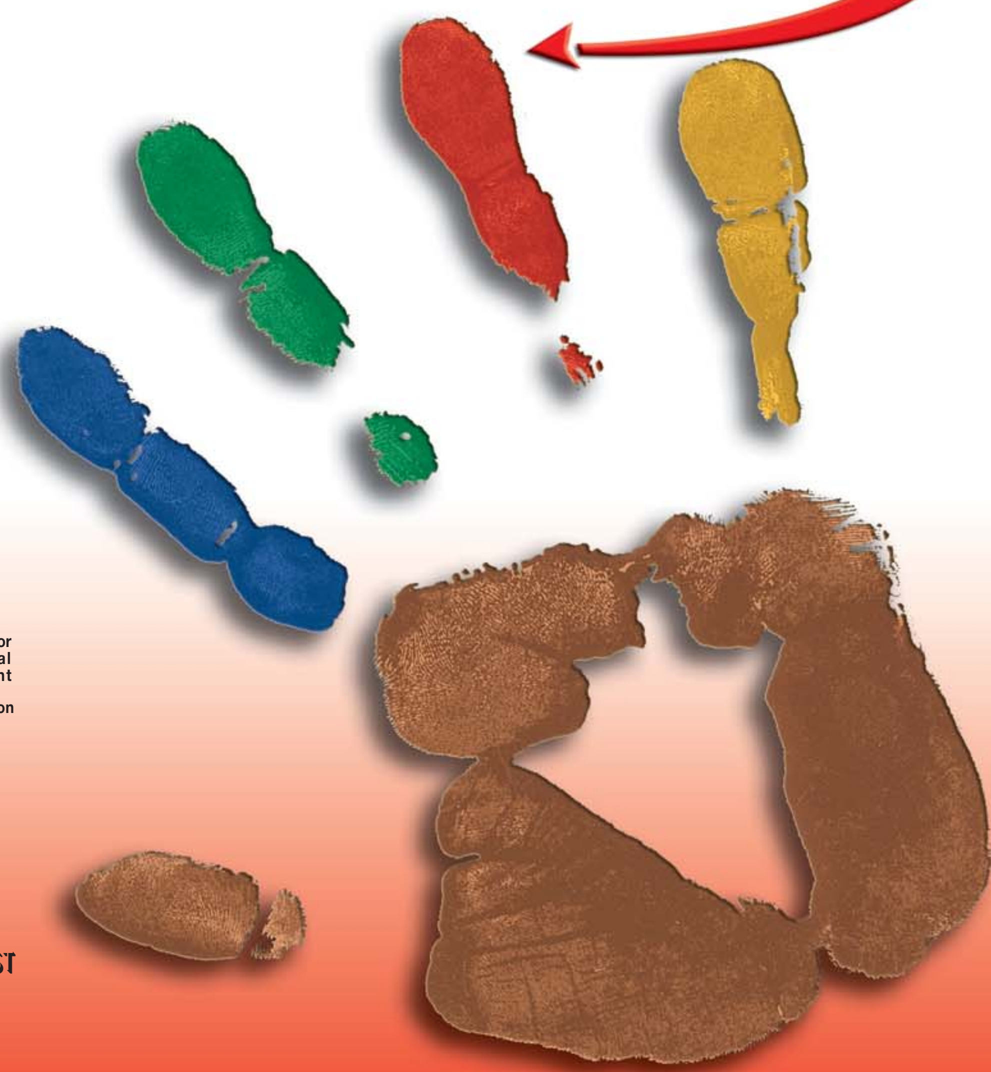
The

New Toolbox

A Handbook for Community Based Organisations

VOLUME 3
Practical Management and Governance



DEPARTMENT OF HEALTH

DFID Department for International Development
British development co-operation

THE BARNABAS TRUST

by Camilla Symes

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INTRODUCTION

Practical Management and Governance

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Leadership in the structure and context of a CBO. In this section we will help you to develop an understanding of what good leadership is, and the role of a team leader in a CBO.

The Needs of a Group

Every group has the same three needs, and these must all be met if it is to stay healthy.

The Stages of Group Development

Stage 1 - Tense and Polite

(Forming) As new volunteers/group members come into a group for the first time, they are feeling anxious, uncertain, watchful. They tend to be very polite as they start to get to know each other.

Information and Exercises to help the group at this stage,

The Johari Window, Sharing exercises, Feedback exercises, Personality types

Stage 2 - Hostile and Independent

(Storming) This is when relationships become uncomfortable and people start being honest about their feelings and opinions. Resistance builds up – resistance to the leader, to the project work, and resistance and conflict with others in the group. The group lacks unity because the group members are not working together, cliques and alliances may form within the group.

Information and Exercises to help the group at this stage

Conflict resolution, Unhelpful Animals The role of a committee member

Stage 3 - Trust and Respect

(Norming) Now the group becomes more open and harmonious. Members feel more committed to the group and more trusting and accepting of one another's ideas and opinions. Members begin to understand their own role and contribution, which makes them less dependent on the leader. They are also ready to take more responsibility for controlling the behaviour of the group and planning the task.

Information and Exercises to help the group at this stage

Teams and Team Roles, Shared leadership, Co-operation

Stage 4 - Working as a Team

(Performing) Once the group has developed trust based on understanding and

Information and Exercises to help the group at this stage

Regular meetings with individuals in the team to monitor their feelings and progress.

The Administration of a CBO

- Time management
- Filing
- Taking minutes/arranging meetings

The Personnel of a CBO

- Personnel issues and policies
- Staff Recruitment
- Monitoring and appraisal
- Staff Dismissal

The Governance of a CBO

We will then look at the responsibilities of the governing board

An exercise that can be used to clarify roles and expectations in committee structures.

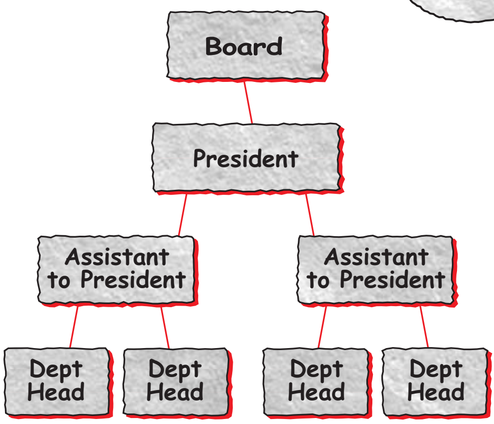
Writing a Constiution

Leadership

2.1 CBO Structure and Leadership

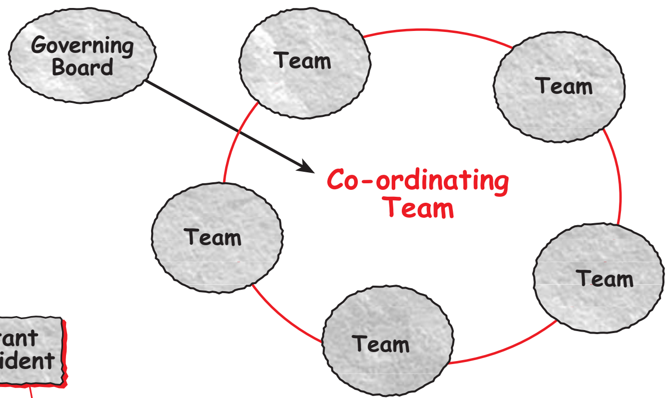
We can not look at leadership until we look at the structures in which the leaders will be working. Different organisations and groups need different structures depending on what they are there to do – the aims and needs of the organisation. The two diagrams below represent two different types of organisational structure.

A Hierachy



- Key Decisions made at board level are passed on to management and staff to be implemented.
- Management make all day to day decisions and organise resources and staff to implement them.
- Comminication comes from the management with limited consultation with staff over key decisions.
- Decisions and ideas are "sold" to staff to help them to feel they "own" them so that productivity increases.

A team based structure



- A Governing Board made up of key community members from outside the organisation holds the management accountable.
- Management share plans & decisions with the role players and staff.
- Management are co-ordinators supporting, building and challenging the actions of the team with a view to getting the job done effectively.
- Communication is based on dialogue, those involved in the task control the quality of work.
- Staff and volunteers own the ideas and decisions and are therefore expected to have the motivation and capacity to carry them out.

As you see, the roles of the management or “leaders” in these two structures are very different.

In the context of a CBO which is likely to be made up of volunteers, it is necessary to use a structure that builds a sense of ownership and accountability among the stakeholders, and that keeps the door to the community open. Ownership is crushed in a hierachical structure because very few decisions can be made at the lower levels, where the community based volunteers are most likely to operate. So CBO’s need to work towards a team based structure like the one on the right.

2.2 Leadership Styles

Notes

The aim of the exercise below is to look at two extreme leadership styles and their impacts on a group, and to enable the participants to understand the strengths, weaknesses and impacts of their own style of leadership.

A Tale of Two Leaders

Notes

These exercises will help you and the group that you are working with to explore leadership for yourselves. Through the role plays, you will be able to look at the ways in which leadership can fail, the effects of poor leadership on a group and the participants will be able to come up with a list of the characteristics of a good leader for themselves. This list will be particularly useful to you in the second section of the chapter on the needs of a group, because you can use it to look at what they are.

This exercise is taken from the T for T manuals, book 2, by A.Hope and S.Timmel.

Equipment : Newsprint, pens, something to put it up with and enough chairs for the role players, placed in an open circle within the circle that the participants are sitting in.

What to do

a) Well in advance of this exercise, select the people that you will be using for the two dramas. *We usually select players for these two dramas rather than asking for volunteers, because it is very important that the roles of the chair-people in particular are played well. From experience, we have found that it works far better to practise the dramas with the groups in advance, to ensure that each chairperson behaves as you have asked them to and makes the point as clearly as possible.*

There will be two dramas, and ideally you will need a group of 6 for each one.

b) Give each group the following instructions:

Imagine that you are in a parish council meeting *(it could be any group meeting - whatever is appropriate for your participants).* Your task is to discuss topic X *(here you choose one you think is appropriate)* and come to a decision. During the discussion each of you must behave according to the specific role that you are about to be given.

c) Now give out the following role descriptions to the participants on small pieces of paper. (The only difference between the two groups will be the role of the Chairperson in each one).

Group 1.

You are a dictatorial chairperson - your role is to dominate the group, call for ideas, but do not listen to people, squash their suggestions, impose your will and your point of view on the group.

Member a - Support whatever the chairperson says/suggests.

Member b - Oppose and interrupt whatever the chairperson says/suggests.

Member c - Vigorously support member b.

Member d - Come up with lots of ideas and suggestions.

Member e - Say very little, be timid, but occasionally try to add something.

Group 2

You are a passive chairperson - Your role is to let the group do what they like, show little interest, make no suggestions, give no direction and do not try to help the group to resolve conflict or reach a decision.

Member a - Support whatever the chairperson says/suggests.

Member b - Oppose and interrupt whatever the chairperson says/suggests.

Member c - Vigorously support member b.

Member d - Come up with lots of ideas and suggestions.

Member e - Say very little, be timid, but occasionally try to add something.

d) Remind the actors to speak clearly and make sure that everyone in the outer circle can see well. Tell the audience that they must watch the play carefully, and to note especially how the players behave.

Then ask group 1 to start. Allow the role-play to go on until the point has been made, and the behaviour of the chairperson has come across clearly.

e) Now introduce group 2 and ask them to sit in the seats in the centre of the circle. This is a different group in a different place, but with a similar task. Once again, when the chairperson's behaviour has become apparent, stop the drama.

f) When both dramas are over, the facilitator should put up 4 sheets of newsprint with one of the following questions at the top of each one. *(At this stage it might be a good idea to remind the actors to keep quiet about their own particular drama and allow the other participants to observe what they can on their own. However, when the participants have finished or if they get stuck, it can be very helpful to ask the group how they felt at particular points during the drama).*

What did the first leader do in the group?

How did the group react?

What did the second leader do in the group?

How did the group react?

If the group is fairly small, these answers can be brainstormed without breaking the group up. If it is over 20 however, we suggest that you ask people to discuss the questions in 3's for a few minutes and then collect answers one at a time from each group until all of them are recorded.

During the report back, ensure that the group members explain their points. For example, "he showed leadership qualities" is not enough, they need to be asked " why? what leadership qualities did he show?"

g) When you have a list on each piece of news print, and after all the mistakes and reactions have been thoroughly discussed, put the participants back into their groups of 3 and then the facilitator can ask the last key question of this exercise.

What does a good leader do in a group?

At this point the facilitator needs to remind the group that we are looking for behaviours - what the leader does - "she/he listens carefully to what the group say", as well as attributes like "she/he is fair" - if one of the groups gives an attribute, ask them to explain it and to give an example of "fair behaviour". (The answers the group gave are recorded in the workshop report on page 13).

h) Finally, if there is time and if the group want to, the role play could be enacted again (spontaneously) with a "volunteer" ideal democratic leader.

This exercise takes 1 3/4 hours.

2.3 The role of a leader

A good leader will perform a range of functions as he or she leads a group. Here are some of the main ones.

1. **Observe your team** - Notice where the problems are. What are the strengths and weaknesses? What jobs are not being done and need to be? And who is doing what?
2. **Identify critical issues** - Identify together as a team the things that are important for the success of the work you and your team are going to do.

   Also note any damage done to people and any critical issues that need to be addressed should be dealt with thoroughly and as soon as possible.
3. **Learn ways to solve key problems** - Try to involve people and get them to participate in problem solving for themselves.
4. **Practise what you preach** - Use the techniques you are learning at this workshop, and practise them in your day to day lives. There is no point preaching about participation and empowerment if you are not practically working in a way that encourages those things in your own team.
5. **Observe peoples feelings** - Note how people are feeling when you talk to them. How do you relate to people and how does it make them feel? Learn to hear the unspoken word. If the people you are working with sense that their feelings are not respected, they are unlikely to co-operate long term.

6. **Listen** - Listen to people and do not judge. Do not jump to conclusions and stop listening or cut them off before they have finished what they were saying.

   Apart from being hurtful, it could also be unwise and mean that you miss important information.
7. **Change** - Try to be flexible, and if it is necessary change. One of the best ways to encourage openness and feedback is if you change your behaviour in response to it.
8. **Accountability** - always take responsibility for what you do, right or wrong.

2.4 Shared leadership. Pic – a teamxxx

A brief look at the list of things a good leader does in a group along with the list given above should leave you wondering how any normal human being can lead anything?! The answer is that no one person can reasonably be expected to do all this alone. That is what the team is for. Leadership is really the business of the whole group. If anyone in the group understands this and takes responsibility to meet any of its needs, she/he is actually participating in the leadership of the group - sharing the leadership. (We will look at this issue again when we study the needs of a group below).

When a group is sick, we usually blame the leader, forgetting that she/he is a person too, and a member of the group with the same needs as the other group members. We also tend to forget that the different people in the group bring a range of different gifts and skills to the situation. A whole range of different personality types are best suited to fulfilling a whole range of different group needs. Some love detail, some love deadlines, some are great encouragers, some are peacemakers and so it goes on. The different personality types also provide occasion for conflict, but co-operation and unity is possible with hard work, openness and wisdom.

In an ideal group in an ideal situation, we all do what we are good at and the leader keeps the balance, fills in the gaps and maintains direction.

Is the leader prepared to share leadership?

The answer that any leader gives to this question depends on his or her attitude to:

- the job that needs to be done
- the quality of the relationship/people needs of the group.
- the leader’s confidence in the group members abilities and competence
- the extent to which his or her personality suits team work as opposed to issuing orders and solving problems alone
- the extent to which he or she can share control of the decision making process and cope with an unpredictable outcome as a result.

Man sitting in a car (shirt says leader) next to an L driver (shirt says team)– obviously tempted to grab the steering wheel

pic

In reality all leaders function within a variety of constraints, and they are constantly having to work out what is possible with their own personality and gifts, in their own particular situation with the particular group of people that they are working with. Effective leaders ask themselves questions like How democratic can I be? How authoritarian must I be?

Leader centred   Group-centred

Use of authority by leader

Freedom of the group

.

Tells   Persuades   Consults   Participates   Delegates

Groups and group development

WHAT YOU NEED TO KNOW

So the way we lead a group will change over time and depending on the structure in which we work and the nature of the group that we are leading. But what ever the situation and task of the group, every leader will have to make sure that the needs of that group are met so that it stays healthy and productive. These needs are the same for any group, anywhere, and they are explored below.

