
  - 1.3.1 Concept of Budgeting
  - 1.3.2 Element of a Budget System
  - 1.3.3 Characteristics of Budget/Budgeting
  - 1.3.4 Functions of Budget
  - 1.3.5 Reasons for Budgeting
- 1.4 Conclusion
- 1.5 Summary
- 1.6 References/Further Readings/Web Resources
- 1.7 Possible Answers to Self- Assessment Exercise(s)



#### 1.1 Introduction

Hello my dear students, I welcome you to Unit 1 of Module 6 of this Course ARD 502 Extension Organization, Management and Supervision. In the last unit we learnt that some of the challenges that the extension system in Nigeria battles with. It has however proffered solutions as to how to bring about improvement on what presently exists.

In this unit, we shall discuss budget development and fiscal control in agricultural extension. Budget development and fiscal control in Agricultural Extension Organization is very fundamental. This unit will help you understand the concept of budget, element of budget system, Characteristics of budget/budgeting, functions of budgeting and reasons for budgeting.





## 1.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- learn about concept of budget
- explain element of budget system
- characterize budget/budgeting
- list functions of budgeting and
- list reasons for budgeting.



## 1.3 Main Content

### 1.3.1 Budgeting

Budgeting is a process of optimal allocation of available resources to competing needs so as to achieve a set of objectives. Budget is defined as a written statement of annual plan expressed in financial terms. The main purpose of a budget is to aid management in the systematic organization of its affairs towards set goals and targets.

### 1.3.2 Elements of a budget system

The key elements of any budget system consist of

1. Determining the line items
2. Determining the financial amounts for each line
3. Determining overhead, surplus, and or profit margins
4. Determining anticipated revenue from fees, grants, gifts, contracts etc
5. Drafting a budget with specific amounts and justifications
6. Discussing and making adjustments to produce a working budget

### 1.3.3 Characteristics of Budget/Budgeting

1. An important characteristic of a budget is that it is expressed in quantitative terms.
2. The budget must relate to a specific budget entity which may be the entire organization/business.
  - a segment of the business or organization such as subsidiary, a division or department.
  - specific activity.
3. A budget covers a specific future time period such as a year or a month.

However, some budgets may extend several years e.g capital project budget that takes two or more years to mature.

### 1.3.4 Functions of budget

1. It details the programme accepted by the extension service as representing the needs of the state and approved by the state government.
2. It shows what revenue is expected and from what sources.
3. It indicates in details the estimate of expenditure for the various items of the extension service programme.
4. It helps the staff to administer the programmes in accordance with the approved estimate.

### 1.3.5 Reasons for budgeting

The budget process creates a formal planning framework and gets people involved in deciding what is to be done in the future.

1. Budgeting fosters co-ordination and communication by promoting efficiency in the extension service.
2. By quantifying future operations, limited resources can be allocated to provide the greatest degree of benefits.
3. Actual results of operating the extension service may be compared with budget to determine whether the performance is satisfactory
4. Budget makes people aware of the cost of undertaking a specific extension activity.
5. Non-profit organization such as ADP(s) may be required to prepare budget before their operation could be funded.
6. Programme may be required to prepare budget to support loan or grants request from donors.
7. Budgets aids in orienting extension operation towards the goal of the extension services.

#### Self-Assessment Exercise

1. State the four functions of budgeting.
2. State the characteristics of budgeting.

## 1.4 Conclusion

The concept of budget, element of budget system, Characteristics of budget/budgeting, functions of budgeting and reasons for budgeting are basic pre-requisites for an extension organization to function well and be effective.



## 1.5 Summary

In this unit you have learnt concept of budget, element of budget system, Characteristics of budget/budgeting, functions of budgeting and reasons for budgeting.



## 1.6 References/Further Readings/Web Resources

Flemming, P. (1989). *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.

Koontz, H. & Weihrich, H. (2009). *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited

Marshall, P. (1992). Introduction to the Management Process. In: *Managing People at Work*. University Guelph Press, Guelph.

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Waldron, M. W., J. Vsanthakumar, & S. Arulraj (1997) Improving the organization and management of extension. In: B. E. Swanson (ed.) *Improving Agricultural Extension — A Reference Manual. Food and Agriculture Organization of the United Nations, Rome*, pp. 115 — 126.



## 1.7 Possible Answers to Self- Assessment Exercise(s)

### Self-Assessment Exercise

#### 1. State the four functions of budgeting.

##### Answer:

- i. It details the programme accepted by the extension service as representing the needs of the state and approved by the state government.
- ii. It shows what revenue is expected and from what sources.
- iii. It indicates in details the estimate of expenditure for the various items of the extension service programme.
- iv. It helps the staff to administer the programmes in accordance with the approved estimate.

#### 2. Characteristics of Budget/Budgeting

1. An important characteristic of a budget is that it is expressed in quantitative terms.
2. The budget must relate to a specific budget entity which may be the entire organization/business.
  - a segment of the business or organization such as subsidiary, a division or department.
  - specific activity.
3. A budget covers a specific future time period such as a year or a month.

However, some budgets may extend several years e.g capital project budget that takes two or more years to mature.

## **UNIT 2     BUDGET DEVELOPMENT AND FISCAL CONTROL WITHIN MINISTRY OF AGRICULTURE**

### **Unit Structure**

- 2.1 Introduction
- 2.2 Intended Learning Outcomes
- 2.3 Main Content
  - 2.3.1 Preparation of Budget
  - 2.3.2 Deliberation within Executive
  - 2.3.3 Adoption of Estimates
  - 2.3.4 Budget Implementation/Fiscal Control
  - 2.3.5 Budget Appraisal
- 2.4 Conclusion
- 2.5 Summary
- 2.6 References/Further Readings/Web Resources
- 2.7 Possible Answers to Self- Assessment Exercise(s) within the content



### **2.1 Introduction**

Hello my dear students, I welcome you to Unit 2 of Module 6 of this Course ARD 502 Extension Organization, Management and Supervision. In the last unit we learnt that the concept of budget, element of budget system, Characteristics of budget/budgeting, functions of budgeting and reasons for budgeting are basic pre-requisites for an extension organization to function well and be effective. We started discussing budget development and fiscal control in unit one. In this unit we shall be discussing preparation for budget, deliberation within executive, adoption of estimates, budget implementation/ fiscal control and budget appraisal.



### **2.2 Intended Learning Outcomes**

By the end of this unit, you will be able to:

- prepare for budget
- deliberate within executive
- adopt estimates
- plan budget implementation/fiscal control
- outline budget Appraisal.



## 2.3 Main Content

### 2.3.1 Preparation of budget

The ministry and its departments start the preparation of their budget estimate in response to the call circular from the director of budget and planning of the office of the governor. Each department starting with its lowest formation makes estimate with a view of getting much more than it has before. The state budget is classified into three broad categories.

- A. Recurrent revenue
- B. Recurrent expenditure
- C. Capital expenditure/estimate

**Recurrent revenue:** Comprise of revenue projection for the coming year. These could be revenue from sales of seedlings, farm equipment, fertilizer, farm rent etc.

**Recurrent expenditure:** Consists of resources/money for the day to day running of the ministry and include such things as the staff cost (salary, allowances, and benefits).

**Capital expenditure/estimate:** These include such projects that are not reoccurring, such as buildings, purchase of vehicle, cocoa or oil palm rehabilitation schemes. Capital estimates are sometimes on-going project or newly planned project that can run as far as funds are made available for the projects in the approved budget estimate.

### 2.3.2 Deliberation within the executive

The completed draft estimates from all department of the ministry are then forwarded to the director of finance & supply for study and final collation. This is followed by budge defense at the office of the director of budget.

On the day of defense, the ministries departmental heads led by the Director for Finance and Supply will face the committee members (made of the director of budget, the accountant general and other top civil servants) and use every necessary method within their reach to convince the committee members, especially the director of budget to agree to their purposed budget estimates. The departmental heads plead their case with whatever means available

to them, whether facts, oratory, figures to justify their submissions which are subject to discussions.

Unless where the estimate is prefix the outcome of the discussion depends largely on the persuasive performance of the defender and the disposition of the chairman of the estimate committee at the time. Also the ease with which the ministry's budget estimate is approved is dependent on the realization of the ministry's previous year's budget.

### **2.3.3. Adoption of estimates**

At the end of the defense and approval by the executive the estimate is sent to the state assembly for deliberation and passage as a bill. The approval of the house is sent to the governor for signature accenting to the bill. It is after this process that the document then becomes official and a law.

The whole process goes this way —expenditure and revenue proposes from the ministry through the state estimate committees and executive to the legislature and then to the chief executive for accent and then implementation by the government functionary.

### **2.3.4 Budget implementation/fiscal control**

Fiscal policy is concerned with the determination of the type, time and procedure to be followed in making government expenditures and in obtaining government revenues. The control measures of state government aim at implementing its programme are the same control the ministry of agriculture employs and the measures are designed as follows:

1. The measures intended to increase substantially state internal revenue and the M.O.A in particular for example, tying allocation of cash to departments/ministries for recurrent expenditure, mostly to their revenue generating effort.
2. Measures to regulate recruitment and promotion of personnel in the public service of the state and ministry of agriculture. In particular such measures includes temporary embargo on new employment in the ministry or another ministry unless with prior consent of the state governor.
3. Measures aim at cutting down public expenditure of the state government. Such measures may include restriction to a certain percentage of overhead for recurrent expenditure items. Embargo on senior management overseas courses and overseas tours by ministry/government functionary, except approved by the state governor.

4. Measures to control the execution of capital budget and programme, in this case, available resources are likely to be completed and have immediate and direct impact on the masses. Projects with high local currency content are given greater emphasis than those with heavy foreign exchange implication. All borrowing, whether external or internal are prohibited unless with prior approval of the state governor.
5. Measures to aid fund control and management of available resources. Here, general warrants (recurrent and statutory) are issued quarterly in January, April June and September in order to enhance the cash liquidity of the state or ministry finances.

### 2.3.5 Budget Appraisal

To ensure that these implementation guidelines are ensured, the accounting officer of the ministry will ensure that an internal audit unit is established to provide a complete and continuous audit of the account and records of revenue, and expenditure. However, the accounting officer in consultation with the director of finance and supply will ensure that a suitable competent accountant or auditor is placed in-charge of the internal audit unit.

#### Self-Assessment Exercise

1. Mention the three broad categories of the state budget.
2. What is budget appraisal?

## 2.4 Conclusion

Having considered budget development and fiscal control in Agricultural Extension. The following areas in budget development were adequately addressed: preparation of budget, deliberation within executive, adoption of estimates, budget implementation/fiscal control and budget appraisal.



## 2.5 Summary

In this unit, you have learnt about budget development and fiscal control. These includes: Preparation of budget, deliberation within executive, adoption of estimates, budget implementation/fiscal control and budget appraisal.





## 2.6 References/Further Readings/Web Resources

- Flemming, P. (1989) *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organizations and Services Branch, Ontario.
- Koontz, H. & Weihrich, H (2009). *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited.
- Marshall, P. (1992). Introduction to the Management Process. In: *Managing People at Work*. University Guelph Press, Guelph.
- Michael, C.M. (2011). *Agricultural Administration Organization and Supervision. Agricultural Extension in Nigeria*. A publication of Agricultural Society of Nigeria. Pp 245—269.
- Waldron, M. W., J. Vsanthakumar, & S. Arulraj (1997) Improving the organization and management of extension. In: B. E. Swanson (Ed.). *Improving Agricultural Extension — A Reference Manual. Food and Agriculture Organization of the United Nations, Rome*, pp. 115 — 126.



## 2.7 Possible Answers to Self- Assessment Exercise(s)

### Self-Assessment Exercise

#### 1. Mention the 3 broad categories of the state budget.

**Answer:**

The state budget is classified into three broad categories.

- i. Recurrent revenue
- ii. Recurrent expenditure
- iii. Capital expenditure/estimate

#### 2. Budget appraisal

To ensure that these implementation guidelines are ensured, the accounting officer of the ministry will ensure that an internal audit unit is established to provide a complete and continuous audit of the account and records of revenue, and expenditure. However, the accounting officer in consultation with the director of finance and supply will ensure that a suitable competent accountant or auditor is placed in-charge of the internal audit unit.

## UNIT 3 PRINCIPLES OF FINANCIAL MANAGEMENT I

### Unit Structure

- 3.1 Introduction
- 3.2 Intended Learning Outcomes
- 3.3 Main Content
  - 3.3.1 Concept of Financial Management
  - 3.3.2 Specific Tasks of Financial Management
  - 3.3.3 Functions of Financial Management
  - 3.3.4 Types of Financial Management
- 3.4 Conclusion
- 3.5 Summary
- 3.6 References/Further Readings/Web Resources
- 3.7 Possible Answers to Self- Assessment Exercise(s)



### 3.1 Introduction

My dear students, I welcome you to Unit 3 of Module 6 of this Course ARD 502 Extension Organization, Management and Supervision. In the last unit we learnt that having considered budget development and fiscal control in Agricultural Extension, the following areas in budget development were adequately addressed: preparation of budget, deliberation within executive, adoption of estimates, budget implementation/fiscal control and budget appraisal.

In business, financial management is the practice of handling a company's finances in a way that allows it to be successful and compliant with regulations. That takes both a high-level plan and boots-on-the-ground execution.



### 1.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- define financial management
- explain the specific tasks of Financial Management
- describe Financial Management
- list types of Financial Management.



### 3.3 Main Content

#### 3.3.1 Concept of Financial Management

Financial management may be defined as the area or function in an organization which is concerned with profitability, expenses, cash and credit, so that the "organization may have the means to carry out its objective as satisfactorily as possible;" the latter often defined as maximizing the value of the firm for stockholders. Financial managers (FM) are specialized professionals directly reporting to senior management, often the financial director (FD); the function is seen as 'Staff', and not 'Line'.

Financial management is generally concerned with short term working capital management, focusing on current assets and current liabilities, and managing fluctuations in foreign currency and product cycles, often through hedging Corporate finance and Financial risk management. The function also entails the efficient and effective day-to-day management of funds, and thus overlaps treasury management. It is also involved with long term strategic financial management, focused on i.e. capital structure management, including capital raising, capital budgeting (capital allocation between business units or products), and dividend policy; these latter, in large corporates, being more the domain of "corporate finance."

