Establishing a Local Forum
within an ECD context

— MODULE 2 —

ECD FORUM LEADERSHIP PROGRAMME

THE EARLY CARE FOUNDATION

This skills programme is developed by

EARLY CARE
FOUNDATION

The Nelson Mandela Foundation financially supported the development of this skills programme

NELSON MANDELA
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Living the legacy

The Jim Joel Fund financially supported the piloting of this skills programme

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— ECD FORUM LEADERSHIP PROGRAMME —

Module 1: Understanding Community Development within an ECD context

Module 2: Establishing a Local Forum

Module 3: Community Stakeholder Relationships to support Local Forums

Module 4: Resource and Sustain a Local Forum

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Contents

SECTION A:

Introduction, overview and structure

"The challenge for each one of you is to take up these ideals of tolerance and respect for others and put them to practical use in your schools, your communities and throughout your lives."

— Nelson Mandela —

1 Welcome

Welcome to *Module 2 of the Community Development: Establishing a local forum Skills Programme*! We hope you are applying/implementing/practicing what you have learnt in Module 1.

2 Learning Programme Outcomes

The learner will be able to:

1. Demonstrate an understanding of an integrated and holistic framework for community development.

2. Identify and explain government policies which have an impact on community development.

3. Work as part of a team to promote a holistic and integrated approach to community development initiatives.

4. Demonstrate knowledge of principles and values that underpin community development.

5. Describe the importance and role of participation in community development.

6. Demonstrate knowledge of the principles of empowerment and social learning.

7. Describe the concept of ownership in relation to community development.

8. Explain community development and the importance of individual participation in developing community.

9. Conduct a situational analysis in a specific community.

10. Reflect on own expertise and skills to inform a personal contribution plan.

11. Design a plan for personal involvement in a specific community project.

12. Identify the structure and purpose of a team.

13. Describe and apply the roles and responsibilities required to work in a team.

14. Identify factors that affect a team in the workplace.

15. Review the effectiveness of a team and own participation in the team.

16. Demonstrate an understanding of project management tools.

17. Use a range of project management tools.

18. Apply corrective action steps where project management tools and techniques usage problems occur.

19. Plan and organise a community development meeting for a specific purpose.

20. Identify and invite participants to the meeting.

21. Plan the work activities of a team.

22. Assess and report on team member performance and issues within the team.

23. Allocate work to team members.

24. Identify resources relevant for specific communities.

25. Determine mechanisms to gather resources that are appropriate for specific communities.

26. Distribute resources according to agreed criteria.

Bear in mind that these learners will apply these skills mostly in an ECD context.

3 Modules of this learning programme

Module 1:   Understanding Community Development

Module 2:   Establishing a Local Forum

Module 3:   Community Stakeholder Relationships to support Local Forums

Module 4:   Resource and Sustain a Local Forum

4 Icons

Do by yourself	Do in a group	Case study
Do in pairs	Do with your trainer	Key word

SECTION B:

Learning Module 2

> *"The achievement of an organisation are the results of the combined effort of every individual"*
> — *Vince Lombardi*

1 Formation of a Forum

1.1 Acts that inform policies: Legislation that shapes community development

1.1.1 Locating acts and regulations that inform and affect community development

South Africa, like other countries, has a legal framework for civil society organisations. The legal framework serves two purposes:

- It enables civil society organisations to establish themselves as legal structures.

- It regulates the way in which such legal structures operate.

An ECD Forum takes on a shape and this shape fits into a legal framework. This means that there are rules, regulations that provide you with a way in which to do certain things. This expected compliance is necessary if the ECD Forum wants to become registered and receive a certain status, rights and privileges. These conditions are set by the government after they have consulted with communities of interest. These acts and policies are reviewed, and changes are possible, but this takes a long time, because it is a consultative process.

Some of the most important acts include, but is not limited to:	These acts can be found on the following links:
1. Constitution of the Republic of South Africa No. 108 of 1996.	https://bit.ly/48sVEI4
2. Non-profit organisations Act No 71 of 1997	https://bit.ly/3STLZUV
3. Co-operatives Act 2005 Act 14 of 2005	https://bit.ly/4bTbWwA
4. Public finance management ACT No. 1 of 1999	https://bit.ly/3SR86LY

We cannot add all these Acts to the learner guide, but we have extracted some information for you. Remember, acts can be altered and even repealed (withdrawn), so when you need to consult an Act or a policy, make sure you have the most current one.

1.1.2 Impact (affect) of legislation on community development.

The Constitution of the Republic of South Africa Act 108 of 1996 guarantees everyone the right to freedom of association. This means that you have the right to associate with other people and form organisations. This right to freedom of association is essential for the formation of civil society organisations.

Read and discuss some extracts from the Constitution of South Africa with the trainer and learner group. The Bill of Rights contained in the constitution makes the various rights and freedoms clear. There are 27 rights listed. We will only look at Education and Language.

Constitution of the Republic of South Africa No. 108 of 1996:

"The Republic of South Africa is one, sovereign, democratic state founded on the following values:

(a) Human dignity, the achievement of equality and the advancement of human rights and freedoms.

(b) Non-racialism and non-sexism.

(c) Supremacy of the constitution and the rule of law. Chapter 1 - Founding Provisions.

(d) Universal adult suffrage, a national common voters roll, regular elections and a multiparty' system of democratic government, to ensure accountability, responsiveness and openness."

Education

1. Everyone has the right
   a. to a basic education, including adult basic education; and
   b. to further education, which the state, through reasonable measures, must make progressively available and accessible.

2. Everyone has the right to receive education in the official language or languages of their choice in public educational institutions where that education is reasonably practicable. In order to ensure the effective access to, and implementation of, this right, the state must consider all reasonable educational alternatives, including single medium institutions, taking into account
   a. equity;
   b. practicability; and
   c. the need to redress the results of past racially discriminatory laws and practices.

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3. Everyone has the right to establish and maintain, at their own expense, independent educational institutions that

    a. do not discriminate on the basis of race;

    b. are registered with the state; and

    c. maintain standards that are not inferior to standards at comparable public educational institutions.

4. Subsection (3) does not preclude state subsidies for independent educational institutions.

Language and culture

Everyone has the right to use the language and to participate in the cultural life of their choice, but no one exercising these rights may do so in a manner inconsistent with any provision of the Bill of Rights.

Discuss how these issues like language of choice affects ECD Forums and its members.

Read and discuss each point of this extract from the NPO Act 71 of 1997 below with the trainer. This is not the original Act with all the information – this can be found on https://cisp.cachefly.net/assets/articles/attachments/03191_nonproforgact71.pdf

Underline what is important below. If you are already aware of the Act, help others to understand and participate in the activity with that in mind.

Act No. 71, 1997 NONPROFIT ORGANISATIONS ACT, 1997

To create a place where non-profit organisations can do well; to set up rules and systems for these organisations to work within; to remove some parts of the Fundraising Act, 1978; and to deal with related issues.

Objects of Act

The goals of this law are to help and support non-profit organisations in their work to meet the different needs of the people in the country by—

(a) creating an environment in which nonprofit organisations can flourish;

(b) establishing an administrative and regulatory framework within which nonprofit organisations can conduct their affairs;

(c) encouraging nonprofit organisations to maintain adequate standards of governance, transparency and accountability and to improve those standards;

(d) creating an environment within which the public may have access to information concerning registered nonprofit organisations; and

(e) promoting a spirit of co-operation and shared responsibility within government, donors and amongst other interested persons in their dealings with nonprofit organisations.

CREATION OF AN ENABLING ENVIRONMENT -

State's responsibility to non-profit organisations

3. Every government body must, within the rules set by law, decide and organise how to carry out its plans and actions in a way that helps, supports, and improves the ability of non-profit organisations to do their work.

Establishment of Directorate for Non-profit Organisations

4. The Minister must establish within the national department a Directorate for Non-profit Organisations.

Functions of Directorate

5. In addition to any other function determined by the Minister or specified elsewhere in this Act, the Directorate is responsible for—

   (a) facilitating the process for developing and implementing policy;

   (b) determining and implementing programs, including programs—

      (i) to support non-profit organisations in their endeavour to register; and

      (ii) to ensure that the standard of governance within non-profit organisations is maintained and improved;

   (c) liaising with other organs of state and interested parties; and

   (d) facilitating the development and implementation of multi-sectoral and multi-disciplinary programs.

Model documents and codes of good practice

6. (1) The Directorate must—

      (a) prepare and issue model documents, including—

         (i) model constitutions for non-profit organisations; and

         (ii) a model of the narrative report to be submitted by registered non-profit organisations to the Directorate;

      (b) prepare and issue codes of good practice for—

         (i) non-profit organisations; and

         (ii) those persons, bodies and organisations making donations or grants to non- profit organisations.

   (2) Any model document or code of good practice, or my amendment or substitution thereof must be—

      (a) made in accordance with the procedure contemplated in section 28 with the necessary changes; and

      (b) published in the Gazette

Requirements for registration

12. (1) Any non-profit organisation that is not an organ of state may apply to the director for registration.

   (2) If the rules that set up a non-profit organisation don't cover the things in this section, then the rules of a non-profit organisation that wants to register must—

      (a) state the organisation's name;

      (b) state the organisation's main and supportive objectives;

      (c) state that the organisation's income and property are not distributable to its members or office-bearers, except as reasonable compensation for services rendered;

(d) make provision for the organisation to be a corporation of members and have an identity and existence distinct from its members or office-bearers;

(e) make provision for the organisation's continued existence despite changes in the composition of its membership or office-bearers;

(f) ensure that the members or office-bearers have no rights in the property or other assets of the organisation solely by virtue of their being members or office-bearers;

(g) specify the powers of the organisation;

(h) specify the organisational structures and mechanisms for its governance;

(i) set out the rules for convening and conducting meetings, including the minimum number of members required to attend for and the minutes to be kept of those meetings;;

(j) determine the manner in which decisions are to be made;

(k) provide that the organisation's financial transactions must be conducted by means of a banking account;

(l) determine a date for the end of the organisation's financial year;

(m) set out a procedure for changing the constitution;

(n) set out a procedure by which the organisation maybe wound up or dissolved; and

(o) provide that when the organisation is being wound up or dissolved, any asset remaining after all its liabilities have been met, must be transferred to another non-profit organisation having similar objectives.

(3) The constitution of a non-profit organisation that intends to register, may make provision for matters relevant to conduct its affairs, including matters that –

(a) specify qualifications for and admission to membership of the organisation:

(b) determine the circumstances in which a member will no longer be entitled to the benefits of membership;

(c) provide for termination of membership;

(d) provide for appeals against loss of the benefits of membership or against termination of membership and specify the procedure for those appeals and determine the body to which those appeals maybe made;

(e) provide for membership fees and matters determining membership fees and other payments by members;

(f) provide that members or office-bearers do not become liable for any of the obligations and liabilities of the organisation solely by their good standing as members or office-bearers of the organisation:;

(g) provide for the appointment of office-bearers and define their respective functions;

(h) set out a procedure for nominating, electing or appointing office-bearers;

(i) determine the circumstances and manner in which office-bearers may be removed from office and provide for appeals against such removal and specify procedures for those appeals and determine a body to which those appeals can be made;

(j) provide that its office-bearers are not personally liable for any loss suffered by any person as a result of an act or omission which occurs in good faith while the office-bearer is performing functions for or on behalf of the organisation;

(k) provide for making investments;

(l) determine the purposes for which the funds of the organisation maybe used and;

(m) provide for acquiring and controlling assets.

Application for registration

13.

(1) A non-profit organisation may apply for registration by submitting to the director—

(a) the prescribed form, properly completed;

(b) two copies of its constitution; and

(c) such other information as may be required by the director so as to assist the director to determine whether or not the non-profit organisation meets the requirements for registration.

(2) Within two months after receiving an application which complies fully with subsection (1) the director—

(a) must consider the application and any further information provided by the applicant; and

(b) if satisfied that the applicant complies with the requirements for registration, must register the applicant by entering the applicant's name in the register.

(3) If, after considering an application, the director is not satisfied that the application complies with the requirements for registration, the director must send the applicant a written notice, giving reasons for the decision and informing the applicant that it has one month from the date of the notice to comply with those requirements.

(4) The period within which compliance must be effected may be extended by the director on good cause shown by the applicant.

(5) If an applicant who has received a notice in terms of subsection (3) complies with the requirements for registration timeously, the director must register the applicant by entering the applicant's name in the register.

(6) If an applicant who has received a notice in terms of subsection (3) has not complied timeously with the requirements set out in that notice, the director must—

(a) refuse to register the applicant; and

(b) notify the applicant in writing of the refusal and the reasons for it.

Accounting records and reports

(1) Every registered non-profit organisation must, to the standards of generally accepted accounting practice—

(a) keep accounting records of its income, expenditure. assets and liabilities; and

(b) within six months after the end of its financial year, draw up financial statements. which must include at least—

(i) a statement of income and expenditure for that financial year; and

(ii) a balance sheet showing its assets, liabilities and financial position as at the end of that financial year.

(2) Within two months after drawing up its financial statements, every registered non-profit organisation must arrange for a written report to be compiled by an accounting officer and submitted to the organisation stating whether or not—

(a) the financial statements of the organisation are consistent with its accounting records;

(b) the accounting policies of the organisation are appropriate and have been appropriately applied in the preparation of the financial statements; and

(c) the organisation has complied with the provisions of this Act and of its constitution which relate to financial matters.

(3) Every registered non-profit organisation must preserve each of its books of account, supporting vouchers, records of subscriptions or levies paid by its members, income and expenditure statements, balance sheets and accounting officer's reports, in an original or reproduced form, for the prescribed period.

Duty to provide reports and information

(1) Every registered nonprofit organisation must, in writing, provide the director with—

(a) a narrative report of its activities in the prescribed manner together with its financial statements and the accounting officer's report as contemplated in section 17(1) and (2), within nine months after the end of its financial year;

> (b) the names and physical, business and residential addresses of its office-bearers within one month after any appointment or election of its office-bearers even if their appointment or election did not result in any changes to its office-bearers;
>
> (c) a physical address in the Republic for the service of documents as contemplated in section 16(2);
>
> (d) notice of any change of address within one month before a new address for service of documents will take effect; and
>
> (e) such other information as may be prescribed. (2) The director may cause any document or a narrative, financial or other report that is submitted to the director to be scrutinised, or, by means of a notice, require a registered nonprofit organisation to submit any information or document reasonably required

Read the act for more information on how to appeal and other important information.

It is your responsibility.

This is a copy of the model constitution released by the Department of Social Development. Your forum may already have one and you can use this to check if you have included everything required. For those forums that still need to start, use this as a guide and fill in the details specific to your forum with the other office bearers. Some issues that are required will need the forum to reach the same understanding and consensus.

Insert the page numbers that apply to your document in the Table of Contents.