3.1 The needs of a group.

Our lives are full of groups, we belong to a family, a class at school, a football team, a church group or a Community Based Organization. A group exists when two or more people share some common goal or task and act together to fulfill it.
Some groups work well, but others leave the members feeling dissatisfied with the way things are going, group members may even start fighting with each other, and others loose interest in the group's activities and may drop out.
Why? Because every group has the same three needs, and these must all be met if it is to stay healthy. If one of the group needs is not met, the group will die, in the same way that a plant may eventually die if it's leaves or roots are damaged. Or if it fails to reproduce.

The Needs of a Group

1) The job - The flower (the visible result)

Every group must have a job to do. The group must exist for a purpose or it will lose direction, there will be frustration and the group members will start to battle with each other and eventually leave. The difference between a team and a random crowd is that a team has a common purpose.

2) The relationships - the stem (the main structure of the plant)

To get the job done the group needs to stay together. To keep the group together the relationships need to stay healthy, the members need to have their individual needs met, to listen to each other, to deal with conflict when it arises, to trust each other, to accept and understand each other and to co-operate. Every member must feel that they are accepted by the group and that they belong. The stronger their feeling of belonging, the stronger their sense of responsibility for the work of the group.

3) The values - the roots (the least noticed, but sustaining everything)

Often groups and their leaders are driven by a desire to complete a task, or to build each other up, and neglect the need to hold on to the vision and values that are the foundations of the work they are doing. (See book 2 for more on values and vision). If the roots are not healthy, the whole plant will die, and in the same way, if the group looses site of their vision, eventually their work will loose it's focus, with the result that the organization will loose it's identity, stop being effective and it may even collapse.

Although the amount of group attention and energy directed towards any one of these needs will vary with time and with circumstances; the job, the relationships and the values interlock in the life of any group.

The art of leadership therefore, is to balance these three by noticing when the group is showing signs of sickness, to diagnose which need is being neglected and to take steps to ensure the need is met more effectively.

In practice this means struggling with a range of dilemmas like: How do we get the job done efficiently while at the same time allowing group members to learn by doing and if necessary fail in the process? or How can we work as a team and take the time to make healthy democratic decisions when we are working within a time limit?

So, to be a truly good group leader, you have to develop a "triple focus". Firstly, the group is there to do a job. Is it achieving its objectives? Secondly, the group is involved in a "process", what is going on in the group? Who is angry? Who is left out? Who is silent? Why? And thirdly, the group and it's work should be rooted in it's values and directed by it's vision, is that happening?

3.2 JOB AND RELATIONSHIP NEEDS IN ANY GROUP

In every group, someone is needed to play each of the following roles if the group is to do its job and maintain good relationships among its members.

Job Needs

1. Starting the discussion or helping the group begin a job.

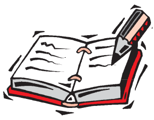
2. Asking for information. Asking the group members what information they have and/or where information can be found on the topic being discussed.
3. Giving information when group members do not have particular facts that are relevant to the topic.
4. Asking what people think. Getting group members' opinions is essential for good decision-making. It is also important for people to be willing to share what they think.
5. Explaining and giving practical examples to make a point clear.
6. Summing up. Repeating what has been said clearly in a few words.
7. Checking to see if everyone agrees.
8. Analysing the problems under discussion.
9. Making creative suggestions to resolve the problems.
10. Having a clear process for making each decision.
11. Evaluating. Looking at the strengths and weaknesses of the group's work and seeing how it can be improved.

Relationship Needs

1. Encouraging. Being friendly, responding to and building on suggestions made by others. Showing appreciation and acceptance of others and their ideas.
2. Giving everyone a chance to speak.
3. Asking what people feel. Sharing what one feels and checking the group feelings ("Are people tired?")
4. Encouraging shy members, especially young women or those less formally schooled.
5. Resolving arguments.
6. Encouraging creativity in the group.
7. Sharing responsibilities.
8. Developing the confidence and skills of all members.
9. Setting standards. (e.g.. "Shall we agree that nobody speaks more than twice?")
10. Diagnosing difficulties. (e.g.. "Maybe some of us are afraid of the consequences of this decision").
11. Relieving tension. By bringing it out into the open, or making a well timed joke.

One person can not do all this. The group must share responsibility for leadership by noting which needs are not being met and calling attention to those needs.

3.3 Group needs and shared leadership



Notes

This is a good way of bringing leadership and the needs of the group to life for the participants. It can be used alone, or to build on the "Tale of two leaders" exercise.

Equipment: The newsprint headed "What does a good leader do in a group?" from the Tale of Two Leaders exercise on page (if the group has done it, if not, see *), pens, newsprint and something to put it up with.

Instructions

a) Present some or all of the information above on the needs of a group.

b) Then look back at the list that was made in answer to the question **What does a good leader do in a group?** In the tale of two leaders exercise above. When the group has read it, ask them to decide which function on the list is a job function (mark these J), which is a relationship/people function (mark these R) and which is related to the values (mark these V). *At this point it may be appropriate to hand out copies of the Job/relationships list given below and go through it.*

(*If the group has not done the Tale of Two Leaders exercise above, skip b) and use the Job/relationships list above instead for the next ection).

c) When you have looked at the list as a group, ask the following questions and ask them to buzz in groups and report back the answers;

What happens to a CBO if the job needs are ignored?
What happens to a CBO if the relationship needs are ignored?
What happens to a CBO if the values of the group are ignored?

c) Conclude with a reminder about the "triple focus" mentioned in the input above on the Leadership plant.

3.4 The Stages of Group Development

In the same way that human beings go through stages of development from newborn baby to mature adult, so groups go through stages of development. There are four stages of group development (according to the model developed by B.W. Tuckman).

And different groups go through these stages at different speeds. The stages are listed and described below.

If the group does not move through these stages the CBO is likely to experience serious problems. So the job of a leader is to help the group move through the stages of formation until it reaches stage 4 – "working as a team". Because this is where the job gets done most effectively and most harmoniously. The next section looks at each of these stages, and gives activities and exercises that can be used to help groups to develop through the stages.

3.4.1. Stage 1 - Tense and Polite

(Forming)

As new volunteers/group members come into a group for the first time, they are feeling anxious, uncertain, watchful. They tend to be very polite as they start to get to know each other.

What questions are in their minds as they look to the leader for direction?

1. Who are these people in the group?
2. What are they like?
3. What will they think of me?
4. How shall I behave?
5. What can I expect from this leader?
6. What is the group for?
7. Why am I here?
9. What will I get out of it?

How will the leader feel?

The leaders will feel that the group is very dependent on him/her. The leader may also feel tense with the responsibility and will want to start things off right.

Questions the leader should be asking

1. How can I help the group to build trust?
2. How can I help this new group to start communicating honestly with each other?

What the group needs to move on – members must get to know each other and be willing to risk conflict by being honest about how they are feeling about issues that are affecting the life of the group.

Information and Exercises to help the group at this stage

3.4.2 Building Trust

Being able to share information about ourselves, and to listen and learn from others about their background and experiences, is vital to good communication and mutual understanding in a group. Very often experiences from our past direct the way we think and act today, if these are not understood by other members of the group, then a lack of mutual trust and co-operation can result.

Input - The Johari Window.

A very good way of starting the trust-building process is to give a 20 minute input on Johari's window. This is a behavioural model created by two psychologists (Joseph Luft and Harry Lingham - hence "Jo/Hari"), which provides a framework to help us know and understand ourselves and eachother better. Once the group are familiar with it, they can use it to categorize all the exercises in this section of the book. This is important, it gives them a feeling of security - "I know what this exercise is for and why we are doing it!!"

Put up a large poster with a drawing of a window with four panes in it - like the one below,

In the top left pane of the window write "OPEN"

This is the part of my behaviour and personality that is known to me *(write this in as shown)* and known to others *(write this in as shown*). These things about me are freely available to other people. *Here you may want to give a few examples - make them practical and topical - preferably amusing - well known facts about yourself and your personality eg: I am outgoing, I am bald, I have a broken leg!*

The larger this area is the better the other people in the group will know me, they will know my abilities, and understand my shortcomings and my needs. If there is a task to be done, the group will do it more effectively if everyone has a large "open" pane.

In the lower left-hand pane of the window write "Hidden" box

This is the part of my behaviour and personality that is known to me but not known to others *(write this in as shown)*. These are the things about myself that I keep secret - it may be a "hidden agenda", a statistic, an ambition or a source of pain. *Here you may also want to give a few examples - maybe starting with something amusing - your age! or a funny story about your past, but then you may also want to share something sad or painful about yourself that the group did not know before*. The purpose of this is to prepare the group for the kind of sharing that they will be asked to do later on by modelling it yourself, and to break a superficial "giggly" atmosphere. At this point we usually stress that when the time comes, people should only share things that they want to share and that they feel the group would benefit from knowing about them - ie, things that would promote understanding etc, there must be no pressure to "bare all", this is not a psychotherapy session!

In the top right-hand pane of the window write "blind"

This is the part of my behaviour and personality that is known to others but not known to me *(finally write this in as shown too).* These are the things about myself that I do not know - odd habits when I am thinking or nervous, an accent, how I come across in a group*. Here you may want to give an example of something that you learned about yourself from someone else which you did not know before.* Even if it is a negative thing, present it in as positive a light as possible - you want to leave them feeling that they really want feedback and that it will help them.

In the lower right-hand pane of the window write "unknown"

This is the part of my behaviour and personality that is not known to me or to others but it is known to God. These are the gifts and abilities that I have yet to discover. I know that they are there, because occasionally I surprise myself, for example when I have to do something that I have never done before and I do it well. But there are also hidden griefs, maybe suppressed past pains, and they may also occasionally surprise me when they are triggered by some event or experience. *Here you may want to give an example that fits into this quadrant*. The question of whether it should be in the area of inner healing or the discovery of a new gift or skill by being thrown in at the deep end will depend on the group.

How Johari's window works.

As I said earlier, the idea behind this section of the book, is to help you to build trust, confidence and a whole variety of other positive things into the groups with which you are working. Johari's window gives us a framework into which we can fit the various exercises that we will be using. But how?

The basic idea is that the bigger the open panes of the individuals in a group, the more freedom people will feel to be themselves and to accept the other people in the group as they are too. As mutual trust increases, the less need there will be to deny or hide the things that they know or feel. And as the group members get to know each other better, the group will be able to benefit from the gifts and experience of its members more fully, and will be more effective as it strives to reach its goals, whatever they may be.

So how do we increase the size of the open pane?

Sharing - This part of the explanation can be brief. *first, draw a dotted horizontal line below the boundary line between the open and hidden panes.* This shows how we can enlarge the open pane by sharing with the other people in the group what was previously hidden from them. *Here remind them of the examples that you used when you explained the hidden pane earlier. In the area between the new and old boundaries write "sharing",* and say that this kind of sharing when done sensitively is one of the most important ways of building trust in a group. The Tree of Life exercise explained below is a good example of a sharing exercise. These exercises and are designed to help you to find imaginative and effective ways of helping people to share on various levels, from simple and superficial for trust building in the early stages with new groups, to deep and costly for trust building with groups that know each other well.

Feedback - *Now draw a dotted vertical line to the right of the boundary line between the open and blind panes*. This shows how we can enlarge the open pane in the other direction, by obtaining "feedback" from the group - ie. by asking others to tell me something about my personality/character/behaviour that I did not already know. *Here remind them of the example that you used when you explained the "blind" pane earlier and write the word "feedback" in the area between the new and old boundaries as before. We will look at feedback below, and there is a simple, positive feedback exercise described at the end of the book.*

Revelation - *Finally extend the two new lines until they meet to form a small box in the top left-hand corner of the "unknown" pane.* There are some things about ourselves that we and others will never know. But there may also be other important things that we will only learn about ourselves through a combination of sharing and feedback.

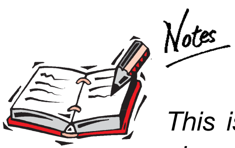
3.4.4 Sharing.

Here is a good example of a sharing exercise. This exercise helps us to enlarge the open pane of our own personal "window" by sharing with the other people in the group what was previously hidden from them.

pic of two people sharing

Practical exercise (for trainers and communities).

The Tree of Life



This is a sharing exercise that we used a great deal over the past few years, always with great success. The variety of funny looking trees break the ice, and at the same time it is a really good way of formally and thoroughly introducing people to each other in a way that allows them distance if they need it. The exercise has a twofold function: as a means of sharing ("this is me!") and as a way of building self-confidence ("I can see that I have achieved something! I do have hopes for the future after all!")

Adapted the T for T manuals by Hope and Timmel (published by Mambo press in Zimbabwe).

Equipment: paper and pens for everyone.

a) Display the picture below or one like it and show the participants how it works by using it to describe your own life along the lines shown below. *This is useful because it clearly shows the participants what to do, but it also enables them to learn more about you and to feel closer to you.*

b) **The explanation**

The **roots** represent where we come from. Who our family are, where we were born/brought up etc. Strong influences/people who have influenced the way we are today.

The **trunk** represents the structure of our lives today, how we spend our time. What is our situation regarding our "immediate" family? Who are our friends? what work do we do (paid or unpaid)?

The **leaves** represent the things that influence the way we think and behave.

Are we involved in any kind of education?

Where do we get our information? What organisations do we belong to?

The **fruits** represent the things that we have achieved. Children reared, projects organised, groups we have helped to organise/initiate, anything that we have made or produced that we are proud of.

The thorns represent the things we struggle with in our lives, problems and difficulties.

The **buds** finally, are a challenge to us. Anyone in a position of responsibility (be it a parent, a leader, a teacher etc), has a moral obligation to ensure that the "buds" that is, the people over whom we have responsibility - flower and produce fruit. S, who do we have responsibility over? And how can/are we bringing out their talents/confidence and potential?

c) Now ask all the participants to draw their own tree of life. Provide lots of colourful pens *(emphasise that they can use colour, it makes it more fun!)* and paper, and give them about 20 minutes to do the drawing and decide what they want to share about themselves in each section.

d) When everyone has finished, divide the participants up into groups of about 5 (or 3 if time is short). If the participants have come in teams or groups from specific places, try to put them together for the sharing, because this exercise will strengthen the team/group on their return. Then give each person some time to tell the others about their own tree. The longer the better, but people will need at least 5 minutes each.

This exercise takes at least 1 hour using groups of 5**.**

3.4.5. Feedback - Input

We now move to feedback, the other way to enlarge the open pane of the Johari window. There is a great deal of feedback built into many of the exercises in this book. But before we try to give anyone any direct feedback, let's set out some guidelines to ensure that we do it as sensitively and positively as possible.

Guidelines for giving and receiving feedback.

Guidelines for giving feedback.

1. First ask the question "do I **care about** this person and are my reasons for giving feedback to build him/her up, improve his/her performance and to build his/her self confidence?"

   If the answer is no **- walk away and say nothing.**
2. Try to start and close by **affirming** the person and saying **something positive**.
3. **Never force** someone to receive feedback and give it honestly and sensitively if it is requested.
4. Only give feedback about the things that a person **can change.**
5. Present feedback as your **own problem** eg "I felt humiliated when..." not "you always try to humiliate me".
6. Keep it **specific** - "you annoy me" is not helpful, "I felt angry when you said x..." is helpful.

Guidelines for receiving feedback.

1. Try to **accept** the information that you are given gracefully without becoming defensive or hostile.
2. **Stop** the person giving feedback when you feel you have had enough.
3. Remember what it costs someone who loves you to tell you this and **be thankful**!
4. If the feedback involved a group activity, **check** whether some other people in the group felt the same before you evaluate it.
5. **Use the information**, search yourself, pray and if necessary change!

Exercise

3.4.6 The Sad Story of Temba

Equipment: none

This is a participatory way of enabling the participants to explore the issue of feedback and it's purpose.

a) **Read the case study below clearly to the participants.**

<u>Case Study.</u>

Temba is a teacher in a local school and an enthusiastic member of the local community and various local organisations within it. At a community meeting it is proposed that a small group be set up to run the proposed development project in that area. Temba is an obvious candidate to lead this group. The NGO representative asks him; he agrees and the group begins to meet.

After a few weeks, the group has dwindled in size. Those who have left the group complain to their friends that Temba is rather overbearing as a leader: he talks too much and doesn't listen to the points of view of others. One of the former group members even mentions this to the NGO representative, but he is too busy to follow it up. At the next community meeting it is noted with sadness that Temba's group has disbanded and the project is cancelled.

b) **Now ask the following questions:**

Why did the group disband?