#### 3.3.2 Specific Tasks of Financial Manager

- Profit maximization happens when marginal cost is equal to marginal revenue. This is the main objective of Financial Management.
- Maintaining proper cash flow is a short run objective of financial management. It is necessary for operations to pay the day-to-day expenses e.g. raw material, electricity bills, wages, rent etc. A good cash flow ensures the survival of company; see cash flow forecast.
- Minimization on capital cost in financial management can help operations gain more profit.
- Estimating the Requirement of Funds. Businesses make forecast on funds needed in both short run and long run, hence, they can improve the efficiency of funding. The estimation is based on the budget e.g. sales budget, production budget.
- Determining the Capital Structure: Capital structure is how a firm finances its overall operations and growth by using different sources of funds. Once the requirement of funds has estimated,

the financial manager should decide the mix of debt and equity and also types of debt.

•

### 3.3.3 Function of Financial Management

- i. More practically, a financial manager's activities in the above areas revolve around planning and forecasting and controlling expenditures.
- ii. The FP&A function includes issuing P&L statements, analyzing which product lines or services have the highest profit margin or contribute the most to net profitability, maintaining the budget and forecasting the company's future financial performance and scenario planning.
- iii. Managing cash flow is also key. The financial manager must make sure there's enough cash on hand for day-to-day operations, like paying workers and purchasing raw materials for production. This involves overseeing cash as it flows both in and out of the business, a practice called cash management.
- iv. Along with cash management, financial management includes revenue recognition, or reporting the company's revenue according to standard accounting principles. Balancing accounts receivable turnover ratios is a key part of strategic cash conservation and management.
- v. Finally, managing financial controls involves analyzing how the company is performing financially compared with its plans and budgets. Methods for doing this include financial ratio analysis, in which the financial manager compares line items on the company's financial statements.

### 3.3.4 Types of Financial Management

The functions above can be grouped into three broader types of financial management:

**Capital budgeting**, which relates to identifying what needs to happen financially for the company to achieve its short- and long-term goals. Where capital funds should be expended to support growth?

**Capital structure**, determining how to pay for operations and/or growth. If interest rates are low, taking on debt might be the best answer. An organization might also seek funding from a private equity firm, consider selling assets like real estate or, where applicable, selling equity.

**Working capital management**, as discussed above, is making sure there's enough cash on hand for day-to-day operations, like paying workers and purchasing raw materials for production.

### Self-Assessment Exercise

- |  |
|--|
| <ol style="list-style-type: none"> <li>1. Distinguish between capital budgeting and capital structure.</li> <li>2. Examine the specific tasks of a financial manager.</li> </ol> |
|--|

## 3.4 Conclusion

It is necessary to understand the concept of financial management in extension organization. This will help you in understanding the function of financial management and know the types of financial management.



## 3.5 Summary

In this unit, you have been able to learn the concept of financial management, specific tasks of financial management, function of financial management and types of financial management.



## 3.6 References and Further Reading

- Flemming, P. (1989) *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organizations and Services Branch, Ontario.
- Koontz, H and Weihrich, H (2009) *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited
- Marshall, P. (1992). *Introduction to the Management Process*. In: *Managing People at Work*. University Guelph Press, Guelph.
- Michael, C.M (2011). *Agricultural Administration Organization and Supervision*. Agricultural Extension in Nigeria. A publication of Agricultural Society of Nigeria. Pp 245—269.
- Waldron, M. W., J. Vsanthakumar, and S. Arulraj (1997) *Improving the organization and management of extension*. In: B. E. Swanson (ed.) *Improving Agricultural Extension — A Reference Manual*. Food and Agriculture Organization of the United Nations, Rome, pp. 115 — 126.



### 3.7 Possible Answers to Self- Assessment Exercise(s) within the content

#### Self-Assessment Exercise

##### 1. Distinguish between capital budgeting and capital structure.

###### Answer:

**Capital budgeting**, which relates to identifying what needs to happen financially for the company to achieve its short- and long-term goals. Where capital funds should be expended to support growth.

**Capital structure**, determining how to pay for operations and/or growth. If interest rates are low, taking on debt might be the best answer. An organization might also seek funding from a private equity firm, consider selling assets like real estate or, where applicable, selling equity.

##### 2. Specific Tasks of Financial Manager

- Profit maximization happens when marginal cost is equal to marginal revenue. This is the main objective of Financial Management.
- Maintaining proper cash flow is a short run objective of financial management. It is necessary for operations to pay the day-to-day expenses e.g. raw material, electricity bills, wages, rent etc. A good cash flow ensures the survival of company; see cash flow forecast.
- Minimization on capital cost in financial management can help operations gain more profit.
- Estimating the Requirement of Funds. Businesses make forecast on funds needed in both short run and long run, hence, they can improve the efficiency of funding. The estimation is based on the budget e.g. sales budget, production budget.
- Determining the Capital Structure: Capital structure is how a firm finances its overall operations and growth by using different sources of funds. Once the requirement of funds has estimated, the financial manager should decide the mix of debt and equity and also types of debt.

## UNIT 4 FINANCIAL MANAGEMENT II

### Unit Structure

- 4.1 Introduction
- 4.2 Intended Learning Outcomes
- 4.3 Main Content
  - 3.1 Principles of Financial Management
  - 3.2 Financial Management Process
  - 3.3 When to Use Financial Management Process
  - 3.4 Benefits of Financial Management
  - 3.5 Element of Financial Management
- 4.4 Conclusion
- 4.5 Summary
- 4.6 References/Further Readings/Web Resources
- 4.7 Possible Answers to Self- Assessment Exercise(s)



### 4.1 Introduction

My dear students, I welcome you to Unit 4 of Module 6 of this Course ARD 502 Extension Organization, Management and Supervision. In the last unit we learnt that it is necessary to understand the concept of financial management in extension organization. This will help you in understanding the function of financial management and know the types of financial management. In this unit, we shall continue to consider some of those principles.



### 4.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- state some principles of financial management
- discuss financial management process
- state the benefits of financial management
- explain the element of financial management.



### 4.3 Main Content

#### 4.3.1 Principles of Financial Management

The six principles of finance include:

- i. Money has a time value,
- ii. Higher returns are expected for taking on more risk,
- iii. Diversification of investments can reduce risk,
- iv. financial markets are efficient in pricing securities,



- v. Manager and stockholder objectives may differ, and
- vi. Reputation matters.

### **4.3.2 Financial Management Process**

A Financial Management Process is a method by which costs (or expenses) incurred on the project are formally identified, approved and paid. Typical types of costs include:

- i. Labor (e.g. staff, external suppliers, contractors and consultants).
- ii. Equipment (e.g. computers, furniture, building facilities, machinery and vehicles)
- iii. Materials (e.g. stationery, consumables, building materials, water and power)
- iv. Administration (e.g. legal, insurance, lending and accounting fees).

### **4.3.2 When to Use Financial Management Process**

The Financial Management Process should be initiated after the expected Financial Expense Form has been created and approved during the Planning phase of the project. This process provides a mechanism for monitoring and controlling the actual financials of the project against those that were originally planned/budgeted. It is important to formally track expenses throughout all phases of the project, otherwise, it may become impossible to accurately manage the project constraints of time, budget and quality.

### **4.3.3 Benefits of Financial Management**

The benefits of financial management help keep businesses on track towards success and growth.

- i. Reduced errors.
- ii. Ability to measure growth.
- iii. Improved compliance.
- iv. Data and financial transparency.
- v. Improved productivity.
- vi. Improved planning and strategy.

### **4.3.4 Element of Financial Management**

There are four recognized elements of financial management:

- i. Planning,
- ii. Controlling,
- ii. Organising and directing, and
- v. Decision making.

### **Self-Assessment Exercise**

1. Mention the benefits of financial management.
2. Outline the Element of Financial Management

#### 4.4 Conclusion

The principles of financial management discussed under this unit are essential to the proper functioning of agricultural extension organizations. Financial management process and when to use it are key to the success of financial management. The element of financial management are important to take note of.



#### 4.5 Summary

In this unit, you have been taken through six principles of financial management, financial management process and element of financial management.



#### 4.6 References/Further Readings/Web Resources

- Flemming, P. (1989). *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.
- Koontz, H & Weihrich, H (2009). *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited.
- Marshall, P. (1992). Introduction to the Management Process. In: *Managing People at Work*. University Guelph Press, Guelph.
- Michael, C.M. (2011). *Agricultural Administration Organization and Supervision. Agricultural Extension in Nigeria. A publication of Agricultural Society of Nigeria*. Pp 245—269.
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## 4.7 Possible Answers to Self- Assessment Exercise(s)

### Self-Assessment Exercise

#### 1. Mention the benefits of financial management.

**Answer:**

- i. Reduced errors.
- ii. Ability to measure growth.
- iii. Improved compliance.
- iv. Data and financial transparency.
- v. Improved productivity.
- vi. Improved planning and strategy.

#### 2. Element of Financial Management

There are four recognized elements of financial management:

- i. Planning,
- ii. Controlling,
- iii. Organising and directing, and
- iv. Decision making.

## MODULE 7

Unit 1	Agricultural Extension Administration
Unit 2	Agricultural Extension Administration II
Unit 3	Agricultural Extension Administration III
Unit 4	Personnel Administration in Extension Organisation
Unit 5	Personnel Administration in Extension II
Unit 6	Personnel Administration in Extension III

### UNIT 1 AGRICULTURAL EXTENSION ADMINISTRATION

#### Unit Structure

- 1.1 Introduction
- 1.2 Intended Learning Outcomes
- 1.3 Main Content
  - 1.3.1 Concept of Administration
  - 1.3.2 Concept of Agricultural Extension Administration.
  - 1.3.3 Principle of Extension Administration
- 1.4 Conclusion
- 1.5 Summary
- 1.6 References/Further Readings/Web Resources
- 1.7 Possible Answers to Self- Assessment Exercise(s)



#### 1.1 Introduction

My dear students, I welcome you to Unit 1 of Module 7 of this Course ARD 502 Extension Organisation , Management and Supervision. In the last unit we learnt that the principles of financial management discussed under this unit are essential to the proper functioning of agricultural extension Organisation s. Financial management process and when to use it are key to the success of financial management. The element of financial management are important to take note of. Agricultural extension administration are fundamental in the success and progress of extension activities and this are carried out by persons within an Organisation with specific competence.

This unit will help you understand what is an administration, the concept of Agricultural extension administration and understand the necessary managerial skills needed by extension administrators.



## 1.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- define administration
- discuss the concept agricultural extension administration
- principles of extension administration (guidelines).



## 1.3 Main Content

### 1.3.1 Concept of Administration

Administration is usually connected with organizing, selecting executives or personnel, establishing plans, measuring results, coordinating, controlling and delegating activities. Administration is define as giving direction, formulating and implementing policies and plans, maintaining interpersonal relationships with others and providing administrative services. Administration involves the creation and maintenance of an environment in which individual employees work together in groups towards the accomplishment of Organisation al goals. It can also be seen as the art and science of getting result through employees and the marshalling or effective utilization of men, money, materials and methods (the four —Mll of administrations).

### 1.3.2 Concept of Agricultural Extension Administration

Agricultural extension administration is defined as the effort to direct, guide and integrate the activities of members of staff of an agricultural extension Organisation with a view to achieving the objectives of the extension services. The process of extension administration follows a logical sequence of: coordinating the decision making process; interpreting the decisions; development of specific programmes; communicating the programme decisions; and establishing control for executing the decisions. In order to effectively and efficiently direct the work of other members of staff, the manager or administrator of agricultural administration requires a level of professionalism that is enshrined in the following philosophy and attitudes: respect for and faith in other employees. The administrator must also maintain moral values and inter-personal relationships; as well as promotion of the emotional, physical and psychological conditions of all employees.

Agricultural extension administration can be dissected into activities of the service, the human beings who work in it and the environment where the activities are carried out. Dealing with people, however, presents

many complexities due to the differences in personalities, attitudes or emotional levels, learning styles, communication skills and technical competencies. Despite all these differences, the mission of any manager is to get the task effectively accomplished. Additionally, managers and administrators are supposed to motivate employees to perform their responsibilities better and ensure that employee satisfaction is guaranteed in order for all to achieve Organisational goals.

### 1.3.3 Principles of Extension Administration (Guidelines)

For the administration and operation of an extension service and programme to be functional, effective principles, and practices, policies and procedures have to be in place. The principles are:

1. The structure of administrative Organisation is established in a subordinate and super ordinate hierarchy of line positions. Each member of staff reports to only one superior officer.
2. Effective administration occurs when the authority allocated to an individual or group of individuals is clearly defined and understood by the persons concerned.
3. The authority assigned to an individual in an Organisation is commensurate to the responsibility assigned.
4. Two-way channel of communication, vertically and horizontally must be maintained to develop desirable staff attitude and interest in an Organisation .
5. Effective use of specialist knowledge in planning and implementing programmes should be maintained.
6. An administrator should see himself as a controller of decision making process rather than decision maker himself.

#### Self-Assessment Exercise

1. Mention at least 5 principles of extension administration.
2. Describe the concept of administration.

## 1.4 Conclusion

Understanding the concept of administration and Agricultural Extension Administration is fundamental for every extension administrators. Knowing the principles of extension administration are necessary for a result oriented extension activities.



## 1.5 Summary

In this unit, you have been introduced to what an administration is all about as well as the concept of agricultural extension administration. You were also taken through the principles of agricultural extension administration.



## 1.6 References and Further Reading

- Flemming, P. (1989). *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.
- Koontz, H & Weihrich, H. (2009). *Essentials of Management: An International Perspective*. Published by Tata, McGraw Hill Education private Limited
- Marshall, P. (1992). Introduction to the Management Process. In: *Managing People at Work*. University Guelph Press, Guelph.
- Michael, C.M (2011). *Agricultural Administration Organisation and Supervision. Agricultural Extension in Nigeria*. A publication of Agricultural Society of Nigeria. Pp 245—269.
- Waldron, M. W., J. Vsanthakumar, & S. Arulraj (1997). Improving the Organisation and management of extension. In: B. E. Swanson (Ed.). *Improving Agricultural Extension — A Reference Manual. Food and Agriculture Organisation of the United Nations, Rome*, pp. 115 — 126.



