KONRAD ADENAUER STIFTUNG

Achieving Credibility:

A practical guide for Civil Society Organisations in Namibia

First Digital Edition | April 2021

www.kas.de

Freedom, justice and solidarity are the basic principles underlying the work of the Konrad-Adenauer-Stiftung (KAS). The KAS is a political foundation, closely associated with the Christian Democratic Union of Germany (CDU). As co-founder of the CDU and the first Chancellor of the Federal Republic of Germany, Konrad Adenauer (1876-1967) united Christian-social, conservative and liberal traditions. His name is synonymous with the democratic reconstruction of Germany, the firm alignment of foreign policy with the trans-Atlantic community of values, the vision of a unified Europe and an orientation towards the social market economy. His intellectual heritage continues to serve both as our aim as well as our obligation today.

In our European and international cooperation efforts we work for people to be able to live self-determined lives in freedom and dignity. We make a contribution underpinned by values to helping Germany meet its growing responsibilities throughout the world.

In order to achieve its socio-political goals, the Windhoek office of the Konrad Adenauer Foundation works together with Women's Action for Development (WAD) as well as with various co-organisers in so called 'self-initiated measures'.

The self-initiated measures of the KAS offices play an increasingly important role. Through such instruments, pressing problems and questions can be immediately addressed. KAS in Namibia cooperates closely with the office of the Ombudsman and The University Centre for Studies in Namibia (TUCSIN), in order to focus on measures dealing with good governance, the rule of law and political parties.

A further task of the Windhoek office is to support Angola's democratic development. With this goal in mind the foundation cooperates with the Ombudsman of Angola, as well as the Instituto de Desenvolvimento e Democracia (IDD). Furthermore, measure have been initiated which aim at establishing a training centre in the Kwanza Sul province.

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Konrad-Adenauer-Stiftung e.V.
Foundation Office Namibia and Angola
Mutual Tower, 7th Floor, P.O. Box 1145, 223 Independence Avenue
Windhoek
Namibia

Email: info.namibia@kas.de
Telephone: +264 61 225-568/+264 61 225-678
Website: www.kas.de/namibia
Facebook: www.facebook.com/KASNamibia
Instagram: kas_namibia_angola
Youtube: https://www.youtube.com/channel/UC44CilVJMJj4YPGVmQ_wSGg

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Thanks for your time and being part of our community,

Your KAS team

Quick Feedback

The E-handbook will be updated regularly: to keep abreast of relevant changes CSOs need to be aware of; to include new topics. KAS Namibia/Angola and the contributors will be delighted to hear your feedback to continuously improve this digital learning tool.

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Foreword

Civil Society Organisations (CSOs) and associated bodies in Namibia have come a long way since Namibia's liberation struggle. Although civil society activities in Namibia had subsided considerably since the mid-1990s, Namibia's civil society sector has witnessed a major shift in recent years. With the combination of grassroots knowledge and experience CSOs are increasingly viewed as active agents of change and inspiration within and beyond local communities. Despite its clouded history, the civil society sector continues to play a significant role in strengthening development cooperation within Namibia and driving the country's development agendas forward.

It is with this in mind that we introduce the first edition of this digital handbook to readers and an audience from all avenues and backgrounds with a direct or indirect affiliation to local CSOs. This edition of the digital publication not only aims to act as a practical guide for CSOs and affiliated stakeholders but ensures a reduced carbon footprint by means of availing the publication online to a wider audience. The sections within the handbook aim to expand the knowledge pool within and beyond the CSO sector in Namibia covering a multitude of topics from financial management, legal frameworks, conflict resolution and good governance practices to name a few.

Capacitating and offering support to civil society organisations and strengthening the link between civil society, local, regional as well as national leadership alike for the benefit of initiatives that drive national development agendas remain part of the objectives of KAS. The foundation's focal points touch on expanding access to information and knowledge to ensure growth within the civil society, renewable energy and SME sectors as well as multi-party and Parliament support to ensure ongoing socio-economic development. Our principles are underlined by freedom, justice and solidarirty by means of promoting democratic governance, as well as social equality, youth empowerment and strengthening ongoing development cooperation across Namibia in light of improving local policy and legal frameworks. KAS achieves these objectives by means of publications, training workshops, and by offering networking and dialogue platforms and regional discussion platforms across Namibia and abroad. With the added benefit of the information provided in this online edition, members of CSOs have the opportunity to achieve a new level of credibility, rest assured that this newly founded knowledge base continues to enhance socio-economic development and that democratic governance and policy frameworks are strengthened.

With Namibia's civil society sector continuing to play an active role in promoting social equality, youth empowerment and ongoing development cooperation within and beyond the bounds of Namibia, this handbook promises to introduce CSOs and key stakeholders alike to existing and new key ingredients to addressing issues of social inequality, gender-based violence (GBV) and the numerous societal constraints unique to the country. The road to social transformation by eliminating working in silos has never been more prominent. Add to this the newly founded challenges accompanied by the outbreak of the COVID 19 pandemic, KAS is proud to make this digital contribution and we hope the readers will utilise this resource to expand the avenues of collaboration, development and enhanced democratic governance and policy frameworks and ultimately to transform Namibia's educational framework and henceforth the wellbeing of our economy and society.

Natalie Russman
Resident Representative
Konrad-Adenauer-Stiftung e.V. Namibia-Angola Office

Preface

Civil society in Namibia has a long and distinguished history dating back to the liberation struggle. After independence and into the 90s, boosted by idealism, enthusiasm and foreign funding civil society thrived.

In recent years, with funding becoming more difficult, as well as authoritarian tendencies in government, civil society activities in Namibia have subsided considerably.

Dependence on external finance is a pervasive problem for all civil society bodies, as is the need for capacity building. Enthusiasm alone does not get things done – civil society representatives require skills in the fields of: organisation; administration; implementation; and finance, to enhance accountability and credibility in the CSO sector.

Besides funding, the smaller, locally organised CSOs need training and support. Namibia has seen years of workshops aimed at the grassroots but all too often training is not applied nor shared. Inevitable personnel changes compound the situation

Analysis of cost vs. benefit of face to face training programmes has shown that alternative methods of building capacity into civil society need to be explored.

Accordingly, TEP has launched this new initiative to produce an E-Handbook, accessible online for CSO personnel, Ministry officials, local leaders and other interested parties such as donors. Lessons learned during decades of training have been distilled into one on-line manual.

This E-handbook aims to make key skills training accessible to more people while at the same time saving costs and other resources. Less travel will be necessary and it will be simpler to keep information up to date.

This first edition contains chapters about:

How to set up a CSO/CBO
How to run a CSO/CBO
Leading a CSO/CBO
CSO/CBO in the community.
Skills Development in CSO/CBOs
CSO/CBOs & the digital environment

Within each chapter are multiple sessions related to the subject matter

Access to the internet is becoming more and more possible, even in Namibia's remoter areas. Most CSOs have laptops and smart phones. And few young people leave school today unable to navigate the various social media platforms.

- People with no training can explore our on-line manual to find out how to plan, implement, monitor and review their organisations.
- People who have attended training can use the manual to refresh their memories and learn about new topics
- Chat rooms can be set up to share knowledge and experiences.

- Other stakeholders can access the E-Handbook to see what information the CSOs are receiving

Interested parties will be able to simply go online in their own time, at any location and read the handbook at their own pace. They can focus on a particular chapter/topic accessing information that is useful to know - a 24/7 resource that can be dipped into whenever needed.

The E-Handbook is a “living document”. Materials will be adapted as per any feedback received or relevant new information e.g. new legislation, regulations. New chapters will be added as per demand and appropriateness. KAS would appreciate all and any feedback from users to improve and expand this valuable resource to strengthen civil society in Namibia.

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1

What Constitutes a Conscious Citizen in a Democratic Namibia?

Glossary

Conscious Citizen
How we choose to define our role, must include both our awareness in thought and our response in action to the matters that mean the most to us[1]. Your responsibility to educate or inform yourself on your rights within the bounds of the Namibian Constitutional framework.

Fundamental Rights
Recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family, including the right of the individual to life, liberty and the pursuit of happiness, regardless of race, colour, ethnic origin, sex, religion, creed or social or economic status[2].

Duties
Something that one is expected or required to do by moral or legal obligation[3].

Constitution
A system of fundamental principles according to which a nation, state, corporation, or the like, is governed[4].

Responsibility
The state or fact of being responsible, answerable, or accountable for something within one's power, control, or management[5].

Roles
Your obligations/expected behavior patterns associated with a particular social status[6].

Education
The act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself or others intellectually for mature life. An act of schooling[7].

Influence
The capacity or power of persons or things to be a compelling force on or produce effects on the actions, behavior, opinions, etc., of others: family, community, policies etc[8].

Democracy
A form of political regime in which citizens choose, in competitive elections, the occupants of top political office. Also considered a socially constructed concept involving ongoing social and political processes which aim to maintain political rights and, at the same time, improve the socio-economic well-being of the people[9].

Justice
The quality of being just; righteous, equitable, or morally right[10].

Credibility
The quality of being believable or worthy of trust[11].

Accountability
The state of being accountable, liable, or answerable[12].

Integrity
Adherence to moral and ethical principles; honesty[13].

Change Maker
A person who works actively to effect positive social change[14].

Watchdog
Monitor (a person, activity, or situation)[15].

Wellbeing
The state of being comfortable, healthy, or happy[16].

Grassroots Development
The most basic level of development of an activity or organisation[17].

Abbreviations

IPPR	Institute for Public Policy Research
IRDNC	Integrated Rural Development and Nature Conservation
LAC	Legal Assistance Centre
MICT	Ministry of Information and Communication Technology
NACSO	Namibian Association of CBNRM Support Organisations
NNF	Namibia Nature Foundation
NID	Namibia Institute for Democracy
TUCSIN	The University Centre for Studies in Namibia
WAD	Women's Action for Development

Overview

To begin to understand your role within your organisation and community, and henceforth plan, manage and execute your tasks efficiently not only within the context of your Civil Society Organisation (CSO) but Namibia as a whole, it is important to firstly gain a better understanding of yourself, as well as your role as a conscious citizen in a democratic Namibia. Let us briefly look at the process of self-discovery.

Self-Actualization can be described as the state of being able to accept and express your inner core or self and begin to actualize those capacities and potentialities within yourself[18]. This concept goes hand in hand with discovering and understanding yourself, expressing your inner core and finding your passion whilst acting on it. Discovering your strengths or talents and learning how to use them to solve problems are an important part of reaching a state of self-actualization[19].

Before you commence with educating yourself within the bounds of this handbook, it is highly recommended that you adopt a mind-set of life-long learning by keeping up to date with your organisational and community needs. The internet offers a pool of information and access to a broad platform of learning tools including: websites, online seminars and blogs, Facebook, Twitter, Youtube, even Instagram whilst, print media and publications as well as mobile communication platforms (What'sApp, SMS, Email) and face-to-face meeting and discussion platforms also serve to keep you well in the loop of continuing your life-long learning and journey of self-discovery.

This section of the hand book will assist you to understand how to:

- Define your status
- Clarify your duties
- Describe your roles

The status of citizenship

To understand your role as a conscious citizen in a democratic society, you will first have to find your identity and know that you constitute a unique member of society. Your ideas, actions, as well as your virtues are influenced by societal and communal expectations. Your behaviors, customs and traditions play a huge role in shaping your identity[20].

The status of citizenship is made up of four dimensions

STATUS	VIRTUES OF CITIZENSHIP	IDENTITY	POLITICAL PARTICIPATION

Your Duties as a Conscious Namibian Citizen

As a Namibian citizen you are responsible to know your fundamental rights. These are outlined in the Constitution of Namibia. Once you have identified your citizenship status by considering the four dimensions outlined, the next step is to remember your duties as a Namibian citizen to educate and inform yourself properly with the multitude of resources and information at your disposal.

This is not to say that access to information alone will grant you the power to change your society. Your dedication and personal commitment to make informed decisions and play a part in influencing policies in the economic, social and related spheres will steer you in the right direction concerning your influence on community and socio-economic development at large.

The saying goes "You can steer the horse to the water but you can't make it drink" rings true in all aspects concerning development in Namibia. There are many factors that influence development, e.g. attitude, and perceptions result in an array of challenges our leadership, civil society, and the public and private sectors alike are left with. The process of change-making starts with you and the information and practical resources presented throughout this handbook aim to guide you in making the right decisions and to constitute a conscious citizen in our democratic Namibia.

Your basic fundamental duties as a Namibian citizen in the NID[21] publication "Democracy and you: A Guide to Better Understanding" are to:

1. *To respect the Constitution and know what it says. The Constitution is the most important guideline in Namibia. It is very important that you know exactly what the content of the Constitution is. Only when you know the Constitution, will you be able to recognize unconstitutional actions by any government body. You will then also know exactly what your rights as a citizen are. Only when you know your rights, will you be able to recognize when they have been violated and you will be able to do something about it.*

2. *Live according to the laws of Namibia. It is very important that you do not break any laws. If you do, you will be prosecuted and may be imprisoned.*

3. *Respect other people's rights and freedoms. This means that you should not do things to other people that you would not like done to yourself. You should always behave and show good manners in public at all times. You should also, at all times, treat other people with tolerance and respect. This includes respecting other people's property. When you rent, or use other people's possessions, you should always regard and treat it as though it were your own.*

4. *Pay your taxes to the government of Namibia. You must pay General Sales Tax on everything you buy. You must also pay a certain amount of your income to the government. The government uses this money to develop and build facilities, which can be used by all the people in Namibia, for example, hospitals, schools and roads. To be able to provide these services to you, it is important that you pay the government your taxes.*

5. *Vote in the elections. When you vote in an election for the political party you support, you can help bring that party to power. Don't think that your vote cannot make a difference. Imagine if many people thought like this, then, many votes would be lost for the political party you support. Elections are a vital part of a democracy. By voting, you can have a say in government. If you don't vote in an election, it means that you are not interested in the future of the country. Then you also have no right to criticize any governing body.*

6. *Get involved. Democracy requires the involvement of citizens. This means that you should read about issues and debate them. You should also take action and become involved in the issues that affect you.*

Your Roles as a Conscious Citizen in a Democratic Namibia

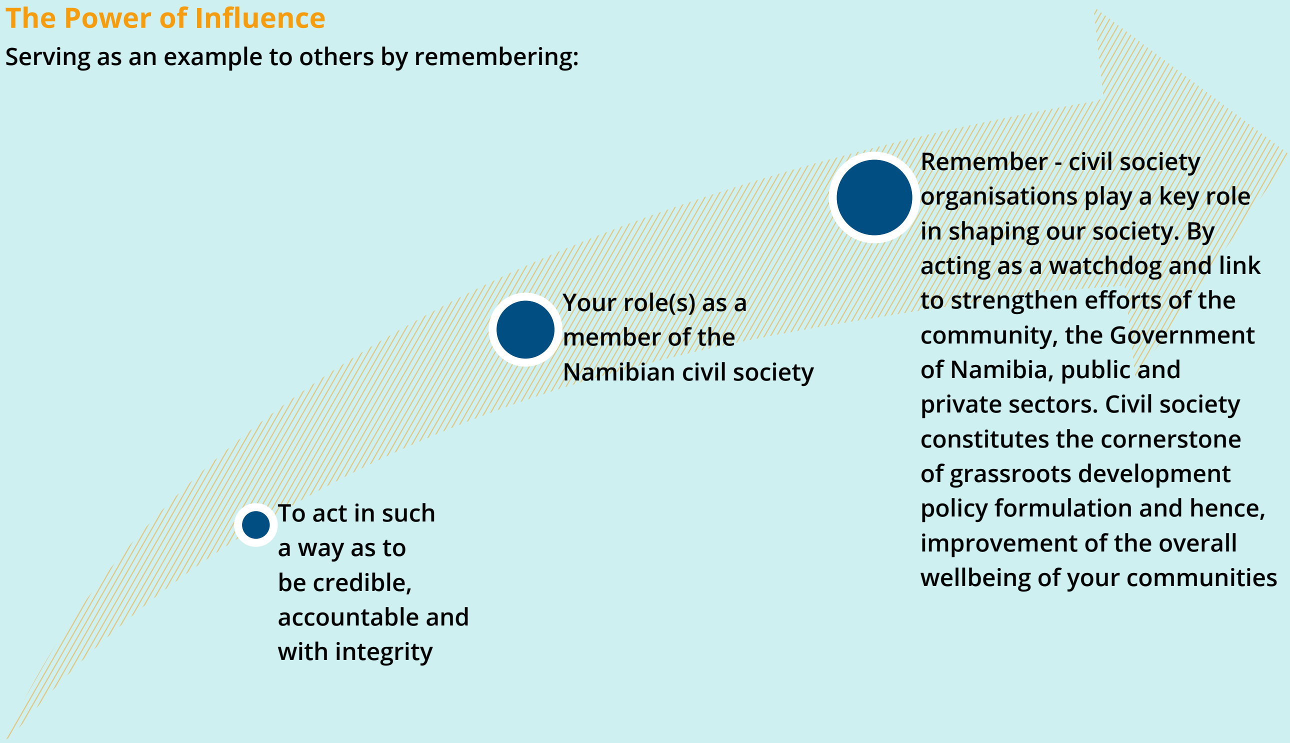
The keywords highlighted throughout this digital guide are PERSONAL RESPONSIBILITY and EDUCATION. Now that you are familiar with your duties and rights, remember to exercise your rights responsibly without abuse. To understand your role(s) as a conscious citizen in our constitutional democracy, not to forget your role as member of civil society then, it is important to educate yourself on the characteristics that influence your engagement as an active citizen in society[22]:

<table>
<tr><th>Naturalization</th><th>Jurisdiction</th><th>Rights</th><th>Privileges</th><th>Cultural Diversity</th></tr>
<tr><td>The process of becoming a citizen e.g. Identity Card, Passport, Birth Certificate</td><td>An area of authority or control; the right to administer justice</td><td>Powers or privileges granted to people either by an agreement among themselves or by law. The benefits of government to which every citizen is entitled</td><td>A special right, advantage, or immunity granted or available only to a particular person or group of people e.g. SME Relief Packages during COVID 19 lock-down[13]</td><td rowspan="3">Namibia should be characterised with a true sense of unity/Ubuntu. At least 11 major ethnic groups bring together a diversity of backgrounds, experiences, dress codes, languages, arts, crafts, music, sport, food, social status, religious and political views[24]</td></tr>
<tr><th>Personally Responsible Citizen</th><th>Participatory Citizen</th><th>Justice Oriented Citizen</th><th>Democratic Principles</th></tr>
<tr><td>Citizens who focus on taking care of themselves by practicing obeying the law, paying their taxes, contributing resources, supporting, not hindering community efforts, donating. Traits: to be honest, fair, respectful, and self-reliant</td><td>Citizens who focus on taking care of others by being active in their communities through volunteering or community organisation</td><td>Citizens who focus on creating a better community by solving local issues</td><td>Individual dignity, equality before the law, widespread participation in public decisions, and public decisions by majority rule, with one person having one vote</td></tr>
<tr><th colspan="5">Socio-Economic Crisis</th></tr>
<tr><td colspan="5">Poverty as a result of the ongoing economic crisis can be closely paired with Namibia’s food and water scarcities, not to mention the social challenges resulting from mainly a lack of educational and health frameworks as well as unemployment
e.g. GBV, Alcohol and Drug Abuse, HIV/Aids, Low Sexual Reproductive Health, Teenage Pregnancies, Marginalization and Discrimination of Cultural Groups, Disabled persons and the Elderly</td></tr>
</table>

For us to take RESPONSIBILITY then depends on the level of EDUCATION we expose ourselves to. Educating yourself is the key to understanding your rights and duties as a conscious citizen.
Now that you have **educated yourself** on your role(s) as a conscious citizen in a Namibian democracy, the next step is to serve as an example to others and understand:

The Power of Influence

Serving as an example to others by remembering:



Overall then, the power of influence and your personal responsibility to act as a leader and change-maker rely on:

1. The importance of acting in such a way as to be accountable, credible and with integrity
2. Your role as a member of civil society
3. The key role(s) civil society organisations, in collaboration with government and key stakeholders, play in shaping Namibia's future to ensure our democracy is strengthened and the overall wellbeing of Namibia's citizens is upheld in line with our human rights.

To understand more about the power of action and your role as a citizen in shaping social and economic justice in a democratic Namibia, Steven Friedman explains it best from a South African standpoint, a research professor in the Department of Politics at the University of Johannesburg and political scientist who specializes in the study of democracy.

His opinions and other valuable information evolving on this point of discussion can be accessed at:
https://www.polity.org.za/article/power-in-action-democracy-citizenship-and-social-justice-steven-friedman-2019-03-19

Useful Websites – Online Tools	
The Konrad-Adenauer-Stiftung	https://www.kas.de/de/home
The Konrad-Adenauer-Stiftung (Namibia/Angola)	https://www.kas.de/de/web/namibia/home
The Parliament of Namibia	https://www.parliament.na/
LAC (Legal Assistance Centre)	http://www.lac.org.na/
NID (Namibia Institute for Democracy)	https://www.nid.org.na/
iCivics	https://www.icivics.org/
IPPR (Institute for Public Policy Research)	https://ippr.org.na/
NACSO (Namibian Association of CBNRM Support Organisations)	http://www.nacso.org.na/
IRDNC (Integrated Rural Development and Nature Conservation)	https://www.irdnc.org.na/
NNF (Namibia Nature Foundation)	https://www.nnf.org.na/
Financial Literacy Initiative	http://www.fli-namibia.org/product/one-economy-foundation/
MICT (Ministry of Information and Communication Technology	https://www.govpage.co.za/namibia-information-and-communication-technology.html

Summary

This section of the handbook aims to assist you in pin-pointing your identity as an important starting point, when beginning to understand your role as a conscious citizen in a democratic Namibia. Your responsibility to educate yourself on your rights within the bounds of the Namibian Constitutional framework are emphasised. Importantly, to move away from acting alone without the support of others. To play an effective role of citizenry it is crucial to act with good faith in your community, exhibit exemplary leadership traits and continue strengthening stakeholder relationships, and by viewing the road to becoming a more responsible, conscious citizen by using an "ubuntu approach". Here we refer to a collective identity, characterized by interdependence and fair, equitable engagements with others irrespective of differences in opinions, experiences, cultural and ethnic backgrounds, as well as religious and political views[25].

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2

Setting up a Civil Society Organisation (CSO) or a Community Based Organisation (CBO)

Glossary

Beneficiaries
A person deriving an advantage from a trust. A recipient of a CSO/CBO product or service.

Bewind trust
A trust in which the assets administered by the trustees are owned by the beneficiaries.

Ethical consciousness
Willingness and ability to identify moral and ethical contexts and dilemmas.

Fiduciary
A person in position of trust, including a trustee of a trust who has the power to act for another.

Founder
Person setting up the trust during his or her lifetime.

Incorporation
The act of forming an incorporated legal entity, in other words an entity that is a legal persona in its own right and which exists separately and apart from its shareholders and directors.

Inter vivo trust
An inter vivo trust is a fiduciary relationship used in estate planning during the lifetime of the founder.

KING IV
Are the new sets of principles and leading practices to implement good governance in organisations, irrespective of their form and legal incorporation.

Management by exception
Management by exception is a style of business management focusing on identifying and handling cases that deviate from the norm, recommended as best practice by the project management method.

Notary
Is a person authorised to perform acts in legal affairs, in particular witnessing signatures on documents.

Sui Generis
Means to be in a class of its own or by itself, therefor often referred to as being a unique form of legal class and or protection.

Stipulatio alteri
A contract for the benefit of a third party.

Testator
A person who has made a will or given a legacy to someone else.

Testamentary trust
A trust created in a person´s will which comes into existence after that person´s death.

Trustees
An individual person or member of a board given control or power to administer property in a trust.

Abbreviations

BIPA	Business and Intellectual Property Authority
COPP	Civic Organisations Partnership Policy
ITAS	Integrated Tax Administration System

1. Introduction

1.1 Background

In 1999, the Government of the Republic of Namibia undertook a National Capacity Building Assessment to determine the available human, material and institutional resources to fulfil the national and socio-economic objectives. The main areas of work that civil society in Namibia identified and focused on included gender, health, environment, democracy and human rights.

Civil society comprises of a wide range of organised groups and organic organisations that are not associated with government. These organisations may vary in size, structure and platforms and may range from national to international social movements. Even though these organisations are not linked to the government, the impact that these organisations may have on decision making are vast. One may therefore argue that the participation of civil society in a democratic state such as Namibia are of vital importance and fundamental to promoting and protecting governance.

Civil societies play an important part in society and have certain roles assigned to them, including providing services such as health care and education, advocating and campaigning or lobbying on issues impacting on the environment, they may serve as watchdogs over governmental compliance and human rights violations, they may motivate civil engagement, by building on active citizen campaigning and they may serve in participating in global governance processes.

As such, in 2005, the Government of Namibia, introduced the Namibia Civic Organisations Partnership Policy (GRN – COPP). The Policy defines “civic organisation” as a universal term, to include all organisations on every level including “non-governmental organisations (NGOs)”, community-based organisations (CBOs), clubs, and groups such as foundations, trade unions and women´s groups.

The Policy identified common characteristics of civic organisations (COs) which included that they are non-profit distributing, they operate independently, but in the public interest of their members or sponsors, they featured high levels of participation and emphasized empowering beneficiaries.

This chapter seeks to examine the legal as well as the regulatory framework for establishing CSOs in Namibia, taking into consideration relevant national as well as international legal frameworks and instruments. These guidelines make up the best practices guidelines for individuals seeking to establish a CO and wishing to give it a legal status may follow the set guidelines as presented in this e-learning portal.

Focus will be placed on ascertaining the established letter of the law, by discussing the practical effects of the law and the operational impact on civic organisations and the individual wishing to establish such a civic society. As above mention, both national and international law will be used as guidelines during this chapter.

2. Legal requirements to establish a CSO/CBO

2.1 Different legal entities of CSO/CBO

When deciding on registering an organisation, management will have different business entities from which they can chose. Dependent on what you wish to achieve, different entities are available. As already noted, the legal status of a CSO may take various forms. This section will focus on discussing the voluntary associations, welfare organisations, trusts, foundations and section 21 companies or organisations, which can be registered in Namibia. The following section, will examine the different forms, characteristics assigned to such an entity and the benefits that each individual entity possesses.

2.1.1 Voluntary association

A voluntary association, is a group of individuals joined together on the basis of mutual interest, common objective or purpose especially a business group that is not a legal entity. For a voluntary association to be established, under common law rule, people with a common purpose can either verbally or in writing set up such an association. The organisation does not have a legal personality of its own. Subject to a few common law rules, it is very much up to the members to make the provisions to guide the conduct of the affairs of the association.

2.1.1.1 Basic requirements

To establish a voluntary association, only a few basic requirements are needed. These are as follows:

1. **Find members with a common purpose or objective and hold a founding meeting.**
2. **Draft a constitution that governs the Association.**
3. **You must have a written constitution containing at least the following information:**
   - **The common purpose of your association.**
   - **The constitution must establish that it is a membership-based association.**
   - **How money will be raised and how the funds will be managed**
   - **How often meetings will be held.**
   - **Who will be in charge of the daily operations of the association.**
   - **What procedure should be followed in making changes to the constitution.**
   - **The association is a "legal person", which will assist with establishing a bank account.**
4. **Your group must be membership-based. Members should be involved in the programs and activities of the association.**
5. **The constitution must stipulate what will happen to your assets if the association is closed down. Most assets go to similar group that have a common purpose as your association.**

2.1.1.2 Maintaining a Voluntary Association

Maintaining a voluntary association is relatively easy. The most important part is keeping your members involved and regularly informed of the activities of the organisation. Communication is key to successfully managing a voluntary association. Update your constitution regularly, by reading through it and making the necessary changes as needed.

One thing to keep in mind, always be honest to your members and donors. Never lie, as this may jeopardize the continued running of the Voluntary Association. Stipulate in your Constitution how you will handle the financing and how the money of your donors will be used. This may help in protecting yourself against any corruption or corrupt activities within your Association.

2.1.2 Welfare Organisation

Welfare organisations, are organisations that engage in certain "public welfare" activities and intend to request donor funding from government at national, regional or local level or engaging in receiving donor funding from national and/or international donors. Welfare organisations have to be registered in order to gain excess to donor funding.

However, not all Voluntary Associations have to register as welfare organisations. When a group of people do outreach or educational programs, they do not have to register as a Welfare oganisation. Organisations wishing to provide counselling or financial services, have to register as a welfare organisation.

Welfare organisations are organisations providing public welfare services and have to be registered with the Ministry of Health and Social Services. The National Welfare Act 79 of 1965, listed several activities that Welfare Organisations may engage in. The activities are listed as:

1. **Charitable activities for people or families in need of help**
2. **Providing and supplying services or goods to people and families**
3. **Assisting and trying to prevent homelessness**
4. **War fund collection**
5. **Prevention of cruelty against animals.**

2.1.2.1 How to register a Welfare Organisation and maintain your status

The first step involves setting your business up as a Welfare Association. This means having a good written and well thought out constitution, established membership, accurate financial statements and accounting practices in place and a solid leadership. Next, you should formally apply with the Minister of Health and Social Services. You should be in possession of:

1. **The formulated and drafted constitution of the organisation**
2. **A completed application form, which you will receive from the Ministry of Health and Social Services**
3. **The name of a registered audit firm and a letter from the audit company, going to audit your organisation.**

Finally, once your organisation has been successfully registered, your organisation will have to place an advertisement in the Government Gazette and local newspaper. Cost for the newspaper advertisement will have to be carried by yourself. If no objections are received from the public within 21 days, your organisation will finally be registered.

2.1.2.2 Advantages

If you collect funds from the public, it is important to show that you are using the funds for public welfare. Donors may wish to see your constitution, but some might want to see evidence of your official registration with the government.
Currently, registration as a Welfare Organisation is the most widely used form of registering an organisation, as it shows what your activities are and what the money will be invested in. Therefore, if you meet the definition of Welfare Organisation in terms of the Act, register your business accordingly.

2.1.2.3 Disadvantages

Some disadvantages do exist though. The additional paperwork may seem a lot. You will have to report to the Minister of Health every year to maintain your status as a Welfare Organisation. Finally, financial statements will have to be prepared yearly for auditors to check them. These steps may seem overwhelming, but may prove beneficial if your organisation continues with a good track record.

2.1.3 Trusts

2.1.3.1 Introduction

A trust is a form of business vehicle which has become more and more popular in recent years. A trust is regulated under the **Trust Moneys Protection Act 1934**. It is a sui generis legal institute which can offer distinct advantage that other business units cannot offer. Two different forms of trust exist, namely the inter vivo and testamentary trust.

The objectives and structure of the Trust must be written in a Deed of Trust and registered with the Master of the High Court. A Trust requires that all founders provide some money to the Master as security, to show that they will do a good job in looking after the Trust's assets.

It is important to emphasize that the effect of the registration by the Master is not to confer legal personality on the trust. Nothing in the Act changes the common law position that a trust is not a legal personality but that the trust property is held in the names of the different trustees for the benefit of beneficiaries. A trust is thus only registered and not incorporated.

2.1.3.2 Inter Vivo Trust

An inter-vivo trust is a fiduciary relationship used in estate planning created during the lifetime of the trustor. This type of trust is also referred to as a living trust, is created through a special type of contract known as a stipulation alteri, or a contract created for a third party.

The contract is between three parties, namely the founder, trustees and beneficiaries, with the beneficiary being the third party. An inter-vivo trust is created the minute that the agreement is executed. The contract does not necessarily have to be in writing and can be created orally, however to avoid any disputes, it is better to create it in writing.

2.1.3.3 Testamentary Trust

A testamentary trust is a trust created by a testator in his or her will. A testamentary trust is seen as an institution sui generis (of its kind) and therefore does not need the intervention of any Roman-Dutch law to justify its existence. The act of creating a testamentary trust, usually takes place on the execution of a will and takes place once the testator dies. One can thus say that the execution takes place inter vivo.

The testator bequeaths property to the trustee on the terms requiring him or her to assume control over property and administer it for the benefit of the beneficiaries. The testamentary trust comes into existence on the death of the testator and the transfer of the property is not essential. It is better to draw the entire testamentary trust deed separate from the will and incorporate this as an appendix or reference.

2.1.3.4 The essentials to establishing a trust

Some essentials exist in order to create a valid trust. These essentials are important for the creation of both trusts and include the following;

1. **The founder must intend to create the trust. Effect will not be given to a trust if it does not reflect the true intentions of the parties. This is often referred to the "substance over form principle". The intention to create a trust must be expressed in a way that will create an obligation. In case of inter vivo trust the trustee must have the intention to create the trust as well.**
2. **The trust object must be lawful.**
3. **A trust without a beneficiary is invalid. This means that the beneficiary has to be named or determined, otherwise the trust will fail. Should the beneficiary be ascertainable, as mentioned in the trust, but is unable to take ownership of the object or the object is not clearly defined in the trust document, the trust**

will fail. The reason for this is that the trust document establishes the trust and without clearly defined trust objectives, the trust cannot come into existence.

4. **The trust property must be defined with specific and sufficient certainty.**

2.1.3.5 The procedure to set up a trust is as follows:

1. When a trust is set up, the trustees approach the office of the Master with the trust deed.
2. The office of the Master decides whether the trustees should furnish security.
3. To reach this decision, the Master is expected to consider such facts as the names and ages of the beneficiaries, their relationship with the trustees, the written views of the beneficiaries as to whether the trustees should be exempted from furnishing security, acceptance of trust by trustees, confirmation that all the trustees are majors, the profession or occupation of the trustees, and any previous experience that a trustee has had in the administration of trusts.
4. Upon deciding that the trustees should not furnish security, or upon being satisfied that the trustees have furnished any security he requests from them, the Master issues a certificate to the trustees.
5. The certificate, which evidences the “registration” or lodgment of the trust deed with the Master and the authority of the trustees to manage the trust money, states either that the Master has not called upon the trustees to furnish security or that the trustees have furnished security to the satisfaction of the Master, in terms of section 3 (1) of the Act.
6. The official registration fee is N$20.00 in “uncalled Namibian revenue stamps.” Professional fees would usually be paid to a lawyer of notary.
7. The trustees are expected to administer the trust in accordance with the terms of the trust deed, and the provisions of the Act. Section 1 of the Act defines a “trustee” as a “person appointed by written instrument operating either inter vivo or by way of testamentary disposition whereby moneys are settled upon him to be administered by him for the benefit of the beneficiaries.

2.1.3.6 Advantages and Disadvantages of a trust

2.1.3.6.1 Advantages

The advantages of using a trust as a business vehicle are the following:

- **The founder, trustees and beneficiaries are not exposed to the creditors of the trust. A trust may thus be in the similar position as a company or close corporation. This position differs with a so-called “bewind trust”, where the beneficiaries are the owners of trust assets, while the trustees acquire only the power to control the trust.**
- **A business trust has perpetual succession, meaning that the continuation of the trust is not affected by change in trustees or beneficiary.**
- **A business trust is not heavily regulated like a company. The Trust Property Control Act deals only in a minor way with trusts.**
- **A business trust is not required by law to have an audit done.**
- **A business trust provides estate planning opportunities not available with other business vehicles.**

2.1.3.6.2 Disadvantages

The disadvantages are as follows:

- **A non-profit trust, is non-taxable and will not be held liable for tax purposes, however, the correct paper work has to be filed with the Master of the High Court. The relevant paperwork for exempting a non-profit trust is referred to as an “exemption certificate”.**
- **State laws that govern trusts are still developing, as such it may still be uncertain.**

2.1.4 Section 21 Organisations

In some instances, some non-profit groups may decide to register as a non-profit organisation. This is usually referred to as a Section 21 company. This kind of company may be incorporated by a group of individuals who come together under an association with a lawful main object which must not be the making or division of profit. The company must be registered by the Companies Registration Office, pursuant to the Companies Act 2004. It is incorporated as a company limited by guarantee and must have at least seven members and two directors. A foreigner may be a member or director. There are no available figures on the number of section 21 companies in existence in Namibia, but it is believed that there are not many of them. Most of the formal civic organisations are registered as trusts, a far easier and cheaper window for registration.

2.1.4.1 Criteria to establish a Section 21

In order to establish a Section 21 organisation the following requirements have to be met:

- It must be formed for a lawful purpose
- It must be formed for either the promotion of religion, arts, sciences, education, charity or any other cultural or societal activities.
- It should be created for communal or group activities or interest.
- It must be intended to apply profits or income solely for the promotion of the social activity or the main objective of the group and not for the members itself.
- The members should not receive any dividends.
- Should the Section 21 Company be dissolved, the assets should be given to an organisation with similar objectives.

2.1.4.2 Registration procedure

The registration procedure for a section 21 organisation/company should follow a specific process. To register a section 21 company, the following procedure should take place;

- The proposed name and main objectives should to reserved
- Once approval of name has taken place, the incorporation documents are prepared and filed.
- The documents include the memorandum of articles and association and the stature forms.
- Nominal fees may be paid to have the registration process started. Such fees are dependent upon either the lawyer or accountant chosen to assist with the process.
- Registration of the company will be dependent upon the time frame at various institutions, including BIPA, but should not take longer than fourteen days.

2.1.4.3 Effect after registration

Upon incorporation of the organisation, your company acquires legal personality. You will now have to file annual returns, including an audited account.

2.1.5 Foundation

2.1.5.1 Introduction

A foundation is a permanent fund established for and maintained by contributions for charitable purposes such as education, religion, research or other benevolent purposes. If you establish a foundation you must set out what the foundation wishes to achieve. Foundations usually support the voluntary sector, but are not restricted to this alone.

Foundations can take risks, offer long-term support and back causes that may otherwise struggle to gain attention from government for funding. Foundations are equipped to work independently of political-scales, free from short-term market cycles and counter to receive wisdoms, allowing them to respond creatively to immediate needs.

2.1.5.2 List of Contact Details for Registration

This section gives you an opportunity for you to contact further business specialists and entities that may assist with finance, strategic, legal or other related matters. The section is broken down into contacts for Business and Intellectual Property Authority related matters, Ministry of Finance for finance related matters, Legal Companies for legal related matters and accounting companies for all accounting related matters.

2.1.5.3 Business and Intellectual Property Authority contacts

The central function of BIPA is to assist you with effectively registering, administering and protecting your business or non-profit organisation or any intellectual property. It is also the legal depository of information, documents and data required to lodge applications. This organisation is an agency of the Ministry of Industrialization, Trade and SME Development.

Furthermore, it offers general advisory services and information for registering new businesses and Intellectual Properties Business and Intellectual Property Authority fulfils a critical function for any business entrepreneur or organisation wishing to establish a company.