Model Constitution

Table of Contents

1. NAME

1.1 The organisation hereby constituted will be called

1.2 Its shortened name will be (Hereinafter referred to as the organisation).

2. BODY CORPORATE The organisation shall:
- Exist in its own right, separately from its members.
- Continue to exist even when its membership changes and there are different office bearers.
- Be able to own property and other possessions.
- Be able to sue and be sued in its own name.

3. OBJECTIVES

The organisation's main objectives are to: (Please note that the objective/s of an NPO must be of a public benefit nature or relating to communal or group interest or concerned with cultural or social activities undertaken for the sole purpose of not making a profit).
- (e.g. Provide community services) b) The organisation's secondary objectives will be to:
- (e.g. To work in collaboration with other organisations that mainly deals with food access to households.

4. GOVERNING STRUCTURE AND MECHANISM OF GOVERNANCE

4.1 The Office Bearers will oversee the organisation. The Office Bearers will be made up of members. They are the Board of governance of the organisation.

4.2   Term of office: Office bearers will serve for a period of years which has been agreed to by the general membership at an AGM, and which shall not exceeding three years. They can, however, stand for re-election for another term in office again and again after that, for so long as their services are needed and they are ready to give their services.

4.3   Vacancies: The Office Bearers must, as soon as reasonably possible, appoint someone to fill any vacancy that reduced the number of Office Bearers.

4.4   Resignation: An Office Bearer may resign from office in writing.

4.5   Disqualification or Removal If an Office Bearer does not attend three meetings in a row, without having applied for and obtaining leave of absence from the Board, then the Board will find a new member to take that person's place.

5.   POWERS OF THE ORGANISATION

5.1   The Board shall carry out the powers on behalf of the organisation and they shall manage the affairs of the organisation in accordance with the resolutions of the members as shall be taken from time to time at General Meetings of the organisation.

5.2   The Board is responsible for making decisions, and acting on such decisions, which it believes it needs to make in order to achieve the objectives of the organisation as stated in point number 2 of this constitution. However, such decisions and their activities may not be against the resolutions of the members or be against the law of the Republic of South Africa.

5.3   The Board shall have the general powers and authority to:-
   5.3.1   raise funds or to invite and receive contributions.
   5.3.2   buy, hire or exchange for any property that it needs to achieve its objectives.
   5.3.3   make by-laws for proper governance and management of the organisation.
   5.3.4   form sub-committees as and when it is necessary for proper functioning of the organisation

5.4   If the Board thinks it is necessary, then it can decide to set up one or more sub-committees. It may decide to do this to get some work done quickly. Or it may want a sub- committee to do an inquiry, for example

5.5   The Board may delegate any of its powers or functions to a sub-committee provided that:-
   5.5.1   such delegation and conditions are reflected in the minutes for a meeting
   5.5.2   at least one Office Bearer serves in the sub-committee.

5.5.3 there are three or more people on a sub-committee.

5.5.4 the sub-committee must regularly report back to the Board on its activities.

5.6 The Board must in advance approve all expenditure incurred by the subcommittee and may revoke the delegation or amend the conditions of the delegation.

6. MEETINGS

6.1 Annual General Meetings (AGM)

6.1.1 Stakeholders of the organisation must attend its annual general meetings.

6.1.2 The purpose of an Annual General Meeting (AGM) is to:

- Report back to stakeholders from the Office Bearers on the achievements and work of over the year.
- Make any changes to the constitution.
- Enable members to decide on the policies of the organisation.

6.1.3 The annual general meeting must be held once every year, towards the end of the organisation's financial year.

6.1.4 The organisation should deal with the following business, amongst others, at its annual general meeting:

- Agree to the items to be discussed on the agenda.
- Capture attendance and apologies
- Read and confirm the previous meeting's minutes with matters arising.
- Chairperson's report.
- Treasurer's report.
- Changes to the constitution that members may want to make.
- Elect new office bearers.
- General.
- Close the meeting.

6.2 Special General Meetings

6.2.1 The Special General Meeting (SGM) or any other special meeting is held outside of the normal or regular meetings.

6.2.2 Special or extraordinary meetings can take the shape of an Annual General Meeting (AGM) or any ordinary meeting of members.

6.2.3 The Board or not less than one-third of the members may call a Special General Meeting of the organisation.

6.2.4 Special meetings may be called when the Board needs the mandate or guidance of the general members of the organisation to take up issues that require urgent attention and cannot wait until the next regular AGM or ordinary meeting.

6.3 Ordinary Meetings

6.3.1 Ordinary members meetings are conducted to complete a standard order of business of the organisation. These are held once a quarter and are attended by the board.

6.3.2 The meetings of the Board will be held at least once a quarter or when a need arises from time to time to conduct the business of the Board.

6.4 Notices of Meetings

6.4.1 The Chairperson of the Board shall convene meetings. The Secretary must let all Board members know the date of the proposed meeting within a reasonable time, but not less than seven (7) days, before it is due to take place.

6.4.2 However, when convening an AGM, or a Special General Meeting, all members of the organisation must be informed of the meeting no less than fourteen (14) days before such a meeting.

6.4.3 Notices for all meetings provided for in this constitution must be given to relevant members in writing, either personally, by post or electronic communication or whichever manner it is convenient, to the address or other similar particulars provided by the members.

6.4.4 The notices for all meetings must indicate the reasons for the meeting and the matters that will be discussed in the meeting.

6.4.5 For confirmation of delivery, all notices sent to members at the latest known contact details shall be deemed to have been duly served on members, unless it can be proven otherwise.

6.4.6 All members present in person at any meeting shall be deemed to have received notice of such meeting.

6.5 Quorums

6.5.1 Quorums for all meetings of the organisation shall be a simple majority (50% + 1) of relevant members who are expected to attend

6.5.2 However, for the purpose of considering changes to this constitution, or the dissolution of the organisation, then a two thirds (⅔) of the members shall be present at a meeting to make a quorum before a decision to change the constitution is taken.

6.5.3 All meetings of the organisation must reach a quorum before they can start.

6.5.4 If, however a quorum is not present within fifteen minutes of the appointed time of the meeting, the meeting must be adjourned or postponed to another date, within fourteen days thereafter. 6.4.11 If no quorum is present at the reconvened meeting within fifteen minutes of the appointed time, the members present shall be regarded 6 to make up a quorum for that meeting and the meeting will continue as if a quorum is present.

6.6 Procedures at Meetings

6.6.1 The Board may regulate its meetings and proceedings as it deems fit, subject to the following:

- That the Chairperson shall chair all meetings of the organisation, including that of the Board.

- That, if the Chairperson is not present, the Vice-Chairperson shall chair such meeting. In the event both are absent, the Board members present at the meeting shall elect a chairperson for that meeting.

6.7 Making decisions in meetings

6.7.1 Where possible, the decisions of the organisations shall be taken by consensus. However, when there is no consensus, then members will discuss options for a while and then call for a vote.

6.7.2 All votes shall be counted and the majority votes on an issues shall be regarded as the decision of the meeting

6.7.3 However, if opposing votes are equal on an issue, then the chairperson in that meeting has either a second or a deciding vote.

6.7.4 All members must abide by the majority decision

6.7.5 Decisions concerning changes to this constitution, or of dissolution and closing down of the organisation, shall only be dealt with in terms of clauses 9 and 10 of this constitution.

6.8 Records of meetings

6.8.1 Proper minutes and attendance records must be kept for all meetings of the organisation.

6.8.2 The minutes shall be confirmed as a true record of proceedings by the next meeting of the Board, or of general members as the case may be, and shall thereafter be signed by the chairperson.

6.8.3 Minutes shall thereafter be kept safely and always be on hand for members to consult.

7. INCOME AND PROPERTY

7.1 The organisation will keep a record of everything it owns.

7.2 The organisation may not give any of its money or property to its members or the Board. The only time it can do this is when it pays for work that an Office Bearer or member has done for the organisation. The payment must be a reasonable amount for the work that has been done.

7.3 The Board or a member of the organisation can only get money back from the organisation for expenses that she or he has paid for or on behalf of the organisation, and for which authorisation has been granted. 7.4 The Board or members of the organisation do not have rights over things that belong to the organisation.

8. FINANCES AND REPORTS

8.1 Bank Account: The Board must open a bank account in the name of the organisation with a registered Bank.

8.2 Signing: Cheques and other documents requiring signature on behalf of the organisation shall be signed by at least two persons authorised by the Board. Whenever funds are taken out of the bank account, the chairperson and at least two other members of the organisation must sign the withdrawal or cheque.

8.3 Financial year-end: The financial year end of the Organisation shall be end of each year.

8.4 Financial Report: The Board must ensure that proper records and books of account which reflect the affairs of the organisation are kept, and within six months of its financial year a report is compiled by an independent registered Accounting Officer stating whether or not the financial statements of the organisation are consistent with its accounting policies and practices of the organisation.

8.5 The Treasurer is responsible for making sure that the money of the organisation is safe and is accounted for.

8.6 The Treasurer must also make regular reports to the Board on the finances of the organisation, which should include all incomes, expenditures and balances that remain according to accounting practices of the organisation.

8.7 If the organisation has funds that can be invested, the funds may only be invested with registered financial institutions. These institutions are listed in Section 1 of the Financial Institutions (Investment of Funds) Act, 1984, or as shall be amended. Or the organisation can get securities that are listed on a licensed stock exchange as set out in the Stock Exchange Control Act, 1985 (as amended). The organisation can go to different banks to seek advice on the best way to look after its funds.

9. AMENDMENTS TO THE CONSTITUTION

9.1   The constitution can only be changed by a resolution. The resolution has to be agreed upon and passed by not less than two thirds (⅔) (or at least 67%) of the members who are at the annual general meeting or special general meeting. Members must vote at this meeting to change the constitution.

9.2   For the purpose of considering changes to this constitution, a two thirds (⅔) of the members shall be present at a meeting to make minimum number before a decision to change the constitution is taken. Any annual general meeting may vote upon such a motion, if the details of the changes are set out in the notice referred to in clause 6 of this constitution.

9.3   As provided for in clause 6, written notices 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.

9.4   No amendments may be made which would cause the organisation to close down or stop to function or die away.

10. DISSOLUTION/CLOSING DOWN

10.1   The organisation may dissolve or close down if at least two thirds (⅔) of the members present and voting at a meeting convened for the purpose of considering such matter, are in favour of closing down.

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 should be given in some way to another nonprofit organisation that has similar objectives. The organisation's general meeting can decide what organisation this should be. This constitution was approved and accepted by members of _____

_____ at a special (general) meeting

held on _____ Day/Month/Year

_____

Chairperson Secretary

Read and discuss registration requirements:

> **Department of Social Development Advises:**
>
> Benefits of registering an NPO:
> - Certificate improves your credibility and funding opportunities
> - Certificate allows your organisation to open a bank account
> - Certificate helps your organisation with tax incentives.
>
> To register, you must be one of the following:
> - non-governmental organisation (NGO)
> - community-based organisation (CBO)
> - faith-based organisation (FBO).
>
> **What you should do:**
>
> Submit the completed NPO application form at your nearest provincial social development office together with two copies of the organisation's founding documents:
> - Trust – Deeds of trust and letter of authorisation from the courts, or
> - Section 21 – Certificate of incorporation and memorandum + articles of association, or
> - Voluntary Association – Constitution
>
> You can submit your application at your nearest provincial Social Development office, post it to The Directorate, Non-profit organisations, Department of Social Development, Private Bag X901, Pretoria, 0001 or deliver it by hand to the Department of Social Development, 134 Pretorius Street, HSRC Building, Pretoria.
>
> https://www.gov.za/services/register-nonprofit-organisation
>
> **The Department of Trade and Industry advises:**
>
> 1. Registering a non-profit company:
>
> For your civil society organisation to be recognised as a legal entity, you must register it as a non-profit company (NPC) with the Companies and Intellectual Property Commission (CIPC).
>
> NPCs are entities that are set up to help people, protect the environment or to lobby for some good cause. They could include churches, charity organisations and cultural organisations. The primary objective of an NPC is to benefit the public, not to make profit.

The income and property may not be distributed to the incorporators, members, directors or officers of a non-profit company, except as reasonable compensation for services rendered by them. All a non-profit company's assets and income must be used to advance its stated objectives, as set out in its Memorandum of Incorporation (MOI).

A minimum of three incorporators must complete and sign the MOI. A minimum of three directors must be appointed.

Non-profit companies must always have at least three directors (unless MOI indicated a higher minimum number of directors). The appointment of an auditor and company secretary is not mandatory but optional.

You can register a non-profit company as a:
- standard non-profit company (with members)
- standard non-profit company (without members)
- customised non-profit company (with members),
- customised non-profit company (without members). The name of a non-profit company will end with "NPC".

What you should do?

1. Register online as a customer with CIPC so that you can transact with CIPC or register through an existing customer e.g. ask your accountant to register for you.

2. Reserve a company name by completing the Application to Reserve a Name, Form CoR 9.1. A name reservation is valid for six months.

3. Pay a filing fee.

4. Submit the following supporting documents with your application:
   - certified passport copies (if foreign national) or certified identify document (ID) copies (if South African) of all indicated initial directors and incorporators
   - a certified ID copy of the applicant if the application is not made by one of the indicated initial directors or incorporators
   - if an incorporator is a juristic person, then a power of attorney for the representative authorised by that juristic person to incorporate the company and sign all related documents
   - if another person incorporates the company and signs all related documents to the incorporation on behalf of the incorporators and initial directors, a power of attorney and certified ID copy of such a person is required
   - if a name was reserved before the filing of incorporation documents, then a valid name reservation document is necessary.

How much does it cost? (as at 15 May 2020)

- R175 - Memorandum of Incorporation (Subject to allowed reduction) for standard non-profit company (CoR 15.1C).
- R475 - Memorandum of Incorporation (Subject to allowed reduction) for customised non-profit company with members (CoR 15.1D) or without members (CoR 15.1E).
- R50 for electronic name reservation.
- R75 for manual filing of name reservation.

Forms to complete:

The application forms are available from your nearest office of the Companies and Intellectual Property Commission www.cipc.co.za

Who to contact?

Tel: 086 100 2472
Physical address: 77 Meintjies Street, Block F, Sunnyside, Pretoria, 0001
Postal address: Companies and Intellectual Property Commission, P.O. Box 429, Pretoria, 0001

Physical addresses of service centres with self-service terminals

Pretoria Service Centre	Johannesburg Service Centre	Cape Town Service Centre
Sancardia Mall, 1st floor 541 Madiba Street, Arcadia, 0001	Talis House Cnr Simonds and Marshall Streets Johannesburg, 2001	Shop 03, Norton Rose House Thibault Square, Riebeek Street, Cape Town

Read and discuss the co-operatives act and how it may assist the forum:

Co-operatives Act 14 of 2005 advises:

'co-operative' means an autonomous association of persons united voluntarily to meet their common economic and social needs and aspirations through a jointly owned and democratically controlled enterprise organised and operated on co-operative principles;

This Act provides for the registration of these forms of co-operatives:

1. 'primary co-operative' means a co-operative formed by a minimum of five natural persons whose object is to provide employment or services to its members and to facilitate community development.