## 1.7 Possible Answers to Self- Assessment Exercise(s)

### Self-Assessment Exercise

#### 1. Mention at least five principles of extension administration

##### Answer:

1. The structure of administrative Organisation is established in a subordinate and super ordinate hierarchy of line positions. Each member of staff reports to only one superior officer.
2. Effective administration occurs when the authority allocated to an individual or group of individuals is clearly defined and understood by the persons concerned.
3. The authority assigned to an individual in an Organisation is commensurate to the responsibility assigned.
4. Two-way channel of communication, vertically and horizontally must be maintained to develop desirable staff attitude and interest in an Organisation .
5. Effective use of specialist knowledge in planning and implementing programmes should be maintained.
6. An administrator should see himself as a controller of decision making process rather than decision maker himself.

#### 2. Concept of Administration

Administration is usually connected with organizing, selecting executives or personnel, establishing plans, measuring results, coordinating, controlling and delegating activities. Administration is define as giving direction, formulating and implementing policies and plans, maintaining interpersonal relationships with others and providing administrative services. Administration involves the creation and maintenance of an environment in which individual employees work together in groups towards the accomplishment of Organisation al goals. It can also be seen as the art and science of getting result through employees and the marshalling or effective utilization of men, money, materials and methods (the four —Mll of administrations).



## UNIT 2     **AGRICULTURAL EXTENSION ADMINISTRATION II**

### Unit Structure

- 2.1 Introduction
- 2.2 Intended Learning Outcomes
- 2.3 Main Content
  - 2.3.1 Basic Issues in Extension Administration
    - 2.3.1.1 Planning.
    - 2.3.1.2 Organizing
    - 2.3.1.3 Directing
- 2.4 Conclusion
- 2.5 Summary
- 2.6 References/Further Readings/Web Resources
- 2.7 Possible Answers to Self- Assessment Exercise(s)



### **2.1 Introduction**

My dear students, I welcome you to Unit 2 of Module 7 of this Course ARD 502 Extension Organisation , Management and Supervision. In the last unit we learnt that an administration is all about as well as the concept of agricultural extension administration. You were also taken through the principles of agricultural extension administration.

Unit 2 is continuation of agricultural extension administration. This unit will help you understand what the basic issues in extension administration are such as planning, strategic planning, organizing and directing.



### **2.2 Intended Learning Outcomes**

By the end of this unit, you will be able to:

- describe the basic issues in extension administration
- explain what panning, strategic planning, organizing and directing means.



## 2.3 Main Content

### 2.3.1 Basic Issues in Extension Administration

To be an extension administrator requires competence and performance of a high order. There are nine basic issues or elements to be considered in the administration of extension service. They include:

- i. Planning
- ii. Organizing
- iii. Staffing
- iv. Directing
- v. Coordinating
- vi. Reporting
- vii. Budgeting
- viii. Motivating and
- ix. Supervising

#### 2.3.1.1 Planning

This is the key management function of any extension administrator. It is the process of determining in advance what should be accomplished, when, by whom, how and at what cost. Planning is the process of determining the Organisation 's goals and objectives and making the provisions for their achievements. It is the process of selecting the course of action, initiating activities required to transform plans into action and evaluating the outcome. Planning could involve many people or members of staff especially in an open system of administration. In this instance, programmes and objectives are set in such a way that adjustments are possible, that is, there is built-inflexibility so as to incorporate or delete certain ideas as dictated by the prevailing circumstances. Whereas, under the close system of administration, there is little or no participation by the employee in planning or setting up of the Organisation al objectives. Generally, there are four major types of planning exercises: strategic, tactical, contingency and managerial.

- i. **Strategic planning:** this involves determining the basic objectives of an Organisation and allocating resources for their accomplishment. A strategy determines the direction i.e acts as a roadmap for carrying out the strategy and achieving long term results. Strategic planning entails: Organisation al mission statement, strategic analysis-why, strategic formulation-where, long-term objective implementation-when.
- ii. **Tactical planning:** is concerned with implementing the strategic plans and it involves middle and lower management.

- iii. **Contingency planning:** anticipates possible problems or changes that may occur in the future and prepare to deal with them effectively as they arise.
- iv. **Managerial planning:** is usually considered as micro level planning. It is the implementation of the strategic plan by combining resources to fulfill the overall objectives and mission of the extension Organisation . Managerial planning focuses on the activity of a specific unit and involves what needs to be done, by whom, when, and at what cost.

### 2.3.1.2 Organising

This is the process of establishing formal relationships among people and resources in order to reach specific goals and objectives. It is the setting out of the formal structure of authority and flow of work in such a manner that the work in various sections and branches is carefully arranged, clearly defined, and effectively coordinated in order to accomplish the objectives of the extension Organisation . In any organizing efforts, extension administrators must choose an appropriate structure. Organisation al structure is represented primarily by an Organisation al chart. It specifies who is to do what, how it will be accomplished, and the relationship between the different units of the Organisation . The organizing stage provides directions for achieving the planned results. The process of Organisation is based on five principles:

- i. Unity of command: how the Organisation come together to respect each level of authority.
- ii. Span of control: a definition of how many job roles should be in each unit and which role require coordination by a unit manager.
- iii. Delegation of authority: assigning of responsibility to different people in an Organisation .
- iv. Homogenous assignment: the entire activities have the same objectives of attaining Organisation al goal.
- v. Flexibility: here you allow your staff to take decisions that will be beneficial to the Organisation

### 2.3.1.3 Staffing

This involves selecting or recruiting competent people for the Organisation and improving the competence of those already on the job. A key aspect of an extension administrator is to find the right people for the job. Much of one's success as an administrator is related to appropriate human resource planning. The staffing function consists of several elements.

- i. **Human resource planning:** how many staff resources, with what backgrounds, and at what cost can be considered for the implementation of the objectives?
- ii. **Recruitment:** finding the person with the appropriate mix of education, experience, human relations skills, and motivation. An important component of the recruitment process is writing the job description and job specification. The nature of job, scope, authority and responsibilities form the core of the job description. Indication of preferred educational background as well as salary range must be included. Job specification indicates the minimum acceptable human qualities to perform a specific job. There are two major methods of staff recruitment in an Organisation . One is the internal recruitment (within) and the other is recruitment from outside the Organisation (external recruitment).
- iii. **Staff selection:** this involves the evaluation of candidates through advertisement of vacancies and application for desired positions; as carried out by the personnel department. Once the recruitment exercise has supplied enough job applicants, the selection process begins. The process of choosing from prospective candidates who have applied for the job includes: application, test, interview, physical examination, reference check, employment decision and offer.

#### 2.3.1.4 Directing

It is the clarifying, guiding, teaching and encouraging employees in an Organisation to perform effectively, with zeal and confidence. Delegating is the first essential step in directing. Delegating is trusting others to make decisions for which you will be held responsible. The process of directing in extension Organisation is more related to leading. Leadership in this context means the process whereby a work environment is created in which people can do their best.

#### 2.3.1.5 Coordinating

Coordinating is the process whereby the effort of a group is synchronized so that a desired goal is attained. It is the linkage or integration of different parts of an Organisation to accomplish a collective set of tasks.

#### 2.3.1.6 Reporting

This involves keeping those to whom the administrator is responsible informed or what is going on, while at the same time the administrator or chief executive keeps himself and his subordinate's informed through reporting, records, research and inspection. The reporting function is

more than preparing an annual report, quoting statistics and informing your staff of the current developments. The reporting function is almost and evaluation function since it compares how you are doing with what you set out to do. It reviews your objectives and determines to what extent you meeting your objectives.

One element of reporting is the annual report. Such a report gives you the opportunity to summarize programmes, projects, and activities and to provide statistics. Such a report can be used as a public information document by having it distributed to other development agencies in the community, to senior levels of management, to colleagues, and to the press.

### **2.3.1.7 Budgeting**

Budgeting is a process of optimal allocation of available resources to competing needs, so as to achieve set objectives. It is the written statement of annual plans expressed in financial terms. The main purpose of a budget is to aid management in achieving set goals and target.

### **2.1.3.8 Motivating**

Motivating is a process of initiating a conscious and purposeful action. It is arousal of tendency to act in order to achieve result. It is a socially learned pattern involving needs, desires, mechanisms and end results.

### **2.3.1. 9 Supervising**

Supervising entails assisting a sub-ordinate staff to do a job more effectively and efficiently. It is concerned with the growth and improvement of extension personnel as individuals and as professional leaders. A supervisor then, is any one responsible for the effective performance of a group of workers junior to his position.

#### **Self-Assessment Exercise**

- |   |
|---|
| <ol style="list-style-type: none"><li>1. What is the difference between contingency and managerial planning.</li><li>2. The process of Organisation is based on five principles. Discuss.</li></ol> |
|---|

## **2.4 Conclusion**

It is necessary that formalized structures be set up to accomplish agricultural extension activities. Roles also need to be defined for people in such structures so that proper running and functioning of such

Organisations can be achieved. Such structures will therefore need people who have the necessary skills to coordinate such activities. We have discussed these issues in this unit.



## 2.5 Summary

In this unit, you have been introduced to what are the basic issues in extension administration such as planning, strategic planning, organizing and directing.



## 2.6 References/Further Readings/Web Resources

Flemming, P. (1989). *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.

Marshall, P. (1992). Introduction to the Management Process. In: *Managing People at Work*. University Guelph Press, Guelph.

Waldron, M. W., J. Vsanthakumar, & S. Arulraj (1997) Improving the Organisation and management of extension. In: B. E. Swanson (Ed.). *Improving Agricultural Extension — A Reference Manual*. Food and Agriculture Organisation of the United Nations, Rome, pp. 115 — 126.

Michael, C.M. (2011). *Agricultural Administration Organisation and Supervision*. *Agricultural Extension in Nigeria*. A Publication of Agricultural Society of Nigeria. Pp 245—269.



## 2.7 Possible Answers to Self- Assessment Exercise(s)

### Self-Assessment Exercise

1. **What is the difference between contingency and managerial planning.**

**Answer:**

**Contingency planning:** anticipates possible problems or changes that may occur in the future and prepare to deal with them effectively as they arise.

**Managerial planning:** is usually considered as micro level planning. It is the implementation of the strategic plan by combining resources to fulfill the overall objectives and mission of the extension Organisation . Managerial planning focuses on the activity of a specific unit and involves what needs to be done, by whom, when, and at what cost.

2. **The process of Organisation is based on five principles:**

- i. Unity of command: how the Organisation come together to respect each level of authority.
- ii. Span of control: a definition of how many job roles should be in each unit and which role require coordination by a unit manager.
- iii. Delegation of authority: assigning of responsibility to different people in an Organisation .
- iv. Homogenous assignment: the entire activities have the same objectives of attaining Organisation al goal.
- v. Flexibility: here you allow your staff to take decisions that will be beneficial to the Organisation

## UNIT 3 AGRICULTURAL EXTENSION ADMINISTRATION II

### Unit Structure

- 3.1 Introduction
- 3.2 Intended Learning Outcomes
- 3.3 Main Content
  - 3.3.1 Conditions Necessary for Successful Administration in Extension
  - 3.3.2 Problems in Administering Agricultural Extension in Nigeria
- 3.4 Conclusion
- 3.5 Summary
- 3.6 References/Further Readings/Web Resources
- 3.7 Possible Answers to Self- Assessment Exercise(s)



### 3.1 Introduction

My dear students, I welcome you to Unit 3 of Module 7 of this Course ARD 502 Extension Organisation , Management and Supervision. In the last unit you were introduced to what are the basic issues in extension administration such as planning, strategic planning, organizing and directing. Agricultural administration extension operates with some necessary conditions for it's to be successful. This unit will help you understand what are the conditions necessary for successful administration in extension and also the problems in administering agricultural extension in Nigeria.



### 3.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- describe conditions Necessary for Successful Administration in Extension
- state the problems in Administering Agricultural Extension in Nigeria.





### 3.3 Main Content

#### 3.3.1 Conditions Necessary for Successful Administration in Extension

- i. That extension service be recognized as an institution established for the purpose of assisting rural people through educational processes to make maximum use of the resources available to them.
- ii. An understanding of extension as a service for impacting technical knowledge useful for solving recognized problems of farmers.
- iii. That extension education should be available to all rural people irrespective of race, creed or social class.
- iv. Sources of technical information for the solution of problems of the rural people.
- v. An extension service adapted to the social realities and social Organisation of the society, which it is designed to serve.
- vi. Existence of institutions for the training of personnel required for the effective running of the extension service should be realized.
- vii. Adjust educational method to the skills, attitudes, abilities, knowledge and resources of the people.
- viii. Allow local involvement in the planning of extension programmes.
- ix. Provide services such as marketing, transportation, veterinary services and credit.
- x. Extension administrators should be very conversant with principles of successful administration and implementation of extension programmes.

#### 3.3.1.2 Problems in Administering Agricultural Extension in Nigeria

- i. Absence of a legal basis for extension and poor definition of the aims and objectives of extension.
- ii. Centralized decision-making which is ineffectively used.
- iii. Poor supervision of staff.
- iv. Ineffective communication within the Organisation .
- v. Inadequate pre and in-service training of extension personnel.
- vi. Unfavourable attitude on the part of staff.
- vii. Improper and inadequate staffing of extension personnel.
- viii. Poor financial and logistic support for extension service.

- ix. Inefficient extension Organisation with too many lines of authorities.
- x. Poor coordination.

### Self-Assessment Exercise

1. Mention any 10 problems in administering agricultural extension in Nigeria.
2. State the Conditions Necessary for Successful Administration in Extension.

## 3.4 Conclusion

It is necessary to know and understand what the basic issues in extension administration are. These issues such as planning, organizing and directing will help extension administrator to be effective in their assignment.



## 3.5 Summary

In this unit, you have been introduced to what an extension Organisation is all about as well as the concept of management. You were also taken through the necessary skills required for managers of agricultural extension Organisation s.



## 3.6 References/Further Readings/Web Resources

- Flemming, P. (1989). *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.
- Koontz, H and Weihrich, H (2009). *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited
- Marshall, P. (1992). *Introduction to the Management Process. In: Managing People at Work*. University Guelph Press, Guelph.
- Michael, C.M (2011). *Agricultural Administration Organisation and Supervision. Agricultural Extension in Nigeria. A Publication of Agricultural Society of Nigeria*. Pp 245—269.
- Waldron, M. W., J. Vsanthakumar, & S. Arulraj (1997). Improving the Organisation and management of extension. In: B. E. Swanson (Ed.). *Improving Agricultural Extension — A Reference Manual*.

