Training for Transition (TFT)

Capacity Development for Organisations Working with Vulnerable Groups

Love is a pre-condition for Learning and Development

Project Management

COMMUNITY SYSTEMS STRENGTHENING

Community Systems Strengthening for Health

Programme funded by the
EUROPEAN UNION

About Training for Transition

TFT has an overall vision to contribute towards the scale-up and scale-out of **quality service delivery for vulnerable communities**. It provides training, mentoring and we develop training material for organisations that serve the needs of vulnerable communities.

As such, TFT has key strategic objectives which include:

- To provide higher level training on Project Planning, Project Management, Financial Management, Monitoring and Evaluation strategies for long-term sustainability and independence.
- To train adults to understand how to meet the developmental and safety needs of children living in under-resourced communities.
- To train adults to support children with life-skills to progress beyond limiting conditions.
- To network with other organisations with similar objectives.
- To mentor identified community-based activists for this training.

Mission

The mission of TFT is to technically assist community-based organisations to access quality training, relevant material, access peer networks, mentoring, coaching and develop systems for information sharing. In the three years of the **community systems strengthening** program, TFT intends to champion the creation, management and coordination of an improved standard of learning, sharing and problem-solving.

TFT uses experienced, independent consultants to provide training and mentoring in their areas of specialty in either gender education, child protection, violence reduction or specific health areas; will ensure program sustainability and continuity of learning, using knowledge on 'Best Practice' in similar conditions; provides ongoing support to scale-up of these services and delivering high-quality interventions.

Partnership

In the **Community Systems Strengthening** initiative, the TFT primary partnership is with the **Cape Metro Health Forum** health committee members, **Women on Farms** and **UCT's School of Public Health** and its role is that of capacity development partner, in the form technical training, mentoring and content development and training for four programme areas namely; child protection, peace building, access to food and nutrition and health education broadly.

TFT provides curriculum development, training, documentation of process, dissemination of learning and mentoring within a comprehensive monitoring and evaluation framework. TFT, over the implementation period will continue to focus on developing strong partnerships with government and other service providers – to share material and resource development and to share learning. All TFT products, when complete, will be open-source.

Program goal

TFT's program goal is to create, manage, support and bring to scale a local, integrated model of service delivery to address the needs of under-resourced communities; it includes documentation of processes and sharing lessons learnt. It also aims to influence the development of high quality, need-led training material and effective support systems. The intention is to disseminate shared learning to influence positive practice in under-resourced communities.

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The contents of this publication is the work of the
Community Systems Strengthening Partnership
It can no way be taken to reflect the views of the European Union.

Open Source Learning Material

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Community Systems Strengthening Partnership

A health committee network

Women on Farms Project

TFT TRAINING CONSULTANCY

Capacity Development for Organisations Working with Vulnerable Groups.

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Content

1. Introduction

This Project Management guide is for new organisations that are starting out and still setting up systems, policies and procedures. It provides a comprehensive look at the range of systems that have to be in place in order for a project to function optimally.

It does not matter what work we do or how well we do it if we have no proper systems in place. Systems ensure that the organisation functions in a strategic manner, with proper planning, proper oversight and efficient systems for consistent functioning within the organisation.

The organisation may start out as a small entity, but if the organisation is properly managed, it can grow from strength to strength.

Proper management assists with;
- ✓ accountability
- ✓ supports ethical practice and
- ✓ provides trust in the work of the organisation.

This manual looks at six areas that are essential for effective Project Management including;

1. Project Planning
2. Financial Management
3. Project Management
4. Report Writing
5. Good Leadership
6. Good Governance

2. Project Planning

Objectives: At the end of the training, the participants should:
1. Understand how to develop an Action Plan
2. Know how to develop an organogram
3. Have a good understanding of systems that need to be in place

An Action Plan is all the activities that need to take place within a particular time frame with clear indication of roles and responsibilities and the budgets required for the activities of the organisation.

In order for an organisation to start its activities, it first has to do some planning and develop an action plan so that all the members of the management team have agreed on the activities of the organisation.

**Activity 1: Develop an Action Plan   1 Hour
Method: Group Work**

Review the example an action plan and drawing a similar table, develop your own action plan. Develop an action plan for each of the areas that follow e.g. organisational strategy.

Example of an Action Plan

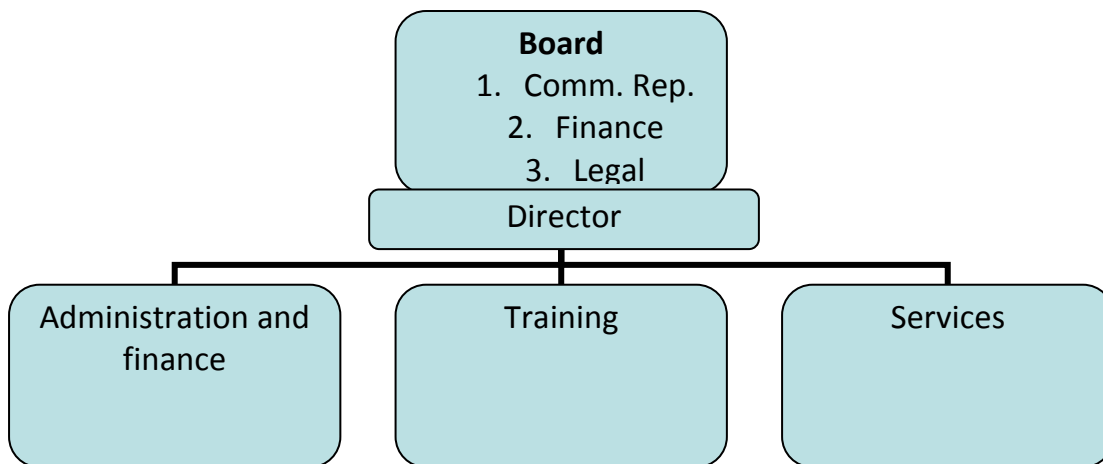| Plan Activity	Responsibility	Budget Needed	Deadline	Follow-up
Draw up our constitution	Board members and Project Manager	none	Friday X July 2017	Circulate to relevant staff
Workshop our Vision and Mission Statement and finalise our branding.	All staff	none	Friday X July 2017	Have Mission Statement & related documents printed up
Evaluate our board structure	Board members	none	Monday X July 2008	Invite relevant identified persons to sit on the board
Confirm our management Structure	Director	none	Wednesday X July 2017	Call meetings
Develop our operational plan	All	none	Xxx July 2017	Call meeting
Open bank account	Treasurer	R100 to open account	X July 2017	Submit invoice for training budget

1.1. ORGANISATIONAL STRATEGY:
- Where do we work from?
- Do we have a clear activity plan?

- Have we identified our strengths and weakness in order to maximize our strengths and address the weaknesses that exist?
- Do we have an organizational ethos that we take with us into the community?
- Have we identified the relevant public and private sector partners that can help us to achieve our goals?

1.2. INFRA-STRUCTURE

This relates to the visible structure of the organization.

a) Do we have an organogram?
b) Are roles and responsibilities clearly understood?
c) Do they overlap?
d) Do we adhere to internal accountability structure?

Board
1. Comm. Rep.
2. Finance
3. Legal

Director

| Administration and finance | Training | Services |

Activity 2: Develop Your Organogram 1 hour
Method: Group Work

- Using the example above, add names to titles in your own organogram
- Identify clearly who each person accounts to
- How?
- What systems are in place to ensure that this happens?
- Write up a job description for each person.

1.3. HR MANAGEMENT

a) What skills do we need in the organisation?
b) Where can we source skills training?
c) Has the organization budgeted for this eventuality?
d) How do we create opportunity for staff development?

Reflect on the following and discuss solutions where problems are identified;

1. The organisation has adequate staff in all key positions.
2. Compensation is adequate and equitable.
3. The staff turn-over rate is low.
4. Staff is held accountable for getting work done according to clear performance standards.
5. Staff needs are analysed in the planning process.

3. FINANCIAL MANAGEMENT

In many Community based organisations (CBOs) financial management is given a low priority. This is often characterised by poor financial planning and monitoring systems. But CBOs operate in a rapidly changing and competitive world. If the organisations are to survive in this challenging environment, managers need to develop the necessary understanding and confidence to make full use of financial management tools.

Good financial management helps managers to make effective and efficient use of resources to achieve objectives and to fulfil commitments to stakeholders. They help CBOs to be more accountable to donors and other stakeholders, staff and the community. This is done to;
- Gain the respect and confidence of funding agencies, partners and beneficiaries
- Give the CBO the advantage in competing for increasingly scarce resources and
- Help CBOs to prepare themselves for long-term financial sustainability

Financial management is not just about keeping accounting records. It is an important part of programme management and must not be seen as a separate activity left to finance staff. Programme and Finance staff have to plan together. Programme planning should include **transparent budgeting** processes so that programme staff work according to an available budget.

Activity 3: Financing the Organisation	15 minutes
Method: Group Work	

Complete the following:
  a) Write up the organizations activities, salaries, growth requirements, infra-structure and administration costs of the organization?
  b) List possible sources of funding.
  c) What additional strategies are needed to improve funding?
  d) Whose responsibility is this?
  e) Who manages the budget?
  f) Who accounts to funders for spending against programme plans?

The Financial Planning Process
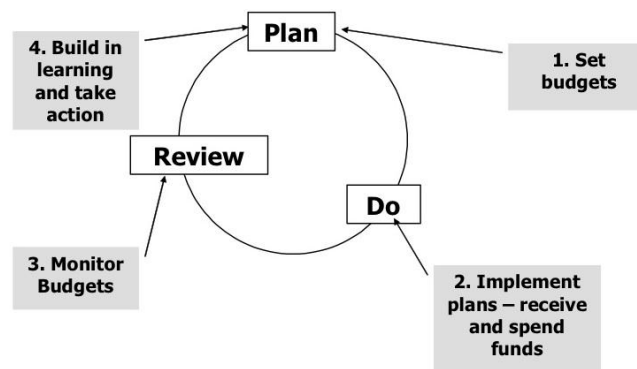
Review the examples that follow, develop a letter asking for resources from one of the following.

1. Sizani Foods: Telephone: +27 (11) 659-7048/9

Fax: + 27 (0) 86 622 7161 Email: brian@sizani.co.za Web site: www.sizani.co.za Skype: brian.moore.sa

Food Parcels: A food parcel is a pre-packed parcel of specific food items to meet the needs of its beneficiary. We also look at the *number of beneficiaries per parcel, as well as type.* Is a parcel for a single person or for a family or for children or adults?

Use innovation e.g. a business opportunity that resonates with your aims and objectives.

CASE STUDY
Income generation: South African Area Agents - Non Chain Stores. We are expanding our distribution network for Melsi Milk Powder and are looking for the following:

These area agents will buy Melsi Milk Powder 24 x 500g cartons at a special re-seller price and resell to all non-chain supermarket, cafe's, spaza shops and independent wholesalers, schools, mines etc in their area. It is highly profitable and will suit people or companies who are already calling on these types of outlets. Call to see if your area is still available.

2. Woolworths: Food bank

Postal address:
P.O. Box 564
Howard Place
7450
South Africa

Physical address:
The Waverley Business Park
Unit 205, Building 17
Wyecroft Road
Mowbray
7700

Phone: 0800 00 food (0800 00 3663) toll-free from South South Africa
Africa   +27 (0)21 448 3108

3. **Food Rescue Program**
FoodBank receives thousands of tonnes of good quality food donated mainly by South Africa's leading food retailers, manufacturers and farmers. As most of this food would otherwise have gone to waste, this program is extremely "green". FoodBank transports this food to its warehouses in the country's major cities. The branding is removed and the food sorted into nutritional parcels before being distributed. The food is given to "Agencies" (other non-profit organizations that work directly with the hungry, such as early learning centres, soup kitchens and HIV/AIDS clinics). The Agencies in turn donate the food to the people most in need. FoodBank uses donor funding to buy staple foods. FoodBank's scale and strong relationships enable it to buy this food extremely cost

effectively. The food purchases enhance the nutritional content of the rescue food given to the Agencies and allow a more reliable supply of food.

List some of the other resources that provides food or funding to CBOs.

WHO	WHAT

> **Definition: Financial Control**
> Financial control occurs when **systems and procedures** are established to make sure that the financial resources of an organisation are being properly handled.

Systems and procedures can include:
- Petty cash management
- Signatories
- Joint budgeting and decision-making
- daily cash reconciliation
- maintaining electronic and paper files
- asset management
- rules and regulations spelled out in the constitution

Example: If board members were to benefit financially from their membership of the board, there could be a conflict of interest.

Honorary Officers are those who are elected or appointed to specific positions on the board – such as Chair, Treasurer and Secretary. They oversee the execution of board decisions and often sign legal undertakings.

- The **Chairperson** is usually the main point of contact for the Chief Executive Officer (CEO), and usually fulfils an important public relations role for the NGO.

- The **Treasurer's** role is to oversee the finances of the organisation. In a smaller organisation the Treasurer may take on a more active role and act as bookkeeper, but where there are paid staff, the Treasurer assumes more of a supervisory role.

Even if they are not supervising the accounting process and preparing reports themselves, board members must still be sure that everything is in order.

Board members are ultimately responsible for the financial affairs of the organisation and they cannot escape this duty except by resigning from the governing body.

The organisation sets up systems in the form of management tools which include; Strategic plan, business plan, activity plan, budgets, work plans, cash-flow forecast, feasibility study, constitution, organisation charts, flow diagrams, job descriptions, budgets …etc. This requires organisational planning. The resources of the organisation – staff and volunteers, vehicles, property, money – have to be co-ordinated to ensure implementation of the overall plan. It needs to be clear what activities and responsibilities are to be undertaken, when and by whom.

The reports produced by the management accounting process are therefore primarily for internal use. They must be produced on a regular basis – usually **monthly or quarterly** depending on the needs of the organisation – and as soon as possible after the reporting period so that figures are relevant to managers' discussions.

Financial Accounting Vs Management Accounting

Financial Accounting:	Management Accounting:
Records transactions	Compares results against goals
Classifies transactions	Determines reasons for variations
Reconciles records	Helps identify corrective action
Summarises transactions	Forecasting & planning
Presents financial data	Analyses information

Fundraising

The budget is a critical part of any negotiation with donors. The budget sets out in detail what the NGO will do with a grant, including what the money will be spent on, and what results will be achieved.

Project implementation

An accurate budget is needed to control the project, once it has been started. The most important tool for on-going monitoring is comparing the actual costs against the budgeted costs. Without an accurate budget, this is impossible. Because plans sometimes change, it may be necessary to review the budget after a project has started.