2.1.5.3.1 Contact details and physical address of Business and Intellectual Property Authority

Business and Intellectual Property Authority (BIPA) Contact Details		
Department	**Telephone number**	**Email address**
General Queries/Switchboard	+264 (61) 299 4400	info@bipa.na
Business Registration Service Department	+264 (61) 299 4429 / 299 4400	info@bipa.na
Intellectual Property	+264 (61) 299 4443 / 299 4442	ip@bipa.na
Record and Archives	+264 (61) 299 4424 / 299 4454 / 299 4471	filerequest@bipa.na
Media, Marketing & CSR	+264 (61) 299 4450	pr@bipa.na
Office of the Chief Executive	+264 (61) 299 4422	info@bipa.na

City/Town	Address Details
Windhoek	PZN Building, 3 Ruhr Street, Northern Industrial Area, Windhoek, Namibia
	PO Box 185 Windhoek
Katutura Office	Erf No: 2780 Shire Street, Wanaheda, Extension 2
Swakopmund	Tobias Hainyeko Street, Erf No: 498, Swakopmund

2.1.5.3.2 Contact details and physical address of the Ministry of Finance

Ministry of Finance Contact Details		
Department	**Telephone number**	**Email address**
Executive Director Ms. Ericah Shafuday	+264 (61) 209 2829	
Customs and Excise – for import/export	+264 (61) 209 2047 / 209 2636	
Integrated Tax Administration System Call Center	+264 (61) 289 4000	
Ministry of Finance Switchboard	+264 (61) 209 9111	
Commissioner: Inland Revenue	+264 (61) 209 2811	
Commissioner: Customs and Excise	+264 (61) 209 2811	
Director: Asset, Cash and Debt Management	+264 (61) 209 2172 / 209 2174	

City/Town	Address Details
Windhoek	Moltke Street
Gobabis	Erf 86 Frans Murangi Street
Swakopmund	Woerman and Nataniel Maxuilili Street, Areva Plaza, Shop 4
Oshakati	Dr Agostino Neto Street
Keetmanshoop	Hampie Plichta Street

2.1.5.3.3 Contact details and physical address of some Legal Firms

Legal Firms Contact Details		
Department	**Telephone number**	**Email address**
Ellis and Partners: Sean Ellis	+264 (61) 309 111	enquiries@ellisandpartners.com
ESI	+264 (61) 242 224	
Cronje & Co	+264 (81) 319 8200	
Fischer Quarmby & Pfeifer	+264 (61) 228 286	info@fpq.com.na
ENS Africa	+264 (61) 379 700	info@WDH@ENSafrica.com info@WVB@ENSafrica.com
Etzold – Duvenhagen	+264 (61) 83 229 3370	office@edlaw.com.na
Shikongo Law Chambers	+264 (61) 254 644	
Tjituri law Chamber	+264 (61) 236 389	info@tjiuri.com.na
Legal Assistance Centre	+264 (61) 223 356	info@lac.org.na

Company Name	City/Town	Address Details
ESI	Windhoek	Frankie Fredericks Street
Cronje & Co	Windhoek	Charles Cathral Street
Fisher Quarmby & Pfeifer	Windhoek	43 Burg Street
ENS Africa	Windhoek	Unit 4 LA Chambers Ausspann Plaza, Dr. Agostinho Neto Rd.
ENS Africa	Swakopmund	Unit 3 Sonneneck Building, Moses Garoeb Street
ENS Africa	Walvisbai	No 3 Ground Floor, The Business Park, Sam Nujoma Ave
Etzold – Duvenhagen	Windhoek	33 Feld Street
Shikongo Law Chambers	Windhoek	4 Banting Street Windhoek West
Tjituri law Chamber	Windhoek	15 Veronica Court, Nachtigal Street
Legal Assistance Centre	Windhoek	4 Marien Ngouabi Street

2.1.5.3.4 Contact details and physical address of some Accounting Firms

Accounting Firms Contact Details		
Department	**Telephone number**	**Email address**
Windhoek Accounting and Taxation	+264 (61) 402 520	info@windhoekaccounting.com
CR van Wyk	+264 (61) 382 600	enquiries@crvw.com.na
Synergies Accounting	+264 (61) 258 858	info@synergiesacc.com
Grant Thornton Namibia	+264 (61) 381 200	
Lead Accounting and Business Consulting	+264 (81) 147 3878	
Hamilton Chartered Accountants	+264 (61) 224 893	
Prestige Accounting & Tax Services	+264 (61) 406 013	Info@prestige.com.na
TS Advisory Namibia	+ 264 (62) 564534	https://tsnamibia.com

Company Name	City/Town	Address Details
Windhoek Accounting and Taxation	Windhoek	12 – 14 Haddy Street, Windhoek West
CR van Wyk	Windhoek	29 Feld Street
Synergies Accounting	Windhoek	Unit 5 Sinclair Park, 6 Sinclair Street
Grant Thornton Namibia	Windhoek	12th Floor Sanlam Centre, 157 Independence Ave
Lead Accounting and Business Consulting	Windhoek	Windhoek
Hamilton Chartered Accountants	Windhoek	136 Jan Jonker Street
Prestige Accounting & Tax Services	Swakopmund	1st Floor West Wing, Makarios Centre, Cottage Ave
Tax Solutions Advisory Namibia	Gobabis	56 Rugby Street

3. Drafting a Constitution

A Constitution, also referred to as the founding document, creates the background or foundation on which your organisation will build and govern your Civic organisation.

The Constitution is a legally binding document on all your executive and members and will guide you in drafting your own Constitution for your organisation.

Your Constitution or founding document should be clear and simple, in order for members to understand the rights and duties, responsibilities, accountability and leadership skills. The Constitution should also lay the foundation for the public to understand why the organisation exists and how it will operate or function.

A Constitution should contain some key agreements made by the members of the organisation and should include some of the following;

1. **Why the organisation exists, its purpose and objectives**
2. **Who the organisation´s key constituency and stakeholders are**
3. **Who should benefit from the organisation´s work**
4. **How the organisation intends to work**
5. **What the broad principles and basic structures of decision will look like**
6. **Who do you want to help, reach or service?**
7. **How your assets and finances will be organized and managed**

Once you have finalized the Constitution, and it has been adopted by the members of the organisation, do consider some of the following things:

Constitutions are long-term decisions

- Your constitution should be written in such a way that you do not have to change it throughout its life. Draft it in such a way that you do not change it often. This does not mean that it cannot be changed, but should only be done, if members feel the need to make new agreements.
- Changes to a constitution are major, and it should stipulate how and when it can be changed. Any changes need to be made public to all your members and the public and if you are a registered institution, you should inform the bodies, with whom you are registered.
- The Constitution should not be too detailed, but should contain those important agreements or aspects that will be kept throughout the life. They should only record basic and long-term facts about the organisation.
- Only the main structures and function should be covered, as you may want to change parts of the structure from time to time.

Using the constitutions

- Your constitution will help and guide you when developing clear agreements about the purpose of the organisation and how it will work.
- Your constitution will assist you in registering your organisation as either a non-profit organisation or may be used for obtaining funding.
- When the organisation is running, the constitution can be used by people inside and outside of the organisation, who want to understand your organisation.
- When there is conflict or tension in the organisation, the constitution guides members about how it should be dealt with in relation to key matters, including accountability and finances.
- Should an organisation close for whatever reason, the constitution will guide the process and indicate what will happen to the assets and resources that the organisation possesses.

Different types of organisations are covered by different laws with different founding documents
The founding document will be different from organisation to organisation, depending upon the legal structure you choose. Some organisations must have a written constitution or founding document that are legally registered. Others may not have to have a registered constitution, but if you wish, you can register the constitution.
The chosen legal structure, will determine which documents you will require to have it registered. The different legal structures have already been mentioned, however you can chose from any of the following;

- Voluntary association
- Trusts
- Section 21 Companies.

The sample constitution attached, will help and guide you. When drafting your constitution you can change specific provisions as you see fit for your own organisation. Always remember your vision, mission and purpose of your organisation. In addition, remember that your constitution should be understandable to all your members.

3.1 Sample of a Constitution

CONSTITUTION [NAME OF ORGANISATION]
(initially adopted by its members on [DATE])

1. NAME AND FORM OF ORGANISATION
The Constitution hereby establishes a Civic Society Organisation as a legal entity. NAME of organisation (hereinafter referred to as “the organisation”), creating a legal person or entity with limited liability and a natural existence separate from its members, and thereby a body corporate with perpetual succession which may own property, enter into contracts, and sue and be sued in its own name. A shortened version of the name of the organisation may also be inserted here. For example, Konrad Adenauer Shiftung - KAS

2. MISSION
The organisation´s mission is to establish: ... Discuss the overall mission of your organisation with all members. You might ask: What is our overall purpose for forming this group? What objective or big goal do you wish to achieve?

3. AIMS AND OBJECTIVES
The organisation has the following aims and objectives, that it wishes to achieve: ... This section is a very important part of the constitution, and you and your members should think carefully about the primary and secondary aims and objectives of the organisation. This section will set the overall tone and purpose and direction for your organisation. It will tell members of your organisation and your community what the organisation is all about.

3.1. Aims can be described as the general statements about the purpose of your organisation and the changes you hope to achieve as a result of your work and effort. Ask questions like: What is the purpose of forming this group? What are the most important objectives you wish to accomplish? What situations or attitudes are we trying to change in our community? Which people in our community are we trying to help?
3.2. The Objectives that you wish to undertake in order to achieve your aims. To determine your objectives, you might ask questions like: How can we bring about the desired improvements in our community? What activities are most important in for our organisation to focus and achieve our desired outcome? How do we intend on reaching the people in our community who need our help? How can we best raise awareness campaigns about our issues of concern?

4. MEMBERSHIP AND ASSOCIATION

4.1. Membership is open to all individuals who show an involvement in and a commitment to the activities and ideals of the organisation. Membership should not be limited to anyone and everyone should have the right to join your organisation.
4.2. Full members: Full members are individuals who are fully involved in the organisation and who would like to take part in the organisation's continuing work. It will be expected of them to attend regular meetings of the organisation and to assist with the regular activities of the organisation.
4.3. Associate members: Associate members are individuals who may be requested to provide the organisation with skills, expertise or advisory skills on matters including policy matters or who would like to support the organisation but are unable to make the time commitment to become full members. They are expected to make themselves available to the organisation from time to time, when called upon by the organisation. Associate members are welcome to attend regular meetings of the organisation and to participate in its activities, but will not be expected to do so on a regular basis.
4.4. Participation: It is suggested that both Associate and Full Members are eligible to attend all meetings of the organisation, including the Annual General Meeting, and to vote at such meetings.
4.5. Removal: The Board may revoke an individual's membership by majority vote if the Committee finds that the member's behaviour or conduct is detrimental to the interests of the organisation.
4.6. Non-discrimination: The Organisation hereby confirms that it will not discriminate in membership on the basis of race, colour, religion, national origin, ancestry, citizenship, sex, gender, sexual orientation, age or disability.

5. ANNUAL GENERAL MEETING

5.1. An Annual General Meeting (AGM) must be held each calendar year to evaluate the activities of the previous year and to set policy and plan activities for the year ahead. A quorum of members must be present during each AGM.
5.2. One month notice, prior the AGM all members will be notified (both associate and full) at their last known telephone number, email address or postal address.
5.3. Majority vote of (51%) for any decisions by the members (full and associate) must be taken, in order to approve or disapprove any decision.
5.4. In addition to a general meeting, the Chairperson may convene another meeting of the Board, with notice as provided in 5.2
5.5. All meetings shall be chaired by the Chairperson or the Vice Chairperson in the absence of the Chairperson. The Chairperson and Vice Chairperson of the Board shall serve as the Chairperson and Vice Chairperson of the AGM, provided that the members present at the first AGM held before the selection of the Board shall select a person to chair that meeting by majority vote of members present.
5.6. Minutes must be taken at each meeting by the Secretary or any assigned person. Minutes shall be made available to all members at or before the following meeting.

6. BOARD COMMITTEE

6.1. The Board is in charge of managing and setting the direction for the organisation. The Board shall take all responsibility of the organisation and shall be held accountable for the effective and efficient management of the organisation.
6.2 The Board must comprise of a mix of different persons with the necessary skills, attributes and attitudes and must comprise of at least
a) the Chairperson
b) the Vice-Chairperson
c) the Secretary

d) the Treasurer and
e) additional member.
6.3. At the Annual General Meeting, the members of the organisation shall elect by majority vote the number of members or seats available to serve on the Board until the next AGM. Both full members and associate members are eligible to serve on the Board. Each member present at the AGM will have five votes for purposes of this election.
6.4. The first Board will be appointed by the founding members of the organisation and will hold office for one year. Thereafter, members of the Board shall be elected annually at the AGM.
6.5. Each Board member may serve for up to two consecutive terms. Thereafter, additional terms of service may be authorized by a majority (51%) vote of all members present at the AGM.
6.6. It may be deemed that any Board members have resigned, if they fail to attend three (3) consecutive meetings without any suitable reason.
6.7. Should any member of the Board resign or be repeatedly unavailable to carry out his/her responsibilities as a member, the Chairperson may convene a meeting of the full membership of the organisation in order to remove that Board member and to elect a replacement. The Chairperson of the Board, in consultation with the rest of the Board, may alternatively decide to continue to the next AGM without selecting a replacement.
6.8. The Board or general membership of the organisation may convene meetings throughout the year as necessary. The time, date, and place of such meetings must be announced to all members of the Board at least one week prior to the meeting.

7. GENERAL POWERS AND DUTIES OF THE BOARD

7.1. The Board should be made up of different individuals with certain skills and expertise and appropriate attitude to manage the organisation, working toward achieving the aims and objectives of the organisation. It shall be the Board's responsibility and duty to translate any policy decisions made by the membership into practice.
7.2. All decisions taken by the Board shall be by majority vote of members present at any meeting where there is a quorum. A quorum will be half the members plus one (1).
7.3. Subject to the terms of this Constitution and any directions contained in resolutions passed by the members in general meetings, the Board shall have the necessary powers and authority to manage the organisation and shall exercise its powers as it considers appropriate to achieve the objectives of the organisation.
7.4. The Board shall not be personally liable for any acts and/or omissions, provided only that the said committee shall have acted in good faith.
7.5. The general duties and responsibilities of the Board shall include the following:
a) act as a communication channel for and on behalf of its members;
b) ensure that the objectives of this Constitution are being fulfilled and maintained at all times;
c) create programs and activities that serve to fulfil the aims and objectives of the organisation;
d) control the organisation's finances and to guarantee the performance of contracts or obligations of the organisation.
7.6. Chairperson: The Chairperson shall be responsible for the following:
a) convening of meetings on a monthly basis
b) control chair and provide overall direction to all the meetings of the organisation and of the Board;
c) compile an annual report for the Annual General Meeting;
d) any other function necessary for the success of the organisation.
7.7. Secretary or appointed member of the Board: shall be responsible for the following:
a) issuing notices and reminder concerning all meetings of the members to be forwarded to the members at least 2 weeks prior to the next meeting;
b) record minutes of all meetings of the members of the organisation and of the Board;
c) conducting correspondence on behalf of the organisation and the Board;
d) ensuring the safekeeping of all relevant documents of the organisation.

7.8. Treasurer: The Treasurer shall have the following duties and responsibilities:
a) all income received and expenditure incurred by the organisation must be recorded
b) bank accounts should be opened in the organisation´s name and controlled
c) issuing receipts and invoices to members for money received by the organisation;
d) utilizing and ensuring that the funds assigned to the Organisation are in accordance with the organisation budget;
e) submitting financial reports at monthly meetings to the Board and on request by the general members as needed, but at least once per year;
f) managing and safeguarding all the assets of the organisation;
g) ensuring that no funds, which are made available to the organisation, are to be made available to members as personal loans;
h) overseeing the financial auditing of the accounts of the organisation;
i) annual budget preparation for the organisation; and
j) presentation of an annual financial report and a budget for the following year at the AGM.
7.9. Other Board members may be assigned certain responsibilities and duties for the proper function of the organisation.
7.10. The Board members shall not receive any remuneration for their service offered.

8. POWERS OF THE ORGANISATION

8.1. Under the direction of the Chairperson, Vice-chairperson and Treasurer, and on approval by the Board, the organisation is assigned the following duties and responsibilities in attaining its aims and objectives:

a. engage in donor funding through application and receiving either funds, gifts of money or property of any description;
b. to provide and fit out offices and other premises as necessary,
c. to services, manage and maintain these premises;
d. to enter into a purchasing or leasing agreement or otherwise acquire or hold movable or immovable property;
e. to enter into a contract of insurance in respect of any matter in which the organisation has an insurable interest;
f. to open and operate both national and international bank accounts in the name of the organisation, if such is possible;
g. to reasonably apply the funds of the organisation in such a manner to further the aims and objectives of the organisation

9. FINANCES AND NON-PROFIT CHARACTER

9.1. The organisation shall be managed as a non-profit organisation. The income and the property of the organisation shall be applied solely towards the promotion of the mission of the organisation and shall not be used for the personal benefit of any of the members of the organisation.
9.2. No portion of the income or property of the organisation shall be paid or distributed directly or indirectly to any person (otherwise than for services rendered to the organisation by persons other than members or in the ordinary course of undertaking any public benefit activity) or to any member of the organisation or Board.
9.3. The organisation shall open a bank account in the name of the organisation at a registered commercial bank in Namibia.
9.4. Funds may be received on behalf of the organisation by any member of the organisation with signing powers on the organisation’s bank account. All funds received shall be deposited in the organisation’s bank account.

9.5. All services performed for the organisation shall be purely voluntary. Members, including members serving on the Board, shall not receive any remuneration for services performed, except that they may be reimbursed for reasonable expenditures made on behalf of the organisation with the prior approval of the Chairperson of the Board.

10. DISSOLUTION

10.1. The organisation may be dissolved or closed down if at least two-thirds of the members of the Board is present and vote at a meeting convened for this purpose, provided that notice of this meeting has been directed to all members (both associate and full) at their last-known telephone number, email address or postal address at least two weeks prior to the date of the meeting.
10.2. When the organisation closes down it has to pay off all its debts. After doing this, if there is property or money left over it should not be paid or given to members of the organisation. It must be distributed to another nonprofit organisation that has similar objectives. The organisation's Board must decide what organisation this should be.

11. CONSTITUTIONAL AMENDMENTS

11.1. The constitution can be changed by a resolution. The resolution has to be agreed upon and passed by not less than two thirds of the members who are at the annual general meeting or special general meeting. Members must vote at this meeting to change the constitution. Two thirds of the members shall be present at a meeting ("the quorum") before a decision to change the constitution is taken. A written notice must go out not less than fourteen (14) days before the meeting at which the changes to the constitution are going to be proposed. The notice must indicate the proposed changes to the constitution that will be discussed at the meeting.

SIGNED:

Signature	**Printed Name**	**Date**
Signature	**Printed Name**	**Date**
Signature	**Printed Name**	**Date**

4. Compiling A Business Plan

4.1 Introduction

A business plan is a written document that describes in detail how an organisation defines its objectives and how it is to go about achieving its goals. It lays out a written roadmap for an organisation to follow as they manage all their responsibilities, including finance, marketing, strategic and operational.

Although a business plan is supposed to be used to set up and assist new businesses, it may still be used to guide existing organisations to achieve their goals. The business plan should be in place before an organisation starts its operations.

A business plan should outline the projected costs and possible pitfalls of each decision an organisation makes. Business plans, even among organisations in the same sector, are rarely identical. All business plans have similar elements and this section will outline how you can draft a proper business plan.

4.2 What is the purpose of a business plan

A business plan is a road map that provides business direction to avoid bumps along the future road to success. Time spent on preparing a proper business plan can prevent uncertainty and yield proper and rewarding investments. Set aside time to regularly update your business plan and keep it as accurate, as possible.

An accurate and updated business plan, yields some important advantages for any business and indeed CSO.

Some of the advantages included:

- **Increasing clarity –** proper resource allocation to capital improvements such as purchasing new computer equipment, hiring new employees and investing in trucks and cars, is never an easy exercise, however will create clarity on whether to invest or buy new equipment and determine the amount allocated to those assets.
- **Creating a marketing roadmap –** marketing and market potential are important aspects of a plan for aspiring businesses. Target market breakdown is important, this may well be applied for civil societies as well.
- **Getting funding –** in addition to providing a proper road map for progress and adopting and implementing marketing plans, it could also help you obtain funding. Whether you wish to obtain credit, bank loan, investment or donation, a business plan will assist you with this.
- **Securing talent –** a business plan may assist you to secure professional services or talents. Talents may include lawyers, accountants, engineers etc. Dependent on your organisation you may want to secure different professionals. Securing professionals may be the success that an organisation needs to attain objectives or goals of the organisation. If the CSO cannot afford to employ such professionals they could attract the talent requiredas Board members.
- **Providing structure –** a business plan can provide structure to management, which could assist in achieving the objectives. It can become a reference tool to keep management on track with management and operations.

4.3 Rules To Consider When Drafting A Business Plan

Before you start drafting your business plan, consider some of the rules that will make the whole planning process much easier. The idea behind this is to allow you to draft and finish your business plan, in order for you to focus on the business or organisation.

Some of the rules you may consider are as follows:

1. **Know your audience –** Never forget who yyour beneficiaries or other stakeholders/partners are. They all need solid details and firms.
2. **Observe and evaluate your sector –** There may be numerous existing products/services that are comparable to those you are hoping to make available.
3. **Potential Market Research –** The more you understand your market, beneficiaries or individuals you are wishing to serve with either your product or service, the better. The more capacity you have the greater your chance is to obtain financing for your organisation. Do consider including your Strength, Weaknesses, Opportunities and Threats [SWOT analysis – see page 48 for explanation].
4. **Stick to the format –** A business plan should be a roadmap for success, not a wish list. Keeping to the structure is important.
5. **Drive home the USP –** Unique Selling Proposition is the essence of your business idea. Your USP must separate your services from those of others. Make it remarkable, something that meets the positive needs.
6. **Make an energizing executive summary –** An executive summary is the principle section a donor will read. It should portray the whole business plan. The executive summary must be energetic, zippy and full of good reading material.
7. **Highlight your expertise –** Always show case your expertise and that of your associates or partners. Start with the history and skills that you may possess.
8. **Show marketing savvy –** Donors/sponsors will consider your marketing skills to either sell/provide your product or service to your targeted group, or community or customer. Creative advertising ideas will make a difference here.
9. **Be practical in your financials and roll out plans –** Be moderate in your calculations pertaining to the possible products/services that you may be providing.
10. **Know your number –** Before asking for capital, it is important to understand how much you need and the type of financing you require. Different forms of investment portfolios exist, government subsidies, loans from banks, donations and private sponsorship.
11. **Seek advice from experienced and reputed sources –** Always acknowledge and ask for assistance on drafting a proper business plan.

4.4 Elements of a Business Plan

The length of a business plan varies greatly from business-to-business. All of the information should fit into a 15-to-20 page document. If there are crucial elements, such as patents, they should be referenced in a separate addendum or appendix.

Not any business plan is similar. This being said, certain elements should be present in a business plan. These elements are as follows:

1. Executive Summary
This section outlines the organisation and includes the mission statement along with any information about the company´s leadership, summary employees and operations. In your executive summary include your mission statement in not more than one paragraph, general organisation information and future plans.

2. Marketing and Sales Plan
This is simply an explanation of your marketing strategy and how you will execute it. Here you can address how you wish to plan to persuade customers or community to either buy your product or how you wish to serve them. You could implement loyalty programs if you are selling products or services. This section displays your strengths as well.

3. Product or Services
In this section, you can detail the products or services you offer or plan to offer. It can include some of the following:

- An explanation of your product or service
- The pricing model for your product or service
- The typical community or customer you wish to service or sell your product to
- The strategy you wish to employ

4. Organisation description
This section provides a snapshot of what your organisation or business is. It contains important information including its registered name, address of any physical locations, names of ley people in the business, history of the company, nature of the business and more important details about your service or product to be offered.

5. Objective statement or business goal
An objective statement should clearly define your organisation´s goals and contains a business strategy that details how your plan to achieve them. It spells out what you wish to achieve, both in the long and short terms.
This is one of the most important sections of your business plan, as it may be needed for you to obtain funding for your organisation. It will tell the financier how you plan to achieve your growth targets and explains these in details, how the investment or funding will be used to provide the necessary support to achieve these goals.

6. Business and management structure
Here you will list your business legal structure. Any of the different forms may be used. This includes a section 21 company or trust. It will also explain who your employees are, managers and who the board of directors may be.

7. Business financial analysis
If you are an existing organisation, seeking a possible loan or donation from a donor, you may want to include income or profit-and-loss statements, a balance sheet that may list your assets and debts, and a cash flow statement. You may include ratios that highlight the financial health of your organisation, such as:

- Net profit margins – percentage of revenue you keep as net income
- Current ratio – measurement of your liquidity and ability to repay debt
- Accounts receivable turnover ratio – a measurement of how frequently you collect on receivables per year

8. Financial projections
This is a critical part of your business plan if you're seeking investment or financing. It will outline how you will generate enough profit to repay your loan and how you will earn a decent return on your investment.
Here you will provide your monthly or quarterly sales, expenses and profit estimates over at least the last three years that is if your organisation has been in operation for that long. Accuracy is key here, so carefully analyse your past financial statements before giving projections.
Your goals should be aggressive, but they should be realistic. It is ok to be optimistic, if you can justify your reasoning. You need to show that your organisation can generate enough cash flow to regularly repay the debt.
Risk assessment should be part of this exercise and you should be able to assess and mitigate what risk you may be faced with. Highlight the importance of risk assessment by using a risk matrix assessment.
Even if you don´t have any previous financial statements, you should still make financial projections in this section. These may be made by past data or they could be determined by research and analysis.

9. Appendix
List any supporting documents or information that could not fit in anywhere else, such as resumes of key employees, licenses, equipment leases, permits, patents, receipts, bank statements, contracts and personal and business credit history. If the appendix is long, consider adding tables of content at the beginning of the section.

You can add any additional data points, charts, footnotes or further explanations that are essential to creating a complete plan.

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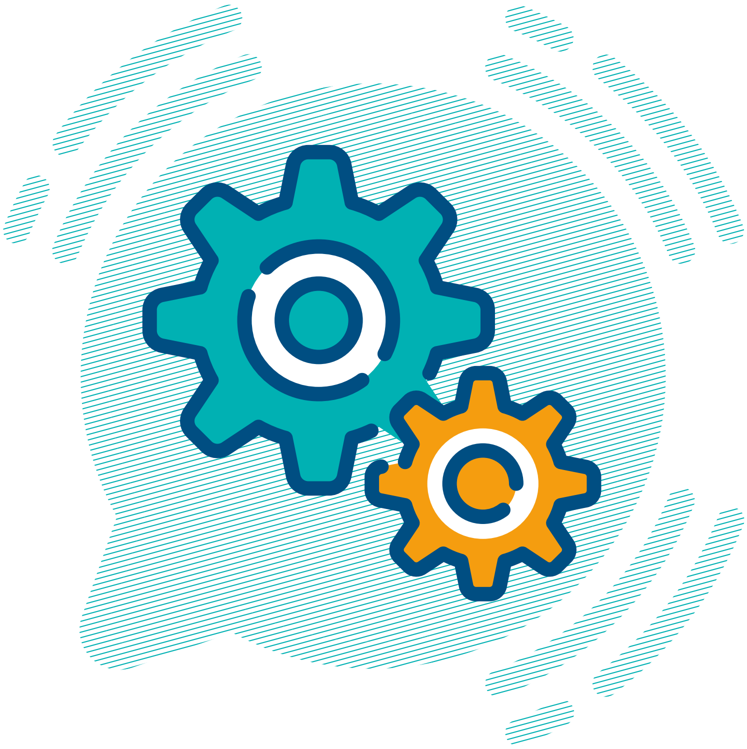


3

Running a Civil Society Organisation (CSO) or a Community Based Organisation (CBO)

Glossary

Beneficiary
A person or group who receive money, advantages etc as a result of something else

Information
Facts about a situation, person or event

Data
Facts and statistics gathered together for reference or analysis

Stakeholder
A party that has an interest in an organisation and can either affect or be affected by the business

Ethical consciousness
The awareness or willingness and ability to identify moral and ethical contexts and dilemmas

Abbreviations

CSO	Civil Society Organisation
CBO	Community-based Organisation
LFM	Logical Framework Matrix
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organisation
PERT	Programme Evaluation Review Technique
PESTEL	Political, Economical, Social, Technological, Environmental and Legal Analysis
SoE	Sources of Evidence
SWOT	Strengths, Weaknesses, Opportunities and Threats Analysis
WBS	Work Breakdown Structure

Running an Organisation

This section of the handbook will help you to:

- become clear on what your organisation stands for [it's purpose],
- draw up an action plan to achieve your purpose,
- state clear ways in which you can assess whether you are delivering on your plan and making the difference you want to make.
- explain and implement good governance practices
- prepare for and manage effective meetings

Developing Strategic Clarity

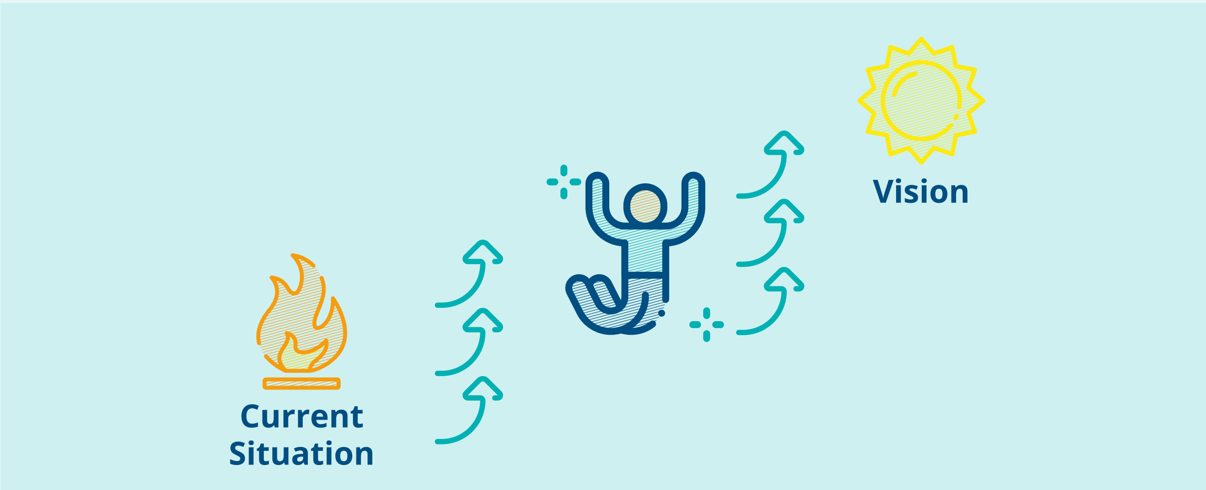
Developing a road map (i.e. a strategy) for any organisation is a journey of finding the best way to serve the beneficiaries and the organisation's purpose. This journey cannot be undertaken by a single person, as "two heads are better than one" and journeying together will result in all parties involved fully understanding and supporting each other. It is therefore recommended that staff, volunteers, and even other interested parties together work through the steps and phases described below to shape the organisation's purpose and strategy.

Gap Analysis

Any organisation is formed with a purpose. In the case of a CSO/CBO this purpose very often comes from a situation experienced by a community that they find to be undesirable, e.g. not having good living conditions. The reason for the existence of the organisation is then to find solutions to the undesirable conditions and put into place circumstances that the community members would like to live in, e.g. provide clean water, basic housing and/or electricity. Strategic clarity is the process of establishing:

- what the current undesirable situation is,
- what the desired position is (i.e. the vision),
- the nature and size of the gap that exists between the current and desired circumstances, and
- what needs to be done to move from the current position to achieve the desired outcome (i.e. the strategy).

These four steps form the basis of what is called a gap analysis, and is the essence of what needs to be done to develop a clear road-map for you towards achieving the purpose of your organisation.



Following are some basic actions and tools that can help you to develop strategic clarity for your organisation.

Stakeholder Analysis

A stakeholder is any organisation, individual or group of persons that has an interest in your CSO/CBO.
Such an individual, group or organisation will either:

- benefit from the services or products you will deliver, and/or
- help you achieve your purpose through their support, and/or
- invest in your organisation e.g. by means of funding, people or other resources, and/or
- cooperate with you because you serve similar or complementary interests, and/or
- help you become more known in the community, nation and/or even internationally.

Identify your stakeholders by putting together a stakeholder map. An easy way to do this is to use sticky notes (if available) or pieces of paper (in different colours, where available) and different pen colours (where available) and a large piece of paper (e.g. a flipchart sheet, where available).

1 Write down all the stakeholders that you can think of that can/will/might be involved or affected by your organisation either now or in the future. Use a different piece of paper for every stakeholder.

Note: if you are in the early stages of forming your CSO/CBO you might not yet be 100% clear on what your exact purpose is and it might therefore be difficult to identify all the stakeholders. Just brain storm who you can think of at this point in time. You can always later add or delete stakeholders from your stakeholder map.

2 Group the stakeholders according to the following categories:

- **Beneficiaries,** i.e. individuals, groups or organisations that will benefit, either directly or indirectly, from the products or services you will be delivering.
  Examples of beneficiaries could be the youth in your community, women groups/organisations from your community, the community council/leadership.
- **Donor or investors,** i.e. individuals, groups or organisations that will or might potentially provide funds for you to be able to deliver the products and services.
  Examples of donors/investors could be the Konrad Adenauer Stiftung, the European Union, Pupkewitz, etc.
- **Other CSO/CBOs,** i.e. other organisations from the NGO Sector that will be able to cooperate with you or support you to achieve your purpose.
  Examples of other CSO/CBOs could be Women Action for Development (WAD), Namibia Institute for Development (NID), Forum for the Future (FFF), etc.
- **The Government,** i.e. any government ministry or agency that operates or has an interest in the sector(s) in which you will be working.
  Examples of Government Organisations could be the Ministry of Gender Equality and Child Welfare (MGECF), Ministry of Poverty Eradication and Social Welfare (MPESW), Ministry of Urban and Rural Development (MURD).
- **Private Sector,** i.e. any private individual and/or group and/or organisation that functions in their own capacity or on a for-profit-basis that you can cooperate with or whose services you might want to contract or purchase in the process of achieving your purpose.
  Examples from the private sector could be a product supplier or someone who helps you with marketing or an audit company or a lawyer, etc.

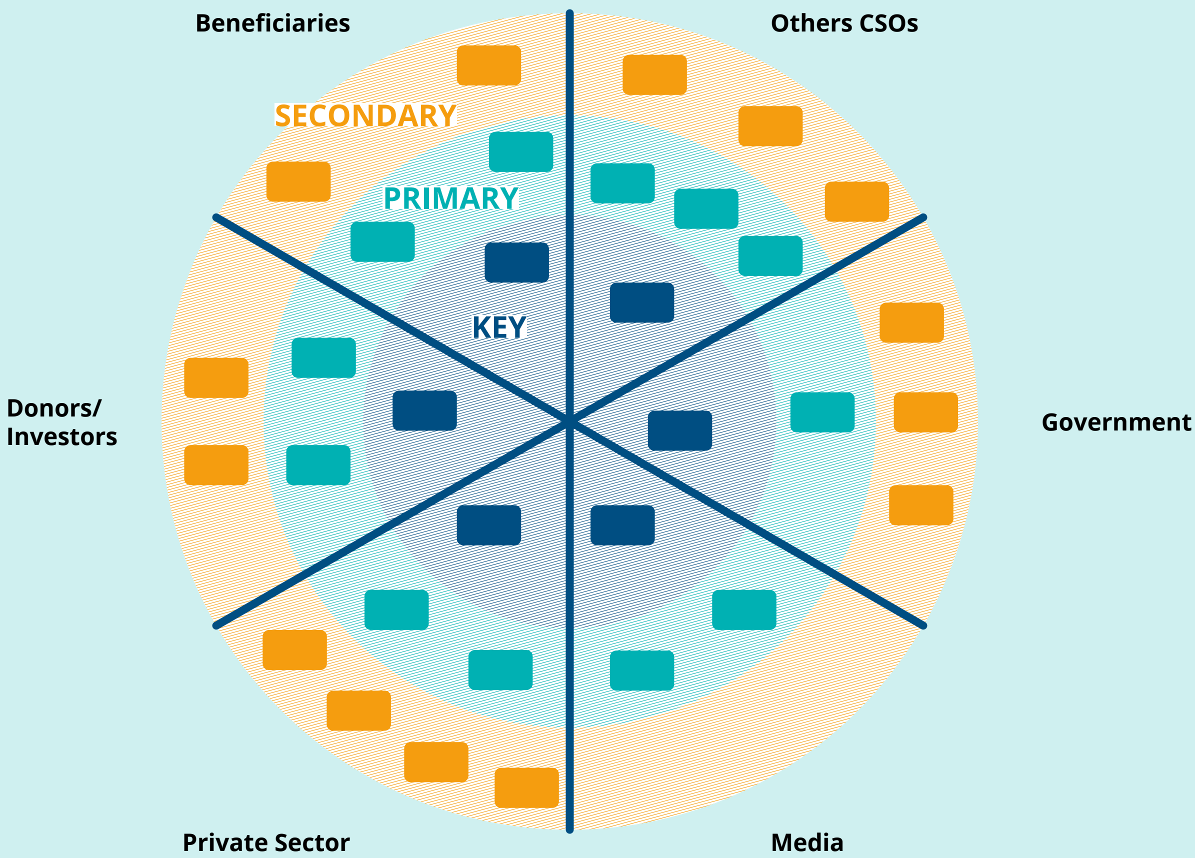
It will help if you write these 5 categories as headings each on a separate piece of paper so that easily identify each group once you put your stakeholder map together.

3 Decide how important each stakeholder is to your cause, i.e.

- A **key stakeholder** is an individual, group or organisation who is a key recipient of the products or services you will be delivering and/or without whom you will not be able to exist and/or achieve your purpose.
- A **primary stakeholder** is an individual, group or organisation who will directly influence the achievement of your purpose or with whom it will be of much value to cooperate.
- A **secondary stakeholder** is an individual, group or organisation who is not essential to the achievement of your purpose, but who can/might have either a positive or negative influence on your organisation or the achievement of your purpose.

4 You can now put your stakeholder map together.

- Draw three circles on a large piece of paper and mark the three circles "key", "primary" and "secondary" as shown in the picture below.
- Separate the three circles into 6 equal parts and mark each part with the heading of a category of stakeholder, i.e. "Beneficiaries", "Donors/Investors", "Others CSOs", "Government", "Media" and "Private Sector".
- Place the pieces of paper with the stakeholders written on them in the relevant section of the chart you have compiled according to their importance and category.



Environmental Scanning

Once you have your stakeholder map you can start to plan how you will obtain information, i.e. factual data, to help you answer the following questions as part of your gap analysis:

- what is the current (undesirable) situation?
- what is the desired (ideal) situation?

This process is called environmental scanning because you will be obtaining the information by looking at both your internal (i.e. within your organisation) and your external (i.e. outside your organisation) environment.

Environmental scanning can be done in many ways, but the following tools will help you obtain essential information you will need to develop a clear strategy for your organisation.

PESTEL Analysis

Let us start with the external environment. A very good tool to use to scan your external environment is the PESTEL. The PESTEL instrument looks at 6 different external environments that could have an influence on your organisation. PESTEL stands for:

	Examples of factors that you could potentially consider when scanning each of the 6 environments: (You can use the list below as a checklist by adjusting, adding or subtracting your own information as relevant to your circumstances,)	
P Political	› The political stability in the community and/or nation. › Who the current leadership is and their (potential) impact on your organisation e.g. regional/town councillors, traditional chiefs/heads, etc. › Whether a local, regional or national election would be conducted in the near future and what the influence could be on your organisation and its operations.	Note your own findings, observations and comments in this column
E Economical	› What the inter/national economic situation is and its potential impact e.g. funding for your organisation? › What the current economic growth situation is in the country, and › the economic status of your beneficiaries e.g. unemployment rates? › What the status regarding corruption and its related impact is in your region/ community?	

S	**Social**	› What are the demographic indicators of your targeted beneficiaries e.g. age and gender distribution, population growth rate, education levels, etc.? › What are potential cultural barriers that could influence your operations? › How prevalent are social illnesses e.g. gender-based violence, alcohol abuse, HIV/Aids etc.?	
T	**Technological**	› One of the increasingly important areas is information technology, e.g. access to internet, computers, wifi, cellphones, etc. – what are the current availability and user data for your community and targeted beneficiaries? › What are expected technological developments in your region/community? › What are the latest developments in the product/service you want to deliver to the community? › How receptive is the community to (technological) change?	
E	**Environmental**	› What is the impact of environmental change(s) on your products, services and the beneficiaries you intend it for? › What environmental projects are already undertaken in your region/community? › What will be the impact of your organisation and the products/services it (intends to) delivers be on the environment?	
L	**Legal**	› Which laws and regulations specifically are applicable to the sector and purpose you want to serve? › What do you need to put in place to ensure Good Governance principles are implemented in your organisation? › Which laws will impact your beneficiaries and what is the current status of these laws, e.g. are they still relevant or outdated?	

The PESTEL will give you useful information on the factors that will or might have an effect on your organisation, its operations and success, i.e. it will help you to anticipate future difficulties or specific areas to address and can give you helpful information on opportunities that might exist.

Stakeholder Consultation

You will have to consult with at least some of your stakeholders and knowledgeable people in each field to obtain data, i.e. sound information, about each of the six environments. When consulting, consider the following:

1. Determine the most important areas and questions you need to cover in your environmental scanning by looking at the most pressing factors that affect or will affect your organisation. It will be good to consult a (local) expert in each field to help you identify the important areas/questions you need to cover when surveying each environment.
2. Identify the key stakeholders/persons to be consulted (for each environment). Use your stakeholder map as a point of reference.
3. Decide on a stakeholder engagement process, i.e. whether you will meet face-to-face, via zoom or telephone, or if you will conduct an online survey, and consider which method will give you the best outcomes. You might also want to have a focused group discussion in some instances. You do not need to use the same method for every consultation.
4. Secure stakeholder involvement, i.e. properly liaise with each stakeholder before engaging them.
5. Plan what you want to ask each stakeholder and whether you will need quantitative (i.e. figures, numbers, statistics) and/or qualitative (verbal descriptions) data.
6. Be sure to properly record the information and obtain permission from each stakeholder on how you will be using the information.
7. Analyse the data to obtain clear conclusions from the information collected.
8. Complete your PESTEL analysis, i.e.

