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Organisational Reflections

Reflection as a core process in Organisational Learning

EXTENDED CONNEX. GENERAL EXECUTIVES COMMITTEES [Ext.CGEC]

14 - 16 February 2020; NFSL Synod - MCSA Constantia Section

Kroonstad Circuit 601

THE METHODIST CHURCH OF SOUTHERN AFRICA
a Christ-healed Africa for the healing of the nations

"Stand Firm in Courage and Love"
1 Cor. 16:10-14

- *May be with you without fear* –
  - Let him be received kindly and affectionately.
  - Timothy was then a young man; Acts 16:1-3; 1 Timothy 4:12.
  - There might be some danger that he might feel himself embarrassed among the rich, the frivilous, and the great.
  - Paul, therefore, *asks them to encourage him, to receive him kindly, and not to embarrass him.*
  - Perhaps, also, there may be some *reference to the false teachers whom Timothy might be called on to oppose*.
    - They were powerful, and they might endeavor to intimidate and alarm him.
    - Paul, therefore, asks the church to sustain him in his efforts to defend the truth
- *For he worketh the work of the Lord* - He is engaged in the service of the Lord; and he is worthy of your confidence, and worthy to be sustained by you.

BMC Watch!

- *Watch ye* - You have many enemies; be continually on your guard; be always circumspect: -

  - Watch against evil;

  - Watch for opportunities to receive good;

  - Watch for opportunities to do good;

  - Watch over each other in love;

  - Watch, that none may draw you aside from the belief and unity of the Gospel.

- *Stand fast in the faith* - Hold in conscientious credence what you have already received as the truth of God;

- for it is the Gospel by which ye shall be saved, and by which ye are now put into a state of salvation: see 1 Corinthians 15:1, 1 Corinthians 15:2.

- Be strong - Put forth all the vigor and energy which God has given you in maintaining and propagating the truth, *and your spiritual strength will increase by usage.*

Organisational Learning Requires Intentional Critical Reflections

- In organisational learning it is necessary to distinguish between different kinds of reflection –

  - reflection and critical reflection – and

  - different levels of reflection: individual, interaction level and reflection as organised practice.

  - Org. Reflections as a lenses through which a case of organisational development and production maybe interpreted

- In organisational learning, reflection may be a fruitful way of understanding organisational learning …

SECRETARIAT PRACTICE NOTES - *HANDBOOK 2018/19*
"BMC # HOW TO ...."! SERIES TWO (2)

FOCUSED ON PROGRAMMING DESIGN AND IMPLEMENTATION

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Key points to be considered *IN* programme and project design

- Planning should be **_focused on results_** and real development changes.

- Planning should **_always be seen as a process_**, of which the actual plan is only one product.

- The planning process should be **_highly participatory, open, and should encourage frankness, creativity and innovation_**.

- Planning must be **_guided by core principles of development effectiveness_**.

    - It should not lead to a neutral or generic plan but one that is **_based on lessons learnt in development programming._**

Step by Step Guide in Programming

1. **Programme Identification**
   - Place of the problem
   - Reasons
   - Consequences
   - Magnitude (# or % of impacted persons)
   - The impact of the problem on other problems

2. **Programme Formulation**
   - Based on the understanding gained during the situation analysis and aims at formulating the best possible operational way to deal with the core problem affecting the target group

3. **Implementation Planning and Budgeting**
   - A work breakdown matrix, which is a simple activity plan that lists the desired programme outputs and all the necessary activities required to achieve these outputs.
   - A responsibility matrix, which defines who is responsible for each activity.
   - A calendar of activities, also called Gantt chart,
   - A resource (inputs) plan,

4. **Project Monitoring and Evaluation**
   - extend beyond looking at activities, results and Using Indicators to Measure Progress and Performance.

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SECRETARIAT PRACTICE NOTES - *HANDBOOK 2019/20*
"BMC # HOW TO ...."! SERIES THREE (3)

**CONTINUES ON PROGRAMMING DESIGN AND IMPLEMENTATION SCIENCE ...
ENDING WITH *'WHAT GETS MEASURED GETS DONE'* TO BE LAUNCHED AT
HANDING OVER JULY 2020**

Structural Barriers for the BMC

- Strategic recruitment of MCSA Decision Makers at CQM, Synod and ultimately Conference Level;

- BMC Pragmatism and Community Projects;

- BMC as a microcosm of the MCSA and Society at large;

- BMC role in creating capacity to respond at Circuit and Synod Levels
  - Enabling and Enhancing Leadership

- Root-cause analysis skills

- Contextual theory and response

Most urgent reforms

- Programme Theory and Design … negating eventing
- Contexual Theory and Reponse through Discussion Papers on
  - Structures/Boundaries > Optimization Projects … new synods
    - *Limpopo and Central BMC launch and activate BMC at Molopo*
    - *Mokala Montle Synod (formerly KNB) launch and activate BMC at Namibia*
    - *Grahamstown and Cape of GoodHope Camdeboo*
    - *Queenstown and Mokala Montle Synod plan for the New Alwal North*
    - *…New Mpumalanga/Mbombela*
    - *Clarkebury and Natal West Discussions Tracking Developments*
  - Alternative Modelling of Stationing
  - Mission Station Viability and the declining Economy
  - Black Unity as an imperative for success
  - Fragmentation

- Conscientisation Projects

- Cultivate innovation through use of ICT/4IR for Leapfrogging

Action Plans Account as at July 2019

FOCUSING ON IMPLEMENTATION