How do you think the people who belonged to the group feel?

How do you think Temba feels?

What could have been done to help the situation?

XXXpic Themba looking sad and confused

c) **Now ask the question:**

How can we encourage feedback in out homes, our work situations and our communities?

In any work situation it is important as a leader to be constantly checking how people are feeling and to give them regular opportunities to say what they are thinking. There are a number of different ways to do this. Two good ways to do this are given below:

Activity

3.4.7. Feedback from the group

Instructions

If you want to use one of these statements questions, explain that you want to hear how the members of the group are feeling and to find out how to improve the life and work of the group. Then simply put the statement up on newsprint, hand out pieces of paper and ask the participants to finish the sentences (without putting their name on their paper).

When they have finished, collect the pieces of paper, read them and take action. If important issues or ideas are raised talk about them, and explain that you are raising the issue/question because it has come from the group.

The Statements

Something I find it difficult to discuss in this group is.....
One thing I have gained from this group is.......
I feel happy and valued here when......
The group might work together better if......
The group might work better if......
I wish that this group......
I would just like to say that......
I would be happier with this group if.......
One thing I have given to this group is......
I do not like it when.....
I could help the group improve if I ......

Activity

3.4.8. Children on a tree.

Instructions

a) Give each participant a copy of the picture shown below. Allow them to look at it for a few moments, and then ask the question below;

(Picture source unknown)

Which of these children do you feel like now? and why?

b) Now ask each participant to turn to his or her neighbour and share the answer to the questions with him or her.

c) Allow enough time for both people to talk and for a few general comments at the end from the participants.

3.4.9. Personality types

The team roles described above relate closely to the different personality types. The exercise below will help you and your team to understand how their own personalities and behaviours affect the group and it's work, and to help them to appreciate, understand and handle the strengths and weaknesses of others.

The Aniaml in us!

Usually exercises that help us to discover our character types are based around complicated questionnaires and scoring systems. We hope that the exercise below is a way of making a useful tool available in a culture where questionnaires do not go down well at all. Bear in mind that these animals were selected for their characteristics in Northern Sotho culture, your own situation may be different and you will need to select your animals accordingly.

This exercise is also helpful because it gives the participants a language for feedback. "Camilla, you are behaving like an elephant", Solomon (a fellow DELTA trainer) told me recently.

The idea for this exercise came from Donal Dorr's book Integral Spirituality.

Equipment: 5 pieces of newsprint with the character types written on them placed around the room in advance, and 5 blank sheets of newsprint, one for each character group.

a) Read the story below to the participants, asking them to listen carefully.

* The story of the gift

The Crocodile was the much respected local doctor in the jungle. One day he announced that he was going to retire, so five of his colleagues gathered to plan a farewell party which would include giving him a gift.

The frog was full of ideas: "We could give him an engraved pen, or a clock, or a piece of furniture, or a nice set of shoes.." He went on to consider the good and bad points of each of these things as a possible gift.

After a little while the elephant intervened to say that they should decide quickly, rather than spending the morning exploring all the possibilities.
At this point the lion come into the discussion, and made a strong case for the clock. She argued strongly that a clock was the only proper gift to give someone like the crocodile on his retirement.
While the others were speaking, the impala had been looking round the group, trying to weigh up who was in favour of each gift, and worrying that the decision about the gift might cause division in the group. He was also wondering what was going on in the mind of the giraffe, who had said nothing so far. He said, "I am sure we all know that the clock would be beautiful, but I feel that most of the group would find it too costly. I had the impression that nearly everybody was impressed by the frog's description of the engraved pen, could we agree on that?
The elephant cut in quickly: "Why waste all this time? Lets have a vote. Will those in favour of the pen nod their heads.
The lion said: The crocodile already has a fine pen. So we don't really have any choice, we must give him the clock.
The impala said: "We haven't heard anything yet from giraffe. I'd like to hear your opinion".
The giraffe said quietly: "I am not sure. I don't think we have enough information yet to make a final decision. Maybe we should consider frog's other ideas because the pen and the clock were not the only options he suggested.".

b) When you have told the story, point out the different character types:

The frog: a "head" type, creative and full of ideas, wanting to explore all the possibilities and all the arguments.

The elephant: a "task" type, anxious to get the decision made quickly and the job done, efficient and inclined to be impatient with long discussions.

The lion: a "strong" type, with definite ideas, and a vision that she wants the others to accept.

The impala: a "heart type", mostly concerned about how the others are feeling, sensitive to their views and anxious to avoid division or disagreement.

The giraffe: a "quiet and thoughtful" type, holding back and saying very little, listening and thinking about what is being said carefully.

c) Have five sheets of newsprint around the room each with one type and the description written on it. Then ask each participant to think for a few minutes about their own behaviour in the groups that they belong to and decide:

Which character in the story is most like me?

When they have made a decision, ask them to go and stand by the character type they have chosen.

And record the answers the group suggests on newsprint.

d) Now ask the groups to think about the following questions, and to write their answers on the piece of newsprint that has been provided for each group.

"What is helpful about this way of behaving in a group?"

"What is not helpful about this way of behaving in a group?"

If they finish early, they can go on to discuss the same questions for the other character groups.

After 20 minutes, ask the participants to choose a spokesperson and to rejoin the main group (but to try to sit as close to the other people in their character group as possible).

Then ask each group in turn to share the conclusions they came to in their discussions, and to present their newsprint to the others. When each group has finished their presentation, ask the other groups if they have anything to add. *(This can be very amusing, in a workshop we held recently, the strong and forceful group couldn't think of any weaknesses for their own character type! They had to be told by others, ie receive feedback!)*

This exercise takes approx 1 1/4 hours.

3.5 Stage 2 - Hostile and Independent

(Storming)

This is when relationships become uncomfortable and people start being honest about their feelings and opinions. Resistance builds up – resistance to the leader, to the project work, and resistance and conflict with others in the group. The group lacks unity because the group members are not working together, cliques and alliances may form within the group.

Questions the leader should be asking

1. How can I support the group members who are being honest about their feelings? 2. How can I control aggressive behaviour in the group ?
3. How can I stop destructive caucus groups from developing and encourage co-operation?
4. How can I help the conflict to have a positive outcome?

The usual reactions from members at this stage (expressed or unexpressed) are.

1. What's the point of all this?
2. I don't like this –I am going to oppose it!
3. The leader is not qualified to tell me what to do!/Why should I do it?

4. I haven't got time for this, they are asking me to do too much!

What the group needs to move on – the conflicts need to be resolved, clear communication must develop and the different roles in the group need to be explored and clearly defined.

Information and Exercises to help the group at this stage

3.5.1 Conflict and Conflict Resolution

Conflict is natural, if there is no conflict there is a serious leadership and honesty problem in the group. Conflict can also be healthy, because it often results in creative new ways of solving old problems, and brings important issues to light so that they can be faced and dealt with. In my experience it has also resulted in more trust, and more honest, open relationships in a group – if it is handled well.

A disagreement and clash of interests can be resolved by negotiation. A misunderstanding by clear communication. A clash of values will not be resolved, but as long as the issues behind the conflict are not central to the work, the people in conflict can agree to disagree, while still working together in reasonable harmony.

A personality clash however, is harder to deal with, and can only be resolved by keeping the ones who are fighting apart as much as possible, isolating the trouble maker (if the person is using the conflict to cause division and manipulate the organization). The "Unhelpful Animals" exercise may also help the group to strategize about the situation.

3.5.2 Tips on Handling Conflict

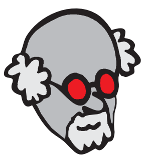
(Adapted from "Creative Conflict" by Sally Dakin)

Anger

- What's behind your anger? It's a secondary emotion, often associated with emotional hurt, fear or frustration.
- Are you sure the person is attacking you -or are you being over-sensitive?
- Look for other ways of explaining their behavior and be willing to give them the benefit of the doubt.
- Beware of unrealistic expectations/rules for yourself, for others people and in your relationships.
- Choose to use your anger assertively rather than aggressively: 'name it, claim it, tame it, aim it'.
- It often helps to find a way of releasing your anger *physically* before confronting someone.
- Try rehearsing a confrontation beforehand... in front of the mirror?
- Be ready for situations in which you know you are likely to feel angry.
- **Practice relaxing and breathing deeply when you are angry to calm yourself down and take some time away from the person or situation to allow yourself time to calm down.**
- Don't waste energy on situations which you can not change or influence.

Conflict

- Greet rather than reject the problem; talk to the other person rather than withdrawing.
- Take time to address the conflict: keep short accounts and don't let the issues accumulate and the conflict go on for a long time.



***Wise Words!**

Do not let the sun go down while you are still angry
The New Testament (Eph 4 verse 26b)

- Look at and listen to each other carefully.
- Share your feelings, especially those *behind* your anger, perhaps using words like
- "I notice... I feel... I imagine..." (see the rules for giving feedback on page XXX)

- Try to understand the other person's feelings, perspective and behaviour.
- Separate the person from the issue and do not say "you always" or "you never" to them.
- Let criticism be descriptive like this "I did not like it when you did x" rather than judgmental like this,
- "You are always trying to undermine my leadership" and include suggestions for change.
- Focus on the present and the future, rather than the past.
- Focus on your similarities rather than your differences.
- Adopt a collaborative "How are **we** going to resolve this problem?" rather than a competitive approach.
- Be willing to be the first person to apologize and/or change.
- If you can't agree, agree to disagree *agreeably.*
- Work on any long-standing resentments: be prepared to forgive both yourself and others.

Remember!

- You are responsible for your feelings.
- You can choose how to express them.
- You can never fully understand another person, nor they you.
- People do things for reasons which are meaningful for them.
- You are unlikely to change another person.
- Unity is possible without uniformity.
- Differences are opportunities for growth.
- Conflict handled creatively can lead to:
- increased trust -stronger relationships
- increased intimacy -more honest and open relationships
- increased self-esteem -'I'm OK, You're OK'
- increased creativity in problem-solving.

Activity

3.5.3 Pile Up

Notes

This is a good way of helping people to understand why they are feeling stressed and irritable, and of helping the other people in the group to understand the unseen pressures under which their co-workers are living. (I was introduced to this exercise by Jan Stafford (ANCC)).

Instructions

Ask each group member to draw a picture of him or herself, and list all the roles that she/he has (mother, boss, nurse) and all the things that she or he has to do, is responsible for or is worried about. Then ask them to draw in each thing like a suitcase that the person they have drawn is carrying. The picture may look something like the example below.

If you want to use this exercise for conflict resolution, ask the people who are in conflict with each other to try to do this exercise for the other person in the conflict in order to help them to understand and think about that person's situation.

If you are using this exercise to reduce stress, ask the group members to think about their list, and divide it into three separate lists.

Essential **Optional** **Important**

If the pile is far too big, the group member must consider cutting out some of the things that she decided were optional.

Notes

Interestingly, people find this exercise very helpful because it gives a clear, "normal" explanation for their stress symptoms and their feelings of depression. In fact, they often feel so much better and less stressed when they have it all written down that they do not need any more help!

Activity

3.5.4 Hidden Messages

Notes

Here is an enjoyable activity that will remind the group how much of what we say is in the way that we say it.

Instructions

Give 3 volunteers the following instructions.

Volunteer A – please find ways of saying "give me a glass of water" without saying "glass of water" at all.

Volunteer B – please say "how nice to see you" firstly in a way that shows that you really hate seeing this person again. And secondly in a way that shows that you are in love and have been desperate to see the person again.

Volunteer C – please say "I am going to shut this door" in a way that does not convince the group that you will actually do it. Then say the phrase again, in a way that leaves them feeling sure that you will do it.

After each volunteer has presented his or her little drama, ask the group how they felt and what they noticed about the behavior, the tone of voice and the body language (eye contact, gestures and posture) of the volunteer.

*Wise Words!

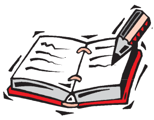
3.5.5 TEN CREATIVE WAYS TO COPE WITH CONFLICT

1. **Win/Win** - Look for solutions which mean that all parties can come away happy and satisfied
2. **Co-operate** - Get everyone involved in setting goals and directions for the team
3. **Demand** - Make sure people say what they want to say clearly
4. **Listen** - Take time to hear what the issues behind the conflict really are -not what you think they are
5. **Face up to it** - Be prepared to let conflict happen and allow time for it to be worked through
6. **Take the strain** - Learn to live with the conflict for a while if necessary, not all conflicts can be or need to be fully resolved immediately.
7. **Act** - Intervene in conflict situations as soon as they start -or as soon as you hear about them
8. **Be prepared** - Expect conflict to happen -it is not necessarily destructive -it is a sign of life
9. **Communicate** - Make sure that people who are opposed to each other say so clearly and make their real position understood.
10. **Hope** - Expect people in conflict to want to resolve it creatively -never accept that the situation is hopeless

(An extract adapted from training material by Derrick Rowland)

Exercise

3.5.6 Practical Exercise (for tainers) – Unhelpful Animals



Notes

This is an exercise that is very helpful for people who lead groups or teams because it gives them an opportunity to practise the business of group leadership, and to discuss how it should be done with other people.

The Animal characters are adapted from Training for Transformation

Equipment: five chairs within the usual group circle for the role players.

Instructions

a) Choose 4 people and 4 animal characters in advance, and ask them to prepare a short drama of a typical cell group meeting where each group member is playing one of the animal roles.

b) Give each participant a copy of the animals shown below and go through it. *It is a good icebreaker to get each person to identify him or herself and some of the others in the group if they know each other well.*

c) When the participants have looked through the material and discussed it a little, start the role play, and allow it to go on for approx 10 minutes.

d) Then, while the role players are still sitting in the centre of the group, **ask the group to decide who was playing which animal and how they could identify it?**

e) Finally discuss the different types that we saw in the drama by looking at each one and asking “What is the problem?”, “Why is it a problem?” and “How can we deal with it?”. and if there is time, you may want to widen the discussion to other animal types as well. *(Select the types you most want to discuss in advance to save time and keep it relevant).*

f) At the end of the exercise, the leader may want to conclude with a short input on leadership, especially remembering the balance between job and people/relationship needs of a group, in the light of the exercise and the discussions about the needs and motivations of the different animal types.

The Mouse.

Timid and shy, afraid to speak up on any subject.

The Monkey.

An attention seeker, he/she fools around and chatters a lot, prevents the group from concentrating on serious business.

The Donkey.

Stubborn and will not change his/her point of view. Simply blocks the way and prevents the group from taking the direction they have chosen.

The Snake.

Appears quiet and not very interested, but suddenly strikes unexpectedly with a strong opinion or objection. Can also be manipulating the other group members behind the scenes while appearing ambiguous in meetings.

The Wildebeest.

Looks very solemn and serious and pretends to be very wise. He/she is obsessed with detail, and always uses long words and says simple things in a long, complicated way. He/she loves to hear the sound of his/her own voice and will have a go at speaking on any subject.

The Chameleon.

Easily persuaded, changes his/her views according to who he/she is with. Will say one thing on one day and the next he/she will say "I never said/agreed that!"

The Rhino.

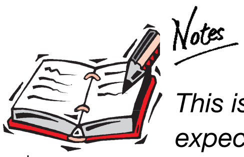
Aggressive and dominant, she/he gets into fights whenever others disagree with his/her plans or decisions or interfere with what she/he wants. The anger often comes from hidden pain.

The Fish Eagle.

Feels superior, looks down on the others in the group, and on the work they are doing. Feels "I am above all this childish nonsense and I have nothing to learn!" This character makes people feel insecure and inferior.

This exercise takes 1 to 1 1/2 hours depending on the size of the group and the extent to which discussion takes off.

3.5.7 Committees and how they work



This is a simple exercise that helps the participants to clarify their own roles and expectations of each other when working with committees. The same technique can be used in any situation where different departments in an organization have different roles.

This exercise can be found on page XXX of this book.

3.6 Stage 3 - Trust and Respect

(Norming)

Now the group becomes more open and harmonious. Members feel more committed to the group and more trusting and accepting of one another's ideas and opinions. (Some of the trust and understanding that has developed has come out of the conflict resolution and honesty of the previous stage). Members begin to understand their own role and contribution, which makes them less dependent on the leader. They are also ready to take more responsibility for controlling the behaviour of the group and planning the task.