Every organisation should keep files of the following original documents to support every transaction taking place:
- Receipt or voucher for money received
- Receipt or voucher for money paid out
- Invoices – certified and stamped as paid
- Paying-in vouchers for money paid into the bank
- Bank statements
- Journal vouchers – for adjustments and non-cash transactions

For organisations with paid staff, fixed assets and stocks, the following records, where relevant, may also be maintained as part of a full bookkeeping system:
- General/Nominal Ledger
- Journal or Day Book
- Wages book
- Assets Register
- Stock Control Book

Monitoring and evaluation in Financial Management

The budget is used as a tool for evaluating the success of the project, when it is finished. It helps to answer the question: '*Did the project achieve what it set out to achieve*?' Monitoring is simply reflection on what we had planned, (which should have been itemised in the budget), what we had done and whether it was within budgetary confines.
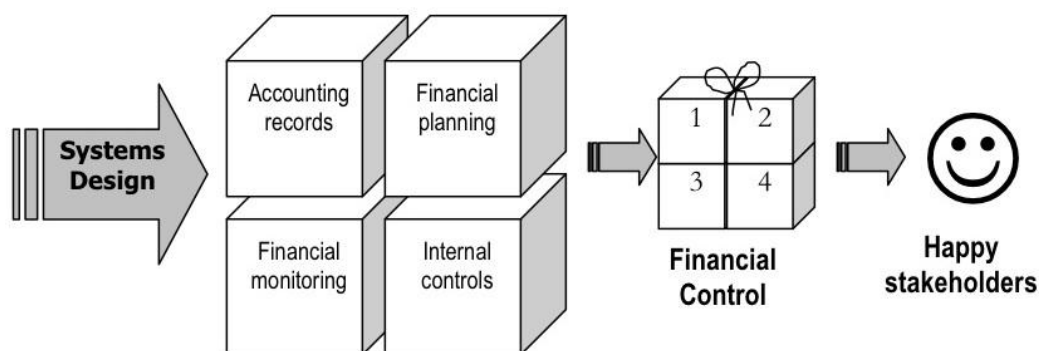
Work Planning

Financial management involves many different tasks and routines. It is therefore important to plan tasks involved during the financial year, such as:

- **Financial accounting routines** – e.g. recording, reconciling and trial balance
- **Reporting schedules** – especially to meet donors' requirements
- **Budgeting** process
- **Reviews** – e.g. assets register, finance manual and insurance cover
- **Year-end procedures** – e.g. preparation for audit

One of the best ways to do this is to use a yearly Activity Plan. This helps to schedule tasks and allocate tasks to staff so that deadlines can be met. Financial reports are for accountability to the following stakeholders;

Stakeholder	Why do they need it?
Project staff	To know how much money and resources are available for their projects and what has been spent so far.
Managers	To keep an eye on how project funds are being used, especially compared to the original plans. To help plan for the future.
Finance staff	To make sure that there is enough money in the bank to buy the things the NGO needs to run its programmes.
Board of Trustees	To keep an eye on how resources are being used to achieve the NGO's objectives.
Donors	To make sure that their grants are being used as agreed and that the project's objectives are being fulfilled. To consider whether to support an organisation in the future.
Government departments	To make sure that the NGO pays any taxes due and that it does not abuse it status as a 'not for profit' organisation.
Project beneficiaries	To know what it costs to provide the services they are benefiting from and to decide if this is good value for their community.
The general public	To know what the NGO raises and spends during the year and what the money is used for.

Activity 4: Fundraising Activities   **1 hour**
Method: Group Work

Discuss some plans for raising funds and then use the Activity plan method to make sure that it happens.

Activity 5: Planning for Community Engagement   **1 hour**
Method: Group Work

Discuss the organisations advocacy and marketing strategy. Below are some tips.

ADVOCACY AND MARKETING
   a) How do we brand the organisation? E.g. radio, local paper, flyers, door to door.
   b) What is our message?
   c) What do we need in place in order to be ready to start our marketing?

COMMUNITY INVOLVEMENT
   a) To what extent is the local community involved in the work and goals of the organization?
   b) Are there steps we can take to involve community?
   c) What outreach activities can we embark to further involve the community?

FURTHER NEEDS
   1. Administration
   Again here we can look at the basic requirements that provide for efficient administration. These include;
   -   Office
   -   Telephone, fax, email facilities. In other words basic communication tools.
   -   Front desk and administrative personnel.
   -   Office equipment and stationary.
   -   Anything that is required for proper administration of the project needs to be budgeted for.

Reflection: Why budget?
2.   The budget tells you how much money you need to carry out your activities.
3.   The budget forces you to be thorough in thinking through the implications of your activity planning. There are times when the realities of the budgeting process force you to rethink your action plans.
4.   Used properly, the budget tells you **when** you will need certain a certain amount of money to carry out your activities.
5.   The budget enables you to monitor your income and expenditure and identify any problem.
6.   The budget is a basis for financial accountability and transparency. When everyone can see how much should have been spent and received, they can ask questions about the discrepancies.
7.   You cannot raise money from donors, unless you have a budget. Donors use the budget as a basis for deciding whether what you are asking for, is reasonable and well-planned.

4. Project Management

Objectives: At the end of the training, the participants should:
1. Understand project management cycle
2. Learn how to manage a project
3. Understand the role of the project manager

Activity 1: What is a Project?   **10 minutes**
Method: Buzz session
With a partner, answer the following questions
Have you ever organized any type of school or social activity?
1. How did you organize?
2. What did you plan?
3. How?
4. What are the things you consider before you organize these activities?
5. Where did the budget come from?

Whenever we organize an activity, we need to think when, how, how many people, how long, how much, etc. In some ways, we all have been responsible for a project.

Activity 2: Defining Project Management   **10 minutes**
Method: Buzz session
With a partner discuss below and write up.
1. How will you define "project management"?
2. What are the major tasks of a project manager?
3. What should be included in a project management plan?
4. Why do we set up project objectives?

Definition of a Project

1. A project is a set of activities toward achieving an objective. It has a clearly defined start and end time, a set of tasks, and a budget.
2. An agreement between parties that includes a set of tasks or activities, having a definable starting point and well-defined objectives. Usually each task has a planned completion due date and assigned resources.
6. A clear set of activities with related inputs and outputs (Refer to TFT M&E Training manual) aimed to achieve objectives and goals, linked to anticipated outcomes and impacts in a target population (sometimes called beneficiaries).

Defining Project Management

Project Management is the process of leading a team of capable people, in planning and implementing a series of related activities, that need to be accomplished on a specific date, within a limited budget.

Activity 3: Defining Project Management   **30 minutes**
Method: Group work
Discuss the following;

1. What will you be managing in your project?
2. What is the role of the project manager in the above?

The Role of the Project Manager.

The project manager is ultimately accountable for achieving the objectives or for reporting why this did not take place. The Project Manager is also responsible, ultimately, for finances of the project. It is therefore a very responsible function. It is the Project Manager's job to direct, supervise and control the project from beginning to end. Here are some of the activities that must be undertaken:

1. The project manager must define the project.
2. Reduce it to a set of manageable tasks.
3. Obtain appropriate resources and build a team to perform the work.

> The project manager must set the final goal for the project and motivate his/her team to complete the project on time.
>
> The project manager must inform all stakeholders of progress on a regular basis.
>
> The project manager must assess and monitor risks to the project and mitigate them.
>
> No project does not always go as planned, so the project manager must learn to adapt and to make the difficult decisions when a plan has to be changed.

Three P's For Project Management

PURPOSE   **PEOPLE**   **PROCESS**

Purpose- Why do we do the project?
People – Who does the project?
Process – How do we do the project?
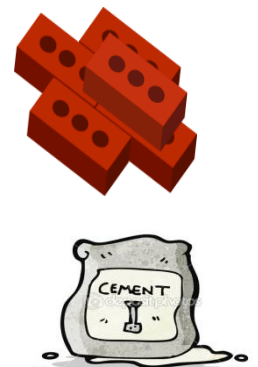
A project manager's job is to see that the project team (people) is clear about the purpose of the project, and the **4 levels of result**s the team expects to have.

1**. Impact** - Long-term change and effects based on a number of interventions.
2. **Outcome** - Intended intermediate results such as establishing a child care facility or related to changed attitudes or reduction in a specific behaviour e.g. reduced incidences of child molestation.

3. **Output** - Short-term results that contribute toward the intended outcome e.g. workshops.

4. **Activities** – The events that we carry out to reach our objectives. E.g. **Objective**: have 5 new ECD centres so that children are safe during the day. Activity would be training ECD practitioners.

Activity 4: Develop a Problem Analysis	30 minutes
Method: Group work	

Problem trees are used to help analyse a situation and identify a core problem that you want to focus on:

1. **Trunk of the tree:** represent the core problems that we are addressing
2. **The roots:** represent the causes of the problem
3. **The branches:** represent the effects in our environment

We use problem trees to;
1. To help analyse a situation.
2. To identify a key issue.
3. To clarify the causes of a problem.
4. To allow stakeholders and the community to participate in setting project objectives.

Activity 5: Project Planning	30 minutes
Method: Group work	

1. Ask the groups to refer to "The Problem Tree" they did in Activity 4, to think of the project goal(s) or activities they want to achieve to address the problem and causes of the problem mentioned.

3. In plenary, a representative from each group presents their group discussion.

Project Objectives should be Clearly Established

Project objectives are a series of specific accomplishments designed to address the stated problems and attain the stated goal. An objective is an endpoint**,** not a **process.** It describes what will exist at the end of a project. **Objectives** answer the questions of "what behaviour or situation do you want to address to meet the goal", "what changes do you have to achieve to obtain the goal"? The **clearer** the objective, the easier it is to plan and implement activities that will lead to the attainment of these objectives. Writing clear objectives also makes it easier to monitor progress and evaluate the success of projects.

Objectives should be **"SMART".**

S = SPECIFIC	Is the objective clear in terms of what, how, when, and where the situation will be changed?
M = MEASURABLE	Are the targets measurable? How many crèches or how many food gardens?
A = ACHIEVABLE	Are the objectives achievable?
R = REALISTIC	Is the project able to obtain the level of involvement and change reflected in each objective?
T = TIMEBOUND	Does the objective reflect a time period in which it will be accomplished? (E.g. during the 1st quarter, or midpoint, or at the end of the project?)

Are the following objectives SMART or NOT?

	SMART OR NOT
To train 30 child protection community activists by March 2018	
To train 30 health activists by March 2018	
To enhance the knowledge about a balanced meal among mothers in the community	
To increase the number of food gardens from 1 to 7 in one year.	

Once you have established that your objectives are realistic and achievable, you then start working on a more detailed implementation plan with specific goals and time-frames. A detailed implementation plan, is used to monitor the progress of the project. It is also important for allocation of resources; human, material and financial – and administration of the project.

DETAILED IMPLEMENTATION PLAN

OBJECTIVE	ACTIVITY	Time Line												Person Responsible
		1	2	3	4	5	6	7	8	9	10	11	12	

Activity 6: Developing the Project Budget   1 hour
Method: Group work

In your groups list all the activities that your project will be engaged in toward your objectives, identify persons responsible and resources needed. Then in the last column, cost the human and other resources.

5. Good Governance

Objective: To understand the purpose of the Board & Management Structure

Definition: Organisational Governance refers to the Board and the Management structure.

The Primary Responsibility of the board is oversight.

- Governance principles should embody the values of the aims and objectives of the organisation.
- The board defines and enforces accountability that enables the management structure and the staff to manage the day to day function of the organisation effectively and efficiently.
- The board does not get involved in the day-to-day operations, decisions and management of the organisation but can be asked for assistance e.g. financial management or legal guidance.
- Programme management is the function of the management structure (Organisation's leadership) and the staff.
- The board entrusts all aspects of governance to the organisations leadership structure.
- The Director, finance manager and secretary can serve on the board as Executive board members.
- The Director or CEO is always an executive board member.

Activity 1: Board Functions   **10 minutes**
Method: Buzz session
Review the function of each your board members to identify role overlap or conflict of interest.

Purpose of Board

Good governance ensures that the operational management conducts the affairs of the organisation to the satisfaction of the primary stakeholders.

Chore Values
The key challenge within the accepted governance structure and systems in place is to find an appropriate balance between performance and good governance principles.

The board ensures;
- a good organisational philosophy
- quality leadership
- internal audits
- operational units and geographic spread
- outsourcing or in-sourcing decisions
- technically competent staff with suitable qualifications
- reliability and integrity of financial and operational information
- safeguarding assets
- economic and efficient management
- regular meetings and reporting.

The board functioning and the programme implementation together make up the organisational culture so a healthy communication with inter-personal respect is encouraged between board members and management structure.

Best Practice: **Characteristics of Best Practice (Good Governance):**
A. **O**perate within the country legislation
B. **F**airness
C. **S**ocial Responsibility
D. **I**ndependence
E. **A**ccountability
F. **C**ulture of discipline
G. **T**ransparency

A. Operate within country legislation: Companies Act of S.A.

B: Fairness: Systems and processes must be in place. These become organisational policies. Systems ensure fair, transparent and consistent practice. Board approves. No nepotism. Value is added when staff are able to provide input. All individuals from board to staff understand and agree with the organisations policies and the systems in place to implement the policies. Individuals are therefore treated with equal rights and respect regardless of position in the organisation.

Various policy documents will reflect the organisational procedures:
a. Code of Conduct
b. Grievance Procedure
c. Financial Management Systems
d. Standard, consistent communication protocols. Regular meetings and a place for people to raise concerns.
d. A Training Plan
e. Community Services clearly identified.

Activity 2: Policy Review	**30 minutes**
Method: Group work	

In groups, take one of the policies above and write up or develop your organisations internal policy. Share in plenary.

Policies and procedures in place are active documents that follow consistent, internal mechanisms, or to provide corrective action or for addressing misconduct by any organisational representative. Staff members accept and understand the consequences of misconduct. This is written up as a policy and staff are aware of it. Where business processes are inadequate it is the responsibility of the board to remedy such omissions with urgency.

Compliance Oversight Includes;
- With relevant laws, regulations and codes of business practice e.g. proper financial reports e.g. risk management.
- Regular, minutes of meetings take place.

- Ongoing communication with the Director.
- Has unrestricted access to all information, records, documents and property.
- Ensure that size, diversity and demographics make the board sufficiently representative and effective.
- Identify and monitor the non-financial aspects relevant for organisational effectiveness and sustainability.
- Ensure that each item of business in the notices and meetings are fully explained.
- A code of conduct exists that addresses conflict of interest at management and director levels.
- Attendance at meetings is regular and encouraged.
- Oversee an Annual Report with names of board members and board responsibility.

Board Composition:
- A balance of executive and non-executive members.
- A majority of non-executives is preferred
- Demographic consideration. (gender, issues addressed by organisation, community)
- Not too big or too small. (Appropriate for organisation size).

Board Chair:
- The function of Director is different from the Chairperson.
- The Chairperson and the board appraises the Director performance annually.

Other considerations when establishing your board include;

Social Responsibility: Social responsibility relates to our primary purpose. We interact with communities with respect and deliver the services for which we are funded. Good practice in social responsibility means that we follow community ownership principles. This means that we consult with and provide feedback to our direct recipients on a regular basis. These should be scheduled meetings that are planned for and in the budget. It is advisable to have more than one community activist on the board to provide the assurance that we have the community needs at heart and as an act of accountability.

Independence: Board independence is the extent to which mechanisms are in place to avoid domination by a single individual or a voting pool on the board. Democratic principles should be followed so that unfair or unconstitutional agendas cannot be pushed onto the organisation. Rotating board membership (every 5 years) and annual review of board members should be written into the constitution or guiding document. Ensure equal or more non-executive directors who have nothing to gain but have the communities' interests at heart. The onus is on non-executive directors to ensure corporate compliance and governance transparency.

Accountability: Reporting mechanisms should be in place to hold groups and individuals accountable. Field staff reports to supervisor. Supervisor reports to the management structure. Programme Managers report to the Director. Director accounts to the board. Board accounts to the community members for whom the services are intended. Senior managers need to have a day-to-day activity. These mechanisms allow for accountability. The board can at any time request or query, in order to assess the actions of operational staff.