Remember that conducting a survey:

- Takes time and resources. Make sure that you properly plan and budget for these expenses. When you are starting up, especially if you are a small organisation, you might not have the resources yet to do extensive consultation. Do the best you can with the resources available.
- May raise expectations with the persons you consult. It is therefore important to clearly communicate what the purpose and expected outcomes of your information gathering is, i.e. that you want to obtain information that will help you to develop a clear picture of the current status and needs in the community, the best ways in which these could be addressed, as well as a clear picture of potential challenges, obstacles, opportunities and areas for collaboration.
- Is a wonderful opportunity to form relationships and even obtain support and commitment to your cause from the people you consult.
- May lead to negative feelings towards you and/or your organisation if your consultation is not dealt with properly.

Internal Scoping

In addition to scanning the external environment within which your organisation will function or is functioning, it is also important to look at your organisation internally, especially if you have already been in existence for some time, to gather data about your current situation versus the desired future.

When doing internal scoping consider, amongst others, the following areas for analysis: (You can use the list below as a checklist, as was done with the PESTEL-analyses, by adjusting the list to your own needs and circumstances.)

Purpose and Mandate	› Is what you (intend) doing fulfilling a real need? › Do you have the buy-in from your beneficiaries and key stakeholders to deliver the products and/or services that you are offering?	Note your own findings, observations and comments in this column
Results and Impact	› Are you actually making a difference on the ground in the community in the specific area you are focusing on? › -Are there any areas or ways in which you can do better to deliver a greater impact?	
Structure and Staff Utilisation	› Is every person in the organisation placed in the right role and carrying out the right responsibilities to contribute to the desired future? › Are your staff properly equipped to deliver on the tasks/assignments allocated to them? › Do staff have the necessary resources to fulfil what is expected of them?	
Daily Operations and Practices	› Are meetings purposeful and efficient? › Is your board functioning well? › Does your internal communication work well?	
Resource Utilisation	› Are you using your resources, e.g. equipment, office space, information, e.g. publications, well? › Can you be sharing resources with partners that will result in more optimal use of resources?	

Finances	› Are you dealing with economic realities? What contingency plans do you have in place? › Do you have the sources of income to (continue) doing what you need to be doing? › Do you have a plan to become more sustainable? › Do you manage your budget well so that you make the most of the financial resources you have?	
Communication, Networking and Partnering	› Do you have healthy relations with your beneficiaries and stakeholder? › Are you working well with other organisations in your sector and community? › Do you cooperate to optimise impact and share resources? › Do you regularly inform your stakeholders of your projects?	
Management of Performance	› Are you tracking the performance of your organisation? › Do you properly evaluate whether you are making an impact › Do you regularly discuss your performance with your staff, board and key stakeholders? › Are you continuously looking at how you can perform better?	
Regulatory Framework	› Do you have the necessary basic policies in place to ensure that your organisation is run in a healthy and transparent manner? › Do you have a sound constitution? › Are basic financial procedures in place? › Do you have a policy for staff recruitment, utilisation and development?	

Data Analysis

Once you have obtained data on your current status and the desired future, it is important to properly analyse the data so that you can use the information to draw up an action plan for the future of your organisation. Following are some tools you can use to analyse the information gathered.

SWOT Analysis

From the information gathered consider:

- What your strengths are, i.e. the areas in which you are doing well or that you can count on in the future, *e.g. you might have very competent, committed staff and/or your relationships with your beneficiaries are very good.*
- On the other hand, there are aspects that you will have to work on to be able to deliver a greater impact, i.e. your weaknesses, *e.g. support from your donor will come to an end in 2 years' time or your office is not easily reachable by your beneficiaries*

You can use information from both the environmental scanning (PESTEL analysis), as well as the internal scoping you did to think through your strengths and weaknesses. The strengths and weaknesses you identify will be areas or aspects from within your organisation.

On the other hand, there are factors in the external environment that will be either to your benefit or that you will have to work at to overcome or counter to deliver a better impact. These are:

- Opportunities, i.e. elements in your external environment that you can use to achieve a greater impact, e.g. more of your beneficiaries have cell-phones which makes it easier for you to communicate with them or leaders from your community have identified the area you work in as a key concern in the community.
- Threats, i.e. factors that can potentially harm you, e.g. the area you want to focus on is not seen as a national/ political priority, previous attempts to bring about change in your community in the area you work in have failed and the community is suspicious of any new attempt to bring about change.

You will need the information you got during the PESTEL analysis to determine your opportunities and threads.

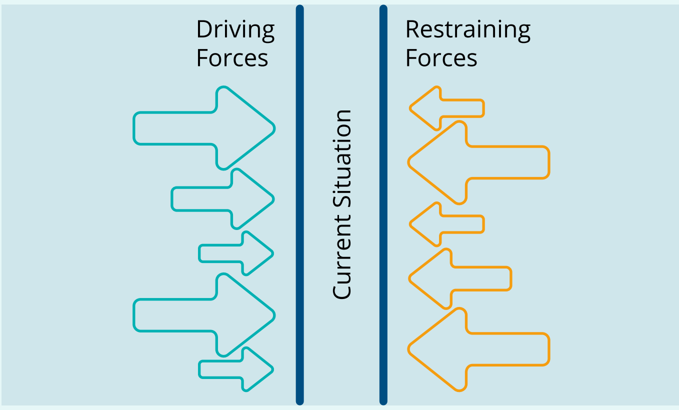
Force Field Analysis

Doing a Force Field Analysis will give you an opportunity to further think through the potential impact the factors you identified in your SWOT analysis will/might have.

From your SWOT analysis write each Strength and Opportunity you identified on a piece of paper.

Decide how strong you think each one of these factors is in moving you towards your desired future.

Draw an arrow, using the same colour marker, around each Strength and Opportunity. The size of the arrow (i.e. how long and thick, or short and thin the arrow is) will indicate the strength you give to that Strength or Opportunity.



Draw two equal parallel lines on a large sheet of paper (e.g. a flipchart paper) and write the words "Current Situation" in the middle of the lines. Now place your arrows with your Strengths and Opportunities to the left side of the "Current Situation" and write the words "Driving Forces" above the arrows with the Strengths and Opportunities on them.

What you have now identified are the factors that are in support of you achieving your desired future - that is why they are called Driving Forces. You have also shown how strongly you think each one is in potentially moving you towards the desired future. From your SWOT analysis write each Weakness and Threat you identified on a piece of paper.

Draw an arrow, using a different colour marker than what you used for the Driving Forces, around each Weakness and Threat. As previously, the size (i.e. how long and thick or short and thin) the arrow is will indicate the strength you give to each Weakness or Threat. Place your arrows with your Weaknesses and Threats to the right side of the "Current Situation" and write the words "Restraining Forces" above the arrows with the Weaknesses and Threats on them.

What you have now identified are the factors that will be obstacles to, or make it difficult for you, to achieve the desired future - that is why they are called Restraining Forces. You have also shown how strongly you think each restraining factor's impact will be on you achieving the desired future.

The picture you have put together is called a Force Field Analysis, indicating the factors that will either help or hinder you, as well as the strength (force) of each, in achieving the desired future.

Now take a step back and look at the Force Field you have put together and consider the following:

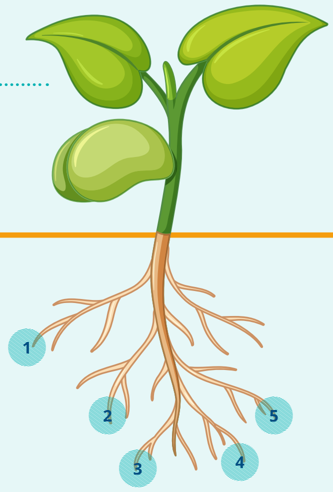
- Are the factors that will help you achieve the desired future, i.e. the Driving Forces, more and stronger than the factors that will make it difficult for you to achieve the desired future, i.e. the Restraining Forces? If the Driving Forces are not stronger than the Restraining Forces you need to think whether it would be worth your while to start or continue with the purpose you want to achieve or rethink the specific way in which you want to bring about change in your community.
- How you can make your strengths even stronger, e.g. if you can support staff to participate in training they can become even more competent, and fully use the opportunities that you identified, e.g. by making an appointment with the community leaders to see how you can cooperate and share resources.
- What you specifically need to do to overcome the Restraining Forces, e.g. to have outreach days in the community so that your beneficiaries can reach you more easily, and if it is possible, maybe, to even turn some of the Restraining Forces into a strength, i.e. a Driving Force, e.g. by involving community members who have worked on previously failed attempts at change in the community in your planning to avoid repeating previous mistakes.

Root Cause Analysis

Now that you have developed a much clearer picture of what the current situation as well as the desired future looks like, it is important to determine what you need to focus on to bring about desired change, i.e. to truly address the community's needs and solve the real problems. A tool that will help you to identify what you need to focus on is the Root Cause Analysis. By asking "Why" as a general guideline 5 times, you will peel away what looks like the problem to identify the underlying real issues. Through this analysis you will also expose the contributing factors to the problem that needs solving.

An example

State the (visible) problem experienced in the community that you want to address, e.g. Gender-based Violence (GBV).



Then conduct the Root Cause Analysis:

1	**Why?**	*People are unemployed which result in them being frustrated, having low self-esteem and other negative feelings which they express through violence.*	
2	**Why?**	*There is not sufficient economic development in the region.*	*People are not taught how to deal with their emotions in a mature way*
3	**Why?**	*It is a very arid (dry) area of the country making it difficult to make a living as there are not many sources of income.*	*It is not part of the culture to show and talk about one's emotions.*
4	**Why?**	*Traditional sources of employment are focused on and people have never really explored other potential sources of income.*	*It is a patriarchal culture where men are taught to be strong and not show emotion, and where women are expected to be obedient to men.*
5	**Why?**	*The community has not been trained to think innovatively and do not have entrepreneurial skills.*	

Keep on asking why until you can no longer ask why without finding an answer that makes sense or adds value. The answer you received to the last "Why"-question you asked will show the real problem that you need to address to achieve a real solution to the problem(s) experienced. In the example above there are two main problems identified to be addressed, i.e. the fact that the community has not been trained in entrepreneurial skills and the culture that does not allow for mature expression of emotions. Note that this is only an example and that other factors could also have been identified to enrich your analysis. You can therefore find that your analysis might look like a "Problem Tree" where there are multiple causes to a specific problem. You might also find that different roots may lead to the same or similar root causes.

In your action plan that will be developed in the next section you will focus on developing strategies to address these root causes. To be sure that you do a thorough analysis it is suggested that you take the important factors identified in your Force Field Analysis, especially the Restraining Forces, and that you do a Root Cause Analysis on each one of them.

Strategic Plan Formulation

With the amount of data gathered and analysed during your Strategic Clarity process you are now equipped to develop or re-look at the Strategic Plan for your organisation. A Strategic Plan is a plan that describes, in specific terms, the desired future and sets out clear steps on how to close the gap between the current situation and the desired future.

If you are a start-up you might not be able to develop a full Strategic Plan at this point in time. In such an instance you can use the following guidelines to develop an Action Plan for the initial steps you will have to take to establish your organisation, and then develop a full Strategic Plan when the time is ripe.

The timeframe of a Strategic Plan differs depending on, most importantly, the nature of the sector you work in, and to a lesser extent how long your organisation has been in existence. Other factors/realities might also play a role when considering the timeframe for which you want/can plan. As a general guideline, most organisations draft their Strategic Plans for a period of 5-years. If you are a start-up or working in an area where it is difficult to obtain information about the future because the environmental factors might be too volatile, i.e. changing very easily and/or frequently, you can consider drafting your Strategic Plan for a 2-year period only. For a start-up the first plan could be drawn up for a 1-year period only. In this instance it would rather be called an Action Plan than a Strategic Plan.

Vision Formulation

The first step to develop a clear path towards achieving your purpose is to formulate a vision for your organisation. The word "vision" means "to see". A vision therefore is a clear picture of what you want to achieve in the future, stated in words. The Oxford English Dictionary also states that a vision is "the ability to think about or plan the future with great imagination and intelligence." The picture you create in your vision will therefore shape your organisation.

A vision should be:

- **Needs-based** — i.e. focus on a specific need that your beneficiaries experience that you intend to solve/ address.
- **Realistic** — i.e. it must address a need/problem/desired future that you are able to solve/ achieve.
- **Stretching** — on the other hand, it must require real effort, dedication and a journey to succeed.
- **Clear** — i.e. it must be easy for any person, both in- and outside the organisation, to understand exactly what your desired future/outcome/purpose is.
- **Involving** — i.e. it must inspire staff, beneficiaries and all other stakeholders to want to be involved and committed to the journey and outcome you envision to achieve.

To help you get a clear picture of your vision you might want to start with drawing a picture of the purpose you want to serve in the community. By drawing a picture you might find that you actually come up with more practical and realistic ideas of what it is your organisation wants to achieve.

You need to state your vision in words though. A vision statement should be simple, using limited words – if at all possible limited to 7 words as that is the number of words the average person can remember with ease.

Examples of good Vision-statements:

- **Microsoft:** A computer on every desk and in every home.
- **Google:** To provide access to the world's information in one click.
- **Sweetgreen:** To inspire healthier communities by connecting people to real food.
- **DRFN:** Desert Research Foundation of Namibia
  A Namibia in which people manage the environment for sustainable livelihoods.
- **CAFO:** Christian Alliance for Orphans
  Let every child experience God's unfailing love.
- **Lifeline/Childline:** Restoring hope, Changing lives.

Examples of poor Vision-statements:

To be the world's most respected service brand	• The statement does not describe the exact need that will be addressed, i.e. it is not specific. • It is not realistic, i.e. no CSO in Namibia will likely achieve such a status across the world. • Because of the above 2 reasons, it will not be involving, i.e. people will not commit to achieving it as they do not know exactly what needs to be done and because it is defeating to try to achieve something that you know cannot be achieved.
To move with velocity to drive non-profit growth and become an even better organisation serving more communities each day in Namibia	• The statement is too long and not specific enough, i.e. people will not easily remember the vision and can therefore not buy into it. • It contains difficult words which makes it difficult to understand. • The question is also whether it is achievable.

Mission Statement Formulation

Where guidelines for the formulation of a vision are fairly similar when looking at different authors/ sources, there is less agreement about the exact content and format of a mission statement. In principle though, a mission statement is one or a few short sentences that states the way and role of the organisation in achieving its vision, i.e. a good mission statement says why and how you do what you do.

A mission statement normally contains information on:

- why the organisation exists,
- the way by which the organisation will achieve the desired future,
- what kind of product or service the organisation will provide,
- who the organisation's primary beneficiaries are, and
- the organisation's geographical region of operation.

It may even include information on:

- the organisation's values or philosophies, i.e. what you stand for, and/or
- the organisation's main competitive advantage(s), i.e. unique benefit to the beneficiary(s) (as opposed to other similar organisations working in the same field).

Examples of Mission-statements:

- **Google:** Organise the world's information and make it universally accessible and useful.
- **Sony:** To be a company that inspires and fulfills your curiosity. Our unlimited passion for technology, content, services, and relentless pursuit of innovation drives us to deliver ground-breaking new excitement and entertainment in ways that only Sony can.
- **LAC:** We, the Legal Assistance Centre, being a public interest law centre, collectively strive to make the law accessible to those with the least access, through education, law reform, research, litigation, legal advice, representation and lobbying, with the ultimate aim of creating and maintaining a human rights culture in Namibia.
- **WTN:** Wilderness Therapy Namibia
  Using nature and the partnership of community, we deliver bold, dynamic and effective programs that positively transform the lives of at-risk youth. Our aim is to enable youth and young adults to achieve their highest potential as responsible citizens.

Strategy Formulation

Once you have stated in clear words what you want to achieve, you need to develop a plan, called a strategy, on how you are going to get from your current situation to your vision. The strategy will make the road to the desired future clear, and will help you to manage as well as monitor and evaluate how well you are doing during the journey. To develop your strategy, it is useful to use a structure for your plan. Many planning frameworks exist, but a simple one often used in the CSO/CBO context is the **Logical Framework Matrix (LFM)**. The basic structure of the LFM is included below. Completing each element will be discussed in more detail.

Vision (Impact/Outcome)	**Indicators**	**Means of Verification**	**Assumptions/ Risks**
Strategic Objectives (Main Actions)	**Indicators** (Outputs/Results)	**Means of Verification**	**Activities** (Inputs)

Completing the **Logical Framework Matrix**:

1 Copy your **Vision** into the first section of the table.
Your vision represents the ultimate **impact and/or outcome** you want to achieve in the community. (Impact/ outcome will be discussed in more detail later.)

2 Develop **Indicators** for the achievement of your vision. As the word says, an indicator indicates, i.e. shows, in this instance, that you have achieved your vision. To develop the indicators, put yourself into the future, at a point in time when you have achieved your vision. Now think what it will look like in practical terms, i.e. what would describe that you have achieved the desired future.

Examples:

Vision: Lifeline/Childline: *Restoring hope, Changing lives*

Potential Indicators: *By 2025 80% of all persons counselled demonstrate a more positive outlook to their lives*
By 2030 50% of persons counselled demonstrate a sustained positive lifestyle change to their lives

An indicator states in specific terms what the result/outcome, in this instance the desired future, will look like once achieved. Guidelines for formulating indicators are:

- It must be stated specifically, i.e. in **quantitative** terms. It must therefore include an exact amount, number, percentage or ratio. In the example provided above 80% is the percentage used in the first indicator and 50% the percentage in the second indicator.
- It should include the standard at which the result must be achieved, i.e. the **quality**. In the above example “all persons counselled” would be the quality aspect of the indicator.
- It should include a **timeline** by which it must be achieved or when you aim to achieve the result. In the above example “by 2025” and “by 2030” indicate the timelines.

- In some instances, indicators can also include a **cost** aspect, if the result must be achieved within a specific budget. Not all indicators have a cost element included though.
- Indicators should be both stretching, yet realistic, i.e. it should ask for effort and dedication to achieve the result, but must also be achievable should the effort and dedication be applied. To determine whether the target (i.e. the 80% or 50%) is realistic, you can use benchmarks, i.e. consult with experts or other players in the field and/or use the data you obtained during your environmental scanning and scoping exercises.
- As a guideline, there should be **between 3 and 5, maximum 7 indicators per result area**. In this case the result area is your vision. (More result areas will be discussed below.)

To summarise some of the most important principles in developing indicators the following acronym is often used:

S	**Specific**	i.e. your indicator must focus on a specific result to be achieved. An incorrect way of writing an indicator would be to say, "to deliver the best results possible". Examples of correct phrasing are given below.
M	**Measurable**	i.e. you must be able "to count", i.e. determine the result in exact terms. An example of an incorrect way to write an indicator would be to say, "Deliver the result according to satisfaction." Examples of correct phrasing are given below.
A	**Achievable**	i.e. you must be able to actually achieve the result you stated, although it will need effort and resources to achieve it. If the result is out of reach, people will not commit to achieving it.
R	**Relevant**	i.e. your indicator must focus on a result that is important to you and your beneficiaries to achieve to ensure that you are spending your time and resources on the right things.
T	**Time-bound**	i.e. there must be a specific timeframe attached to each indicator to set the time frame within which the specific result must be achieved.

More examples of possible indicators for visions:

Vision: Sweetgreen:	*To inspire healthier communities by connecting people to real food.*
Potential Indicator:	*By 2025 **(timeline)** 90% **(quantity)** of the community members' diet will consist 80% **(quality)** out of only naturally grown products **(target area)***
Vision: DRFN:	*A Namibia in which people manage the environment for sustainable livelihoods.*
Potential Indicators:	*By 2027 80% of all Namibian laws impacting the environment include robust, appropriate, and aligned conditions on the sustainable management of natural resources in Namibia* *80% of natural resources in protected, communal and commercial areas in Namibia are managed in a sustainable way by 2030* *75% of people living in protected, communal and commercial areas in Namibia have continuous, equitable access to natural resources by 2035*

3 The third column to be completed in the first part of the LFM is **Means of Verification**. Means of verification indicate how you will know, i.e. prove, that you have achieved the indicator. For this purpose you will have to identify **Sources of Evidence** (SoE). The following questions need to be answered when you want to state your means of verification:

- What data is needed?
- How will the data be collected?
- How will the data be recorded?

To answer the above questions, take the following practical realities into consideration:

- How much time will it take to gather the data to prove to what extent you have achieved your indicator?
- What will the cost be of gathering the data and will you have the budget to pay for these expenses?

(Further data collection considerations will be discussed in the next section where it will be of more relevance.)

Examples of means of verification:

Indicator:	*By 2025 90% of the community members' diet will consist 80% out of only naturally grown products*
Means of Verification	*In 2025 conduct a survey of all households in the community on the food they eat on a daily basis*
Indicator:	*By 2027 80% of all laws impacting the environment include robust, appropriate, and aligned conditions on the sustainable management of natural resources in Namibia*
Means of Verification:	*In 2027 a legal expert(s) examines all laws impacting the environment in Namibia and identifies gaps and areas of non-alignment*

Once you look at your means of verification it might become necessary to adjust your indicators as you might find that they are not realistic, practical or measurable, e.g. you might find that it will not be possible, both time and cost-wise, to pay a team of legal experts to work through all legislation in Namibia to determine whether all laws impacting the environment meet the criteria you decided upon in the indicator you set (refer to the above example).

4 The last column in the first section of the LFM talks about **Assumptions or Risks**. An assumption or risk is anything that you realistically need to take into consideration when achieving your vision according to the indicators you identified. Your biggest assumptions/risks that you have to take into consideration should have already been identified in your SWOT-analysis under Threats and in your Force Field Analysis under Restraining Forces. It would be good though to reflect on whether there are any other factors that you need to consider that might have a significant impact on you achieving your vision at the desired level as indicated in your indicators.

Examples of assumptions/risks:

Indicator:	*By 2025 90% of the community members' diet will consist 80% out of only naturally grown products*
Possible Assumptions:	*No severe drought or natural disaster occurs in the area*

The purpose of identifying assumptions/risks is to prepare yourself to overcome this major obstacle towards achieving your vision. Not all indicators need to have an assumption/risk attached to it though. If an assumption/risk (potentially) will have such an impact that you will not be able to achieve your vision, it is called a killing factor. If the killing factor is sure to happen it makes the vision unachievable and in such an instance you will have to reconsider your vision as there is no point in striving to achieve what cannot be achieved.

An example of a completed first section of the LFM may look as follows:

Vision (Impact/Outcome) *To inspire healthier communities by connecting people to real food*	**Indicators**	**Means of Verification**	**Assumptions/ Risks**
	• *By 2025 90% of the community members' diet will consist 80% out of only naturally grown products* • *...*	• *In 2025 conduct a survey of all households in the community on the food they eat on a daily basis* • *...*	• *No severe drought or natural disaster occurs in the area* • *...*
Completing the second section of the LFM will now be discussed, i.e.:			
Strategic Objectives (Main Actions)	**Indicators** (Outputs/Results)	**Means of Verification**	**Activities** (Inputs)

Where the first section of the LFM focused on clearly defining the desired future, the second part focuses on developing the strategy, i.e. the plan of action to achieve the desired future, your vision.

5 The first step towards developing your strategy is to do a brain-dump, i.e. look at the data you gathered during your environmental scanning, internal scoping, root cause and force field analyses. Use the cards that you used during these exercises or write the thoughts on cards now.

Step 1: Write your vision in the middle of a large piece of paper e.g. a flipchart paper.
Step 2: Write down and/or use the cards you previously developed of all the activities that you need to undertake to achieve your vision.
Step 3: Start grouping the activities together in themes and/or use the themes you identified during your Force Field and Root Cause Analysis exercises. The themes you identified would represent your strategic objectives (i.e. equal to the main activities you have to undertake to fulfil your vision).
Step 4: Complete the first column of the 2nd section of the LFM, i.e. Strategic Objectives (Main Activities)

OR

Step 1: Write your vision in the middle of a large piece of paper e.g. a flipchart paper.
Step 2: From your Root Cause and Force Field Analysis, as well as the indicators you developed for your vision identify the main areas/activities you need to focus on to achieve your vision.
Step 3: Complete the first column of the 2nd section of the LFM, i.e. Strategic Objectives (Main Activities)

An example:

Vision: Sweetgreen: *To inspire healthier communities by connecting people to real food.*
Indicator: *By 2025* **(timeline)** *90%* **(quantity)** *of the community members' diet will consist 80%* **(quality)** *out of only naturally grown products* **(target area)**
Strategic Objectives: (Main Activities) *Launch an awareness campaign of healthy eating habits in the community*
Install an operating irrigation system in/to the community
Implement a vegetable gardening project in the community
Form partnerships with suppliers of fresh produce
Establish an open market in the community for sale of fresh produce

6 The second step in completing the second part of the LFM is to develop indicators for each one of your Strategic Objectives (Main Activities). Use the guidelines provided under step 2 above to develop the indicators.

Examples of indicators:

Strategic Objective: *Launch an awareness campaign of healthy eating habits in the community*
Indicator: *By 2022 all inhabitants of the community have been reached through an extensive briefing on the impact of healthy eating on their lives*
Strategic Objective: *Install an operating irrigation system in/to the community*
Indicator: *By 2022 a functioning irrigation system has been installed supplying 90% of the community members with continuous clean water*

7 As with the indicators you developed under your vision, identify means of verification for each indicator you developed. (Refer step 3 above for details on how to develop means of verification.)

An example:

Indicator: *By 2022 all inhabitants of the community have been reached through an extensive briefing on the impact of healthy eating on their lives*
Means of Verification: *In 2022, after completion of the awareness campaign, conduct a survey amongst community members to establish their views on the impact of healthy eating habits on their lives*

When developing the means of verification remember to consider the time and financial costs involved in gathering the data. You might have to reconsider either the indicator or the means of verification if the time-cost cost is too high, e.g. instead of conducting a survey amongst all members you can survey just a representative sample of the community.

8 The last step in completing the LFM is to identify the activities you have to undertake to achieve every strategic objective. If you followed the 4-step approach under point 5 above you will already have identified the activities. If you followed the 3-step approach you will now have to think through, based on the information previously gathered during your environmental scanning and scoping exercises, as well as new information that came to light, the activities you need to undertake to accomplish each strategic objective.

An example:

Strategic Objective: *Launch an awareness campaign of healthy eating habits in the community*
Potential Activities: *Compile well-researched information for briefing of the community members*
Develop a strategy on how to reach every household in the community

Build sound relationships with community leaders to obtain their buy-in
Recruit and train interviewers to visit each household in the community
Execute the strategy to brief every household/community member
(The list above in not complete, but provides an example of possible activities to be undertaken.)

An example of the completed 2nd section of the LFM:

Strategic Objectives (Main Actions)	**Indicators** (Outputs/Results)	**Means of Verification**	**Activities** (Inputs)
• Launch an awareness campaign of healthy eating habits in the community • Install an operating irrigation system in/to the community • Implement a vegetable gardening project in the community • … • …	• By 2022 all inhabitants of the community have been reached through an extensive briefing on the impact of healthy eating on their lives • …. • … • … • …	• In 2022, after completion of the awareness campaign, conduct a survey amongst community members to establish their views on the impact of healthy eating habits on their lives • … • … • … • …	• Compile well-researched information for briefing of the community members • Develop a strategy on how to reach every household in the community • Build sound relationships with community leaders to obtain their buy-in • Recruit and train interviewers to visit each household in the community • Execute the strategy to brief every household/community member • … • … • … • …

IN SUMMARY:

Running an Organisation

Use the following checklist to guide you as you undertake to set your organisation up and run it well.

1 DEVELOP A STRATEGIC PLAN

Do a Gap-Analysis to determine what the difference between the ideal/desired situation in the community and the current reality is. To do a Gap-Analysis you will have to:

A. Gather Data about your organisation and its intended purpose, i.e.

1. Do a Stakeholder Analysis by compiling a Stakeholder Map
2. Undertake an Environmental Scanning by conducting a PESTEL-Analysis. This will include consultations with your stakeholders which should be undertaken with care. Follow the guidelines provided to help you.
3. Conduct Internal Scoping of your organisation. The checklist provided may be of help in providing some prompts to consider.

B. Analyse the Data you have collected by using the following tools:

4. Do a SWOT-Analysis by identifying your Strengths, Weaknesses, Opportunities and Threats based on the information gathered.
5. Determine the relative importance of factors/forces that will impact your success in achieving your purpose, by compiling a Force Field Analysis
6. Conduct a Root Cause Analysis to identify the real issues that needs to be addressed.

C. Formulate your Strategic Plan

7. Formulate a Vision for your Organisation.
8. Develop a Mission Statement.
9. Formulate a Strategy by completing a Logical Framework Matrix (LFM)

DEVELOP AN OPERATIONAL PLAN

2

Based on your Strategic Plan, draw up an Operational Plan to structure implementation of your operations over the coming year:

10. Compile a Work Breakdown Structure (WBS) to give you an overview of the tasks/actions you have to complete.
11. From the actions identified in the WBS compile a Flowchart to indicate the sequence in which actions are to be implemented.
12. Based on the above you can now compile a Schedule to help you plan and manage your time/calendar and resources for implementation of your operations.

3

DEVELOP A MONITORING & EVALUATION SYSTEM

A. Track Performance Data

13. For the indicators in your Operational Plan develop Means of Verification, i.e. Sources of Evidence (SoE) that will track your performance and indicate to what extent you have achieved your intended results.
14. Track the performance by recording the performance data in M&E Instruments
15. Monitor and evaluate performance according to Timelines to give you data about the performance of your organisation at different Result Levels, i.e. from outputs, to outcomes, through to impact.

B. Process the Performance Data

16. Analyse the performance data tracked and present it in Visual Formats that would make it easier to interpret.
17. Process, analyse, interpret and Discuss the performance data within the organisation so as to learn from successes, correct mistakes, overcome challenges and improve operational implementation.
18. Take Corrective Action based on the data analysis.

C. Communicate the Performance Results

19. Provide Feedback on the organisation's performance results to staff, the board, beneficiaries and other stakeholders.

Good Governance

Introduction

Good governance is a business philosophy of understanding and implementing effective and ethical leadership within an organisation. It can be understood as a system of rules, practices and guidelines used to control and direct an organisation, by balancing the needs of all internal and external stakeholders.
Good Governance is a key factor exercise, underpinned by integrity, efficiency and effective leadership, which through proper governing can achieve specific outcomes. These outcomes are implementing an ethical culture, good performance, effective control and legitimacy.

Ethical culture

Ethical culture is the process of identifying what an organisation professes to achieve and how it does this. It is a reflection of the core culture of an organisation and is made up of all people working for that organisation. Ethical culture is important for the survival of any organisation.

Good Performance

Good performance is referred to an organisation achieving its strategic goals, both in the short and long term. Positive performance or outcome, manifests itself in the organisation utilizing its capital to achieve its objective. Good performance should be understood as a stakeholder-inclusive approach to governance.

Effective control

Effective control can be understood as the power or control assigned to a person or position within an organisation. Effective control is usually left to the managing committees of an organisation, such as your Board of Directors. The success assigned to Good Governance is dependent on effective control and the proper implementation by senior management.

Legitimacy

Legitimacy is the exercise of adhering to all laws and regulations pertaining to the specific organisation and industry in which it functions. Good Governance is akin to procedural legitimacy, meaning that senior management must govern the organisation in such a manner that it adheres to all laws. Senior management sets the example which employees will eventually follow. Hence, they need to manage the organisation in a legitimate manner. Employees eventually follow the example set.

Objectives of Good Governance

Good Governance should become an integral part of running your organisation. Good governance wishes to achieve specific objectives, if implemented in accordance with certain industry standards. The objectives are outlined below;

- Reinforce good governance as a holistic and integral standard.
- Encourage transparent and meaningful reporting to all stakeholders.
- Present corporate governance as concerned with ethical consciousness.
- Promote corporate governance as an integral part of running an organisation

Impact on organisations

A Good Governance culture is needed to implement certain aspects in any organisation. Good Governance thus wishes to achieve the following;

- Consciousness
- Integrity
- Competence
- Accountability
- Fairness
- Responsibility
- Transparency
- Openness

Integrity

Integrity is the general understanding of describing a person of high moral virtue or value. A person of high integrity is one who observes a steadfast adherence to a strict moral or ethical code and withstanding any pressure to act otherwise. In a professional world, integrity describes a personal ethical position of the highest standards of professionalism.

Fairness

In addition to preventing fraud, good corporate governance principles protect all shareholders and their rights. Fairness requires organisations to provide an opportunity for shareholders to vocalise their grievances and address issues violating shareholder rights. Fairness refers to equal treatment, including for example all shareholders should receive equal consideration.

Accountability

Corporate accountability refers to the obligation and responsibility to give an explanation or reason for the organisation´s actions and conduct. The board should present a balanced and understandable assessment of the company's position and prospects. The board is responsible for determining the nature and extent of the significant risks it is willing to take. The board should maintain sound risk management and internal control systems.

Responsibility

Responsibility is an intrinsic compound of social responsibility in midst of an accelerated global business environment. The Board of Directors are given authority to act on behalf of the organisation. They should therefore accept full responsibility for the powers that it is given and the authority that it exercises. The Board of Directors are responsible for overseeing the management of the business, affairs of the company, appointing the chief executive and monitoring the performance of the organisation. In doing so, it is required to act in the best interests of the company. Accountability goes hand in hand with responsibility. The Board of Directors should be made accountable to the stakeholders for the way in which the organisation has carried out its responsibilities.

Transparency

A principle of good governance is that stakeholders should be informed about the company's activities, what it plans to do in the future and any risks involved in its business strategies. Transparency means openness, a willingness by the company to provide clear information to stakeholders. For example, transparency refers to the openness and willingness to disclose financial performance accurately. Disclosure of material matters concerning the organisation's performance and activities should be timely and accurate to ensure that all investors/ stakeholders have access to clear, factual information. Organisations should clarify and make publicly known the roles and responsibilities of the board and management to provide stakeholders with a level of accountability. Transparency ensures that stakeholders can have confidence in the decision-making and management processes of an organisation.

Implementing Good Governance

Introduction

There has been a long history of business excess resulting in a subsequent need for government intervention. Responses to the fraudulent activities, inappropriate business or market conduct of organisations have led to regulation in the form of governance standards, compliance regulations and increased sanctions.

Compliance Function

Adhering to the compliance obligations relevant to the sector in which it operates is imperative for an organisation to succeed. The Compliance obligations is a term that is collectively used to describe requirements that an organisation has to comply with and chooses to comply with. This includes applicable requirements set out in statutory, regulatory and supervisory requirements, as well as relevant industry and general codes, requirements and best practice guidelines that an organisation subscribes to or follows.

Risk of non-compliance

The number of legal requirements is large and ever changing and growing. The inherent difficulty lies in interpretation of the various requirements and the inconsistent ways in which they may be applied. Compliance can assist you in the following ways:

- To comply with relevant legislation
- To meet legislated obligations
- Provide for a formal and structured monitoring of compliance
- To establish and maintain a culture of compliance
- Co-ordinate all compliance functions
- Focus on compliance risk
- To be in line with international development and trends

The function may assist you with implementing Good Governance, through proper policy implementation within your respective organisation. The function may, if time permits, be spearheaded by your board of directors, who are guided by external consultants, specialized in either auditing, accounting or a compliance practitioner, with specialisation in good governance.

In Summary: Governance

- Good Governance is important for ethical and effective management of your organisation. The concept itself should be understood as a philosophical business idea, which is not like any other business idea, set in stone.
- Good Governance wishes to achieve certain outcomes for your organisation, including holding management accountable, responsible and creating a business environment that is conducive for growth. Furthermore, Good Governance wishes to achieve and implement:

  - Consciousness
  - Integrity
  - Competence
  - Fairness
  - Transparency
  - Openness

- These concepts are all integral and function together as one unit. Management should be the driving force behind implementation of these concepts and all divisional heads should lead by example.
- Good Governance will catapult your organisation to achieve objectives that are in line with industry standards set by KING IV.
- And yes, KING IV should be seen as the new industry standard, even in Namibia.

Implementing Good Governance

- Good Governance is implemented through a policy document, but should at all times be spearheaded through awareness programmes.
- When drafting your Policy, consider focusing on the key aspects as mentioned above.
- Good Governance should be implemented by either:
  - Your Board of Directors guided by a lawyer, an accountant/auditor or a compliance specialist.
  - In order to guarantee compliance with all applicable and relevant industry standards, such a Policy must be drafted and/or approved by an internal/external compliance officer.
- A competent member of the Board should, were possible, register at the Institute of Directors in South Africa, and receive the training necessary, to implement Good Governance in your respective organisations.

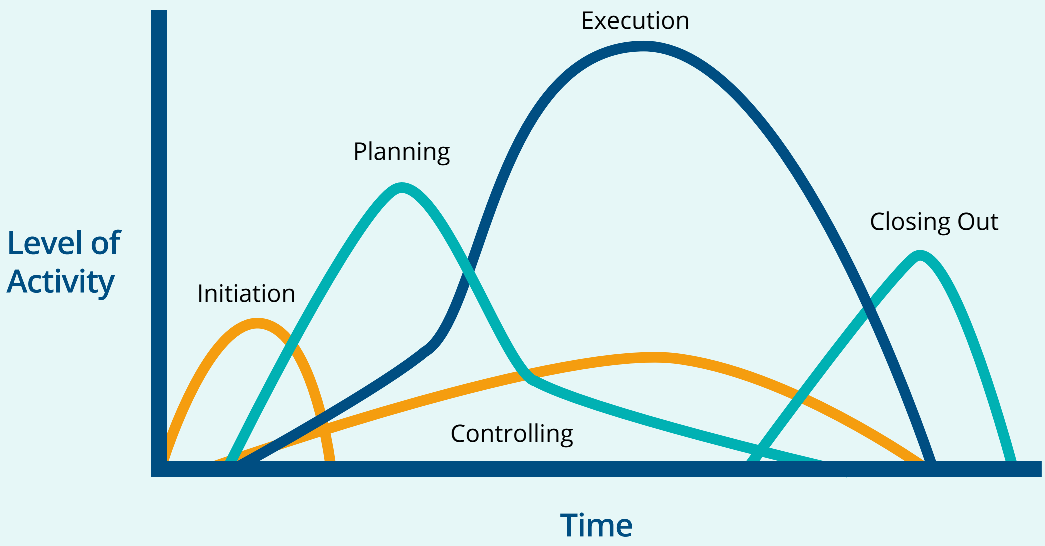
Communication is key

Lastly, communication is key. To successfully manage any organisation, communicate, communicate, communicate. Ask the right questions, ask for help and speak up, when you have to.

"To effectively communicate, we must realise that we are all different in the way we perceive the world and use the understanding as a guide to our communication with others." *– Tony Robbins*

The Project Management Cycle in Planning

Most of the work undertaken by a CSO is projects. A project is an initiative with a specific end result in mind, undertaken over the short- to medium term with definite start and finish dates. Engaging in a project normally requires going through 5 stages or phases. These 5 stages also form the life cycle of an organisation over a much longer timespan. See diagram below for the 5 stages/phases:



When drafting your Strategic (or Action) Plan it is important to note in which stage your organisation and/or projects are as there are unique activities that need to be undertaken in each phase which must be built into your plan for the phase to be dealt with successfully. Let us look at each phase in slightly more detail:

	Characteristics of each Stage/Phase
Initiation	During initiation the groundwork is done to ensure the project, or if you are a start-up the organisation, will be successful. The content covered earlier under “Developing Strategic Clarity” includes most of the critical steps that need to be built into your Action Plan for the founding of your organisation, or if your organisation is already established, into your Strategic Plan for each project that is in its initial stages. Many organisations under-estimate the importance of the initiation stage and skip over it lightly, only to find that they have crises to manage later on or constantly put out fires because aspects that would have laid a solid foundation were over-looked. Sufficient time needs to be spent on the initiation stage for your organisation or project to function well. Important aspects not covered during the “Developing Strategic Clarity” that must be considered during initiation are: • Obtaining buy-in from all critical stakeholders. This can be quite a difficult and lengthy process, but it is essential to the success of your project/ organisation. Face-to-face interactions where your intentions and plans are properly discussed with the key stakeholders result in the best long-term relationships. More than one visit to each key stakeholder might be needed to get buy-in during various stages of initiation and planning. It is important that you make key stakeholders part of the project/ organisation. Stakeholder buy-in will give you a mandate, i.e. the right given by the people, to operate in the community. Without this mandate you will not succeed. • From the above-mentioned consultations and the information you gathered during your

"Developing of Strategic Clarity" you will get a clear(er) picture of what the expectations of stakeholders are in terms of their needs and the role you should fulfil in meeting these needs. This should impact what your vision and indicators for your vision are, as well as your strategic objectives and related activities.