2. 'secondary co-operative' means a co-operative formed by two or more primary cooperatives to provide sectoral services to its members and may include juristic persons.

3. 'tertiary co-operative' means a co-operative whose members are secondary co-operatives and whose object is to advocate and engage organs of state, the private sector and stakeholders on behalf of its members, and may also be referred to as a co-operative apex.

The number and variety of different kinds of co-operatives, a cooperative registered in terms of this Act may be, but is not limited to, a- (a) housing co-operative; (b) worker co-operative; (c) social co-operative; (d) agricultural co-operative; (e) co-operative burial society; (f) financial services co-operative; (g) consumer co-operative; (h) marketing and supply co-operative; and (i) service co-operative.

Some explanations:
- 'social co-operative' is a non-profit co-operative which engages in the provision of social services to its members, such as care for the elderly, children and the sick;
- 'worker co-operative' means a primary co-operative whose main objectives are to provide employment to its members, or a secondary co-operative providing services to primary worker co-operatives. 'financial services co-operative' means a primary co-operative whose main objective is to provide financial services to its members or a secondary co-operative that provides financial services to a primary co-operative.
- 'co-operative burial society', means a co-operative that provides funeral benefits, including funeral insurance and other services to its members and their dependants.
- 'consumer co-operative' means a co-operative that procures and distributes goods or commodities to its members and non-members and provides services to its members.

Application to register co-operative

(1) An application to register a co-operative must be made by-
   (a) a minimum of five persons in the case of a primary co-operative.
   (b) a minimum of two or more primary co-operatives in the case of a secondary cooperative; or
   (c) a minimum of two or more secondary co-operatives in the case of a tertiary cooperative.

(2) An application referred to in subsection (1) must be submitted to the registrar in the prescribed form, and must be accompanied by-
   (a) the constitution of the co-operative signed by the founder members.
   (b) a list of the founder members.
   (c) a list of the directors.
   (d) the prescribed fee or proof of payment thereof.

(3) Before applying, there must be at least one meeting of interested persons at which-

    (a) a constitution of the proposed co-operative is adopted; and

    (b) the first directors are elected.

Benefit of registration

(1) A co-operative must be incorporated as a legal person with effect from the date on which it is registered, as reflected on its registration certificate.

(2) The department may provide a co-operative with the necessary support, if that cooperative-

    (a) is registered as a co-operative in terms of this Act;

    (b) complies with the co-operative principles referred to in section 3; and

    (c) consists of black persons, women, youth, disabled persons or persons in the rural areas and promotes equity and greater participation by its members.

Compliance with co-operative principles

(1) For the purposes of this Act, a co-operative complies with co-operative principles if-

    (a) membership of that co-operative is open to persons who can use the services of that co- operative and who are able to accept the responsibilities of membership.

    (b) in the case of a primary co-operative, each member has only one vote.

    (c) to the extent feasible, members provide the capital required by that cooperative.

    (d) the return paid on member capital is limited to the maximum percentage fixed in accordance with the constitution of that co-operative.

    (e) at least five per cent of the surplus is set aside as a reserve in a reserve fund and is not divisible amongst its members.

    (f) it provides education and training to its members and employees.

(2) Despite subsection 1(a), the constitution of a co-operative may restrict the persons eligible for membership if the restriction-

    (a) reasonably relates to the business of a co-operative set out in its constitution and to the commercial ability of a co-operative to provide services to prospective members; and

    (b) does not constitute unfair discrimination.

(3) The constitution of a secondary or tertiary co-operative may provide that the members have more than one vote: Provided that in the case of a secondary cooperative no member shall have more than fifteen per cent of the vote of all the members of the co-operative.

Name of co-operative

(1) The proposed name of a co-operative must not be-

    (a) the same or so similar to that of an existing co-operative that it may be misleading; or

    (b) a name that is undesirable, prohibited or calculated to deceive, or otherwise, mislead.

(2) A co-operative must have the words-

    (a) 'co-operative' or 'co-op' as part of its name; and

    (b) the word 'limited' or the abbreviation 'Ltd' as the last word of its name, unless the constitution of a co-operative does not limit the liability of its members.

(3) A secondary co-operative must have the words 'secondary co-operative' as part of its name and a tertiary co-operative must have the words 'tertiary co-operative' as part of its name.

(4) A co-operative must set out its name in legible characters in all contracts, invoices, negotiable instruments, letters, orders and places of business.

(5) A secondary co-operative or tertiary co-operative must indicate its status as a secondary co- operative or tertiary co-operative on the documents listed in subsection (4).

(6) If the name of a secondary or tertiary co-operative indicates a restriction on the business that may be carried on by a co-operative, the constitution of that cooperative may not be amended to remove that restriction unless its name is also amended.

Constitution of co-operative

(1) A co-operative registered in terms of this Act must adopt a constitution that complies with section 14.

(2) A co-operative where the members are required to hold shares must adopt a constitution that complies with sections 14 and 15.

(3) Secondary and tertiary co-operatives must adopt a constitution that complies with sections 14 and 16.

(4) A co-operative may, in addition to the matters listed under section 14, adopt any other provision that is not inconsistent with this Act.

(5) The Minister may publish, by notice in the Gazette, model constitutions that may be used by co- operatives.

Provisions for all co-operatives

(1) The constitution of a co-operative must include-

    (a) the name of the co-operative.

    (b) whether it is a primary co-operative, a secondary co-operative, or a tertiary co-operative.

    (c) the main objectives of the co-operative.

    (d) a description of the business of the co-operative, including any restrictions on the business of the co-operative.

    (e) a provision stipulating that each member has one vote in all meetings of the cooperative except in the case of secondary or tertiary co-operatives.

    (f) the minimum period of notice of general meetings.

    (g) the place where the registered office of the co-operative is located.

    (h) the minimum and maximum number of directors.

    (i) the term of office of directors, which may not be more than four years, and whether a director may be re-appointed for a second or further term of office.

    (j) the powers and restrictions on the directors of the co-operative to manage the business of the co-operative.

    (k) the requirements for membership of the co-operative, subject to section 3 (2)

    (l) the requirements for withdrawal of membership of a co-operative, including the necessary period for the notice of withdrawal and repayment of shares, and any provisions relating to the liability of a member for a specified period after the date of withdrawal, subject to section 23;

    (m) a provision relating to the manner in which a portion of the surplus that is transferred as a reserve to a reserve fund in accordance with section 3 (e), may be utilised.

    (n) provision for the distribution of the assets of the co-operative on its dissolution.

    (o) the financial year of the co-operative.

    (p) procedures for the application of membership to the co-operative that should be in accordance with co-operative principles.

    (q) a provision for the rights and obligations of members.

    (r) a provision for the transfer of membership, member loan and membership share.

    (s) the conditions and processes for the termination of membership.

    (t) the conditions and processes for the suspension of membership.

    (u) the structure for decision making whereby members can participate in decision making processes in a democratic and participatory manner.

(v) provisions for annual general meetings and special general meetings, including the manner in which such meetings are convened, the necessary periods of notice, the election of a chairperson and provisions for the proposal of resolutions that should ensure democratic decision making.

(w) a provision for the period of notice for general meetings and must state the conditions and processes to be followed when requesting a general meeting.

(x) a provision for the tabling and adoption of resolutions.

(y) the determination of a minimum number of members for general meetings and must ensure that the quorum provides for adequate member control and decision making..

(aa) a provision relating to the manner in which voting may be conducted.

(bb) the conditions under which a resolution instead of a meeting may be held and passed.

(cc) the conditions and processes for requesting a general meeting.

(dd) a provision for the appointment of directors, on condition that only members may be appointed as directors.

(ee) the conditions for vacation of office by directors and the filling of any vacancies in a manner that ensures democratic accountability to the members.

(ff) the conditions and processes for the appointment of the chairperson, vice - chairperson and acting chairperson; and

(gg) the conditions under which a board of directors may delegate functions to a director or committee or manager; 13

(hh) a provision relating to the manner in which a portion of the surplus that is not transferred to the reserve fund, may be utilised.

(2) The constitution of a co-operative may include-

(a) the further objectives of the co-operative.

(b) the amount of business allowed with non-members, subject to the provisions of this Act.

(c) in the case of a co-operative having members in more than one region, the holding of regional general meetings and a conference of delegates.

(d) a provision for a member to appoint a representative to attend and vote at a general meeting on that member's behalf, or for postal votes: Provided that no person may act as a proxy for more than 20 per cent of the members entitled to vote at a meeting, or for such lesser percentage of members stipulated in the constitution of the co-operative;

(e) provision for people who want to provide support to the co-operative without themselves becoming members to be appointed as associate members.

(f) a provision relating to the manner in which the supervisory committee may be constituted.

(g) the conditions under which the board of directors may delegate functions to a director, committee or manager.

(h) provisions regulating the appointment of a general manager or executive manager by the board of directors.

(i) provision to make rules consistent with the constitution and this Act concerning the holding of meetings or any other matter of procedure; and

(j) provision for the settlement of disputes between members of the co-operative, or between a member of the co-operative and the co-operative itself.

Read about how the Broad Based Black Economic Empowerment Act. It affects NPOs because you can assist companies to improve their scores by working with your organisation. This will help you formulate proposals for work and funding.

The Broad-Based Black Economic Empowerment Act 53 of 2003

Broad Based Black Economic Empowerment (BBBEE) is the cornerstone of the South African Government's efforts to educate and train the large sector of the population that was disadvantaged under apartheid rule. It aims to accelerate the participation of black people in the economy by encouraging change in the following key areas of business ownership, management and control, employment equity, skills development, preferential procurement, enterprise development and socio-economic development.

Nationality doesn't count: The legally correct definition of black people includes African, Coloured and Indian people (including black women, youth, the disabled and people in rural areas) who are citizens of South Africa, either by birth, descent or by naturalisation.

When implemented correctly, BBBEE supports job creation, global competitiveness and economic growth.

Benefits:

All businesses need access to capital and markets in order to operate successfully, and a carefully planned BBBEE strategy can help to provide these in the following ways:

- You will be able to offer services to government and large corporates if you have a higher BEE score as an incentive
- It comes with favourable tax gains
- You stand to get more business
- Providing access to finance for BBBEE companies is a priority for banks and other lending institutions.
- Businesses that are BBBEE compliant have a competitive edge when tendering for new work.
- As the benefits of BBBEE filter through, more black people will be brought into the mainstream economy.

Is anyone exempt?

Only one category of business falls outside the ambit of BBBEE regulation, and that is any enterprise with an annual revenue of less than R5 million. Known as Exempted Micro Enterprises (EMEs), these businesses automatically qualify as Level 4 BBBEE contributors. Ultimately, however, BBBEE affects everyone and every part of a business, and here is why: the BBBEE Codes of Good Practice are legally binding on all State and State-owned entities, which have 10 years to reach the stated targets. This means that all government entities are obliged to use the Codes to measure BBBEE compliance when choosing suppliers, granting licences or making concessions.

According to BBBEE Commission of South Africa, NPOs are regarded as Specialist Enterprises (no ownership) classified in terms of turnover, allocated budgets or gross receipts.

What are entities aiming for?

Scores:

Scorecard Element	Points	Bonus
1. **Ownership —** Determines the level of black ownership. Bonus points are awarded if black shareholders are new entrants (not previously benefited from a BBBEE deal) or are participants of broad-based ownership schemes or co- operatives.	20	+3
2. **Management Control —** Proportion of black people who control the direction and day-to day operations. The scorecard emphasises the role of black women through a formula known as "Adjusted Recognition for Gender" (ARG)	10	1

Scorecard Element	Points	Bonus
3. **Employment equity —** Measures the representation of black people at each management level in a business. These levels correspond with Employment Equity Act.	**15**	**+3**
4. **Skills development —** Skills development measures a business's investment in the training and development of its black employees. Specific learning programmes and learnerships qualify.	**15**	
5. **Preferential procurement —** Allows you to gain significant points if you buy from businesses that have a high BBBEE score.	**20**	
6. **Enterprise development —** What does a business do to support the creation or growth of another BBBEE business? Place a Rand value on this. Contributions can be monetary (such as loans and investments) or non-monetary (consultancy services, advice, etc).	**15**	
7. **Socio-economic development —** Also referred to as corporate social investment. This includes a company's donations to charity, or involvement in industry-specific charity-based initiatives.	**5**	

1.2 Leading, Governance and Ethical Behaviour

1.2.1 Defining Leadership

Lead

Cambridge and *Longman* Dictionaries:

- To direct or control a group of people, organisation, country or situation

Oxford Dictionary:

- To go with or in front of a person or animal to show the way or to show the direction

Leader

Merriam Webster Dictionary:

- a person who has commanding authority or influence
- a leader has followers

Leadership

Leadership is the art of motivating a group of people to act toward achieving a common goal. In a business setting, this can mean directing workers and colleagues with a strategy to meet the company's needs.

Leaders encourage others to take the actions they need to succeed.

Leadership is about growth in everything you do and everyone you interact with. It is a lifelong, challenging journey that can be immensely rewarding.

Why do people follow leaders?

John C. Maxwell, a leadership expert, has put some thought into the levels of leadership. Here are the 5 levels:

5 Levels of Leadership (Maxwell)	
LEVEL	PEOPLE FOLLOW YOU BECAUSE …
5	**Pinnacle** — respect—	of who you are and what you represent
4	**People Development** — reproduction—	of what you have done for them
3	**Production** — results—	of what you have done for the organisation
2	**Permission** — relationship—	they want to
1	**Position** — rights—	they have to
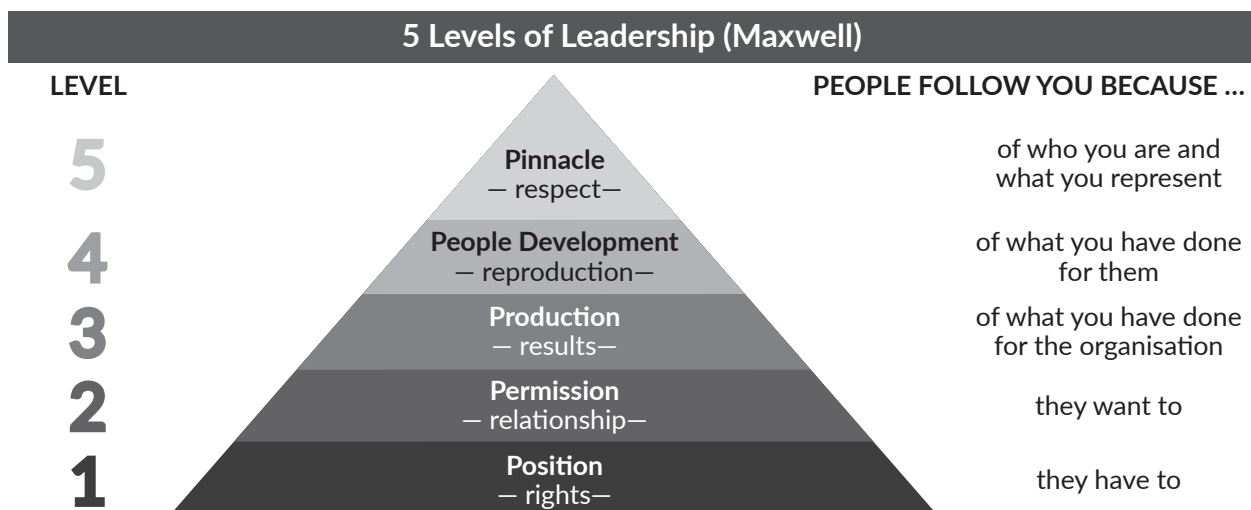
John C. Maxwell's leadership idea has five levels:

- Position: People follow because they have to, due to your job title.
- Permission: People follow because they like and trust you.
- Production: You lead by getting good results, which makes people want to follow you.
- People Development: You help your team grow and succeed, earning their loyalty.
- Pinnacle: You're at the top, creating leaders and making a big impact.