Culture of Discipline: The culture of discipline applies to all representatives of the organisation. Board members can and should also be held accountable for ill-discipline if their actions do not reflect the values of the organisation. These should be stipulated in the guiding document. Organisational ethos is top down. Require highest ethics of board members. Staff members are appointed on best practice principles as defined by the organisation, not nepotism.

Transparency: Open communication. No secrets. Organisational goals and activities are contained in public documents. All staff meetings and minutes are open source information. Financial records are available for public scrutiny. Finances are geared at serving the community, not the organisational executives. All remuneration scales are openly agreed on and consistently applied. Director is accountable to the board, organisation and community. Director takes full responsibility for ensuring that the organisation delivers on the services agreed upon in all proposal documents.

Activity 3: Corrective Action	**30 minutes**
Method: Group work	

Discuss the following scenario and recommend remedial action:

A staff member is given R1000.00 to take children on an outing and buy them lunch. She gets her cousin to take the children to the beach and makes them bread at home.
- Is there a policy to address this?
- Is this a serious misconduct situation?
- What offence, if any, has been committed?
- What remedial action, if any, should be taken?
- Who, on the governance structure, is responsible for taking action?

Remuneration and Ethics of Board Members
- All non-executives serve on board without remuneration. Constitution can provide for an attendance stipend and full transport costs.
- The Director supports or challenges decisions made by the Chair so that one person does not make all the decisions.
- Non-executive directors should be individuals of calibre and credibility and have the necessary skills, experience and independence of thought to bring independent judgement to bear on issues of importance.
- Directors should be categorised as follows in the annual report;
- Executive Director - involved in operations and remunerated as full time staff.
- Non-executive directors- not involved in day to day activities, no full-time salary.
- Independent directors- bring specific expertise and community accountability.

Board meetings
- The board meets **quarterly**, except when an urgent meeting is called for special circumstances.
- Number of meetings and attendance should be **disclosed in the Annual Report**.
- Members must **receive notices, minutes**, full information timely (as set out in constitution) in order to make informed decisions.

- **Non-executive directors may meet independently with staff members** without attendance of executive directors. Must be done in a transparent manner.
- The **board must ensure that decision-making and accuracy of reporting** and documentation are maintained at the highest level.
- The **board should always be up to date on organisational finances**.

Sub Committees

- The board can task functions to sub committees.
- Clearly define terms of reference, reporting procedures and time span.
- A non-executive director can chair.
- A sub committee can seek professional outside assistance.
- Composition and purpose and outcomes of different committees should be documented in Annual report.

Board Secretary:
- Plays an important role in supporting the chairman in effective board functioning.
- All directors have access to the services of the company secretary.
- Provides the board with necessary documentation, guidance on policies and ethics.
- Assists the director and chairman with administration tasks such as minutes, compiling reports, communication and notices.

Code of Ethics:
- The board is responsible for ensuring that a code of ethics exists.
- Determines standards of ethical behaviour.
- Creation of systems and procedures to introduce, monitor and enforce ethical behaviour.
- Assign higher level individuals to develop, provide training and oversee compliance.
- Assess staff in terms of integrity.
- Develop a safe policy for reporting unethical behaviour.
- Enforce consistent discipline
- Prevent re-occurrence of offences.
- Require same ethics of partners.

The Board is guided by the **Constitution** of the organisation and best practice. (Example of a constitution is included at the end of the manual.)

Activity 4: Review the Constitution	1 hour
Method: Group work	

Review the example of a Constitution to make sure that important elements, required by your organisation, is covered by your constitution. If you do not have a constitution, extract the required elements to develop your constitution.

Activity 5: Governance and Sustainability	30 minutes
Method: Group work	

Review the following sustainability elements and reflect on policy needs in your own organisation. Write these up to share in plenary.

1. **Safety Assessment**

All staff should be trained on universal precautionary measures to ensure the highest standards of safety for staff and clients. Develop appropriate policy to address any safety issues identified.

2. **Health Considerations**

The board should understand the needs of staff in relation to;
- Nutrition and economic status
- Social and economic impact
- Adopt appropriate policies to address potential health impact on staff members

3. **Social Transformation**

The organisation should act within the national transformation agenda of the country to address our unique concerns. The board is responsible for compliance in relation to;
- Employment equity
- Diversity management
- Women's empowerment
- Social investment
- Economic empowerment

4. **Funding and Assets**

The board is ultimately responsible for directing the organisation on a path for ensuring the growth of the organisation towards one of sustainability and increased growth and the attainment and protection of assets. This must be reflected in decision-making.

6. Report Writing

Report writing is a skilled required by any person in the organisation who is responsible for reporting on the activities of the organisation. The activities must correlate with the budget and the proposal that was submitted to the donor*.*

4.1. Reporting to Donor Agencies
It is worth remembering that donor agencies are themselves accountable to stakeholders (trustees, government, tax-payers, etc.) and they rely on you to provide them with the information they need.

Accountability: Financial accountability requires that you demonstrate to the donor that their funds have been used for the purpose for which they were intended. The reference point is the original funding application and guidelines are usually provided with the confirmation of grant aid and the contract or agreement signed by both parties. It is important to comply with the conditions and meet reporting deadlines to establish credibility and encourage confidence, and to make sure your grant arrives on time.

Narrative and Financial Reports: Narrative reports refers to the activities for which the funds were received and Financial reports relates to the amounts spent on the items identified in the budget and could include;
- **Progress reports**: frequency, format and style of reports, usually quarterly to coincide with release of grant instalments.
- **Scope and designation of funds**: what funds may, or may not, be used for; whether funds can be carried forward from one financial year to the next.
- **Administrative overheads**: the specific items that are allowable or excluded, or a percentage limit based on the total grant.

The Donor Report: Donors require that the organisation is able to demonstrate financial soundness before granting the release of funds. This is why the donor report is so important. In most cases the report will include a budget compared to actual summary, accompanied by a narrative report on the activities being undertaken. [See Appendix 15 for a sample donor report.] Where there are several donors it is important to set up the accounting systems so that the information required by the donor agency can be easily retrieved.

Otherwise the organisation will be involved in a tedious information gathering exercise every time a report is required. When putting together a report to donors:
- Meet reporting deadlines (or request an extension)
- Produce accurate and verifiable figures
- Do not conceal under-spends or over-spends
- Explain any significant variations
- Keep the donor informed of any potential problems

Finally, bear in mind that staff in donor agencies have a lot of experience of working with organisations; they will almost always respond positively to requests for advice.

Discuss who in your organisation is responsible for report writing and reflect on the following;

- Do they have the required skill?
- Who else in the organisation requires this skill?
- How can these skills be developed?

4.2. Reporting to Beneficiaries

Most CBOs recognise the need for downward accountability. But few have set up systems to deliver it: most CBO systems focus on upward accountability, such as reporting to donors, Boards and Head Offices. To participate fully in the work, beneficiaries need access to information about the CBO's plans, resources and activities. Increasing transparency and accountability to beneficiaries has many benefits including:

- Strengthening trust and respect between staff and beneficiaries
- Improving the quality of programme decisions, as beneficiaries provide feedback on how funds are being spent
- Empowering beneficiaries to make their own decisions on their own behalf
- Reducing the risks of inefficiencies and fraud
- Encouraging an environment of trust

Introducing this level of financial transparency may naturally hit some obstacles, such as adding to the burden of already busy staff. But if sensitively done, the benefits generally far outweigh the costs. Some good practice ideas on how to practically report to beneficiaries include:

- Making information easier to understand by using graphical presentations
- Using white-boards outside offices to display budgets, the amounts of funds available for each area and a monthly update of expenditure.

Effective Report-writing should include the following
- ✓ The Cover Letter
- ✓ Executive Summary
- ✓ Statement of Need: Use data to support your case
- ✓ Comprehensive Project Description: Proof of project planning
- ✓ Organisational Overview, conclusion, appendices
- ✓ Humanise your story
- ✓ Financial Report
- ✓ Funder as partner

Good reports are based on maintaining ongoing documentation of the following;
- ➢ Record keeping
- ➢ Work according to annual plans & budgets
- ➢ Quarterly reports
- ➢ Narrative Accounts
- ➢ Success Stories
- ➢ Activity Matrix

In your groups identify who will write the report. Write up your report to share in plenary.

Why do we write reports?
– Part of good project management (stimulates review, communication and evaluation).
– Contractual obligation.
– Communicating what we have done, learned and what we are going to do in the future to our managers, clients, funders and partners.
– Organizational knowledge.

Reflection Exercise: Reasons for Report-writing

Keys to building a relationship:

- **Be honest**.   People expect it.
- **Be prompt**.   You are in the service business.
- **Be regular**.   Donors can make other friends in your absence.
- **Be involving**.   Make the relationship two way.
- **Be cost-effective**.   It's their money
- **Be sincere**.   Show your commitment.
- **Be interesting and memorable**. You have great stories to tell.
- **Be faithful**.   Don't compromise your mission.
- **Be cheerful and helpful**.   You are a salesperson.
- **Be informed**   Read up or speak to more informed colleagues to properly represent the organisation.

7. Leadership

The outcome of this session is to have:

Developed a good understanding of leadership skills.

Help participants to recognise good leadership skills.

Help participants to understand the difference between leadership and management.

Help all participants to recognise that you need **not** be in a leadership position in order to have influence.

Activity 1: Define a Leader   **1 Hour**

Method: Group Work & Debate

Participants split into two groups in which they choose to side with one of the following: "*Are leaders born or Leaders are made*."   Once they have formulated their argument, each group gets an opportunity to argue their case.

Introduction to Leadership skills

An overall value that the Project Management manual aims to achieve is that of integration and coherence. It relates to the underlying value system in South Africa that historically has associated skin-colour and gender with ability and competence. Organisations generally are microcosms of what is happening in society. We often add 'class' to this stereotype.

All educational systems acknowledge that competence is based on exposure to **cognitive opportunities** such as education and training and a **supportive home environment** and the **opportunity for work-place experience**. There are, however, circumstances where leaders emerge out of adverse conditions. In South Africa we have no shortage of examples.

As South Africans, a primary leadership requirement is to ensure fairness in the workplace, yet provide opportunities for growth for those who were historically kept out of developmental opportunities. This requires a high level of objectivity from leaders, who naturally could lean toward promoting people that they identify with.

In adult learning it is acknowledged that;

- There is a need to cross the divide between academic and vocational learning, thinking and doing. Practical experience can replace theoretical learning.
- It is important to create opportunities for life-long learning. This applies to home-based care training, child abuse prevention, HIV/AIDS, gender education, poverty reduction and all kinds of community development vocations.
- Informal education requires the development of education and training curricula that is based on a deep understanding of social anthropology, cognitive development theory and a range of development strategies i.e. that people learn differently depending on what they had been exposed to in the past.
- We also need to link experiential and academic learning. People without academic training might have good leadership skills.

Keeping this background of integrative approaches into account, let's look at the various aspects of leadership. Leadership has two aspects.

7.1. Management and Influence

These include the ability to **manage** and the ability to **influence**. Management and influence require different skills.

Reflect on the columns below and discuss what each means. Create examples of managers and leaders in your environment.

Management	Influence
Incorporates planning, delegation, risk assessment and evaluation, which are various aspects of decision-making.	Requires that managers call on their personal leadership skills to lead with impartiality, accountability and acknowledgement; to bring the vision to fruition through team-work.
Management skills are more practical and can therefore be learned - such as project planning, putting systems in place, staff development and project evaluation.	Having influence requires a vision and the strength of personality to implement the vision based on impartiality, accountability and acknowledgement. Influence to a great degree requires flexibility in approach i.e. listening to others, being willing to hear the point of view of others, promoting team cooperation and adjusting strategies according to available evidence.

Leadership and Management:

Leadership is an attitude and a skill. It is about creating change and bringing dreams to life, whilst management is setting up systems and processes towards an already established goal. Ask participants for ideas on the differences between management and leadership. Generate ideas on a flipchart. Below are some examples.

Leading:	Managing:
1. Is an attitude	1. Is an assigned role
2. Use of influence	2. Relates to roles and functions
3. Creating change	3. Creating order
Involves the creation of a vision and motivating in that direction through ideas, guidance, energy and motivation.	Involves planning, organizing staff, time-frames, work flow, overseeing administration and evaluation.

Brainstorm: It is possible to be a leader without being a manager?

Answer: Yes, it is, for example. The president leads the country and sets the direction but each department has its own Minister who is responsible and accounts to the president and the country for results, challenges and alternate strategies.

In converse, to be a good manager it is a great advantage to have good leadership skills! Being able to motivate and inspire people will make your job infinitely easier!

7.2. The Importance of Flexibility in Leadership

The Taoists in China, through their observations of nature, know that what survives on earth is that which easily adapts to the changing circumstances in the environment. The universe is constantly evolving and all things in it are constantly developing and changing.

Therefore any inflexibility in belief systems, patterns of behaviour or habits of physical or intellectual nourishment can cause one to respond to external stimuli in a way that leads to extinction. In the workplace this could lead to the extinction of a particular program or product line because it is no longer valid. A good manager will draw on his or her own assessment and the views of others to recognise the validity of ways of being and ways of doing things in order to ensure that there is continuous progress. This is done by applying management skills as discussed above and then using influence in order to provide direction. The Taoists have a poem regarding the importance of flexibility;

Activity 3: Flexibility in Leadership	**15 minutes**
Method: Buzz session	

In pairs read the poem that follows and explain what each person thinks that it means.

THE POWER IN FLEXIBILITY

A man living is yielding and receptive.
Dying, he is rigid and inflexible.
All things, the grass and trees:
Living they are yielding and fragile;
Dying they are dry and withered.

Thus those who are firm and inflexible,
Are in harmony with dying.
Those who are yielding and receptive,
Are in harmony with living.

Therefore an inflexible strategy will not triumph;
An inflexible tree will be attacked.
The position of the highly inflexible will descend;
The position of the yielding and receptive will ascend.

Activity 4: Choose Your Leadership Quote	**30 minutes**
Method: Buzz session	

Review the following quotes about leadership. Discuss the meaning in pairs. In plenary discuss each quote.

"You have seen the township. We know how bleak it is. It was here where we flung the first stone." - **Winnie Mandela**	*"Difficulties break some men but make others."* - **Nelson Mandela**
"They cannot take away our self-esteem unless we give it to them." - **Ghandi**	*"Back of every noble life there are principles that have fashioned it"* - **George H. Lorimer**
"Leaders are the products of learning and experience; no two individuals share the same knowledge base or the same set of experiences." - **Steven Covey**	*"A person who never made a mistake never tried anything new."* —**Albert Einstein**
"The significant problems that we face cannot be solved at the same level of thinking we were at when we created them" - **Albert Einstein**	*"The greatest weapon in the hand of the oppressor is the mind of the oppressed."* – **Steve Biko**
"Control your own destiny or someone else will." — **Jack Welch**	*"We can easily forgive a child who is afraid of the dark; the real tragedy of life is when men are afraid of the light."* — **Plato**
"When you discover that you are riding a dead horse, the best strategy is to dismount." **- Sioux Indian saying**	*"It is never too late to be what you might have been."* - **George Eliot**
"The most common way people give up their power is by thinking they don't have any." — **Alice Walker**	*"The only real training for leadership is leadership."* - **Anthony Jay**
"Whatever the mind of man can conceive and believe, it can achieve." — **Napoleon Hill**	*"Leadership and learning are indispensable to each other."* - **J.F. Kennedy**
"To handle yourself, use your head; to handle others, use your heart." — **Eleanor Roosevelt**	*"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."* — *Maya Angelou*
"Integrity begins with a person willing to be honest with themselves." - **Cort Flint**	*"Whether you think you can or you think you can't, you're right."* — *Henry Ford*

Activity 5: Generate Examples of Flexibility   **30 minutes**
Method: Buzz session

Using examples of Presidents Nelson Mandela and President Thabo Mbeki discuss some difficult decisions they made and whether their leadership styles were flexible or inflexible. Make examples.