Questions the leader should be asking

1. Is the group starting to develop into a team?
2. What is the identity of the group based on and do they have a vision of what they want to do/be?
3. Is my role as leader changing? How can I encourage members of the group to take more responsibility?
4. What are some of the unspoken rules? (Are members arriving on time? Does everyone participate in discussion? Are the group members taking responsibility for things like clearing up after meetings?)

The usual reactions from members at this stage are.

Individual members feel more trusting of each other, more confident in themselves, more focused on each other, less on the leader. They are also starting to take responsibility for some of the leadership roles discussed below.

Information and Exercises to help the group at this stage

3.6.1 Team Building and Co-operation team picxx

WHAT YOU NEED TO KNOW

A vital part of any team is the quality of the relationships between the members. They need to know each other and trust each other, they need to feel valued and that their voice is heard, and they need to feel accepted.

The aim of this section is to enable the participants to understand how their own personalities and behaviors affect the teams in which they are involved, and to help them to appreciate the strengths and weaknesses of others in their team.

Activity

3.6.2 Brainstorm – What is a team?

Ask the group to say what comes to mind when someone says the word "team" Then ask them to brainstorm on the question

What is a team?

and to write a group definition. When they have their definition, ask the questions

What is the difference between a team and a group?

In your experience, what makes a good team, and what makes a bad team?

What people need from a team

Each team member has some combination of three needs that must be met if they are going to contribute to the team effectively.

Commitment – they must feel committed to the vision and goals of the team, and willing to give their own resources for it - time, energy even money!

Participation – they must feel able to share their ideas and opinions about the task, and that these ideas are taken into account when decisions are made.

Acceptance – they must feel appreciated by the group and accepted by them. And they need to be congratulated when they have done well and affirmed for who they are.

DiagramXXXXXXXXXXX3 legged stool

What people contribute to a team

Here is a helpful way to look at the different roles that people with different personalities play in teams (developed by Dr Belbin).

TYPE	SYMBOL	TYPICAL FEATURES	POSITIVE	ALLOWABLE WEAKNESSES
Implementer or Company Worker	IM	Conservative, dutiful, predictable	Organising ability, practical common sense, hard-working, self-discipline	lack of flexibility, unresponsiveness to unproven ideas
Co-ordinator or Chairman	CO	Calm, self-confident, controlled	A capacity for treating and welcoming all potential contributors on their merits and without prejudice A strong sense of objectives	No more than ordinary in terms of intellect or creative ability
Shaper	SH	Highly strung, outgoing dynamic	Drive and a readines to challenge inertia, ineffectiveness, complacency or self-deception	Proneness to provacation, irratation and impatience
Plant	PL	Individualistic, serious-minded, unorthodox	Genius, imagination, intellect, knowledge	Up in the clouds, inclined to disregard practical details or protocol
Resource Investigator	RI	Extraverted, enthusiastic, curious, communicative	A capacity for contacting people and exploring anything new. An ability to respond to challenge	Liable to lose interest once the initial fascination has passed
Monitor Evaluator	ME	Sober, unemotional, prudent	Judgement, discretion, hard-headedness	Lacks inspiration or the ability to motivate others
Team Worker	TW	Socially orientated, rather mild, sensitive	An ability to respond to people and to situations, and to promote team spirit	Indecisiveness at the moment of crisis
Completer-Finisher	CF	Painstaking, orderly, consscientious, anxious	A capacity for follow-through Pefectionism.	A tendency to worry about small things. A reluctance to 'let go'

3.6.3 Co-operation.

We have been looking at the nature of leadership and shared leadership in particular in groups. But in order to get a group to "share" any task to the extent that they become a team, they must co-operate. Sharing does not come naturally to any of us, and we tend to want to do it on our own terms and in our own way. This naturally, self centred and competitive approach is very bad for teams, and we actually have to learn how to co-operate if we want to see the CBO's we are involved in thrive.

This is not just a question of changing our attitudes either, it also means becoming aware of our blind spots, and the things we do which hamper co-operation in our organisation. The co-operation exercise below is designed to help the participants to find out what their blind spots are, and will give them some valuable insight into their own characters, particularly with relation to their dealings with others in daily life.

3.6.4 BUILD WITH WHAT YOU HAVE

The aim of this game is to help team members to understand the importance of co-operation and how they themselves help or hinder the process in a team. This is the most wonderful game, far better in real life than it comes across on paper. What is more it carries a dual message of co-operation and self-reliance (even rubbish - things which to us have no value, can be a resource in the community) that the participants often pick up without any prompting from the workshop facilitators.

This exercise comes from the Training for Transformation manuals by A.Hope and S.Timmel, published by Mambo press in Zimbabwe.

Equipment: tables, rubbish, boxes, pens, paper, scissors, string, glue, newsprint with the questions written ahead of time, something to put it up with,

Instructions

You may want to begin this exercise with a brief explanation about co-operation, and then go on to tell the participants that they are now going to actually do some co-operating!

a) Collect a large quantity of rubbish well ahead of the workshop - at least one big box per 5 or 6 participants who are going to participate in the exercise. *What kind of rubbish?* Old pieces of cloth, string, clean tins, boxes, egg cartons, pipes, coloured paper, cardboard, leaves, sticks, stones, clean empty plastic bottles etc,

There should be at least 15 - 20 items in each box, plus scissors, glue and tape.

b) Divide the participants into groups of 5 or 6 and assign each group to a table on which you have placed a box of rubbish and the scissors, glue and tape.

c) Now give the following instructions and rules:

Instructions to the participants

Each table has a box of things, your group's task is to build something out of these things that has meaning - something that we can look at and recognise.

Rules

- The group must work in silence, no speaking and no communication using written notes, you will have to find other ways of communicating with each other.
- Each group can bring a maximum of 3 things from outside the box to add to their creation if they choose to.
- You will be given about 15 minutes to complete the task.

d) When you have given the rules and instructions, answer any questions and then set them to work and wander around the groups observing and ensuring that the rules are being kept!.

e) After 15 minutes or when most of the groups have finished, stop the exercise. Then give out small pieces of paper to everyone and ask them to write down what they believe they have been building in their groups. (They must not look at what the others in the group are writing!) Now ask them to tell the others what they have written and to leave the pieces of paper face up on their table, around their creation.

When everyone has finished, ask them to go around looking at the things that the other groups have built and what was written on the pieces of paper. **If everyone has written the same thing, the group co-operated. If everyone has written something different, the group did not co-operate! It is usually striking how much better and more recognisable the creations of the groups that co-operated are!**

f) When the groups have finished looking around, ask them to return to their tables. Put up the following questions and ask the groups to discuss them for about 20 mins:

1. **What helped co-operation in your group?**
2. **What hindered co-operation in you group? - Were there times when you felt frustrated? Why? - What could the group have done to work together better?**
3. **What have you learned about co-operation?**
4. **Do these things happen in real life? How?**
5. **How can we improve co-operation in real life situations where we have to work with others?**

g) When the groups have finished, call them back together and ask them to share their answers to questions 3, 4 and 5 and any general comments on the exercise with each other group by group. Record the answers to question 5 on newsprint. (The groups answers are recorded in the workshop report on page 16).

This exercise takes 1 1/2 hours.

photoXXXXXXXXXXX

3.7 Stage 4 - Working as a Team

(Performing)

Once the group has developed trust based on understanding and respect. They are now ready to work as a team and the task becomes their focus.

The usual reactions from members at this stage are.

1. The group takes on more responsibility for the practical work and the organisational process.
2. Members feel confident enough to try new things because the team is a place they feel safe and accepted.

3. Participation is good, the group members depend more on each-other and less on the leader because the differences between them are understood and valued.
4. The leadership roles are shared by the group.

Questions the leader should be asking

1. What are the patterns of participation in the team?
2. Are the group needs being met and is everyone fulfilling their role in the team?
3. What is happening to individual members, how are they feeling?
4. How can I help the group work more effectively?
5. What achievements can we celebrate as a group?

Information and Exercises to help the group at this stage

- Regular review of the goals of the group and monitoring/evaluating progress towards them (see book 2)
- Regular meetings with individuals in the team to check their feelings and progress.
- Feedback questions for groups

3.7 Conclusion

The table below summarizes the process of group development that we have been looking at during this chapter.

Stages of Group Development

	Task Orientation	Group Processes	Possible Ways of Assisting Groups through Process
stage 1 Forming	• what is the task? • grumbling about the setting • intellectualising • irrelevant issues • attempts at defining the situation • mutual exchange of information • suspicion/little work	• considerable anxiety • testing relationship • dependency on the leader • hesitant participation • will they let me join?	• clear introductions • "safe" starters • visibility of the leader • opportunity for group members to contribute
stage 2 Storming	• resisting the validity of the task • people react emotionally towards the demands of the task • experimental hostility where high personal commitment is required	• conflict emerges between sub-groups • ambivalence to leader • fighting-fighting • defensiveness, competition, jealousy	• open recognition of conflict/anger • opportunity to express ideas which are valued by leader if not by whole group • allow members to challenge in a constructive, not a destructive way
stage 3 Norming	• asking and giving opinions • ability to express feelings to help the task • plans are made and work	• group cohesion develops • norms emerge • authority problems resolved • members identity with group	• allow time for members to begin to work, talk • draw up plans, make preliminary decisions
stage 4 Performing	• strong goal orientation • insight and understanding	• clear but flexible rules • pragmatism in support of task • satisfaction in achievement	• let them do it and join in if appropiate

3.8 Decision Making

Decision making is the process of choosing what action that will be taken in different situations in a way that ensures that the organization reaches it's goals. It is very closely linked to the problem solving process we looked at in book 2. In a CBO decisions can be made one of three ways, depending on the type of leadership in the organization.

Autocratic decision making – Where one person who is in authority makes all decisions without reference to the board or the staff and volunteers.

Democratic decision making – Where everyone is asked for their opppinion, and the majority view carries the decision.

Consensus decision making – Where the decision is discussed by those who will be affected by it, and their concerns and objections are taken into account in the final outcome. Such decision making involves compromise, and the decision will be adapted where possible, to take the feelings of those involved into account. Consensus decisions also take longer, but they build unity, ownership and commitment in the organization, because by allowing people to make decisions for the organization, you are communicating that you trust them. So consensus decisions work best for CBO's.

If an organization is using this model for making it's decisions, one of the most important skills the leader needs to have is deciding who should be involved in which decisions. It is not possible or necessary to involve everyone in every decision right down to how many paper clips to buy, so decisions on things like the details of day to day project work can be delegated to a smaller group. However, in a CBO the general rule is that **the more directly a decision affects a person or group of people, the more important it is that they should be allowed to share in the decision making process.**

3.8.1 How to make decisions by consensus

Agree what we are trying to decide and set a clear goal

Brainstorm and list the possible suggestions for a solution

Take each possible solution and list the advantages and disadvantages

Choose one solution or combination of solutions

Agree what needs to be done to carry out the decision

Decide who is responsible for carrying out the decision and what they will do when?

When decisions are made, it is vital that the leader of the group "delegate" or share the responsibility for carrying out the decision. Delegation is defined as the process of handing over authority, responsibility and accountability from one person or group to another. No one person can do everything well, and if they are trying to work like that, they are probably destroying their team/grroup. If a leader does not delegate responsibility and share the work, the group will get stuck between stage 3 (trust and respect) and stage 4 (working as a team) of the development process, and eventually it will drop back into the conflict of stage 2. If the leader does delegate, the group members will grow in confidence, and commitment to the work. They will also come to depend on eachother more (a characteristic of groups in stage 4) and their ability to achieve their goals will also increase.

3.8.2. Guideline for Delagating Responsibilities

1. Define what is to be done. Give responsibility.
2. Be clear on how well the task is to be done and why. (There is nothing more frustrating than to do a task, like writing a report which you thought was for the members of your small group, only to be told after you have finished it, that it is being sent to the President's office!)
3. Give deadlines and relevant information (or how to find the right information). Also give full access to all resources required for the task.
4. Be clear to others publicly (either in the meeting where the decision is made, or by letter) who has waht responsibilities.
5. A time limit must be set for this responsibility. (How many times have we known that a committee or chairperson appointed, has sat in that chair for 10 years!)
6. **Wait for the results.** It is critical not to step in too soon after delegating a responsibility.
7. However, a follow-up system is necessary. Set up a means of communication, either a mid-point report or regularly scheduled meetings. (This is building a support system, and very necessary to give assurance to those taking responsibility. It is also necessary to build accountability.)
8. Thank everyone!

(The table above is from Training for Transformation by Ann Hope and Sally Timmel, published by Mambo Press, Zimbabwe in 1984)

3.8.3 Good Managers and Bad Managers

Good managers build trust and make themselves available to staff by:

Giving them regular time

Leaving the office door open so that staff can talk to the manager at any time

Walking around the office

Visiting the staff and volunteers where they are working as often as possible

Arranging regular meetings which allow staff to give opinions and say how they feel.

Arranging regular social occasions for staff and their families

Informing staff about important issues that affect them

Giving praise where it is due

Giving encouragement when it is needed

Debriefing them if something goes wrong or if something difficult or traumatic happens

Keeping promises

Following procedures he or she expects the staff to follow

Being patient but firm

Bad managers

Do not consult staff

Will not accept criticism

Are not accountable

Make decisions alone

Do not communicate

Are not accessible to staff

Do not give credit where it is due

Do not try to develop staff

Are not flexible

Do not listen to staff

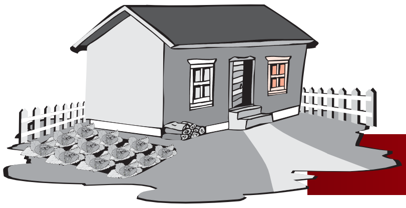
Do not delegate authority and responsibility

Are not trustworthy

Are unpredictable and unreliable

Do not refer to the policies of the organization

XXXXXXXXXXXput points in the boxesXXXXXXXXXXX



THE ADMINSTRATION OF A CBO

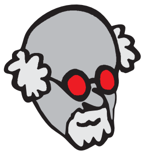
WHAT YOU NEED TO KNOW

The office of a CBO is usually a busy place. Everything from the day to day management and planning of the activities of the organization to the basic administration, counseling and the hiring, monitoring and training of staff goes on in the office. This chapter gives information on basic office administration starting with a brief look at the practical side of leadership – the day to day role of a co-ordinator or manager.

4.1 The role of a manager

Managers need to organize their time to cover a wide range of tasks/needs. The list below (adapted from TEAR Fund) outlines some of them.

1. **Planning** - Time is needed to plan, co-ordinate and to look ahead.
2. **Administration** - Time is needed for information gathering, decision making, communicating with others, monitoring progress and evaluating results.
3. **Creative Thought** - Time is needed to think, read, discuss and generally to be stimulated so that they can bring new ideas and new insights to the work.
4. **Visits** - Time is needed to visit people and places to keep in contact with what is happening at community level.
5. **Relaxation** – Time is needed to be with his or her own family, to recover strength and energy.
6. **Listening** - Time is needed to hear the views/needs of staff, to listen to alternative viewpoints, new insights.
7. **Writing** – Time is needed to think through experiences/knowledge, dilemmas and to learn from them and record what has been learned.
8. **Training** – Time is needed to build your own skills through training and to organize training for staff.
9. **Resolving Conflict** - listening to points of view of staff in conflict and helping both parties to find a positive solution to it.



*Wise Words!

4.1.1 USEFUL ADVICE ON TIME MANAGEMENT

Think about the details of how you organise your daily life:

1. Set priorities to suit your task when in a relaxed mood prior to pressure
2. Produce a daily check list:
   - ☐ Write to ...
   - ☐ Organise ...
   - ☐ Telephone ...
   - ☐ Talk to ...
3. Put times against the check list.
4. Monitor the implementation of tasks against your timetable.
5. Visit other people's offices rather than invite them to yours. That way you can leave when it suits you.
6. Build slack time into your programme.
7. Balance your day: difficult tasks first - rewards later.
8. Determine the time of day when you are most effective.
9. Carry a book to read. Carry a notebook at all times.
10. Don't let the URGENT stop you doing the IMPORTANT.
11. Delegate whenever you can.
12. Avoid creating pressure for others (i.e. 'please read and comment').
13. Learn to concise in speach/telephone/writing.
14 Do it now! Avoid putting off taking action.
15. Think hard about meetings you organise to aviod wasting time:
   - ☐ Maximum number 12 persons.
   - ☐ Maximum time one and a half hours.
   - ☐ Good preparations.
   - ☐ Good chairman

(From the TEAR Fund disaster Training Manual)

4.2 Writing minutes

All meetings should be recorded or minuted, because without minutes there will be no record of what happened at the meeting, and this can lead to conflict. Another problem with not taking minutes is that everyone will forget what was decided and what they were asked to do, and this means that the committee is likely to go over the same ground again and again without making any progress.