*Food and Agriculture Organisation of the United Nations, Rome, pp. 115 — 126.*



### **3.7 Possible Answers to Self- Assessment Exercise(s)**

#### **Self-Assessment Exercise**

- |  |
|--|
| <ol style="list-style-type: none"> <li><b>1. Mention any 10 problems in administering agricultural extension in Nigeria</b></li> <li>i. Absence of a legal basis for extension and poor definition of the aims and objectives of extension.</li> <li>ii. Centralized decision-making which is ineffectively used.</li> <li>iii. Poor supervision of staff.</li> <li>iv. Ineffective communication within the Organisation .</li> <li>v. Inadequate pre and in-service training of extension personnel.</li> <li>vi. Unfavourable attitude on the part of staff.</li> <li>vii. Improper and inadequate staffing of extension personnel.</li> <li>viii. Poor financial and logistic support for extension service.</li> <li>ix. Inefficient extension Organisation with too many lines of authorities.</li> <li>x. Poor coordination.</li> <li><b>2. Conditions Necessary for Successful Administration in Extension</b></li> <li>i. That extension service be recognized as an institution established for the purpose of assisting rural people through educational processes to make maximum use of the resources available to them.</li> <li>ii. An understanding of extension as a service for impacting technical knowledge useful for solving recognized problems of farmers.</li> <li>i. That extension education should be available to all rural people irrespective of race, creed or social class.</li> <li>ii. Sources of technical information for the solution of problems of the rural people.</li> <li>iii. An extension service adapted to the social realities and social Organisation of the society, which it is designed to serve.</li> <li>iv. Existence of institutions for the training of personnel required for the effective running of the extension service should be realized.</li> <li>v. Adjust educational method to the skills, attitudes, abilities, knowledge and resources of the people.</li> <li>vi. Allow local involvement in the planning of extension programmes.</li> <li>vii. Provide services such as marketing, transportation, veterinary services and credit.</li> </ol> |
|--|

viii. Extension administrators should be very conversant with principles of successful administration and implementation of extension programmes

## **UNIT 4 PERSONNEL ADMINISTRATION IN EXTENSION ORGANISATION**

### **Unit Structure**

- 4.1 Introduction
- 4.2 Intended Learning Outcomes
- 4.3 Main Content
  - 4.3.1 Personnel Administration in Extension
  - 4.3.2 Functions of Personnel Department
  - 4.3.3 Function of the Personnel Officer
  - 4.3.4 Qualification and Function of Extension Personnel
  - 4.3.5 Qualification and Function of Administrative Officer
  - 4.3.6 Qualification and Function of Extension Supervisor
- 4.4 Conclusion
- 4.5 Summary
- 4.6 References/Further Readings/Web Resources
- 4.7 Possible Answers to Self- Assessment Exercise(s)



### **4.1 Introduction**

My dear students, I welcome you to Unit 4 of Module 7 of this Course ARD 502 Extension Organisation , Management and Supervision. In the last unit you were introduced to what an extension Organisation is all about as well as the concept of management. You were also taken through the necessary skills required for managers of agricultural extension Organisation s.

An important aspect of extension Organisation is personnel management. This unit will be dealing with the issues of personnel in extension Organisation . The following will be discussed in this unit. Personnel administration in extension, function of personnel department, functions of personnel staff, qualification and function of extension personnel and qualification and function of administrative staff and .and qualification of extension supervisors.



### **4.2 Intended Learning Outcomes**

By the end of this unit, you will be able to:

- describe personnel administration in extension
- explain function of personnel department

- list the functions of personnel staff
- explain the qualification and function of extension personnel
- see qualification and function of administrative staff and extension supervisors.



### **4.3 Main Content**

#### **4.3.1 Personnel Administration in Extension**

Personnel Administration deals with

1. Activities of those in extension.
2. The people.
3. The environment.

Personnel administration can be defined as the planned supervision, directing and coordination of those activities which contribute to the realization of defined purpose, with a minimum human effort and function, with an animating spirit of cooperation, with proper regard to the genuine wellbeing of all the members of the Organisation .

Personnel administration is thus an effort on the part of the administrator, to work with members of the Organisation , in such a way, as to ensure that a willing cooperating group of members are employed and maintained. It is the employment of science and art of administration to ensure that the interest of extension service and that of the individual in it are reconciled.

#### **4.3.2 Functions of a Personnel Department**

1. Employment
2. Training
3. Job evaluation and classification.
4. Provision of service feature
5. Conduct of negotiation with labour leaders.
6. Health

#### **4.3.3. Functions of the Personnel Officer**

1. To create an atmosphere of cooperation.
2. The personnel officer should be an expert in human motivation, and application of democratic principles and methods, and should therefore assist government, or whosoever is higher in authority to preserve the personal integrity and right of the extension worker.

3. He should alert government of the consequences and implication of the procedures, policies and regulation of the government on staff relationship
4. He should influence government in the formulation of the aims and objectives of the extension services
5. He should be an advocate of the view that extension service offers a carrier to all the staff
6. He should be an interpreter to government of workers' attitude, desire and demand
7. Should be an initiator of the educational and training programme of the government
8. Should be the pivot of all aspect and processes of negotiation between government and workers' representative
9. Should be the contact point between the extension service and various groups and agencies whose activity affect the lives and welfare of members of the service.

#### **4.3.4. Qualification and Functions of Extension Personnel**

The qualification and function of personnel assigned extension responsibilities depend to a great extent on Organisation al structure of extension in each country. Extension workers can be classified into three broad categories:

1. Those whose main functions are administrative in nature;
2. Those who back stock local workers, supervise the programme, provide technical help and advice in subject matter field as well as in extension methodology; and
3. Local extension workers who are in direct contact with local farmers.

#### **4.3.5 Qualifications and Functions of Administrative Officer**

##### **Qualifications:**

1. An agricultural officer with a rural background
2. University degree with several years of extension experience.
3. Should have training in extension administration

##### **Functions**

Administrator's function is in general the management of human and material resources for the effective accomplishment of goals and objectives

1. Preparation of draft proposal, interpretation and implementation of agricultural extension policies;
2. Development, administration, coordination and supervision of extension programmes;

3. Preparation and justification of the budget of the extension programme and proposal;
4. Development of a plan for staff recruitment, selection, placement and training;
5. Definitions and standardization of performance required of staff to ensure quality of work;
6. Staff and programme assessment (evaluation); Staff supervision and personnel management;
7. Staff supervision and personnel management;
8. Public relations and development of linkages with relevant ministries and voluntary Organisation ; and
9. Development of a sense of mission and empathy for assistance to farmers and other client group of the extension Organisation .

A successful administrator must elaborate each of these responsibilities within the administrative function of planning, organizing, staffing, directing, coordinating, reporting and budgeting.

#### **4.3.5. Qualification and Function of Extension Supervisors**

##### **Qualifications:**

1. Preferably they should hold a Master's degree;
2. They should have special training in extension education as well as field experience; and
3. He must have a farming background.

##### **Functions:**

1. Must be in contact with research institutes and maintain friendly relationship with research workers in their related field so as to be conversant with research programme and findings;
2. Should be conversant with scientific bibliography
3. Should be conversant with policies and programmes of related agencies to enhance coordination
4. Should represent extension in the development of communities;
5. Prepare and keep up to date record of accomplishments in the field;
6. Help in preparing teaching aids and publications
7. Should carry out evaluation studies;
8. Visit extension agents in the field; and
9. Should be part of team that selects extension agents for his/her area.

##### **Self-Assessment Exercise**

- |  |
|--|
| <ol style="list-style-type: none"> <li>1. Identify 3 broad categories of extension workers.</li> <li>2. State the Qualification and Functions of Extension Personnel.</li> </ol> |
|--|

## 4.4 Conclusion

In this unit, the following were discussed, personnel administration in extension, function of personnel department, functions of personnel staff, qualification and function of extension personnel and qualification and function of administrative staff and .and qualification of extension supervisors.



## 4.5 Summary

In this unit, you have learnt about personnel administration under the following: personnel administration in extension, function of personnel department, functions of personnel staff, qualification and function of extension personnel and qualification and function of administrative staff and qualification of extension supervisors.



## 4.6 References/Further Readings/Web Resources

Flemming, P. (1989) *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.

Flemming, P. (1989) *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.

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(Ed.) *Improving Agricultural Extension — A Reference Manual.*  
*Food and Agriculture Organisation of the United Nations,*  
Rome, pp. 115 — 126.



## 4.7 Possible Answers to Self- Assessment Exercise(s)

### Self-Assessment Exercise

#### 1. Identify 3 broad categories of extension workers.

**Answer:**

1. Those whose main functions are administrative in nature;
2. Those who back stock local workers, supervise the programme, provide technical help and advice in subject matter field as well as in extension methodology; and
3. Local extension workers who are in direct contact with local farmers.

#### 2. Qualification and Functions of Extension Personnel

The qualification and function of personnel assigned extension responsibilities depend to a great extent on Organisational structure of extension in each country. Extension workers can be classified into three broad categories:

1. Those whose main functions are administrative in nature;
2. Those who back stock local workers, supervise the programme, provide technical help and advice in subject matter field as well as in extension methodology; and
3. Local extension workers who are in direct contact with local farmers.

## UNIT 5 PERSONNEL ADMINISTRATION IN EXTENSION II

### Unit Structure

- 5.1 Introduction
- 5.2 Intended Learning Outcomes
- 5.3 Main Content
  - 5.3.1 Qualification and Function of Extension Personnel
  - 5.3.2 Qualification and Function of Subject Master Specialist
  - 5.3.3 Qualification and Function of Extension Agent
  - 5.3.4 Office Management in Extension
  - 5.3.5 Information Management
- 5.4 Conclusion
- 5.5 Summary
- 5.6 References/Further Readings/Web Resources
- 5.7 Possible Answers to Self- Assessment Exercise(s)



### 5.1 Introduction

My dear students, I welcome you to Unit 5 of Module 7 of this Course ARD 502 Extension Organisation , Management and Supervision. In the last unit you learnt about personnel administration under the following: personnel administration in extension, function of personnel department, functions of personnel staff, qualification and function of extension personnel and qualification and function of administrative staff and qualification of extension supervisors.

In this unit we shall be discussing; qualification and function of extension personnel, qualification and function of subject master specialist, qualification and function of extension agent, office management in extension and information management.



### 5.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- identify the qualification and Function of Extension Personnel
- list the qualification and Function of Subject Master Specialist
- describe the qualification and Function of Extension Agent
- explain Office Management in Extension
- describe information Management.



## 5.3 Main Content

### 5.3.1 Qualification and Functions of Subject Matter Specialist

#### Qualifications:

1. Must have actual experience in extension; and
2. Preferably hold a degree preferably a higher degree in one of the areas of agriculture.

#### Functions

1. Must be in contact with research institutes and maintain friendly relationship with research worker in their related fields so as to be conversant with research programme and findings of these research institutions
2. Familiar with current bibliography and scientific development at home and abroad and its application in their respective field.
3. Conversant with policies and programme and other related agencies to make sure that coordination is achieved.
4. Study present status and trends in particular production fields at the national and regional levels and determine their efficiencies.
5. Represent extension bodies in planning for development of particular community.
6. Prepare and keep up to date report of accomplishments in his field.
7. Help in the preparation of teaching aids such as slide, bulletins etc.
8. Participate in evaluation studies.

### 5.3.2 Qualifications and Functions of Extension Agent

#### Qualifications

1. Should have a degree in agricultural extension. Persons with a degree in agriculture and a liberal training in agricultural extension may be considered.
2. Must show interest in the rural people and their livelihood

#### Functions

The extension agent is the most important single element in achieving the aims and objects of extension Organisation .

The specific requirements and functions of the extension agent are:

1. Live in the area assigned so as to develop friendly farming relationship with their clientele;
2. Freely move and regularly assist farmers in their place of posting;

3. Be 'in contact and cooperate with farmers' community leaders, (cooperative leaders) and local dealer in farm products;
4. Prepare extension programmes and annual plan of work with the help of rural leaders, extension supervisors and subject matter specialist (SMS); and
5. Plan and conduct demonstrations, attend meetings, teaching the farmers how to fill records and send reports to administrators.

### 5.3.4 Office Management in Extension

An office could be referred to as a collection of departments carrying out work clerical in nature. It is an important aspect of the administrative activities of any Organisation . In extension as in any other Organisation , the Organisational pattern determines the office unit and their levels. Four major factors that should be considered in the management of an office are:

1. The personnel;
2. Personnel relation;
3. Productivity; and
4. Physical arrangement

### 5.3.5 Functions of an Extension Office

The overall functions of an extension office are of two folds: •

- (a) Information management; and
- (b) Provision of adequate and suitable work environment

### 5.3.6 Information Management

This involves obtaining, processing and handling of information. Most activities are started, continued, evaluated adjusted or stopped by means of information.

An office may then be looked at as a very important, sophisticated, administrative centre for handling information. It involves the following:

- 1. Obtaining information:** One of the basic functions of an extension office is to receive information from both within and outside extension service. It is also the responsibility of the office to take measures in obtaining information not yet available. This emphasizes the role of the office as the centre of information reception and dissemination.
- 2. Keeping records of information:** Information received or sent out are recorded. Such information includes those from research centres to be made available to the farmers and the response of the farmer to be sent back to the centre.

3. **Preparation of information (processing)** information received is processed and may consist of listing of figures prior to entering into documents, arrangement or processing of statistical data for headquarters and field staff.
4. **Communication:** the information received in the extension office is often communicated to those who need them, particularly the field staff and farmers. Much of these information is communicated verbally one-to-one unmediated, through e-mail, telephone or in writing through circular letters, bulletin etc.
5. **Protection of information:** The information so received and recorded should be guided and protected. There should be adequate security of information just like any other physical assets of the Organisation

### Self-Assessment Exercise

1. List the functions of the extension agent.
2. What is protection of information?

## 5.4 Conclusion

This unit gives us insight to the qualification and function of extension personnel, qualification and function of subject master specialist, qualification and function of extension agent, office management in extension and information management



## 5.5 Summary

In this unit you have learnt, qualification and Function of Extension Personnel, qualification and Function of Subject Master Specialist, qualification and function of extension Agent, office management in extension and information management.