Key Factors in Decision Making

There are five key factors which identify a good leader. These are;

1. **Decision-making**
2. **Impartiality**
3. **Delegation**
4. **Accountability**
5. **Acknowledgment**

D - Decision-making: is about planning and implementation for the best possible outcomes and for risk management.

I - Impartiality: is about fair management of human resources within the organisation and for your client base.

D- Delegation: is about pro-actively finding skills and using them where appropriate.

A - Accountability: is about taking overall responsibility for all decisions taken and activities implemented especially when things go wrong.

A - Acknowledgement: is about giving credit to staff for hard work, teamwork, achievements and good ideas.

7.3. Decision – Making

A good leader;

- Recognises when crucial decisions have to be made in a concise manner.
- Does not promote or create opportunity based on those who has his or her favour, belongs to the same church, organisation, skin-colour or language group - but based on ability.
- Delegate's tasks based on recognition of skills surrounding him or her.
- Takes full responsibility for ensuring that tasks are done appropriately and takes full responsibility for the outcomes.
- Recognises the ideas of staff and does not attempt to claim it for him/herself.
- Holds staff accountable and makes difficult decisions when required.

Reminders: Leadership skills are continuous and we refine this all our lives. Leadership is a combination of natural leadership skill and learned management tools.

Activity 6: Making Decisions	**15 minutes**
Method: Group work	

The group is broken into small groups. Each group has a situation as indicated below. The group needs to decide what the best course of action is, written up and presented to the big group. Teams have 15 minutes to discuss and write-up.

Group 1: A 4-year-old child has been brought to the home of a care-giver with a letter which reads; "*My wife died two weeks ago. I am leaving for my village to die in peace. Please take care of my child.*"
Group 2: A care-giver who regularly runs workshops at a local school has discovered that a 13-year-old girl, whose mom is very sick, is being sexually abused and regularly beaten by her step-father.
Group 3: It is well known in a community that a family of 6 children, under the age of 16 have no income and are often seen rummaging for food in the dirt-bins outside the supermarket.

Activity 7: Leadership Styles	**30 minutes**
Method: Buzz session	

Based on your group discussion, answer the following questions about your previous task;

1. Which leadership skills were applied in terms of the five recognised leadership skills?
2. Was everybody's opinion canvassed or only a selected few.
3. Did the presentation acknowledge the contribution of others?
4. Were responsibilities delegated e.g. group facilitator, scribe, reporter etc.?

5. Was the outcome a good one?
6. What could have been done better?
7. What is consultative leadership?

Decision-making is an outcome of an evaluation process based on a number of crucial areas;
1. Do we have all the information?
2. Is the information sufficient?
3. Have we included all the relevant people?
4. Is it an emotional or a rational decision?

Vroom and Yetton (1973) provides five decision-making options;

1. **Authoritarian**:	The manager makes a decision, using information from subordinates.
2. **Authoritarian**:	The manager obtains the necessary information from subordinates and then makes a decision.
3. **Consultative**:	The manager shares the problem with subordinates on an individual basis, requesting suggestions and ideas without bringing them together as a group. The manager then makes a decision which may or may not be influenced by subordinates.
4. **Consultative**:	The manager discusses the problem with a group of relevant subordinates, requesting collective ideas and suggestions. The manager then makes a decision which may or may not be influenced by the group.
5. **Group**:	The manager shares the problem with subordinates as a group. The group generates and evaluates alternatives and attempts to reach consensus on the proper solution. The manager accepts the decision that has the support of the entire group.

Activity 8: Reflective Activity   **30 minutes**
Method: Buzz session

Think of a leader in your environment and tick off which preceding style applies to the leadership position in your structure.

The questions that managers need to ask themselves in decision-making situations will have implications on the decision-making process;
1. Is their sufficient time for a consultative process?
2. Is there a quality requirement that requires the input of only certain specialists?
3. Is there sufficient information to make a decision?
4. Is the problem clearly identified?
5. Is acceptance of the decision by all subordinates crucial to its implementation?
6. Is the decision based on rational and structured thinking?

Activity 9: Decision-Making Process   **30 minutes**
Method: Buzz session

Review the following scenario: A community organisation has been squatting on church premises. A major donor has just donated a 5-roomed building with sufficient grounds, to

the organisation. As program coordinator, you have just been informed and you have to assist the organization to move from the church to the premises 5km's away. Map your activities; e.g.

REVIEW OF DECISION – MAKING PROCESS

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                    ┌──────────────┐
                    │   Call the   │
                    │    church    │
                    └──────────────┘
        ┌──────────────────┼──────────────────┐
┌──────────────┐   ┌──────────────┐   ┌──────────────────┐
│ Write a report│   │   Arrange    │   │Share information │
│to the         │   │   logistics  │   │with your         │
│organisation   │   │              │   │colleagues.       │
└──────────────┘   └──────────────┘   └──────────────────┘
```
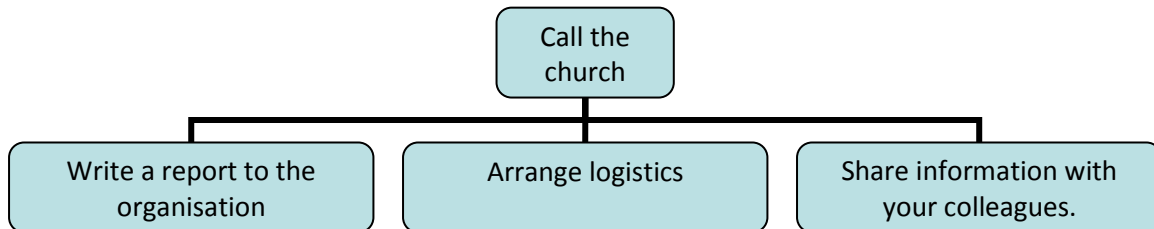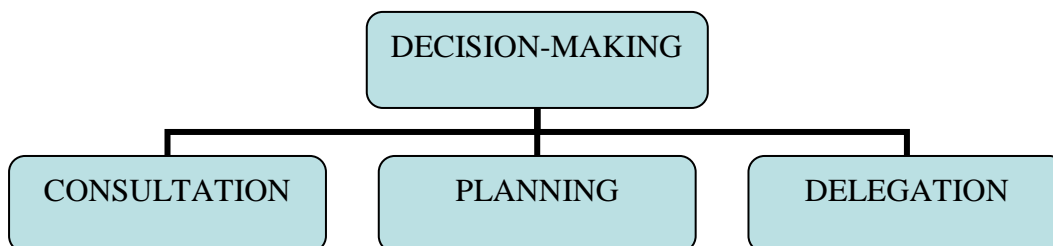
In order to map activities for this task ask yourself the following questions;
1. Who needs to be informed and what are the related tasks?
2. Who needs to be consulted?
3. Which tasks can be delegated and to whom?
4. What are the practical implications?
5. Are my delegation decisions based on alliances or the best person for the job? E.g. calling your brother to assist with the moving so his van can be put into use.

These activities are called decision-making activities. We make decisions every day of our lives. In order to make good decisions we need to review all the factors that will affect this decision.

Decision-making rests on three pillars;