- With the above as background you need, with all seriousness, to investigate what you are capable to deliver, i.e. the scope and scale of the activities that you take on. Resources e.g. your budget/ funding, number of people employed/involved, level of expertise, location and other resources, etc. play an important role in making this decision. Very often CSOs over-commit, especially in the early years, because they want to serve the community. Rather take on less and do it well and then take on more as you grow stronger.
- This brings another important consideration to the fore and that is the sustainability of what you do, i.e. will you be able to continue what you are doing until you reach your vision, will it have a long-lasting effect in the community – even beyond your involvement, will others be able to continue what you started if you are no longer there, will the effect of what you do be healthy for the next generations, etc. It does a lot of long-term damage if the sustainability and long-term consequences of your actions are not well thought through right from the start.
- Another important consideration that needs proper investigation is what the possible spin-offs, i.e. an unexpected result(s) or consequence(s) of your actions, might be. Very often organisations undertake actions in a community, but they do not consider what the ripple effects might be for the community and/or other role players in the area. All possible spin-offs cannot be foreseen from the start, but if you spend time consulting, especially with experts in the field, and properly thinking through the activities you plan to undertake you will be able to take into account most (potential) spin-offs/consequences of your actions.

Planning

Once you have properly considered and done what needs to be done to properly establish your organisation/projects, you are ready to start with the planning process as described in this chapter. Once again, the time and effort to do proper planning is often under-estimated by organisation, resulting in implementation being full of problems and challenges. On the graph above, see how much time is spent in proper planning.

Execution

The third phase is execution, i.e. where you are actually doing in the community what you planned to do. This will be the biggest part of your activities. Principles and tips on how to implement your actions are discussed in more detail in the following sections in this handbook.

Controlling

This major part to the success of any organisation is often over-looked, i.e. putting in place policies, tools and practices that will provide you with mechanisms and information to do things right and/or to determine how well you are doing as an organisation. Some of these policies, tools and mechanisms will be discussed in other sections of the handbook, e.g. under financial management. A big part of controlling is the Monitoring and Evaluation (M&E) tools and practices that you need to put in place to give you continuous information on how well you are doing. Monitoring and evaluation will be discussed in more detail later on in this section of the handbook. It is important to note at this stage that your M&E must be built into your plans for it to be implemented successfully.

Controlling

The last phase in the project management cycle is closing out. This phase needs not be considered in your plans at this point in time unless you are busy closing down your organisation. For the sake of completeness examples of actions to be undertaken in this stage are mentioned, e.g. all contracts with employees, contractors and service providers need to be closed off/out, and all administrative aspects, e.g. financial documents, need to be properly consolidated. You must also ensure that communication with all stakeholders need to be properly wrapped up to ensure healthy relations for any role players in community in future. One organisation can do a lot of damage by the way they operate and/or communicate with the community. It is also good practice to compile a document on the history of the organisation/project and lessons learnt as information (hand-over notes) to people/organisations that will continue/ be taking over from you.

Operational Plan Development

A Strategic Plan gives an overview of what you want to achieve over the longer term. It is, however, not a detailed plan on how you need to operate on a day to day basis. For this purpose, an Operational Plan needs to be developed. An Operational Plan is normally drawn up for a 1-year period. In a small start-up organisation, it is sometimes also referred to as an Action Plan, but in larger organisations these are two separate plans, with an Operational Plan being the framework for smaller more detailed action plans e.g. per project or per quarter.

A Work Breakdown Structure (WBS)

An Operational Plan is developed from the Strategic Plan. With the information you obtained and structured in the previous sections you now have to develop a more detailed plan which will guide your day-to-day activities. As said previously, the timeframe would be, at the most, 1 year. You can also look at shorter timeframes, e.g. 3 months, if you are not yet that experienced in planning or if you are in the initial stages of setting up the organisation. The structure used for drafting an Operational Plan is called a Work Breakdown Structure (WBS).

It is vital that the WBS is directly aligned to the Strategic Plan:

- otherwise we may end up in the position where we are not putting all our effort and resources into activities that will lead us to meet our objectives/vision,
- to ensure that all staff/volunteers are committed to and progressing in the right/same direction towards fulfilling the vision,
- to assist with decision -making e.g. if we take a specific action will it actually take us toward our objectives? and
- so that we have a good tool to regularly review [e.g. quarterly] and monitor our performance against our intended purpose, i.e. the vision.

A basic structure for a WBS is:

Strategic Objective:

Activities	Indicators	Assumptions/ Risks	Actions	Role players	Time-Frame

Let us look at the steps to complete the **Work Breakdown Structure**. (For an example, continued from the previous section, of the completed steps, see table after the listed steps.):

1 From your Strategic Plan copy the Strategic Objectives (Main Activities) and Activities into the relevant areas in the WBS. Complete a separate table for each Strategic Objective (Main Activities). The tables with all your Strategic Objectives together will then form your Operational Plan. Because you will use the information from the Operational Plan later on, e.g. for work scheduling, it is good to number each Objective and Activity.

2 Develop Indicators for each Activity, using the same principles explained in the previous section. An indicator can also be seen as what you need to deliver, therefore also referred to as deliverables, i.e. what the product should look like once you have competed the activity.

3 Identify the assumptions/risks that you will have to take into consideration, if any, for the completion of each activity by following the guidelines provided in the previous section.

4 List all the actions (i.e. tasks) you will have to take to complete an activity. Number each action separately and list them in a logical order i.e. the first task you would do, then the second task, etc.

5 Identify who would be responsible, and major parties/persons involved, for completing each action and list them next to each action in the role players-column. If a person, e.g. a colleague, by name would be responsible for the action it would be good to mention the person by name, or by rank. If the name is not yet known, you can write the position or organisation (see example below).

6 The last step / column in the WBS is timeframe. This is how long it will take to complete each action (task).

An example (continued from the previous section):

Strategic Objective: *Launch an awareness campaign of healthy eating habits in the community*

Activities	Indicators	Assumptions/ Risks	Actions	Role players	Time-Frame
1.1 Compile well-researched information for briefing of the community members	A briefing sheet, signed off by industry experts compiled by end-2023		1.1.1 Conduct research on healthy eating habits	Project Leader, Festus Kakondja	3 work days
			1.1.2 Compile a draft briefing for community members	Project Leader, Festus Kakondja	2 work days
			1.1.3 Send the briefing to industry experts for review	3 x Dieticians	10 work days
			1.1.4 Contract a publisher to do a layout for the briefing sheet	Project Leader, Festus Kakondja	1 day
			1.1.5 Print the briefing sheet	Publisher	2 weeks
1.2 Develop a strategy on how to reach every household in the community	A rollout strategy developed with 90% support by all key stakeholders by end-2023	• Key stakeholders provide their support			
1.3 …					
1.4 …					

A Process Flowchart

A Flowchart will help you to see the relationship between actions that you have to undertake to implement your Operational Plan. It is a chart (sketch) of the process involved in completing each Activity. All actions in your Operational Plan need to be indicated on your flowchart. To compile a Flowchart:

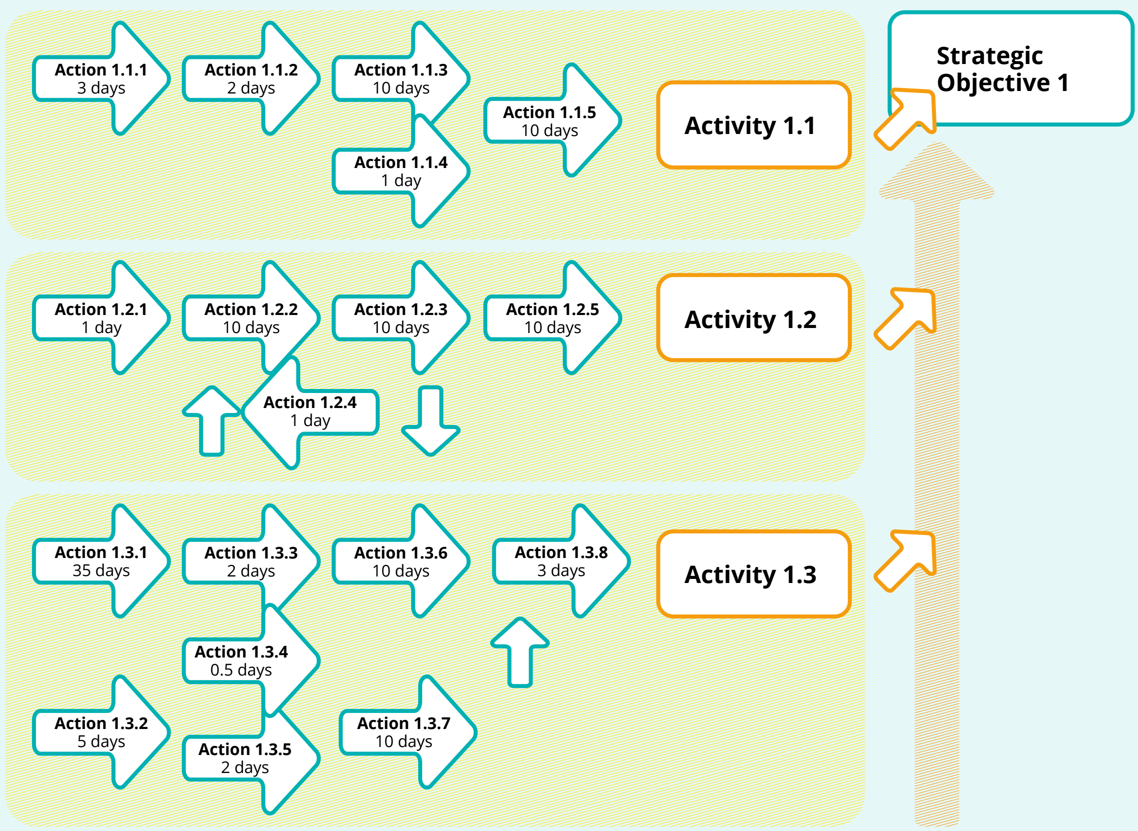
1. Use only the numbering from your WBS instead of re-writing everything in detail again.
Write the number of each action on a separate piece of paper/card. This will make it possible that you can easily move it around. If you do it on computer, use textboxes for the same purpose. Draw an arrow around each action.

2. Write the timeframe, i.e. the time it will take to complete each action, underneath the action in the arrow.

3. Per Activity, put the actions in a time sequence.
Note: Some actions can happen at the same time, some might have to be repeated (e.g. when you send a document for review). Indicate these relationships on your flowchart (see example below).

By drafting a Flowchart, you will be helped to clearly see the sequence and relationship between actions/tasks per Activity.

Completing a flowchart is the simplest technique to sequencing tasks/actions. If you will be implementing a complex Operational Plan you might need a more sophisticated tool. One such planning tool is called a PERT (Programme Evaluation and Review Technique). For a more detailed discussion of the PERT you can consult online resources via Google, as it is a well-known technique used in project management. There are also software packages, e.g. MS Project, available which would make implementation of this technique easier.



Scheduling

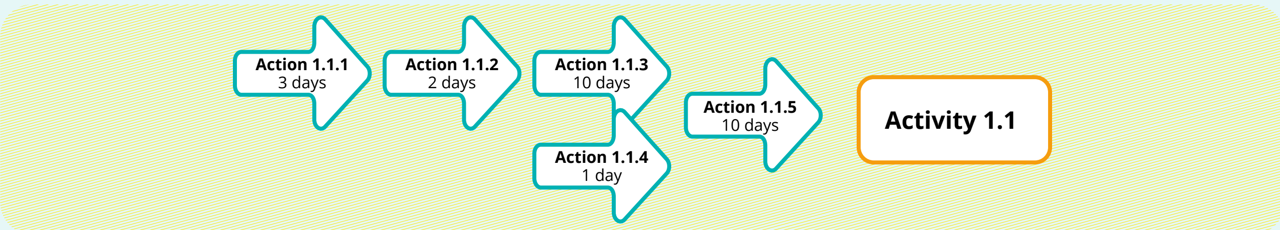
Once you have sequenced your actions per Activity, you can draw up a schedule (calendar) of your actions. Drawing up a schedule will help you to:

- determine by which time you need to start and complete every action to ensure you reach a specific deadline, and/or
- determine how long it will take to complete all actions in your plan, and
- therefore plan the use of resources, e.g. staff, finances, etc. more exactly and easily.

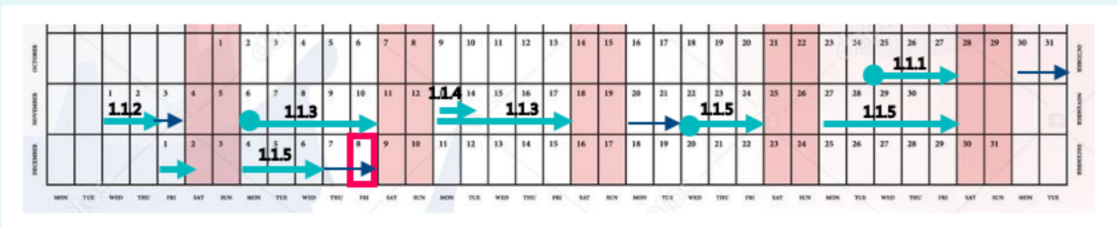
There are two ways to draw up the schedule, i.e.

- If an Activity needs to be completed by a specific deadline work backwards, by using the actions and timeframes from your flowchart, and indicate each action and how long it will take to complete on your calendar by counting backwards from the deadline the number of days each action will take. Remember not to count week-ends, unless you will be working on those days. An example:

Activity: 1.1 Compile well-researched information for briefing of the community members by end-2023



The Activity, according to the indicator, needs to be completed by end-2023. Given that people normally go on leave as of 15 December in a year in Namibia, one would want to complete the Activity latest mid-December. Mark the deadline in your calendar (see red block). Now start filling in the actions, e.g. by drawing a line with a specific colour on your calendar. Remember to build in some slack time to allow for unforeseen circumstances (see dark blue lines in example below).



By scheduling your actions on your calendar, you can now determine when, latest, you need to start with an action. In the example above, you now know that you have to start latest 25 November to complete Activity 1.1 in your Operational Plan. Do the same with all the actions in your Operational Plan. You can use different colours for different Activities or Strategic Objectives to make it easier to understand and follow your calendar.

- If an Activity does not have a specific deadline by when it must be completed, you can start scheduling actions for the completion of the Activity from a running date (i.e. when you think it most likely that you will be able to start with the Activity) and then work into the future to determine when the Activity will be completed.

Scheduling of actions/tasks has the advantage that you can properly plan your actions, resource use, e.g. staff assignments and finances. You can also properly think through how you will manage peak times in your year and when to take on new assignments, e.g. when you are less busy.

To do proper scheduling (work planning) it is best to use a year planner so that you have enough space to fill in your actions as your Operational Plan will have many Activities that need completing. Depending on the size of your organisation, an Operational Plan can easily have more than 25 Activities that need to be completed in a year. If you have to indicate all these actions on one-year planner it can become quite difficult to read/follow. You can therefore consider to draw up a separate year plan for each team. The purpose of the schedule is to give you an overview of your year, and to plan the implementation of each action properly.

For more complex Operational Plans consult drawing up a GANTT-chart on Google.

Monitoring and Evaluation (M&E)

One other critical element of setting up an organisation that functions well is to ensure that you have a proper Monitoring and Evaluation (M&E) System in place. M&E, in essence, means that you will be keeping track of how well you are implementing your Operational Plan, as well as achieving your Strategic Plan, i.e. that you will track implementation and results systematically, and measure the effectiveness of projects and plans. M&E helps determine exactly when a project, a programme and/or a plan is on track and when changes may be needed. When starting a new CSO you may be able to ignore this key management tool for the first year, as you focus on “starting up”, but it will have to introduced once you have established your organisation. An organisation without an M&E system is like a person living without any mirrors and/or measures to gauge their health, e.g. a scale to weigh themselves, and taking their blood pressure, pulse rate and blood sugar levels from time to time.

The Purpose of a M&E System

The purpose of doing M&E in your organisation is to:

- Determine how well you are doing. It can be compared to measuring your blood pressure, blood sugar, heartrate, etc. from time to time. An M&E System in your organisation has the same purpose, i.e. it tells you how healthy you are as an organisation.
- It can tell you what you are doing right, i.e. your strengths and successes, and therefore what you should be building on to become even more successful in future.
- It will also tell you where you are not doing well (enough) and therefore serve as an early warning system on where you need to improve.
- It is a wonderful instrument to obtain data on your organisation’s performance so that you can share factual information on a regular basis with your stakeholders.

Implementing a M&E System, however, will require time, effort, discipline and even finances. For this reason, many organisations do not have a functioning M&E System and therefore end up crises managing most of the time and/or seeing danger signs too late and end up having to close their doors. On the other hand, successful organisations have very good M&E Systems in place that provide them with sound information in time for them to run the organisation successfully.

Building up a M&E System

The initial steps of setting up an M&E System for your organisation are:

1. From your Operational Plan draw all your Activities and their Indicators (see example below).
2. Now develop Means of Verification for each Indicator.

As a refresher from our earlier discussion: an Indicator answers the question: “What is the standard to which I have to achieve the result, in this case the Activity?” or “What will the Activity look like in practice once I have completed it successfully?”

Means of verification, also called Sources of Evidence (SoE), answer the question: “How will I know, in practice, how well I have achieved the Indicator?” or “How will I prove to what level/how well I have achieved the indicator?”

An Example:

Activities	Indicators / Deliverables	Sources of Evidence
1.1 Compile well-researched information for briefing of the community members	A briefing sheet, signed off by industry experts compiled by end-2023	• Feedback obtained from industry experts • Signed off briefing sheet • Published/printed briefing sheet

When compiling SoE you need to seriously think through:

- What data (information) you will need?
- How you will collect the data?
- How often you will have to collect the data?
- Who will be collecting the data?
- Who will be recording the data?
- Who will be processing, analysing and presenting the data?
- What effect will the collection of the data have on people, i.e. your staff and/or stakeholders?
- How much time will it take (consume) to collect the data?
- How will you keep a record of the data (information) collected?
- How much added effort will it take to implement the M&E System (and is there an easier/better way in which the data can be collected?)
- Are there any legal requirements that must be met, e.g. in financial systems there are often legal requirements that auditors have to comply with to ensure your finances are run soundly. For this reason specific records (data) need to be kept.

Let us look at the example above.

Sources of Evidence	Practical Considerations and Comments
• Feedback obtained from industry experts	• To have a record of the feedback obtained from the industry experts, you might for instance keep a record of the e-mail correspondence with them. • You now have to consider how you are going to keep these records, e.g. you can create a folder on a central computer with all SoE. If SoE are not kept at a central location it would be very difficult to access and analyse the data. • You must therefore arrange from the start that the e-mail correspondence is properly stored by the person assigned.
• Signed off briefing sheet	• You might have to obtain approval, e.g. from your Board, that they approve the content and layout of the briefing sheet. You will therefore have to keep a copy of the Minutes of the Board Meeting, together with the e-mails, as proof that it was signed off/approved.
• Published/ printed briefing sheet	• A copy of the final briefing sheet must therefore be kept, together with the e-mails and the Minutes of the Board Meeting.

Important: You will realise that there are a lot of practical considerations to think through when compiling your M&E System. If you take it that you will have between 3 and 5, maximum 7 Strategic Objectives, each having between 3 and 5, maximum 7 Activities, with each having between 2 and 3, maximum 5 Indicators, you will end up tracking 75 and 100 SoE. This can become a very difficult task. The rule, therefore is to track only what is important. Let us look at an example: when you go to the doctor s/he will take your blood pressure, pulse and temperature and listen to your symptoms. Based upon this information, s/he will decide what additional information is needed, e.g. through blood tests. In the same way you are advised to start tracking the most important data and then, after you have implemented the M&E System for a year or two to refine it. We can call year one of implementing a M&E System, the baseline year, i.e. the year in which you find your feet and work out what it is that is important for your organisation to know to have a clear picture of how well you are doing. More guidance will follow later.

Because of the above implications, it would be useful to add an additional column: Persons Responsible to your M&E Plan. In this column you will be indicating who will track (i.e. gather) the data and who will record (safe keep) it.

Activities	Indicators / Deliverables	Sources of Evidence	Person Responsible
1.1 Compile well-researched information for briefing of the community members	A briefing sheet, signed off by industry experts compiled by end-2023	• Feedback obtained from industry experts • Signed off briefing sheet • Published/printed briefing sheet	• Project Leader, Festus Kakondja (tracking) • Project Admin Officer (recording)

Examples of M&E Instruments

As much as implementing a M&E System in an organisation is often under-estimated, in both importance and effort required by the organisation, it can also be seen as being over-complicated. For this purpose, a couple of M&E instruments are shared below to stimulate your thinking of what M&E SoE might be already in existence or can be easily developed within your organisation.

Forms	Various forms are used in organisations for administrative purposes, e.g. when community members register/apply to benefit from the services you offer or when stakeholders participate in an event organised by your organisation. Valuable information can be obtained from these forms, e.g. a profile of beneficiaries of your services can be compiled.
Logbooks	Another easily accessible SoE is logbooks, e.g. for vehicle use, fuel consumption, visitors to the office, etc.
Checklists	Checklists are normally used for inspections or surveys, e.g.: • for a building inspection questions could include: › The building is steady and safe, i.e. no broken windows, cracked walls, etc. › The premises are fenced and have lockable gates › Parking space is sufficient and safely located where visitors can easily access the facilities • for a beneficiary satisfaction level survey questions could include: › Do you find that the services delivered by (your organisation's name) meet the needs of the community? › Do you find that the staff of (your organisation's name) is helpful and supportive when serving the community? › Do you find the services delivered by (your organisation's name) are easily accessible?
Project Schedules	Keeping record of actions and the date of their completion and person's responsible is a valuable source of information, especially when this is compared against what was planned/expected.
Minutes of Meetings	Minutes of meetings can indicate, amongst others: • the nature of activities undertaken by the organisation over a period of time, • which (incl. the nature of) decisions were made by the organisation over a period of time, • the level of follow through and implementation of decisions, • participation in events, etc.
Reports	Almost all organisations make use of some form of reporting system to gather information on a weekly, monthly, quarterly and/or annual basis from staff across the organisation. If the reports are well-structured, it can provide invaluable information about the performance of the organisation. Quantitative data (i.e. counting the number of times/units e.g. how many people attended an event) gives a more exact picture of what was delivered by the organisation, but qualitative data (i.e. a description/narrative report) provides more information on the quality of work performed by the organisation, i.e. the level of satisfaction to which activities were performed. Both sources of information are important to get a more complete picture of your performance.
Performance Tracking	Records of performance are a highly valuable SoE, e.g. tracking of: • number of complaints received and timeline to satisfactory resolution thereof. • number of times something needs to be re-processed or re-done, i.e. mistakes made, and the time it takes to correct inaccuracies, • how many units of a specific task a staff member processes over a period of time, e.g. number of beneficiaries registered in a day.

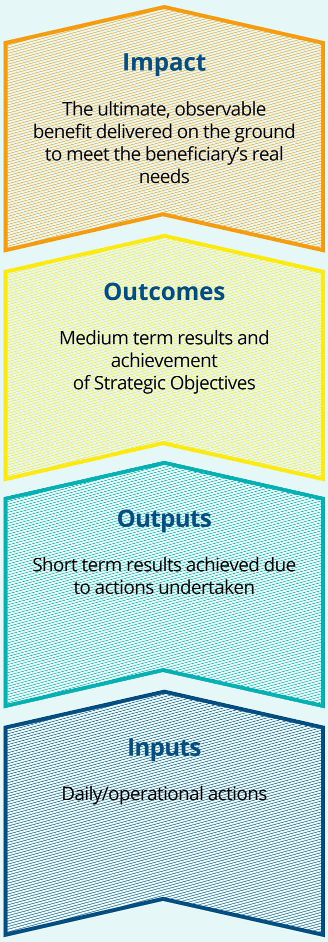
The best way to start introducing M&E in your organisation is to look at the information you already have available and to explore how you can optimally use this existing information to give you a better picture of how well you are doing. Once you have optimally used the existing information, start adding new ways of gathering data.

Timelines and Levels of Tracking and Assessment

Another practical question you will have to answer is how often data should be tracked. To a large extent it will depend on your Activity and the Indicators developed for each Activity.

Timeframe	Comments	Result Level
Daily / Weekly/ Monthly	Some data will have to be tracked on a daily basis. Daily tracking should be made easy, e.g. by completing a spreadsheet or ticking off information on a list so that it does not become too time consuming. Data on performance, however, needs to be tracked when the performance occurs (i.e. the action is taken) otherwise it can become unreliable.	**Outputs**
Quarterly / 6-Monthly / Annually	Some data is tracked and summed up over a longer period of time. This information will give you a better picture of the medium term positive or negative, intended or unintended changes that are brought about by your actions. Examples of such data tracking are end-of-project evaluations or organisational reviews/assessments, e.g. where the organisation takes a step back and look at their overall performance through or without the help of external evaluators. An example might be your annual financial audit.	**Outcomes**
Bi-annually / 5-Yearly / 10-Yearly	Some data is assessed over the long term to determine what the sustained difference is that you have delivered through your actions and interventions. Impact assessments are based on your Vision and the Indicators you developed for your Vision. Impact, however, is not easy to assess as it is often difficult to prove with certainty that the changes brought about e.g. in the community, are a direct result of only your CSO's actions and interventions.	**Impact**

To demonstrate the above in a more visual way a diagram and an example are provided. (Note: the example is incomplete as just one Strategic Objective, Activity and Action are included for demonstration purposes):



Vision	**Indicators**
To inspire healthier communities by connecting people to real food	*By 2025 90% of the community members' diet will consist 80% out of only naturally grown products*
Strategic Objectives	**Indicators**
1. Launch an awareness campaign of healthy eating habits in the community	*By 2022 all inhabitants of the community have been reached through an extensive briefing on the impact of healthy eating on their lives*
Activities	**Indicators**
1.1 Compile well-researched information for briefing of the community members	*A briefing sheet, signed off by industry experts compiled by end-2023*
Actions	
1.1.1 Conduct research on healthy eating habits	

Tracking and Recording of Data

It was mentioned under building up a M&E System, where the person responsible for tracking and the person responsible for recording (who in many instances might not be the same person) should be identified in the M&E Table. It is, however, important to specifically state it again that record keeping of performance data tracked cannot be over-emphasised. Data that is not tracked and recorded consistently and regularly will be unreliable and therefore of far less use. It might even be harmful as it will distort the picture of the true performance of the organisation. Every organisation must therefore take special care that performance data is collected continuously, with care and discipline, and then filed safely and properly so that the information can be easily accessed to conduct analysis, write reports, etc.

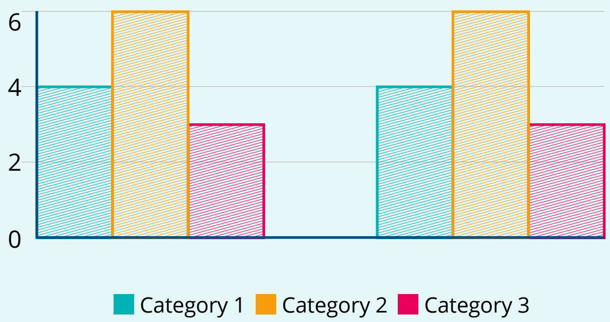
Data Processing and Use

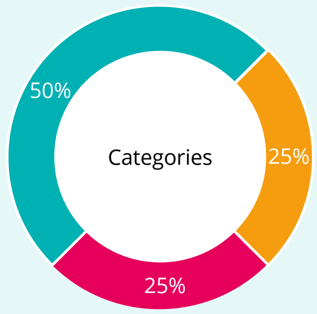
Tracking and capturing of performance data are but the first steps in implementing a useful M&E System in an organisation. Data is of very little value if it is not processed and used. The following steps are important:

1 As already discussed above, the first steps are to track and capture performance data.

2 The second step is to analyse the data. That is done by summarising the data in usable formats, e.g. in tables and/or spreadsheets, and coming to conclusions by critically looking at (analysing) and/or comparing the data, e.g. if you compile the information gathered from your beneficiaries registered at your organisation, what profile becomes clear? E.g. what is the average age of beneficiaries, how often do they make use of your services per day/week/month/year, what service do they mostly use? etc.

3 The third step is to present the data in a format that will make it easier to interpret, e.g. to show it in a graph, pie chart or metrics, e.g.





4 Step 4 would be to present the organisation’s performance data to the management, and the board of the organisation, for discussion on a regular basis, e.g. at monthly, quarterly, biannual and annual basis. The purpose of this data presentation should be, among others to:

- assess your actual performance against what was planned to evaluate the progress made towards achieving your plans and vision,
- look at your efficiency levels, i.e. how much of your resources did you use to achieve the results you did and whether it was the best way that the resources could have been used to achieve the results,
- consider how well you are comparing with industry benchmarks, i.e. other organisations who are operating in the same field you are working in and standards of performance in the sector,
- conduct a root cause analysis (refer previous section for details) on why you are doing well, or not as well as expected, so that real successes and challenges can be addressed,
- complete a risk analysis of what the implications could be if you continue your actions/operations as is in future, and
- take decisions on the best way forward.

These sessions form the essence of M&E in an organisation.

5 The above steps would not serve any purpose if no action is taken to align the organisation’s performance based on the lessons learnt from the performance data and analysis. This step therefore includes making the most of your successes, e.g. by spreading the successful behaviour throughout your organisation, and adjusting actions to improve performance where data indicates under-performance. This very often means that you will have to re-look and adjust your Operational (and Action) Plan(s) – flexible management.

6

One of the biggest mistakes managers/organisations make is to under-communicate with staff and stakeholders. Feedback on the organisation's performance must be given, both acknowledging (and even celebrating) successes and communicating/agreeing ways in which under-performance will be addressed. Some of the ways in which information can be shared are:

- staff meetings,
- internal memos and/or newsletters to staff,
- public meetings, briefing sessions or discussion forums,
- e-platforms e.g. your website,
- media platforms e.g. radio and newspapers,
- training interventions,
- annual reports,
- brochures or other publications.

When performance data is shared publicly, care must be taken not to discredit any individual staff member, board member or stakeholder. Such feedback must be dealt with privately, in a one-on-one session. (This will be discussed in more detail in the section on "Leading an Organisation".) Careful consideration must be given to the content of any message communicated so that relationship, across the board are strengthened and the organisation placed in a position to provide improved service delivery to its beneficiaries in future. This does not mean that only positive information should be shared, but rather that one will have to act maturely, with judgement and taking long term consequences into consideration.

Managing effective meetings

Introduction

Many of us have experienced the frustration of attending badly run meetings. Meetings are a necessity but we can maximise our time and effort and make sure they are moving our CSO forward to achieve its goals. In this section we will look at tried and tested techniques how to prepare for meeting properly , such as, i. how to produce an agenda, ii. identifying strategies for overcoming problems at meetings and iii. dealing with disruptive people at meetings.

1. Meeting Preparation

- Are you clear about why you are holding this meeting. If not, you may have a satisfying conversation but it does not achieve what you want/need. You must make the purpose/objectives clear to the attendees to focus their contributions and help them prepare to attend.
- Be specific about who you want to attend – they must be able to add value on all or some of your agenda items. If you do not know them [or their organisation] do some research to become familiar with them.
- Give the attendees sufficient warning of the meeting so they can plan to attend. Write and send out invitations to attend – date, time, place and purpose of the meeting. You may wish to attach the Agenda and any written information about what you intend to discuss e.g. report.
- Book the meeting venue and confirm the day before.
- Decide and arrange which special facilities (visual aids) might be needed e.g. laptop and screen; flipchart stand.
- Book any catering that may be required.
- Are other facilities (overnight accommodation, transport) needed?
- Arrange what kind of record i.e. minutes, action-point notes must be taken to record the important decisions and actions agreed at the meeting. Is a designated minute taker needed?
- Are any new members joining the group; do they need briefing beforehand?
- Do the agenda items need prioritising / timing? Prioritising enables you to manage the meeting e.g. do the most difficult or contentious items first when people are fresh. Having a good idea of how much time each agenda

item should take will help you to not over-run or have to cut short the agenda
- Are there any conflicts of interest? If so, have a plan with how to deal with them-don't wait for them to emerge during the meeting and possibly throw the meeting off-track.
- Occasionally pre-discussion with certain individuals can be useful – to understand their position on certain matters and/or to persuade them of the benefits of what you want to do.

PREPARATION is essential to most management activities. By putting effort into being well prepared activities go smoother and we are more likely to get better results. Remember the saying ***fail to prepare – prepare to fail***.
Note: The concept of a quorum. How we need a minimum number of legitimate attendees present at a meeting [or duly completed and signed proxy submissions] in order to be able to make decisions/resolutions. Otherwise they are invalid. The quorum number is usually specified in a constitution, contract or memorandum of agreement. Whatever document that confirms the legal status of the entity.

2. Agenda

An agenda is essential – it provides purpose, direction, focus, confidence and control.
Formal meetings require formal agendas – prepared and often circulated beforehand. Informal meetings still have an agenda but they may be drawn up at the beginning of the meeting.

List what items need to be discussed and include the regular items e.g. apologies, approval of minutes from last meeting, certain regular reports [finances, project/s progress, previous action points], if appropriate.
Sequence the items – consider for example:

- Does the item "need energy/ideas" – then put it early in the agenda.
- If you need to manage people's "energy/attention" then alternate the agenda – a challenging topic then a less interesting one.
- If there is a "potential for conflict" – decide whether to place the item later in the agenda when energy is waning or up front when you need people's brains working well.
- Try to begin and end on a positive note – encourage unity among the meeting attendees.

Structure the agenda –

- title of meeting, date, start/finish times and location
- the items - naming the person leading on that item, the objective of that particular item and time limit. For example:

Agenda Item	Person responsible	Objective	Time
Apologies/Proxy forms	Jeremy [Chairperson]	Legal quorum to proceed	3 mins
Approve previous minutes	Celia [secretary]	Decision	5 mins
Progress on previous Action Points	Celia [secretary]	Following up	
Update on contract negotiations	Jeremy [Chairperson]	Information sharing	10 mins
Upcoming RC meeting	Eben	Planning	30 mins
Any other business	Chairperson	?????	?????

Gather any background documents that may be required and send out with agenda to give people a chance to consider items in advance. Use the agenda to monitor the progress of the meeting and as the structure for taking the minutes. At Annex A, at the end of this section, is a guideline for how to take minutes.

3. Overcoming problems at meetings

The role of the person chairing a meeting is to keep their input at a minimum and make sure the participants are fully involved and contributing. You may often be expected to chair meetings but even if you are not you can intervene to help the meeting go more smoothly. Here are some common problems and suggested strategies for dealing with them.

Discussion going off track – taking too much time and becoming irrelevant

- Refocus the group by pointing out what is happening
- Summarize the relevant discussion to date and link to the objective
- Bring the discussion back on topic by asking a question that relates to the agenda topic

Unequal level of participation

- Ask the quiet ones a direct question [they can answer]
- Praise them when they do contribute
- Ask everyone in turn to express their views
- Keep the dominant ones from taking over the discussion

If tempers flare

- Summarize the “hot” issue – giving the people time to calm down
- Use group pressure - “can anyone suggest a way to help get us out of this no-win argument”
- Suggest dropping the item of discussion for now and return to it later
- Call for order as the arguments are not helping progress
- Take a short break

If someone is distracting the group

- Look at them directly
- Direct a question straight to them
- Mention they are distracting the meeting
- Speak to them individually during a break

Meeting is dominated by an argumentative person

- Point out to them that nothing will be achieved unless positive and helpful contributions can be made
- Give them a role e.g. recording points on flipchart
- Break into smaller groups [less people to impact on] to discuss and report back
- Speak with the person outside of the meeting

Someone talking too much

- Politely interrupt and suggest it’s time to hear from other people
- Remind them that the participants have heard what they are saying before
- Ask them a difficult question - to stop their flow
- Discuss their behaviour during a break

Two people dominate – leaving everyone else out

- Summarize their arguments – “is this what you are saying?”
- Involve the rest of the group – ask for their opinions “what do the rest of you think? “So everyone – is there a way forward with this problem?”

No decision is reached
Help the participants to evaluate the pros and cons by:
- Summarizing the discussion to date
- Restating the issue or question clearly
- Reminding them of the goals or decision criteria
- Taking a short break or postponing to next meeting

4. Managing disruptive people at meetings

Meetings may become a total waste of time due to individuals who dominate at the expense of others. They may interrupt, get overly emotional, side-track issues, challenge, complain, threaten, discount what others say and personalize issues. Their impact must be minimized and control of the meeting re-established.

Some strategies that may help are to:

- Create a smaller audience for them to influence i.e. group work – generate joint statements and report back.
- Speak to the person – "your behaviour is disruptive today, especially when someone disagrees with you – how can we help?" or "I feel powerless to achieve anything here and upset at how you are dominating this meeting and forcing your ideas/opinions on us – how can we get back to a proper discussion?"
- Query his/her content – ask questions repeatedly to clarify their argument [or show how irrelevant their comments are].
- Plan ahead – if you know this is likely to happen: give them a role to distract them; take vulnerable items off the agenda; get support from others before the meeting; speak to the individual before the meeting to gain their cooperation; put "ground rules" on the agenda early.
- Role change – ask the individual to argue the opposite view for a while; ask them to summarise the discussion so far; offer to let them chair the meeting.
- Still listen – despite the disruptive or objectionable way they are expressing themselves they may have some useful insights.
- Ask for agreement to stop the meeting – explain why and close and adjourn the meeting.
- Keep your cool – remain calm and in control; do not show your emotions.

5. Minute Taking

Many people fear having to take minutes – afraid of getting them wrong. At Annex 1 there are a number of useful tips and the process regarding taking minutes of meetings.

It does take practice but remember, you do not need to take down every word spoken. You only summarise the essence of the item/main points discussed and importantly you record:

- All decisions agreed [and possibly who supported them].
- All Action Points agreed. Who will do them and by what date

At Annex 2 is a template you may find helpful.

Lastly, all meetings should be recorded with minutes being taken. You or a stakeholder may need to look back to check something important. Once the minutes have been written up and checked and distributed by the Chairperson they must be properly filed so those papers can be accessed easily in the future.

Summary:

During our session on Managing Effective Meetings we focussed on 4 key techniques that will assist you in making your meetings more successful:

1] Preparation
If we fail to prepare – we prepare to fail

2] Agenda
We deal with the significant items we need to discuss; keep the meeting on track and structure our minutes as per the agenda items. It is also important to check a quorum is present before the meeting commences.

3] Overcoming problems at meetings
Some tried and tested techniques to deal with common problems

4] Dealing with disruptive people
Some tips on how to manage people so that our meetings run smoothly and professionally

5] Minute Taking
See Annexes 1 & 2 for guidelines

ANNEX 1: How to Take Minutes at a Meeting

How to Take Minutes at a Meeting

1. Obtain the meeting agenda, minutes from the last meeting, and any background documents to be discussed. Have sufficient paper and pens available.
2. Sit beside the chairperson for convenient clarification or help as the meeting proceeds.
3. Write "Minutes of the meeting of (exact name)."
4. Record the date, time and place of the meeting.
5. Circulate a sheet of paper for attendees to sign. (This sheet can also help identify speakers by seating arrangement later in the meeting). If the meeting is an open one, write down only the names of the attendees who have voting rights.
6. Note who arrives late or leaves early so that these people can be briefed on what they missed.
7. Write down items in the order in which they are discussed. (If item 8 on the agenda is discussed before item 2, keep the old item number but write item 8 in second place).
8. Record the agenda items discussed and the names of people who raised them.
9. Record whether decisions are taken or rejected, how the vote is taken (by show of hands, voice or other method) and whether the vote is unanimous, large majority, small majority. For small meetings, write the names of the attendees who approve, oppose and abstain from each decision.
10. Focus on recording actions taken by the group. Only record a brief summary of the discussion if some people who should be present have not attended so that they can be informed later. Avoid writing down the details of each discussion.

Tips

- You do not need to record topics irrelevant to the business at hand. Taking minutes is not the same as taking dictation.
- Consult only the chairperson, not the attendees, if you have questions.
- The person taking minutes does not participate in the meeting but does need to fully concentrate on the proceedings and listen attentively throughout.
- Practice using key words, abbreviations, symbols to represent words or phrases.

Transcribing Minutes

First Steps

1. Write up the minutes soon after the meeting, when your memory of the event is still fresh.
2. Follow the format used in previous minutes.
3. Preface decisions with “DECISION”
4. Make sure all Action Points are clear and complete (what is to be done, by whom and by when). Either write them with the agenda item in the body of the minutes or list them together in a table at the end of the minutes.
5. Consider attaching proposals, budgets, reports or other supplementary material to the minutes as an appendix.
6. Write "Submitted by" and then sign your name and the date.