## 5.6 References/Further Readings/Web Resources

Flemming, P. (1989) *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.

Koontz, H & Weihrich, H. (2009). *Essentials of Management: An International Perspective*. Published by Tata, McGraw Hill Education private Limited.

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## 5.7 Possible Answers to Self- Assessment Exercise(s)

### Self-Assessment Exercise

#### 1. List the functions of the extension agent

**Answer:**

1. Live in the area assigned so as to develop friendly farming relationship with their clientele;
2. Freely move and regularly assist farmers in their place of posting;
3. Be 'in contact and cooperate with farmers' community leaders, (cooperative leaders) and local dealer in farm products;
4. Prepare extension programmes and annual plan of work with the help of rural leaders, extension supervisors and subject matter specialist (SMS); and
5. Plan and conduct demonstrations, attend meetings, teaching the farmers how to fill records and send reports to administrators.

2. **Protection of information:** The information so received and recorded should be guided and protected. There should be adequate security of information just like any other physical assets of the Organisation



## UNIT 6 PERSONNEL ADMINISTRATION IN EXTENSION III

### Unit Structure

- 6.1 Introduction
- 6.2 Intended Learning Outcomes
- 6.3 Main Content
  - 6.3.1 Work Environment.
  - 6.3.2 Office Location
  - 6.3.3 Layout
  - 6.3.4 Office Physical Condition
  - 6.3.5 Office Equipment
  - 6.3.6 Responsibility of Agricultural Officer in Office Management
- 6.4 Conclusion
- 6.5 Summary
- 6.6 References/Further Readings/Web Resources
- 6.7 Possible Answers to Self- Assessment Exercise(s)



### 6.2 Introduction

My dear students, I welcome you to Unit 6 of Module 7 of this Course ARD 502 Extension Organisation , Management and Supervision. In the last unit you learnt about qualification and function of extension personnel, qualification and function of subject master specialist, qualification and function of extension Agent, office management in extension and information management.

The work environment is critical in achieving result by the personnel. This unit focuses on the work environment, office location, layout, office physical condition, office equipment and responsibility of agricultural officer in office Management.



### 6.2 Intended Learning Outcome

By the end of this unit, you will be able to:

- explain work environment, office location, layout, office physical condition, office equipment and responsibility of agricultural officer in office Management.



## 6.3 Main Content

### 6.3.1 Work Environment

The work environment is divided into two groups namely:

1. Office location and layout; and
2. Office physical condition

### 6.3.2 Office Location

The site of the office must be carefully located bearing in mind the need to maintain easy contact with branches, work areas etc. The site should be reasonably near and easily accessible to field staff and farmers. The cost of acquisition and preparation of land should be well considered before sitting the office. While every effort is made to erect the office in an area of average cost nevertheless, it is uneconomical to site an office in a poor or inaccessible locality. The office should have potential for expansion to meet the need of the Organisation .

### 6.3.3. Layout

Office layout together with office planning is an important element in the successful operation of an extension office. The following should be taken into consideration:

- i. Departments and rooms should be arranged so that documents handled, flow naturally from one room or department to another, in such a manner that movement is minimized to check loss of time, reduce distraction and thus promote efficiency. In addition, placing and spacing of desk should be taken into account to ensure that passageways are wide enough and free from obstruction. Desks, filing cabinets and other equipment should be placed in proper relation to the windows, and artificial lighting.
- ii. Space should be provided for:
  - a) Waiting rooms;
  - b) Board room and conference room;
  - c) Private room for senior staff;
  - d) Sanitary convenience;
  - e) Data processing; and
  - f) Store
- iii. Accounts must be taken whether to adopt open plan or partition type of floor plan.

The open plan permits easy supervision and coordination of office work but it is characterized with distraction. Ventilation, sanitation, lighting, and temperature should all be considered.

The partition plan ensures privacy but cost more in terms of materials for partitioning. However, the adoptions of any of these floor plans depend on the functional movement or flow of document.

#### **6.3.4. Office Physical Condition**

Physical provisions and condition conducive for efficient performance are essential, these include

- (a) **Lighting:** office workers subjected to eyes strain will suffer from irritability and mental fatigue to the extent that their output and work accuracy will reduce. It is advisable to use natural light. However where not possible, fluorescent light is recommended. Those whose work demands best of lightening should be placed near windows but not facing them.
- (b) **Heating/cooling and ventilation:** suitable temperature must be maintained. High temperature and stuffy atmosphere reduce work efficiency.
- (c) **Cleaning:** There must be a regular cleaning of the office and other facility. This requires a daily programme of work and periodic cleanings of walls, ceilings and blinds.
- (d) **Noise:** excessive noise is distracting and can set up emotional reaction. Every effort should be made to reduce noise to the minimum. Carpets should be fitted to reduce reverberation. Door fittings with hydraulic stands do not bang on closing. Separation of noisy machine, installing double glass window to reduce external noise, will reduce the incidence of noise greatly.

#### **6.3.5 Safety Precautions**

Precaution must be taken to protect staff, buildings and furniture. There should be rules about the use of chairs or swindle chairs, smoking, leaving objects that people might trip over on the floor, leaving fans, light and air condition on at close of work.

#### **6.3.6 Office Equipment**

The quality of office equipment increases the efficiency of employee. Machines have greatly revolutionized office work and made it easy and more interesting to perform. The extension office should be well furnished and equipped with desk, chairs, filing cabinets, tables as well as with computer, scanning and photocopying machines. In selecting office equipment, the agriculture officer should note that expensive

equipment are not necessary the best for any given purpose or situation. More importantly, these equipments should be handled with care and be well maintained.

Extension office as an important administrative centre for obtaining, preparing and preserving information procedure, should be well planned. This is because staff that handle information and other assigned functions can only give their best in a conducive environment. It is also important to organize a filing system (manually or electronically) for correspondences coming in and going out of the office.

### **6.3.7 Responsibility of Agricultural Officer in Office Management**

The agricultural officer heads the department's hierarchy and has a place in the total Organisation structure. Consequently, the agriculture officer has delegated authority and assigned responsibility for carrying out the work of the department and is answerable in that respect to superior officers.

Within the department therefore, the objective of the officer must be maximum efficiency which entails completing the work within the prescribe time, reducing cost as much as possible, achieving a very high level of accuracy. The responsibilities are as follows:

1. To device and implement system of handling work in a routine manner. He must decide on the best ways of dealing with routine work. In other words he must study the routine operation. Make any amendments, which may be necessary and check on the result.
2. To aim at harmonious work, his most difficult task is to handle people. The most difficult system will collapse if there is friction between staff. Hence work must be allocated evenly, and account must be taken of personality characteristics. To achieve this discretion and firmness must be exercised.
3. Responsibility for designing procedures. The procedure establishes the sequence of activities, which are necessary to achieve a clerical objective. A procedure should be planned and implemented. It does not take place by chance.
4. Responsibilities for planning the work environment. The agricultural officer must concern himself with the environmental aspect of the office work in the following areas:

The opportunity to divide the total space available so that:

- i. Each division has an area which is appropriate in size and conducive to its functions

- ii. The areas are in logical relationship with each other.
  - iii. The planning of the layout of each office in such a manner as to contribute to its efficiency.
  - iv. Taking account of human attitude to the work situation.
  - v. The provision of suitable furniture and equipment
  - vi. Maintaining healthy working condition.
5. Responsibilities for general office management. Educate the office worker on the need for being courteous while dealing with farmer) and other individuals.
  6. Plan for a simple but comprehensive system of filing, and be acquainted with its development.
  7. Should encourage office workers to attain state or regional training schools for better skills and better prospect on the job.

### Self-Assessment Exercise

1. What are the responsibilities of agricultural officer.
2. What is the relevance of office location in extension.

## 6.4 Conclusion

This section has helped you to understand the work environment, office location, layout, office physical condition, office equipment and responsibility of agricultural office in office Management.



## 6.5 Summary

In this section, you have learnt about work environment, office location, layout, office physical condition, office equipment and responsibility of agricultural officer in office Management.



## 6.6 References/Further Readings/Web Resources

Flemming, P. (1989). *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural Organisations and Services Branch, Ontario.

Koontz, H. & Weihrich, H. (2009). *Essentials of Management: An International Perspective*. Published by Tata, Mcgraw Hill Education private Limited.

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## 6.7 Possible Answers to Self- Assessment Exercise(s)

### Self-Assessment Exercise

#### 1. What are the responsibilities of agricultural officer

##### Answer:

1. To device and implement system of handling work in a routine manner. He must decide on the best ways of dealing with routine work. In other words he must study the routine operation. Make any amendments, which may be necessary and check on the result.
2. To aim at harmonious work, his most difficult task is to handle people. The most difficult system will collapse if there is friction between staff. Hence work must be allocated evenly, and account must be taken of personality characteristics. To achieve this discretion and firmness must be exercised.
3. Responsibility for designing procedures. The procedure establishes the sequence of activities, which are necessary to achieve a clerical objective. A procedure should be planned and implemented. It does not take place by chance.
4. Responsibilities for planning the work environment.

#### 2. Office location

The site of the office must be carefully located bearing in mind the need to maintain easy content with branches, work areas etc. The site should be reasonably near and easily accessible to field staff and farmers. The cost of acquisition and preparation of land should be well considered before sitting the office. While every effort is made to erect the office in an area of average cost nevertheless, it is uneconomical to site an office in a poor or inaccessible locality. The office should have potential for expansion to meet the need of the Organisation .

## MODULE 8

Unit 1	Leadership
Unit 2	Leadership Styles
Unit 3	Dynamics of Power
Unit 4	Evaluation in Agricultural Extension

### UNIT 1 LEADERSHIP

#### Unit Structure

- 1.1 Introduction
- 1.2 Intended Learning Outcomes
- 1.3 Main Content
  - 1.3.1 Concept of Leader
  - 1.3.2 Concept of Leadership
  - 1.3.3 Functions of Leaders
  - 1.3.4 Characteristics of Leadership
  - 1.3.5 Importance of Leadership
  - 1.3.5 Roles of Leader
  - 1.3.7 Qualities of a Leader
- 1.4 Conclusion
- 1.5 Summary
- 1.6 References/Further Readings/Web Resources
- 1.7 Possible Answers to Self- Assessment Exercise(s)



#### 1.1 Introduction

I welcome you to Unit 1 of Module 8 of this Course ARD 502 Extension organisation, Management and Supervision. In the last unit of Module 7 helped you to understand the work environment, office location, layout, office physical condition, office equipment and responsibility of agricultural office in office Management.

In this unit we shall be looking at leadership as the ability to persuade others to seek defined objectives enthusiastically. It is the human factor which binds a group together and motivates it towards goals. We shall look at leadership from the following points: Concept of leader, concept of leadership, functions of leaders, characteristics of leadership, importance of leadership, roles of leader and qualities of a Leader.





## 1.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- explain the concept of being a Leader
- describe the the concept of Leadership
- list the functions of Leaders
- explain the characteristics of Leadership
- describe the Importance of Leadership
- list the roles of a Leader
- describe the qualities of a Leader.



## 1.3 Main Content

### 1.3.1 Concept of a Leader

Leaders are essentially people who know their goals and have the power to influence the thoughts and actions of others to garner their support and cooperation to achieve these goals. In-case of leaders these goals are rarely personal and generally to serve the larger good. A leader in a group is someone on whom other members of the group look up to, for direction as to what to do and how to do it.

Ever since man was a hunter gatherer and lived in closely knit groups, they had leaders who led the hunting expeditions and took greater risk than the rest of the group members. In turn they were bestowed with larger share of hunting, respect and a higher position in the group. With changing times, how leadership is perceived has also changed, but, it remains an important aspect of social fabric nevertheless.

A leader within any group can emerge through a number of ways viz:

- i. For a start, it is the initiator of the group formation that plays the role of leader.
- ii. Later on, a leader emerges through an election process guided by the agreed group constitution or articles of association.
- iii. The emergence of the leader can also be based on societal norms and values e.g. age and socio-economic status.
- iv. The emergence of a leader may be dictated by the prevailing situation in which case the person who has comparative advantage in dealing with problem situations takes over the leadership of the group in such circumstances.

In general, leadership pattern is evolved around the group goals and objectives. Therefore, a change in the group goals or membership may

result in change of leadership. In essence the leader must possess adequate skills and qualities that will enhance the achievement of the group goals and objectives.

### 1.3.2 Concept of Leadership

Leadership by definition is a pattern of behavior which aims to integrate the interests of the projects with the interests of farmers. Leadership is influence and good leadership should stimulate the farmers to work willingly to achieve the objectives of the group. According to Lassey (1971) "Leadership is clearly a role that leads towards goal achievement, involves interaction and influence, and usually results in some form of changed structure or behavior of groups, organisations or communities." He went ahead to identify two sets of functions that a leader performs, namely: the task functions which must be executed to rationally select and achieve goals; and maintenance functions which are associated with emotional satisfaction and are required to develop and maintain group, community or organisational viability.

### 1.3.3 Functions of Leaders

- i. **Initiating activity:** proposing solutions, suggesting new ideas, providing new definitions of the problems, new attacks on problems or new organisation of materials.
- ii. **Information seeking:** asking for clarification of suggestions, requesting additional information or facts.
- iii. **Information giving:** offering facts or generalizations, relating one's own experience to group problems as illustration.
- iv. **Opinion giving:** stating an opinion or belief about a suggestion (or one of several suggestions), particularly concerning its value rather than its factual basis.
- v. **Elaborating:** clarifying by giving examples or developing meanings, trying to envision how a proposal might work out if adopted.
- vi. **Coordinating:** showing relationships among various ideas or suggestions, trying to pull ideas and suggestions together, trying to draw together activities of various subgroups or members.
- vii. **Summarizing:** pulling together related ideas or suggestions, restating suggestions after the group has discussed them.
- viii. **Testing feasibility:** making application of suggestions to real situations, examining practicality and workability of ideas, evaluating possible decisions.
- ix. **Evaluating:** submitting group decisions or activities to comparison with group plans and set standards, measuring accomplishments against goals and
- x. **Diagnosing:** determining sources of difficulties, appropriate steps to take next, the main block to progress.