```
                    ┌──────────────────┐
                    │ DECISION-MAKING  │
                    └──────────────────┘
        ┌──────────────────┼──────────────────┐
┌──────────────┐   ┌──────────────┐   ┌──────────────┐
│ CONSULTATION │   │   PLANNING   │   │  DELEGATION  │
└──────────────┘   └──────────────┘   └──────────────┘
```

Of course the bigger the task, the more complex decisions become. With more complex tasks there are more factors to evaluate.

Activity 10: Self-reflect	**30 minutes**
Method: Group work	

Brainstorm: An example of a decision that was made in your organisation. Think about any decision that the organisation made fairly recently. Review whether the three pillars of decision-making was followed.
1. What was the consultation process and were the appropriate people consulted?

2. What planning process was required? Planning is generally in relation to structure. Ask yourself who is responsible and competent for this task and develop time-frames.

Also follow the; 1. Why. 2. What. 3. When. 4. Who - and what guidance and resources are required? Make sure that delegation is based on the best person for the job and job description rather than alliances such as friendship, favours, language or ethnic group or other forms of identification.

We have now learned that decision making is based on two key factors namely;
1. **Process**: Who needs to be consulted, what are the key activities and who has the necessary resources and skills?
2. **Implementation**: What is the implementation plan?

Activity 9: **"Leadership Game"**.

Type up the following four sentences, each in a different colour and font. (You can also do this by hand if needed).

Each word should be cut out separately and then the words from all three sentences mixed together in any envelope or other container to create a puzzle. Divide into small groups with sufficient copies for each group to have one puzzle.

A leader is a good manager of programmes and people.
A leader is a person who makes concise and well thought out decisions.
A leader influences others and recognises the right skill for the right task.
A leader takes responsibility for all communication and decisions.

Present each group with an envelope and tell them that they have five minutes in total to decipher and re-assemble the puzzle.

- DO NOT give them ANY other instructions or mention that there are three sentences demarked by different colour, refuse to answer any questions – this lack of leadership and clarity is important to the learning points of the game.
- Create Pressure: Try to keep a sense of pressure that they absolutely must be done in time and have a regular count-down during the five minutes to raise the frustration levels. You could use an incentive or pressure.

Review the following with the group:
1. Who made the first move;
2. Was there chaos?
3. Was there debate about what actually needs to be done?
4. Did one person take leadership?
5. Did anyone shout out ideas and suggestions?
6. Did they separate the colours and organize themselves into sub-teams to get the work done in time? Etc.
7. Did someone delegate tasks?

Ask participants to feedback on how they thought the game had gone.
1. Were there clear instructions in the beginning?
2. What would have made it easier to do?
3. Was there good leadership?

Allow this discussion to generate a list of possible roles of a leader, which may include:
1. Taking overall responsibility
2. Delegation
3. Consultation
4. Providing firm direction

Activity 11: Dreams	1 Hour
Method: Buzz sessions	

Working in pairs, think of an environment where you have the potential to lead. Develop the ideal situation, instead of recording the problems.

Free Brainstorming:

List of Problems	What would it look like if these were gone

Focusing on Possibilities

For the vision that your team has developed, think of some focused statements about how you could make it work. If you find yourself thinking of reasons it wouldn't work, write that down in the 'old way' column and see if you can convert it into a possibility focused statement.

Our Dream:

Possibilities Focused Ideas:

Limitations Focused (old way)	Converted to New Way:

On a scale of 0-5 rate yourself in the questions below. A score of 5 indicates that you identify strongly. (No fractions).

1.a. _____ I make decisions after finding out what staff members think.
1.b. _____ I make decisions without consulting with staff.

2.a. _____ I am imaginative and intuitive.
2.b. _____ I am factual and accurate.

3.a. _____ I make decisions about my staff based on available data and systematic analysis.
3.b. _____ I make decisions about staff based on empathy, feelings, needs and values.

4.a. _____ I allow commitments to occur only if staff members concur.
4.b. _____ I push for definite commitments to ensure that they are made.

5.a. _____ I prefer quiet, thoughtful alone time.
5.b. _____ I prefer active, energetic time with staff members.

6.a. _____ I use methods I know well and are effective in getting tasks done.
6.b. _____ I think of new methods of doing tasks when I am confronted with them.

7.a. _____ I draw conclusions based on logic and step by step analysis.
7.b. _____ I conclude based on what I know about life and people, based on my experience.

8.a. _____ I avoid making deadlines.
8.b. _____ I set a schedule and I stick to it.

9.a. _____ I talk briefly and then think about something that needs my consideration.
9.b. _____ I speak extensively and think by myself at a later time.

10.a. _____ I think about other possibilities.
10.b. _____ I deal in actualities.

11.a. _____ I am a thinking person.
11.b. _____ I am a feeling person.

12.a. _____ I consider every possible angle for a long time before making a decision.
12.b. _____ I get the information I need, consider it, then make a fairly quick firm decision.

13.a. _____ I operate on inner thoughts and feelings that I do not necessarily share.
13.b. _____ I create activities and occurrences in which others join.

14.a. _____ I am theoretical and abstract
14.b. _____ I am concrete and real.

15.a. _____ I help others explore their feelings.
15.b. _____ I help others make logical decisions.

16.a. _____ I am open to change and keep options open.
16.b. _____ I am predictable and ensure people know in advance about activities, events.

17.a. _____ I communicate little of my inner thinking and feelings.
17.b. _____ I communicate freely about my inner thinking and feeling.

18.a. _____ I consider all possible views of the whole situation.
18.b. _____ I need the factual details available.

19.a. _____ I use common sense and convictions to make decisions.
19.b. _____ I use data, analysis and reasons to make decisions.

20.a. _____ I plan ahead based on projections.
20.b. _____ I plan as necessity arises, just before carrying out plans.

21.a. _____ I like meeting new people.
21.b, _____ I prefer being alone with the person I know well.

22.a. _____ I like ideas.
22.b. _____ I like facts.

23.a. _____ I like convictions.
23.b. _____ I like verifiable conclusions.

24.a. _____ I keep an appointment book and always keep appointments.
24.b. _____ I use appointment books seldom and am flexible.

25.a. _____ I allow discussion on an unconsidered issue at length in a group/staff meeting.
25.b. _____ I think through things, draw my conclusions then share results with staff members.

26.a. _____ I carry out carefully laid, detailed plans with precision.
26.b. _____ I design plans and structures without necessarily carrying them out.

27.a. _____ I prefer logical people.
27.b. _____ I prefer feeling people.

28.a. _____ I prefer being free to do things on the spur of the moment.
28.b. _____ I prefer knowing well in advance what I am expected to do.

29.a. _____ I enjoy being the centre of attention.
29.b. _____ I prefer being reserved.

30.a. _____ I imagine the non-existent.

30.b. _____ I examine details of the actual.

31.a. _____ I value discussions, films, emotional inter-actions.
31.b. _____ I use my own ability to analyse situations.

32.a. _____ I start meetings at the pre-arranged time.
32.b. _____ I start meetings when everybody is there and ready.

Transfer your score to the blanks below. Then total the score for each column.

Score:

I	E	N	S
1.a.	1.b.	2.a.	2.b.
5.a.	5.b.	6.b.	6.a.
9.a.	9.b.	10.a.	10.b.
13.a.	13.b.	14.a.	14.b.
17.a.	17.b.	18.a.	18.b.
21.b.	21.a.	22.a.	22.b.
25.b.	25.a.	26.b.	26.a.
29.b.	29.a.	30.a.	30.b.
Total:	Total:	Total:	Total:

T	F	P	J
3.a.	3.b.	4.a.	4.b.
7.a.	7.b.	8.a.	8.b.
11.a.	11.b.	12.a.	12.b.
15.b.	15.a.	16.a.	16.b.
19.b.	19.a.	20.b.	20.a.
23.b.	23.a.	24.b.	24.a.
27.a.	27.b.	28.a.	28.b.
31.b.	31.a.	32.b.	32.a.
Total:	Total:	Total:	Total:

I	= Introversion	E	= Extroversion
N	= Intuition	S	= Sensing
T	= Thinking	F	= Feeling
P	= Perceiving	J	= Judgement

Likely interpretation of your score is;
20-21:   Balance in the strengths of the two dimensions.
22-24:   Some strength in the dimension, some weakness in the other side.
25-29:   Definite strength in the dimension.
30-40:   Considerable strength in the dimension, considerable weakness in the other side.

Your personal style encompasses those four dimensions for which you had scores of 22 or more, although the relevant strengths of all dimensions actually constitute your style. Record your style by writing the names of the four dimensions for which you scored 22 or more. Scores of 20 or 21 show relative balance in a pair so that either member could be part of your style. If you have a balanced score choose the one that you intuitively favour. Record your style by writing the names of the four dimensions for which you scored 22 or more in the box below. If you have a balanced score, choose the one you will intuitively favour.

Activity 13: Identify your strengths   and weaknesses   **1 Hour**
Method: Individual Work
Review the table below and tick off what applies to you.

Introvert

Possible strengths	Possible Weaknesses
Independent	Misunderstands the external
Works alone	Avoids others
Is diligent	Is secretive
Reflects	Loses opportunities to act
Works with ideas	Is misunderstood by others
Is careful of generalisations	Needs quiet work
Is careful before acting	Dislikes being interrupted

Extrovert

Possible strengths	Possible Weaknesses
Understands the external	Has less independence
Interacts with others	Does not work with people
Is open	Needs change, variety
Acts, does	Is impulsive
Is well understood	Is impatient with routine

Intuitor

Possible strengths	Possible Weaknesses
Sees possibilities	Is inattentive to detail, precision
Sees gestalts	Is inattentive to the actual and practical
Imagines, intuits	Is impatient with the tedious
Works out new ideas	Leaves things out in leaps of logic
Works with the complicated	Loses sight of the here and now
Solves novel problems	Jumps to conclusions

Senser

Possible strengths	Possible Weaknesses
Attends to detail	Does not see possibilities
Is practical	Loses the overall in details
Has memory for detail, fact	Mistrusts intuition
Works with tedious detail	Does not work out the new
Is patient	Is frustrated with the complicated
Is careful, systematic	Prefers not to imagine the future

Feeler

Possible strengths	Possible Weaknesses
Considers others feelings	Is not guided by logic
Understands needs, values	Is not objective
Is interested in conciliation	Is less organised
Demonstrates feelings	Is uncritical, overly accepting
Persuades, arouses	Bases justice on feelings

Thinker

Possible strengths	Possible Weaknesses
Is logical, analytical	Does not notice people's feelings
Is objective	Misunderstands other's values
Is organised	Is uninterested in conciliation
Has critical ability	Does not show feelings
Is just	Shows less mercy
Stands firm	Is uninterested in persuading

Perceiver

Possible strengths	Possible Weaknesses
Compromises	Is indecisive
Sees all sides of an issue	Does not plan
Is flexible, adaptable	Does not order
Remains open for changes	Does not control circumstances
Decisions based on all data	Is easily distracted from tasks
Is not judgemental	Does not finish projects

Judger

Possible strengths	Possible Weaknesses
Decides	Is unyielding, stubborn
Plans	Is inflexible, un-adaptable
Orders	Decides with insufficient data
Controls	Is judgemental
Make quick decisions	Is controlled by tasks or plans
Remains with a task	Wishes not to interrupt work

My personal style: _____

Generalisations:
- People who have the same strengths in dimensions will click. Their decisions will suffer because of their weaknesses.
- People who have different strengths in dimensions will not see eye-to-eye. The bigger the differences the bigger the conflict. However, decisions resulting from their interaction will benefit from the differing points of view.
- People may be sensitive about criticisms in their area of weakness, leading to conflict.
- People's values, beliefs and decisions will be profoundly influenced by all four typology's.

A person's typology cannot be changed to it's opposite. Each person, however, can learn to strengthen the weaker dimensions and develop strategies to overcome problems that result from weaknesses.

Implication for leaders:
1. Seek out people whose strengths are your weaknesses for guidance and advice.
2. Realise that different beliefs, values and actions are a result of different styles rather than 'right' or 'wrong'. Learn to appreciate different perspectives.

Those with greater power should be open to understanding the needs of others because they have influence which impacts on decision-making.

Approaches to Management

There are three kinds of management. One approach is about getting the work done and another is about keeping the people happy. These are commonly described as 'concern for task' and 'concern for people'. The third option is obviously the manager who is able to get a healthy balance, can call people to task without losing sight of the 'people needs'. None of these are the 'correct' approach. Effective management would take into account the context and vary the style of leadership depending on the task and situation.

The concept of individual or group readiness relates to the levels of ability (knowledge, skills and experience), maturity, willingness (confidence, interest & motivation) and general understanding (techniques and communication strategy). These should be the primary reasons on which good management decision is based. This translates into finding the balance between concern for people and concern for tasks.

Activity 14: Identify your Management Style	1 Hour
Method: Individual Work	

Approaches to decision-making.

Approaches to management style can be extended to describe specific aspects of a manager's behaviour. If we consider how a manager typically makes decisions in the work-setting, we can recognise a decision-making approach corresponding to the four quadrants below:

3. DEMOCRAT "Keep the majority happy"	2. CONSENSUS SEEKER "Seek agreement"
4. LAISSEZ-FAIRE "whatever you think is fair"	1. AUTOCRAT "Tell them"

SQUARE 1: The manager makes the decisions and tells the staff what to do.
SQUARE 2: The manager tries to involve all concerned and seeks a consensus view.
SQUARE 3: Makes decisions to keep most people happy. More concerned with satisfying the group than with the quality of the decision.
SQUARE 4: The staff make decisions.

Approaches to Delegation

Against the four quadrants below each suggest a particular way in which a manager might allocate tasks to staff members and their performance.

3. ENCOURAGE "This is important and I really value your help"	**2**. ASSIST ""Let me show you how and help you with it."
4. ABDICATE "Please get on with it."	**1**. INSTRUCT "This is how you do it and I will watch you closely."

SQUARE 1: Provide directives and close supervision.
SQUARE 2: Emphasis on collaboration, whilst the manager adopts a coaching role.
SQUARE 3: Manager emphasises importance of the task and encouragement without getting involved.
SQUARE 4: Manager expects staff member to get on with the task.

Approaches to Conflict Resolution

Again we use the four-quadrant model. These indicate how managers might cope with situations between themselves and others in the team.

3. ACCOMODATE (Lose-win) "How can I satisfy you"	**2**. COLLABORATE (Win-Win) "How can both be satisfied"
4. AVOID (No win-no loss) "There is no need to make an issue out of our disagreement"	**1**. COMPETE (Win-lose) "How can I get my way"

SQUARE 1: The manager uses an aggressive stance. "I always win."
SQUARE 2: The manager seeks a solution through discussion, negotiation and collaboration.
SQUARE 3: The manager accommodates the other party, even if the solution is not appropriate.
SQUARE 4: The manager engages in constant postponement, no response and avoidance.

7.4. IMPARTIALITY

All programme managers and leaders have different styles. Some are benevolent (compassionate). Some are democratic (consult widely). Some are authoritarian (controlling). Some rule by fear. Some are autocratic (dictatorial). Some are charismatic (magnetic appeal based on flamboyance through music, religion etc.). Some are concise

(clear) while others waffle (indecisive). Below is a list of name of well-known leaders. Identify their leadership style and provide reasons why;

1. Nelson Mandela, ex South African president.
2. Jacob Zuma, current president of South Africa.
3. Donald Trump, current president of America.
4. Barack Obama, ex president of America.

Activity 15: Reflect on Leadership in your environment	**30 minutes**
Method: Group Work	

Think of a leader who represents the following leadership style. Write your answer providing reasons why.

a) Benevolent
b) Authoritarian
c) Autocratic
d) Charismatic
e) Concise
f) Waffles
g) Rules by fear
h) Consults
i) Free-reign
j) Democratic

Activity 16: Learning Impartiality	**1 Hour**
Method: Group Work	

Look at the list below and list whether it goes under partial or impartial leadership style:

Partial	Impartial:

1. Staff members get opportunities, increases or promotion based on skin-colour.
2. The leader holds regular performance review with all staff members, providing feedback.
3. Staff members are treated better for supporting the leader's views or doing favours.
4. Church affiliation gets you the job and or promotion.
5. An organisational performance review process is in place to identify staff training needs.
6. Personal friendships with the boss, provides an opportunity for family members and friends to get employment.
7. Holds open, transparent staff meetings to discuss staffing gaps and strategies to address.
8. Only people who play ball with the boss are part of the information flow.

9. HR and Programme Manager participate in a joint performance evaluation with staff member present.
10. Manager ensures that an organisational structure exists and that everybody knows the roles and accountability within structure.
11. The manager has a free-reign management style and people are allowed to make their own decisions.

Identify your leader

List various leaders in your organisation, church and community structures and identify their leadership style.

Charismatic		Expertise-based
Visionaries who are inspirational and communicate very effectively; usually create emotion (positive); motivate people to want to do better.	vs.	More quietly confident, have expertise and know-how, more analytical approach to solving problems.

Dictator		Democratic
Impose their point of view; using the authority of their position to force people to do what they want; may use threats and fear to achieve objectives.	vs.	Involves as many people as possible, lead the decision-making process but share the decision making process with the team; calls for input and ideas; gives others space to grow.
Controller		Enabler
Manipulates based on position, keeps tight control, checks-up on people regularly. No freedom to experiment; not open to new ways of doing things, only creates opportunities to staff who play into their controlling behaviour.	vs.	Inspires and aligns what needs to be done, enables people to do it and then lets them fly; coaches and mentors. Does not compete with subordinates for opportunities and taking credit.

Source: Adapted from "How to be an even better manager" Michael Armstrong

Have you noticed that some people have more than one style?

Conflict Management

An important aspect of practising impartiality is based on how we manage conflict. Conflict can be either;
1) Quickly identified and resolved or
2) Fanned and exacerbated through a lack of clarity, depending on management style and in many cases, management agenda.

People come together in the workplace from various back-grounds, attitudes, perceptions and value systems. In South Africa this is particularly important because various cultures assign different values to different behaviour. Different cultural values therefore lead to perceptions about respect and subordination. Conflict could be an inevitable by-product of inter-personal dealings in the workplace.