The governing board meetings especially need to be recorded or minuted, because the minutes are an official record of what the governing board discussed and decided during that particular meeting, and those decisions should affect the way the organization is run day to day.

For this reason, the secretary should always ask the Chairperson to summarize the decisions taken under each agenda item.

In the minutes the secretary must record

- date, time and place of the meeting.
- the attendance list (including apologies from members who are not present)
- the group's agreement with (adoption) of the minutes of the previous meeting
- matters arising out of the minutes of the previous meeting
- the decisions made on each item of the agenda
- who is responsible for each task
- and if the discussions are important, a summary of the discussion.
- the time and place agreed for the next meeting
- and finally, the signature of the Chairman, the Secretary and the date.

There should be a Minutes file in which the signed copies of the minutes are stored.

(See the worked example below)

4.2.1.How to write minutes

Writing the minutes of a meeting are easy if there was an agenda and the chairperson followed it. The secretary should use the headings and numbering on the agenda, and write down what was agreed under each agenda heading, with a little bit of explanation. (See the specimen agenda below and the minutes for it).

When the secretary takes notes, he or she should listen carefully and just note the main points and who is going to do what, by when. If the secretary is not sure what decision has been made, he or she should ask the chairperson to summarize the decision.

The minutes should use simple language and be clear and easy to read. It is best to write them very soon after the meeting, because it is easy to remember what was said. If it is left too long, the notes may not make sense and important information may be lost. A copy of the previous minutes must reach everyone well before the next meeting.

4.2.2 * Worked Example – The Agenda for a governing board meeting of a CBO

* Including the chairperson's notes

Venue St John's Church hall

Date 8th April 200X

1. THOSE PRESENT

2. APOLOGIES

3. PREVIOUS MINUTES (4/2/200X)

4. MATTERS ARISING
4.1 The training day (10th May) venue *(Mrs Ledwaba to report)*
4.2 Catering (10th May) *(Mrs Nkadimeng to report)*

5. FINANCES

5.1 BANK BALANCES *(Mrs Masekoameng to report)*

5.2 ITEMS FOR PAYMENT *(Mrs Masekoameng to report)*

6. MEMBERSHIP
NEW MEMBERS *(Mr Sheela to report)*
GENERAL MEMBERSHIP ACTIVITIES REPORT BACK
Area A *(Mr Masete to report)*
Area B *(Mr Sheela to report)*
Area C *(Mrs Ledwaba to report)*

7. ANY OTHER BUSINESS

8. SUMMARY OF ACTIONS

9. DATE OF THE NEXT MEETING

4.2.3 * Worked Example – The Minutes of a Meeting

A Meeting of CBO X

Venue St John's Church hall

Date 8th April 200X

1. THOSE PRESENT
Mrs P. Manaswe (chair) Mr J. Jenkins
Mrs E Masekoameng Mr S Masete Mr H Sheela Mrs K. Ledwaba

2. APOLOGIES Mrs S Nkadimeng Mrs F.Kutumela

3. PREVIOUS MINUTES (4/2/200X)
Taken as read and accepted as a true reflection of the meeting.

4. MATTERS ARISING

4.1 **The training day** due to be held on 10th May 200X. **Mrs Ledwaba** informed the committee that the venue has been booked (St John's hall) and that two trainers have been approached and will be letting her know if they are available this week. **She will confirm details with the St John's office on the 5th May.**

4.2 **Catering Mrs Nkadimeng** sent a message saying that she has asked the Mother's Union to do the catering for the event and they have agreed. **She will be meeting with the caterers on the 5th May** to finalize the arrangements, and has requested R230 to cover the cost of the food. **Mrs Masekoameng will fill in the requisition and give her the money on the morning of the 5th.**

5. FINANCES

5.1 BANK BALANCES
Mrs Masekoameng gave the attached financial statement for the month of March 200X. The balance in the current account of the organization is R5,347, with R475 in petty cash.

5.2 ITEMS FOR PAYMENT
The attached list was approved .

6. MEMBERSHIP
Mr Sheela reported that there are 6 new volunteers who have come forward for training in area B. He **will be visiting them on the 1st May** to explain the training and to help them to understand the way the CBO works. (***Continued....)***

4.3 Filing

Filing is important, because for the organisation to run efficiently, it is important to be able to find information when you need it. So letters, reports and important documents need to be kept in a place where anyone can find them if they need them.

A plan for filing information in a CBO

I. Administration

1.1 Staff
1.1.1 The Chairman's file
1.1.2. The Secretary's file
1.1.3. The Treasurer's file
1.1.4. Other files

1.2 Equipment
1.2.1. Inventories
1.2.2. Miscellaneous requisites -Stationery

1.3 Travel

2. Legal information and committee records

2.1 Rules and Regulations

2.2 Official recognition

2.3 List of members of the association

2.4 AGMs
2.4.1. List of volunteers
2.4.2. Meetings
2.4.3. Minutes of meetings

2.5 Executive Committee
2.5.1. List of members
2.5.2. Meetings
2.5.3. Minutes of meetings

2.6 Finance Committee
2.6.1. Minutes of meetings
2.6.2. External audit

3. Finances

3.1 Budgets

3.2 Financial Plan

3.3 Bank Correspondence
3.3.1. Current Accounts
3.3.2. Fixed Deposits

3.4 Financial Reports (monthly)

3.5 Annual Accounts

3.6 Audit Reports

4. Donors

4.1 Basic documents
4.1.1 Financial proposals
4.1.2 Fund raising documents

4.2 The Department of Health

4.3 DFID UK

4.4 Trusts

5. Activities

5.1 Policies, Strategies and general Program

5.2.1 Home Cased Care
5.2.2 Gardening
5.2.3 Training
5.2.6 Orphan Care
5.2.7 Newsletter etc.

6. External Relations

6.1 Local Government

6.2 National Government

6.3 Othert CBO's/NGO's

6.4 The Network

The Management of People (Personnel)

WHAT YOU NEED TO KNOW

5.1 The responsibilities of an employer

If you employ people you are responsible for:

- ensuring that the conditions of the Labour Relations Act (LRA) , 66 of 1995 and the Basic Conditions of Employment Act (BCEA) of 1999 are met.
- not discriminating (directly or indirectly) and complying with all legal requirements in the recruitment and management of staff.
- providing fair wages and conditions;
- providing a written employment contract;
- ensuring that there are fair and legal procedures in the organization for the recruitment, employment, supervision and dismissal of staff;
- ensuring that all staff have a job description and a clear understanding of what is expected of them and whom they are accountable to;
- providing a clear understanding of the different roles between paid staff, governing board members and volunteers.
- providing a safe and healthy workplace;
- providing ongoing staff performance monitoring/appraisal and development;

5.2 Records file (picxxx)

Employers must legally keep the following records:

- **employee or personnel files** which include the full name, address and a copy of the employment contract for each worker. A written contract of employment is signed by both the staff member and the employer and should state the period of employment and what, if any, are the pay increments (yearly increases in wages);
- **wages book** which includes pay rates, overtime, hours worked, deductions, a record of sick leave, recreation or other leave entitlements and tax paid;

- **accident or injury register.** This means that a record should be kept of when an employee injures him or herself on the way to or from work or whilst at work.

This is because there may be insurance claims made against your organisation.

Be aware that all of these records are confidential and should be kept locked in a filing cabinet that can only be accessed by senior staff.

5.3 A Note about employees with HIV/AIDS

What are the special needs of employees with HIV/AIDS?

People with HIV/AIDS should be actively encouraged to be involved in all aspects of your organisation's work. Community organisations can be leaders in developing procedures to support employees with HIV/AIDS in the workplace.

As an employer you need to be aware that it is illegal to discriminate against people with HIV/AIDS, in all matters related to employment. Additionally; all employees have a common law right to privacy This means that as an employer you are ***not*** entitled to know the *HIV* status of any employee, nor should people be put in the position where they feel pressured to disclose their status (negative or positive). Furthermore, no health-care worker can reveal the *HIV* status of a person to their employer.

As a way of increasing community participation, many community organisations are now developing affirmative action policies for the employment of people with HIV/AIDS and/or designating some positions for people with HIV/AIDS. A few suggested policies on supporting people with HIV/AIDS in the work place are:

- An attitude of compassion
- Maintaining confidentiality
- Offering additional sick leave
- Having an attitude of flexibility allowing them to go to appointments and counseling
- Transferring them to less stressful duties
- Allowing them to work from home where possible
- Assisting them with health maintenance and monitoring

For more information on policies, refer to the South African Development Community (SADC) code on HIV/AIDS and employment (available from the AIDS law project web site (address: Http//www.hri.ca/partnerships/alp/

A sad reality facing CBO's working in the field of HIV and AIDS , is that they are now experiencing significant losses among their board members, their staff, their volunteers and especially their clients as a result of the disease. So it is especially important to allow time and opportunities for staff working in these organizations to express and process their anger, fear and sense of hopelessness. It is also important for the organization to find ways of dealing with the loss and grief that results from the disease. Networking with other CBO's and NGO's is especially helpful in these circumstances.

5.4 Staff Recruitment

When recruiting new staff to a post in the organization, you need to look for people with appropriate qualifications and experience. However, it is also very important to look specifically for people who are honest and hard working to fill posts in the organization.

*Wise Words!

Be honest and you will be safe. If you are dishonest, you will suddenly fall
A hard working farmer has plenty to eat. People who waste time will always be poor
Proverbs 28 verses 18 and 19, The Good News Bible

Three rules to remember:

- ☐ job descriptions must accurately reflect the staff member's key performance areas and duties and be written in such a way that performance of each area and duty can be appraised;
- ☐ copies of job descriptions should be kept by the staff member, their immediate supervisor and in their personnel folder;
- ☐ job descriptions must be dated. This will assist with the review process.

Three rules to remember:

- ☐ Describe the position
- ☐ State the job title – for example, PEER EDUCATOR (part-time)

1. **Background**
   Briefly give some history regarding the position. For example, the PEER EDUCATOR (part-time) position is a new position funded by the Department of Health for a two-year period. Consider including your mission statements and core values.
2. **Purpose or aim**
   Briefly state the purpose or aim of this position. What do you expect this position will do within your organisation? This will give the potential applicant an idea of wether they are suitable or not.
3. **Reporting and accountability**

- ☐ Supervisor: the co-ordinator

- Responsibility: this position is not responsible for the management nor supervision of any staff or volunteers. If the position is responsible for any other staff or volunteers, state the number and their titles.

4. Work requirements
State the times of work and length of employment. For example, 20 hours per week from 1 to 5 pm Mondau to Friday. The contract is for two years.

5. Salary and conditions
State the salary and any other conditions. For example, the salary is xxx per month. The successful applicant will be given a written employment contract detailing terms and conditions of employment.

6. Education requirements or qualifications
State what (if any) are the education requirements or formal qualifications you seek.

7. Skills and experience
In addition to any formal education requirements, list what other skills and experience are necessary such as previous work experienc, certain languages, driver's lincence etc.

8. Key performance areas and duties
It is important that you clearly identify the key performrmance areas and their associated duties (Task or activities). This will help to minimise future confusion for both the employer and employee and is also necessary so that you assess the staff member's performance at a later date.

For example:

1. Design and facilitation of peer education workshops for volunteer peer educators.

1.1 In conjunction with the local school, assist in the recruitment of volunteer peer educators.

1.2 Plan a workshop programme which provides training to the peer educators. A curriculum has previously been developed, but this position is responsible for ensuring that regular workshops are conducted and for facilitating the training.

1.3 Keep accurate records of the number of young people trained.

2. Maintain liaison with other youth organisations and work in collaboration with them.

2.1 Assist in the preparation of public youth events such as dances, concerets etc.

9. Other
Consider attaching a copy of your organisational chart because this will enable the applicant to see where the position fits within your organisation.

Date 6 June 1999

5.4.1. Useful hints for staff recruitment

- Make sure that you have developed a recruitment policy which states that all positions are advertised and an interview conducted.
- Develop a written job description like the one below for each position which outlines the roles, responsibilities, duties and key performance areas.

Job descriptions should be reviewed at least every 12 months and updated if necessary. This review should be part of your staff performance, appraisal and development procedure.

- Advertise the job vacancy with contact details and a deadline . This can be done through the local newspaper, sending copies to other similar community organisations or placing it on a community notice board.
- Appoint an interview panel. Make sure that the interview panel is made up of a mixture of people. There should be women and men.

The usual composition is: **interview panelxxxpic**

- the immediate supervisor for this position
- a member of your governing board;
- an external person. This means someone who does not work within the organisation. You can invite a representative from another community organisation, the local health clinic or a representative from your funding body;

  (If it is a large organization and a key post is being filled, you may also want to include an elected staff representative)

  Keep the interview panel small because being interviewed by a large number of people is intimidating.
- Check that one person has been appointed as the leader of the interview panel. The interview panel leader is responsible for:
  - organising the time, date and venue of the interview;
  - drafting the questions (though it is best to discuss these with the other members and invite input);
  - distributing copies of the applications to the other people on the panel;
  - writing up the interview report;
  - advising both the successful and unsuccessful applicants.
- Check that, if your organization has any affirmative action policies, that they are applied correctly.
- Ensure that the interview panel has copies of the applications at least a couple of days before the interviews.

- On the day of the interview ask the interviewers to come early to discuss the applicants. Before the interview, develop a list of questions to be asked. The questions should be based on the selection criteria as outlined in the job description. Agree who will ask which question during the interview. It is more interesting to share the questioning than to have one person do all the talking.

  The applicants need to be selected on the basis of their skills, knowledge and experience, and the extent to which they fit the job.

  The panel should try to help the applicants relax as much as possible, so that they can show their strengths. Remember, the most committed and reliable employees are not always the ones who come across best at an interview.

5.4.2. Tips to help interviewees relax

The interview panel leader should go and collect the applicant from the waiting room and bring them into the room personally.

The leader should slowly introduce all of the panel by name and briefly explain what they do and their relationship to the organization.

He/she should then outline the interview process. Explain that each of the panel will take turns at asking questions.

But before you begin check that the applicant has understood the process and invite him/her to ask any questions.

Then move onto the questions. Sometimes, you may have to rephrase a question if the applicant is having trouble answering it or is going off the track. Have a glass of water handy. When people get nervous they often find their throat dries up and a drink of water will help them to relax.

Once the interview panel has asked all their questions, ask the applicant if she/he has any more questions.

Finish the interview by telling the anticipate when the decision will be made (for example, “we anticipate that we will be making our decision today. We will then contact referees and we should be able to let you know by late next week”).

Finally thank the applicant and walk them out of the room.

After the interview:

- Check references.
- Make sure that you inform both the successful and the unsuccessful applicants of the decision.
- If unsuccessful applicants ask for feedback be willing to give it, but try to be as positive and constructive as possible.

5.5 Volunteers

A volunteer is a person who gives their skills, labour and ideas free of charge, and they are the heart of most Community Based Organisations in the management, in the administration and providing the services in the community.

In many CBO's all the staff are volunteers, giving their time and labour free of charge, because there is no funding!

Community organizations need volunteers because

- They are "community participation;
- They meet the needs of their clients;
- They enable the organisation to expand their programmes beyond its financial base;
- They enable the organisation to build a wider base of supporters in the broader community;
- By building the volunteers skills, they are building the capacity of the broader community.

Why do people volunteer?

People volunteer for many different reasons. Some may see volunteering as a way to gain some sort of benefit such as skills in a particular area or ultimately paid employment. Some may want to deal with personal issues such as the death of a loved one; others may be hoping to meet new friends.

Many volunteers gain great satisfaction from their actual tasks, whether it is filing, photocopying, taking clients to appointments, cleaning floors, or counseling. To keep your volunteers, they need to be given the jobs that they want to do and made to feel valued and important to the organization. A key way of doing this, is to listen to their views and opinions regularly. So appraisal processes and regular feedback sessions are vital to volunteers. It is also very important to introduce the volunteers to the way the organization works and your expectations of them and to find out what they expect of you and the organization.