To climb these levels, you need to grow, build relationships, and help others become leaders. It's about being a good leader and making a difference.

1.2.2 Some leadership styles and levels

There are many leadership styles. Sometimes people combine different styles and one learner may use different styles depending on the situation. In this age, modern leaders also need technological skills and to be able to use modern tools to communicate.

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1. Autocratic/Directive Leader

Also called the authoritarian style of leadership, this type of leader is focused almost entirely on results and efficiency. They often make decisions alone or with a small, trusted group and expect employees to do exactly what they are asked. It can be helpful to think of these types of leaders as military commanders.

Can be useful:

- In organisations with strict guidelines or compliance-heavy industries. Dangerous work environments or situations requiring complicated tasks with no room for error, such as safety inspections, prosper under autocratic leadership since each depends on control.
- Companies may turn to autocratic leadership for urgent short-term results.
- Employees working through a company crisis may need one authoritative leader to call the shots and ensure tasks are completed correctly.
- It can also be beneficial when used with employees who need close supervision—such as those with little to no experience.
- When existing management is too lenient, and workers are not pulling their weight, the autocrat will issue directives ("do it or else" type of autocratic leadership to ensure that unmotivated employees complete their assigned tasks)

- When workflows need to be streamlined quickly.
- Autocratic leadership works well when things just need to get done

Drawbacks:

- Can stifle creativity
- Few people like to be told what to do, especially those who are already intrinsically motivated and understand the task at hand. An autocratic leader facing this type of group will dampen morale and will reduce his team's creativity and productivity. Autocratic leaders in this situation may not make the best decisions since they lack the group input from team members who have experience and skills.
- Once the autocratic leader is gone, there is no guarantee that team members will keep working. The may not want to or cannot self-direct.

2.   Affiliative Leader

An affiliative leader makes strong friendships in the team, focuses on keeping

everyone happy and together, and solves problems by making sure everyone feels

valued and supported.

3.   Democratic Leader

Builds consensus through participation and embraces diversity. The democratic leadership style (also called the participative style) is a combination of the autocratic and laissez-faire types of leaders. A democratic leader is someone who asks for input and considers feedback from their team before deciding. ECD Forum members feel heard and contributions matter — democratic leadership style is often credited with fostering higher levels of employee engagement and satisfaction.

Because this type of leadership drives discussion and participation, it is an excellent style for organisations (such as ECD forums) focused on creativity and innovation.

Drawbacks:

- It can cause bad feelings because it asks for people's thoughts, views, and experiences. It will also highlight team members that have strong creative skills and those that do not. If one ECD Forum member is consistently having their ideas implemented, the other ECD Forum members can grow resentful of the leadership style which can cause them to stop participating and reduce productivity instead of enhancing it.
- It can lead to delays. Leaders that use this style of leadership can fall into a dangerous trap. Instead of deciding, they defer to their ECD Forum members for ideas. It takes time to reach a consensus. Waiting can create feelings of uncertainty.

- It does not guarantee the best possible solution. Diversified opinions and feedback make it likely that the best possible solution will be found, but that is not a guarantee. The majority decision that an ECD Forum reaches may not be the best decision. There are times when compromise is not valuable. In the democratic leadership style, the best idea does not always win. Instead, it is the version of the idea that garners the most votes. In some situations, that means this style has more negatives for the ECD Forum than positives once the idea is implemented.

- It is not a style of leadership for everyone. Some personalities may prefer to avoid the responsibility that comes with making a decision. Some people might feel embarrassed or burdened by the idea of participating in the idea-sharing process.

- It can cause ECD Forum members to question the capabilities of the leadership. It is common for ECD Forum members to believe that they are doing the work of the leader. ECD Forum members often feel like the leader is being compensated more for their ideas. Can lead to conflict and fall out.

- It encourages no one to take responsibility for failure. Blame can be passed around and often passed to the person who offered the idea that failed and those who supported the idea. Morale can become lower and negative responses become more common.

4.   Pacesetting Leader

Expects excellence and self-direction. The pacesetting leadership style is one of the most effective for driving fast results. These leaders are primarily focused on performance. They often set high standards and hold their ECD Forum members accountable for hitting their goals.

While the pacesetting leadership style is motivational and helpful in fast-paced environments where team members need to be energized, it is not always the best option for team members who need mentorship and feedback.

5.   Coaching Leader

Develop each individual person for the future. Quickly recognise their ECD Forum members' strengths, weaknesses and motivations to help individuals improve. Unfortunately, it is often also one of the most underutilized styles — largely because it can be more time-intensive.

6.   Bureaucratic Leader

Focuses on following every rule. Bureaucratic leaders are like autocratic leaders in that they expect their team members to follow the rules and procedures precisely as written.

They are coercive — demand immediate compliance. The bureaucratic leadership style focuses on fixed duties within a hierarchy where each employee has a set list of responsibilities, and there is little need for collaboration and creativity. This leadership style is most effective in highly regulated industries or departments, such as finance, safety, healthcare or government.

Bureaucratic leadership style is based on following normative rules in management and decision making and adhering to lines of authority. Criticized for being rigid and inflexible styles; however, are widely used for their merits and result-oriented nature.

7. Servant Leader

Focuses on meeting the needs of the team. Servant leaders live by a people-first mindset and believe that when team members feel personally and professionally fulfilled, they are more effective and more likely to produce great work regularly. Because of their emphasis on employee satisfaction and collaboration, they tend to achieve higher levels of respect.

A servant leader is an excellent leadership style for organizations of any industry and size but is especially prevalent within nonprofit organisations, because of the attitude of wanting to help and solve problems. These types of leaders are exceptionally skilled in building employee morale and helping people re-engage with their work.

While empowering, they also display humility and authenticity. They are focused on development, mentorship, guidance and establishing healthy interpersonal exchanges.

Servant leadership acts as a countermeasure and antidote to the challenges of employee burnout, high employee turnover and unethical corporate corruption and behaviours faced by organisations today.

8. Authentic Leader

Engaging employees through self-fulfillment, these leaders hold high moral values, a strong sense of self-awareness, and act upon their values and beliefs. They display high levels of honesty, goodwill and care. Through genuine and unselfish motives, they can develop, motivate, grow and engage employees.

Authentic leaders are self-fulfilled individuals with highly developed self- leadership qualities. Their strong moral code, integrity and truthfulness make them effective in building credible and trustworthy relations with others. Moreover, authentic leaders promote hope, confidence, optimism and overall wellbeing.

9. Transactional Leader

They are extremely task oriented and instrumental in their approach, frequently looking for incentives that will induce their followers into a desired course of action.

Inspire by expecting the best from everyone and themselves. Focused on performance, like a pacesetter. They establish predetermined incentives—usually in the form of reward for success and an action for failure.

Also focused on mentorship, instruction and training to achieve goals and enjoy the rewards. While this type of leader is great for organisations or teams tasked with hitting specific goals, such as sales and revenue, it is not the best leadership style for driving creativity. "if it ain't broke, don't fix it" are often described as transactional leaders.

10. Visionary/Transformational Leader

Mobilise people toward a vision. Visionary leaders have a powerful ability to drive progress and usher in periods of change by inspiring employees and earning trust for new ideas.

A visionary leader is also able to establish a strong organisational bond. They strive to foster confidence among direct reports and colleagues alike. This type of leadership is especially helpful for small, fast-growing organizations, or larger organizations experiencing transformations or corporate restructuring.

Focuses on clear communication, goal setting and employee motivation. However, instead of placing most of the energy into each employee's individual goals like with coaching leader, this leader is driven by a commitment to organisational objectives - they want to make it come true.

They spend much of their time on the big picture which are far in the future, this style of leading is best for teams that can handle many delegated tasks without constant supervision. Called quiet leaders and tend to lead by example. They use rapport, inspiration, or empathy to engage followers.

Inspire enthusiasm in their teams and are energetic in motivating others to move. Can convince people to do what they never thought was possible. They model the behaviour they expect to see, set clear goals, and have high expectations, whilst at the same time supporting and emotionally guiding subordinates to achieve.

At the very foundation of transformational leadership is the consistent promotion of a compelling vision, along with a set of values to live and work by. Transformational leaders create a culture of no-blame where the focus is on the problem at hand and how to solve it, and not who is responsible for creating the problem.

Key characteristics:
- They know their followers and demonstrate concern and empathy for them.
- They encourage their followers to think for themselves
- They motivate their followers to perform to their potential by inspiring them.
- They model the behaviour they expect from others and are thus great role models.

Advantages:

- They can balance the need for short-term and long-term goals.
- Subordinates feel supported and deeply trust their leader because they behave with integrity and build strong coalitions.
- Extremely focused on the long-term strategic vision which they communicate regularly with passion and clarity, keeping people on-side, bought-in, and motivated to reach it.

Disadvantages:

- Ineffective at the start as they have yet to obtain trust of people first
- Not detail orientated – struggle with the day-to-day implementation.

When to use:

- When it is necessary to have an inspiring long-term vision of the future.
- When the right to lead has been earned. Not when new or after change/shift.
- When an urgent short-term focus is not necessary.

11. *Laissez–faire* or hands-off Leader

Opposite of the autocratic leadership type, focusing mostly on delegating many tasks to team members and providing little to no supervision. They do not spend their time intensely managing employees, they often have more time to dedicate to other activities.

Managers may adopt this leadership style when all team members are highly experienced, well-trained and require little oversight. However, it can also cause a dip in productivity if employees are confused about their leader's expectations, or if some team members need consistent motivation and boundaries to work well.

They are more concerned with the creation and articulation of their compelling vision. They are also typically concerned with which steps to take to help achieve the vision. It is then obviously left to the team to work out how to achieve a particular step.

Advantages:

- Creates personal responsibility. Laissez-faire leadership styles challenge subordinates to take personal responsibility for their work and the outcomes of their work.
- Supports fast course corrections. Motivated people working independently, are typically able to overcome roadblocks and adjust course far more quickly than when they need to seek approval.
- Supports higher retention. When successful it can result in higher retention as motivated professionals and experts thrive in their work environment which supports autonomous decision making.

Disadvantages:
- Lack of accountability. There is nobody accountable to take the credit in cases of success, or to take the blame in cases of failure.
- People feel unsupported by their leader or unsure of their capabilities - stressful
- Self-organising teams without oversight or direction are prone to miss deadlines.

When to use:
- When you are working with creative experts who have solid skills and lots of experience in their jobs and are comfortable working independently.
- When people have a proven track record of high performance and achievement, are self – driven and motivated to succeed on their own.

12. Empowering leadership

Focuses on developing creative, thinking employees who can solve problems and find solutions. Empowering leaders foster a positive working environment by equipping employees to perform their roles successfully. They delegate responsibility and authority and provide the necessary resources and support for employee success. In addition, empowering leaders provide employees with opportunities to grow their decision-making skills, experience and knowledge which in turn enhances employee creativity.

13. Ethical Leader

As well as being honest, truthful, faithful, caring and respectful towards employees, ethical leaders allow employees to contribute to decision-making and problem-solving. The leader's ethics are demonstrated through behaviour, action and interpersonal relations, which practically guide employees where ethics are concerned. This guidance is provided through communication, coaching and feedback. In addition, ethical leaders are fair, consistent, and demonstrate integrity in their actions.

Benefits of strong leadership skills

There are many benefits to learning leadership skills, including:
- You can recognise your strengths and weaknesses because they are often multiplied and reflected by the team, project, meeting or other entity you are managing.
- As you take on more leadership responsibilities, it is necessary to learn more about goals and outlook that can help you align your goals to succeed. It will also help you set defined goals for yourself and your Forum.
- You can increase the motivation of your Forum. Motivating your Forum well may increase their productivity and morale, helping you to achieve goals quickly.
- You can unify your team. When your team clearly understands the goals and their responsibilities in achieving them, they can work together to succeed.

- You can retain more Forum members. When you know how to lead your Forum well, they can achieve more and experience a feeling of accomplishment. Feeling accomplished will help boost your team's morale and they may be more likely to stay.

Qualities of an effective leader

Effective leaders should strive to possess several qualities or soft skills. Becoming a great leader is a lifelong process that takes time and experience. Here are a few:

1. **Flexibility** — As you lead, you will encounter a variety of people, processes and functions. These elements may change frequently.

2. **Empathy** — Practicing empathy can help you better understand the people around you, building trust and developing relationships within the context.

3. **Decisiveness** — When you decide, it is to be as logical, thoughtful and timely as possible. Use decision-making tools to make informed choices. Taking time to learn from your and past experiences of others helps make better decisions.

4. **Effective communication skills** — helps reduce conflict and increase productivity. It can also increase collaboration within your team.

5. **Balance** — Leaders need to take care of themselves and balance their life so that they do not prioritise only one part of life. Some leaders get to a certain phase of life when they realise, they lost out and sacrificed too much personally. (remember the Wheel of Life in Module 1).

6. **Network** — Always keep a record of contacts and keep the relationship with these contacts active. Participate and mingle with other leaders so that you keep striving.

7. **Connect** — Become more and more skilful with technology so that you do not get left behind.

8. **Improve** — Build skills and hone your style with the following steps:
   - Find a mentor
   - Conduct research
   - Practice
   - Take a training course
   - Be aware of the leadership style you are using
   - Ask for feedback from people to identify what works and what does not

1.2.3 Defining good governance

Governance

Establishment of policies, and continuous monitoring of their proper implementation, by the members of the governing body/board of an organisation. It includes the mechanisms required to balance the powers of the members (with the associated accountability), and their primary duty of enhancing the prosperity and viability of the organisation.