However, it is not the conflict per say that is a problem, it is how the conflict is dealt with that leads to problems. Conflict has both a functional and dysfunctional face. It can help a team or organisation to move to a more productive and understanding level or it could sow dissent.

It is said that all conflicts are based on a dispute with relation to power and resources. In the work-place this could be about vying for position or dealing with unfair practices.

Below are a number of triggers that lead to conflict;
1. Ambiguous or overlapping jurisdictions. (No clear job description).
2. Competition for resources and/or opportunities.
3. Communication breakdown.
4. Time pressure.
5. Unreasonable decisions, practices or procedures.
6. Personality clashes.
7. Status differentials.
8. Unrealised expectations.
9. Inadequate or inconsistently applied policies.
10. Lack of clarity in job descriptions and role expectations.

Resolving Conflict:
Conflict resolution requires that we have a clear understanding what the problem is. Again, depending on personality, different managers have different conflict management styles;

A. **Avoiding style**: The supervisor avoids the conflict hoping that it will remedy itself. Secrecy is used as a tool by speaking to individuals concerned in silos. This style is regarded as unassertive and uncooperative.

B. **Compromising style**: The supervisor balances the needs of the organisation with the needs of the individuals concerned. The focus of this style is on negotiation, looking for middle-ground and searching for a solution that is satisfactory to both parties. This method requires a bit of win and lose on both sides. This style is regarded as cooperative.

C. **Competitive style**: The supervisor is assertive and uncooperative and creates a win-lose situation. Competition produces rivalry with the outcome of one person achieving goals at the expense of others. Power is used to achieve submission.

D. **Accommodation style**: The supervisor gives in to the demands of subordinates. It is a compliant approach which is recognised as unassertive and cooperative.

E. **Collaborating style**: This refers to a problem-solving approach. Problems and conflicts are seen as challenges. Differences are confronted head-on and ideas and information is shared. An effort to find integrative solutions is regarded as both assertive and cooperative.

Different situations require different conflict resolution styles, depending on the circumstances.

Competing:
- When quick decisive action is needed, as in emergencies.
- When critical issues require unpopular action
- When issues are vital to the welfare of the organisation
- Against individuals who take unfair advantage of others

Collaborating:
- When both sets of concerns are so important that only an integrative solution is acceptable
- when the goal is to learn
- to integrate insights from individuals with different perspectives
- when consensus and commitment is important
- to break through ill feelings that have hindered relationships

Compromise:
- when objectives are important, but not worth the effort or potential disruption
- when there is a stand-off
- to gain temporary settlements to complex problems
- to expedite action when time is important
- when collaboration fails

Avoiding:
- when the issue is trivial
- when the costs outweigh the benefits of resolution
- to let the situation cool down
- when getting more information is imperative
- when others can solve the problem more effectively
- when the problem is a symptom rather than a cause

Accommodating:
- when you find you have made a mistake
- when the issues are more important to others
- to build goodwill for more important matters
- to minimise losses when defeat is inevitable
- when harmony and stability are particularly important
- to allow subordinates a chance to learn from their mistakes

Sometimes a manager, when not involved in the conflict or when he or she is not the cause of the conflict, needs to be a mediator.

Attitudes for mediation
1. Be objective.
2. Be supportive – use caring language.
3. Discourage judgements – focus on the problem not the person.
4. Be neutral when seeing one party at a time.
5. Let each person define the problem.
6. Double-check the understanding of the problem.
7. The aim is to find solutions.
8. Take action (verbal or otherwise) against inappropriate behaviour.
9. Develop a plan to address the problem.
10. Write up resolution with time-frames for future reference.

Activity 17: Are you the cause of conflict?	1 Hour
Method: Group Work	

Sometimes the manager, however, could be the cause of the conflict; Look at the list below and tick off those that could apply to you. If you are a team leader, be honest in your self-assessment.

- Have favourites.
- Create opportunities or promotion based on personal friendships, alliances.
- Autocratic style of decision-making.
- Procrastination on important issues.
- No planning, creating confusion amongst staff members.
- No clear job descriptions.
- Pass the buck when things go wrong.
- No clear vision.
- Uses influence to punish staff who disagrees with decisions.
- No discussion on staff needs.
- No self evaluation to improve performance.
- No staff evaluation to address areas of need.
- Unfair remuneration process.
- Decisions based on ulterior motives rather than project goals.

Activity 18: Staff Evaluation	1 Hour
Method: Group Work	

Here follows an interactive evaluation activity. Do this with your staff to assess their view of your management style. If done in a group with no names attached, the staff are more likely to be honest and the activity should be a one-on-one with no fear of recrimination.

Staff perception of management style: Ranking out of 10

Employee ranking	Issue	Supervisor ranking
	Fairness in decision-making	
	Loyalty to employees	
	Interest in work and progress	

	Good wage	
	Appropriate guidance	
	Good working conditions	
	Competence for position	
	Appreciation of work done	
	Tactful discipline	
	Feeling of being consulted	
	Sympathetic with personal problems	
	Knowledge of programme activities	

Management Perception of staff

Employee ranking	Issue	Supervisor ranking
	Respect for authority	
	Work attendance and being on time	
	Dependability on getting the job done	
	Appropriate reporting	
	Teamwork and respect for colleagues	
	Addresses concerns in an open, unemotional way	
	Takes initiative	
	Provides valuable input and outputs are reliable	
	Understands own job description	
	Earns at relevant salary level	
	Competence in job execution	
	Completes tasks within appropriate time frameworks	

On a separate sheet of paper, write down areas where you, as a leader, can improve on impartiality.

7.5. DELEGATION

Delegation is one of the most important tasks that a leader has. If you are responsible for a project, you could try and do everything yourself but chances are you will often end up with a crisis such as;

    i.   double-booking
   ii.   being late
  iii.   not all people have been informed
  iv.   always angry and stressed
   v.   distrusting staff members
  vi.   blaming others

Actually, if you do not know how to delegate, there is no point to having a team. Delegation is both about recognising your limitations and about recognising potential in your team and trusting that potential – with guidance where necessary. It is said that some of the best

leaders in the world (Nelson Mandela), are people who surround themselves with a team of smart people, AND LISTEN TO THEM!

It is pointless being surrounded by smart people and being threatened by their input or activities. If someone is hired for their experience, qualification and expertise, it makes perfect sense to listen to their ideas and implement them where necessary.

Very important information for leaders
If people were hired on the basis of friendship or ethnic group and not on expertise, the person hired in this way will pro-actively fight to undermine the person with expertise. A good leader will recognise this and delegate on an impartial basis, if the desired outcome is important to the leader.

If the desired outcome is not important to them, they should not be in the leadership position.

Such people will say what the leader wants to hear, not what he or she needs to hear.
Advantages of Delegation
- Relieves the leader from routine and less critical work and allows them to concentrate on higher order tasks.
- Extends your capacity to manage.
- It allows decisions to be taken at the level where the relevant information is known.
- It develops the skills of the team members.
- It develops the team members' ability to make decisions, achieve objectives and take responsibility.

Use the above list to summarize that you delegate when:
1. You have more work than you can effectively do yourself.
2. When you want to develop people.
3. When the task can be easily or adequately done by a team member.
4. When you need special expertise.
   A. The team is not there to take the fall for you if the manager does not know how to do something.
   B. Managers too should be open about their need for help and get in the relevant expertise and acknowledge this.
   C. Before seeking external help, the manager should request assistance within the team. The relevant experience might exist within the team.
   D. Subordinates are more likely to respect a leader who acknowledge that it is not his/her area of expertise than a leader who pretends to know but flounders in implementation or tries to blame staff.

   The manager should be prepared to take full responsibility. Team members are not there to do the work that the manager is unable or unwilling to do.
   E. Everybody has (or should have!) a job description.
   F. This job description is a guide for clear roles and responsibilities. The job description is a guide for what the manager and employees were employed to

do. E.g. People should not be asked to be a personal assistant when they are employed for field work.

G. When someone is asked to do something beyond their job description it is a favour and should be acknowledged as such. E.g. "*I need your help getting some numbers, do you mind getting the following for me*."

H. A good leader has a good sense of personal boundaries for him/herself and in relation to others.

Now let's look at different aspects of delegation. Delegation might include simple tasks like the example above or it could be more complex tasks, the outcome of which could be crucial for the organisation. Different tasks require different levels of management, based on the experience and expertise of the person to whom the task is delegated. This is referred to as hard and soft delegation.

Activity 12: Draw a two headed arrow on the flipchart and annotate as follows

Hard Delegation ←——————————————————————————————————→ Soft Delegation

Leader allocates task with detailed instructions and keeps total control	Leader briefs person on what needs to be done and checks regularly	Leader agrees with person what needs to be achieved and leaves it to them

Use this diagram to explain the spectrum between hard and soft delegation. Explain that factors, like the length of time the team has been together, and the skills level and experience of the team members will have an affect on the type of delegation used.

It is important for the manager to manage the task that they will be delegating by considering the following.
   a) What needs to be done by when?
   b) How urgent and important is it (risk level)?
   c) Who will you delegate it to? (This is an impartial decision e.g. the best person for the job.)
   d) How will you brief them and monitor their progress? (Again refer back to the three tenets of decision-making)

If you need to give a task to someone who has **not** done it before, it is important to acknowledge that, and ask them if they are willing to learn. If you need to give a task to someone who has done it before, it is important to acknowledge that too, too indicate that you trust the outcome.

In conclusion, it is important to note that even if you have delegated a task to someone else YOU are still responsible for its delivery. You are the LEADER.
You need to make sure that it is done on time and with the right quality!
You need to be available to coach, help and remove barriers.
A good leader finds the balance between trusting and empowering her/his people and making sure the goals are achieved.

A leader never blames their team and says "*but I asked Peter to do it! The task was delegated to him*" – the leader takes ultimate responsibility. Absolutely everyone has the

right and ability to lead. If you have the vision and a passion to do something about it then you can lead that change. Of course some people have more developed leadership skills than others.

A leader does not have to be a technical expert on HOW to achieve the vision. It is important to have those people on the team.

Former S.A. President, Nelson Mandela's inauguration speech:
> *"Our deepest fear is not that we are inadequate.*
> *Our deepest fear is that we are powerful beyond measure.*
> *It is our light, not our darkness that frightens us.*
> *We ask ourselves, who am I to be brilliant, gorgeous, talented and fabulous?*
> *Actually, who are we NOT to be?*
> *Your playing small does not serve the world. There's nothing intelligent about shrinking so that other people won't feel insecure around you.*
> *We were born to manifest the glory that is within us.*
> *Not just in some of us; it's in EVERYONE!*
> *And as we let our own light shine, we unconsciously give*
> *other people permission to do the same,*
> *As we are liberated from our own fear,*
> *Our presence automatically liberates others!"*

Understanding your employees:
- We have done quite a few activities about leadership and your role as a leader. It is just as important, however to have a good understanding of the staff on your team.
- In order to make appropriate decisions, managers need a good understanding of the personality, skills and abilities of people in their team.
- Here follows an activity that helps us to recognise different personality types within a working environment. Not all people fall strictly into these. Each square represents a thinking style. Brainstorm what kind of work each thinking style below would be suitable for.

Mental Activities and thinking model

A.	B.
Scientific	Experimenting
Mathematical	Imaginative
Statistical	Synthesizing
Problem-finding	Conceptualizing
Analyzing	Integrating
Logical problem-solving	Strategizing
Articulating	Innovating
Diagnosing	Designing
Constructing	Intuitive problem-solving
translating	inventing

C.	D.
Manual development Planning Time- keeping Implementing Operational planning Sequencing Organizing Documenting	Expressing Sensing Feeling Care-giving Empathising helping

Explain to participants that each quadrant represents a 'thinking style' and that each person will have some traits from all of the quadrants but will usually lean more strongly towards some styles than others. The higher numbers suggest the styles that you prefer.

First show this summary that outlines the four different styles:
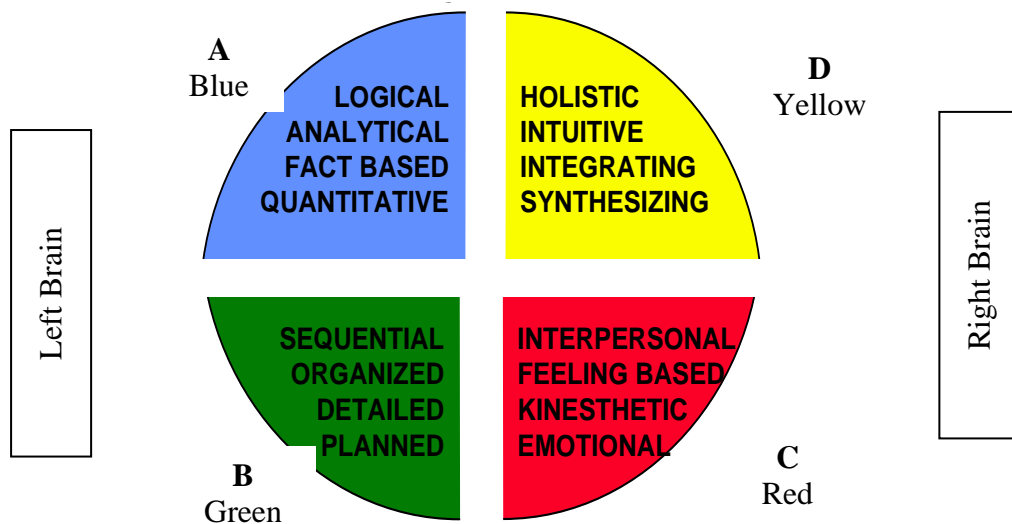
Then read through the following table with the participants. It shows the likes and dislikes of each style. Try to give some examples about what you personally like/do well and what frustrates you or you are not good at. Remind participants to listen to ALL of the colours because the exercise is to help them understand their team members too and how they want to be lead and motivated!

(A) Blue	
Are:	Logical, Analytical, Technical, Factual
Enjoy:	Analysing complex situations and solving technical, mathematical problems Is approached in a logical rational manner
Problem Solving:	Emotional & interpersonal aspects Icebreakers, socialising in meetings
Overlook: Frustrated by:	Ambiguity, people who don't get enough facts, slow thinkers, people who waffle.

(B) Green	
Are:	Sequential, Conservative, Controlled
Enjoy:	Organising, planning, following through to completion and hitting deadlines
Problem Solving:	Approached in a step-by-step manner
	Seeing the big picture, doing blue-sky thinking, accepting innovative ideas.
Have difficulty:	Those who work in a non-sequential way, bend rules ignore policies/procedures.
Frustrated by:	

(C) Red	
Are:	Expressive, Supportive, Sensitive
Enjoy:	Interpersonal aspects, team building activities, interacting on a personal level
Good at:	
Problem Solving:	Developing expressing ideas, understanding climate of work groups
	Approached in an Intuitive manner - using feelings not data
Frustrated by:	People who place logic above feelings

(D) Yellow	
Are:	Artistic, Holistic, Developmental, Ideas
Enjoy:	Conceptualising, Synthesizing, Creating
Good at:	Exploring possibilities, innovating, seeing the Big Picture
Bored by:	Ordinary thinking, routine meetings
Problem Solving:	Approached in experimental intuitive manner
	Details, people who are conservative, safe keepers.
Frustrated by:	

Individual Activity:
1. Name three major insights gained in this chapter.
2. What do I plan to do differently as a result?
3. What strong feelings did I experience during this session?
4. What engendered those feelings?

7.6. ACCOUNTABILITY

A good leader is accountable to;
   a) The client base and sector
   b) The staff
   c) Partner organisations
   d) To Programme Management for programme implementation.
   e) Donors

Accountability involves a number of aspects which include;
   1. **Time management and accessibility**.
The most practical way to lead is by example.
   • Be on time.

- Keep appointments.
- Address issues as they arise. Do not drag them out forever or sweep them under the carpet.
- Have an open door policy. Subordinates should feel comfortable coming to discuss important issues.
- Do not procrastinate on important program and personal issues.

2. **Human Resource and Diversity Management**:
- All staff members know their job descriptions and accountability level on a transparent organisational structure.
- Nobody gets positions or promotions in relation to skin-colour, ethnicity or friendship.
- Structures at all levels promote race and gender diversity based on competence.
- Recognising good performance and built-in rewards.
- Policies and procedures are in place and promote fairness.
- Staff well-being is taken into account in all kinds of decision-making.

3. **Programme Management**:
- Has a clear understanding of all programme outcomes based on consultation with each unit, donor meetings and MOU's.
- Manage people who are responsible for various programmes through consistent, scheduled meetings.
- Recognises when programmes are not on track and provides guidance.
- Understands technical and historical memory needs of each programme to prevent overlap, duplication and silos.
- Take ultimate responsibility for effective programme implementation and related reporting.

4. **Financial Management**
- Ensures that budgets are in place through regular meetings with Finance Manager.
- Oversees spending to ensure budgets are spent according to planned activities and per agreed-upon time-frames.
- Takes full responsibility for expenditure and accountability to donors or principals.
- Knows donor reporting and accountability requirements.

5. **Managing Diversity**

Managing diversity is an important aspect of programme management. Each person on your team will have a different personality, set of experiences, different cultural beliefs and be in a different place in their lives.

Top Management Commitment

Senior management individuals and team should lead by example. Accepting and promoting diversity at all levels requires a 'lead from the front' approach. Senior management teams should pro-actively look at race and gender representivity on board

structures, management structures and diversity in terms of project managers across all programmes except at a community level where structures are made up of community members and will reflect a community profile. In this case diversity should be in relation to skills and gender balance.

Community Ownership
Good leaders ensure that various processes are in place to ensure community ownership. The most successful programs are those where participants feel that they have ownership of the process.

Active involvement of Management Teams
Managers at all levels should be directly involved in training and development of people reporting to them. Training is not something that we send to people, it is an activity that we share based on a belief in the underlying values, effective methodology and most beneficial approaches. If managers want to be more successful they should work on those things that will help their people be more successful. Management and staff development programs are an excellent investment for team success.

The good manager is respectful of gender, cultural, religious and social differences.