Also, the maintenance functions he listed as:

- i. **Encouraging:** being friendly, warm, responsive to others' needs and problems, praising others and recognizing their ideas, agreeing with and accepting contributions of others.
- ii. **Gate-keeping:** trying to make it possible for another member to make contribution to the group; suggesting limited talking time for everyone so that everyone will have a chance to be heard.
- iii. **Standard setting:** expressing standards for the group to use in choosing its content or procedures or in evaluating its decisions, reminding the group to avoid decisions which conflict with group standards.
- iv. **Following:** going along with decisions of the group; somewhat passively accepting ideas of others; serving as audience during group discussions and decision making.
- v. **Expressing group feeling:** sensing and summarizing group feelings; describing group reactions to ideas or solutions.
- vi. **Consensus taking:** tentatively asking for individual members' opinions in order to find out if the group is nearing consensus on a decision.
- vii. **Harmonizing:** mediating, conciliating differences in points of view; making compromise solutions.
- viii. **Tension reducing:** draining off negative feelings by jesting or pouring oil on troubled waters; putting a tense situation into wonder context.

### 1.3.4 Characteristics of Leadership

- i. It is an inter-personal process in which a manager is into influencing and guiding workers towards attainment of goals.
- ii. It denotes a few qualities to be present in a person which includes intelligence, maturity and personality.
- iii. It is a group process. It involves two or more people interacting with each other.
- iv. A leader is involved in shaping and moulding the behaviour of the group towards accomplishment of organisational goals.
- v. Leadership is situation bound. There is no best style of leadership. It all depends upon tackling with the situations.

### 1.3.5. Importance of Leadership

Leadership is an important function of management which helps to maximize efficiency and to achieve organisational goals. The following points justify the importance of leadership in a concern.

- i. **Initiates action-** Leader is a person who starts the work by communicating the policies and plans to the subordinates from where the work actually starts.

- ii. **Motivation-** A leader proves to be playing an incentive role in the concern's working. He motivates the employees with economic and non-economic rewards and thereby gets the work from the subordinates.
- iii. **Providing guidance-** A leader has to not only supervise but also play a guiding role for the subordinates. Guidance here means instructing the subordinates the way they have to perform their work effectively and efficiently.
- iv. **Creating confidence-** Confidence is an important factor which can be achieved through expressing the work efforts to the subordinates, explaining them clearly their role and giving them guidelines to achieve the goals effectively. It is also important to hear the employees with regards to their complaints and problems.
- v. **Building morale-** Morale denotes willing co-operation of the employees towards their work and getting them into confidence and winning their trust. A leader can be a morale booster by achieving full co-operation so that they perform with best of their abilities as they work to achieve goals.
- vi. **Builds work environment-** Management is getting things done from people. An efficient work environment helps in sound and stable growth. Therefore, human relations should be kept into mind by a leader. He should have personal contacts with employees and should listen to their problems and solve them. He should treat employees on humanitarian terms.
- vii. **Co-ordination-** Co-ordination can be achieved through reconciling personal interests with organisational goals. This synchronization can be achieved through proper and effective co-ordination which should be primary motive of a leader.

### 1.3.6 Role of a Leader

Following are the main roles of a leader in an organisation:

- i. **Required at all levels-** Leadership is a function which is important at all levels of management. In the top level, it is important for getting co-operation in formulation of plans and policies. In the middle and lower level, it is required for interpretation and execution of plans and programmes framed by the top management. Leadership can be exercised through guidance and counseling of the subordinates at the time of execution of plans.
- ii. **Representative of the organisation-** A leader, i.e., a manager is said to be the representative of the enterprise. He has to represent the concern at seminars, conferences, general meetings, etc. His role is to communicate the rationale of the enterprise to outside

- public. He is also representative of the own department which he leads.
- iii. **Integrates and reconciles the personal goals with organisational goals-** A leader through leadership traits helps in reconciling/ integrating the personal goals of the employees with the organisational goals. He is trying to co-ordinate the efforts of people towards a common purpose and thereby achieves objectives. This can be done only if he can influence and get willing co-operation and urge to accomplish the objectives.
  - iv. **He solicits support-** A leader is a manager and besides that he is a person who entertains and invites support and co-operation of subordinates. This he can do by his personality, intelligence, maturity and experience which can provide him positive result. In this regard, a leader has to invite suggestions and if possible implement them into plans and programmes of enterprise. This way, he can solicit full support of employees which results in willingness to work and thereby effectiveness in running of a concern.
  - v. **As a friend, philosopher and guide-** A leader must possess the three dimensional traits in him. He can be a friend by sharing the feelings, opinions and desires with the employees. He can be a philosopher by utilizing his intelligence and experience and thereby guiding the employees as and when time requires. He can be a guide by supervising and communicating the employees the plans and policies of top management and secure their co-operation to achieve the goals of a concern. At times he can also play the role of a counselor by counseling and a problem-solving approach. He can listen to the problems of the employees and try to solve them.

### 1.3.7 Qualities of a Leader

A leader has got multidimensional traits in him which makes him appealing and effective in behaviour. The following are the requisites to be present in a good leader:

- i. **Physical appearance-** A leader must have a pleasing appearance. Physique and health are very important for a good leader.
- ii. **Vision and foresight-** A leader cannot maintain influence unless he exhibits that he is forward looking. He has to visualize situations and thereby has to frame logical programmes.
- iii. **Intelligence-** A leader should be intelligent enough to examine problems and difficult situations. He should be analytical who weighs pros and cons and then summarizes the situation. Therefore, a positive bent of mind and mature outlook is very important.

- iv. **Communicative skills-** A leader must be able to communicate the policies and procedures clearly, precisely and effectively. This can be helpful in persuasion and stimulation.
- v. **Objective-** A leader has to be having a fair outlook which is free from bias and which does not reflect his willingness towards a particular individual. He should develop his own opinion and should base his judgement on facts and logic.
- vi. **Knowledge of work-** A leader should be very precisely knowing the nature of work of his subordinates because it is then he can win the trust and confidence of his subordinates.
- vii. **Sense of responsibility-** Responsibility and accountability towards an individual's work is very important to bring a sense of influence. A leader must have a sense of responsibility towards organisational goals because only then he can get maximum of capabilities exploited in a real sense. For this, he has to motivate himself and arouse and urge to give best of his abilities. Only then he can motivate the subordinates to the best.
- viii. **Self-confidence and will-power-** Confidence in himself is important to earn the confidence of the subordinates. He should be trustworthy and should handle the situations with full will power
- ix. **Humanist-** This trait to be present in a leader is essential because he deals with human beings and is in personal contact with them. He has to handle the personal problems of his subordinates with great care and attention. Therefore, treating the human beings on humanitarian grounds is essential for building a congenial environment.
- x. **Empathy-** It is an old adage "Stepping into the shoes of others". This is very important because fair judgement and objectivity comes only then. A leader should understand the problems and complaints of employees and should also have a complete view of the needs and aspirations of the employees. This helps in improving human relations and personal contacts with the employees.

#### Self-Assessment Exercise

1. A leader within any group can emerge through a number of ways. Discuss.
2. Differentiate between sense of responsibility and self-confidence.

#### 1.4 Conclusion

Leadership is very pivotal in the success of extension organisation and from the qualities present in a leader, one can understand the scope of leadership and its importance for scope of agricultural extension

organisation. A leader cannot have all traits at one time. But a few of them helps in achieving effective results.



## 1.5 Summary

In this unit you have learnt, Concept of leader, concept of leadership, functions of leaders, characteristics of leadership, importance of leadership, roles of leader and qualities of a Leader.



## 1.6 References/Further Readings/Web Resources

Flemming, P. (1989). *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural organisations and Services Branch, Ontario.

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Michael, C.M. (2011). Agricultural Administration organisation and Supervision. Agricultural Extension in Nigeria. A Publication of Agricultural Society of Nigeria. Pp 245—269.

Waldron, M. W., J. Vsanthakumar, & S. Arulraj (1997). Improving the organisation and management of extension. In: B. E. Swanson (Ed.). *Improving Agricultural Extension — A Reference Manual. Food and Agriculture organisation of the United Nations*, Rome, pp. 115 — 126.



## 1.7 Possible Answers to Self- Assessment Exercise(s)

### Self-Assessment Exercise

- 1. A leader within any group can emerge through a number of ways. Discuss.**

**Answer:**

- i. For a start, it is the initiator of the group formation that plays the role of leader.
- ii. Later on, a leader emerges through an election process guided by the agreed group constitution or articles of association.
- iii. The emergence of the leader can also be based on societal norms and values e.g. age and socio-economic status.
- iv. The emergence of a leader may be dictated by the prevailing situation in which case the person who has comparative advantage in dealing with problem situations takes over the leadership of the group in such circumstances.

- 2. Sense of responsibility-** Responsibility and accountability towards an individual's work is very important to bring a sense of influence. A leader must have a sense of responsibility towards organisational goals because only then he can get maximum of capabilities exploited in a real sense. For this, he has to motivate himself and arouse and urge to give best of his abilities. Only then he can motivate the subordinates to the best.

**Self-confidence and will-power-** Confidence in himself is important to earn the confidence of the sub-ordinates. He should be trustworthy and should handle the situations with full will power



## UNIT 2 LEADERSHIP STYLES

### Unit Structure

- 2.1 Introduction
- 2.2 Intended Learning Outcomes
- 2.3 Main Content
  - 2.3.1 Leadership Styles
  - 2.3.2 Leadership Styles II
  - 2.3.3 Tips for Selecting Leadership Styles
  - 2.3.4 Leadership Brand
  - 2.3.5 Extension organisational Leadership
  - 2.3.6 Leadership Ethics- Traits of an Ethical Leader
  - 2.3.7 Leadership Development
  - 2.3.8 Traits of Effective Leadership
- 2.4 Conclusion
- 2.5 Summary
- 2.6 References/Further Readings/Web Resources
- 2.7 Possible Answers to Self- Assessment Exercise(s)



### 2.1 Introduction

My dear students, I welcome you to Unit 2 of Module 8 of this Course ARD 502 Extension organisation, Management and Supervision. In the last unit we learnt that leadership is very pivotal in the success of extension organisation and from the qualities present in a leader, one can understand the scope of leadership and its importance for scope of agricultural extension organisation. A leader cannot have all traits at one time. But a few of them helps in achieving effective results.

This unit continue on leadership and basically focuses on the leadership styles, tips of selecting leadership styles, leadership brand, and extension organisational leadership, leadership ethics- traits of an ethical leader, leadership development and traits of effective leadership.



### 2.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- explain leadership styles
- list Tips of selecting leadership styles
- describe leadership brand
- describe extension organisational leadership
- explain leadership ethics- traits of an ethical leader

- Leadership development and
- Traits of effective leadership.



## 2.3 Main Content

### 2.3.1 Leadership Styles

Leadership styles refer to ways and manners in which a leader approaches his responsibility of providing leadership in the group. The first school identified four basic leadership styles viz:

**i. Directing** – The leadership provides specific instructions and closely supervises task accomplishment.

The leader performs the following tasks:

- problem identification
- goal setting and role definition
- development of action plan
- control decision-making process
- determine solutions and communicate to members
- supervise and evaluate the work of members

In essence, the leader engages largely in one-way communication. This style is appropriate in situations where members are inexperienced and when a major organisational change is being introduced.

**ii. Coaching** – The leadership directs and closely supervises tasks accomplishment but also explains decisions, solicit suggestions and support progress.

The leader performs the following tasks:

- problem identification and goal setting
- decide actions to be taken
- develop action plan, then consult members
- explain decisions and solicit ideas from members
- support and praise members initiatives
- make final decision about procedures and solutions after hearing members ideas
- evaluate the work

The leader allows for some form of two-way communication. The style is most appropriate where the group members have some competence in doing the work of the group and when members have little skills but wrong attitudes to work.

**iii. Supporting** – The leadership in this case facilitates and supports member's effort towards task accomplishment and shares responsibility for decision-making with them.

Here, the leader performs the following tasks:

- involves members in problem identification and goal setting
- share responsibility for problem solving and decision-making with members
- listen and facilitate members' problem solving and decision-making.
- provides assurance, support and ideas if requested by members on the job
- evaluate work jointly with members

The style is more appropriate when members have skills but lack confidence.

**iv. Delegating** – The leadership turn over responsibility for decision-making and problem-solving to members.

The leaders perform the following tasks:

- define problems and set goals together with members.
- Allow members to develop action plan and control decision-making process
- Monitor the work periodically
- allow members to take responsibility and receive credit for their actions
- allow members to evaluate themselves.

This style is most appropriate when members are highly competent and committed to the tasks required for the job.

### 2.3.2 Leadership Styles II

The second school of thought recognizes four styles of leadership which are given as autocratic, democratic, laissez faire and bureaucratic leadership. The placement of leaders' behavior or characteristics into any of these styles can be determined by using four factors as measuring yard sticks.

- i. Process of determining group policy and direction,
- ii. Mode of distributing work or tasks among group members,
- iii. Degree of leader's participation in direct work accomplishment,
- iv. Motivation and reward/sanction giving.

Most recently, the concept of situational leadership has emphasized that there is no style that is best for all situations. The most appropriate style

is determined by the needs of the people being led based on their level of competence and commitment to the tasks of the job.

All leaders do not possess same attitude or same perspective. Thus, all of the leaders do not get the things done in the same manner. Their style varies. The leadership style varies with the kind of people the leader interacts and deals with. A perfect/standard leadership style is one which assists a leader in getting the best out of the people who follow him.

- i. **Autocratic leadership style:** In this style of leadership, a leader has complete command and hold over their employees/team. The team cannot put forward their views even if they are best for the team's or organisational interests. They cannot criticize or question the leader's way of getting things done. The leader himself gets the things done. The advantage of this style is that it leads to speedy decision-making and greater productivity under leader's supervision. Drawbacks of this leadership style are that it leads to greater employee absenteeism and turnover. This leadership style works only when the leader is the best in performing or when the job is monotonous, unskilled and routine in nature or where the project is short-term and risky.
- ii. **The Laissez Faire Leadership Style:** Here, the leader totally trusts their employees/team to perform the job themselves. He just concentrates on the intellectual/rational aspect of his work and does not focus on the management aspect of his work. The team/employees are welcomed to share their views and provide suggestions which are best for organisational interests. This leadership style works only when the employees are skilled, loyal, experienced and intellectual.
- iii. **Democratic/Participative leadership style:** The leaders invite and encourage the team members to play an important role in decision-making process, though the ultimate decision-making power rests with the leader. The leader guides the employees on what to perform and how to perform, while the employees communicate to the leader their experience and the suggestions if any. The advantages of this leadership style are that it leads to satisfied, motivated and more skilled employees. It leads to an optimistic work environment and also encourages creativity. This leadership style has the only drawback that it is time-consuming.
- iv. **Bureaucratic leadership:** Here the leaders strictly adhere to the organisational rules and policies. Also, they make sure that the employees/team also strictly follows the rules and procedures. Promotions take place on the basis of employees' ability to adhere to organisational rules. This leadership style gradually develops over time. This leadership style is more suitable when safe work conditions and quality are required. But this leadership

style discourages creativity and does not make employees self-contented.