5.5.1. Volunteers need: pic middle aged woman (black)

- To be trusted and given a specific area of responsibility;
- To be provided with ongoing professional development to build their skills so that they can do their jobs better;
- To be able to participate in the decision-making of your organisation;
- To be able to participate in the planning, monitoring and evaluation of their work area;

- To know the limits of their authority and the areas in which they can make decisions without having to refer to paid staff or other volunteers;
- To be challenged and provided with opportunities for growth by having their work performance regularly appraised;
- To be provided with constructive feedback about their work performance; be thanked and acknowledged for their contribution.

All volunteers should be 'registered' within your organisation. This means recording their full name, contact details (including emergency contact details), areas of interest and skills. This registration form will help you to match the volunteer to appropriate work within your organisation.

Volunteers should also be asked to sign a confidentiality agreement.

Your organisation needs to consider how it will approach and manage the process of recruitment and orientation for volunteers, For example, will you be advertising for volunteers, or will you be relying on word of mouth? How will people in the community know that you need volunteers and how do they 'apply' to become a volunteer?

5.5.2. Volunteer training

Each volunteer should be offered some introductory training to enable them to do their work.

Like paid staff, volunteers should also be provided with training. Specific training may be needed for particular positions. For example, home-care volunteers will require training in basic *HIV* information (including **TB** and STDs), home-care methods and approaches, counselling and infection control. Peer educators will require training in HIV/AIDS, STD and **TB** (perhaps even reproductive health depending on the type of work) and peer education approaches and methodologies. All volunteers require some basic training in monitoring and evaluation and what their responsibility is in collecting or recording data and a general introduction to the workings of your organisation.

5.5.3. Volunteer Support and Policies

Once the volunteers begin they should be provided with regular follow- up to assess their performance and to provide support. This is of particular importance with home-care volunteers, because these people are usually working outside the organisation in a stressful role and they may be in danger of feeling isolated.

All volunteers should be subject to the same codes of good practice, confidentiality and disciplinary procedures as paid staff. Additionally, they should also be covered by the organisation's occupational health and safety policy. Consideration should be given to taking out personal accident insurance to cover volunteers.

Policies outlining financial reimbursement, honoraria, expenses or incentives also need to be spelt out clearly. Likewise, your organization needs to make policies governing what access (if any) volunteers have to keys or specific work areas. Additionally, each organization should try to create a volunteer space. This may be as simple as a desk and a couple of chairs where the volunteers can meet, relax and store their equipment or personal effects.

5.5.4. Volunteer Time

The time contributed by volunteers should be recorded. This information is part of your data collection for monitoring and evaluation purposes. It is also very powerful data to present to funders, as it will show what an enormous contribution the community is making.

VOLUNTEER PARTICIPATION RECORD

Date	Name	Area of contribution	Supervisor	Hours worked per week
8/3/99	Susan Kwitshana	Home care	Convenor	4 hours
9/3/99	Nicol Barthorpe	Home care	Comvenor	6 hours
10/3/99	Nomhle Qangule	Home care	Convenor	4 hours

In addition to providing regular support and supervision, volunteers should be provided with a written 'statement of volunteer activity' for every period of service over six months. The data for this statement can be taken from the volunteer participation records that you collect each month. Your Annual Report should also include a section on the contribution of volunteers.

Please note that in communities where literacy is an issue, administer this form verbally.

VOLUNTEER REGISTRATION FORM

Name:			
Home address:			
Work address:			
Telephone: (work):	(home):	(cell):	
Are we able to contact your place of work? (tick)	Yes		
	No		
Are we able to contact you at your house? (tick)	Yes		
	No		
Please briefly outline why you wish to become a volunteer with our organisation (attach an extra sheet of paper if you wish):			
Please outline the areas that you are most interested in being involved with (such as home care, administration work, fundraising):			
Please outline any specific skills you have:			
How much time (approximately) you are able to offer each week?			
Are you able to participate in training and workshops? (tick)	Yes		
	No		
Please provide the name and full contact details of two referees:			

5.6 Staff support and supervision

Every organization needs to keep the balance between, ensuring that the staff and volunteers feel valued, supported and listened to and making sure that its work is being carried out properly. Staff performance appraisal means regularly reviewing each staff member's and each volunteer's performance, identifying their concerns, celebrating their successes and helping them to address the areas where they have not reached the standard you and they hoped for.

Staff performance appraisal is usually done as a joint meeting between the supervisor and the staff member. The most senior staff member usually has their performance appraised by the Chairperson of the organisation.

The best approach is to try to make the meeting is a two-way process, where both the supervisor and the staff member give feedback to each other and discuss the issues that come from that process. An appraisal could start with the first set of questions given below.

How are the staff feeling? Here are some questions to ask each staff member and each volunteer every 6 months.

- Do the staff/volunteers feel listened to by the organization?
- Are their opinions valued?
- Do they feel able to share concerns openly with the to whom they report, and the people above them?
- What concerns do they currently have that they would like to share with the leadership of the organization?
- Do they understand the policies and procedures of the CBO and are they being applied consistently and fairly?

What are the staff doing?

- How do they feel generally about the quality of their work?
- What is their progress in each specific area of their work?
- Have they reached the goals they set for themselves last time you met?
- The forms below will help to focus your discussion.

5.6.1 Using the staff appraisal forms given below

Work through each key performance area and jointly identify any areas for improvement.

Once an area of improvement has been identified write it down and make a plan to address the issue through ongoing supervision, mentoring or specific training and development.

Write a brief report on the meeting for your records and to remind you what was discussed and decided at appraisal.

This tool was adapted with permission from Australian Federation of AIDS Organisations.

The key performance areas and duties should be contained in the job description.

Name: ....

Appraisal period: ....

Date of appraisal: ....

Staff are to be rated on a sliding scale of 1 to 5 on the following duties outlined in the job description.

Duty 1

1 Consistently does not meet requirements
2 Occasionally meets requirements
3 Mostly meets requirements
4 Always meets requirements
5 Generally exceeds requirements

Duty 2

1 Consistently does not meet requirements
2 Occasionally meets requirements
3 Mostly meets requirements
4 Always meets requirements
5 Generally exceeds requirements

Duty 3

1 Consistently does not meet requirements
2 Occasionally meets requirements
3 Mostly meets requirements
4 Always meets requirements
5 Generally exceeds requirements

Duty 4

1 Consistently does not meet requirements
2 Occasionally meets requirements
3 Mostly meets requirements
4 Always meets requirements
5 Generally exceeds requirements

Pic of a manager
with a clip board
Middle aged black
lady

Duty 5

1 Consistently does not meet requirements
2 Occasionally meets requirements
3 Mostly meets requirements
4 Always meets requirements
5 Generally exceeds requirements

This form is to be filled in at the end of the staff performance appraisal meeting.

Name: ....

Appraisal period: ....

Date of appraisal: ....

1. Perfomance appraisal

The following areas were noted as requiring improvement:

____

____

____

____

The following measures (to be implemented and monitored during ongoing supervision) were agreed toimprove performance:

____

____

____

____

2. Career development

The following short-term goals to improve job satisfaction/professional development were noted:

____

____

____

____

The following measures (to be implemented and monitored during ongoing supervision) were agreed to achieve these goals:

____

____

____

____

The following long-term goals to assist in career development were noted:

____

____

____

5.6.2. Hints on how carry out an appraisal

Check that you have advised the staff member of the time, date and location that the performance appraisal meeting will take place.

Try to give the staff member some notice (perhaps three days) so that they can prepare their thoughts.

Make sure that you have a copy of the job description and any other relevant documents available at the meeting. The job description and pervious appraisal form are the basis of the appraisal process.

Remember that both the supervisor and staff member jointly review each of the key performance areas and duties listed in the job description. (You can use a rating system like the one on the form above).

5.7 The general supervision of the activities of the organization

Apart from staff and volunteer appraisals every 6 months, monitoring the activities of the staff should be a regular part of the life of the organization.

But be careful not to collect information for the sake of it. This puts unnecessary pressure on the staff and the administration of the organization. A useful way to assess your monitoring and reporting system is to ask the questions below. If you find that information is being collected more than once, or that it is being collected and then sits unused in a drawer somewhere; consider carefully why that information is being collected and whether that "layer" of the reporting system should be removed altogether.

- What information do you collect from your staff/volunteers weekly?
- Who looks at it/analyzes it?
- Who needs it?
- How is it used?

- What information do you collect from your staff monthly?
- Who looks at it/analyzes it?
- Who needs it?
- How is it used?

- What information do you collect from your staff at the same time every year?
- Who looks at it/analyzes it?
- Who needs it?
- How is it used?

- What information do you collect occasionally from your staff?
- Who looks at it/analyzes it?
- Who needs it?
- How is it used?

When you have been through this process, and decided what is necessary and what is unnecessary, put a wall chart up in the office and write in what information needs to be collected and when. Remembering to allocate days for major report writing well in advance of the deadline.

5.8 The Dismissal of staff

Regular appraisals should help to prevent the need to dismiss staff, by bringing problems out into the open and addressing them early, before they develop to the point that a staff member needs to be dismissed.

Possible reasons to dismiss staff

- **neglect** or unsatisfactory performance of work duties;
- **repeated absenteeism** from the workplace without acceptable reason;
- **gross misbehaviour** (such as fighting; physical or verbal abuse; drug and alcohol use at work; sexual assault; discriminatory behaviour based on race, gender, *HIV* status etc, wilfully damaging property; placing others in danger) or dishonesty;
- **unethical behaviours** such as breaching confidentiality or other codes of conduct;
- **retrenchment** due to the services being stopped because of cuts to funding; redundancy.

Under the Labour Relations Act (LRA), 66 of 1995, employees have statutory rights which means that they can not be dismissed because of their *HIV* status. The process for disciplining staff normally includes four steps. Importantly; please note that staff are entitled to have a union representative (where relevant, and if they choose) present with them at each stage.

Step 1. ***Verbal notice***

A verbal notice that a problem has occurred is given, followed by a discussion regarding what can be done to address the issue and in what time frame changes should be made. The supervisor should make a note (in the staff member's personnel file) that a verbal notice was given.

Step 2. ***Issue first written notice***

If the problems occur again then a written notice should be given. Again, a note should be made in the personnel file and a copy of the written notice should be given to the staff member.

Step 3. ***Issue final written notice***

If the problem keeps occurring, then the organization can issue a final written notice. A final written notice should state that unless the behavior ceases or there is significant improvement, a disciplinary hearing will be called and the staff member could be dismissed. Again, note is made in the personnel file and a copy is given to the staff member.

Step 4. ***Conduct a disciplinary hearing***

At this meeting the situation is discussed and the staff member may be dismissed, suspended from duties or demoted. Organizations can decide on a time limit after which the file notes of warnings may be removed from the personnel file and destroyed. This may be a six month or l2 month period.

The Governance of a CBO

WHAT YOU NEED TO KNOW

All community organisations need some kind of governing body which is legally responsible for the organisation.

Governance is defined as "the way in which an organization distributes formal power, rights and is accountable". In this book, the term "governing board" is used and this means the 'body' , 'board' or 'committee' which is responsible for the overall leading and governing of the organisation. The most senior paid staff position is usually a member of the governing board.

The governing board is responsible for ensuring that the work of your organisation is carried out according to the constitution of the organization in a timely and cost-effective manner.

Every organisation is different and, so too, will be the role of your governing board. The extent to which the governing board is involved in the day-to-day running of the organisation will vary from organisation to organisation. Governing boards are legally responsible for ensuring that the activities of the organization are carried out appropriately. However, they usually delegate the different jobs that need to be done to paid staff and volunteers. For example, the governing board may ask a book keeper to do the bookkeeping and compile the financial statements, but it needs to ensure that they are done by checking these tasks at each meeting. So the paid staff (supported by the volunteers) deliver the services and administer the day-to-day running of the activities of the CBO and the governing board oversees it.

6.1 The role of a CBO governing board picxxxxxxboard at table

Planning and Policy

To provide leadership, guidance and policy direction for the organisation to ensure that the organisation stays focused. ,

Legal

To ensure that all national, provincial and local laws and regulations are met.

For example, funding contracts or agreements with donors; registration; insurance; permits; lease agreements; licences, copyright; defamation; occupational health and safety; taxation; pay- roll.

Financial

To ensure that the organisation can meet all of its financial I commitments and be accountable for all funding.

For example, Ii bookkeeping systems, maintenance of bank accounts, audits, reporting on funds.

Personnel

To ensure that both staff and volunteers are provided with a safe workplace and that they are valued, respected and supported in their work.

For example, job descriptions, employee contracts, training policies, regular supervision and support, discipline and dismissal procedures, volunteer contracts.

Premises and equipment

To ensure that the physical space in which staff and volunteers work is adequate and safe and that equipment is maintained and functional at all times.

Promotion and Marketing

To ensure that the organisation has a public image and is well placed within the community.

Reporting and Accountability

To ensure that the organisation is accountable to clients, volunteers, members, staff, funders and other stakeholders by meeting all reporting requirements in a timely and accurate manner. The board is also the body responsible for producing an annual report on the activities of the organisation which is handed out at the AGM (Annual General Meeting of the organisation).

6.2 The kind of people that you should consider recruiting onto the governing board.

Who should be involved? Consider including:

- People who want ot be involved and have the commitment and interest.
- People with HIV/AIDS.
- People from your client group.
- Local community, civic or religious leaders.
- Local business people,
- People from other similar community organasations.
- People from local social clubs such as sports clubs.
- People with specific skills such as lawyers, accountants, fundraising.
- People with practical knowledge and skills in your area of work such as community artists, health-care workers, traditional healers, researchers.
- Some organisations also invite a member from their funding body. This has advantages and disadvantages. A funder representative gives you a direct

link with your funder and may increase their understanding of your issue. However, it can raise conflict of interest issues and undermine the autonomy and independence of your organisation. think very carefully before you do this.

What areas of skills and knowledge needed within a governing board? Consider including:

- Service provision such as home care, health promotion, skills, adult education
- Policy experience such as good writing skills, research.
- Leadership skills and strategic thinking
- Legal issues
- Lobbying and advocacy
- Knowledge of funding sources and how to draft funding proposals
- Teamwork
- Management
- Financial planning and mangement
- Media and marketing skills
- Theatre, drama, community radio, art
- Fundraising
- Computer skills

6.3 The tasks of individual members of the governing board

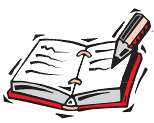
The tasks of the individual members of the governing board need to be agreed and understood by everyone for the organization to run properly. How each position is filled will be outlined in your constitution (we will be looking at that later on).

The positions that need to be filled are listed below:
Chairperson
Vice Chairperson
Treasurer
Secretary
Ordinary members

You can also include ex-officio members, these are people who are not elected and do not have voting rights, but who need to attend meetings – for example, the most senior member of staff should be at board meetings, as a link between the board and the rest of the organization and it's activities. You can also include staff and volunteer representatives who can provide a link between the board and the staff and volunteers of the organization at community level.

Exercise

6.4 COMMITTEES AND HOW THEY WORK



Notes

This is a simple exercise that I first used with the DELTA Network in Limpopo Province, to help the participants to clarify their own roles and their expectations of each other when working with committees.

Equipment: Plenty of newsprint and pens.

Instructions

a) Ask the participants to list the main position holders on a committee. These are:

The Chairperson, The Secretary, The Treasurer, The Ordinary members

Now divide the participants into 4 fairly equal groups, one for each position on a committee. (Try if possible to put participants who hold positions on committees in real life to be in the right group).

b) Now ask the **Chairperson'**s group to write a job description for themselves and a code of conduct/job description showing what is expected of an **ordinary member**.

Ask the **Secretaries** group to write a job description for themselves and a job description showing what is expected of a **treasurer.**

Ask the **Treasurers** group to write a job description for themselves and a job description showing what is expected of **secretary.**

And ask the **Ordinary members** to write a code of conduct/job description for themselves and a job description showing what is expected of a **chairperson.**

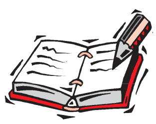
c) When each group has finished, get them to report back in pairs. So that each group says what they think they should be doing on the committee, and the other group assigned to them then says what their expectations of them are. For example, the Secretaries report on what they think their job is, and then the Treasurers report on what they think the Secretaries ought to be doing.

d) Discuss and compare the job descriptions and the expectations for each position holder, noting what is included and what is left out on each list.

At this point you can ask the group to brainstorm on the question :

"What do we do about committee members who do not perform?"

Record their ideas on newsprint and prioritise them.