Good governance

Good governance in the Early Childhood Development (ECD) sector in South Africa means managing programs and areas in a clear, responsible way that puts children's needs first. It includes being open about what the forum and its members does, being responsible for actions, leading with honesty, making sure all children are treated equally, using resources smartly, and letting parents, staff, and the community have a say in decisions. This approach helps ECD programs work better, provide high-quality care and education, and positively impact young children's growth.

1.2.4 Habits and practice that ensures good governance

Transparency:
- Sharing information clearly and openly with parents, staff, and the community.

Accountability:
- Taking responsibility for the forum's actions and decisions, and making sure they meet the needs of the children and comply with regulations.

Ethical Leadership:
- Leading with honesty and integrity, and setting a good example for others.

Inclusivity:
- Making sure all children, regardless of their background, have equal access to quality education and care.

Effectiveness and Efficiency:
- Using resources wisely to provide the best possible education and care to the children.

Participation:
- Encouraging caregivers, parents, staff, and the community to be involved in decision-making processes.

To ensure and promote good governance in an Early Childhood Development (ECD) forum, the following processes can be applied:

1. **Regular Meetings:**

   Hold regular meetings to discuss the progress, challenges, and future plans of ECD programs, ensuring transparency and collective decision-making.

2. **Clear Policies and Procedures:**

   Develop and maintain clear policies and procedures that guide the operations of ECD programs, including ethical guidelines, financial management, and child protection policies.

3. **Training and Development:**

   Provide ongoing training and development opportunities for ECD practitioners and staff to enhance their skills and knowledge, ensuring high-quality care and education.

4. **Community Engagement:**

   Engage with parents, caregivers, and the wider community to gather feedback, encourage participation, and ensure the ECD programs meet the community's needs.

5. **Financial Accountability:**

   Implement strict financial management practices, including regular audits and transparent reporting, to ensure resources are used efficiently and for the intended purpose.

6. **Monitoring and Evaluation:**

   Establish a system for monitoring and evaluating the performance of ECD programs, focusing on outcomes for children and feedback from stakeholders, to guide improvements.

7. **Ethical Leadership:**

   Promote ethical leadership practices, encouraging leaders to act with integrity, fairness, and in the best interest of the children and their families.

8. **Inclusive Practices:**

   Ensure that ECD programs are inclusive, offering equal opportunities for all children, regardless of their background or abilities.

1.2.5 Defining ethical behaviour

Ethics are a system of moral principles. They affect how people make decisions and lead their lives. Ethics are concerned with what is good for individuals and society and is also described as moral philosophy.

Factors that encourage ethical behaviour

Here are four ways for the ECD forum leadership to promote ethical behaviours from forum members that reaps the rewards:

1. **Set Clear Expectations:**

    The leadership should clearly outline the ethical standards and behaviors expected from forum members. This can be done through a code of conduct that includes principles like honesty, respect, and responsibility towards children, families, and the community.

2. **Lead by Example:**

    Leaders should model the ethical behaviors they expect to see in forum members. By acting with integrity and professionalism, they set a powerful example for others to follow.

3. **Provide Training and Resources:**

    Offering training sessions and resources on ethical conduct and decision-making can help members understand the importance of ethics in their work and how to apply ethical principles in various situations.

4. **Encourage Open Communication:**

    Create a culture where members feel safe to discuss ethical dilemmas and report unethical behavior without fear of retaliation. This can include setting up confidential reporting mechanisms and ensuring that any concerns are addressed promptly and fairly.

1.3 Learning Activities

1.3.1 Mention at least 2 legislative acts that are important to the community forum and indicate where to find these. Say why they are important.

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_____

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1.3.2 Explain how the right to any official language mentioned in the Constitution of South Africa affects community forums and members?

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1.3.3 What are the benefits of registering an NPO?

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1.3.4 What are the benefits of registering a Co-operative?

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1.3.5   Name 3 forms a cooperative can take and explain each:

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1.3.6   Name at least 5 principles of cooperation:

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1.3.7 What is a MoI and why is it important?

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1.3.8 Form a group of 3. Select a scribe, a timekeeper and a reporter. Discuss registration as a co-operative and as an NPO. Compare these regarding:

(a) Registration requirements

NPO	Co-operative

(c) The Constitution

NPO	Co-operative

1.3.9 What is BBBEE stand for and what is its goal/purpose?

_____

_____

_____

_____

1.3.10 How can a forum use BBBEE as a mechanism to attract investment and support?

_____

_____

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_____

1.3.11 Form a team of 3. Answer this: Which score card elements do you think a forum can contribute to a company's attempt to improve their level on the BBBEE?

BBBEE Element	What can the forum do to contribute?

Notes:

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1.3.12 What does CIPC stand for? Explain at least two of the services they provide?

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1.3.13 Form a team of 3. Read the following 2 case studies and answer the questions that follow on each

CASE STUDY 1

A financial organisation that approached the Chairperson and Deputy chairperson of the Always Shine forum about helping them with application for Department of Social Development subsidy. Both the Chairperson and Deputy were excited about the prospect of working with such reputable organisation because of their online presence. The manager of the organisation requested a meeting with the forum.

On the day of the meeting the manager explained what they do as an organisation. The ladies were excited about the information they got, but things turned badly when the manager asked for individual centre's details. It turned out the financial organisation wanted to exploit the individual creche owners and their staff and get them into debts and loans, instead of helping the forum members as they had promised.

CASE STUDY 2

One of the members of the Inethiwekhi Forum invited a man to come and address the forum on what he can do for ECD centres. He told them that he assists with building plans and he is connected to the person who approves these plans. He charged R700 for each centre. They were so interested they started giving him deposits, some gave him cash. He went to check each site and pretended to develop the plans, after that he emailed the people who paid. When Social workers went to the centres with their checklists, they found that the document was not authentic. Forum members discovered that he had downloaded the document/plans and it was not approved and authorised.

Source: Collected by ECF Trainers while working in the field (Revised to protect identities by Carmen Adams-Hoffman)

(a) In your opinion, what has happened and what is cause for what took place in each of the case studies? Give reasons.

Case Study 1:

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Case Study 2:

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(b) If you were the leader, what would you do after experiencing each scenario?

Case Study 1:

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Case Study 2:

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(c) Which leadership style(s) will be best to draw from in each situation? Give reasons for your choice in leadership style:

Case Study 1:

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Case Study 2:

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1.3.14 Give 3 styles of leadership (not the same as the ones discussed in your answer in (c) above) you have seen in action by people you know, giving examples: You may keep identity private or change the name.

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3.1.16 Name at least 5 habits that ensure good governance:

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1.3.17 What does ethical behaviour require from a person in an organisation?

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"You must be the change you want to see in the world."
- Mahatma Gandhi-
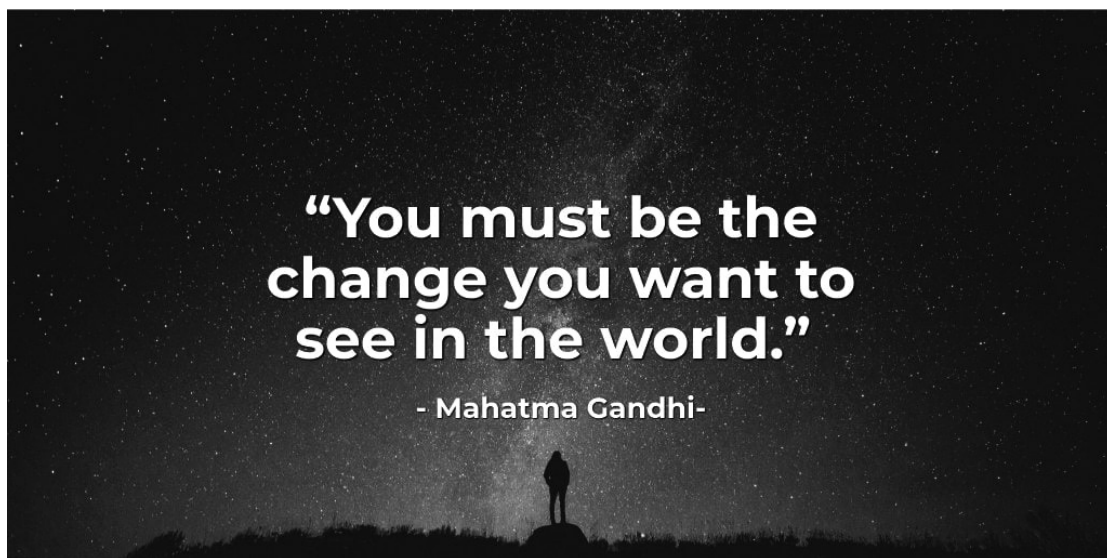
2 Function as part of a team in a community forum/organisation

2.1 Community stakeholders' landscape is drafted to illustrate key relationships — plans to establish relationships with each stakeholder that produce results

Stakeholder: *Business Dictionary* – A person, group or organisation that has interest or concern in an organisation. Stakeholders can affect or be affected by the organisation's action, objectives and policies.

It is important to know who the stakeholders are and to map this out we are going to use levels to help us include everyone.

This is a collaborative (working together), creative process which cultivates awareness of these elements:
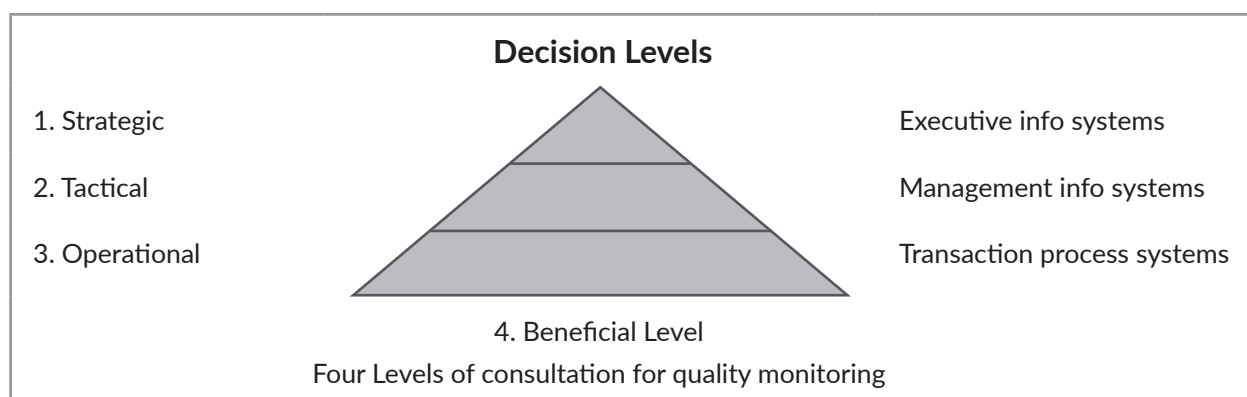
Fig. 1 Internal Stakeholders on 4 levels

Discuss who are the stakeholders on each level in an ECD Forum scenario.

Level 1 – Board members, Forum President, long term partners, donors, national government

Level 2 – Executive Management and Management teams, local government

Level 3 – Forum members, staff that are implementing projects, programmes and working with the beneficiaries. Suppliers and contractors. Local government authorities that conduct routine checks for monitoring compliance.

Level 4 – ECD centres and creche facilities and the staff employed there, parents/clients, the community members

2.2 Role of teamwork in an integrated community development framework

We spoke about individuals becoming involved in community development initiatives in Module 1, this is more about how Forums will affect these initiatives.

Bringing the desired change in the social, economic, political and technological advancement of the people to improve the quality of life in the society. Provision of human needs not only in physical infrastructures but also the emotional, socio-political, economic and technological enterprise of the people concerned. Integrated Community Development (ICD) therefore is an important device needed to bring about changes in human capacity to generate increase activities and efficiency in human and materials wellbeing for societal growth and development.

Participants in the Planning Process:

The community and stakeholder participation process involves a variety of actors with different roles and responsibilities in the planning and implementation phases:

- decision makers
- plan preparation and co-ordinating teams
- the community
- implementing agencies (including contractors)
- supporting agencies.

These actors participate via the steering committee and task team and can participate in a development forum, ward committee and project meetings and workshops.

Some interest groups:

- business
- the building and construction sector
- the transport sector e.g. taxi associations
- social services providers
- civic associations and local forums
- NGOs
- CBOs and religious organisations
- environmental groups
- political organisations

2.2.1 Advantages of teamwork on community development initiatives

When people work together, they can share the load and do more if everyone does their share and all contribute. It is an opportunity to share different ways of getting to the outcome. It provides an opportunity for people to know more about the people they work with.

In terms of Section 1, Chapter 7 on Local Government in of the *Constitution of the Republic of South Africa, Act 108 of 1996,*

"(1) The objects of local government are —

 (a) to provide democratic and accountable government for local communities.

 (b) to ensure the provision of services to communities in a sustainable manner.

 (c) to promote social and economic development.

 (d) to promote a safe and healthy environment; and

 (e) to encourage the involvement of communities and community organisations in the matters of local government.

(2) A municipality must strive, within its financial and administrative capacity, to achieve the objects set out in subsection (1)."

Imagine the teams in one government department having to work with other teams of other government departments on various projects.

2.2.2 Impact of teamwork on community development initiatives

- If teams become involved in the solution to problems, it means more people know about the problem. This is good because you have more interest in the problem. Some interest can lead to negative inputs which can derail a good project.

- Teams bring more resources and can make the time to reaching the solution less and less. "many hands make light work" and "two minds are better than one". Some teams that are struggling to communicate and work together can take longer and delays can occur.

- Teams bring together different ideas and ways of doing things so possibly teams can be more creative. Some ideas may bring people into conflict.

- Government can draw on expertise in the sector that they might not have to solve problems. Task teams are set up and people share. These teams give government more capacity to solve problems in the context of the people.

2.3 Cooperation, Cooperative behaviour and knowledge sharing between stakeholders

2.3.1 Defining key words

Cooperation

Cambridge Dictionary – the act of working together with someone or doing something that they ask of you.

1. cooperative, co-op(noun)

   a jointly owned commercial enterprise (usually organized by farmers or consumers) that produces and distributes goods and services and is run for the benefit of its owners

2. cooperative(adj)

   an association formed and operated for the benefit of those using it

3. concerted,

   involving the joint activity/action of two or more

4. cooperative(adj)

   done with or working with others for a common purpose or benefit

2.3.2 Role and importance of cooperation in community development

Cooperation can break or make a project successful. It is especially important. Cooperation must happen from the time the project is first thought of. Knowing what all stakeholders think is important is better if you know it before you start.

Read the case study.