### 2.3.3 Tips of Selecting Leadership Style

Here are some tips while selecting leadership strategy/style:

- i. A leader must be aware of his/her personality traits and those of his team members/followers to understand which leadership style will be most effective.
- ii. A leader may not adopt a consistent leadership all through his / her career. Situational Leadership helps addressing varied needs / expectations of the followers as he the leader adopts a strategy based on a situation he / she is in. In case a leader has a self-reliant team, he needs to be using a directive leadership style or lead from the front. He could instead delegate and provide inputs where necessary.
- iii. A common mistake especially a lot of new leaders make is to copy established / well know leaders. Remember, each situation is unique and so are the followers. A leadership style which may be suited to a well-known leader may not be appropriate for your team. Make no mistake here - do not try and imitate other leaders.
- iv. A leader will never be afraid of trying new approach to solve a work problem or address a conflicting situation. It is quite a possibility that a leader adopts a style that is not by the book.
- v. A leader must keep enhancing his / her leadership skills. While on the job experience matters a lot, getting enrolled into leadership courses after detailed evaluation of the program and feedback of the participants will help implementing a leadership style more effectively.

### 2.3.4 Leadership Brand

Every leader has a personal leadership brand which might be carefully cultivated or intuitively perceived by leaders themselves and their followers. A personal leadership brand is an exclusive and a specific approach of a leader to address challenges and manage his/her transactions with their subordinates or followers. The best part of having a leadership brand is that it allows the flexibility to the leaders to define their own leadership objectives and then position themselves appropriately as per the need and situation. It is essential for a leader to practice his/her leadership brand in thoughts and actions. How can a leader build up a leadership brand if they do not have one already. A leadership brand helps distinguish leaders and also outlines their approach, values, beliefs etc.

- i. The first step definitely is identifying and establishing the results one wants to achieve by the end of a specific time period with a focus on preserving the interests of key stakeholders.

- ii. The second step becomes those distinguishing features with which one wants to be known as a leader. For e.g. one might identify drive for result as one's core strength area and can create a leadership brand based on the same
- iii. The next step becomes defining your identity. One might chose two or three word phrases to define their approach to leadership like Innovating to Excel e.t.c.
- iv. The last step becomes coming up with a leadership statement which conjuncts what one wants to be known for and what one wants to achieve

It is also important for leaders to check their leadership brand with seniors, subordinates and other stake-holders to understand their expectations from the role; and if any disconnect is pointed out, it needs to be incorporated.

Apart from the above aspects, leaders need to role model themselves and redefine their perceptions and ambitions to encompass the entire institution, which they represent. A leader needs to put the interests of the organisation and stakeholders before his/her personal ambition and goals and strive to create success which is sustainable and does not need their constant presence.

The leaders need to understand that a personal leadership brand cannot be created overnight but credibility is earned the hard way, through years of perseverance. Once a leadership brand is created, its acceptance and stability is established only after results are achieved. So, if a leader identifies certain goals but fails to achieve them, there are no takers for that leadership brand, similarly if a leader displays behaviors contradictory to what is outlined by his brand values, then also the credibility and respect of the brand is lost.

### **2.3.5 Extension organisational Leadership**

organisations need strong leadership for optimum effectiveness. Leadership, as we know, is a trait which is both inbuilt and can be acquired also. organisational leadership deals with both human psychology as well as expert tactics. organisational leadership emphasizes on developing leadership skills and abilities that are relevant across the organisations. It means the potential of the individuals to face the hard times in the industry and still grow during those times. It clearly identifies and distinguishes the leaders from the managers. The leader should have potential to control the group of individuals.

An ideal organisational leader should not dominate over others. He should guide the individuals under him, give them a sense of direction to

achieve organisational goals successfully and should act responsibly. He should be optimistic for sure. He should be empathetic and should understand the need of the group members. An organisational leader should not only lead others individually but also manage the actions of the group.

Individuals who are highly ambitious, have high energy level, an urge to lead, self-confidence, intelligence, have thorough knowledge of job, are honest and flexible are more likely to succeed as organisational leaders. Individuals who learn the organisational leadership develop abilities and skills of teamwork, effective communication, conflict resolution, and group problem solving techniques. organisational leaders clearly communicate organisational mission, vision and policies; build employees morale, ensure efficient business operations; help employees grow professionally and contribute positively towards organisations mission.

### **Tips for Effective organisational Leadership**

- i. A leader must lead himself, only then he can lead others. He must be committed on personal and professional front, and must be responsible. He must be a role model for others and set an example for them.
- ii. A leader must boost up the morale of the employees. He should motivate them well so that they are committed to the organisation. He should be well acquainted with them, have concern for them and encourage them to take initiatives. This will result in more efficient and effective employees and ensure organisational success.
- iii. A leader must work as a team. He should always support his team and respect them. He should not hurt any employee. A true leader should not be too bossy and should not consider him as the supreme authority. He should realize that he is part of the organisation as a whole.

organisational leadership involves all the processes and possible results that lead to development and achievement of organisational goals. It includes employees' involvement, genuineness, effective listening and strategic communication.

### **2.3.6 Leadership Ethics - Traits of an Ethical Leader**

Ethics refer to the desirable and appropriate values and morals according to an individual or the society at large. Ethics deal with the purity of individuals and their intentions. Ethics serve as guidelines for analyzing “what is good or bad” in a specific scenario. Correlating ethics with

leadership, we find that ethics is all about the leader's identity and the leader's role.

Ethical theories on leadership talk about two main things:

- i. The actions and behaviour of leaders; and
- ii. The personality and character of leaders.

It is essential to note that "Ethics are an essential to leadership". A leader drives and influences the subordinates / followers to achieve a common goal, be it in case of team work, organisational quest, or any project. It is an ethical job of the leader to treat his subordinates with respect as each of them has unique personality. The ethical environment in an organisation is built and developed by a leader as they have an influential role in the organisation and due to the fact that leaders have an influence in developing the organisational values.

**An effective and ethical leader has the following traits/characteristics:**

- i. **Dignity and respectfulness:** He respects others. An ethical leader should not use his followers as a medium to achieve his personal goals. He should respect their feelings, decision and values. Respecting the followers implies listening effectively to them, being compassionate to them, as well as being liberal in hearing opposing viewpoints. In short, it implies treating the followers in a manner that authenticate their values and beliefs.
- ii. **Serving others:** He serves others. An ethical leader should place his follower's interests ahead of his interests. He should be humane. He must act in a manner that is always fruitful for his followers.
- iii. **Justice:** He is fair and just. An ethical leader must treat all his followers equally. There should be no personal bias. Wherever some followers are treated differently, the ground for differential treatment should be fair, clear, and built on morality.
- iv. **Community building:** He develops community. An ethical leader considers his own purpose as well as his followers' purpose, while making efforts to achieve the goals suitable to both of them. He is considerate to the community interests. He does not overlook the followers' intentions. He works harder for the community goals.
- v. **Honesty:** He is loyal and honest. Honesty is essential to be an ethical and effective leader. Honest leaders can be always relied upon and depended upon. They always earn respect of their followers. An honest leader presents the fact and circumstances truly and completely, no matter how critical and harmful the fact may be. He does not misrepresent any fact.



It is essential to note that leadership is all about values, and it is impossible to be a leader if you lack the awareness and concern for your own personal values. Leadership has a moral and ethical aspect. These ethics define leadership. Leaders can use the above mentioned traits as yardsticks for influencing their own behaviour.

### **2.3.7 Leadership Development**

Leadership development entails nurturing, encouraging, incubating, and mentoring prospective leaders. In many organisations, the human relation department in conjunction with senior management identifies potential leaders or fast trackers who are capable and ensures that they are motivated and encouraged to give their best. This form of mentoring and coaching of future leaders happens through organisational commitment to their development that includes sending them to specialized training programs, making them attend targeted workshops, and taking them to resorts and getaways with the express purpose of ensuring that these prospective leaders get all the encouragement and strategies to groom them into senior level positions.

It needs to be remembered that leadership development is not only about the organisational need for grooming prospective leaders but also to do with the candidates themselves showing the inclination and the aptitude to be groomed as leaders.

The point here is that leadership development is a two-way process that is symbiotic with both the organisation and the candidate showing interest in mutual success. Only when both sides are keen on helping each other grow can true organisational development take place. It needs to be mentioned that leadership in the current turbulent business landscape is a combination of traits and vision and hence potential leaders ought to have that rare combination of business acumen and risk taking along with visionary ideas with integrity. Hence, these traits should be spotted and then adequate environmental support given so that leaders are groomed appropriately.

Leadership development is as much about traits as it is with experience and this is where the role of the mentors appears. Existing senior management leaders can help potential leaders perform better and give them tips and insights into how the business world operates so that they have an idea about how they have to respond to tricky and thorny issues. The point about real world experience is that many potential leaders might have the necessary traits and ambition but lack the insights into what makes for a successful leader in the real world. This is where the experience of the senior leaders in organisations helps as they can

provide valuable guidance to the potential leaders on how to address tricky real world problems.

Finally, leadership development entails commitment, patience, and skill and unless the potential leaders are committed to stay with the organisation for an extended period, there is no point in grooming them. Though many organisations have moved away from making the employees sign bonds, they still groom only those employees who have been with them for a while and who, in their estimation, are going to stick with the company for a longer term.

### **2.3.8 Traits of Effective Leadership**

They are traits that make for effective leadership and separates leaders from followers. The three traits that are discussed here are character, vision, and relationship effectiveness. It needs to be mentioned that these three are not the only traits but more like these traits are essential to leadership. In other words, these traits are necessary but not exhaustive.

- i. Character of the leaders is important as it defines who they are, what they will do, and what they would not do, and what they stand for. In other words, the individuals who have their values and beliefs in deep-rooted ways would be able to withstand the pressures and tests of their values and principles. Since leadership is all about being the final decision maker, it is important for the leaders to be committed to principle and be driven by values instead of merely pursuing the bottom line. Hence, the first trait of effective leadership is the strength of character that leaders have.
- ii. The next trait of effective leadership is the ability to be a visionary and have a sense of future possibilities. The point here is that leaders are individuals whom the followers look up to guide them towards the future and hence leaders ought to have visionary capabilities to actualize this need. The essence of 21st century leadership is not only about peering into the future but also making the future a place for the organisation to thrive and succeed. In other words, leaders are those individuals who are not threatened by the future and instead like the legendary mythological prophets in every religion can show pathways to the future which the followers can follow.
- iii. The third trait is how effective the leaders are in personal relationships. Since most leaders realize that, the whole game of life is all about people and the relationships that one builds with those whom one encounters; effectiveness in personal relationships distinguishes the true leaders from the rest. Though this does not mean that leaders need only charisma or be a

people's person, the point here is that by nurturing and incubating relationships, the leaders can prove that their behavior towards others and the effectiveness, which they display in their relationships, pervades the whole organisation and infects others positively to do the same.

### Self-Assessment Exercise

1. Describe the tips for effective organisational leadership.
2. Ethical theories on leadership talk about two main things, mention them.

## 2.4 Conclusion

This section has helped you to understand leadership styles, tips of selecting leadership styles, leadership brand, extension organisational leadership, leadership ethics- traits of an ethical leader, leadership development and traits of effective leadership. Finally, it needs to be noted that leaders must find the organisations that they are comfortable in and hence their characteristics and the organisational DNA must be aligned to create a winning combination. After all, one can be the right person for the wrong job and the wrong person for the right job and what matters is whether one is the right person for the right job.



## 2.5 Summary

In this section, you have learnt about leadership styles, tips of selecting leadership styles, leadership brand, and extension organisational leadership, leadership ethics- traits of an ethical leader, leadership development and traits of effective leadership.



## 2.6 References/Further Readings/Web Resources

- Flemming, P. (1989). *Strategic Planning: Fact Sheet*. Ministry of Agriculture and Food, Rural organisations and Services Branch, Ontario.
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## 2.7 Possible Answers to Self- Assessment Exercise(s)

### Self-Assessment Exercise

#### 1. Describe the tips for effective organisational leadership

##### Answer:

- i. A leader must lead himself, only then he can lead others. He must be committed on personal and professional front, and must be responsible. He must be a role model for others and set an example for them.
- ii. A leader must boost up the morale of the employees. He should motivate them well so that they are committed to the organisation. He should be well acquainted with them, have concern for them and encourage them to take initiatives. This will result in more efficient and effective employees and ensure organisational success.
- iii. A leader must work as a team. He should always support his team and respect them. He should not hurt any employee. A true leader should not be too bossy and should not consider him as the supreme authority. He should realize that he is part of the organisation as a whole.

#### 2. Ethical theories on leadership talk about two main things:

- i. The actions and behaviour of leaders; and
- ii. The personality and character of leaders.

## UNIT 3 DYNAMICS OF POWER

### Unit Structure

- 3.1 Introduction
- 3.2 Intended Learning Outcomes
- 3.3 Main Content
  - 3.3.1 Power in Extension Organisation
  - 3.3.2 Power of a Group Leader
  - 3.3.3 Power and the Leader
  - 3.3.4 Leader, Power and Politics
- 3.4 Conclusion
- 3.5 Summary
- 3.6 References/Further Readings/Web Resources
- 3.7 Possible Answers to Self- Assessment Exercise(s)



### 3.1 Introduction

My dear students, I welcome you to Unit 3 of Module 8 of this Course ARD 502 Extension organisation, Management and Supervision. In the last unit we discussed Concept of leader, concept of leadership, functions of leaders, characteristics of leadership, importance of leadership, roles of leader, qualities of a Leader, leadership styles, tips of selecting leadership styles, leadership brand, and extension organisational leadership, leadership ethics- traits of an ethical leader, leadership development and traits of effective leadership. In this unit we want to look at the dynamics of power under the following, power in extension organisation, power of a group leader, power of the leader and leader, power and politics.