Please do not forget to focus on the work of the position holders between meetings. We have noticed that there is often a perception that the role of the Chairperson is purely meetings based, and it is the over burdened secretary who follows people up between meetings. To draw attention to this, it is helpful to ask "What is authority given to the Chairperson for?" One of the answers is that he or she then has the authority to assign jobs to people on the committee to get work done. And he/she also has the responsibility of following up and encouraging those people between meetings to ensure it is done.

6.5 The responsibilities of position holders

It is very important that the group members write their own list of what they think that the position holders should be doing. Only refer to this list to check that the group have not left anything out.

6.5.1.The Chairperson

- Acts as the spokesperson/official representative for the organization
- Signs contracts, leases and official correspondence and thanks for the organization
- Leads the governing board
- Represents the governing board in emergency situations
- Works closely with the most senior paid staff member of the organisation
- Resolves conflicts within the organization.
- Follows up members who are not performing well
- Makes sure the annual report is produced (see below)
- Makes sure the AGM takes place (see below)
- Oversees disciplinary processes

At meetings

- Provides the agenda for board meetings• Comes well prepared for meetings
- Chairs board/committee meetings and the AGM

- Makes sure all members can contribute ideas and opinions
- Allocates responsibilities and tasks to committee members
- Makes sure decisions are reached that are specific and practical
- At the end, reminds people of the jobs they have been given
- Affirms and encourages
- Does not waste time, keeps meetings short and efficient

Before meetings checks
- The secretary has done what s/he was meant to do
- The treasurer had prepared all the financial statements needed

After meetings checks
- The secretary writes up and distributes the minutes accurately and quickly
- That committee members who were given jobs to do have done them

6.5.2. The Vice Chairperson
- Supports the chairperson and takes the chairperson's place when he/she is away or is not contactable.

6.5.3 The Secretary
- Keeps the list of names and contact details for all volunteers, employees and other stakeholders of the organization.
- Types letters on behalf of the committee
- Keeps copies of all records and correspondence (see filing below)
- Assists with preparation for and running of the AGM

At meetings
- Takes minutes (see below)

Before meetings
- Types the agenda
- Helps practically with organizing meetings (booking venues, invitations, reminders)
- Follows up governing board members to inform them of meeting dates, times and venues.
- Reminds committee members when reports are due.

After meetings
- Writes up minutes,
- Checks draft minutes with the chairperson and distributes them (soon after the meeting)
- Keeps the minutes file up to date.

6.5.4 The Treasurer

- Oversees the money that comes into the organization and ensures that income and expenditure are properly controlled and recorded.
- Sets up and keeps financial rules for the organization.
- Signs cheques along with two other signatories on the bank account.
- Ensures that there is a bank account and that all money belonging to the organization is stored safely either in a bank account belonging to the organization, or in a locked cash box.
- Ensures that a petty cash system is running effectively
- Helps with budgeting and is responsible for regular reporting of monthly or quarterly actual expenditure figures for the organization.
- Assists the auditor to produce annual financial statements for the organization.
- Ensures that the petty cash book and the cash book are up to date and reconciled before committee meetings.
- Investigates and reports misuse of funds.

At meetings

- Presents information on the amount of money in the bank account and petty cash and the expenditure reports against budget for the year to date at meetings

6.5.5. Ordinary Members of the committee

- Are ready and willing to work
- Come on time to meetings and stay till the end
- Work as a team
- Keep the things discussed in meetings confidential if necessary

At meetings

- Take notes of what they are asked to do
- Report to the committee
- Contribute to the discussions
- Give apologies if they can not attend
- Try to give helpful ideas and to stick to the agenda

After meetings

- Does tasks as soon as possible and reports on progress
- Contacts the Chairperson is he/she needs help with a task.
- Supports the decisions of the organization

6.6 The Constitution of a CBO

One of the first things that the organization needs to develop if you want to become a legally registered organization is a constitution. A constitution is a formal, legal document that states how your organization will operate

Adapted with kind premission from the Human Awareness Programme. Action notes. No. 6: Constitutions. Excom, (undated). Copies of the full document can be obtained by contacting Olive. Telephone: (031) 206-1534 Fax: (031) 205-2114 E-mail: olive@oliveodt.co.za

Decide what kind of organisation you are writing a constitution for. Discuss the aims and objectives of your organisation, what structures exist or should exist and how you wish to see the organisation function. In discussing these issues, use the following guidelines:

1. Name

Write down the full name and abbreviation of the organisation and what kind of organisation it is.

2. Legal status

Insert a clause outlining the organisation's legal status.

3. Mission, aims and objectives

Define the organisation's mission, aims and objectives.

4. Membership

Discuss:

- who may jion and how? For example, filling in membership forms;
- the duties and previleges of members;
- the amount, if any, of membership subscription fees;
- what happens of members do not pay their subscriptions for a certain period, Will they cease to be members of your organisation?

5. Structure and decision-making

Discuss and write:

- what structures should exist such as AGM's, general meetings, an executive board, sub-committees, etc;
- the notice-period required for certain meetings;
- what quorum is neededto makemeetings constitutional;
- what responsibilities certain structures/positions have;
- what powers and duties each structure has.

6. Meetings procedure

Discuss and write:

- who will chair the meetings;

- how the agenda will be followed;
- how voting will take place;
- how minutes are recorded, read and approved.

7. Election of office-bearers

Discuss and write:

- at which structure/level office-beares are elected;
- how office-beares are elected. For example, by verbal nominations and a show hands or by nomination forms and a ballot;
- how the result of the voting procedure are announced;
- how vacancies are filled.

8. Staff

Where an organisation does employ staff, it must say:

- how staff are appointed;
- what their positions and duties are;
- to whom they are accountable.

9. Discipline

Discuss and write:

- what kind of behaviour is expected of members;
- what kind of behaviour is unacceptable;
- how an investigation or disciplinary hearing is instituted;
- how members may be disciplined and dismissed.

10. Financial control

Discuss and write:

- who is responsible for keeping financial records and to whom that person is accountable;
- who can sign cheques;
- how often money has to be banked and by whom;
- who has to approve withdrawals from the organisation's account beyond a certain limit;
- who is responsible for drawing up financial statements;
- when the organisation's finacial year will begin and end;
- whether audited statements are necessary and when and to whom they are submitted, for example, once a year to an AGM.

11. Affiliation

State:

- to whom the organisation is affilited;
- what responsiblities/duties this carries.

12. Amendments to the constitution

Discuss and write:

- waht percentage of the membership is needed to vote in favour of amending the constitution;
- how a member or members wishing to propose an amendment must notify the relevant structure.

13. Election of office-bearers

Discuss and write:

- what percentage of the membership is needed to vote in favour of dissolving the organisation;
- what decision must be taken with regard to the organisation's assets;
- the appointment and duties of a liquidator.

6.6.1 * Worked Example –
Example of a constitution is given below

(From the IRED Manual of Practical management, by Fernand Vincent published 1989)

1. TERMINATION OF MEMBERSHIP

Termination of membership shall result from:

a) a person leaving the village permantely,

b) death,

c) proof of conduct detrimental to the objectives of the association,

d) failure to attend without prior notice at least one third of the number of the meetings of the association during the year.

2. MEETINGS

a) *General Assemblies*

A General Assembly shall be held at least every two months. The secretary must notify the members seven (7) days before the date of the meeting and the notice calling the meeting should be prominently displayed in public places or dilivered to members in person.

b) *Committee Meetings*

The secretary may call meetings of the committee as and when necessary, or at least once a month, by giving three (3) days notice to members in person or in writing.

c) *Extraordinary General Assemblies*

An Extraordinary General Assembly shall be held if so desired by the Committee or at the request of the President or at the request of not less than 25% of the membership or at the written request of the Government Agent/District Officer (Rural Development) or the Rural

Development Officer. The Secretary should give at least five (5) days notice of such meeting either in wrting or by public notice.

d) *Special Committee Meetings*

Special Meetings of the Committee shall be held at the request of the President or the Assistant Goverment Agent or District Officer or Rural Development Officer. The Secretary should give at least three (3) days notice in writing.

e) *Annual General Assembly*

The first Annual General Assembly of the Association must be held within one year and three (3) months of the establishment of the Association.

At least fourteen (14) days notice should be given of this meeting by a written notice prominently displayed in public places or by notifying members in person.

The Assistant Government Agent/District Officer/Rural Development Officer/Grama Seva Niladhari (Village Senior Officer) should be notified about the meetings. Every attempt should be made to ensure the participation of at least the Rural Development Officer or the Grama Seva Niladhari.

If the Association fails to hold the Annual General Assembly within the prescribed period, the Assistant Government Agent/District Officer/ Rural Development Officer should summon a meeting giving due notice and ensure the election of office bearers.

The Assistant Government Agent, the Rural Development Officer and the Grama Seva Niladhari should be invited to all General/Extraordinary/Annual General Assemblies.

3. QUORUM

a) The quorum for a General/Extraordinary/Annual General Assembly shall be one fifth ($^1/_5$) of the total membership.

b) The quorum for a Committee Meeting shall be one third ($^1/_3$) of the members

4. MOTIONS

Motions to be tabld at the General Assemblies should be forwarded to the Secretary seven (7) days before such meetings.

5. OFFICE-BEARERS

a) The following office-bearers and committee members should be elected at the inaugural meeting or the Annual General Assembly:

1. President
2. Two (2) Vice-presidents

3. Secretary
4. Assistant Secretary
5. Treasurer
6. Seven (7) committee members

b) The election of office bearers and committee members shall be by consensus or vote.

c) *Auditor* - An auditor should be nominated for the purpose of auditing the association's accounts which will be tabled at the General Assembly.

d) *Board of Trustees* - The President, the Secretary and the Treasurer of the Association shall from the Board of Trustee of the association and shall be responsible for the funds and the properties of the Association and their administration.

6. THE COMMITTEE

a) All sections of the community should be represented on the Committee.

b) One representative for each statutory organisation should be co-opted to the Committee.

c) The Committee shall consist of the office-bearers and committee members.

d) Members of the Committee who, without a valid reason, fail to attend meetings on 4 consecutive occasions shall cease to hold office.

e) The Committee shall have the power to fill vacancies created under clause (d) above, subject to approval at the next General Assembly.

7. PATRON

The Association may appoint any person or persons deemed auitable as Patron/s.

8. ADVISOR/CONSULTANT

a) The Rural Development Officer of the area shall be the Association's adviser/consultant ex-officio.

b) The adviser/consultant shall have the power to inspect the books of the Association and to invetstigate its affairs.

9. PRIMARY DUTIES OF OFFICE-BEARERS

a) *President*

It shall be the duty of the President to manage the Association and take steps necessary to bring about the development of the village.

b) *Vice-President*

The Vice-President shall assist the President and act for him in his absence.

c) *Secretary*

The Secretary shall:

1. Maintain the books and records of the Association, viz:
   - the register of members with numbers allocated to each member.
   - minutes of General Assemblies,
   - minutes of Committee Meetings,
   - attendance registers of General Assemblies & Committee meetings,
   - stock register,
   - inventory,
   - other documents
2. Implement the decisions taken at General/Extraordinary/Annual/ Committee meetings.
3. Submit progress reports to the Assistant Government/Rural Development Officer.
4. Permit officials of the Department of Rural Development/ Government Agent/Assistant Government Agent/Rural Development Officer to inspect the books of the Association when called upon to do so.
5. Submit to the Assistant Government Agent through the Rural Development Officer, copies of minutes of the Annual General Assembly together with accounts adopted at the meeting.
6. Hand over the books and documents of the Association to the new Secretary elected at the Annual General Assembly or if no Secretary has been elected, to the Assistant Government Agent or the Rural Development Officer.

d) *Assistant Secretary*

The Assistant Secretary shall assist the Secretary and act for him in his absence.

e) *Treasurer*

The Treasurer shall:

1. Be the custodian of the funds of the association and be responsible for all financial transactions.
2. Table audited accounts at the Annual General Assembly.
3. Hand over all books etc. to the new Treasurer, and if no Treasurer has been elected, to the Assistant Government Agent or the Rural Development officer.

10. FUNDS

a) *Subscriptions from Members*

Funds needed to purchase books, records, etc. may be collected from members, such contributions not to exceed Rs..... per member.

b) *Donations and Government Contributions*

An account should be kept of all donations in cash or kind from any person or persons, and of any funds granted by the Government under any assistance scheme, financial or otherwise, for any programme or project. The accounts presented to the General meeting for approval should be submitted to the Assistant Government Agent together with a certificate from the Rural Development Officer.

This procedure will also apply to any work undertaken by the association on contract from any Government Institution or State Corporation. Such collections shall be authorised by the Assistant Government Agent.

An account of such income and expenditure should be tabled at a General Assembly and after adoption should be submitted to the Assistant Government Agent with a certificate from the Rural Development Officer.

c) *Special Funds*

Collection towards a special fund should have the prior approval of the Government Agent and a yearly account of such funds should be submitted to Government Agent through the Assistant Government Agent.

11. MANAGEMENT OF FINANCES

The Treasurer may keep in his personal custody Rs. 25/- from the funds of the association. Any funds exceeding this amount shall be deposited in a savings account or in a bank account in the names of the President, Secretary, Secretary and Treasurer.

17. BOARD OF TRUSTEES

a) The Board of Trustees shall consist of the President, Secretary and Treasurer in their personal capacities. Their membership of the Board shall cease on their ceasing to hold office.

Vacancies so created shall be filled in by their succexors in office.

b) The properties of the association shall be in the custody of the Board. Any property donated by the Rural Development: Department or supplied at the request of the Department of Rural Development shall not be sold or otherwise disposed of without prior approvalof the Government Agent.

c) Any agreement, or such other document connected with transactions, shall be signed by the Board.

d) If for any reason the registration of the Association is cancelled, all documents, equipment and property in the custody of the Board shall pass into the custody of the Assistant Government Agent.

e) If any member of the Board vacates office and such vacancy has not been filled, the remaining members shall continue to function as the Board.

18. AMENDMENTS TO THE CONSTITUTION

Any amendment or addition to the Constitution shall be made at a properly constituted General Assembly and shall have the approval of two-thirds (2/3) of the families holding membership in the association

Amendments or additions to the Constitutiun should be submitted to the Department of Rural Development for approval.

19. The Government Agent Assistant Govermnent Agent and Officials of the Department of Rural Development are empowered to advise an association on matters relevant to the development of the village and not contradictory to the wishes of the majority of members.

20. VALIDITY OF THE CONSTITUTION

The validity of the Constitution shall be concurrent with the registration of the association.

WE HEREBY CERTIFY THAT THE ABOVE CONSTITUTION WAS ADOPTED AT THE GENERAL ASSEMBLY OF THE ASSOCIATION HELD ON ....**19** ....

1. Name of President : ....

   Signature : ....

2. Name of Secretary : ....

   Signature : ....

3. Name of Vice-President : ....

   Signature : ....

4. Name of Asst. Secretary : ....

   Signature : ....

Names and Signatures of Members

1. Name of Member : ....

   Signature : ....

2. Name of Member : ....

   Signature : ....

3. Name of Member : ....

   Signature : ....

4. Name of Member : ....

   Signature : ....

5. Name of Member : ....

   Signature : ....

6. Name of Member : ....

   Signature : ....

   etc.

We suggest that a small, representative group from your organization write the forst draft of the constitution, and then that it should go through a process of being presented for comment to as many people in the organization as possible. When all comments have been heard and discussed, then write the final draft and present it for formal approval and adoption at the AGM of the organization. Once you have written the constitution remember that it can only be changed (amended) with difficulty, so the fewer changes you make the better. To avoid the need to change it too often, keep it quite general and where you can, allow the constitution to refer to the policies of the organization (see the section below) because these can be adapted more easily to suit the changing situation of the organization.

When the constitution is done, make sure that the governing board and the membership are satisfied with it, and that they all understand it. And make sure that everyone who wants one can have a copy.

6.7 The policies of a CBO

A policy states what an organization does in different situations, and procedures state how it should be done.

The constitution of your organization is a policy document, and so is your strategic plan. Most CBO's function for a long time without formal written policies and procedures. The problem with this, is that these policies and procedures are not known to everyone outside the governing body or executive and, because they are not written down they can change with the chairperson's mood.

For example, a volunteer may be asked to leave the organization for misconduct, and a few months later another volunteer does the same thing and may only receive a warning.

Such inconsistency causes suspicion, conflict and confusion. Without policies that are written down the organization will never be transparent. And this means that it will never be truly open to the community and their participation.