Next Steps

1. Give the minutes to the chairperson to check for accuracy.
2. Make any amendments.
3. Distribute to the appropriate people. Make a note of who sent to and on which date.
4. File a copy for record keeping purposes.

ANNEX 2: Action Minutes of … Meeting

ACTION MINUTES OF ….. MEETING

Minutes	*DATE*	*TIME*	VENUE

MEETING CALLED BY	
TYPE OF MEETING	
ATTENDEES	

Name	Institution	Contact
1.		
2.		
3.		

1.

INTRODUCTION	
Only note essential facts shared. Record in bulleted format	

2.

DISCUSSION POINT	
Summarise background, facts only, to provide essential context in bullet format	
RESOLUTION	*Record the decision*
FOR ACTION: *Indicate the person responsible*	DEADLINE:

Financial Management

Introduction to Financial Management

Understanding the core concepts of Financial Management is of paramount importance as a tool for self-development in managing your personal, business and organisation finances. Financial Management is a major part of our lives as it leads to efficient use of limited financial resources. Most people grow up in communities where Financial Management is rarely talked about at household level nor is it part of the school's curriculum, thus making it extremely difficult for individuals and organisations to make informed sound financial decisions as well as to effectively manage their finances.

This chapter is aimed at assisting CSO/CBO on the basic and correct procedure in preparing financial statements as well as recording financial transactions.

This section of the hand book will assist you to:

- Define the terms: financial management, financial planning, budgeting, money, financial monitoring, receipts, payments, procurement processes
- Have a clear understanding on the importance of financial management
- Have a clear understanding on the importance of budgeting
- Draw up a budget
- Outline the importance of financial monitoring
- Differentiate between income & expenses
- Differentiate between assets & liabilities
- Differentiate between petty cash receipts & payments
- Draw up an income statement
- Draw up a balance sheet
- Have a clear understanding on record keeping
- Compile basic accounting books that needs to be kept by an organisation

Definition of Financial Management

Financial management is the process of planning, raising, controlling and administrating your individual finances or finances of an organisation in the most effective and efficient way. Effective management of finances can result in growth of an organisation with greater impact on the targeted communities and accumulation of wealth.

Importance of Financial Management

- Financial management helps a CSO/CBO to determine their financial requirements and needs
- Financial management can be used as a tool to find ways and initiative to acquire the required finances
- When funds are allocated and used properly it results in the operational efficiency of the institutions or organisations
- Financial management can help civil society organisations to maintain a positive cash flow at all times
- Financial management promotes savings and wealth accumulation
- Donors are more likely to support organisations that can demonstrate proper financial management.
- Compliance - helps you to comply with the law and other regulations

Financial Planning

What is Money?

Money is a medium of exchange. We exchange goods and services for money either in the form of coins & notes or electronic transfer payment. Money is also used to measure the value of something.

What is Financial Planning?

Financial Planning is the process of allocating limited resources (money) to unlimited needs and wants. There are no independent financial decisions, most financial decisions are made in the hope of securing a better future and achieving financial independence in our lives, businesses and organisations.

What is a Budget?

Budget – is an estimate of future income and expenses and is time constrained. A budget is used as a guiding tool on how to spend money generated from the provision of services, sale of goods or donations/grants received from donors.

Importance of Budgeting

- It provides guidance on how to spend your money
- It ensures that you have enough money to spend on the things you need and want. Budgeting assists you in priority setting and spending your finances on the most important things
- A budget helps to keep you out of debt and to avoid overspending
- Budgeting helps you to achieve set financial goals
- Budgeting helps you to have financial discipline

Example of an annual budget

Budget of Rooiduin Cooperative	**Date: October 2020**
INCOME	**BUDGET – N$**
Sales	65 000
Other Income (Interest Received etc.)	12 000
Donations (Grants)	50 000
Total Income	**127 000**
EXPENSES	
Bank Charges	250.00
Insurance	300.00
Bank Overdraft	4 500.00
Savings – Fixed Deposit Account/Unit Trust	500.00
Motor Vehicle Expenses – Loan Repayment	1 350.00
Motor Vehicle Expenses – Fuel	5 000.00
Motor Vehicle Expenses – Repairs & Maintenance	5 000.00
Motor Vehicle Expenses – Licences	650.00
Maintenance & Repairs (Equipment & Machinery)	3 500.00
Rent Expense	2 500.00
Water & Electricity (Utilities)	3 000.00
Purchases (Stock)	25 000.00
Security	5 000.00
Cleaning Materials	500.00
Salaries	35 000.00
Telephone	600.00
Advertising/Publicity	600.00
Entertainment (Leisure)	500.00
Stationery	450.00
Medical Expenses	200.00
Animal Fodder & Vaccine	0.00
Miscellaneous Expenses	500.00
Packaging Material	650.00
Transport (Taxi Fares)	400.00
Total Expenses	**95 300.00**
Surplus/(Deficit)	**31 700.00**

Use the budget template below to draw up a budget

Budget of …	**Date:…**
INCOME	**BUDGET – N$**
Total Income	
EXPENSES	
Total Expenses	
Surplus/(Deficit)	

Financial Monitoring

Financial monitoring is the process of ensuring that the actual income and spending is based on the planned budget. This process involves reconciling the budget with the actual income received and the amounts spent for a given period of time.

Budget of Platklip Community Project		**Date: December 2020**
	Budget – N$	Actual – N$
INCOME		
Sale of Hides & Skin	5 000.00	8 000.00
Sale of Goats/Sheep	25 000.00	16 000.00
Grants/Donation Received	10 000.00	5 000.00
Other Income (Interest Received, Dividends & etc.)	0.00	0.00
Total Income	**40 000.00**	**29 000.00**
EXPENSES		
Bank Charges	300.00	350.00
Airtime	500.00	500.00
Transport	6 000.00	4 500.00
Animal Fodder & Vaccine	15 000.00	16 000.00
Ammunition	650.00	600.00
Fuel	600.00	800.00
Stationery	400.00	450.00
Total Expenses	**23 450.00**	**23 200.00**
Surplus (Deficit)	**16 550.00**	**5 800.00**

After reconciling the budget of Platklip Community Projects it indicates a surplus of N$5 800.00, the money can either be saved or be utilized for other authorised and planned expenses.

The organisation needs to agree how often to conduct their budget reconciliation e.g. weekly, monthly, quarterly. The more often the better to be accurate.

Importance of Financial Monitoring

- Financial monitoring ensures that financial resources are not misused
- Financial monitoring can be used as a guiding tool when budgeting for the next period by making the necessary adjustments based on actual income & spending to avoid over budgeting
- Ensuring that financial goals are met and it helps to avoid diversion from goals set.
- Financial monitoring encourages you to keep track of your finances and the wealth accumulated

Financial Accounting

Introduction

Financial statements are statements that indicate the financial position of an organisation and the profit or loss made as well as the amount of cash flow within an organisation for a given period of time. These statements are prepared at the end of the financial year of an institution. Three most important statements that each institution should compile at the end of the financial year includes a statement of income and retained profit, balance sheet and cash flow statement.

The Income Statement

Income statement is a statement that records all income and expenses whether its cash or credit and is compiled at the end of the financial year or an organisation.

Income (Receipts) is all the earnings of an individual or business [CSO] from services rendered, sale of goods/ services or grants & donations received or interest received.

Expenses (Payments) are all the things an individual or business [CSO] pays for in order to continue the day-to-day activities. Expenses are also known as overheads costs. Examples: Water & Electricity, Rent Payment, Telephone.

Cost of sales – is the cost incurred in bringing products to a saleable state, it includes purchase of materials for manufacturing businesses or purchases of inventory for a trading business.

Procurement Processes – is the process of acquiring goods or services which requires preparation, solicitation and payment processing.

Profit – is the favourable difference between the income and expenses for a given period. It occurs when the income is more than the expenses.

Loss – is the unfavourable difference between income and expenses for a given period. A loss occurs when the expenses are more than the income.

Income Statement Orusuwo Children Home for year ended 31 October 2020		
INCOME		**15 000**
Sale of Food Platers	15 000	
Less: Cost of Sales		(7 900)
Inventory (01/11/2019)	5 000	
Purchases	3 000	
Delivery Cost	500	
Less: Inventory (31/10/2020)	(600)	
GROSS PROFIT		**7 100**
OTHER INCOME		**52 500**
Donations (Grants) Received	50 000	
Other Income (Interest Received/ Dividends and etc.)	2 500	
GROSS INCOME		**59 600**
EXPENSES		**(19 010)**
Bank Charges	360	
Repairs and Maintenance	800	
Utilities (Water & Electricity)	1 200	
Salaries (Allowance to Volunteers)	4 000	
Cleaning Material	250	
Telephone	2 500	
Stationery	500	
Motor Vehicle Expenses	5 000	
Fuel	4 000	
Depreciation	400	
NET INCOME BEFORE TAX		**40 590**
Less: Taxation	0.00	
Dividends	0.00	
Net Income after tax		40 590
Retained Surplus/(Deficit) at the beginning of the year		6 500
RETAINED SURPLUS/ DEFICIT) FOR THE YEAR		**47 090**

Notes:

Inventory (01/11/2019) – is the food items and other supplies the Children Home has in the store-room at the beginning of a new financial period.

Inventory – (31/10/2020) – is all the food item and other supplies the Children Home has at their disposal at the end of the financial period.

Most CSOs in Namibia are very small and do not have additional funds to invest for income-generating purposes thus there are no dividends received.

CSOs in Namibia are not eligible for paying taxation, thus there is no tax calculation done in the income statement.

Activity 1:

Use the following information to draw up an income statement of Vaalpomp CSO for the month of August 2020. Vaalpomp CSO sold trophies to tourists and received N$12 500. Sold 10 goats for N$850 each. The costs of sales incurred amounted to N$6 000. The CSO received N$50 000 from the Ministry of Environment as a COVID relief fund. The CSO paid for the following expenses: Transport N$2 000, Ammunition N$4 500, Water N$3 000, Telephone N$1 500, Stationery N$800, Bank Charges N$450.

Income Statement of Vaalpomp CSO for the month of August 2020		
INCOME		
GROSS PROFIT		
OTHER INCOME		
GROSS INCOME		
EXPENSES		
NET INCOME BEFORE TAX		
RETAINED SURPLUS/ DEFICIT) FOR THE YEAR		

Balance Sheet of Aranos Soup Kitchen for the year ended 31 October 2020

The Balance Sheet

Balance sheet shows the financial position of an individual or business [CSO]. It shows all the assets and liabilities for a given period of time.

Balance sheet is used for three purposes:

- Reporting
- To attract potential investors or donors
- It is used as a management tool to help improve the performance of the business [CSO]

Capital and Liabilities		
Capital	100 000	
Retained Profit	25 000	
Long-term Loans	200 000	
TOTAL CAPITAL & LIABILITIES		**325 000**
Fixed Asset		
Land & Building	80 000	
Vehicles	125 000	
Machinery & Equipment	60 000	
TOTAL FIXED ASSETS		**265 000**
Working Capital		
Current Assets		
Inventory	25 000	
Bank & Cash	37 000	
Accounts Receivable	0.00	
TOTAL CURRENT ASSETS		**62 000**
Less: Current Liabilities		
Bank Overdraft	0.00	
Accounts Payable	2 000	
TOTAL CURRENT LIABILITIES		**(2 000)**
TOTAL ASSETS		**325 000**

Major sections of a balance sheet

Capital – money invested in the business or organisation by the owners, donors or government.

Long-term liabilities – are debts of the business or organisation that are repayable for longer period of time usually more than five years. Examples include long-term loans from financial institutions.

Fixed Assets – are permanent positions of a business or an organisation. The cost for physical fixed assets may include transportation costs, installation costs, and insurance costs related to the purchased asset. Examples include: vehicles, machinery, equipment and land & buildings.

Current Assets – are positions of the business or an organisation that can easily be converted into cash. Examples are: cash at hand and at the bank, accounts receivable (organisation who owe the CSO money and inventory.

Current liabilities – are short-term debts of the business or an organisation. Examples are: bank overdraft and accounts payable (organisations the CSO owes money).

Activity 2:

Use the following information to indicate under which section in the statement of financial position will the following items are assets or liabilities be shown.
An organisation purchased inventory for N$20,000; machinery for N$500,000 and incurred transportation expenses of N$10,000 and installation costs of N$7,500, the cost of the machinery will be recognized at N$517,500.

The organisation received N$200 000 funding from a donor and took a loan worth N$350 000 from Bank Windhoek to cover the start-up costs. After a month in operation the organisation owed Nampower N$35 000 for electricity and Telecom N$ 3 000 for telecommunication services. The cash balance in the bank account amounted to N$ 40 000 at the end of the month.

Assets	Liabilities

Financial Reporting

Bookkeeping involves organizing and managing all business transactions. It is a record of the day by day, month by month, and year by year financial status of your business. Without Bookkeeping, you don't know how much you have sold, how much you make, or how much you owe.

Importance of Financial Reporting

Official Company Records – bookkeeping will give you an instant dashboard to see how your organisation is doing and it provides an immediate record of past financial statements to potential investors, donors and banks.

Reporting – when meeting with potential investors, donors, shareholders or government, you are able to provide financial documents that can be easily understood and convey the financial position of the CSO. Financial reports can also be shared by CSO with their community members at board meetings and AGM.

Compliance – bookkeeping can provide you with the means to check whether the organisation is meeting all the standards of the Law and regulations required to comply with Governance.

Internal Control – bookkeeping allows you to audit your own financial results and see if what is in your bank account ties with the numbers recorded in your cash books. Bookkeeping can assist in checking whether anyone is stealing money or inventory from the company.

Taxation – bookkeeping enables the calculation of taxation that needs to be paid by the organisation and helps you figure out how to minimise the CSO's tax bill – should they be liable to pay tax under the law.

Loan Applications – when applying for loans banks and other financial institutions would want to see the historical financial records

Basic accounting books to be kept by every organisation

Cash Book – records all cash and EFT payments and receipts (all the money that comes in and out of your cash till. Keeps a record of the flow of cash into and out of the business on a daily basis. Preparation is very important as at the end of each month the cash book needs to be reconciled with the bank statement.

Example of a Cash Book

#	Date	Description	Cash Received(N$)	Cash Payment (N$)	Ending Balance (N$)
1	01/08/2019	Opening bank balance			15 000
2	05/08/2019	Sold goods	3 000		18 000
3	07/08/2019	Sold goods	4 700		22 700
4	15/08/2019	Bought equipment		8 500	14 200
5	15/08/2019	Paid for water		1 200	13 000
6	20/08/2019	Received grant	20 000		33 000
7	25/08/2019	Paid Salaries		15 000	18 000
8	31/08/2019	Paid delivery cost		1 850	16 150

Bank Reconciliation Statement – is used to verify that the bank balance on the bank statement is the same as the cash book balance. If not, make investigations and make the necessary adjustments if there are any.

Example of a Bank Reconciliation Statement

Balance as per Cash Book		xxx	
Add: EFT Payments not yet presented	xxx		
			xxxx
Less: EFT Receipts (Deposits) in transit		(xxxx)	
Closing bank balance as per Bank Statement			xxxx

The cash book also needs to be reconciled for items such as debit orders for insurance or any other expenses, bank charges, interest paid on bank overdrafts or interest received on a favourable bank balance as these items are reflected on the bank statement. Omission of reconciliation of the cash book bank balance and the bank balance on the bank statement will result in information not reflected correctly.

Petty Cash Book – records all small cash receipts and payment. It is used for small miscellaneous expenses.

Stock/Production Book – this book records all the items that the CSO owns that it will eventually donate to members/ beneficiaries. An organisation inventory includes raw materials, finished goods and work-in progress.

Inventory Book of a Kudu Children Foundation

#	Date	Description	Quantity Acquired	Quantity Disposed	Ending Stock
1	01/12/2018	Received school uniform from a donor for distribution to vulnerable children	60 Dresses 150 Shirts 75 Trousers		360 school uniform
4	15/12/2018	Donation school uniforms to Witvlei Primary School		20 Dresses 30 Shirts 30 Trousers	280 school uniform
6	20/12/2018	Donated school uniform to a school in Ruacana		60 Shirts 45 Skirts 15 Trousers	160 uniform
7	25/12/2018	Received school uniform from Bank of Namibia as part of their social responsibility	75 Skirts		360 school uniform
8	25/12/2018	Donated school dresses to Dagbrek Special School	200 Dresses	50 Dresses	310 school uniform

Asset Register

#	Purchase Date	Description	Classification	Purchase Value	Book Value
1	01/01/2018	Bought a HP Laptop	Equipment	4 000	4 000
2	05/06/2018	Bought a Vehicle	Vehicles	230 000	207 000
3	30/06/2018	Constructed a storage room	Buildings	70 000	70 000
4	15/07/2018	Bought operating equipment	Equipment	45 000	45 000
5	31/08/2018	Bought a trailer	Vehicle -trailer	30 000	30 000
6	10/10/2018	Bought 3-in-1 Printing Machine	Equipment	65 000	65 000

Record Keeping (Archiving)

Recording Keeping (Archiving) – is the process of storing information for a long period of time. The information stored will be used in future for auditing purposes or other compliance issues. The information stored is usually in order of financial period. All-important records kept by CSO/CBOs such as financial statement and other accounting books (e.g Cash Book & Asset Register) should be simple and easy to understand. CSO/CBO's records should be made available to the community members (beneficiaries), other organisations and the general public at large on a yearly basis for their perusal, as an accountability measure.

Why it is important for an organisation to efficiently archive its financial documents

- The information can be useful for management and monitoring the performance of the organisation.
- Information to be used for security and legal purposes for a period of five years.
- The information needs to be easily retrievable.
- The records should provide information for future planning purposes, changes and expansion if any.

Summary: Introduction to Financial Management for CSO

Use the following checklist to guide you and ensure there is effective financial management and transparency within your organisation.

1 **Financial Planning**
Draw up a budget on a monthly basis, use previous month's income and amount spent to estimate the income and expenses

2 **Financial Monitoring**
Reconcile the monthly budget with actual income and spending at the end of each month

3 **Financial Accounting**
Prepare financial statements (income statement and balance sheet) at the end of the year

4 **Financial Reporting**
Prepare cash book on a monthly basis to record day-to-day transactions of the CSO/CBO
Reconcile cash book and bank statement to ensure information is reflected correctly
Maintain petty cash book to record small cash transactions on a daily basis
Maintain stock (inventory) book to keep track of items owned by the CSO/CBO

5 **Record Keeping**
Ensure the CSO/CBO records are presented in an easy and simple method. Records are stored and there are backups that are easily retrievable

Resource Material

https://sdnafrica.org/wp-content/uploads/FinancialManagementCBO-L4-LM.pdf
https://www.fhi360.org/resource/financial-management-training-cbos-guidebook-basic-skills

Managing Effective Meetings – a topic within the manual Conservancy Manager Development Programme
Author: Angela Howells
Published in Windhoek 2013 by Namibian Association of Conservancy Support Organisations [NACSO]
Sponsored by Millenium Challenge Account [MCA]

Public Speaking & Presentation Skills
Author: Karen Nott
Published in Windhoek 2013 by Namibian Association of CBNRM Support Organisations [NACSO]
Sponsored by Millenium Challenge Account [MCA]

www.nacso.org.na/resources/trainermanual

4

Leading a Civil Society Organisation (CSO) or a Community Based Organisation (CBO)

Abbreviations

CSO	Civil Society Organisation
CBO	Community-based Organisation
LFM	Logical Framework Matrix
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organisation
PERT	Programme Evaluation Review Technique
PESTEL	Political, Economical, Social, Technological, Environmental and Legal Analysis
SoE	Sources of Evidence
SWOT	Strengths, Weaknesses, Opportunities and Threats Analysis
WBS	Work Breakdown Structure

Leading an Organisation

This section of the handbook will help you to re-think:

- what the most important elements of leadership in an organisation are,
- how one develops maturity as a leader and the impact thereof on other people and the ultimate results achieved by the organisation,
- your time management practices, whether they are in the best long-term interest of the people you lead and the organisation as a whole,
- your leadership styles and the appropriateness thereof to the organisation and situation,
- the importance and essence of team composition in light of achieving best performance,
- how to develop a group of people into a high-performing team in a work context,
- how to manage the performance of the work team to optimally achieve results and create an organisation that staff are pleased to work for and stakeholders are proud to associate with.

Personal Leadership

The Essence of Leadership

There are many definitions, but this quote by Bernard Montgomery, a British Field Marshal, captures the essence of leadership. He said, “Leadership is the capacity and will to rally men and women to a common purpose and the character which inspires confidence.” We can therefore identify the following essential elements to successful leadership, i.e.:

- leadership requires competence, i.e. skill/ability.
- leadership requires choice, i.e. the conscious application of your will.
- leadership results in people willingly following the leader, because of the leader’s character and the purpose s/he stands for,
- leadership results in a common purpose among people,
- leadership is based on character, i.e. the integrity displayed by the leader, and
- leadership results in people identifying with the leader and the cause/purpose s/he serves.

In the next sections we will be looking a bit deeper into these key factors to successful leadership.

The Leader’s Core

People follow leaders. Who you are and what you stand for are therefore very important. Leadership that is clear and uncompromising (i.e. that is not influenced by external sources or factors) stands the test of time and results in lasting change at ground level. If we say that “Civil Society is the catalyst (i.e. the agent for change) for real, substantive and sustained change at community level, i.e. the ability to deliver transformation in the real needs experienced by communities”. Then a leader is the person that walks in front in meeting this challenge head-on and bringing about the change. A leader should therefore:

- love the cause, i.e. the purpose that the organisation represents, stands and fights for,
- have a clear vision of what the result (vision) would look like on the ground when it is accomplished. If a leader is not clear about exactly what needs to be achieved, how can s/he lead others and expect them to know what they are or should be doing?
- be principle-based, i.e. a person of integrity that can be trusted, who has open relationships, treats all people equally, is prepared to make decisions, is open and fair in those decisions s/he makes, and so much more. A leader should therefore be a person that others can trust and count on to display a character of quality under

all circumstances,
- be a person of action, so that people have an example to follow that results in an actual difference being made on the ground, i.e. at grassroots level.

You are now challenged to state very clearly what you believe in and stand for as a leader:

The Purpose	State in clear exact words: • what the purpose of the organisation is, and • why you love and support it.
Your Vision	State clearly where exactly you want to lead your staff, the beneficiaries and the stakeholders. Your vision should be about the end-result that the beneficiaries will experience in their lives in real terms at grass-roots level.
Your Values	What are the character traits that people know you by, i.e. that best describe you as a person, and which people can count on that you will display under all circumstances and which they can follow that will lead them to the achievement of the vision.
Your Actions	State clearly what actions you: • have taken in the (recent) past that demonstrate leadership towards the vision, and • will be taking over the next weeks and months that will lead the organisation, beneficiaries and stakeholders to the achievement of the vision.

If you found it difficult to answer the above questions, or if any of the answers were about you and not the needs of your beneficiaries, then you need to re-think whether you are ready to lead the organisation in achieving its purpose. An organisation can only be as healthy and mature as its leadership is.

Emotional Intelligence

That brings us to an exploration of the concept of maturity. Maturity is, in very simple terms, the essence of what is referred to as Emotional Intelligence (EQ). Oxford Dictionary defines maturity as, "the quality of thinking and behaving in a sensible, adult manner'. Maturity is not directly related to age, although many people think they are mature just because they are a bit older in years. Maturity is demonstrated by the way you behave. One of the models that help us understand maturity and how to grow into it is called Transactional Analysis (TA). It was developed by Dr Eric Berne and first published in his book, "Games People Play". Thomas Harris wrote a book called "I'm okay, You're okay" which explains the theory using less clinical jargon. A brief and simple introduction is provided below. For more in-depth information you are encouraged to explore the concept online, where ample resources, including brief video clips explaining the theory in more detail are available.

Within every human being there are three possible "ego-states". The word "ego" refers to "I" and "state" refers to "the mental (i.e. what you are thinking), emotional (i.e. what you are feeling) and/or physical (i.e. what happens to/ in your body) condition that a person is in". An "ego-state" therefore is what you are thinking and feeling, and how it shows in your body. Each ego-state brings different results and has important implications for our relationships and the impact our lives have.

A brief simple overview of the three "ego-states":

The Child
(I Feel)

C

A person enters this world as a child. Any child by his/her nature wants to live and be happy, i.e. children are creative, curious, have the desire to explore and know, and the urges to touch, feel and experience. This is called the "Natural or Free Child". Through these positive experiences and memories of wonderful feelings and first discoveries the awareness that "I'm okay" is created within every human being.

A child, however, does not only have positive experiences. S/he also discovers soon after birth that they are dependent on the outside world for their needs to be met, e.g. a baby cannot feed him/herself, or change his/her nappy, etc. These experiences create a deep sense of dependence on the parent or parent-substitute(s) for approval and support. This state is therefore called the "Dependent Child". Feelings of frustration, rejection and abandonment caused by this dependency result in experiences of "I am not okay".

What is therefore experienced within a child is a constant state of conflict between internal experiences and needs (i.e. the "Free Child") and demands from the outside world for the approval and support of the "Parent" (i.e. the "Dependent Child"). To the extent that both the "Free Child" and "Dependent Child"'s needs are met and/or neglected a person develops into a healthy, balanced person or remains hurt and/or under-developed and immature. Immaturity can be shown, even though the person can already be advanced in years, through:

- a dominant "Free Child", i.e. a person still behaving in childish, immature ways, e.g. constantly giggling, being overly excited, excitable or emotional, constantly joking, being manipulative, sulky, etc. or
- a dominant "Dependent Child", i.e. a person who is very fearful, constantly depending on others for support, advice and decision making, even holding other people responsible for their happiness, or regularly complaining, being ashamed, etc.

The Parent
(I Believe)

P

NP DP

As already explained above, a child comes into contact and is dependent on the parent (or parent-substitutes) from birth for its survival/fulfilment. Like with the "Child" "ego-state", there are two roles the "Parent" "ego-state" can/should fulfil, i.e.

- The "Parent" not only looks after and cares for a child (i.e. the "Nurturing Parent"),
- but also teaches the child about life through rules, advice, warnings, etc. (i.e. the

"Domineering Parent").
A small child does not have the capacity to analyse, modify or correct. The experiences shared by the "Parent" are therefore recorded as "truth" by the child since it is shared by the source of all security. Through this "Child-Parent" relationship:

- a sense of "I'm okay" is developed in the "Parent" as the "Child" attaches to the "Parent" and believes all s/he says,
- "I'm okay" in the "Free Child" through the "Nurturing Parent" as the "Free Child's" needs are catered for. "I'm not okay" through the reprimands and dominance experienced from the "Domineering Parent".

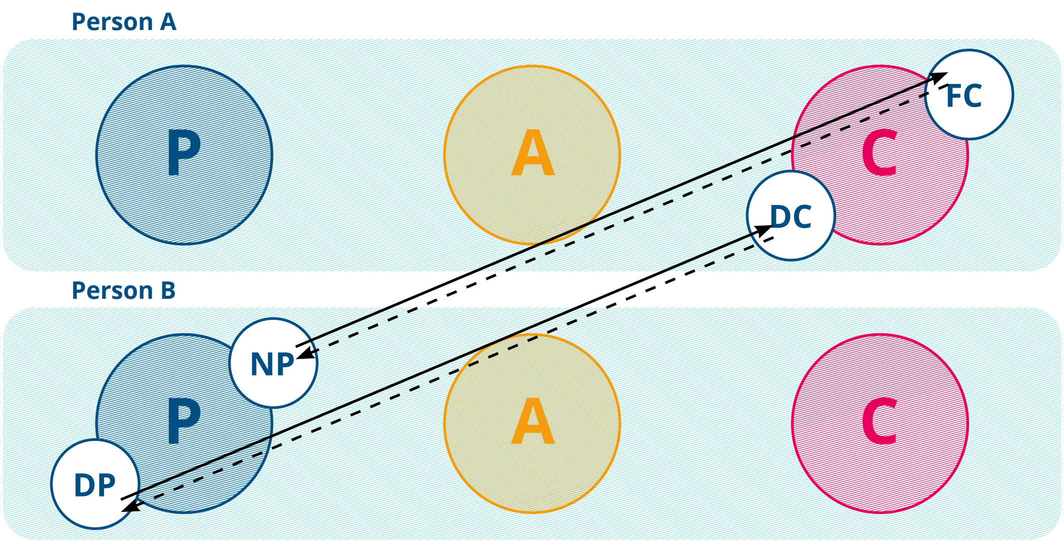
The dominant "ego-state" taken on by the parent (or parent substitute) therefore plays a critical role in the development of a person's self-image, i.e. whether you feel that "you're okay" or "you're not okay". In a balanced, emotionally healthy person there has been a balance of inputs from both the "Nurturing" and "Domineering Parent" in their lives, resulting in them developing a state of "I'm okay, you're okay" in the child.

The role of parent is later on complimented by and even taken over in a child's life by persons in authority, e.g. grandparents, uncles and aunts, teachers, pastors (where relevant), managers, the government, etc. This dependence, although continued throughout life, should become less if the development of the child into adulthood is healthy.

Another development that can take place as a child grows older, is that s/he can/will start taking on the role of either "Nurturing" or "Domineering Parent", depending on external demands placed on the child, e.g. an older sister starting to look after her siblings (i.e. taking on the role of a "Nurturing Parent"), or the biggest boy starting to bully the other smaller kids on the playground, (i.e. becoming the "Domineering Parent"). In this way people can develop a dominant "ego-state" of either "Nurturing Parent" or "Domineering Parent" if this role is played over a period of time and therefore built into the person's character. A person can therefore develop a dominant "ego-state" life position of either "Nurturing" or "Domineering Parent".

Typical behaviours by a person in a "Nurturing Parent" ego-state are words like, "Well done!", "Splendid", or showing concern or comfort to another person, even through their body language, e.g. by putting an arm around another person's shoulder or holding a person's hands as a sign of sympathy, etc.

Typical behaviours by a person in a "Domineering Parent" "ego-state" are words like, "I am going to put a stop to this once and for all!", "Now always remember...", "How many times have I told you...". A person in the "Domineering Parent" "ego-state" will also sound critical, stern and even angry. His/her talk will be authoritarian, judgmental, automatic and archaic (i.e. based on a "truth" taught by previous generations, whether applicable to the current reality or not and therefore reacting without pausing to think). S/he will be frowning, wagging his/her finger or other forms of body language that shows dominance over another person.



The Adult
(I Think)

A

The "Adult" is an "ego-state" that a person develops over time. It comes through the realisation that I can think and act independently. As Stephen Covey states, any person has:

- Firstly, the ability to become aware of his/her own thoughts, feelings and choices, as well as environment, i.e. every person has **awareness**,
- Secondly, every human being has an **imagination**, i.e. a person has the ability to put him/herself in places or circumstances which s/he has not actually, in this life, been in, e.g. you can think about the future that does not yet exist. A person can therefore imagine what the consequences of any of his/her thoughts, feelings, choices and actions are .
- Thirdly, every person has a **conscience**, i.e. an inherent ability that discerns and convicts you about right and wrong in life, and
- Fourthly, all human beings have an **independent will**, i.e. the ability to make choices for yourself.

These four uniquely human traits give every human being the ability to develop into a mature, adult person by realising that you can have independent and original thoughts and can/should be held responsible for your behaviour, choices and actions. These four traits also help you discern between the "felt concept" (i.e. the "Child") and the "taught concept" (I.e. the "Parent") and develop a well-thought-through own life concept (i.e. the "Adult"). If well thought through the mature adult person's life will be guided by the principles of truth, beauty and right in every situation in life, i.e. when a person does not only act impulsively and/or in their own interest, but in the long-term best interest of all.

No person is born an adult, nor is it an "ego-state" that develops by itself, or naturally as a part of getting older. It is only developed through a conscious, disciplined approach to thinking through and taking ownership of one's own thoughts, feelings, choices and actions in life, i.e. by consciously developing the skills and applying the four uniquely human traits as identified by Stephen Covey (discussed above).

A mature person, acting from their "Adult ego-state" experiences a life that is characterised by a calm, even, objective, analytical, attentive, positive, thoughtful and constructive approach to life.

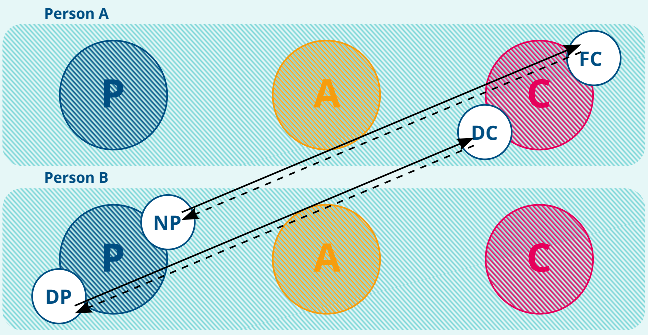
From the above description of the 5 "ego-states" it is clear that the dominant "ego-state" that you live and act from in general (i.e. the "ego-state" that defines your behaviour and character as a person) and/or choose to act from in any circumstance, has very serious implications for every interaction you have with any other person/situation at any given moment in time, as well as the impact your life has in general. Online quizzes are available to help you assess your dominant "ego-state". An example can be found at the end of this chapter (see Annex A).

What should be realized is that every person has a choice from which one of the 5 "ego-states" you will act in every situation/circumstance in life, i.e. will you act from the "Free Child", "Dependent Child", "Nurturing Parent", "Domineering Parent" or will you in every situation act from the "Adult" "ego-state"? i.e.:

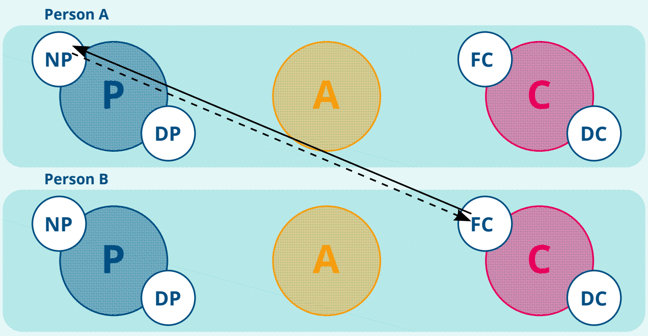
- Become (self-)aware, i.e. pause to analyse what and why you and the other person(s) are thinking and feeling,
- Apply your imagination, i.e. think through what the possible alternatives and related consequences of your actions can/would be,
- Allow your conscience to convict you, i.e. think through what would be the right, truthful and most beautiful thing you should think, feel and do in this (and every situation), and
- Exercise a conscious choice so that your actions display what is truthful, beautiful and right in every circumstance in life.

One must also realise that your choice of in/action is unconsciously trying to "hook" the other person into an automatic response from an "ego-state" that compliments the "ego-state" from which you act, e.g.

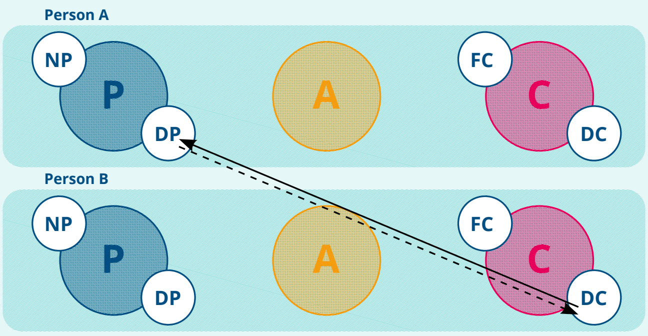
- If you act from the "Free" or "Dependent Child" you are subconsciously trying to "hook" the other person to act from the "Nurturing Parent". An example: you are a 45- year-old mother who requests your 21-year-old son to stay home with you on Friday evening because you will be lonely without him. Here the mother is acting from the "Dependent Child", wanting her grown son to act as "Nurturing Parent" towards her. An example from the work environment: a staff member wants to have Friday afternoon off because s/he will be attending a party that evening. Here the staff member is acting from the "Free Child" wanting the supervisor to act from the "Nurturing Parent" by granting his/her request; or



- If you act from the "Nurturing Parent" you are subconsciously trying to "hook" the other person to act from the "Free" or "Dependent Child". An example: you have a marriage problem and your mother comes over to support you and give advice to solve the problem. Here the mother is acting from the "Nurturing Parent" and is expecting her grown child to act from the "Dependent Child" by following her advice and acting the way she suggests. An example from the work environment: a young staff member is advised by a more senior manager on how to deal with her love relationships so that it does not impact his/her relationship with his/her mother; or



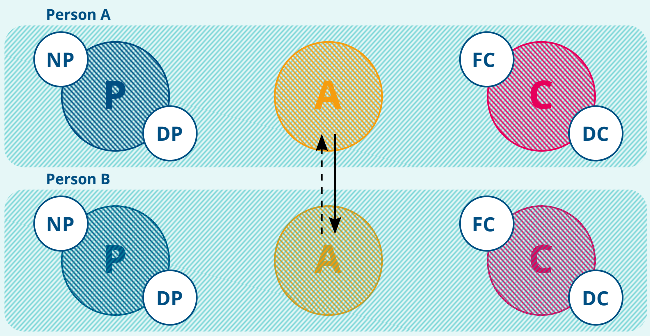
- If you act from the "Domineering Parent" you are subconsciously "hooking" the other person to act from the "Dependent Child". An example: a husband scolds his wife for not preparing the food according to his tastes. Here the husband acts from the "Domineering Parent" and expects the wife to submit to his demands, i.e. act from the "Dependent Child". An example from the work environment: a manager instructs a staff member exactly how to complete a task and expects its submission without delay the next day without allowing the staff member to dialogue with the manager about the task and/or the deadline set.



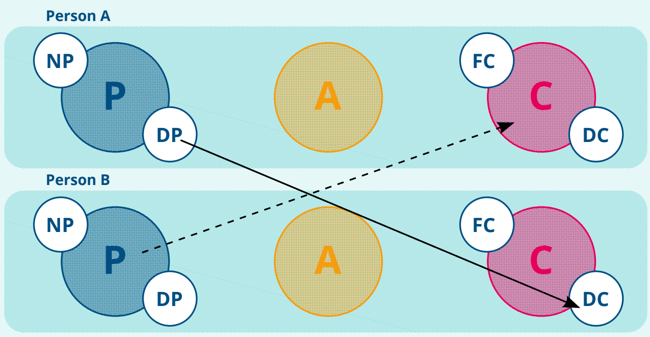
Dominant "ego-state" behaviours are formed deeply within each one of us due to the way in which we were raised and develop into unconscious behaviour patterns over time, i.e. our in/actions become automatic and even seem inevitable to us. As you can see from the examples given, such "hooked" or complimentary relationships can be very negative and hurtful, especially over the long run where feelings of "I'm okay, You're not okay" or "I'm not okay, You're not okay" are established. Such harmful behaviour patterns that compliment (i.e. "hook" each other) can continue for years and become more and more negative and harmful for all parties involved and/or affected by the relationship. These patterns can only be broken if one or both parties start acting from the "Adult" "ego-state", i.e. if one or both parties become:

- (self-)aware of the effect of the relationship/interaction pattern on his/her and the other person's/parties' feelings, thoughts, moods, happiness, behaviour, etc.,
- stops and thinks about the consequences of his/her in/actions on others and relationships involved/affected,
- think through what would be the right and appropriate in/action to take, and
- choose to act according to what would be right, truthful and beautiful for everyone in this specific circumstance.

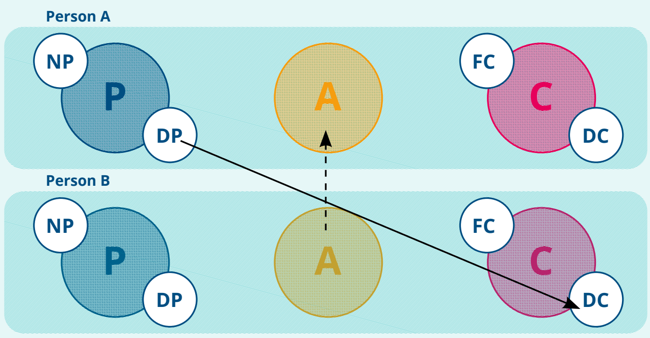
Choosing to act from the "Adult" "ego-state" is seldom easy, and requires the person to make a deliberate choice to do what is right now for the best long-term outcome. As an adult, one also has to realise that under all circumstances you have a choice as to how you act and/or respond. You can therefore never say, "I had no choice." or "S/he made me do it.", because when you operate from the "Adult" you behave as a rational, unemotional person, in touch with reality and acting in an alert and thoughtful manner. Acting from the "Adult" "ego-state" is therefore under all circumstances a disciplined, conscious choice.