### 3.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- Power in extension organisation
- Power of a group leader
- Power of the leader
- Leader, power and politics.



### 3.3 Main Content

#### 3.3.1 Power in extension organisation

Power has been an important aspect of human civilization since time immemorial. Power might be physical, political or social. In the context of extension organisation as well, power dynamics tend to influence decisions and people transactions heavily. So defining power can be difficult as it is understood and interpreted in several ways however power can definitely not be called a force which gets you what you want. Power basically emanates from position or authority which can influence people both positively and negatively.

For simplicity and understanding purposes power is usually classified into following categories:

- i. **Coercive Power-** This kind of power involves the usage of threat to make people do what one desires. In the organisational set up, it translates into threatening someone with transfer, firing, demotions etc. It basically forces people to submit to one's demand for the fear of losing something.
- ii. **Reward Power-** As the name suggests, this type of power uses rewards, perks, new projects or training opportunities, better roles and monetary benefits to influence people. However an interesting aspect of this type of power is that, it is not powerful enough in itself, as decisions related to rewards do not rest solely with the person promising them, because in organisations, a lot of other people come into play like senior managers and board.
- iii. **Legitimate Power-** This power emanates from an official position held by someone, be it in an organisation, bureaucracy or government etc. The duration of this power is short lived as a person can use it only till the time he/she holds that position, as well as, the scope of the power is small as it is strictly defined by the position held.
- iv. **Expert Power- :** Leaders have expert power when their members' attribute knowledge and expertise to them. They are regarded as knowing what they are doing. Leaders who have demonstrated competence to implement, analyze, evaluate and control group tasks are often seen as knowledgeable in their jobs and they acquire expert power. This is a personal kind of power which owes its genesis to the skills and expertise possessed by an individual, which is of higher quality and not easily available. In such a situation, the person can exercise the power of knowledge to influence people. Since, it is very person specific and skills can be enhanced with time; it has more credibility and respect.

- v. **Legitimate Power:** This form of power is vested in the leader's position in the organisational hierarchy. It is often referred to as "delegated authority". Once the leader is away, the person next to him or vice-chairman takes over.
- vi. **Information Power:** This derives from the possession of the critical information necessary for group functioning. It is secured when access to the critical information is gained. This form of organisational power may be unrelated to the actual group position.
- vii. **Referent Power-** Is based on the followers' identification with the leader. If the followers like the leader, the leader's power is greater than if they are indifferent about the leader. Leaders with charisma, reputation for fairness or "winning" personalities commonly hold referent power. This is a power wielded by celebrities and film stars as they have huge following amongst masses who like them, identify with them and follow them. Hence, they exert lasting influence on a large number of people for a large number of decisions; like from what car to buy to which candidate to choose for a higher office in the country.

So, power can be defined in a number of ways however what is important is the usage of the power by people who possess it. Within the organisational context the power dynamics and equations need to be carefully managed as they have a huge impact on the motivation and engagement level of employees. It also defines the organisation's culture in general and people transactions within the organisation in particular. A very hierarchy and power driven organisation finds it difficult to accommodate new and innovative ideas, any change is vehemently refused, egos clash and lesser opportunities are made available for the high performers, thus delaying organisational growth. On the other hand, in an organisation which is flat in structure, people are encouraged to innovate and explore, thus bringing in new concepts and ideas to accelerate organisational growth and expansion.

### 3.3.2 Power of a Group Leader

The group leader at meetings or any type of group activities exercises power in discharging her/his duties. Her/his success hinges on the way he uses various types of power while offending less and less those she/he bosses, those who boss her/him and those who are her/his colleagues. In this case, power is defined as the leader's ability to influence, persuade or move any member/person to one's own point of view.

### 3.3.3 Power and the Leader

Depending on the individual, and the situation, a leader can possess varying amounts of all the sources of power. The question that arises is: Are there any types of power that the effective leader can rely on consistently? Are there any types that a leader should avoid using?

Although any answer may be tempered by the specifics of the situation, research shows that coercive power brings great resistance from the members but that they will comply if this power is very strong. People tend to like legitimate power better than coercive power. Additionally, they like expert power, and the leader who proves to be an expert on one task is likely to find an increase in his or her ability to exert influence on a subsequent task.

### 3.3.4 Leader, Power and Politics

Politics and power are inter-twined. Politics can be defined as the management of influence to obtain ends not sanctioned by the group or to obtain sanctioned ends through non-sanctioned means. In other words, politics refer to any behavior by a group member that is self-serving.

Given that political behavior is self-serving, politics in the groups can be described as focusing at “intent” and “means”. The intent relate to the salient intentions or objectives that groups wish to pursue and the means related to how these objectives are to be achieved. The means are closely related to formal and informal relationships and the use of power.

#### Self-Assessment Exercise

- |  |
|--|
| <ol style="list-style-type: none"><li>1. Differentiate between coercive and reward power.</li><li>2. What is legitimate power?</li></ol> |
|--|

### 3.4 Conclusion

This unit gives us insight to understand that real power is influence, and it increases as we offer more support to others. Being powerful is more about giving support than getting support. Contrary to what you may have thought about power, service is the highest form of leadership. Serving others is a key to sustainable growth. And it creates the kind of influence that truly powerful people wield, the kind that resonates and uplifts.



### 3.5 Summary



In this unit you have learnt the dynamics of power under the following: power in extension organisation, power of a group leader, power of the leader and leader, power and politics.



### **3.6 References/Further Readings/Web Resources**

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### 3.7 Possible Answers to Self- Assessment Exercise(s)

#### Self-Assessment Exercise

##### 1 Differentiate between coercive and reward power.

###### Answer:

- i. Coercive Power-** This kind of power involves the usage of threat to make people do what one desires. In the organisational set up, it translates into threatening someone with transfer, firing, demotions etc. It basically forces people to submit to one's demand for the fear of losing something.
  - ii. Reward Power-** As the name suggests, this type of power uses rewards, perks, new projects or training opportunities, better roles and monetary benefits to influence people. However an interesting aspect of this type of power is that, it is not powerful enough in itself, as decisions related to rewards do not rest solely with the person promising them, because in organisations, a lot of other people come into play like senior managers and board.
- 2. Legitimate Power:** This form of power is vested in the leader's position in the organisational hierarchy. It is often referred to as "delegated authority". Once the leader is away, the person next to him or vice-chairman takes over.

## UNIT 4    EVALUATION                    IN                    AGRICULTURAL EXTENSION

### Unit Structure

- 4.1 Introduction
- 4.2 Intended Learning Outcomes
- 4.3 Main Content
  - 4.3.1 Concept of Evaluation
  - 4.3.2 Evaluation in Agricultural Extension organisation
  - 4.3.3 Reasons for conducting Evaluation
  - 4.3.4 Evaluation of Different Agricultural Extension Methods
  - 4.3.5 Major Consideration of Evaluation
  - 4.3.6 Elements of Evaluation
- 4.4 Conclusion
- 4.5 Summary
- 4.6 References/Further Readings/Web Resources
- 4.7 Possible Answers to Self- Assessment Exercise(s)



### 4.1 Introduction

My dear students, I welcome you to Unit 3 of Module 8 of this Course ARD 502 Extension organisation, Management and Supervision. In the last unit we learnt that evaluation means different things to different people, to some, it means determining the extent to which extension programme is achieving the goals and objectives it is set out to achieve and others, it means judging the merits and worth of a programme. In this unit we will be looking at the following: Concept of evaluation, evaluation in agricultural extension organisation, reasons for conducting evaluation, evaluation of different agricultural extension methods, major consideration of evaluation and elements of evaluation.



### 4.2 Intended Learning Outcomes

By the end of this unit, you will be able to:

- Explain the concept of evaluation
- Evaluate agricultural extension organisation
- List reasons for conducting evaluation
- Evaluate the different agricultural extension methods
- Explain the major consideration of Evaluation
- List the elements of evaluation.



## 4.3 Main Content

### 4.3.1 Concept of Evaluation

Evaluation is an important and integral part of extension programming. The term 'evaluation' has been defined by several authors within a wide range of disciplines. Just as there is no one definition for evaluation, there is no single correct way to evaluate that it is best suited for all situations. It is likely that a particular evaluation approach using certain methods and techniques will provide better answers to specific questions than some other approaches. Evaluation is the systematic acquisition and assessment of information to provide useful feedback about some object. Evaluation refers to the activities of systematically collecting, analyzing and reporting information that can then be used to change attitudes or to improve the operation of a project or programme. The term systematic stipulates that the activities must be planned. Evaluation is the assignment of worth and value according to a set of criteria and standards which can be either explicit or implicit. Evaluation is the process of providing reliable, valid, relevant and useful information to decision makers about the operation and effects of social programmes or other institutional effects.

### 4.3.2 Evaluation in Agriculture Extension

- i. That evaluation should promote learning and understanding of process and impacts
- ii. That it must complement any other evaluation activities taking place within the department, such as routine cost–benefit analysis
- iii. That data collection and analysis should only occur when the findings can be and are used.
- iv. Evaluation establishes criteria for judging the progress.
- v. Evaluation help in determining the cost benefit activities. It enables the evaluator to measure progress in term of money spent on it.
- vi. It provides data how the public money is being spent.
- vii. Evaluation makes available in written form, results of the programme for general public use. Effective evaluation of the programme will always emphasize on sharing results with the interesting individuals.
- viii. Evaluation avoids waste of time and money in the programme and promotes general efficiency.
- ix. Participatory learning and action.
- x. Participatory rural appraisal.
- xi. Evaluation provides a bench mark for future programming; it also helps upgrade the individuals involved in the programmes. It

furnishes information on who contributes the most in the programmes.

### 4.3.3 Reasons for Conducting Evaluation

- i. Planning for change:
  - a. Assess needs and/or issues facing the community we are working with.
  - b. Set priorities to better direct allocation of resources.
  - c. Guide policy development.
- ii. Analysis of program effectiveness or quality:
  - a. Determine achievement of project objectives.
  - b. Identify strengths and weaknesses of a program.
  - c. Determine if the needs of beneficiaries are being met.
- iii. Effective decision-making:
  - a. Improve program management and effectiveness.
  - b. Expand or to terminate a programme.
- iv. Maintaining accountability to stakeholders, funding sources, and the general public.
- v. Discover a program's impact on individuals, families, organisations and/or communities.
- vi. Advocacy purposes:
  - a. Gain support from policy makers, advisory councils, and donor communities.
  - b. Direct attention to needs of particular stakeholder groups such as women farmers, small agribusiness operators, fishermen, etc.

### 4.3.4 Evaluation of Different Agricultural Extension Methods

There are a number of methods used in extension. Some of the methods used are mentioned here to give the reader idea of the nature of evaluation required for each method.

- i. Result demonstration:** It is very important to keep records on the results of each demonstration, as the evaluation focuses on the end results. But it is even more important to check back on just how the demonstration was planned and conducted so that corrections and improvements can be made in the future demonstrations.
- ii. Method demonstration:** A demonstrator should have a self-evaluation of his performance by using the same check list. In this evaluation is focused on the methodology of demonstration.
- iii. Tours and field days:** Those responsible for tours and field days also evaluate these events. They commonly measure success by such criteria as attendance, how smoothly things went, and the degree of

interest manifested. Comments favorable and attitudes or actions observed are clues upon which they can base their conclusions.

In addition to evaluations made during or after an event, the extension educator often is able to continue to appraise its effect. Because he remains in contact with the clientele involved, he has opportunity to continue to receive information which confirms or undermines earlier judgments.

**iv. Bulletins, leaflets and circulars:** No extension publication is complete until someone has measured “how we are doing,” what changes have reader made partly at least, because they read the booklet. For assessing the impact, of bulletins, leaflets and circulars, check list in Appendix II can be used.

**v. Radio:** Evaluation of radio should be considered on two levels- (a) How am I doing? (b) Does the listener accept me as a possible broadcaster? Since there is no way of knowing how all the listener feel about you as a broadcaster, they will have to get opinion of announcers, co-workers, family, friends and especially of yourself.

**vi. Training to farmers and village leaders:** Effective evaluation of training must be based on pre-determined objectives. There is no other way to measure advancement of knowledge of the farmers and village leaders. The following questions may help in evaluation of farmers training programme and field days.

#### 4.3.5 Major Considerations of Evaluation

**There are six major considerations for conducting the evaluation. These are:**

- i. Objectives of the programmes or activity,
- ii. Action taken to reach the objectives and the methods used,
- iii. Collection, analysis and interpretation of valid and reliable evidence (data) indicating what happened as a result of the action taken,
- iv. Comparison of the actual and anticipated result,
- v. Drawing conclusion from the comparisons, and
- vi. Using the findings to guide, articulate and improve the future programme of action.

#### 4.3.6 Elements of Evaluation

- i. Systematic collection of information;
- ii. Identifiable people or group of people;
- iii. Making decisions about and or improving programme effectiveness.

### Self-Assessment Exercise

- 1: List the element of evaluation.
2. The term systematic stipulates that the activities of evaluation must be planned. Explain

## 4.4 Conclusion

This unit gives us insight to the Concept of evaluation, evaluation in agriculture, reasons for conducting evaluation, evaluation of different agricultural extension methods, major consideration of evaluation and elements of evaluation.



## 4.5 Summary

In this unit you have learnt the concept of evaluation, evaluation in agriculture, reasons for conducting evaluation, evaluation of different agricultural extension methods, major consideration of evaluation and elements of evaluation.



## 4.6 References/Further Readings/Web Resources

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#### 4.7 Possible Answers to Self- Assessment Exercise(s)

##### Self-Assessment Exercise

**1. List the element of evaluation**

**Answer:**

- i. Systematic collection of information;
- ii. Identifiable people or group of people;
- iii. Making decisions about and or improving programme effectiveness.

- 2. The term systematic stipulates that the activities of evaluation must be planned.** Evaluation is the assignment of worth and value according to a set of criteria and standards which can be either explicit or implicit. Evaluation is the process of providing reliable, valid, relevant and useful information to decision makers about the operation and effects of social programmes or other institutional effects.