It is said that respect is a two-way process. It is earned. It is not automatic. In practise, this is soon evident. Most subordinates respect managers who respect themselves, lead by example and show respect to the integrity of others.

Although a leader should take ultimate accountability, he or she should have the important skill of motivating and influencing staff members.

Ability to influence:
1. What is influence?
2. Do you have an impact on other people and influence their behaviour or thoughts?
3. Do you need to be a manager to have influence?
We will learn about and practice four different styles of influencing people. Just like leadership styles, it is important to be able to use them all and change between them, depending on who you are dealing with and the specifics of the situation.

<u>Influence worksheet</u>

Persuading
The proposal:
The reasonable arguments:
Being assertive
State clearly what you want :

The incentives (rewards):
The pressures (threats or consequences):
Bridging Including people: Listen! Disclosing sharing:
Attracting Sharing common ground: Sharing a vision:

Leadership styles

These four recognised styles for influencing attitude and behaviour include the following.

Description	When to use	Tips
1. Persuading		
A 'push' style that involves; 1. Making a proposal. 2. Backing it up with reasonable arguments.	▪ The situation is objective (not overly emotional). ▪ There are facts available. ▪ You have some knowledge or expertise in the area. ▪ You are not thought to have an ulterior motive.	▪ Plan your argument in advance (keep to the 2 or 3 strongest reasons). ▪ Consider it from the other person's point of view and anticipate their responses and concerns. ▪ Encourage active debate and be prepared to listen to other ideas.
2. Being assertive/aggressive		
A 'push' style that involves; 1. Indicating what you want. 2. Backing it up with incentives (rewards) and pressures (threats or consequences).	▪ The situation is more extreme and something will be lost if your needs are not met. ▪ You legitimately have control over the incentives and pressures. E.g. corporate.	▪ Be careful not to create a negative situation.

3. Bridging		
A 'pull' technique that involves; 1. Including people. 2. Listening to all affected by the decision. 3. Disclosing, sharing.	▪ You need their personal commitment. ▪ You value their contribution. ▪ You don't know why they are resisting. ▪ You are open to different solutions.	▪ Listen to understand ▪ Be flexible ▪ Make sure that you still stay on track and don't get distracted!
4. Attracting		
A 'pull' technique that involves 1. Sharing common ground. 2. Sharing a vision.	▪ You both have personal commitment and excitement around the goal. ▪ The other person trusts your motives. ▪ The other person has a critical role to play in achieving the goal.	▪ Re-establish your common values and vision. ▪ You don't need to persuade, leave the facts and figures behind. ▪ Show your genuine excitement and use your words to paint a picture of how things might be.

Source: Adapted from "Managing Influence" Situation Management Systems Inc

Now we are going to consider an every-day scenario in the running of a project and try-out each of these styles on it! After each one you will have a chance to practice the style yourself! Read the following case study to participants.

Case-study

Mpho is the project leader for an NGO based in Tembisa. She leads a group of eight care-workers who are each responsible for visiting and caring for a number of child-headed households. Joseph, one of the care-workers, has been late in delivering his monthly report for the last four months and has not shown any improvement. Mpho believes that Joseph is doing a good job in caring for his families but is just poor on his reporting. It is beginning to affect the project because Mpho needs all the care-worker reports in order to compile her project report that goes to the donors every month. They have noticed the lateness and are showing concern about the projects' governance. Mpho needs to influence Joseph to have his report in on time every month.

In groups discuss which style above could be used for the best results and why.

Now read aloud the following discussion between Mpho and Joseph where Mpho is using the **persuading** approach:

M:	*"Joseph, I need to talk to you about something important."*
J:	***"What is it Mpho?"***
M:	*"Your monthly reports have been late for the last four months."*
J:	***"I know, I know! I hate those reports!"***
M:	*"Joseph, I need you to give me your report on time on the 25th of the month! The reason*

> | | *is that I still need time to compile all the care-worker reports into my comprehensive report that goes to the sponsors on the 30th. Because of your delay I have not been able to get it in on time, and am beginning to think that we are not doing good work and may cut off our support!"* |
> | --- | --- |
> | J: | ***"Mpho, I know it's important but I just run out of time each month! I am so busy visiting my families and taking the food parcels around!"*** |
> | M: | *"I know Joseph; I know that you love your families! But I need that report from you as a priority, otherwise we loose the financial support of the sponsors and then we will not be able to help any of our families at all!"* |
> | J: | ***"Ok Mpho, I understand – I will make it a priority.***" |

    A. What style is Mpho using?
    B. Is it appropriate for the scenario?
    C. What would you do differently?

Activity: Persuading

Break into pairs. Each person should think of a situation at home or work where they want to influence another person to do something. Explain the situation to your partner well enough so that they can play this other person during your practice conversations.

Take two minutes to think of your proposal and three key arguments or reasons why it should be done that way. Remember to put yourself into the other person's shoes and anticipate their response!

Now, one of your go first and practice the conversation! Allow up to five minutes. Now ask the other person if they felt persuaded? Were the arguments strong? What could have made it stronger? Did they convince you?

Now swap over and let the other person have a go. Repeat the questions at the end of the exercise.

Role-play Assertive/Aggressive

1. Role-play Joseph and Mpho in an assertive/aggressive style then discuss;
2. Is this effective?
3. What are the plusses and negatives of the assertive aggressive style?

Bridging

Remember that bridging is a 'pull' technique and what that involves: Now read aloud the following discussion between Mpho and Joseph where Mpho is using the bridging approach:

M:	*"Joseph - Do you have a few minutes to help me with something?*
J:	***Sure Mpho – anything!"***
M:	*"I have been having trouble getting my monthly sponsor reports together and they are beginning to think that we are not doing good work!"*
J:	***"Wow that's bad! I know I have also been late in giving you my report for the last few months and I am sure that is not helping the situation either!"***
M:	*"The pressure is certainly on. Could you help me understand the challenges that you are facing in getting your report in on time?"*

J:	*"Sure, it is quite simple really – I am so busy visiting and working with my families that I just don't get around to writing the reports until it is too late! I just believe it is more important for me to be with my families than filling in forms!"*
M:	*"So if I understand what you are saying it is really a question of time and prioritization. You don't think that the forms are adding value to your families?"*
J:	*"Yes, that's exactly right!"*
M:	*"Joseph I can understand that. I feel that way too sometimes! But do you understand that if we don't report to the sponsors they will cut off the funding to our families?"*
J:	*"Well I never thought of it like that!"*
M:	*"Joseph, how can I help you to find enough time to visit your families and write the reports on time?"*
J:	*"Well maybe if I didn't have to spend so much time escorting visitors around the project….."*

Brainstorm what kind of results this type of approach might achieve. Generate some words on the flip-chart.

Get two participants to role-play the following approach;

M:	*"Joseph - Do you have a few minutes I would love to talk to you about something!"*
J:	*"Sure Mpho – anything!"*
M:	*"I am so excited about the development of our project! I cannot believe how much we have grown over the last two years! Do you realize that we are now caring for more than 300 children! It is what we always dream about!"*
J:	*"Yes it is amazing! And we are so busy I sometimes don't know which way to go!*
M:	*I know, me too – but in my report to the sponsors this month I am going to show them how well we are doing, and ask for extra funding to get more care-workers!"*
J:	*"That would be a huge relief to us and would also allow us to take on more families!"*
M:	*"I would love to get started on my proposal now – I would be great if I could have your report by the 25th!"*
J:	*"I am very excited about this new proposal but I am a little worried about being finished on time – I am so busy visiting my families that I just can't get to my report!"*
M:	*"But wouldn't it be amazing if we could get the report and proposal in to the sponsors a few days early! They would be so impressive with our efficiency that they will be sure to believe we could handle more funding well!"*
J:	*"Well, I like where you're going! Could you help me to get it done early?"*
M:	*"Absolutely – what do you need?"*
J:	*"Well if you could…."*

Overall:
1. Which style do you think is your natural style/s?
2. Which one were you least comfortable with?
3. Do you think all the styles can be used?
4. Which one felt the best to the listener?

All of the styles could help you be an effective leader in different situations. One might be your personal style because it works for you. If you often have conflict with staff members ask yourself if your leadership style has anything to do with it.

Owning Your Leadership Role

When you head up an organization, you are a leader and should be prepared for the challenges of Leadership. These include;
a) Ultimate accountability
b) Staff issues
c) Dealing with donors
d) Managing Budgets (even though there is a financial manager)
e) Dealing with Conflict
f) Ethics
g) Creating an organizational ethos
h) Planning for Growth

A good leader will have a good handle on all of the above and will ensure that;
1. The organizational policy contributes towards achievements of goals and strategies.
2. The organization is effectively presented to external interests.
3. The organization has a clear vision, affirmed in shared values.
4. There is evidence of effective organizational innovation and learning.
5. The organization has effective staff involvement and practices teamwork in planning and implementation.
6. The external image is consistent with the goals and objectives of the organization.
7. All staff are oriented toward producing results that meet organizational goals.
8. Leadership philosophy is clear.

7.7. ACKNOWLEDGEMENT

Acknowledgement is a major motivator to develop more productive staff. Two things need to be remembered when using acknowledgement in the work-place;
1. It has got to be genuine.
2. It has to be based on real achievement, not favour.

Leaders who are confident recognise when staff need acknowledgement and do not compete with staff members in order to get credit for their work or ideas.

Nothing creates a bigger staff turnover than not being acknowledged; either through inappropriate remuneration for the job and skill level or through lack of verbal acknowledgement.

There are certain advantages to acknowledging achievements in public forums such as staff meetings;
a. Retain valuable skills and competence.
b. Develop a high level of motivation and productivity.

c. Encourage competence as other staff members put in additional effort to reach expected levels of diligence.
d. Develops autonomy in more competent staff members.
e. Recognition of standards required.

Acknowledgement is one of the qualities of a good leader. A good leader instils the value that 'we function as a team and it is the contribution of each member that leads to our success as a team or organisation'. A good leader recognises skilled individuals and uses these skills strategically to develop all team members and competence in outputs.

Conflict at work is often created when supervisors, managers or senior colleagues attempt to use information, ideas or suggestions from subordinates and pass it off as their own. Acknowledgement of potential is just as important as acknowledgement of work done. A particular employer might be achieving successes beyond what he or she is required to do. A good leader recognises this and will encourage development through staff development and investing in formal, related courses.

When a manager acknowledges subordinates it reflects;
a. confidence
b. maturity
c. strategic thinking
d. team work
e. fairness

Ultimately, leadership is about taking the product or project that you are responsible for to successful levels of production or implementation based on using all the skills and resources available to you. Human beings are often your most vital resource. People are trained in various areas of specialisation, recognise and acknowledge the areas of specialisation that you have surrounded yourself with and make the best use of these.

Personal leadership plan
1. Write down your job title. _____

2. Write down your job description in concise points.
_____
_____
_____
_____
_____
_____

3. Are you a leader or a manager? _____

4. What is your vision for your program?
_____
_____
_____

_____
_____
_____
_____
_____
_____

5. What resources do you need?

_____
_____
_____
_____
_____
_____

6. What human resources do you require?

1.
2.
3.
4.
5.

In conclusion:
Share your overall your vision with the staff.
Plan for adequate resources
Have a personnel strategy
Implement regular, joint planning processes
Delegate tasks to competent employees
Implement fair processes

After all, you are a good leader!

EXAMPLE: CONSTITUTION OF THE ORGANISATION

A voluntary association is hereby established under the name of:

_____

(Hereafter referred to as to organisation)

2. OBJECTIVES

The organisation is a public, Non-profit organisation established for the following sole objectives

- To care for children
- To network with other organisation with similar objectives
- To provide a more comfortable environment for children 0-5
- To raise funds to meet the objectives of the organisation

3. LEGAL STATUS

The organisation is a body corporate with its own legal identity which is separate from its individual members. The organisation shall continue to exist even if the members change. The organisation may own property, enter into contracts, sue or be sued in its own name.

4. NON-PROFIT DISTRIBUTING CHARACTER

4.1 The income and property of the organisation shall be used solely for the promotion of its stated objectives. The members and office bears shall have no rights to the property or other assets of the organisation solely by virtue of them being members or office bearers. No portion of the income or property of the organisation shall be paid or distributed directly or indirectly to any person (otherwise than in the ordinary course of undertaking any public benefit activity) or to any member of the organisation or Management committee, except as:

4.1.1   Reasonable compensation for service actually rendered to the organisation;

4.1.2   Reimbursement of actual costs or expenses reasonable incurred on behalf of the organisation

4.2 Upon the dissolution of the organisation, after all depths, and commitments have been paid, any remaining assets shall not be paid to or distributed amongst the members of the organisation, but shall be transferred by donation to some other non-profit organisation which the Management Committee(and failing which any division of the high Court) considers appropriate and which has the same objectives or similar to the objectives of the organisation.

5.   **POWERS**: The organisation, acting through its Management Committee, or General Meeting, shall have all the powers necessary for it to carry out its stated objectives effectively. Such powers shall include, but not limited to, the General Investment and Administrative Powers set out in the attached **Schedule A.**

6.   **MEMBERS**

6.1   The initial membership shall be those persons whose names and signatures appear on the attached **Schedule C.**

6.2   The Management Committee may admit further members from time to time:

6.3   The Management Committee may suspend or terminate the membership of any member provided that:

6.3.1   At least (14) fourteen days prior written notice is given to all members of the Management Committee of the intention to terminate a membership; and

6.3.2   At least (14) fourteen days prior written notice is given to the member concerned. The notice shall invite the member to make written or verbal representations to the meeting as the member may consider appropriate.

6.4   The decision of the Management Committee to admit an applicant to membership, or to suspend or terminate a membership shall lapse unless confirmed by a resolution of two thirds of the members of the organisation present at the next General Meeting.

7.   STRUCTURE OF THE ORGANISATION
         The structure **of the organisation shall consist of:**
7.1   **T**he Management Committee, and
7.2   The Members in the General Meeting

8. THE MANAGEMENT COMMITTEE
8.2.1   Fundraising for the organisation and the members of Board shall attend meetings with the possible sponsors, donors and funders.

The Management Board shall have a general oversight of the organization's programs. This role does not extend to operations behind programs, but does not include fiduciary oversight.
The Management Board shall be the primary force behind the organization's strategic planning decisions. Board members create or update the strategic plan and evaluate the implementation plan presented by staff.

Because the Board members role's is limited to governance and the Executive Director is responsible for daily operational activities, the Executive Director is the liaison between the Board and the Staff. The affairs of the organisation shall be controlled and managed by the Management Committee. Subject to the terms of this Constitution and to the resolution of members in General Meeting, the Management Committee may exercise all the powers of the Organisation.

8.2.2   Resigning Management Committee members shall be eligible for re-election or co-option
8.2.3   Management Committee members shall be members of the Organisation.

8.3   Composition
8.3.1   The Management Committee shall comprise at least 4 members .The membership of the Management Committee shall comprise:
(a)   The Chairperson
(b)   The Treasure
(d)   The secretary
(e)   At least three (1) other persons.

8.3.2   The Management Committee may co-opt up to 3 additional non –voting members as it may consider appropriate from time to time. The co-opted members shall serve for such period as the Management Committee considers appropriate.
8.4   Management Committee Member Vacating Office
8.4.1   The office of a Management Committee member shall be vacated if a member:
 (a)   resigns; or
(b)   becomes unfit and /or incapable of acting as such; or
(c)   would be disqualified, in terms of the Organization's Act or equivalent legislation in force from time to time, from acting as a Director of the Organisation; or
(d)   is removed by the Management Committee, by resolution adopted by at least three-quarters (3/4) of its members in office from time to time, being not less than the required minimum of (4). The Management Committee shall only furnish reasons for its decisions/ regarding removal to the member removed and to the members of the Organisation in General Meeting.
8.4.2   Should a position on the Management Committee fall vacant, the Management Committee, by resolution adopted at least two-thirds (2/3) of its members, may (and if the vacancy

reduces the number of members to less than (5), shall co-opt members to fill the vacancies. The office of any person so co-opted as member of the Management Committee shall lapse unless confirmed by the resolution of members at the next General Meeting.

8.5   Procedure at Management Committee Meetings

8.5.1   The Management Committee shall conduct its meetings and regulate its proceedings as it finds convenient, provided that:

(a)   The Chairperson, or in his or her absence, the vice-Chairperson, shall chair all meetings of the Management Committee which he or she attends. In the absence of the Chairperson and the vice-Chairperson, the remaining members of the Management Committee shall elect a Chairperson from those attending.