A further advantage is that by acting from the "Adult" you subconsciously "hook" the other person to act from his/her "Adult" as well, resulting in mature, win-win ("I'm okay, You're okay") relationships. Establishing mature relationships, however, takes time especially where one or both parties is used to acting from a non-"Adult" "ego-state".



Where relationships are non-complimentary, e.g. any "Parent-Parent", "Child-Child", "Parent-Adult" or "Child-Adult" interaction results in communication-failure at first and bad situations may arise where conflict becomes evident (refer next section on how to deal with conflict). What is important, though, is to maintain an "Adult" "ego-state" and to coach the other person(s) into their "Adult" "ego-state" as well. This may take days, weeks, months and in some cases even years to establish.



It would be good to pause at this point in time to reflect on your own behaviour and maturity, before continuing onto the next sections. What is your dominant "ego-state" and what are the consequences of your behaviour on other people? Realise that you cannot lead other people where you are not or have never been yourself. You can therefore not help others to act in mature ways, unless you yourself are mature in your behaviour. See the Transactional Analysis Questionnaire you could complete at the end of this chapter (refer Annex A).

The principle that you first have to do and be for yourself, before you can do and be for others, is supported by the **5 levels identified in Emotional Intelligence** (EQ), i.e.:

Self-Awareness

If you are self-aware, you always know and understand your own thoughts, emotions, reactions and behaviours, and you know the effect these (can) have on other people. It is the basis for understanding yourself and others. Self-awareness, amongst others, consists of disciplined self-reflection and analysis.

Self-Motivation

Self-motivated people consistently work towards achieving goals and they have high standards for the quality of their work. They also have depth of character and the ability to deal with challenges so that they bounce back during trying times. Some other elements of self-motivation are:

- Appreciation for self, resulting in self-respect, high self-esteem and self-confidence.
- Being positive and having passion, energy and enthusiasm for a cause(s) and life in general.
- Having conviction, resulting in dedication and commitment to goals and being able to act in a way that maintains his/her core, not being led by popular demands, but by an internal compass.
- Having courage, hope, perseverance and the resolve to succeed despite the odds.

Self-Management

Self-management is about staying in control of yourself. Leaders who manage themselves rarely attack others, make rushed or emotional decisions, or compromise their values. Other elements of self-management include:

- Discipline and accountability - the first person you lead is yourself, doing for yourself what no one else can or should do for you.
- Setting priorities - to know what's important, being dedicated to your uncompromising core, and continually reassessing yourself against the ultimate outcome of your life,
- Exercising choice, taking initiative, being pro-active and action planning towards desired outcomes resulting in accomplishment/success.
- Problem solving. This skill is vital in dealing with change and addressing the current status well.
- Sacrifice - effective people sacrifice much that is good in order to dedicate themselves to what is best

From the first 3 of the 5 elements of EQ mentioned above it is clear that you first have to master yourself, i.e. grow from dependence (the "Child") into independence (the "Adult"). Once you have mastered yourself you can start to lead others. The last 2 elements of EQ look at leading others:

From the first 3 of the 5 elements of EQ mentioned above it is clear that you first have to master yourself, i.e. grow from dependence (the "Child") into independence (the "Adult"). Once you have mastered yourself you can start to lead others. The last 2 elements of EQ look at leading others:

Empathy	The first element in leading others is empathy. People with empathy have the ability to put themselves in someone else's shoes. They have the best interest of people at heart and help develop them. Empathy is truly listening with understanding of people's true needs, but also involves giving constructive feedback and challenging those acting unfairly. Empathy is based on a deep respect for others and involves discernment, generosity and connecting with others from the heart, putting others first. Empathy allows others to feel special and gives them hope - the anticipation of a better tomorrow.
Social Management	The basis of good social management is great communication skills. It involves abilities like obtaining others' support, getting them excited about a vision or project, managing change skilfully and resolving conflicts diplomatically. Other elements of social management involve: • Accomplishing results – people with high EQ in social management are rarely satisfied with leaving things as they are. They can set a vision and common purpose, communicate such with urgency and enthusiasm, and deal constructively with the future in the interest of the common good. They understand others depend on them to set a good course. • They create momentum which provides the energy to proceed. They also keep perspective of situations, not making them bigger than they are, but rather make them look manageable because of the ability to provide solutions to challenges. • They set the example with their own behaviour and are role models who demonstrate values, commitment and dependability. They are committed to action and not willing to make everyone else do the work. Nothing convinces people more than living what you believe. • Their truthful dealing with issues establishes them as people of integrity. • They are team players, working with others and empowering them. Being more concerned about the common good, they often give up their rights to serve others, i.e. they are servants of the best interest for all. • Highly effective people manage accountability, engagement and feedback skilfully. They are fair and transparent in their dealings with others, whilst requiring results. In this way they establish an environment where everyone wins and where cooperation and diversity are appreciated.

A mature person is therefore able to move beyond independence to inter-dependence where they can work well with and among other people, creating win-win situations. These skills will be explored in more detail in the section on Team Leadership.

Conflict Management

Overview

Conflict resolution and management are crucial, yet widely neglected topics of discussion in Namibia. Conflict usually results from miscommunication or, a difference in opinions or views concerning a particular topic of discussion. In Namibia, conflict arises in all spheres of society i.e National and Regional Government structures, top, medium and lower level management in the private and public sectors and parastatals, as well as within communities, family and social circles, and of course within civil society organisations which could place key stakeholder relationships at risk. To understand the role of conflict and resolution strategies then, you have to define civil society and the organisations that form part of civil society in Namibia.

Definition of Civil Society Organisations (CSOs)

"Groups making up civil society differ significantly in terms of their membership, goals, size, level of professionalism, and impact on policy processes and social transformation. According to Thomson (2004:5), civil society can be defined as '[the organisations that arise out of the voluntary association within society, found between the extended family and the state. Included in this group are professional organisations, labour unions, trade associations, women's groups, church assemblies, businesses, special interest companies, community groups, and so on, right down to sports and social clubs'."

Reinhart Kößler and Heribert Weiland in co-operation with Thomas Klie summarized civil society bodies in Namibia as *"(1) a range of self-organising bodies, ranging from small informal, local groups articulating ad-hoc issues to larger consolidated organisations such as trade unions; (2) advocacy groups that take up social issues and mostly also provide advice to affected groups and carry out relevant research; (3) social and caritative service providers; (4) bodies that address specifically environmental issues and often are related to relevant CBOs; (5) umbrella organisations that under various premises bring together civil society bodies and/or provide specific assistance to them"* .

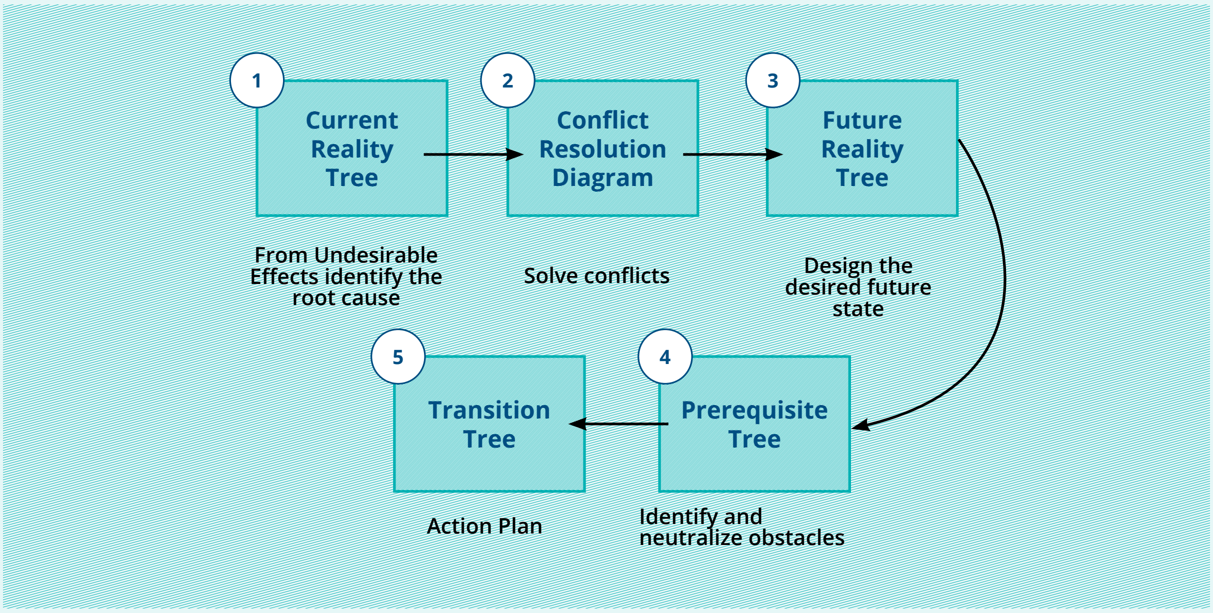
When we talk about conflict resolution within the context of Civil Society in Namibia, it is important to view conflict management from various standpoints:

- The role of Namibian Civil Society Organisations in resolving Conflict
- Conflict resolution within your Civil Society Organisations (Internal staff/member conflict)
- Conflict resolution between your Civil Society Organisation and affiliated stakeholders (external conflict with e.g. implementing partner organisations, donors or the state.)

Conflict Resolution Strategy

To avoid ending up in a highly tense and conflict stricken situation with no way out, let's consider the **Conflict Resolution Diagram (CRD)** below. The Conflict Resolution Diagram, also known as the "Evaporating Cloud" helps you to better understand conflicts between two ideas or two courses of action. You can make use of this strategy if you know what your goal is and which critical success factors and necessary conditions you need to achieve the goal, and you've identified one or more necessary conditions which are missing to reach your goal.

Five stages are outlined in this conflict resolution strategy to assist you in managing conflict more effectively.



As you will note from the diagram, the Current Reality Tree (CRT) is used to analyze and discover the root cause of all Undesirable Effects (UDEs) usually called problems. This root cause is generally a conflict or dilemma the CRD can 'evaporate', thus solve the problems. The Future Reality Tree makes room for identifying and designing a desirable future state or outcome in line with your objectives, whilst the Prerequisite Tree identifies and neutralizes/relaxes obstacles and the final stage, the Transition Tree paves the road for an action plan and suitable way forward.

Conflict Management

TIP: Remember that this Conflict Resolution strategy and other methods can be complex. It takes practice and in some instances time and ongoing commitment. So be prepared to test your patience and push yourself and your colleagues to continue implementing new and relevant steps to improving your organisation's conflict management framework to ensure ongoing healthy relationships not only within your organisation, but with your key stakeholders, donors and the communities you operate in as a whole.

Summary

The significant role civil society continues to play in strengthening development cooperation within Namibia since the country's liberation struggle should not be underestimated. It is therefore important for civil society organisations to stay informed about conflict management best practices. This is crucial not only to bridge internal gaps, but to ensure the ongoing expansion of local and international democratic cooperation. With civil society being better equipped to manage conflict means, partnerships between the State and key stakeholders continue to strengthen and working in silos is eliminated. Placing Namibia in a better position to address issues of social inequality, gender-based violence (GBV) and societal constraints associated with high levels of unemployment and poverty such as alcohol and drug abuse, teenage pregnancy, lack of housing, resource management and finally upliftment of rural and marginalized communities.

Time Management

Time management is the coordination of activities and actions (tasks) to maximise the effectiveness of the individual, team or organisation's efforts. A person's management of time therefore has significant implications for the levels of performance s/he can achieve on his/her own, as well as within or through a team. It is one of the essential self-management skills and a demonstration of one's level of EQ. There are three generations of time management, which indicates your level of skill in managing your and your team or organisation's time.

1st Generation

This is the simplest form of time management and consists of drawing up tick-off lists, i.e. you list all the actions/tasks that you have to complete for the day, prioritise them and tick them off as you proceed, with the intention to complete all actions planned for the day. It is very short term focused, emphasising planning on a day to day basis.

Some basic time management tips that can help you plan your day better are:

- Do one task at a time, i.e. focus. If you constantly allow yourself to be interrupted you will take much longer to complete one task.
- Complete the tasks that will take less time in the first hour or less of the day and after lunch, so that you can focus on the most important tasks between approximately 9 and 12 each day – the time when most people have their highest concentration span, as well as between 3 and 5 where one's concentration levels also pick up after the lunch dip.
- Group your activities, i.e. wherever possible do all telephone calls together, all e-mails together, etc. Have 2 to 3 times a day when you e.g. answer all calls, e-mails, etc. so that you have more uninterrupted times where you do tasks that require more focused concentration.
- Make sure you complete between 3 and 7 important tasks per day that will bring you closer to your vision/purpose. If you do not do these tasks on a daily basis, you will never achieve your vision.
- Set yourself deadlines for completing every task. It will help you to become realistic on how much time you use per task and will also challenge you to do tasks in less time than in which you completed it the previous time.
- Learn to do quality work the first time round. Re-doing tasks take a lot of time, wastes resources and also demotivates.
- Learn to work in a team. Share work equally so that every team member fulfils a valuable part in the team. That will mean that you have to pull your full weight and that you will have to trust others to fulfil their part as well. Where possible, let people do work that is in line with their strengths.
- Keep a tidy office. Learn to put equipment and documents back in place immediately after use.

The above tips are guidelines and not rules. There can be exceptions where the above are not possible, but you should manage your time so that these guidelines become practice on which you work from on a daily basis. See Annex B for more details on time wasters and how to curb them at the end of this chapter.

2nd Generation

This level of planning is medium-term focused. Dr Stephen Covey introduces two factors in his book "The Seven Habits of Highly Effective People", that should be taken into consideration when planning your time, i.e.

- Urgency, which indicates how soon or by which deadline the action/task must be completed, and
- Importance, which looks at the long-term consequences of the action/task, by considering to what extent the action/task meaningfully contributes to the vision and, secondly, what the impact of non/completion of the action/task would be on the ultimate purpose.

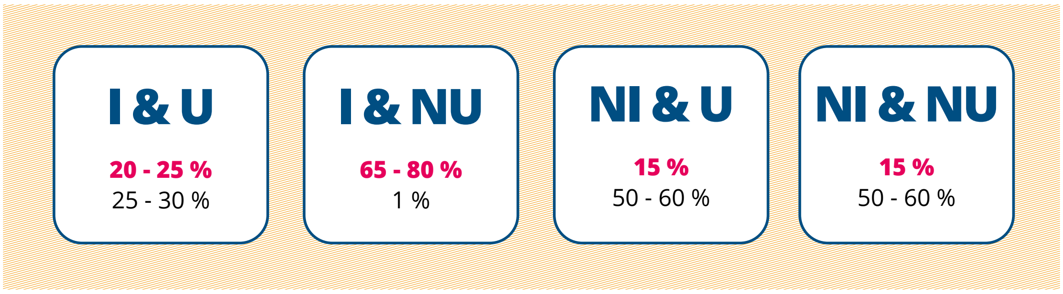
By looking at these two factors, a task/action can fall into one of four categories, i.e.

- **Important and Urgent (I & U)**
  An example of an I & U task would be consulting stakeholders on the new strategy that you will be implementing in the community in the next months. It is important to the achievement of the organisation's purpose and has a deadline attached to it, i.e. it must be done well in time before implementation of the strategy to ensure stakeholder buy-in.
- **Important and Not Urgent (I & NU)**
  An example of an I & NU task would be to recognise and celebrate the successes the team achieved over the last 6 months. Recognition of performance is the most important motivator of staff performance and is therefore key to the success of the organisation. It, however, does not have an obvious time- or deadline attached to it. Because of the nature of I & NU tasks, it is often totally neglected by organisations.
- **Not Important and Urgent (NI & U)**
  An example of a NI & U task would be to purchase sufficient stationary for staff members before stock runs out. Not having stationary should not have a negative effect on the purpose of the organisation, but ensuring that stock levels are sufficient to meet staff needs is urgent as staff would endure inconvenience if it is not supplied in time for their use. Most people spend most of their time on these tasks as the need for completing the task is pressing and will have clear short-term implications.
- **Not Important and Not Urgent (NI & NU)**
  An example of a NI & NU task would be to file the hard copies of beneficiary applications to attend a workshop after it has been captured on computer. This task is neither important to the success of the organisation, nor urgent as the data has been recorded in electronic format.

It would be appropriate to pause now and consider on which of the 4 kinds of tasks you spend most of your time and why.

Much research done on the topic of time management has shown that successful people focus on how Important a task is, i.e. the long-term effects of non/accomplishment, rather than how Urgent a task is, i.e. how soon it must be done. Importance is driven internally, i.e. by the person's discernment and understanding of the potential long-term impact of non/completion, vs. urgency, which is most often determined by external pressures from other people.

Below is a graph that shows the difference between average performers and successful people in the management of their time. The red statistics are the percentage of his/her time a successful person spends on the specific kind of task, and the statistics indicated in black are the percentage of time the average person spends on this kind of task. The significant difference between successful and average performers is that successful persons spend most of their time on I & NU-tasks, i.e. they are internally driven by the purpose of the organisation, whilst being able to deny external demands on their time when not important. Average persons, however, spend most of their time on tasks that are U & NI, i.e. they do not have a long-term focus and allow their time to be managed by external demands.

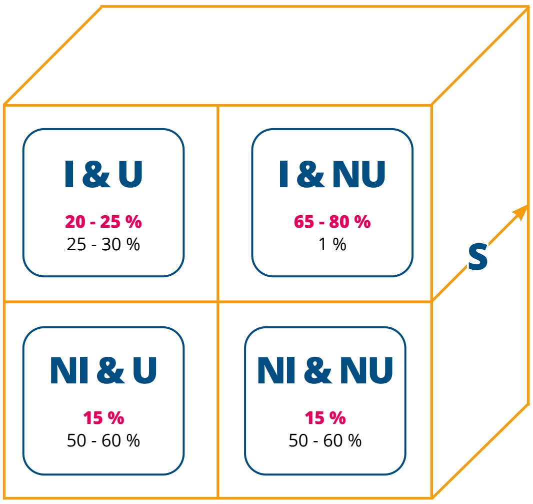


You are challenged to keep a log of your time use and to analyse it, e.g. once per week or month to see where you could improve your time management skills in line with the above-mentioned principles and to start identifying and cutting away on time wasters. See Annex C to this chapter for a template for keeping a time log that will help you to better analyse your time use.

You are also advised to take time planning each month, and on a weekly and daily basis to take 15 to 30 minutes per week/day to schedule your week/day or next week/day. This principle has been the single most important difference between successful and average time use among managers. See Annex D to this chapter for a template for planning your time use.

3rd Generation

The 3rd generation of time management looks at how you can multiply your time. At this level of time management, the question is asked, "What can I do today that will make tomorrow better?" It therefore has a completely long-term focus and is achieved by giving yourself permission to spend time on things today that will give more time tomorrow. It therefore adds a 3rd dimension to the two dimensions discussed above, i.e. Significance. The significance factor answers the question, "How long will it matter?"

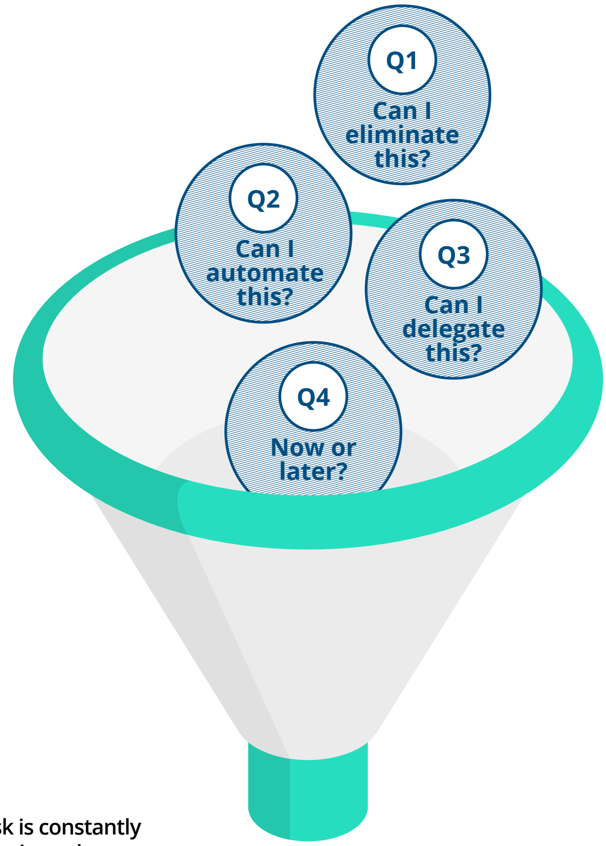


U – Urgency
How soon does it matter?

I – Importance
How much does it matter?

S – Significance
How long does it matter?

Rory Vaden has introduced the following 4 questions to help you apply the multiplier principle to the management of your time. For more detail you can watch his TEDx presentation on YouTube at https://www.youtube.com/watch?v=y2X7c9TUQJ8:



Ask: What do I not do?
i.e. give permission to ignore some tasks
You are always saying no to something when you say yes to something.

Creating a process/system today saves time tomorrow.
i.e. give permission to invest

Ask: can I teach someone to do this?
i.e. give permission to be imperfect for a while until the other person is up to par

Ask: when must it be done?
i.e. give permission to do now, i.e. to eliminate distractions,
or
give permission to procrastinate (i.e. a avoiding to do something)
i.e. the patience to put off the insignificant things.

If a task is constantly procrastinated or re-funneled one of the steps should be taken

By applying these principles you will find that you have to invest more time now, often as a I & NU task, in order to save much time later on. The fact that you have to think long-term, strategically is what makes very few people 3rd generation time managers. It requires you to take time out to think through what would be the best investment of your time today in the long run.

Team Leadership

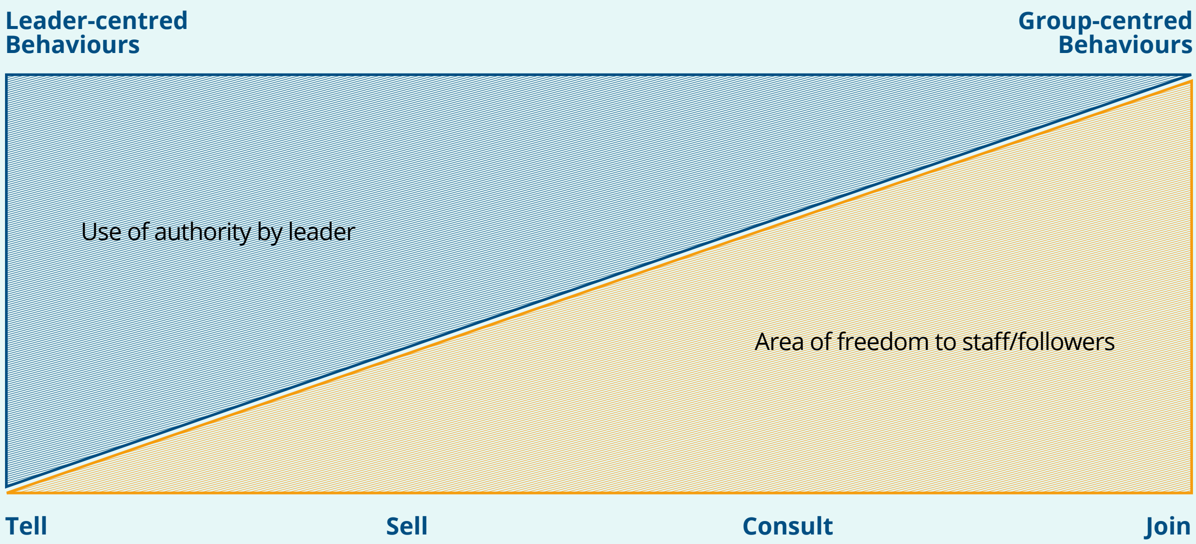
As was explained in the section on Emotional Intelligence, you can start leading others once you can lead yourself. Team leadership is therefore based on you being able to manage yourself. Leading an organisation requires quite a complex set of skills and we will only look at some key elements of leading a team in this section to help you get some basics in place. Beyond what is covered here, you are encouraged to read more on leading and managing an organisation to keep on developing your insight and skills. There are quite a number of good authors, but some of the names in addition to those discussed below, you can consider are: Tom Peters, Peter Senge, Peter Drucker, John C Maxwell, Simon Sinek, and Rosabeth Moss Kanter,

Leadership Styles

In most leadership literature two of the main factors that are often used to identify a person's leadership style are:

- the leader's use of authority, and
- the level of involvement the leader allows from staff/followers.

Tannenbaum and Schmidt have summarised this concept in one of the most basic leadership style models as shown below.



Based on the two factors, four leadership styles were identified, i.e.

Tell	When using a tell-style, the leader is in the position of authority and leaves very little room for staff/followers to contribute. All problems to be addressed are identified by the leader him/herself, as well as alternative solutions to be considered and important decisions are made by the leader alone and staff/followers/the team are told by the leader what to do and how to implement plans. This leadership style is highly task-oriented.

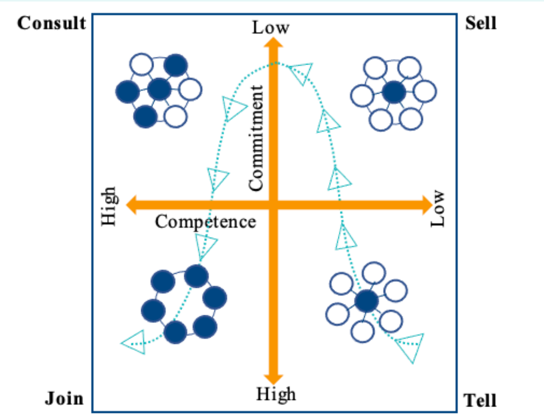
Sell	When a leader uses a selling leadership style, s/he is still in a position of authority and continues to take responsibility for identifying the problem and taking all decisions him/herself, but s/he recognises the need to convince people involved/affected of his/her decisions, to obtain their buy-in and support. S/he therefore engages with, and can even include educating stakeholders/staff/followers/the team, to try and ensure their involvement and cooperation to the decision made. Interaction therefore does take place, although mostly from the leader to the followers/staff/team.
Consult	In this leadership style the leader starts engaging in proper discussions with the staff/followers/team on possible solutions to a problem identified by the leader, before s/he makes a final decision. The leader therefore is open to listen to what staff/followers/the team thinks and feels and will take the inputs received into consideration when making the decision. In this style the leader recognises that ownership and commitment are needed for staff/followers/the team to implement a decision. The final decision, however, still remains with the leader.
Join	When a leader uses a joining leadership style, s/he fully involves staff/followers/the team in the decision-making process. Decisions made are therefore the result of dialogue where every member can provide an input and the team together decides on what and how actions will be implemented. This leadership style is based on the belief that a group can reach a better solution than an individual on his/her own, especially where the group is competent and dedicated to the ultimate outcome, i.e. the vision or purpose of the organisation. Staff/followers/the team also takes on active leadership during implementation of the decision. The leader, however, plays a strong role in setting boundaries, to ensure that the staff/followers/team stay on track and align to the vision.

This initial model was later elaborated on by Hersey and Blanchard. Research done by them showed that successful leaders do not use only one of the above-mentioned styles, but rather adjust their leadership style to what the specific circumstances require. For this reason their model is called Situational Leadership. They determined that a leader should choose his/her leadership style based on two key factors, i.e.

- how competent, i.e. the level of skill and know-how the staff member/follower or team has to do the specific task, and
- how committed, the staff member/follower or team is, i.e. whether s/he/they want to do and accept responsibility for the specific task/ assignment

This approach on how to apply the 4 styles of leadership is summarised in the following diagram and shows that a path should be followed from:

- leadership-centred behaviour, i.e. tell-style (in later literature called directive leadership-style (S1),
- to establishing some dialogue with staff/ followers/the team, i.e. sell-style (in later literature called a coaching leadership-style (S2),
- to a supportive, empowering leadership style where staff/ followers/the team is allowed to contribute and take on some leadership as well, i.e. a consulting-style (in later literature called supportive leadership-style (S3)
- to a totally shared leadership-style, i.e. the joining-style (in later literature called shared leadership (S4), and in even more recent literature by other authors expanded into a leadership style called servant leadership).



To determine therefore which leadership style a leader should use with a person/group in a given situation, the following should be considered:

- the competence and commitment of the individual/group in that specific situation or the specific task,
- the area/s of the individual or group's behaviour that the leader should be influencing. The leader must give to the group/individual what they/s/he cannot give to them/him/herself; and
- based on the above, choose which of the four leadership styles would be most appropriate with the individual/group given the specific circumstances.

More detailed guidance on when to use each style is summarised in the table below:

Tell	Sell	Consult	Join
This leadership style is most useful to: • people who are new to a task as any new assignment normally means that one is low in competence to that specific task. (One can be an expert in one field and totally new to another task.) People who are new to a task are, however, normally high on commitment since they have high expectations and are eager to learn. This high commitment means that they are prepared to take on responsibility, or • people who are both unable and unwilling to take on responsibility to do a task. They are neither competent nor committed, or • where change is needed e.g. in a crisis or where change must take place, but resistance to change is high. A telling style that provides clear, specific directions and leadership has the highest probability of being effective in such situations. A leader should provide specific instructions and closely oversee implementation under these circumstances.	People at this level are typically disillusioned, since they have been at a task for only a short while and their confidence has not yet been developed. If their training, support or recognition was insufficient, it will make them feel even less competent. This results in a drop in commitment. Where people have low to some competence and low commitment, a selling leadership style provides direction from the leader, but also supportive behaviour to support willingness and enthusiasm. In such a situation, the leader should give more praise, listen more closely to concerns and inspire involvement in decision-making. Decisions should be explained and opportunity provided to clarify the task.	In circumstances where people have developed some competence, but still lack some confidence, a consulting leader-ship style is the right approach to the situation. Another scenario is when people start welcoming the responsibility of day-to-day decision making, but when they encounter an obstacle they often get discouraged, resulting in varied levels of confidence and motivation. Other people fear additional responsibility and are dependent on those with expertise. People at this level need reassurance, someone to listen to them, problem solve with them and encourage them. Finally, people who are demotivated or unsympathetic to the task at hand need this style of leadership because of their decrease in commitment. The main role of the leader is to develop shared decision making through sharing ideas and facilitating communication.	People at this development level are competent i.e. able and confident/willing to take on responsibility. A joining style which provides little direction or support from the leader has the highest probability of being effective with highly competent and committed individuals. Even though the leader may still identify the problem, the responsibility for carrying out plans, i.e. implementation, is given to these mature followers.

Let us look at an example of each style:

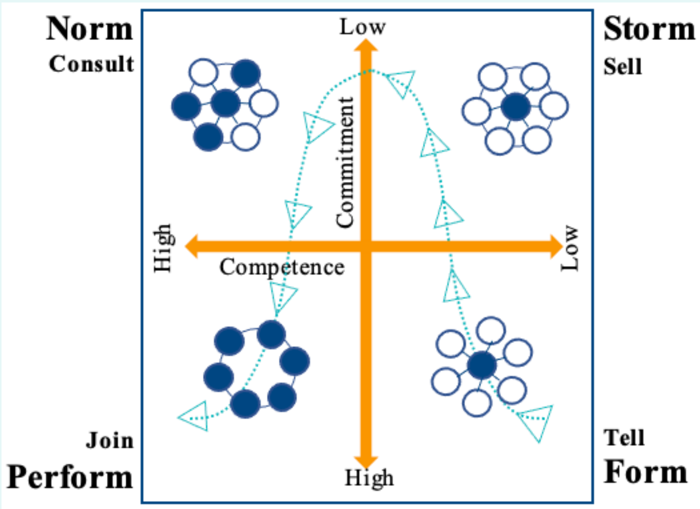
Tell	A new staff member has joined your CSO. His responsibility in the team is to complete some cost figures on your CSO's work for a team meeting due next week. He, however, does not know the team's requirements for the format of the report. The new team member is excited about learning more about his role on the team. You as leader should tell him what is needed in this report and monitor his progress.
Sell	Your team has been working well with your direction and support. You now need to ask them to take on additional work in view of an awareness campaign that is coming up next month. Because of your highly involved leadership style to date, you need to clearly communicate with them what is expected on this new task, but incorporate any helpful suggestions they have, i.e. take strong leadership, but involve them by talking the new initiative through with them. This will obtain their buy-in and ownership in the awareness campaign.
Consult	A highly productive and efficient staff member, accustomed to working effectively on her own, recently asked for your assistance on a new project, as she is experiencing problems she feels she can't solve by herself. As the leader you should use a consultative leadership style, as the staff member is generally high in competence and commitment, but now lacks confidence. You should therefore discuss the problems with her and encourage her to implement solutions that she, or you together, came up with.
Join	Because of budget cuts by the donor, you have to scale down activities in the community. You have a highly experienced board member, who is directly involved in all aspects of the CSO and you therefore ask the board member to lead consultations with the community leaders on the adjustments to the project that need to be implemented. In this instance you use a joining leadership style as you know the board member has the full ability and connections to perform the task best in the interest of the CSO.

Each leader has his/her own personality and preferred style of leading in any circumstance. From the discussion above, and the research done, it is clear, however, that circumstances must play a significant role in choosing the right leadership style. This will mean that you will have to learn to adjust [be flexible] – something that is very difficult for any individual, but especially so for the immature leader. Being able to choose the right leadership style in any circumstance is directly related to your emotional intelligence. What is encouraging to know, however, is that no one is born mature, and any person can develop into a mature adult human being by consciously focusing on understanding, implementing and developing these skills.

Team Development

As much as different leadership styles are right for different circumstances, the long-term success of an organisation, however, stems from a joint leadership style, which is the basis of a high performing team. A group of people does not become a high performing team by itself, nor by just applying a joining leadership style. A team is formed through skilful leadership, taking the group of individuals through four stages that will develop them into a high performing team. The four stages are directly related to the four leadership styles we have been dealing with in the previous section. How to develop your team (organisation) to be ready for a joint leadership style and into a high performing team is what we will be dealing with in this section.

The model developed by Hersey and Blanchard should be applied in a team context to develop a high performing team. Research has shown that any group of people go through four natural phases as they develop into a high performing team. These phases are like a railroad track with four stations on the line. You must pass every station to reach the destination. You cannot skip a stage, but how long you remain in a stage depends on the leader. The four stages were initially called: Forming, Storming, Norming and Performing, but in recent years the names have been changed to the Orientation, Dissatisfaction, Resolution and Production-stages. As it is easier to remember, we will be using the initial names given to the four stages.



The main characteristics of each phase, and what the leader's role should be, are summarised below:

Forming

Characteristics of the phase:

When people join a group, they are cautious about their role, the demands that will be placed on them and what the purpose of them being there is. They are, however, normally eager to be in the group and have high expectations of the group. Their behaviour towards each other is polite, superficial and not challenging. Although members are eager to be in the group, their competence to function as a team is low because the individuals do not have experience of working together yet.

The role of the leader:

The leader should use a telling (directive) leadership style, i.e. s/he should:

- clarity the purpose/vision of the organisation, project or specific assignment for the group,
- provide facts on the current status and what the team should expect to be doing,
- explain to each member and to the group, why each person is a member of the group, i.e. what their expertise and role within the team are,
- allocate specific assignments to each person in the team and set deadlines by when the tasks must be completed.

The task at hand:

Because expectations and commitment are high, members tend to want to start implementing immediately. It is the leader's responsibility to make sure that the group does not get ahead of itself. What the leader should assign each member to do is to gather information about his/her area of expertise related to the specific project/assignment, which will be discussed at the next team meeting.

Dangers involved in the phase:

- If the leader does not give proper and strong direction the journey towards a high performing team would be like a house being built without a foundation. In this phase the leader does ±80% of the talking. The leader's talk, however, must have substance, i.e. s/he must provide the team with facts about the history of the organisation/project, its current performance/status, what the community expects from the organisation, etc. The information gathered during the internal scoping and environmental scanning exercises (refer to "Running an Organisation") should form the basis of this discussion. If this discussion is not facts-based, the foundations of the team/organisation will not be solid.
- The second danger is if the group goes directly into implementation after this first team meeting, without doing proper analysis and planning (refer the first two phases of project management).

Storming

Characteristics of the phase:

As the name indicates, this stage is characterised by conflict. The reason for the conflict is because people are starting to experience the pressure caused by:

- the difference between what is expected (the vision) and the reality, i.e. the task at hand, resulting in feelings of incompetence,
- the lack of resources, e.g. sufficient funds,
- individual personalities and differences that are starting to come to the fore,
- lack of clarity about their role and those of others,
- stakeholders, the board, etc. starting to expect the group to deliver results.

There is therefore a dip in people's motivation and commitment, and members start to feel discouraged, frustrated, fearful, self-protecting and even aggressive towards each other. Talk tends to be negative, with lots of concerns raised, people not listening to each other, members threatening to or actually quitting the team, and sub-groups (clicks) starting to form.
Despite these negative behaviours, and although the team might not notice it, their performance as a team is actually improving.

The role of the leader:

The leader should use a leadership style in which s/he supports the group and guides them onto the next phase. S/he should:

- clarify for the group how they will/should be working together and ensure that members actually do work together. This includes explaining the journey the group is on towards becoming a team and also how the current process will result in the team developing a proper plan/strategy for implementation,
- make sure that people's feelings are shared in a mature way, to ensure all issues are brought into the open and dealt with. Issues not addressed will lie dormant for a while, but will pop up again and again, either directly or indirectly, unless fully resolved, hindering progress/ performance
- encourage members not to quit, but to "hang in there" as this is a natural phase every team needs to journey through for the team to become a performing team. The storming phase cannot be avoided by any group on the journey to becoming a team.

The task at hand:

In the second meeting of the group, each member must share the information s/he gathered

with specific focus on the project/task at hand. This will entail what they think should be done, the challenges anticipated or experienced towards reaching the purpose/vision, etc. Once each member has shared his/her information, it will become clear that more information is needed to properly develop an implementation plan. The leader should now assign sub-groups with specific tasks to look into solutions for the problems identified. The sub-groups should be formed based on expertise and need, and not voluntary or according to people's own choice. This is here where the team is starting to form. If it is not dealt with correctly by the leader, the group will break up into sub-groups. This phase might therefore require various sub-group meetings and even a few team meetings to properly work through all matters with due care and consideration.
From the first two stages in team development it should be clear how important it is to fully complete the first two phases in project management before starting with actual implementation. This is one of the biggest mistakes made by teams and/or organisations, i.e. to want to move to problem solution and implementation too quickly.

Dangers involved in the phase:

- Because of the high levels of dissatisfaction and conflict, the leader (and group members) often quit during this phase. It is important that the leader recognises the conflict as a natural phase to work through and to support members to manage interpersonal conflicts, negative talk, etc.
- Another danger is that individual group members' contributions can be brushed over or not recognised. It is the leader's role to ensure that everyone is heard equally.
- The leader must also help the group to appreciate each other and to see the unique contribution each member brings to the team.
- Although this is a natural phase in any team's development, if a group stays in this phase too long the team will become dysfunctional. The leader should therefore ensure that it is properly dealt with, but also that the group is guided on towards the next phase.

Norming

Characteristics of the phase:

Because of working with data about the organisation and its purpose, members start to make the vision, values and purpose of the organisation their own. Similarly, members are starting to work out ways to work with each other and to resolve differences among each other. Because they have been working on developing solutions in the previous phase, the gap between expectations and reality is starting to become manageable. The team is therefore starting to form and people no longer see themselves as individuals in a group, but part of the team and organisation. The mood in the team is hopeful and purposeful, and people feel more confident which leads them to take more risks, and feelings of togetherness increase. Problems are more easily handled by the team and members work better together.

The role of the leader:

The leader should use a leadership style that is supportive to both individuals and the team, and in which more responsibility for decision making and leadership is shared with the team and team members individually. More specifically the leader should:

- Guide the team in celebration of what they have accomplished to date,
- Facilitate the process of opening up, i.e. due to the previous experiences in the storming phase, team members are scared to fall back into a state of conflict and therefore avoid any situation that can upset the team. The leader should ensure that people remain open and honest especially in sharing their views on the project/work to be done,
- With the amount of information now available to the team, it could be necessary to restate the purpose of the organisation/project, etc. and also to re-clarify personal roles and responsibilities, as team members would have grown through the process into new roles as

work demands have made them take on responsibilities. It is important to redefine roles and responsibilities in line with realities and people's strengths in relation to the task at hand, rather than to commit to the organisation's structure on paper.

The leader therefore becomes less dominant and more supportive during this phase.

The task at hand:
The team is now ready to go into problem solving and action planning, based on the information gathered in phase 1 and solutions developed during phase 2. This is also the ideal phase in which strategic planning should be undertaken.