CASE STUDY 3

One Site Head from Strong Force ECD Forum had information from a big corporate company. This company's motive was to fund the members of the forum, but the Executive Committee were not in favour of that. When they were consulted, the Executive Committee spoke to the forum members. The members chose what they thought was best for their needs. The Executive Committee chairperson advised the company that their members needed equipment instead of money. The company agreed to buy what the centres needed for all the members of the forum. The company sent a representative to conduct a needs analysis by visiting each ECD site of the forum members. Each member received a microwave oven, fridge, deep freezer, kitchen cupboards and a gas stove, and television.

All the forum members were happy and grateful. Some wanted cash, but in the end all of them were thankful they did not receive cash as this was going to be used for old debts or for their own operational costs. If they had cash they felt they would still carry on struggling with the day-to-day inconveniences of not being able to warm milk and food quickly or being able to buy food in bulk and keep it in a fridge. The company was also grateful because at least the creche benefited and had something that could be used long term.

Source: Collected by ECF Trainers while working in the field (Revised to protect identities by Carmen Adams-Hoffman)

Do you see how the Forum and the company worked together to ensure that the idea of the company was implemented in the most reasonable, acceptable, effective and appropriate manner? More questions on this case study will follow in the learning activities.

2.4 Ways of promoting synergy through cooperative participation for enhancing community initiatives

Synergy

The interaction or cooperation of two or more organizations, substances, or other agents to produce a combined effect greater than the sum of their separate effects.

Different methods can enhance synergy. Some methods mentioned by the Nelson Mandela Bay Municipality in the Sustainable Community Planning Guide are:

- **Dissemination of information —** enables participants and stakeholders to understand the content and consequences of the planning programme and proposals. Methods and presentations must be designed to reach target groups and should include direct contact. Dissemination of information is relevant in the initial stages of the process, when specific results of studies and analysis become available, and on completion of the planning process.

- **Consultation —** get everyone talking to each other and about the project. This should not be limited to the legally required minimum of calls for comments and submissions, as fuller consultation and participation via interactive sessions allows communities and other stakeholders to engage with, contribute to and influence decision making to a greater extent. Consultation may be general or focus on specific issues but must be based on adequate prior dissemination of information.

- **Participation —** active involvement to obtain views and constructive inputs from those affected by and involved in the planning, to achieve an understanding of, contributions to and acceptance of proposals. The ideal is that communities become partners in the process of planning their own development.

- **Mobilisation —** entails involvement in planning, implementing, maintaining and evaluating housing, infrastructure, services and the environment. Shared responsibility leads to community development, organisation, responsibility and co-operation. Mobilisation requires enhanced communication, municipal involvement, support and monitoring.
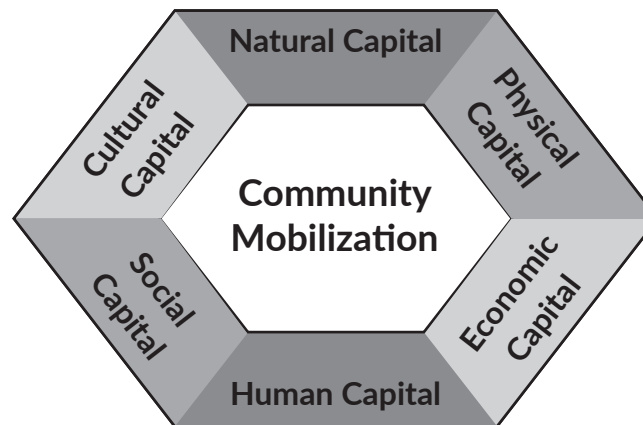
This diagram by Maria Spiliotopoulou in her work on Converging urban agendas: Toward healthy and sustainable communities shows us all the different elements to include when mobilising people. We should have representatives from each of the 6 areas.

Here's a definition of each term with an example relevant to the ECD sector:

- **Natural Capital:** The nature and outdoor spaces used for children's learning.

- **Physical Capital:** Buildings and facilities that keep children safe and help them learn.

- **Economic Capital:** Money and support that make ECD centres and programs run well.

- **Human Capital:** The skills and knowledge of ECD staff that improve children's education.

- **Social Capital:** The community support and networks that help ECD centres and programs.

- **Cultural Capital:** Using local culture and languages in teaching to help children know their heritage.

These concepts highlight the diverse types of assets and resources that can be mobilized and harnessed to support the development of healthy, sustainable, and resilient communities, with specific implications for enhancing the effectiveness and reach of ECD initiatives in South Africa.

- Form teams and subcommittees and find out how they are working together and if they are managing. Support the teams.

2.5 Learning Activities

2.5.1   Think of a community team you were a part of.

(a)   What was the experience like?

_____

_____

_____

_____

(b) What would you like to change?

_____

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2.5.2   What does cooperation mean to you, give an example of when there was cooperation in your community and when there was not. What happened in each case?

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2.5.3   How can team effort improve organisations working in community development?

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2.5.4 Teams can lighten the load and pressure, but they can make things difficult too. Give an example of your own when teamwork caused some members to withdraw and the work fell on some people left in the team:

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_____

What will you do to change this the next time:

_____

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_____

2.5.5 Read the Case Study 3 on page 62 again and answer:

(a) Give two instances where consultation was applied:

_____

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_____

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(b) Which team made it possible to change the minds of the company? How did they accomplish this?

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2.5.6 **How would you bring about synergy in a new team that is made up of different stakeholders? This team must include a representative of your forum, a parent body, a primary school principal, another forum, a member of government and a member of another NPO that is not in ECD.**

Team members names and what they do, where they work and why they are a part of the team:

Plan to help them synergise/work together:

Notes:

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3 Structure of a forum - based organisation

3.1 Organisational purpose, functions and objectives (vision and mission)

Earlier we spoke of the memorandum of incorporation and how it helps us define what the forum wants to achieve and the reason why it exists. This needs to be captured in a purpose statement that is visible. When people visit your organisation, read about it or visit your website or social media pages, it must be clear what your organisation is about.

Vision

Business Dictionary: An aspirational statement of what an organisation would like to achieve or accomplish in the future. It serves as a clear guide for choosing current and future courses of action.

Where an organisation wants to be (destination) or the world to be because of what it does.

Mission

A mission statement is, in some ways, an action-oriented vision statement, declaring the purpose an organization serves to its audience. It often includes a general description of the organization, its function, and its objectives.

A roadmap of the organisation's vision telling us how we will get to the vision which is the destination.

What is the difference between a vision and a mission?

The vision statement focuses on future and what the organisation wants to become. The mission statement focuses on present and current situation and what the organisation is doing and how this will be done.

Objectives and Goals

Business Dictionary: A specific result that a person or system aims to achieve within a time frame and with available resources.

In general, objectives are more specific and easier to measure than goals.

We can ask questions like: What is your aim? What do you want to achieve by doing this?

Objectives must be SMART

SPECIFIC	• e.g. I will get 80% for the test • e.g I will wake up early so I can read the document before work
MEASURABLE	• e.g I will spend less than R500 on the gift • e.g. I will buy 3 pairs of boots
ACHIEVABLE	• e.g. I will save R50 each month for 20 months • e.g. I will support the staff by sending them each one email each a month
REALISTIC	• e.g. We will have one board meeting a quarter
TIMEBOUND	• e.g. We will have to submit monthly reports before the 20th of each month to prepare for the staff meeting in the last week of the month.

Objectives are basic tools that underlie all planning and strategic activities. They serve as the basis for creating policy and evaluating performance.

3.2 Organisation structure with team allocations

A forum just like any other organisation should have structure and form. The golden rule is to let form follow function and the function is described in the vision and mission. Let us look at form.

3.2.1 The organogram of an ECD forum

The organogram should be written down and communicated to the entire team. It helps in identifying who sits where in the organization and in describing the kind of activities that each member should do.

An organogram is a drawn reflection of organization structure. A diagram to show the relationships among departments and the relationships between teams and how information flows up, down, across and around. Associated positions and personnel in teams can be labelled and functions described.

```
┌─────────────────────────────────────┐
│   Forum Leadership Committee        │
├─────────────────────────────────────┤
│  • consisting of a Chairperson,     │
│    Deputy Chairperson, Secretary    │
│    and Treasurer                    │
│  • elected annually                 │
└─────────────────────────────────────┘
```

Forum Leadership Committee
- consisting of a Chairperson, Deputy Chairperson, Secretary and Treasurer
- elected annually

Special Sub-Committees
- consisting of members who are working on a specific objective, e.g. fund raising or a special event

Ad hoc (external) Advisors to the Forum
- e.g. A financial mentor or a Child Safety and Wellness Speicalist

Forum member
ECD centre or programme representative

Forum member
ECD centre or programme representative

Forum member
ECD centre or programme representative

The typical organisational structure of an Early Childhood Development (ECD) forum is designed to facilitate collaboration, decision-making, and implementation of ECD initiatives within a community. Here's an explanation of the structure:

Elected Management Team: At the top of the structure, the management team is responsible for overall leadership and strategic direction. It typically includes:
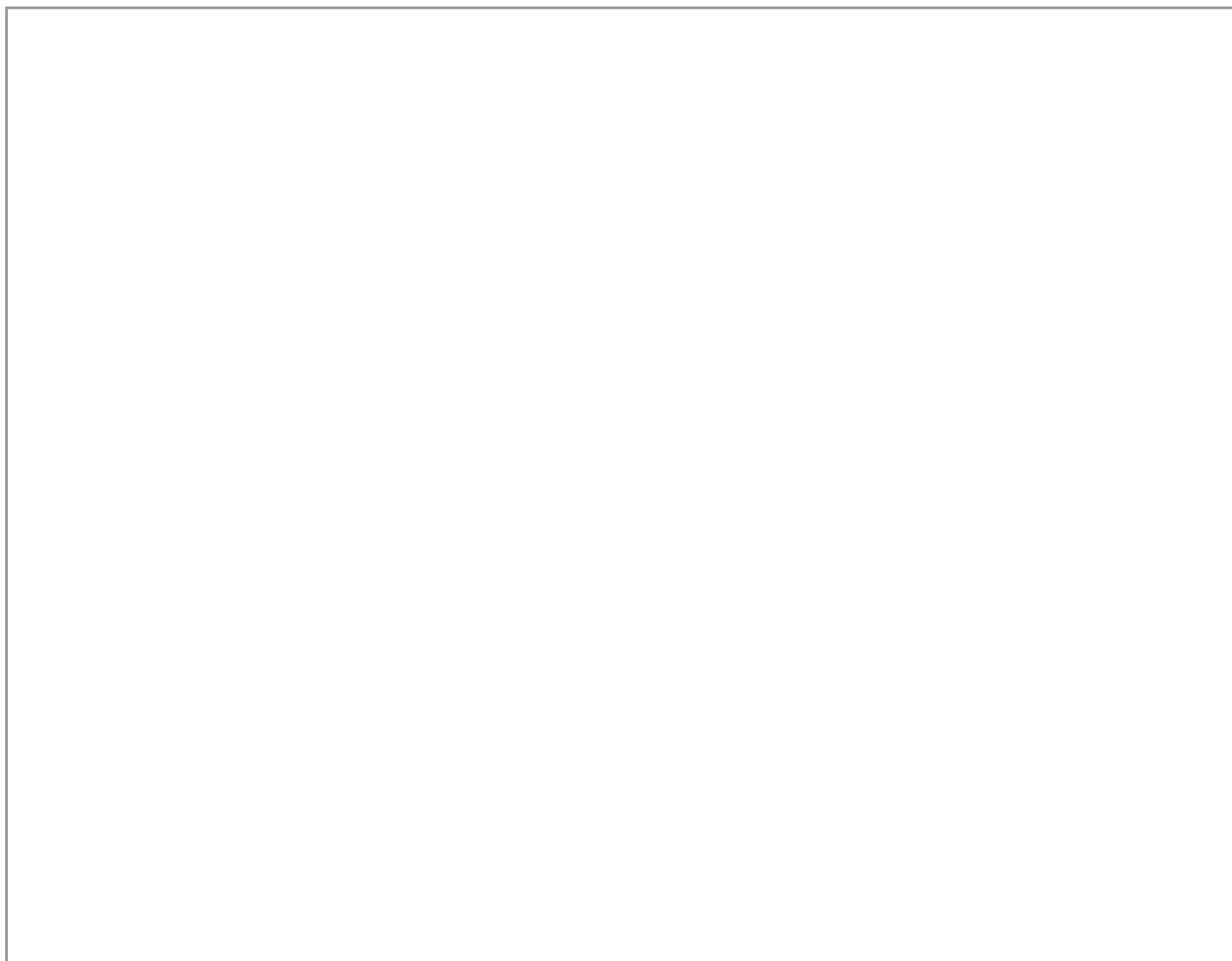
- **Chairperson:** Leads the forum and represents it in external engagements.

- **Vice Chairperson:** Supports the Chairperson and steps in when the Chairperson is unavailable.

- **Secretary:** Manages records, minutes of meetings, and correspondence.

- **Treasurer:** Handles financial management, including budgeting and financial reporting.

- **Committees:** Below the management team, the structure branches into various committees, each focusing on a specific aspect of ECD work.

These may include:

- **Program Development Committee:** Focuses on developing and overseeing the educational content and programming of ECD centres.

- **Finance Committee:** Manages the forum's finances, including fundraising efforts, budgeting, and financial oversight.

- **Training and Professional Development Committee:** Responsible for identifying training needs and organizing professional development opportunities for ECD practitioners.

- **Community Engagement Committee:** Works to engage parents, caregivers, and the wider community in the ECD forum's activities, ensuring community support and participation.

- **Policy and Advocacy Committee:** Focuses on advocating for policies that support ECD and working on compliance with existing regulations.

Each committee is led by a committee head (Forum member) who is responsible for the committee's activities and reports back to the management team.

Where are you positioned on the organogram? Draw to show:

3.3 Organisational policies

All formal organisations need policies which are guides to make sure that you remain fair, just and subject everyone to the same rules. These policies help you reach consistency and quality. Here is a list of some of the policies that will be helpful in an ECD Forum. The trainer will have some templates and examples for you to share and discuss.

1. The Constitution and MoI

2. Terms of Reference for the board and Executive Committee

3. Membership Policy — Application process, forms, resignation process, expulsion of members, etc

4. Membership Benefit Policy

5. Finance Policy – Procurement, Savings and Interest, Reporting

6. Membership Fee Policy

7. Code of conduct for members

8. Code of conduct for sub-committees

9. Claims and expenses policy

10. Travel policy

11. Savings Scheme Policy

12. Loan policy

13. Disciplinary Policy

14. Project Management Policy

15. Training Policy

All policies are only documents that come to life when they are communicated and implemented. To implement policies, you need procedures and processes.

3.4 Roles and responsibilities in line with organisational objectives

Let us take the same teams from the previous exercise and break it down further into roles and responsibilities. These are only some.