(b)   The Chairperson shall convene a meeting of the Management Committee, quarterly and at the written request of any two (2) members of the Management Committee and may convene such a meeting at any other time.

(C)   The quorum necessary for the transaction of any business by the Management Committee shall be two-thirds (2/3) of the Management Committee members serving at any given time.

(d)   At meetings of the Management Committee each member shall have one (1) vote.

(e)   Questions arising shall be decided by a majority of votes. Should there be an equality of votes the Chairperson shall have a casting or second vote.

(f)   Proper minutes shall be kept of the proceedings of the Management Committee, and a record of the persons present at each meeting. The minutes shall be signed by the member who chairs the meeting, and shall be available at all times for inspection or copying by any member of the Management Committee, and on two (2) days notice to the Secretary or his or her deputy, by any member of the Organisation.

(g) A resolution signed by all members of the Management Committee shall be as valid as if passed at a duly convened meeting of the Management Committee.

8.6 The Management Committee may delegate any of its powers to any of its members, or to a special purpose committee. The member, committee, employee or agent to who such delegation is made shall conform to any regulations and procedures that may be stipulated by the Management Committee from time to time.

8.7 The Management Committee may appoint a Chief Executive and other officers and employees as it may consider appropriate.

9.   GENERAL MEETINGS

9.1   Annual General Meeting

9.1.1   An .Annual General meeting of the Organisation shall be held within a period of fifteen (15) months of the adoption of this Constitution. Subsequent Annual General Meetings shall be held within three (3) months of the end of each financial year.

9.1.2 Annual General Meeting shall be convened by the Chairperson on not less than twenty-one (21) days prior written notice to all members entitled to attend the meeting. This notice shall state the time, date and the place of the meeting and in broad terms the business to be transacted at the meeting.

9.1.3 The business of an Annual General Meeting shall include:

(a)   The presentation and the adoption of the Annual General Report of the Chairperson;

(b)   The consideration of the Annual Financial Statements;

(C) The election of members to serve on the Management Committee for the following year;

(d) The appointment of Auditors;

(e) Other matters as may be considered appropriate

9.2 Other General Meetings.

9.2.1 Other General Meetings of the Organisation shall be convened at any time by the Chairperson or at the written request of the Management Committee or the one quarter (1/4) of the members of the Organisation

9.2.2 Any General Meeting other than the Annual General Meeting shall be convened on not less than fourteen (14) days written notice to all members. The notice shall state the date, time and place of the meeting and in broad terms the business to be transacted at the meeting: provided that: should the Chairperson, having been requested to give such notice, fail to give it within seven (7) days of the request, the persons   requesting the meeting shall be entitled themselves to give notice of and to convene the meeting.

9.3 **Quorum**

9.3.1 A quorum constituting a General Meeting of the Organisation shall be one quarter (1/4) of the members.

9.3.2 Should any General Meeting have been properly convened but no quorum is present, the meeting shall stand adjourned to another date, which shall be within seven (7) days thereafter. The notice reflecting such adjournment shall be given to the persons and in the manner provided for in this Constitution. At such reconvened General Meeting, the members then present or represented shall be deemed to constitute a quorum.

9.4 **Resolution and Voting**

9.4.1 At all General Meetings, a resolution put to the vote shall be divided by means of show of hands or by ballot. A vote by ballot shall be held only if demanded by the Chairperson or not less than one third (1/3) of the persons voting in person or by proxy. The result of the vote shall be the resolution of the meeting.

9.4.2 Each member present or represented at such meeting shall be entitled to one (1) vote.

9.4.3 Questions arising shall be decided by a majority of votes. Should there be an equality of votes the Chairperson shall have a casting or second vote.

9.5 **Minutes**

Proper minutes shall be kept of the proceedings of all General Meetings, and a record of the persons present at each meeting. The minutes shall be signed by the Chairperson of the meeting, and shall be available for inspection or copying by any member on two (2) days notice to the Secretary or his or her deputy.

9.6 **Powers**

Subject to the provisions of Clause 8.1.2 above, a duly convened General Meeting of the Organisation, at which a quorum is present, is competent to carry out all the objectives and to exercise all the powers of the Organisation as set out in this Constitution.

10. **NOTICES**

10.1 Notice of all meetings provided for in this Constitution, shall be delivered personally, or sent by prepaid post, to the last address notified by each person concerned to the Organisation, or in any other manner as the Management Committee may decide from time to time.

10.2 The accidental omission to address notices to any person shall not invalidate the proceedings of any meeting.

10.3 If posted, notices shall be deemed to have received seven (7) days after posting.

11**. FINANCIAL MATTERS**

11.1 Bank Account

The Management Committee shall open a bank account in the name of the organisation with a registered Bank or Building Society. The Management Committee shall ensure that all monies received by the Organisation are deposited in the above mentioned bank account as soon as possible after receipt.

11.2 **Signatures**

All cheques, promissory notes and other documents requiring signatures on behalf of the Organisation shall be signed by two (2) of the Management Committee members.

11.3 Financial Year End
The Organization's financial year end shall be the 31st of March each year.

11.4 Financial Records
The Management Committee shall ensure that the Organisation keeps proper records and books of account which fairly reflect the affairs of the Organisation.

11.5 Annual Narrative Report and Financial Statements
11.5.1 The Management Committee shall ensure that the Organisation prepares an annual narrative report describing the Organizations activities and an Annual Financial Statement for each financial year. The Annual Financial Statement shall conform with generally accepted accounting principles and shall include a statement of income and expenditure and a balance sheet of assets and liabilities.
11.5.2. Within two (2) months after drawing up the Annual Financial Statements, the Management Committee shall ensure that the books of accounts and financial statements are audited and certified in the customary manner by an independent practicing chartered accountant.
11.5.3 A copy of the Annual Financial Statements and annual narrative report shall be made available to all members as soon as possible after the close of the financial year.

12. **AMENDMENTS TO THE CONSTITUTION AND DISOLUTION**
The terms of this Constitution may be amended and the Organisation may be dissolved by resolution of sixty six per cent (66%) of the members present at a General Meeting provided that proper notice of the meeting is given not less than twenty-eight (28) days prior to the date of the Meeting and such notice states the nature of the resolution to be proposed.

13 **INDEMNITY**
13.1 Subject to the provisions of any relevant statute, members of the Management Committee and other office bearers shall be indemnified by the Organisation for all acts done by them in good faith on its behalf. It shall be the duty of the Organisation to pay all costs and expenses which any such person incurs or becomes liable for as a result of any contract entered into, or act done by the him or her, in his or her said capacity, in the discharge, in good faith, of his or her duties on behalf of the Organisation.
13.2 Subject to the provisions of any relevant statute, no member of the Management Committee and or other office bearer of the Organisation shall be liable for the acts, receipts, neglects or defaults of any other member or office bearer, or for any loss, damage or expense suffered by the Organisation, which occurs in the execution of the duties of his or her office, unless it arises as a result of his or her dishonesty, or failure to exercise the degree of care, diligence and skill required by law.

14. DISPUTES
14.1 In the event of a serious disagreement between the members of the Management Committee and/or the Organisation regarding the interpretation of this Constitution then any two (2) Management Committee members or any five (5) members of the Organisation shall be entitled to declare a dispute. Such declaration shall be in writing, state the issue in dispute, and be addressed to the Management Committee.
14.2 The Management Committee shall consider such declaration within two (2) weeks receiving it. Should the Management Committee not be able to resolve the dispute to the satisfaction of the person(s) declaring it, the dispute shall be referred either to a mediator or arbitrator.

14.3 Should the dispute be referred to a mediator, the person(s) declaring the dispute and the Management Committee must agree on a suitable mediator and to the costs of such mediation mediator may recommend an appropriate resolution of the dispute.

14.4. .In the absence of agreement regarding a mediator or should mediation not resolve the dispute, the dispute shall be referred to arbitration. The arbitrator shall be such suitably qualified person/s as the person/s declaring the dispute and the Management Committee may mutually agree. Alternately, each of the parties shall be entitled to nominate one arbitrator, who shall act jointly with a third person to be nominated jointly by the respective nominees of the parties; on the basis that a majority decision of the appointed arbitrators shall be final and binding.

14.5 The arbitration shall be held on an informal basis, and the arbitrator shall have the power determine the procedure to be adopted subject to principles of natural justice.

14.6 The arbitrator may base her/his award not only upon the applicable law but also upon the principles of equity and fairness.

14.7 The person(s) declaring the dispute and the Management Committee, beforehand, may agree to share the costs of the arbitration. In the absence of such agreement the arbitrator shall decide which parties shall be liable for the costs.

14.8 The decision of the arbitrator shall be final and binding upon all parties and capable of being made an order of Court on application by any of them.

GENERAL ADMINISTRATIVE AND INVESTMENT POWERS

1. To employ staff and hire professional and other services
2. To institute or defend any legal or arbitration proceedings and to settle any claims made by or against the Organisation
3. To open and operate accounts with registered banks and building societies
4. To make and vary investments and re-invest the proceeds of such investments on condition that any investments made by the Organisation shall be with Financial Institution as defined in section 1 of the Financial Services Board Act, 1990 (Act No. 97 1990); units of a Mutual Fund duly established in terms of the Unit Trust Control Act No. 54 of 1981, and /or in securities listed on a duly licensed Stock Exchange as defined in the Stock Exchange Control Act No. 1 of 1985.
5. To accept donations made to the Organisation and retain them in the form in which they are received, or sell them and re-invest the proceeds.
6. With regard to movable and immovable property and tangible assets of whatsoever nature.
6.1 to purchase or acquire property and assets;
6.2 to maintain, manage, develop, exchange, lease, sell , or in any way deal with the property and assets of the Organisation
6.3 to donate and transfer the property and assets of the Organisation to other Organizations with the same or similar objectives and the same exemptions from taxes and duties to those of the Organisation.
7. To borrow and to use the property or assets of the Organisation as security for borrowing
8. To guarantee the performance of contracts or obligations of any person on condition that any such person is primarily engaged in activities which further the objectives of the Organisation.
9. To execute any act or deed in any deeds registry, mining titles or other public office
10. To work in collaboration with other Organizations and to amalgamate with any Organizations with the same or similar objectives and the same exemptions from taxes and duties to those of the Organisation
11. To exercise all the management and executive powers that are normally vested in the Board of Directors of a Company.

12. To exercise all the powers and authority of the Organisation not only in the Republic of South Africa but in any other part of the world.

REQUIREMENTS OF THE COMMISSIONER FOR THE SOUTH AFRICAN REVENUE SERVICE FOR EXEMPTION FROM TAXES AND DUTIES

As provided for in Clause 4.3 of this Constitution, the Organisation intends to apply for the South African Revenue Services to become an approved public benefit Organisation. In compliance with section 30 of the Income Tax Act, the following provisions shall bind the Organisation, upon approval by the Commissioner:

1) The Organisation shall carry on at least 85% of its activities for the benefit of persons in the Republic
2) No activity of the Organisation is intended to directly or indirectly promote the economic self-interest of any fiduciary or employee of the Organisation, otherwise than by way of reasonable remuneration payable to that fiduciary or employee.
3) Carry on its public benefit activities in a non-profit manner and with an altruistic or philanthropic intent
4) Comply with such conditions, if any, as the Minister may prescribe by way of regulation to ensure that the activities and resources of the Organisation are directed in the furtherance of its objects
5) Submit to the Commissioner a copy of and a copy of any amendment to this Constitution
6) Have at least three persons, who are not connected persons in relation to each other, to accept the fiduciary responsibility of the Organisation and no other single person directly or indirectly controls the decision making powers relating to that Organisation
7) In the event of the Organisation investing funds, invest such funds:

7.1 with a financial institution as defined in section 1 of the Financial Services Board Act, 1990 (Act No. 97 of 1990); and /or

7.2 in securities listed on a stock exchange as defined in section 1 of the Stock Exchange Control Act, 1985 (Act No. 1 of 1985); and/or

7.3 in such other prudent investments in financial instruments assets as Commissioner may determine after consulting with Executive Officer of the Financial Services Board and the Director of Non-Profit Organizations; Provided that the provisions of the sub-paragraph do not prohibit the Organisation from retaining any investment (other than any investment in the form of a business undertaking or trading activity or asset which is used in such business undertaking or trading activity) in the form that it was acquired by way of donation, bequest or inheritance.

8. Be prohibited from carrying on any business undertaking or trading activity, otherwise than to the extent that:

8.1 The gross income derived from such business undertaking or trading activity does not exceed the greater of Fifteen percent (15%) of the gross receipts of the Organisation; or
Amount e.g. Twenty five thousand Rand (25000.00);

8.2 The undertaking or activity is integral and directly related to the sole object of the Organisation; and Carried out or conducted on a basis substantially the whole of which is directed towards the recovery of cost and, which would not result in unfair competition in relation to taxable entities;

8.3 The undertaking or activity, if not integral and directly related to the sole object of the Organisation as contemplated in clause 8.2, is of an occasional nature and undertaken substantially with assistance on a voluntary basis without compensation; or

8.4 the undertaking or activity is approved by the Minister by notice in the Gazette, having regard to:
• The scope and benevolent nature of the undertaking or activity;

- The direct connection and interrelationship of the undertaking or activity with the sole purpose of the public benefit Organisation.
- The profitability of the undertaking or activity; and the level of economic distortion that may be caused be the tax exempt status of the public benefit Organisation carrying out the undertaking or activity.

9 Be prohibited from accepting any donation which is revocable at the instance of the donor for reasons other than a material failure to conform to the designated purposes and conditions of such donation; provided that a donor (other than a donor which is an approved public benefit organisation or an institution, board or body which is exempt from tax in terms of section 10 (1)(cA)(i), which has as its sole or principal object the carrying on or any public benefit activity) may not impose conditions which could enable such donor or any connected person in relation to such donor to derive some direct or indirect benefit form the application of such donation.

10. Ensure that it is not knowingly a party to, and does not knowingly permit itself to be used as part of any transaction, operation or scheme of which the sole or main purpose is or was the reduction, postponement or avoidance of liability for tax, duty or levy, which, but for such transaction, operation or scheme, would have been or would have become payable by any person under the Act or any other Act administered by the Commissioner.

11. Has not will not pay any remuneration as defined in the Fourth Schedule, to any employee, office bearer, member or other person, which is excessive, having regard to what is generally considered reasonable in the sector and in relation to the service rendered and has not and will not economically benefit any person in a manner which is not consistent with its objects.

12. Comply with such reporting requirements as may be determined by the Commissioner.

13. Take reasonable steps to ensure that the funds, which it may provide to any association of persons, as contemplated in section 30(b(iii) of the Act are utilized for the purpose for which they are provided

14. Become registered in terms of section 13(5) of the Non-Profit Organisation Act 1997(Act No. 71of 1997), within such period as the Commissioner may determine, and comply with any other requirements imposed in terms of that Act.

15. Has not and will not use its resources directly or indirectly to support, advance or oppose any political party.

16. Ensure that any books of accounts, records of other documents relating to its affairs are:

16.1 where kept in book form, retained and carefully preserved by any person in control of the Organisation, for a period of Four (4) years after the date of the last entry in any such book; or

16.2 where not kept in book form, are retained as carefully preserved by any person in control of the Organisation for a period of Four (4) years after the completion of the transaction, act or operation to which they relate.

EVALUATION

Leadership Skills

OUTCOME
1. **To get feedback on the value of the training.**
2. **To establish whether training met the need of participants.**
3. **To establish possible content of follow-up workshops or training.**

Write up what has been gained from this training course?

_____
_____
_____
_____

What did you like the most?:

_____
_____
_____

The least?:

_____
_____
_____

What else should be included in the training? Any other comments?

_____
_____
_____

Is the material useful? Explain.

_____
_____
_____

How will you use this learning in your work/community?

_____
_____
_____
_____

Comment on the Facilitator:

_____
_____
_____
_____
_____

References and Source Material

1. How to Be an Even Better Manager. Armstrong, Michael. 2004. UK Kogan Page. ISBN 0 7494 4262 X

2. The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change. Covey, Stephen R. 1989. Simon and Schuster, Ltd. ISBN 0-671-71117-2

3. The Leadership Mystique: A user's manual for the human enterprise. Kets De Vries, Manfred. 2001. Pearson Education Limited. ISBN 0 273 656201

4. Improving your Personal Leadership: A Procter and Gamble training course, not generally available. Nottage, Julie.

5. Managing Influence. Situation Management Systems, Inc. 1989Published by Situation Management Systems, Inc.

6. Management Skills for Educationists in a changing South Africa. Management Development Consultants. 1995.