Dangers involved in the phase:

- Because the team has made some solid progress, they might feel that they have succeeded. A danger therefore is to declare victory too soon. Nothing has been accomplished until implementation has taken place and the purpose of the organisation/project has been achieved.
- The team might fall into what is called "groupthink", i.e. where people agree because they do not want to disagree and/or because they trust each other too much. It is the leader's responsibility to ensure that the group remains critical, open and searching. S/he will also have to protect members who want to be open and honest and who are discouraged or silenced by the other team members.

Performing

Characteristics of the phase:

In this phase the team becomes a high performing team, i.e. they can achieve what was earlier seen as impossible. They work well together and complement each other in terms of roles and responsibilities. There is a high level of flexibility in the team and they can easily deal with challenges and new assignments. The team has an agreed upon action plan and is pro-active about the future. Because of the high levels of implementation and team work, the mood in the team is good, people respect and support each other.

The role of the leader:

The leader should use a shared leadership style, i.e. s/he must change her/his style and give team members the space to lead the team according to their areas of expertise as they are now competent and committed to take on leadership roles. The leader's "airtime" (i.e. when s/he is actually speaking) is ±15%. The leader, however, continues to:

- Be the link between the team and the rest of the community/stakeholders,
- Play an active role in ensuring that the team stays on course in achieving the vision,
- Monitor performance and progress,
- Ensure that the team is meaningfully engaged, i.e. not over-burdened or under-challenged, and
- Ensure proper closure where needed, e.g. when a project is completed or a team member has to leave the team.

The task at hand:
Implementation of the action plan, and monitoring and evaluation of progress made.

Dangers involved in the phase:
- If the leader is not prepared to share his/her leadership role (as opposed to abdicating it), the team will never develop into a high performing team.
- The team being over-burdened. Because of the team's ability to perform and deliver it is easy that they might be over-loaded with new requests and projects e.g. from the community.

To take a group of people through the four phases takes on average 18 months to 2 years. No high performing team is formed overnight. It also takes skilled leadership to ensure each phase is managed correctly. If the process is not managed well, the group of people will never develop into a high performing team. Some more time frames on team development:

- It takes more than 3 hours per week over a period of 3 weeks for a group of people to start finding and understanding each other. This means that team meetings will have to take place regularly, with sufficient time allocated to really talk things through, during the early stages of team development if the process is going to be successful, and
- between 20 and 30 hours, i.e. 4 full work days, of face-to-face facilitated (i.e. correctly guided) contact for people to start being honest and real with each other, and
- ±40 hours, i.e. 5 full work days, of direct contact for any group of people to work well together.

A leader should therefore study this model and apply the principles step by step, and dedicate him/herself to the process, if s/he wants to see his/her team develop into a performing team.

Team Composition

Another factor that is key to a team's success is the way the team is put together. Belbin identified 8 roles that should be fulfilled in each team for the team to be balanced and therefore function well. Every person has a natural strength in at least one of the roles, sometimes more than one. A person also has what is called a "fall back position", i.e. a role s/he will take on if s/he cannot fulfil their natural strength. It would be important to identify what your natural strength(s) are, and also those of your team members, and to look at areas of weaknesses in the team, i.e. where you do not have a team member with natural strengths in a specific role or where roles are over- or under-represented. Take note though, that no person is naturally strong in all 8 roles. Your natural strength also might be different from the position you fulfil in the organisation or team, e.g. a person in a leadership position does not necessarily have a natural strength in any of the leadership roles.

Overall the 8 team roles are grouped into 4 functions, i.e.

- leadership, i.e. person(s) ensuring that objectives are set and that the team/organisation stays on track in reaching the overall purpose,
- thinking i.e. coming up with ideas for implementation towards achieving the vision and solutions to problems,
- task-orientation, i.e. turning ideas into practical realities and making sure that tasks are completed and objectives met,
- group-maintenance, i.e. ensuring that all team members work well together and that people's strengths are noticed and supported, and weaknesses managed well.

All 4 functions are equally important in a team if the team is to function well. There are, however, few teams that are naturally balanced. It is the leader's responsibility to ensure that team members are selected with these strengths in mind and to ensure that a team cover, by actively taking on the role, where the team is not naturally well-represented in any area.

Each of the 4 functions have more than one team role. Below is a brief description of each: Refer to Annex E to this chapter for a questionnaire that can help you determine your team role(s). Answer the questions as honestly as you can. It is all about how you actually behave not how you wish you would do so.

Leadership

A team must have at least one leader, preferably a Co-ordinator.
Teams with more than one Shaper in the team normally experiences leadership challenges.
Teams can have more than one Coordinator in a team.

Shaper	Coordinator
• Sets objectives and prioritises tasks. • Imposes shape on group discussions. • Determines outcomes of activities. • Quickly explores possible approaches and can easily see what will not work and abandons these ideas. • Succeeds by dragging the team along, i.e. s/he walks in front and expects others to follow his/her lead. • If both Shapers and Coordinators are present, the Shaper tends to take control. • A Shaper does not easily give up control and can therefore seldom lead a group of people into being a high performing team.	• Clarifies team objectives for and with the team. • Co-ordinates the team's progress towards team objectives. • Gets the best out of team members. • Leads through skilful control of the group and uses resources wisely. • Because this leader leads from among the people, s/he is more successful than the Shaper, but much scarcer to find

Thinking

A team without thinkers goes into implementation too quickly and ends up crisis managing a lot because they have not properly planned and thought through what needs to be done. They also lack problem solving skills and tend to try to solve problems in a quick and easy way, rather than truly looking at root causes and real solutions.

Plant / Innovator	Resource-Investigator	Monitor-Evaluator
• Creative by intuition, i.e. from internal reflection and gut feeling • Comes up with original solutions and solves difficult problems. • Effective teams need one, but not necessarily more than one, as plants can be "out of the box".	• Creative by acquisition, i.e., through his/her networks or other resources, e.g. reading. • Explore and report on ideas and developments outside the team. • Makes useful contact outside the team. • A team can have more than one resource-investigator.	• Analyses problems. • Evaluates ideas and suggestions. • Puts the team in a better position to take balanced decisions. • Often seen as negative or playing "the devil's advocate". • Can be in conflict with especially the plant/innovator, especially if either or both are not mature.

Task-orientation

Teams without team members with strong task-orientation end up talking and not doing. A team therefore needs many team members that are task-oriented.

Implementer	**Specialist**	**Completer-Finisher**
• An implementer turns ideas into practical reality, e.g. by developing procedures. • They also carry out plans systematically and efficiently, i.e. they do things and get things done. • Teams without an implementer will be badly organised and may fail to get things done.	• Provides specialist knowledge and technical skills within the team, i.e. this person is an expert in their field, normally, but not always, related to the core purpose/ business of the organisation. • Specialists are often people who like to work on their own and therefore not necessarily good at working in a team.	• Looks for work requiring a lot of attention to detail. • Searches out errors and omissions. • Maintains a sense of urgency and ensures the team delivers on time. • Because of their attention to detail and wanting to complete every tiny bit of an assignment, they are often not popular in teams. They are, however, essential, as teams without a Completer-Finisher tend to fail to complete tasks/ assignments.

Group Maintenance

Team Worker
• Responds positively in the team, improves communication between team members and fosters team spirit. • Supports team members' strengths and covers for their shortcomings. • The team worker role is especially important when the team leader is a Shaper, and less important when the team leader is a Coordinator • A team can have more than one team worker, as they have a positive impact on a team. A team with too many team workers vs. the other roles, however, tend to talk and socialise too much while focusing less on getting the work done.

Team Performance Management

In the section on "Running an Organisation" we looked at setting up a M&E (Monitoring and Evaluation) System for the organisation. We also talked about the importance of using the data to improve the organisation's performance. In this part of the handbook we want to look at how the leader uses this performance data to help the team develop and perform even better in serving the community and reaching the objectives and vision of the organisation.

It is the duty of a leader to monitor and evaluate the performance of his/her team, to bring out the best in each team member and to determine areas of weakness so that problems can be addressed. Part of team performance management is also to effectively combine the resources, skills, talents, strengths and efforts of your team to the best advantage of the beneficiaries. Effective team management motivates workers to take responsibility for their work performance and produce high quality results.

1 Track the performance of each member of the team according to the Operational Plan using the SoE (Sources of Evidence) as discussed in the section on "Running an Organisation".

2 On a regular basis compare each staff members' and the team's actual performance against what was planned. Most organisations hold weekly meetings for this purpose, but at a minimum this should be done on a monthly basis. A very useful tool is what is referred to as a scorecard, i.e. a visible tool to show how well the team is doing. Below is a very simple spreadsheet or table that can be used as a basis for team performance tracking.

- For "Person Responsible" most teams use only team members' initials as everyone knows who is referred to.
- In the column "Indicator" indicate with a colour code whether the indicator was met (green), or exceeded (yellow), or under-performed (red) on. If achieving an indicator stretches over a longer period of time, the indicator can be broken down into portions to be completed per month/week so that you can track due progress towards the ultimate result, i.e. the indicator, for the specific period of time, be it the week or month.
- The letters "J, F, M, A, M, J" indicate the first six months of the year, i.e. January, February, March, etc. You can adjust these columns according to the frequency with which performance is tracked, e.g. you can adjust it to W1, W2, etc. which would indicate "Week 1", "Week 2", etc.
- Not all activities might be implemented over the complete period, e.g. Activity 1.4, that ended in April.

Completing such a scorecard gives the leader and the team an immediate overview on how they are progressing with the implementation of the Operational Plan.

Objective 1	**Person Responsible**	**Indicator**						**Source of Evidence**	**Comments**
		J	**F**	**M**	**A**	**M**	**J**		
Activity 1.2	AK								
Activity 1.2	JM								
Activity 1.3	SA								
Activity 1.4	RM								

3 The scorecard should be completed before the team meeting takes place, based on the performance data gathered through the SoE. At the meeting it is recommended that only yellow and red indicators be discussed, i.e.

- where performance exceeded expectations (yellow). The purpose is to recognise good performance and to learn from the successes achieved, i.e. what was done right so that we can do more of it again in future?
- Where performance did not meet planned indicators (red). The purpose is to problem-solve (and not to blame). If under-performance is due to a team member's lack of commitment or skill, or any other personal performance problems, the matter must be taken up with the individual outside the team meeting. Team meetings are never the place to correct an individual team member's performance.

Some tips on how to improve the team meeting outcomes:

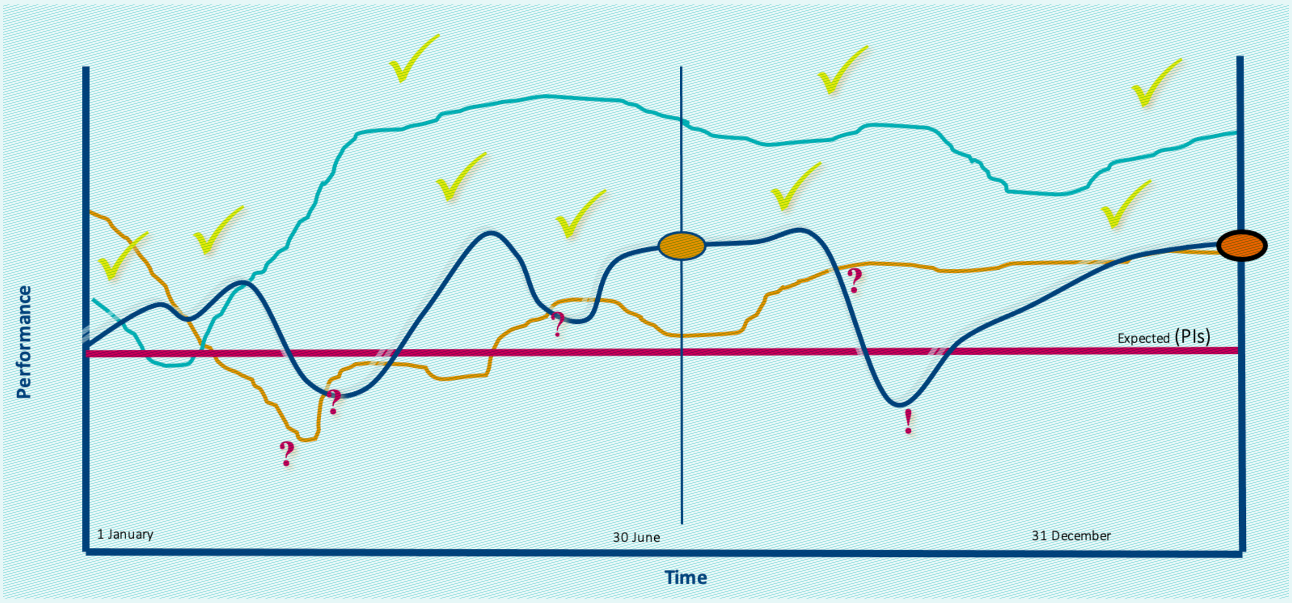
- Before the meeting do a one-page summary per Objective on Actions taken by the individuals involved for the period under review, e.g. the last week or month,
- Ask team members to list the problems they have encountered or are experiencing at the time, and
- To separately list any decisions that must be taken in the team meeting.
- Lastly, list the most important activities planned for the next period i.e. week or month.

In total it should not cover more than 2 pages per objective. It is therefore not necessary to write full sentences, nor give much detail. Bullets can be used. The purpose is just to give an overview of what is happening within the team. This document should be distributed before the meeting for all who will be attending to take note of. In the meeting only the above-mentioned two points, i.e. yellow and red indicators, as well as "for decision" as listed on the 2-page summary should be discussed.

Many organisations refer to these weekly (monthly) meetings as "stop, start, continue-meetings", i.e. they identify in each meeting what they should stop doing, what they should start doing and what they should continue doing. The main emphasis is on problem solving so that the week's/month's operations can run smoothly.

These meetings should ideally take no more than 1 hour, but in the first months it might take longer as you will have to work through data and challenges in more detail to find proper solutions. It is important to take sufficient time to address root causes and not only to keep to time limits set for the meeting, which will only result in you continuously managing crises.

4 Over time the leader should analyse trends in performance. Below is a graph as an example of performance over time for one Objective in which the performance data of the various Activities to be completed in the Objective are shown. One can also compile a separate graph for every activity if it would be easier to interpret, i.e. have only one line per graph. The graph is completed by taking the specific achievements per week/month from your weekly/ monthly team meeting and plotting it on a graph. It you do this the trend in performance will become clear, Graphs are but one tool that can be used to analyse trends in performance. The leader should note any reasons for concern, i.e. where indicators are not met and analyse the reasons for the under-performances, i.e. can any trends (common factors or patterns) be noted? In the same way improvements in performance should be noted, i.e. what are the reason(s) for successes achieved? What are the lessons to be learnt from the trends/patterns that become noticeable?



5 Once every six months a proper review of the team and organisation's performance should be undertaken. The organisation should dedicate a full day or two to this review and properly work through and discuss the organisation's performance for the 6-month period. Refer to the section on "Running an Organisation" for more details. These 6-montly sessions should be seen as getting in a helicopter and taking a holistic (or outsider's) view of the organisation. By investing is such a break-away session an organisation can save much time in crisis management, meetings and other problem-solving techniques during the 6-month period ahead. At a glance it will look like a costly exercise, but it will soon become clear that it was a true investment to the success of the organisation.

The Leader and Organisational Culture

Flowing from the above and more specifically, a leader must realise and accept responsibility for the atmosphere that exists in the organisation s/he leads. This atmosphere, in very simple teams is what the organisational culture of the CSO/CBO is all about. The atmosphere in an organisation determines the energy levels as well as where staff focus their energy, which has a direct effect on the results achieved and the way beneficiaries experience the organisation.
Below are some food for thought suggestions on ways in which an organisation's culture is created. Think through each one of these points and carefully consider what you must do to create a positive, energised and focused culture within your organisation.

› At the heart of any organisation are meetings. Meetings form a critical core of any organisation's culture and leaders should carefully think through how and for which purposes meetings are held, e.g.

- How regularly do meetings take place? If meetings are not held with a clear purpose and outcome(s), staff will become discouraged.
- How do people interact during the meetings? Is everyone given an equal opportunity to speak? In what manner are people allowed to speak to each other? Is honesty encouraged and respected, and sincere contributions valued? Is it acceptable for people: to arrive late/or leave early? Are people allowed to use their cellphones/laptops during the meeting or not? Are members expected to contribute or can they just attend in silence?
- What agenda items are discussed, i.e. what is the nature of discussion points?
- Is the purpose of the meeting to solve real problems/matters experienced by staff and the organisation, or is it only serving the leader's purposes?
- Who makes decisions, i.e. is decision making shared, or do staff have to sit in attendance while the leader dictates?
- Are decisions made followed through?

› Another critical way in which the culture is formed is through performance feedback.

- Do staff receive regular feedback on a person-to-person basis on their performance whether it is recognition of good performance or feedback on areas to improve on?
- Is good performance recognised publicly, e.g. in the passages of the office, at staff meetings, in publications, etc.
- What is expected from a good worker, i.e. what standards of work, what general conduct, e.g. time management, etc.?
- How are under-performers treated? Are they held accountable for their under-performance? Are they supported to develop, e.g. by being provided training and coaching?
- Is the organisation consistent in the way performance is treated or are some people favoured and/or neglected?

The way staff are treated reflects within days on how beneficiaries are treated. Honesty, fairness and consistency should mark any leader's interactions with his/her staff.

› Who has power in the organisation and how is it used? E.g. do the persons with power perform equal to the power they have or are people given power based on other reasons, e.g. whether they have the right political connections? If people are not recognised for their performance in an organisation, the culture will change from a performance culture to a power culture (where a lot of internal power-games will be played) or a social culture where people will just want to socialise instead of work. This will lead to factions, sub-groups, much gossip and back-stabbing and lack of trust.

› What are the daily practices in the organisation, e.g.

- Do staff take coffee breaks together and are these occasions used as opportunities to bond, share creative ideas and problem solve?
- How are special occasions e.g. work successes, birthdays recognised and celebrated?
- What is typical office talk, e.g. are people allowed (even encouraged) to gossip or bad mouth e.g. colleagues, the government, etc.? Or is there an emphasis on positive stories and thoughts, e.g. recognising other CSOs in the sector for their successes? What is being discussed "in the passages" of the organisation is critical to the atmosphere that exists. It creates a strong message about what we value and the standards we are going to maintain in the organisation.

› How clear and regular is communication between the leader(s) and staff, e.g. are staff properly briefed on management decisions, plans, new changes or do they have to learn about what is happening in the organisation from other staff members, beneficiaries or outside sources, or even worse – do they have to constantly guess and wonder what is going to happen next?

› How well is work structured, coordinated and performance supported, e.g.

- Are resources made available on time?
- Do staff have a say in their work and decisions made that affect them?
- Are systems and processes helping staff to give the best services to beneficiaries, or do they have to regularly apologise for the organisation's inefficiency?
- Are staff allowed to take initiative and be creative or are they only there to follow rules and obey the leadership?

The way staff are treated will directly reflect on how the beneficiaries experience the organisation.

› A clear indicator of an organisation's organisational culture is the physical appearance of staff and facilities, e.g. the building.

- Are the facilities clean, well maintained and pleasant to access for both staff and beneficiaries, e.g. are the toilets cleaned on a regular basis and maintained to be in working order?
- What do brochures and posters on the walls look like, e.g. are they old and outdated, has the colour faded, etc.?
- Are staff friendly, cheerful and positive, or do they look discouraged, negative, bored or unresponsive?
- Do staff behave in a professional manner, e.g. do the clothes they wear show respect to visitors, are they eating in front of members of the public, are they paying more attention to their cell phones or own private conversations with colleagues, etc.?

The above are just some examples of key areas where an organisation's culture is formed. What is important to realise is that the organisation's culture is formed, first and foremost, by the example and behaviour of the leader. People follow who you are and how you act, more than what you say. A leader should live the culture and can then expect staff to follow his/her lead. This atmosphere is what ultimately determines the success of the organisation, because it will determine whether staff want to work for the organisation, which determines whether they want to and are actually serving the beneficiaries, which results in beneficiaries actually receiving the service they need. You, as the leader, determine this chain of events.

Annex A: Transactional Analysis Ego-State Self-Analysis

On the web are a couple of useful resources that can help you determine your dominant "ego-state". Below is one from the website link below. Complete the quiz to get insight into your "ego-state" profile. You are also encouraged to consult other sources as well as it will give you more insight into this model and your interaction patterns.

https://www.bradfordvts.co.uk/wp-content/onlineresources/teaching-learning/learning-personality-styles/transactional-analysis/transactional%20analysis%20questionnaire.pdf

There is no time limit to completing the quiz. It will probably take around ten minutes to complete. The more spontaneous and honest you can be, the more accurate the results probably will be.

If you agree more than you disagree with a statement, mark a plus (+) in the box. If you disagree more than you agree, mark a minus (-) in the box.

☐ 1. Teenagers would be better off if they tried harder to understand and utilise the experiences of older people.

☐ 2. I enjoy fast driving.

☐ 3. Generally, I manage to keep a calm appearance even when I am all upset inside.

☐ 4. There are too few people nowadays with enough courage to stand up for what is right.

☐ 5. People who tend to be "Bossy" actually lack self-confidence although they may not realise this.

☐ 6. I do not like it when people are not clear about what I say and ask me to repeat.

☐ 7. Effective leadership means to enable people to give the best of themselves rather than seek the best for themselves.

☐ 8. There is too much sex and violence on TV nowadays.

☐ 9. In my opinion, it is healthy to freely discuss sex, bodily functions, intimacy, etc.

☐ 10. I find it difficult to stick to a diet, to quit smoking, etc.

☐ 11. In my opinion, speed limits should be strongly enforced.

☐ 12. Parents tend to be too permissive nowadays.

☐ 13. I believe that absolute openness and honesty with others is possible.

☐ 14. In my opinion, 95% of the important life decisions are based on feelings.

☐ 15. Too many people nowadays allow others to push them around too much.

- [ ] 16. Although most people are not, I seem to be quite comfortable with a long period of silence.
- [ ] 17. I can recall situations where, as a child, other people made me feel ashamed.
- [ ] 18. Sometimes children need to be slapped on the buttocks for their own good.
- [ ] 19. We need more rather than less censorship in the movies, TV, magazines, etc.
- [ ] 20. Even with strangers, I seldom feel bored, impatient or lonely.
- [ ] 21. I know that sometimes I ought to eat and drink less than I do.
- [ ] 22. The good opinion of others is important.
- [ ] 23. My parents encouraged me to explore and learn things for myself.
- [ ] 24. I get uncomfortable when something unexpected happens.
- [ ] 25. Even when one feels life is not worth living, no one is justified in committing suicide.
- [ ] 26. I try and attend many courses, seminars, lectures, etc.
- [ ] 27. Sometimes I tell myself, “Shut up - you are talking too much“.
- [ ] 28. A remedy for divorce would be to make the conditions more stringent so that marriage would be considered more seriously.
- [ ] 29. I seldom, if ever blush.
- [ ] 30. Most mistakes result from misunderstanding rather than carelessness.
- [ ] 31. Tense situations make me feel uncomfortable enough that I must do something about it.
- [ ] 32. Most youngsters will benefit from obligatory military service.
- [ ] 33. Many times I have had to change my strong convictions as a result of new information.
- [ ] 34. Humility is one of the virtues, perhaps the greatest one.
- [ ] 35. Expressive hair styles seem to have to compensate for small brains nowadays.
- [ ] 36. Experience is useful but in most instances it probably needs to be modified by new facts and information.
- [ ] 37. Marriage between people from different races or countries are heading for trouble.
- [ ] 38. All work and no play add up to a dull life and that is not the way I want to live.

39. Sometimes I hear myself say "I do not make the rules, I just follow them".
40. You cannot change human nature.
41. I do not believe that there has to be a natural and un-resolvable conflict between organisations and individuals.
42. Sometimes I get so discouraged that I want to run away.
43. Capital punishment should never be completely done away with.
44. People should attend church more often.
45. Decisions carry some consequences and I like to evaluate those consequences before making a decision.
46. I am concerned about the approval of others.
47. I like to run things, be boss of the situation, take charge.
48. Even at social gatherings I find myself discussing business or gathering data from magazines and books.
49. Being a subordinate is not that easy but is better than being the boss.
50. I quickly become bored with a situation.
51. I believe that society would be better off if the laws were more rigorously enforced.
52. I am not ashamed of my tears when I am sad enough to cry, even when others are around.
53. When I think people are wrong or stupid, I say so.
54. I envy people who quit their career in order to start a new life style.
55. I just cannot trust people like many seem to do.
56. Even though there may be a standard approach to a situation, I like to figure out new ways.
57. I put things off until they can't be put off any longer.
58. I am inclined to challenge others, enquiring and become aggressive.
59. Most people are capable of sustained self-direction and control.
60. Things like working in the garden, swimming, sex and other forms of physical activities make me feel good all over.
61. I get angry or disgusted with someone I think is submissive, compromising, etc.

Self-Scoring and Profiles

01	32	03	02
04	35	07	06
05	37	09	10
08	40	13	14
11	43	16	17
12	44	20	21
15	47	23	24
18	50	26	27
19	51	29	31
22	53	30	34
25	55	33	39
28	58	36	42
	61	38	46
		41	49
		45	54
		48	57
		52	60
		56	
		59	
Nurturing Parent	**Domineering Parent**	**Adult**	**Child**

PAC Profile

	Parent	Adult	Child
100 %	16	16	12
90 %	14		
80 %			
70 %	12		
60 %		12	08
50 %	10		
40 %			
30 %	08	10	06
20 %	06	08	05
10 %	04	06	03
0 %			

Interpretation of your PAC Profiles

The highest percentage score of the three scores indicates the particular “ego-state” mostly used by you. If there is a difference of twenty or more percentage points between the highest and the second highest score, this means that the highest scoring “ego-state” is your dominant “ego-state”. If there is less than twenty percentage points difference, there is a likelihood that you switch back and forth between “ego-states” without being consciously aware of this switch.

Annex B: Time Wasters and their Remedies

Internal	External
Lack of planning **Trying to do too much** › Make a checklist, rank activities i.t.o. importance, set time- and deadlines and schedule your day. Build in some flexibility to allow for the unplanned. Stick to the schedule. › Learn to set accurate time estimates for tasks and plan your schedule accordingly. › Do not be a perfectionist. › Set aside 10 to 15 minutes each day to reflect on and plan your day. › Implement a follow-through system, e.g. by making notes in your diary to ensure all work is completed on time.	**Too many interruptions** › Clear your day by doing all important tasks. Block time out when you can focus on doing important tasks. Let your colleagues know when you are unavailable and for how long. Get someone to cover for emergencies. › Get rid of distractions, e.g. put your cellphone in a drawer or your bag so that you are not tempted to constantly connect.
Paper shuffling **Cluttered desk** › Organise your work area. › Deal with each item only once and once dealt with, file the document immediately. › Learn to do quality work, so that time wasted in re-doing is minimised.	**Drop in visitors** › Don't keep a chair near your desk. Stand up when someone enters the room. Rather go to colleagues' offices than have them come to you. You then have better control over the length of the meeting and decide when to leave.
Indecision › Gather information that will help you decide. › Give yourself a deadline. › Know that risks are inevitable.	**Meetings** › Explore alternative means to deal with the matter, e.g. by e-mail or zoom. › Establish start and finish times and keep to these. › Send someone else if not important to your purpose/role.
Procrastination › Break up overwhelming tasks into smaller elements. › Organise the tasks in logical order so that you can see the beginning to end of the task. › Where possible start with the easier bits first. › Set deadlines and stick to them. › Schedule specific tasks that must be completed for every day until the complete task is achieved.	**Too much noise** › For high-concentration tasks close your door or arrange to sit in another venue, e.g. a board room. › Schedule important tasks for when the office/environment will be quieter.
Inability to delegate › Discipline yourself to trust other people. › Properly discuss the results to be achieved with the other person to ensure standards are met. › Allow for mistakes and growth. › Demonstrate support to the other person until s/he feels confident to do it on his/her own.	

Annex C: Activity Log

Complete an activity log for a week or two, up to a month, to get an accurate indication of what you do with your time, then analyse the log to see where you are wasting time and can better optimise the use of your time.

Time the time of day, e.g. 08:07
Activity give a brief description of the activity, e.g. writing of staff meeting minutes
Duration how long it took to complete the activity, e.g. 7 mins
Value an assessment of how important and urgent the task was, i.e. I&NU, I&U, NI&U NU&NI

Time	Activity Description	Duration	Value

Annex D: Daily Prioritised To-Do-List

Priority: indicate Importance & Urgency, i.e. I&NU, I&U, NI&U, NI&NU

Task/Activity	Priority	Completed [date]	Follow up action required

Annex E: Belbin Team Role Questionnaire

Instructions:

- For each section distribute a total of ten marks among the sentences which you think most accurately describe your behaviour.
- These marks may be distributed among several sentences; in extreme cases they might be spread among all the sentences or 10 marks may be given to a single sentence. However, try and avoid either extreme.
- Enter the points in the answer sheet provided at the end of the questionnaire.

What I believe I can contribute to a team:

A	I think I can quickly see and take advantage of new opportunities.	
B	I can work well with a wide range of people.	
C	Producing ideas is one of my natural assets.	
D	My ability rests in being able to draw people out whenever I detect they have something of value to contribute to group objectives.	
E	My capacity to follow through has much to do with my personal effectiveness.	
F	I am ready to face temporary unpopularity if it leads to worthwhile results.	
G	I can usually sense what is realistic and likely to work.	
H	I can offer a reasoned and unbiased case for alternative courses of action.	

If I have a possible shortcoming in team work, it could be that:

A	I am not at ease unless meetings are well structured and controlled and generally well conducted.	
B	I am inclined to be too generous towards others who have a valid viewpoint that has not been given a proper airing.	
C	I have a tendency to talk a lot once the group gets on to a new topic.	
D	My objective outlook makes it difficult for me to join in readily and enthusiastically with colleagues.	
E	I am sometimes seen as forceful and authoritarian when dealing with important issues.	
F	I find it difficult to lead from the front, perhaps because I am over-responsive to group atmosphere.	
G	I am apt to get too caught up in ideas that occur to me and so lose track of what is happening.	
H	My colleagues tend to see me as worrying unnecessarily over detail and the possibility that things may go wrong.	

When involved in a project with other people:

A	I have an aptitude for influencing people without pressurising them.	
B	I am generally effective in preventing careless mistakes or omissions from spoiling the success of an operation.	
C	I like to press for action to make sure that the meeting does not lose sight of the main objective.	
D	I can be counted on to contribute something original.	
E	I am always ready to back a good suggestion in the common interest.	
F	I am keen to look for the latest new ideas and developments.	
G	I believe my capacity for judgement can help to bring about the right decisions.	
H	I can be relied on to bring an organised approach to the demands of a job.	

My characteristic approach to group work is that:

A	I maintain a quiet interest in getting to know colleagues better.	
B	I am not reluctant to challenge the view of others or to hold a minority view myself.	
C	I can usually find an argument to refute unsound propositions.	
D	I think I have a talent for making things work once a plan has been put into operation.	
E	I prefer to avoid the obvious and to open up lines that have not been explored.	
F	I bring a touch of perfectionism to any job I undertake.	
G	I like to be the one who makes contacts outside the group or firm.	
H	While I am interested in hearing all views, I have no hesitation in making up my mind once a decision has to be made.	

I gain satisfaction in a job because:

A	I enjoy analysing situations and weighing up all the possible choices.	
B	I am interested in finding practical solutions to problems.	
C	I like to feel I am fostering good working relationships.	
D	I can have a strong influence on decisions.	
E	I can meet people who may have something new to offer.	
F	I can get people to agree on priorities.	
G	I feel I am in my element where I can give a task my full attention.	
H	I can find an opportunity to stretch my imagination.	

If I am suddenly given a difficult task with limited time and unfamiliar people:

A	I would feel like devising a solution of my own and then trying to sell it to the group.	
B	I would be ready to work with the person who showed the most positive approach.	
C	I would find some way of reducing the size of the task by establishing how different individuals can contribute.	
D	My natural sense of urgency would help to ensure that we did not fall behind schedule.	
E	I believe I would keep my cool and maintain my capacity to think straight.	
F	In spite of conflicting pressures, I would press ahead with whatever needed to be done.	
G	I would take the lead if the group was making no progress.	
H	I would open up discussions with the view to stimulating new thoughts and getting something moving.	

With reference to the problems I experience when working in groups:

A	I am apt to overreact when people hold up progress.	
B	Some people criticize me for being too analytical.	
C	My desire to check that we get the important details right is not always welcome.	
D	I tend to show boredom unless I am actively engaged with stimulating people.	
E	I find it difficult to get started unless the goals are clear	
F	I am sometimes poor at putting across complex points that occur to me.	
G	I am conscious of demanding from others the things I cannot do myself.	
H	I hesitate to express my personal views in front of difficult or powerful people	

Belbin Scoring Table

Copy your scores from the previous section onto the table, matching the letter to the total out of 10 that you allocated to the specific statement.

Question

1	G		D		F		C		A		H		B		E	
2	A		B		E		G		C		D		F		H	
3	H		A		C		D		F		G		E		B	
4	D		H		B		E		G		C		A		F	
5	B		F		D		H		E		A		C		G	
6	F		C		G		A		H		E		B		D	
7	E		G		A		F		D		B		H		C	
Totals																
	Imple-menter		**Coordina-tor**		**Shaper**		**Plant**		**Resource Investiga-tor**		**Monitor Evaluator**		**Team Worker**		**Completer**	

Public Speaking and Presentation Skills

Introduction

Speaking in public is important. If we do not have the confidence or the competence to speak up in groups, meetings, workshops etc it impacts on our credibility and our ability to persuade, inform and communicate with others.

Think about what happens when an audience is presented with someone who has no training or experience in public speaking

The speaker/presenter might:	
• Speak too softly, or shout • Repeat himself/herself • Miss out important information • Get information wrong • Rush through his/her presentation and speak too fast • Use language that is hard to understand or inappropriate	• Talk over the top of people who are trying to contribute • Not allow enough time for his/her speech or presentation • Lack manners • Behave in a way that is distracting • Not make eye contact

Some people seem to be natural public speakers and can make any subject interesting. Other people really know their subject well but because they have not received training in talking in front of people, all the valuable information they wish to share is lost through poor presentation or because they do not understand the needs of their audience.

Many of us feel nervous at the thought of speaking in front of an audience. It is natural to feel uncomfortable if we have to speak in public but it is a learned skill that we can develop. Many famous people have a fear of public speaking yet you would never guess. At the end of this section you will have some tips and techniques for speaking in public and making presentations. Of course, you will have to get some actual practise speaking up and giving presentations and be prepared to ask for feedback from friends or colleagues.

By adopting these basic tips and techniques, which we will cover in the following sessions, you can learn, gain confidence and make public speaking less of an ordeal.

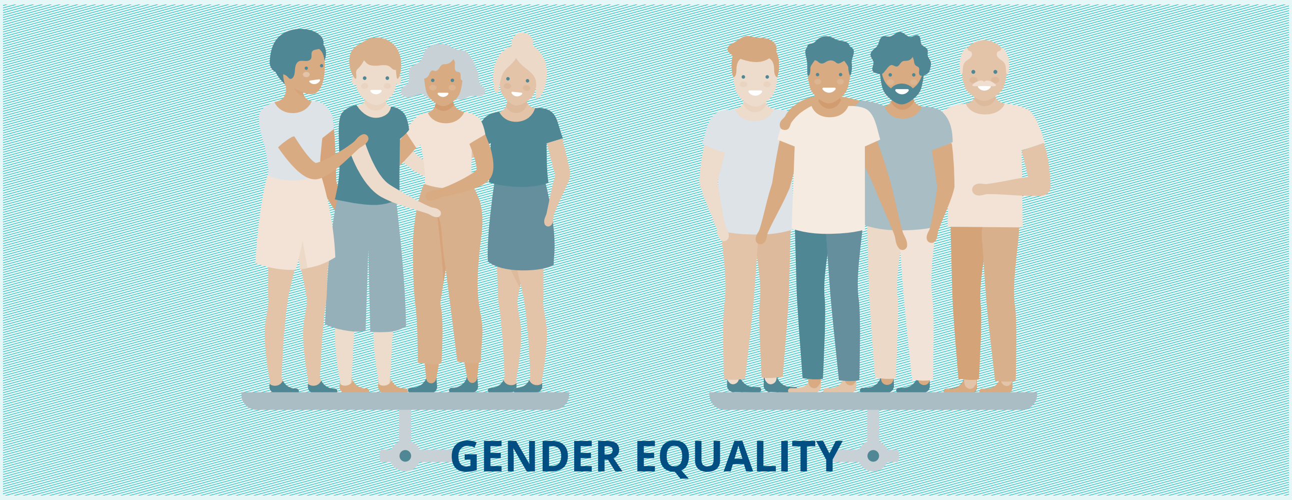
Gender balance and giving women and men an equal voice

Some of you may have come across the word 'gender'. It's a word that can cause a lot of confusion and people have only started to use it fairly recently — previously we always used the word 'sex' instead. We still use the word 'sex' to talk about whether a person or animal is male or female according to their biology (as well as in other contexts) but we use the word 'gender' when we want to talk more generally about the role of a man or woman in his or her community and the wider world.

For example:

Sex	Gender
The sex of one new puppy is male but the other three are female	We should encourage people to enrol as nurses regardless of gender
I don't want to know the sex of my baby until it is born	He seems to have old-fashioned ideas about gender roles
The goats were separated in the kraal according to sex	The 2010 candidate list should include both genders

Most communities are made up of roughly 50% men and 50% women and most countries also have this same balance of men and women in their populations. It used to be the case in nearly all countries that important positions in government and communities were only held by men and there are still countries in the world where this is true. However here in Namibia we now have equal rights for both genders written into the Constitution and women are therefore to have an equal role to men in deciding important matters at all levels.



What do we mean by 'gender balance'?

It is not enough for women to be equally represented in terms of numbers in, for example, a committee, but they should also be empowered to freely contribute on equal terms with men.

Some women might struggle with making their views heard, even today.

For example:

- They may have grown up thinking they are less important than men.
- They may have been taught that their opinions should be restricted to household matters.
- They may come from a culture where women must show men respect by always doing what men tell them to do.
- They may feel that a lack of education means their views are not valuable.
- They may struggle to balance their domestic responsibilities with attending meetings and public events.
- They may be too tired from working in the home and the fields or with livestock to attend meetings at night.
- They may be scared to ask their menfolk if they can be given time to attend meetings and public events.
- They may be worried about being called demanding, or being accused of raising trivial matters, if they speak in public about their experiences.
- They may not be used to talking with large groups of people, especially ones that may disagree with them, and would therefore prefer to avoid possible conflict.
- They may not consider themselves worthy or important enough to have a role or contribution to make at meetings.

It is all our responsibility to be aware of when people are not participating and encourage them gently to do so. Be careful not to embarrass them though.

From decision-making. We have also looked at how women could be encouraged to take a greater role in making their contributions heard.

Tips and techniques for speaking and presenting in public

We are now going to move on to the part where we look at tips and techniques for speaking and presenting in public. We are going to do this in two steps.

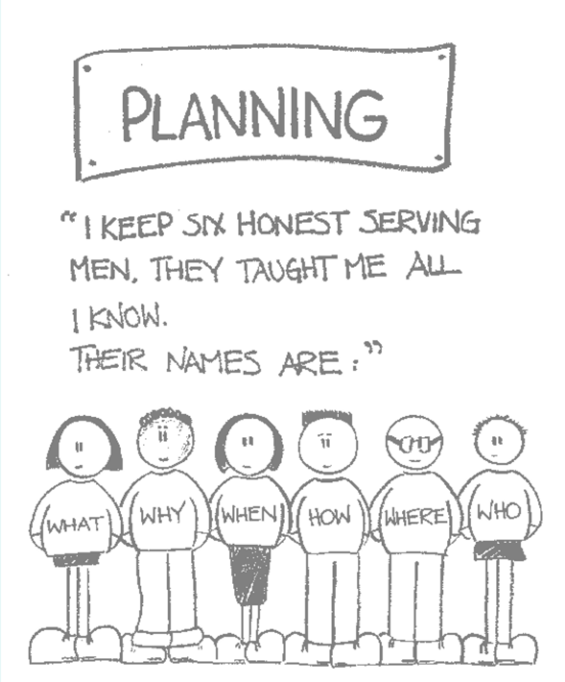
1. Planning and Preparing a Presentation
2. Use of Questions in a Presentation

Planning and Preparing a Presentation Introduction

Planning and preparation of any presentation is essential. To do this well, you will need to focus on four key areas:

1. Presentation Objectives.
2. Planning the content.
3. Preparing the materials.
4. Preparing yourself.

Considering all the above will enable you to plan and prepare an effective presentation. We will now concentrate in more detail on the four areas:



Objectives of your Presentation

The key to an effective presentation is a well-defined objective. It will focus the content you will talk about and help you get back on track if you wander off as you are speaking or dealing with questions.
You should ensure that the objective/s you are working with are clearly written, defined and understood. They are worth stating in your introduction so that your audience has a good idea of what you are going to talk about and/or the purpose of your presentation.