Team 1: The governing board:
- Conduct forum meetings
- Ensure policies are in place
- Oversee the financial statements and ensure everything is in order
- Host an annual general meeting which is open to the community

Team 2: The Office Bearers also known as Executive Committee:

- Draft policies for board approval
- Chairperson ensures the meeting runs smoothly
- Secretary ensures agenda and meeting minutes are taken, disseminated and recorded.
- Treasurer ensures financial management is compliant
- Recruit members and advocate for the forum
- Have Executive Committee meetings
- Draft an annual report

Team 3: Subcommittees:

- Project management and implementation
- Report on projects
- Purchasing supplies and resources needed for projects
- Marketing projects to increase subscription
- Have sub-committee meetings

Discuss the processes these principles will affect with the trainer and learning group.

The table above is only one way to view this. One could decide on the outcome first, and then link an obvious value and find which actionable principle is suitable to realise the outcome. There could be more than one value and principle for each outcome. Principles applied consistently and constantly can become a form of discipline that help you reach outcomes.

If these values and principles were ascribed to, it would influence how projects are approached, implemented and how people are treated throughout the process of development. These values would also affect how people in a community development process behaves e.g. when data and information is collected as a result of the project, people are open and honest.

If we believe that we must practice collective action, then we must ensure collaboration and working together in teams and put processes in place for this type of working ethic. We will also hire people that want to achieve results by team effort, instead of loners and people who value independence.

3.5 Factors affecting teams in workplaces and organisations

3.5.1 Positive and negative factors that teams face while they are busy with organisational activity is an endless list. Sometimes you have more than other times and sometimes you score low or high on the following. Whether you define it as positive or negative is dependent on how the forum values something mentioned here.

- Resource constraints — no capital, limited time, money and people
- Capacity of team members — skills development may be needed, Computer skills
- Access to scanners, printers and devices
- Communication and messaging are not always clear
- Social media management
- Space to operate offices from and host meetings
- Collection of members fees — dependent on income
- All members run a business or are employed and have personal responsibilities within their home and family – dedication is with own business and life – forum affairs are not a priority
- Members come when there is action and projects that they may benefit from. Ordinary discipline of meeting is not attractive on its own
- IT and networking and cost of data and access to Wi-Fi
- Legal Contracting
- Accounting practices
- Investment management
- Possibility of growing membership
- Working with the other ECD forums and any national bodies that also form broader networking opportunities which require travel due to traditional meeting methods.

The list can go on. You may add some more after discussion or quiet thought.

3.5.2 Controllable (internal) and uncontrollable (external) factors listed and explained in line with standard organisational practices

Organizations and their environments affect each other in several ways.

Uncontrollable factors are in the **external (outside) environment** and this is composed of (a) general and (b) task environment layers according to the 7th edition of the work of Ricky W Griffin on Management. He says the general environment is composed of the nonspecific elements of the organisation's surroundings that might affect its activities. It consists of five dimensions which cannot be controlled from within the organisation:

- economic,
- technological,
- sociocultural,
- political-legal
- international.

The effects of these dimensions on the organization are broad and gradual.

The **task environment** consists of specific dimensions of the organisation's surroundings that are highly likely to influence the organisation. It also consists of five elements:

- competitors,
- customers
- suppliers
- regulators
- strategic partners

These dimensions are associated with specific organisations in the environment, their effects are likely to be more *direct and immediate*. The organisation cannot control these factors, but they can influence them.

Controllable factors **(internal environment)** consists of the organisation's owners (does not apply to NPOs, because it does not have owners with property rights), board of directors, employees, physical environment, and culture. Employees and labour unions are parts of the internal environment.

Environmental influences on the organisation can occur through uncertainty, competitive forces, and turbulence. To adapt to task environments, organisations use:

- information management.
- strategic response.
- mergers, acquisitions,
- alliances.
- organisation design and flexibility.
- direct influence; and
- social responsibility
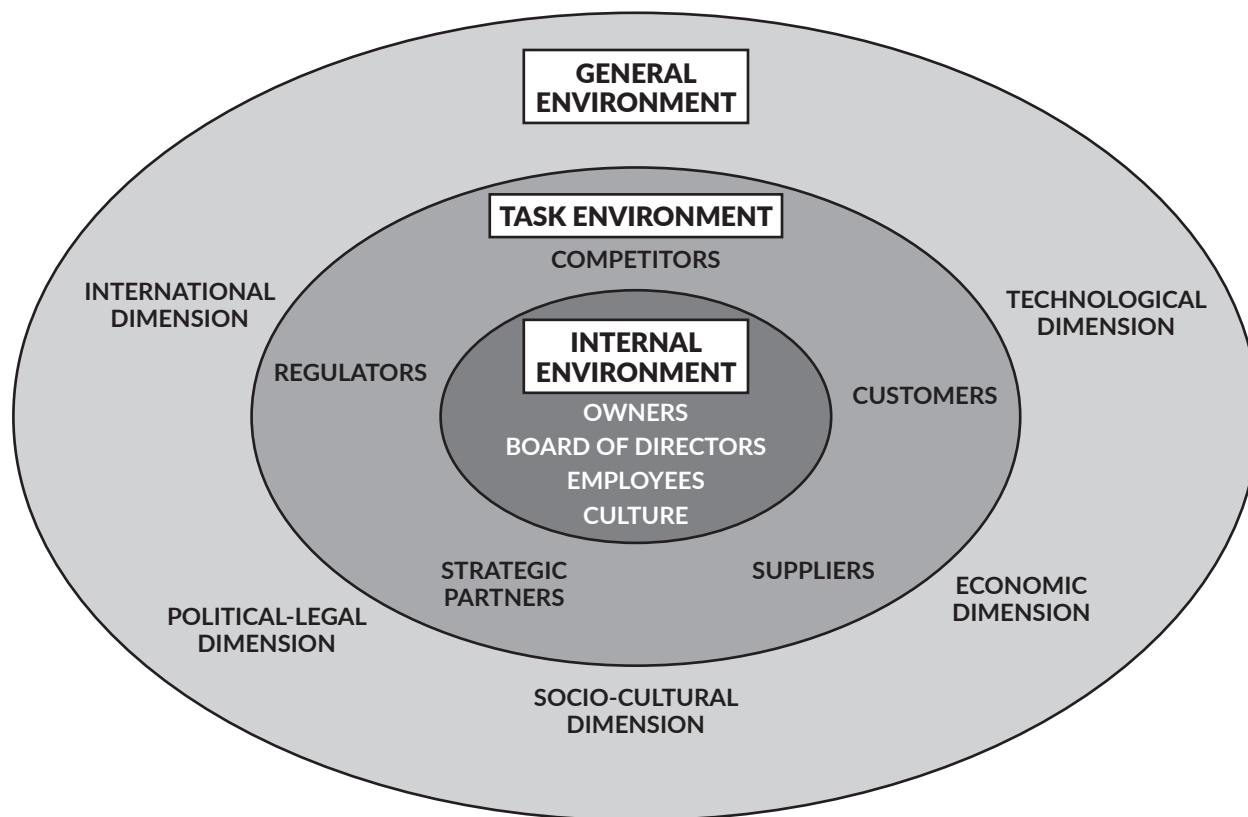
THREE ENVIRONMENTS AFFECTING ORGANISATIONS

What happens within the ECD forum can be controlled e.g.

- Vision, mission, objectives, values
- Structure
- Selected Leader
- Internal rules, codes, processes and procedures
- Types of projects that is decided upon
- Benefits for members
- Donations distribution
- Beneficiaries and criteria for receiving
- Filling job vacancies
- Team members and team leaders involved in projects
- Membership fee amounts, other contributions and schemes
- Connecting and networking with others

These are external factors affecting ECD Forums:

- The capacity of government to deliver services
- The spending trends and patterns of donors
- Climate and weather and natural disasters like floods, fires, etc.

- Union action and strikes
- Departmental decisions e.g. when the Department of Basic Education and Department of Social Development decided to shift the function of ECD from Social Development to Education.
- National Health Issues e.g. COVID 19 pandemic and the response by governments to close schools and shut down the economy to protect lives.
- Other forums and how they go about their business
- Value of the rand

Some questions for you:

1. Pick any team. Give the team purpose and list roles and responsibilities this team has in line with organisation objectives:

2. List your own role and responsibilities in a team:

3. How does your role and responsibilities fit into/align with organisation objectives and project targets?

3.6 Learning Activities

All these activities are guided/facilitated by the trainer

3.6.1 Read Case Study 4 and answer the questions that follow:

CASE STUDY 4

At Y Forum the chairperson invited consultant P from Z Company, the aim was to get help from Z Company in the form of funding.

Z Company funded the forum amount of R380 000.00, it was supposed to be split equally between the members of the forum. It is alleged that the consultant, the treasurer and the chairperson of the forum took the money for themselves, without the consent of the members. The members were disgruntled, and a meeting was called.

All the members signed an attendance register.

Time passed and Z Company wanted individualised reports from those who signed at the meeting to give account of how they spent the money they had received. It was a problem because the people that signed never received any money from the Z Company.

This is how members of Y Forum found out that what they signed was a record of payments and not an attendance register. It was recorded that the members received R380 000.00.

The conflict that followed paired with blame and shame that affected the members and office bearers split Y Forum into three groups.

Source: Collected by ECF Trainers while working in the field (Revised to protect identities by Carmen Adams-Hoffman)

(a) What do you think happened in terms of vision and mission in Y Forum? Give reasons for your opinions.

_____

_____

_____

_____

_____

_____

(b) If you could judge Y forum on structure/organogram and process:

(i) what can you see is wrong with how decisions are being made?

_____

_____

_____

_____

_____

(ii) which key office bearing positions are either not there, are vacant or people in those positions are excluded from decision making?

_____

_____

_____

_____

_____

_____

(iii) in terms of sub-committee team involvement what can you suggest should have happened?

_____

_____

_____

_____

(iv) Name the financial management policy regarding donations to prevent this risk.

_____

_____

(v) The board is made up of members and they are a team. What do you think are some of the problems is on this team? (You can draw from 2B1.2 and 2 B 2.1 as well.) What do you propose the board should do to discipline a Chairperson who does this?

_____

_____

_____

_____

_____

_____

_____

(c) If you judge Z Company on policy and team roles and responsibilities:

(i) They have a donation's and sponsorship policy that explains a procedure on how to set up funding for NPOs. What needs to be done with this policy?

_____

_____

_____

_____

(ii) Which specific company policy should help them deal with what consultant P as a staff member has done? Provide some options

_____

_____

(d) You refuse to accept that the negative action of breaking up and disbanding is the solution? Using positive factors to guide you. What advice would you give Y Forum members?

_____

_____

_____

_____

_____

_____
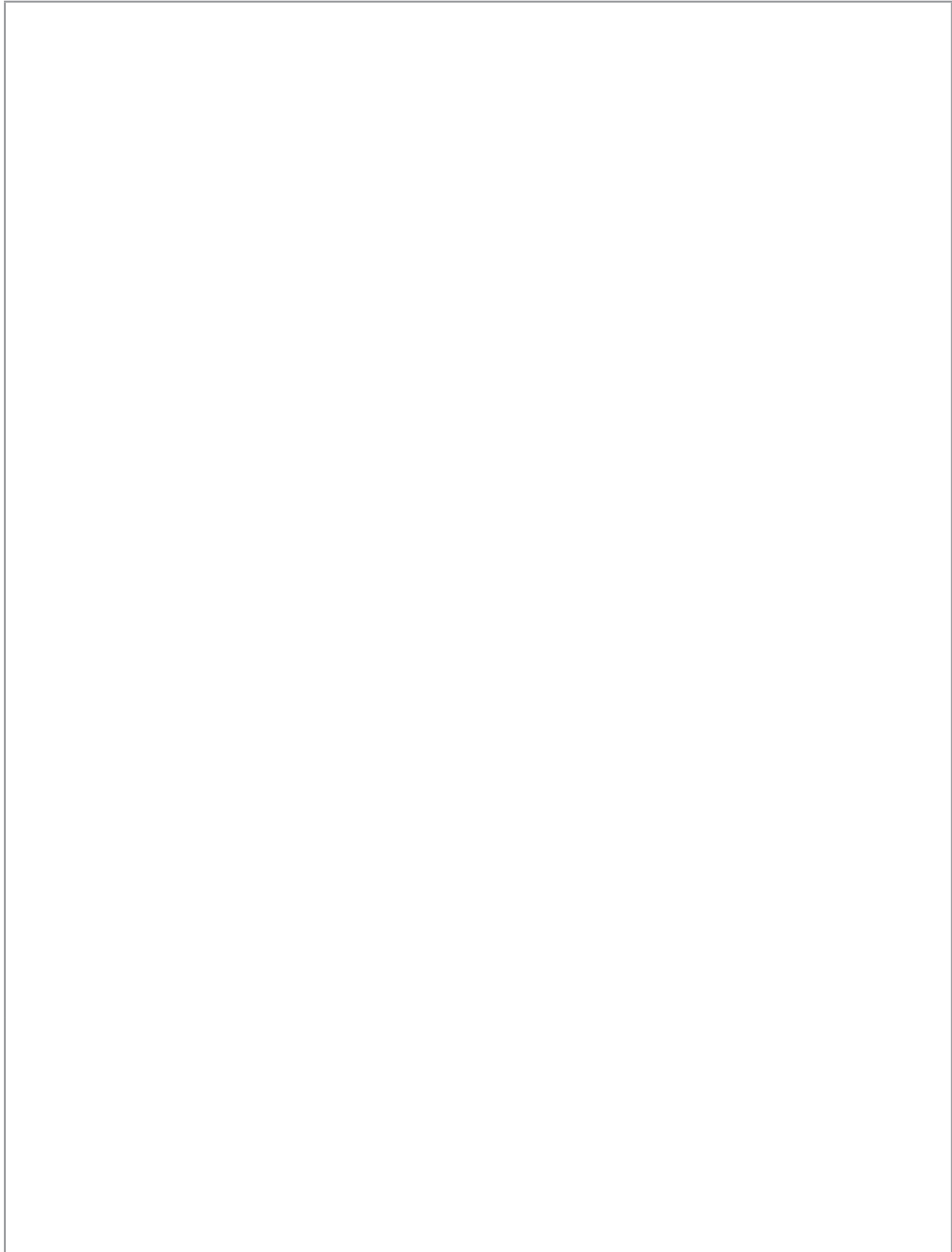
(e) (i) Was what happened in this case study a controllable or uncontrollable factor? Give reasons.