Generally, organisations make policies on the following:

Governing board issues

Your constitution will outline policies for how decisions are made at the strategic level. In addition to this , consider developing policies which outline how decisions are made on a day-to-day basis. for example, what type of decisions can be made by paid staff and/or volunteers without reference to the governing board.

Community participation

This includes the process for ensuring that the community is involved in the workings and management of the organisation. This means documenting a commitment to participatory approaches to planning, implementation and monitoring and evaluation.

Personnel issues which cover both paid staff and volunteers

This includes recruitment; interviewing; employment contracts; probationary periods; salary scales and increments, over-time; .sick, recreation, emergency, study, maternity, paternity, adoption, carers or compassionate leave; grievance procedures; codes of behaviour; counselling; insurance; training; discipline and dismissal of staff; affirmative action for employment and governing board and sub-committee representation and employment eqity plans.

Policies can he made to cater to the needs of people with HIV/AIDS and other disabilities in the workplace. This may include issues relaled to disclosure, additional sick leave or flexible leave to attend necessary appointments. Additionally, staff who are caring for people with HIV/AIDS or other disabilities can also be covered.

Finace

This includes: how decisions are made; budgets; financial record keeping and reporting formats, who can authorise expenditure, or petty cash, who can sign cheques and payment of services. Section 6 addresses these issues in more detail.

Premises and equipment

This includes: how the premises may and amy not be used; security/access to keys; claening; health and safety; and procedures for bopking any facilities. Policies regarding the use of capital items such as cars, motor bikes, bicycles, computers, fax machine etc.

Operation of the service and philosopht of work

This includes: hours of operation; complaints from clients; charging for services; confidentiality and quality of standard of work.

Community relations

This includes: nominating an official spokesperson and policies regarding the use of media and relating to the broader community plus marketing and promotion. See Section 7 for more information.

Fundraising

This includes: the process for fundraising; the allocation of funds raised and accountability to the community who provided the funds. See section 4 for more information.

Difficult issues

This includes: grievance policies; procedures for dealing with physical or verbal abuse or violence in the workplace; sexual harassment and sexual relationships between governing board, staff and/or volunteers and clients; theft: or damage to property and drug and alcohol use which affects work performance.

Infection Control

This includes: a policy which covers the handling of any products which may carry blood-bome diseases such as HIV/AIDS and hepatitis B and C.

*6.7.1 * Worked Example –*
An example of an extract from a policy relating to life threatening diseases

1. The Organisation recognises that employees may contract a life threatening disease such as cancer, heart disease, TB, HIV and vital organ disease, while employed by XXXX and that these employees will wish to work for as long as possible.

2. Life threatening diseases/illnesses may require that the employee needs special assistance, to enable him/her to continue employment for as long as the needs of the organisation will allow.

3. The Organisation may therefore at its discretion act as follows :

    3.1 Establish the effect of the disease on the individual's performance.

    3.2 Establish that other employees, customers, volunteers or related partners will not be detrimentally affected by the employee's condition (e.g. TB)

    On the recommendation of a registered medical practitioner of the Organisation's choice, provide additional sick leave, medicine allowance or time off for treatment.

    3.4 Maintain confidentiality and respect the human dignity of the employee during this process.

    If necessary, transfer the employee to a more suitable position in the organisation.

    3.6 As a last resort assist the employee in the routine of applying for Permanent Disability Benefits.

    3.7 Ensure through suitable screening processes that applicants with life threatening diseases which will affect competence are not engaged by the Organisation.

    3.8 Provide continuous education to all employees on the prevention and symptoms of life threatening diseases such as TB and HIV/AIDS.

4. ADMINISTRATION :

    4.1 The policy of assistance cannot be applied if the Organisation is not informed by the employee of his condition.

        4.1.1 The Organisation has the right to require an employee to undergo a medical examination by a registered medical practitioner or specialist of its choice and at its cost where it believes this is necessary to be satisfied that the employee is medically fit to carry out work responsibilities.

        4.1.2 The official application form for employment requires applicants to respond to the question :

        "Please give details of serious or chronic illnesses, operations, injuries, disabilities or health weaknesses".

    A deliberate withholding of such information which may affect job performance could be used to terminate employment on contractual grounds.

Continued…..

6.7.2. An example of a written procedure for clinic and first aid personnel

It is the responsibility of each individual employee to ensure that her work environment is sufficiently equipped to minimise the risk of being infected with the HIV virus while attending to injuries. Protective equipment should at least include surgical/rubber gloves, resuscitation masks and protective masks and glasses.

In the event of an accident with injuries, first aiders should observe the following steps :

- Avoid direct contact with blood as far as possible. Protective clothing and surgical gloves must be worn. Use disposable paper towels for dealing with any body fluids, saliva, etc.

  Contaminated equipment should be disposed of by incineration.

- Staff must ensure at all times that any wounds, cuts, abrasions, or sores on themselves are properly covered with waterproof plaster in order to minimises their own risk of infection. Contact of such injuries with blood or body fluids of patients must be avoided at all times.

- Cover any cuts, sores or abrasions with waterproof plaster before assisting any injuries.

- Should there be any accidental contact with body fluids, wash hands and body with cold water and disinfectant. Seek immediate medical advice.

- Observe all necessary hygiene and sterilisation procedures such as washing of hands before and after handling injured patients ; sterilisation of all equipment used that is not disposable, incineration of all disposable materials and equipment.

- Take special care to dispose of used needles and syringes that could be used by drug takers. All needles, syringes and other sharp instruments contaminated by blood must be kept in a glass or hard plastic “sharps” containers marked “hazardous”. The contents must be disposed of regularly through a hospital or clinic with incinerating facilities.

6.8 Legal Registration

There are three different legal ways to set up a Community Based Organisation in South Africa. You can register as a voluntary association, a section 21 company or a trust. The three different options are explained in the box below.

Type of legal structure	Description	Process for establishment
Voluntary associations	These organisations do not have to register under any Act, but they do need a board, a simple constitution and by-laws outline the rules that have to be followed by the organisation. This entity best suits organisations which do not deal with a lot of money. They are: • easy to establish; • democartic in nature; • membership-based A voluntry association is set up in terms of common law and has to abide by common law.	• You need a constitution. • Members of the voluntary association must adopt the constitution. Although you do not have to appoint auditors, most funders usually want audited financial statements.
Section 21 Companies	This refers to a nonprofit making company which is registered under the Companies Act. In order to be a Section 21 Company, you must have: • members who elect the directors, who are then responsible for governing the organisation; • Annual General Meetings; It may take between six and eight months from application to grant and it is costly process. This entity best suits organisations which deal with a significant amount of money and are involved in the buying and selling of goods. Section 21 Companies can apply for tax exemption. Section 21 Companies have to abide by the government's Companies Act, 61 of 1973. However, Section 21 Companies are costly and complex to establish and run.	• You have to reserve a name for your company to make sure that no one else has the same name. • You need at least seven memebrsto form a Section 21 Compnay. • You must have articles of association, which set out how your company will work. • It is best to get a lawyer to help you draft the articles of association, rather than buying the standard ones. Standard ones will be cheaper, but they may not suit your organisation and you could have problems later.

Type of legal structure	Description	Process for establishment
Trusts	These are organisations which are established to receive and allocate funding and they cannot deviatefrom this role. Trustees are appointed to oversee the management and administration. A trust must be registered with both the Department of Inland Revenue and with the Master of the Supreme Court. This entity best suits organisations that channel funds to other organisations. The trustees are then responsible for seeing that funds are used properly. The trust has to abide by the government's Trust Property Control Act as well as common law.	• You will need a lawyer to help write a trust deed. this is like a constitution. If you buy a standard trust deed it may not properly suit your trust and you could run into problems later. • Your Organisation has to elect at least one trustee. • You have to clearly state the group or groups of people who are going to benefit from the money in your trust. • You need to decide on one person who will be written down as your trust founder. • After the trust deed is written, it has to be given to the Master of the Supreme Court. • The Master of the Supreme Court will give your trust a reference number. They will also give the trustees a document called a 'letter of authority'. this gives the trustees the right to act as trustees of your trust. • The trustees may be asked to give security to the Master of the Supreme Court. The master usually does away with the need for security if the trust appoints an auditor. However, the trust does not have to appoint an auditor. • Altough a trust does not actually need to get registered before it comes to exist legally, the trustees may not act until they have received the letters of authority from the Master of the Supreme Court.

The registration you choose depends on the needs of the community and the work and role of your organization. CBO's with no debt and using only small amounts of money (Eg; those working at community level doing Home Based Care for example), are usually legally constituted as voluntary organizations only, and all they need for this is an NPO number from the Department of Welfare (see below). However, as soon as the organization starts receiving larger amounts of money or buys assets which they need to pay off like a house or cars, they must consider registering as a trust or a section 21 company in order to protect their members from liability for the debts of the organization.

6.9 Registration as an NPO with the Department of Welfare and Population Development

The Non-profit Organisation (NPO) Act 71 of 1997 is designed to encourage community organisations to be responsible and accountable and is based on a system of voluntary self regulation. (The NPO Act replaces the Fundraising Act 107 of 1978).

The act is administered by the NGO Directorate in the Department of Welfare and Population Development. If you need more information about how to register, contact:

NGO Directorate
Department of Welfare and Population Development
Private Bag X 901
Pretoria 0001

Telephone: (012) 3176625
Fax: (012) 3203854

1. What is the purpose of the Act?

The Nonprofit Organisations Act (NPO Act), 71 of 1997 is designed to replace the old Fundraising Act, 107 of 1978. The purpose of the NPO Act is to support nonprofit organisations in the work thev do.

What are the main differences between the Nonprofit Organisations Act and the fundraising Act?

Within the nonprofit sector there is a general move away from a regulated to a self-regulated system. In the past the Director of Fundraising had sweeping powers over the sector. Under the NPO Act, the Director of the NGO Directorate in the Department of Welfare and Population Development, has limited powers over the sector. She or he will leave investigations to the police. Importantly, nonprofit organisations can now choose whether or not they want to register and they do not have to advertise before applying to register. Specifically, the NPO Act:

- encourages the sector to be responsible and accountable to itself;
- promotes good governance, auditing and accountability;
- outlines how information about the sector is rnade public;
- does away with the section in the Fundraising Act that made it illegal without an authority to raise funds from the public.

2. What does the Act do?

The Act sets down the framework in South Africa to:

- create an environment for organisations to grow and develop;
- set up an administrative framework for organisations to work in;
- encourage nonprofit organisations to run efficiently;
- help the public to get information about nonprofit organisations;
- promote a spirit of co-operation and shared responsibility between government, donors and other people/institutions;
- have an appeal process for nonprofit organisations.

3. What are the main functions of the NGO Directorate?

The Directorate must:

- register nonprofit organisations and receive their reports;
- help develop policy and put policy into aclion;
- decide on programmes and put them into action;
- work with other government departments, people and organisations that are interested in the nonprofit sector's work.

4. What model documents and codes of good practise will be provided?

The Directorate will provide the foliowing:

- A model constitution for voluntary associations
  The model constitution is aimed at promoting good governance and financial accountability. It includes clauses to do with:
  – ownership of your organisation's income and property;
  – management;
  – finances;
- Arbitrators and arbitration tribunal.
  The Minister of Welfare and Population Development has to set up a panel of arbitrators. This tribunal will settle disputes that rnay arise, for example, if the director of the NGO directorate turns down a registration application.
- Advisory or technical committees.
  The NPO Act says that the Minister can set up advisory or technicai committees to help the Directorate to achieve its objectives.
- Registration
  Guidelines for the written report that registered organisations have to submit to the Directorate will be provided, plus guidelines for codes of good practice for organisations and donors.

5. Why has the government decided to register nonprofit organisations?

Registration will:

- improve the credibility of the sector bocause nonprofit organisations can account to a public office;
- bring organisations into the system;
- please the many funders who are more positive about funding nonprofit organisations that are registered with a public office;
- promote better styles of governance within the sector;
- help in finding ways of getting benefits for the sector;
- allow for information about the sector to be gathered and made publicly available.

6. Which organisations can apply?

Any organisation that is not-for-proflt and is not part of governrnent can apply tor registration.

7. How do organisations register?

Nonprofit organisations have to:

- fill in the Directorate's registration form;

- send the Directorate two copies of your constitution;
- give the Directorate any other information that it might need to work out whether or not it can register your organisation.

Please note, the Directorate will only register a nonprofit organisation if its constitution covers all the items set out in the NPO Act. The model constitution provided by the Directorate will help your organisation to develop an appropriate constitution.

8. What happens after all the forms and documents have been received?

If everything is in order then the Director of the NGO Directorate must register your nonprofit organisation within two months of receiving all the correct documentation.

9. What happens if my application is rejected?

If the Director does not think that your application meets the NGO Act's requirements for registration, then she/he has to write to you and explain why your application was rejected. The Director will tell you that you have one month from the date of rejection to try to meet the requirements.

If all the problems are sorted out, then the Director will go ahead and register your organisation. If the problems are not sorted out, then the Director will refuse to register your organisation and will give you written reasons why.

10.Can my organisation appeal a decision?

Your organisation can appeal against the decision.

11.What happens once we are registered?

When your organisation is registered, in terms of the NPO Act, the Director has to:

- add your organisation's name and registration number to its list of registered nonprofit organisations;
- send your organisation a certificate of registration with a registration number, and a Gertified copy of the registered constitution;
- tell your organisation the date on which you were registered.

12.How long will my organisation be registered for?

Your organisation will be registered until:

- its registration is cancelled in terms of the NPO Act;
- it wants to be deregistered;
- it closes down.

13. What accounting records and reports does my organisation need to keep?

Once registered, your organisation has to:

- keep detailed and proper finandal records;
- within six months after the end of its financial year it must draw up financial statements that show income and expenditure for that completed year, and a balance sheet showing its assets, liabilities and financial position;
- two months after completing its financial statements it has to produce a written report, as set out in the NPO Act. An accounting officer must write the report;
- registered organisations have to keep records of all their financial transactions over the years.

14. What reports and information do we have to provide?

All registered nonprofit organisations have to give written copies of the following documents to the Director:

- a report of your activities together with your financial statements and the accounting officer's report within nine rnonths after the end of your financial year;
- the names, physical business and residential addresses of your officer bearers within one month after any new office bearers take up their positions;
- the organisation's physical address in South Africa;
- one month's notice before your organisation changes its physical address.

If your organisation's financial officer knows that the organisation has not given the Directorate a true picture of the state of affairs of your organisation, then she/he has a duty (above that to the organisation) to report the matter to the Directorate. They must tell the Directorate within one month of becoming aware of the irregularity.

15. Once registered, can our organisation change its constitution or name?

Registered organisations can change their constitution or name, but they have to fill in the necessary forms and provide the inforrnation that the Director needs. However, please note that organisations that do change their name will have to get a new certificate of registration.

16. What happens if registered organisations do not comply with the requirements of the NPO Act?

If your organisation is registered then it has to comply with the accepted norms and standards that are required by the NPO Act. However, If your organisation does not do what it is required to do then the Director can:

- tell your organisation that it has one month in which to provide all the information it agreed to provide;
- ask the South African Police Service to investigate if she/he believes criminal offence may have been committed;
- cancel the registration of your organisation. Your organisation can appeal against this decision through the arbitration tribunal.

17.What happens if an organisation wants to deregister or close?

If a registered nonprofit organisation wants to deregister it must send the Director written notice cf this along with its reasons. It still has to send the Director reporting documents up to the point at which it deregistered. If a registered nonprofit organisation is going to close down, then it has to let the Director know, in writing, within one month after closing. It must also send the Director all the documents to prove that it has closed down, as well as reports up to the time when it did so. The Director will cancel the organisation's certificate of registration and let the organisation know about this in writing.

18.What will be on the register of nonprofit organisations?

The Director will keep a public register of nonprofit organisations. The register will show:

- all organisations that have been registered;
- all organisations whose registrations have been cancelled;
- all organisations that have voluntarily deregistered or have closed.

19.what offences are there in terms of the NPO Act?

is an offence to:

- claim to be registered with the Directorate when you are not;
- use another organisation's registration number and details;
- give the Directorate false information about the affairs of your organisation.

Please note that people found guilty of such offences could end up being fined and or imprisoned.

20.What happens to organisations registered under the old Fundraising Act?

Organisations that were registered in terms of the old Fundraising Act of 1978 will be put onto the nonprofit organisations' register. But they must apply to be registered in terms of the NPO Act 1997 by September 2000 if they want to stay registered. If they do not reapply, their registration will be cancelled in November 2000.