Planning the Content

If you consider the following points during your planning, you can be confident that you will have thought through the session well.

Gather Information

You need to gather all the information that is necessary for you to ensure that the audience can meet the objective/s.

Decide Essentials

When you have gathered together all the information you require, sift through it thoroughly. Keeping the objective/s clearly in mind, decide what the audience:

- must know;
- what they should know; and
- what they could know.

By the end of your presentation they must learn the "must know" material. The "should knows" and "could knows" will be governed by the time available and how essential it is to the group's understanding of the "must know" information.

Put in a Logical Sequence

You will need to decide what sequence is right for the material you have to present. Some approaches that may help you do this are:

- Known to unknown.
- Simple to complex.
- General to specific.
- Concrete to abstract.

Preparing a Horizontal plan as shown below is a useful aid in helping you sequence the session.

The Horizontal Plan

The horizontal plan is simply a framework to help you structure a presentation session. Here is an example of a blank one:

Horizontal Plan

Objective: Title:	Time: Method: Visual Aids:

Introduction				Summary

The number of sections can be varied in accordance with the number of main headings or chunks that your session contains.

By really learning what you want to say and being able to summarize the content down to bullet points you could get your whole talk down to one sheet of paper rather than copious notes.

This is an example of a horizontal plan that could be used for a training session or presentation on Feedback.

Horizontal Plan

Objective: At the end of the session, students will be able to define feedback in accordance with the TDP; outline 5 guidelines for receiving feedback; outline the 5 stages to be covered when giving feedback. Title: FEEDBACK	Time: Method: Lecture Visual Aids: Flipchart (F/C) Overhead projector (OHP)

Introduction	Definition	Receiving Feedback	Giving Feedback	Summary
"If you always do what you always did, you'll always get what you always got". (F/C) A need to give and receive feedback this week; essential for development. Feedback (F/C) Definition Receiving Giving (As above) (OHP) Explain importance on course and at work. Handouts at end Please ask questions at the end.	Term used to describe the giving and receiving of information to aid development. Explain how term originated from rocket engineering - draw on flipchart.. * others sharing their perceptions of your behaviour with you. It is your choice how you use this info. to help you reach your personal objectives.	(Relate experience of negative response to feedback.) * Guidelines include: - consider it as a gift - use listening skills - avoid self-justification - thank giver - make decision as to what acton you will take. (F/C) (Explain each point as you go through) * RECAP - looked at.. * NOW let's look at...	(Relate experience of unsolicited feedback.) * Stage when given feedback: (OHP): - Contracting - Observation - Recording - Classifying - Evaluation (F/C) (Explain each point as you go through)	Summarise all Key Learning Point(s) under headings: - Definitions - Receiving feedback - Giving feedback Invite questions Thank group Distribute Handouts

Advantages of the Horizontal Plan

- The plan prompts you to consider the following aspects of your session:
  - The objective.
  - The time allocated.
  - The title.
  - The visual aids.
  - The way in which the session should be broken into chunks and structured.
- All the information is on one sheet.
- Timings per chunk can be allocated.
- The Key Learning Points or must knows can be highlighted.
- 'Nice to Knows' such as anecdotes or extra information can be written in a different colour - in this example brackets have been used.
- It shows the points where visual aids are required.
- Colour and pictures/symbols can be used to highlight points.
- Links between chunks can be considered.

- The presenter can check that the overall plan for the session looks logical and structured in a way that will aid rather than hinder learning.

The main purpose of the plan is to help the planning and structure of the session. It can also be used to prompt you in the session - or you may wish to use a different method such as cards.

Select your Presentation Method

Your choice of method will be dependent upon the following factors:
- Objectives.
- The audiences existing knowledge and skill.
- Subject matter.
- Facilities available.
- Time and Cost.
- You, the presenter.

Some of the methods available are:
- Lecture: Speak continuously only asking for questions at the end
- Theory Lesson: Use questions throughout to engage your audience
- Group Discussion: If the audience is small enough you could make it less formal but it is harder to keep the topic on track and you may not meet your intended objective
- Use Case Studies/Scenarios to demonstrate your subject matter.

Consider Session Materials

Having decided on the method what session materials will you need ?
- Visual Aids: flipchart, powerpoint, video.
- Handouts.

Consider Resources Available

What resources/facilities will you need (e.g. equipment, special room) ? Will there be time to obtain the aids required and at what cost? Where will the presentation be conducted? Check the room for layout, heating, lighting, ventilation, furniture and noise level. Is it conducive to learning? Will it restrict what you plan to do?

Preparing the Presentation Material/s

From the planning you have done earlier you can now pull all this together to produce Presentation notes and materials.

A common error we make is to have too much detail. Avoid dumping large amounts of information on your audience. It is about sharing knowledge and learning. What they need to know will be based on the objectives and the audience’s existing knowledge/skills.
The information you should include is shown below.

Introduction and Summary

The introduction should include what you are going to say to establish the group’s need to know, that is, the title of the training, the objectives, what is going to be covered, and links with past or future sessions. You should also include some interest value (what’s in it for me) , how long you expect to take and whether you will be distributing any handouts/follow up information.

The Summary should indicate the key points you want the audience to take away – do not introduce any new information. Invite questions from the audience.

Questions

Don’t rely on thinking up questions ‘off the top of your head’. Thought provoking questions which will progress the session in the way you wish will need to be thought out in advance. Plan what questions you can use and when you’re going to ask them, e.g. in the Introduction, Main Body or Summary.

Use of Visual Aids

Plan the aids you wish to use and give yourself cues on your plan/notes where you are going to introduce and withdraw them.

Time

You should allocate time for the various stages of the session to ensure that you can deliver the session in the time available. Make sure you allow sufficient time for a summary and questions.

You will find that a rehearsal of the presentation will be beneficial in confirming your time allocations and being confident in your subject matter.

Main Learning Points

Note the key points you wish to make. These should be supported by your key questions and visual aids wherever possible.

Preparation of Prompts.

Once you have the material laid out in a full logical sequence you have your ‘Presentation Guide’ which should act as your reference.

ou may find it useful to condense your full Presentation Guide down to a set of prompts of the key points and stages of the session e.g. the horizontal plan, notes. Your prompts should be concise, simple and easy to follow without distracting you. These prompts will prevent you from just reading the presentation.

Preparing Yourself

Presenters have a great deal of influence on their audience, this influence can be appropriate or inappropriate. As a presenter you must consider the effects the following may have on your audience:

- Your Appearance.
- Your Voice.
- Your Confidence.
- Your Attitude.
- Your Mannerisms.

What is appropriate or inappropriate is very difficult to define, but as a presenter you must be aware of the things that turn people off. Think back to some of your own experiences. What things impressed you about your presenter?

Note a few things down here:

...now note a few things down that didn't impress you:

Let's take a look at each one in turn!

Appearance

We all make judgements about people in the first few seconds of meeting, therefore, first impressions are important, it is always a good idea to try to match your appearance to the expectations of the audience you are facing. For example, wearing shorts, a tee-shirt and baseball cap may not be a good idea if you're presenting a to senior managers.

The safety of yourself and your audience must always be uppermost in your mind, you must never ignore personal protective equipment, when required.

Always give a thought to how your appearance can best influence the session you are delivering.

Voice

You should use your voice to best advantage, obviously you must be heard by your audience. It can also help if you vary the tempo of your voice, use emphasis, vary the tone and modulation. Always remember you are talking to people not just delivering information. Regional accents are no problem provided the words/phrases you use are commonly understood.

If you get a chance make a recording of the presentation you will deliver, listen to it and then judge yourself. Listen to other presenters and take note of how they use their voices well. Or ask your peers and colleagues for feedback on how you use your voice.

Confidence

It's not unusual for presenters to feel tense or suffer from "stage fright" in the initial stages of their delivery. In fact, many believe this rush of adrenaline keeps you on your toes. Try to portray this energy as positive and confident, rather than negative and unsure.

Your audience need to trust you, and as people we tend to trust confident people.

Here is a list of the things that can help you to show confidence:

- **smooth movements**
- **don't use jargon**
- **relaxed stance**
- **keeping to the point**
- **a calm attitude**
- **don't baffle with science**
- **a thorough knowledge**
- **use understandable language**
- **be clear and concise**
- **be well prepared**
- **constantly check understanding**
- **be well organised**

Attitude

If you show a relaxed encouraging attitude towards the audience and show your enthusiasm for the subject, you will create a learning environment.

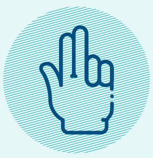
- Don't be aloof
- Be fair, firm and friendly
- Appreciate individual difficulties
- Listen to different points of view
- Praise and encourage participation. A small success can increase a person's confidence and enable them to tackle problems they would otherwise avoid.

Mannerisms

All people have mannerisms, some are positively useful in the learning situation, some have no significance, but there are others that can prevent people from learning, that is they distract people. It is these mannerisms that as a presenter you must, where possible, eliminate. Typical areas to consider are:

Voice
Try not to be hesitant or monotonous. Try to avoid 'ums' and 'ers', and try not to use statements like 'You know', 'got it', 'right' and 'OK'. Try not to use peculiar pronunciation, laugh nervously or use unnatural pitches.

Eyes
Lack of eye contact with your audience, that is, looking outside, over their heads, at the floor, at visual aids, can indicate to the group that you are insincere or lack confidence. When you are being asked a question by a person, you should focus on the questioner to indicate that you are listening and valuing their contribution. On the other hand you should not stare at people as they may find this intimidating.



Gestures
Dramatic and unnatural movements can cause anxiety amongst the audience, resulting in them focusing on your behaviour rather than on the presentation that is being delivered. However, don't be afraid to move naturally, join in with the group and use gestures for emphasis when appropriate.

Objects

When you are delivering presentations it is important not to distract your students by fiddling with pens or board markers. Playing with loose change or keys in your pockets can be very annoying, constant removal and cleansing of glasses can give an impression of boredom or superiority and shifting of papers can make you look nervous or disorganised.

The examples listed are not exhaustive, try to get hold of a video camera and film yourself doing a presentation. You can then observe your performance and hopefully iron out any annoying mannerisms, that is, of course, if you've got any!

Use of Questions

There are many different types of questions:

Open – are used to encourage people to share information about their views and interests. They are critical to exploring and expanding perspectives, impacts and possible solutions. They send a message that the presenter and the group are interested in the person's contribution.

Closed – you are seeking a yes or no answer or a fact e.g. what year did Namibia gain independence?

Rhetorical – you are not actually expecting your participants to answer. If you use this type often your audience will assume non of your questions require an answer

Multiple – you roll two/three questions into one. This is very confusing for the participants. They often do not understand what you are asking and do not bother to try to answer.

During a presentation it is OK to ask closed questions but limit how many because they tend to close down discussion

For the majority of the time ask open questions – for all the good reasons stated earlier. Open-ended questions begin with: What; When; Where; Who; How and Why.

For example:

- What do you believe has changed?
- When did this issue first emerge?
- Where do you think the problem began?
- Who is responsible for the outcome?
- How does this issue relate to the other points we have discussed?
- Why is this issue more important than other issues?

Open questions are very useful in helping people to listen to one another's views, and share perspectives. If the presenter has suggested s/he would like the presentation to be interactive i.e. they will ask questions throughout, they need to stay mindful of time and focus and deal with the answers with respect and interest.

Summary: In this session, we looked at the concepts of **gender and gender balance**, and discussed ways in which women may be prevented from taking a full part in public meetings and debates – and decision-making in their communities.

Thorough planning and preparation is essential for any presentation. A number of factors need to be considered and these include:

- **The Objectives**
  These must be clear and constitute both the purpose and the focus of the session.
- **Planning the learning content**
  It is necessary to gather and sort the information in line with the objectives. This information must then be structured; the method to be used must be selected and session materials and resources need to be considered.
- **Preparing the material.**
  Now it is necessary to prepare the session in slightly more detail and to consider:
  - your introduction and summary;
  - the questions and training aids you want to use;
  - the allocation of time and your own prompts.
- **Preparing yourself**
  This is about ensuring that you will be doing everything you can as a presenter to enable learning to take place. Some influencing factors may be your appearance, voice, level of confidence, attitude and mannerisms. It is not necessary to undergo a major personality change! However, it is useful to find a balance between what you feel comfortable with and what will also be helpful for your participants.

Lastly, we covered briefly the **use of questions** during our presentations. We looked at different types of questions and identified open questions as the most effective and asking closed questions only when appropriate.

Developing A Self-Care Plan

Overview

As a member of a CSO the job of caring for others and advocating for community change and overall wellbeing of our society can be rather demanding placing tremendous strain on you as an individual. At times you might find yourself exposed to various forms of trauma, stories of crisis and feelings of despair or hopelessness. This could affect you negatively and result in you developing issues such as– burnout, compassion fatigue or Post Traumatic Stress Disorder (PTSD) .

Mental Health and Physical Wellbeing

Although mental wellbeing in Namibia is not a topic of regular discussion, it is important to highlight the importance of your mental and physical wellbeing as this will influence how you perform your daily tasks and fulfill your roles and responsibilities as a member of society, within your CSO, the community, even within your family unit. Many times we witness stories where someone ends their life abruptly, or the life of a loved one or stranger is threatened as a result of the perpetrator's mental instability or a past misfortune e.g. unwanted teenage pregnancy. Of course, these stories are usually closely affiliated with signs of childhood trauma, a lack of support or referral system, and of course existing economic, as well as social pressures e.g. poverty, alcohol and drug abuse, Gender-based Violence (GBV), lack of education and housing. Do you notice that these are some of the topics covered in your work within your organisation?

Strategies for Self-Care

Feel encouraged to remain mindful of the above, and urge yourself to develop strategies to cope and manage your workplace stress and challenges more effectively. In this edition the focus will be on a Self-Care Plan as a self-care management strategy. For your convenience, this section provides an illustration of a practical self-care plan template and website links you can use to record your daily tasks and challenges, status of your emotional and physical wellbeing. These forms of record keeping can of course also encompass your goals and objectives and any activities planned to achieve these, both in your personal and professional life.

What defines Self-Care

WISDOM comes from being attentive, grateful and curious.

ENEGRY comes from your food, your exercise, your support system and your breaks.

LAUGHTER comes from within, from your relationships and from your entertainment.

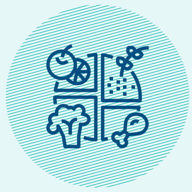
LOVE comes from within, from your relationships and from your passions.

TIP: Add thoughts in your care plan or journal about forgiving yourself, family members, friends, your career, the disease process and whatever else causes you pain and sorrow. Because forgiveness is a work in progress, you also can include comments on where you are in the process.

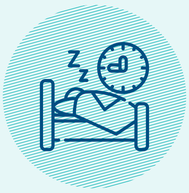
Focus on the following self-care practices:

Learn and use stress-reduction techniques, e.g. meditation, prayer, yoga, Tai Chi.

Attend to your own healthcare needs.



Get proper nutrition.

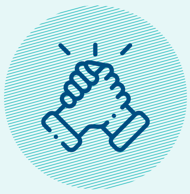


Get proper rest.

Exercise regularly, even if only for 10 minutes at a time.

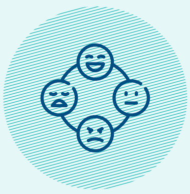
Take time off without feeling guilty.

Participate in nurturing activities, such as reading a good book, taking a warm bath.

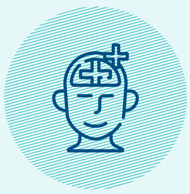


Seek and accept the support of others.

Talk to a trusted counselor, friend, or pastor when needed.



Identify and acknowledge your feelings, you have a right to ALL of them.



Change the negative ways you view situations.

Set goals.

How are YOU doing?
Your Caregiver Self Care Plan Worksheet

Our self care doesn't just happen. It is something that we have to consciously think about and plan for in our daily lives.

The first step in planning for your self care is to take some time for yourself and ask yourself the question "How are YOU really doing?". Do you have a healthy balance? What does your current self care plan look like? What changes do you need to make to move towards a better balance?

This worksheet reminds you to think holistically about your health and quality of life by developing a self care plan that takes into consideration the emotional, physical, spiritual and social dimensions of self.

Your Self Care Plan…

- List your current self care strategies and activities:
  - Emotional ______________________________
    ____
  - Physical ______________________________
    ____
  - Social ______________________________
    ____
  - Spiritual ______________________________
    ____

- Things you want to continue doing because they contribute to good health and quality of life
  - Emotional ______________________________
    ____
  - Physical ______________________________
    ____
  - Social ______________________________
    ____
  - Spiritual ______________________________
    ____

- Things you want to start doing to enhance your self care
  - Emotional ______________________________
  - Physical ______________________________
  - Social ______________________________
  - Spiritual ______________________________

- Things you want to stop doing (i.e. those things for which you can ask for help with and/or those things which are optional and add to your current responsibilities and stresses
  - Emotional ______________________________
  - Physical ______________________________
  - Social ______________________________
  - Spiritual ______________________________

- Strategies for overcoming challenges and barriers to doing what you have indicated above:
  - ______________________________
  - ______________________________
  - ______________________________
  - ______________________________
  - ______________________________

Please do not feel limited by the space provided on this worksheet. You may want to use a journal or additional sheets as you explore and develop your self care plan.

Other Resources and Summary

You can download other care plan templates and journals, which you can update and tweak as often as you need, including weekly at https://www.caregiving.com/your-plan-for-your-self-care/.

The Powerful Tools for Caregivers program for instance will guide you in identifying symptoms of stress and other issues accompanying you during the caregiving process. This programme also introduces a variety of tips and tools to manage your situation(s) and ensure a suitable self-care plan is set up. Also see - www.caregiver.org/fact-sheets The internet also offers a wide resource base when it comes to managing your eating, sleeping and exercise patterns to stay healthy. Physical and mental stress relief exercises are also available online in the form of blogs, articles, and YouTube videos to mention a few.

As online resources in Namibia concerning self-care are limited, there are of course many other ways to promote and manage personal wellbeing such as keeping a personal journal or diary, confiding in a colleague or loved one about your stress and challenges, talking to a counselor or spiritual advisor. Attending support groups in your community or church, reading self-help books and watching videos on self-care, as well as browsing through magazines and newspaper articles are further options. Remember, it is not selfish to focus on your own needs and desires when you are a caregiver—it's an important part of the job. You are responsible for your own self-care and for the sake of maintaining your credibility as a conscious citizen and member of your organisation and society as a whole.

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5

Civil Society Organisation (CSO) or a Community Based Organisation (CBO) and the Digital Environment

The use of technology in skills and community development

One of the key advantages of technology is that it enables people to do more things, more easily. This is also true when one is thinking about community development. It is also often a much cheaper way to reach people than to have to travel to them.

Let us take a look at some of tools that we can use and what we can use them for. The way in which technology can be used to help can be broadly divided into 5 categories.

- Communicating
- Marketing & Awareness
- Education
- Fundraising
- Organising

It is always particularly important that you have separate accounts for your business and private life, so that you don't accidentally share information in an inappropriate context. Ideally one would also want to have separate devices one for business and the other for personal. If it is not possible to have separate devices, having separate accounts will at least make sure you have to manually switch between the two accounts.

Communicating

The most obvious way in which technology has improved is our ability to communicate with other people. There are some obvious communication tools such as e-mail that we will not be covering as it has been in use for a long period. We will only be looking at platforms that have recently become popular.

These tools are all broadly similar and share the ability to share text-based messages, audio calls, videos, and video conversations.

Whichever of these products or combination of products you decide to use you must remember that you will need to practice to master it. So before you make use of the platform in front of an audience, test it with your friends and your family so that you can be confident in using it for business purposes.

These platforms are most useful when interacting with a small group of people.

WhatsApp

One of the key tools that can be used to communicate is WhatsApp. WhatsApp is free to download but will require that you have a cell phone with a sim card. You can also download WhatsApp to work on your computer, but both your computer and phone would need to be connected to the internet.

One of the key features of WhatsApp's is the ability to create groups. These groups can have all of the contact details of participants and participants can then share messages either with the group as a whole or privately with people in the group.

WhatsApp groups are especially useful when organising a meeting or event, or when communicating pieces of information to a wide audience. It also allows for the sharing of videos, photos, audio recording and even location data.

Other interesting features are voice calls, video calls and group voice and video calls. If one has access to the internet through cheap Wi-Fi it can dramatically reduce the cost of telephone calls especially if the calls are international.

It is possible to use WhatsApp as a tool for online learning, but only if you are creating the content in another application and then sharing it online.

The key advantages of WhatsApp are that most people have it, and that the software is free and if you use it to send text message it uses truly little data.

It is important to be careful that you do not share inappropriate jokes or comments on WhatsApp groups. One must always remember that one's own sense of humour is not always shared with others.

WhatsApp is also easy to use, and its biggest limitation is that you need a phone number to use it, and that people need to know your phone number to contact you on the platform. This can lead to problems if you wish to keep your phone number private.

Also, many of the features (calls and video calls) are for mobile devices only, so you cannot use most of its features on a computer.

Zoom

Zoom is a video conferencing software that allows for people to have either audio or video conferences using their computers or mobile devices.

The key advantage of this platform is its comparative ease of use, and full set of features. The most important features that it has are:

- Works on PC and Mobile
- Allows for easy recording
- Allows for screen sharing - all users can see the presenter's screen
- Allows for custom backgrounds to hide messy backgrounds
- Allows for breakaway rooms
- Allows for the sharing of documents
- Allows for text-based chat in the zoom session

This set of features make Zoom one of the better video conferencing tools, but it has two problems. The first is if you want to have group discussions of more than 40minutes you will need to purchase a license at about N$250 per month.

The second problem occurs with the default settings on some mobile devices which means that the users' microphones do not work until a setting is changed. This means that the start of zoom sessions can often be a little bit frustrating.

Zoom also has several tools that can help manage a Zoom session such as various tools to allow the delegates and the presenter to communicate without the delegates interrupting the presenter to speak. This includes various "reaction" emoticons, and icons that can be toggled. These icons and emoticons can be used by the delegates to indicate agreement.

Zoom works well when you want to have quick sessions with participants from many different organisations. Zoom also works well if you want to handle large groups of people in the form a webinar. A webinar is a form of an online conference.

Microsoft Teams

Microsoft Teams is a product that has been developed by Microsoft from their similar application Skype and will be replacing skype in the near future. Microsoft Teams is free to use and will require the creation of a Microsoft account. Teams share many of the same features as Zoom but some features are either missing or poorly implemented.

- Works on PC and Mobile
- Allows for screen sharing so all users can see the presenter's screen
- Allows for custom backgrounds to hide messy backgrounds
- Allows for the sharing of documents
- Allows for text-based chat during video calls

Microsoft Teams has been built with the idea of being a central communication tool for an organisation. Microsoft has created Teams to compete with "Slack" a primary text-based tool that is used mainly by technology companies. A key feature of Microsoft Teams is the team function. This team function allows for the creation of "Teams" consisting of several users.

Each team can then have several "channels". These channels allow for the creation for discussions on subjects. As an example, a team can be created for organisers. Then inside that team there can be a channel for each event. Then all of the conversations surrounding the planning and execution of the event can be available to all the participants.

It also allows for the sharing of important files and the creation of a private "wiki". A wiki is a piece of software that can be used to create an online repository of links and explanations similar to Wikipedia.

There are some problems with Teams that potential users need to be aware of. The first is that Teams is primarily meant to improve communication for people within an organisation, and that can sometimes lead to problems when wanting to have discussions and video meetings with people from other organisations.

A secondary problem can come up as a result of the close integration of Teams with other Microsoft products. For example, when you are recording sessions, Teams wants to save it to Microsoft One Drive. If you do not have a one drive enabled it will save the video in the "cloud". This can then be very difficult to locate.

So if you are communicating regularly with a small group of people from one organisation then Microsoft Teams can work very well, but if you are going to be talking to people from different organisations then you might want to use Zoom.

Marketing & Awareness

The rise of social media has dramatically changed how organisations and individuals' market themselves and raise awareness of issues that are important to them. An example of a social marketing and awareness raising campaign is the Ice Bucket Challenge which was done to promote awareness of amyotrophic lateral sclerosis. A slightly more recent campaign is the various ones that are raising awareness of plastic pollution in the ocean.

Instagram

Instagram is a social media platform that is strongly visually focused. The primary way of communicating via Instagram is by using photos and short videos. Instagram is focused on mobile devices but can also be used on computers.

One way in which Instagram can be used is to document work that has been done. I.e. if one is involved in a community project that involves fixing taps, or infrastructure, taking pictures of the before during and after can be an extremely easy way to demonstrate what has happened.
It also helps people to understand what your organisation is doing and why it is important to understand what you are doing.

Instagram does not have very robust privacy controls; an account is either private with each follower having to be manually approved. This means that each time you make a Instagram post you need to ask yourself "Is this material appropriate?", "Does what I want to post infringe on someone' else's privacy?"

However, Instagram is amazingly easy to use, without a great deal of complexity. This is good, because one of the best ways to build a social media presence is through regular posts so that your organisation appears on the "news feeds" of your audience. If you only post once a month, then your audience will only have one opportunity to see your organisation and its activities. It is a good idea to set a schedule for yourself to ensure that you regularly hit your posting targets.

Facebook

Facebook is a fairly well-known social network. Because of its widespread adoption it can be particularly useful to raise awareness of your organisation. This is because of the "Network Effect". The network effect means it is exceedingly difficult to get people to adopt a new social media platform. So, if you want to reach an audience, you need to go to where the audience is.

A key advantage of Facebook is that it is a very comprehensive platform. This comprehensiveness can make it a bit difficult to use as one needs to learn about how all the tools work. But some of the key elements to know about on Facebook are:

- Creating a page for your organisation that contains all the important information about your organisation.
- Using Facebook events to help spread information about your events and to give specific details about activities.
- Using Facebook events to manage who is going to be attending and potentially even taking their payments and/or deposits.

Another advantage of Facebook is that multiple people can be given access to a Facebook page. This means administering it does not have to fall on just one person but can instead be spread across a team.

Facebook also features video calling, text messaging and video conferencing, so it can also become a central communications point connecting your organisation to its constituents. It is important to note that these are not the key features for Facebook, so the dedicated communication tools like Teams and Zoom will have more features and will probably be a bit easier to use.

Education

Aside from dramatically altering the communication landscape the internet has also had a tremendous impact on how people can study and accomplish self-improvement. There are many ways one can access resources on the internet for self-development. Some of these are collections of paid resources, while other are available free.

With a good connection, commitment and a desire to learn an individual can radically improve their position in life by learning new skills and developing greater understanding.

Something to keep in mind though is that the majority of the learning that you will be doing online will not result in any official certification.

LinkedIn Learning

LinkedIn Learning was formerly known as Lynda.com, which was one of the pioneers of online education. Lynda.com was purchased and integrated into LinkedIn. LinkedIn is a business orientated social media platform.

A key way in which people use the LinkedIn social media site is as an online curriculum vitae. This is where the LinkedIn Learning also comes in useful, as a course that you successfully complete can be linked to your profile so potential partners and investors will see what you are capable of.

A LinkedIn Learning subscription costs N$425 a month and gives you unlimited access to 10's of thousands of online courses. These courses focus on a variety of topics, from technical courses on web development, to using computer applications, to customer service, to writing a resume to online marketing.

LinkedIn Learning is focused on skills needed by businesses. It focusses on specific skills and competencies and is most useful if you want to develop yourself, or others in your organisation. It is important to note that the training material consists largely of videos, so it can consume a great deal of data.

Khan Academy

Khan Academy is an educational non-profit that is focussed on creating online tools to help students learn. It has short training videos which comprise the bulk of the lessons but also has exercises and activities for the learners to do. It also tracks learner progress as they move through the program, with various ways to help encourage users to be active on the site and learn more.

One way to think of the Khan academy is as a free-online school, with computer assisted tests and exercises.

Fundraising & Crowdfunding

Civil Society Organisations continually need funds, and there are several fundraising communities that exist on the internet. The practice of raising small amounts of money for a cause from a large grouping of people is called Crowdfunding.

These communities can be used to raise funds for your organisation or cause, and can also serve as a contact point for your projects.

Patreon

Is a platform which was initially meant as a way for freelance artists to generate funds on an ongoing basis. Since then it has expanded into other types of work and community services.

Patreon can reduce the dependency of a CSO on a few large investors. This can potentially tide the organisation over during funding shortfalls and changes in funding. Many smaller scale funders can give an organisation much more financial stability and resilience.

An example of a very successful Patreon Project is the Phillip De Franco show, a news commentary show, which is funded by its community of followers to the tune of N$800,000 per month for his daily video broadcasts.

Patrons can fund their patreons in one of two ways. Set a monthly amount ranging from N$15 to N$15,000 or with set payments each time a new post is made. The best funding for your organisation depends on if your organisation is project based or is delivering a regular service.

Kickstarter

Kickstarter is a project based crowdfunding application. It works on the idea that funders are making a contribution to a specific project, unlike the more general creative process that Partreon funds. This means Kickstarter is better suited for projects that have a specific goal and deliverables rather than open ended projects.

It is important that you have a firm vision of what you want to accomplish, how much it will cost, what the risks and opportunities are [from your operational plan and budget] and what would be needed in order to make a success of your project.

6

Conclusion

Lifelong learning

The participation of civil society is a crucial element of democracy. The concept of civic participation in governance is arguably the fundamental pillar in the promotion and protection of democratic governance. However, especially in the rural areas in Namibia, civil society organisations often lack the institutional capacities to play a meaningful role in the development of Namibia's democracy. This hampers the rural CSOs' capacities to meaningfully interact with Government at all levels.

This E-handbook was produced to strengthen civil society in Namibia by providing institutional development technical support and training to mainly rurally based civil society organisations (CSOs), other CSOs and the many other stakeholders involved in the sector.

Lifelong learning: the practice of studying and upskilling yourself frequently throughout your life in order to stay relevant, in touch and engaged in your life. The workplace is changing rapidly as technological advancements continue at a breakneck pace. The importance of being able to operate our CSO efficiently and effectively, ensure that we remain employed and employable in this ever-changing world, has become increasingly necessary.

Here are 5 reasons to consider adopting a philosophy of lifelong learning in your life:

1. It is becoming a focus when recruiting

Gone are the days when obtaining a degree or diploma five or 10 years ago was enough to convince prospective employers that you are 'the one'. That qualification is important, but so too is demonstrating that you have remained curious and actively engaged in upskilling yourself ever since. So, as well as that initial post-school tertiary qualification, taking additional courses – for example, a leadership, financial management or innovation course – can only be positively received by those with a position to fill.

2. It keeps your brain healthy

Henry Ford famously said that anyone who stops learning becomes old – regardless of whether they are 20 or 80. Constantly flexing your cerebral muscles by reading, studying and researching will keep your brain active and agile. This will stand you in good stead with your career during the working years – and could help you ward off dementia and Alzheimer's later in life.

3. It's good for your bank balance

There are many financial reasons to keep learning throughout your life and this can be true in both the short and long term. In the short term, learning new skills and expanding yourself intellectually will assist you in the way you do your work. You'll introduce new ideas and perspectives and add value to an organisation, which could set you on the path to promotion and pay increases.

4. It will help you stay employable

In the longer term, it may actually be the difference between being employed and unemployed as the workplace shifts and changes with certain jobs being redundant and others being created. You'll have to learn new skills – both hard and soft – to remain an asset in the workplace.

5. It is positive for your emotional health

Studying is a wonderful way to open your mind to something new, interesting and challenging. Lifelong learning increases your knowledge and, in so doing, can do wonders for your personal motivation and sense of emotional well-being.

7

About the authors

Angela Howells, MBA

Chartered Member,
Chartered Institute of Personnel and Development (CMCIPD)

Angela has extensive experience as a Human Resources professional, successful in supporting and developing the capabilities of organisations, teams and individuals to maximise their performance, realise their potential and manage organisational and personal change.

She possesses an international track record in organisational development, change management and talent management – creating the leadership capability required to achieve strategic business objectives.

With a substantial commercial business background [15 years experience] in the service-led telecommunications sector, and considerable consultancy experience working across the private, government and not for profit sectors.

Since 2003, Angela has lived in Namibia working for leading Community Based Natural Resource Management non -government organisations, community-based organisations and Civil Society organisations in Namibia, Botswana and Zambia -developing her ability to work in diverse cultures and environments and combining her professional experience and credibility.

Claudia Gossow

Programme Manager,
Konrad-Adenauer-Stiftung Namibia-Angola Office

As programme manager at the Konrad-Adenauer-Stiftung Namibia-Angola office, Claudia currently manages various programmes across Namibia, including the Talent Empowerment (TEP) and Olafika SME Development and Mentorship programmes and initiatives in support of civil society organisations in Namibia. Having worked for KAS since 2018, Claudia's expertise in community development and the capacitating of civil society organisations extends beyond this period.

Claudia holds a Master's degree in Psychology with the University of South Africa specialising in Research Consultancy. Since 2013 her areas of expertise have focused on enhancing psycho-social-economic development frameworks. Simultaneously she has played a role as ambassador in the expansion and implementation of sustainable development goals domestication and green economic development leadership practices in Southern Africa.

Since 2015, she has contributed toward various publications, including a book chapter titled "A Psycho-Social Economic Analysis of Green Jobs in South Africa: Addressing Recent Socio-Economic Developments in the book "Sustainability, Climate Change and the Green Economy" published in 2016 as well as an article titled "The Benefits of a Green Economy and Alternative Energy Sector on Upskilling Young Entrepreneurs and the Unemployed Youth" published in 2017 as part of the "Moving Namibia's Youth Forward" e-publication sponsored in partnership by the Hanns Seidel Stiftung, European Union, Namibia Development Trust, FNB and Namibia Media Holdings. Her most recent contribution, another book chapter was titled "Psycho-Social Perspectives and Behaviours of Green Building Occupants in the book "The Green Building Evolution" published in 2020 by the Africa Institute of South Africa.

Dirk Reinecke

Educational Activist and Owner Audit Campus

As an educational activist Dirk has spent the past two decades in Southern Africa working on making quality education affordable and accessible. Dirk does this through his two training companies, Audit Campus and Occupational Studies. Audit Campus is a narrowly focussed company that has as its key area of activity the improvement of the skills of education, training, and development practitioners. Another area of activity for Audit Campus is the provisioning of learner management systems to SMME training providers in order to improve their competitiveness and to become more flexible. Occupational Studies is a newer company that will have a wider area of operations including the education, training and development of digital entrepreneurs.

Dirk holds a Bachelor's Degree in Information Science from the University of Pretoria and is currently working towards an honours degree. A key component in his planned future studies is in the efficient and effective use of technology to improve the ways in which individuals can access education, educational resources and educational recognition. One of the components of this is a study being done on digital skills, digital aptitude and digital learning behaviours.

Since the South African lockdown started in March 2020, Mr Reinecke and Audit Campus has assisted 10 SMME training companies in implementing fully featured Learning Management Systems. This involved the setting up of the technology, assisting in the development of policies, training the educational staff, creating learning material for the learners, training the learners, and adapting and improving the learning material being used by the organisation.

In 2018 Mr Reinecke was also involved in the publication of a short E-book, "The Future is in your keyboard" which looked how technology is impacting the publishing environment.

Kai Kleingünther

Managing Director,
KWK Labour and Compliance Consultancy CC

WORK EXPERIENCE

01/03/2019–Managing Director: KWK Labour and Compliance Consultancy CC

- Focus areas include Compliance Management and policy drafting and implementation. Advising, drafting and implementing Good Corporate Governance Policies, with focus on KING IV and international standards such as ISO.
- Consulting services on Information Law, with a focus on Personal Data Protection, Data Classification, Data Governance, Cybersecurity and Cyber Law.
- Workshop facilitator on the topic of Governance and contributor to this E-Handbook.
- Secondary expertise lies in Labour Law with a focus on workplace and conflict management, training senior staff in best practices of Labour matters.

EDUCATION

15/05/2014–Present Bachelor of Laws
University of South Africa, Windhoek (Namibia)
07/02/2007–20/11/2010 BCOM Marketing Management Degree
University of South Africa, Cape Town (South Africa)
10/08/2019–27/10/2019 Compliance Certificate
University of Cape Town, Cape Town (South Africa)

SUMMARY ON TRAINING: GOOD CORPORATE GOVERNANCE

Good Governance should be viewed from a social, political, and economic perspective. This business philosophy is not merely another checklist for managing organisations, but pivotal to the development of society.

As the co-facilitator for Good Governance, I was tasked to offer training on the impact of Good Governance in CSO´s. The objective of the training was to assist participants with understanding and implementing Good Governance in CSO´s with a focal point on the seventeen principles of KING IV. KING IV sets the new standards for Good Governance not only for profit but also for non-profit organisations.

The training and subsequent engagement with KAS and the participants was an exciting experience. As the world moves toward a more digitalized environment, online engagement was a learning curve for myself and the participants. Face-to-face training would have been easier, especially considering that Good Governance is a fairly theoretical field to implement. However, the participants grasped the importance of Good Governance and applied the concept to their respective CSO´s.

Mariele Davel

Shĕmuw'el Consult

Shĕmuw'el means "heard from God" and comes from two root words, i.e. Shâma' which means "to hear intelligently, so that acquired knowledge becomes wisdom, light" and "El" the God of Strength, an Oak Tree. Shĕmuw'el symbolizes obtaining understanding through seeking, caring for quality, probing for essence and living profoundly. In any context, substance comes from the contribution made by an individual and the subsequent impact that person has on system dynamics - resulting in the quality of life experienced at individual, interpersonal and system dimensions.

Shĕmuw'el focuses on organisational development through predominantly, although not exclusively, performance and change management. With the individual at the core, substantive emphasis is placed on leadership, management and personal development, as well as training of master trainers, because it is through personal competence and depth that we impact and transform the world we live in and the outcomes we achieve.

Nicodemus Aipumbu

Community Development Practitioner and Business Strategist

Nicodemus Aipumbu is a passionate Community Development Practitioner and Business Strategist with a strong nine (9) years practical experience. His strong areas of specializations among others include: stakeholder engagement, social performance, operations management, project planning and evaluation as well as marketing strategy. Over the years he has successfully presided over various community development projects at various institutions in various capacities. He has previously worked in the democracy building division for the Electoral Commission of Namibia (ECN) as the Head of Voter & Civic Education in Omusati Region.

He has also worked as a Youth Development Officer in the Ministry of Sport, Youth and National Service. Currently, he is heading the Outreach and Marketing Section at Ongwediva Rural Development Centre in the Ministry of Urban & Rural Development, where he is primarily responsible for rural development projects and programs implementation, monitoring & evaluation, sales & marketing as well a stakeholder engagement. Aipumbu holds a Master Degree in Business Administration specializing in Management Strategy from Namibia Business School, University of Namibia. He also holds a Postgraduate Diploma in Business Administration, Bachelor Degree in Adult Education & Community Development and a diploma in Community Development. Aipumbu has a special interest in grassroots innovation and is a founding member of the Grassroots Innovation and Augmentation Network (GIANN) Namibia chapter.

Vijandjua Karumendu

Economic Planner (Economist),
Hardap Regional Council

Vijandjua Karumendu is 32 years old and holds an honours degree in Economics from the University of Namibia. She has past experience in Accounting and Teaching. She is currently employed as an Economic Planner (Economist) at Hardap Regional Council - under the Directorate of Development Planning, Monitoring and Evaluation. As a regional economic planner, Vijandjua is responsible for providing technical support to Small and Medium Enterprises (SMEs) as well as Community Based Projects aimed at alleviating poverty and creating self-employment for the inhabitants of the region.

She is also responsible for identifying viable income generating projects established by either individual entrepreneurs, Community Based Organisations (CBOs) or Civil Society Organisations (CSOs) in the region, with the aim of ensuring increased productivity and improved quality products and services. Vijandjua assists with the provision of support training to entrepreneurs and CBOs for enhancing their capabilities within the economic world. She has attended various Trainer of Trainers workshops on SME/CBO project development and mentorship, to be able to enhance the capacity and expertise in the field and ensure improved provision of technical support. Vijandjua enjoys working with communities and is a great team player.

KONRAD ADENAUER STIFTUNG

info.namibia@kas.de
+264 61 225-568
+264 61 225-678
http://www.kas.de/web/namibia

Namibia Office
P.O. Box 1145
7th Floor Mutual Tower
223 Independence Avenue
Windhoek, Namibia

www.kas.de