_____

_____

_____

_____
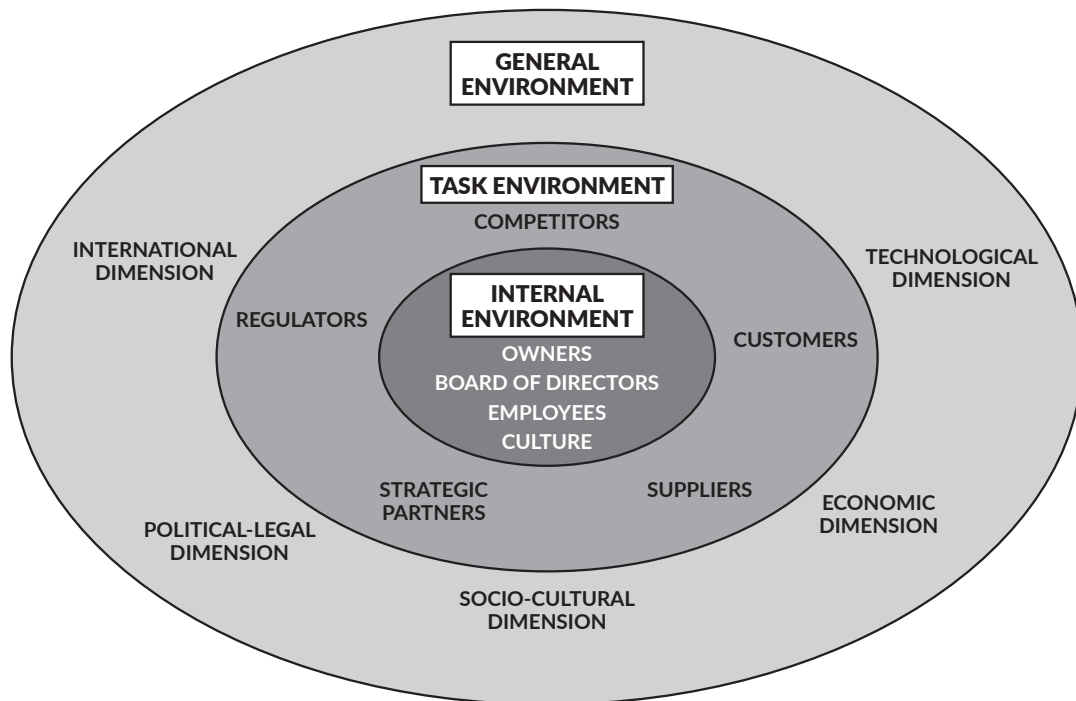
(ii) Indicate on the diagram above in which environment the organisation was that affected Y Forum by marking it with a **bold #** - symbol

(iii) Indicate on the diagram above in which environment the person was that did the damaging action against Y Forum by marking it with a **bold O** - symbol

(iv) Indicate on the diagram above in which environment the affected members were at the time the damaging action against Y Forum took place by marking it with a **bold *** - symbol

(v) Indicate on the diagram above in which environment the affected members were after Y Forum split up by marking it with a **bold X** - symbol

(f) Draw a mind map (process) to show how to prevent this risk from happening again to any team. Show how team selection methods should be applied, deals, funding opportunities, donations and money should flow, and all the authorising accountabilities and separation of duties involved in receiving funds.
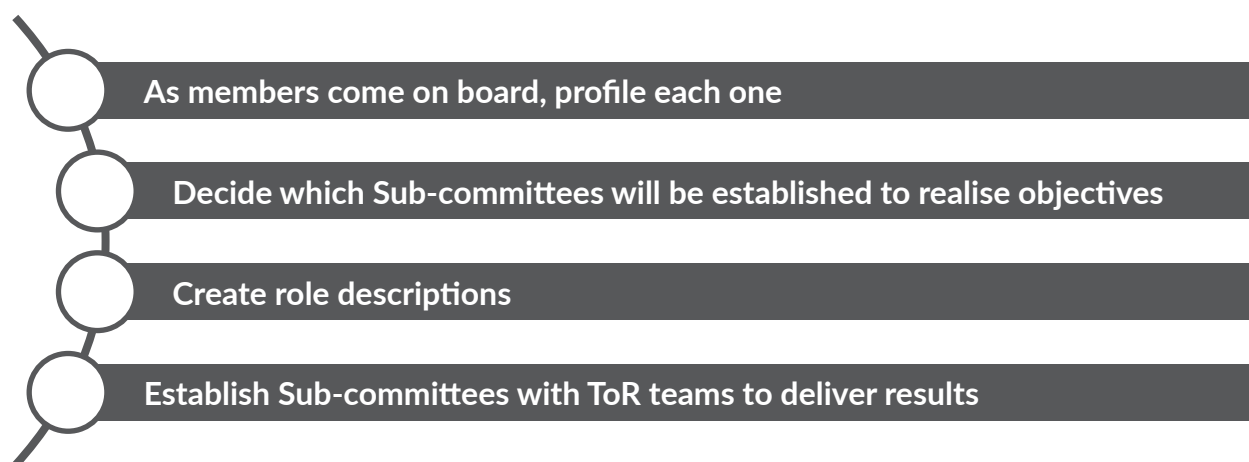
Key:

4 Operating a community, forum-based organisation with effective teams in place

4.1 Selecting, appointing and equipping teams with performance objectives that lead to organisational objectives

Once the organisation objectives, organogram is decided upon and the structure is approved by the board the forum can start implementing a process to get people into positions where work can be done. This is a suggested process to follow which does not have to follow this order:

- As members come on board, profile each one
- Decide which Sub-committees will be established to realise objectives
- Create role descriptions
- Establish Sub-committees with ToR teams to deliver results

People will apply for membership and the forum should have a membership form with a process for approval. A forum has a membership base that must be used for all the projects until they are in the position to employ staff.

Once a member comes on board complete a profile on each one which is a simple exercise to help the organisation to know each member. Thereafter the profiling data and information may be analysed for all members to determine the profile of the membership of the organisation in terms of gender, age, race, disability, qualification level, needs, skills set, etc. People with similar interests and skill sets can be grouped e.g. some people are trained/experienced in marketing and communications, finance or events etc.

The membership is the organisations most important asset and this asset must be valued.

> "If you don't build your dream, someone else will hire you to help them build theirs."
>
> – Dhirubhai Ambani, founder, Reliance Industries

This is a simple profiling template that you can use. Add more space for responses.

Forum Profiling Guide	
Purpose of this guide is to assist the forum to: • _Understand your needs_ • _Be aware of your skills and experience_ • _Use your personal information_	_Insert top half picture, face and identity must be clear_
Full Name and Surname:	
Preferred name:	
My current ECD center name	
Select one by marking **X** below:	

Employee		Employer	

I started working at my ECD Center on .... _(date, month, year)_	
ECD center role _(owner, principal, practitioner, caregiver, etc.):_	
Are you an active member of the forum _(Yes/No)_	
Forum joining date: _(date, month, year)_	
Any title and designation in the forum:	
My role, responsibilities and function in the forum are:	
My annual membership fee is:	
The benefits that interest me:	
Challenges I want the forum to help me with are:	
Approaches you prefer for the forum to use to overcome challenges:	
Impact you would like this forum to have on ECD in this community:	

Below is my career journey thus far: _____

Future career dreams and aspirations for me include: _____

My desire for the forum: _____

I (full names), _____ ,

ID number _____ , hereby grant permission for any information on

this form to be used by the Forum.

Signed: _____   Date: _____

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Organisations with the budget to do so will employ staff. Those who will rely on membership to work will set up subcommittees. These committees are formed to operate work streams to help the organisation achieve its objectives. Once formed they will develop Terms of Reference (ToR).

Delloitte's Board Committee Guide, King III recommends that the delegation of powers to a committee be made official, for the members to have formal terms of reference to determine the scope of their powers, and the responsibilities they bear.

Terms of Reference of _____ Committee	
Composition of the committee	
Objectives, purpose and activities	
Powers that have been delegated	
Any mandate to make recommendations to the board	
The lifespan of the committee	
How committee reports to the board	
Possible nature and type of advisors to this subcommittee	
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Board subcommittees can consult with or receive advice from any person, including employees, advisors, or other board committees. Advisors, experts and other external parties may attend committee meetings by invitation. These experts or specialists come in and engage for a reason and do not have to participate in the all the items on the agenda in meetings.

After the ToRs are set up, role descriptions are drafted. Each role must have a clear function, reporting line and key performance areas which filter down from the top leader. This connects all the roles and responsibilities even though they are at different levels. The roles have to be graded. Here is one grading scale used in South Africa that will help:

The Paterson grading system is an analytical method of job evaluation, used predominantly in South Africa. It analyses decision-making in job task performance or job descriptions, and sorts jobs into six groups that are graded and grouped into two to three sub-grades — such as stress factors, individual tolerance, length of job and number of job responsibilities — that correspond to organizational levels. The six grades, also called bands, define pay scales.

A, Prescribed or defined decisions.

Jobs are performed with limited training and employees, such as unskilled workers, decide when and how fast to execute tasks.

B, **lower** — Automatic or operative decisions

B, **upper** — Coordinating, automatic decisions.

Theory or systems knowledge for grade B is not required, though employees, such as semi-skilled workers, can decide where and when to perform operations.

C, **lower** — Routine decisions

C, **upper** — Coordinating, routine decisions.

Theory and/or systems knowledge for grade C is required, and employees, such as skilled workers or supervisory personnel, decide what must be done — through knowledge and experience — for deterministic outcomes.

D, **lower** — Interpretive decisions

D, **upper** — Coordinating, interpretive decisions.

Grade D involves middle management's ability to optimize resources through decision-making about processes and procedures with planning programs or budgets one year ahead.

E, **lower** — Programming decisions

E, **upper** — Coordinating, programming decisions. Grade E consists of senior management's cross-functional coordination — coordinating many departments — and strategic policy decisions made by top management, with plans made five years in advance.

F, **lower** — Policy decisions

F, **upper** — Coordinating, policy decisions.

Grade F consists of top management, such as a board or CEO who manages organizational scope and goals.

For your own role description make sure you are clear. These are not written to provide a space for a particular person, it is written with the most ideal candidate in mind who can perform the role. This is an example of a role description:

Role Description	Band:
Role title	
Reports to	
General purpose of this role	
Education and training required	
Knowledge and exprience required	
Key tasks/activity, function, and responsibilities: *Start with verbs: plan, meet, organise, prepare, handle, arrange, write, evaluate, monitor, find, buy, sell, market, communicate, send, respond, drive, collate, report, network, invite, raise, review, maintain, etc.*	
1.	
2.	
3.	
4.	
5.	
Other information related to this role:	
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Each company or organisation should have a standard in giving roles and responsibilities. There should be a procedure in place for this. You can compromise and accept someone who you have available, but the role description does not change to suit someone. The question then becomes, how can we support this person to do everything we need them to. Perhaps training is the answer. If the ECD Forum is new, chances are you have no funding to hire staff, so the forum members perform certain duties. This is a challenge and it must be managed carefully. A good leader picks the right person for the right job. Good teams do the same, they look for who can do the task.

4.2 Organisational meetings

4.2.1 Purpose and object of meeting is described in terms of realistic and achievable outcomes

An ECD forum stakeholder meeting is the perfect setting to share ideas and information. Why are you holding the meeting?

- Establish a clear goal or objective for the meeting. For example: "To prepare the launching event for the Forum."
- A meeting without a well-stated and well-publicised goal will not be well attended.
- Remember, time is precious to everyone, especially in small communities.
- Let members know what to expect and what will be expected from them.

In a successful meeting, a variety of active participants are brought together, information and opinions are shared, resources and volunteers are identified, and goals and action plans are established.

4.2.2 Relevant Information and/or materials are collected

If the meeting is about the launch of the forum have all the information that the subcommittee has put together so that the meeting can flow. Perhaps you can give each person a pack of info beforehand if they have email and, in this way, members can read information beforehand and then come prepared to give input and add value. You can also prepare a presentation. If you need to present the cost and possible expenses so a budget can be approved, get the quotations, and draft a budget so that things can progress. The longer the document the more time people need to prepare so give them enough time. If copies need to be made, make these copies well before time and have them clearly marked. If documents are electronic ensure you have them saved and ready to project. Check all the connections. Have a backup plan because technology can fail you.

4.2.3 Logistical meeting issues are identified and organised

Decide on the meeting venue and communicate this clearly. Be specific and if it is a school give the room number and explain in which block it is. If you expect people on time, do not let them waste time finding the specific venue of the meeting by only giving the name of the school. If it is a room in a building give the details and even a map to show the meeting location. Perhaps the meeting is at the venue of where the launch will be held so members can approve it. Be specific and give the reason why this venue is chosen for this meeting. If travel arrangements need to be made, try to get involved and help.

Virtual meetings via Zoom or MS Teams , Facebook or WhatsApp are also possible. Just remember that the members who should attend must have access to digital infrastructure and data, if you want to use this channel. Since the COVID 19 pandemic many different tools have emerged, and people are finding ways to connect and discuss issues online. It can even save costs, time, and reduce travel. There will also be no venue hire cost and people provide their own refreshments.

For these online options, there will have to be a link and codes shared to ensure everyone can connect. People may have to be trained on how to use the platform.

4.2.4 Preparation is done, and documentation compiled and filed

- If the meeting is informal, still ensure notes are taken so that you can circulate the action/task "to do" list.

- If the meeting is formal, prepare an agenda that follows the stated goals. Think about your audience when inviting guest speakers and developing the program. What is likely to interest and involve everyone? The group should know what to expect before attending a meeting. You should be clear about what is being planned, how the meeting is going to be run, and who is going to play what role.

- Create an attendance register with enough space for the information you need attendees to complete.

- Make sure not to overload the agenda.

- Once the agenda is set make sure that the meeting starts and ends on time. See the example of an agenda for a formal meeting on page 86.

Meeting Agenda

_____ **Forum**

Meeting purpose: _____

Invited by: _____

Date: _____   Venue/Link/Code: _____   Time: _____

Chairperson: _____

Secretary: _____

Item	Person responsible
1. Welcome	_____
2. Attendance and apologies	_____
3. Main purpose of meeting	_____
4. Adoption of previous minutes	_____
5. Approval of agenda minutes	_____
6. New Business — Launch of Forum	_____
7. General	_____
8. Closure and next meeting date	_____

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While the meeting runs the secretary will take notes or record the meeting. Minutes should be drafted soon after the meeting to ensure that there is a record of decisions taken and to act as a reminder of tasks that must be done by people before the next meeting. Do not record all the detailed discussion as this is too lengthy and unless the process is important, only capture the decision/resolution or way forward. See the template below:

Meeting Minutes

_____ Forum

Meeting purpose: _____   Date: _____

Chairperson name: _____

Secretary name: _____

Agenda item	Resolution taken	Person(s) taking responsibility	Planned completion date

Closure time:

Networking:

Adoption of minutes Proposed		Date:
Adoption of minutes seconded		Date:
Authorised by Chairperson *(sign)*		Date:

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4.2.5 Relevant stakeholders identified and invited according to protocol

Once you invite members follow up on who is attending.

To increase attendance:

- Have each person on the planning committee bring one or two community members to the meeting.

- Ask various sub-communities to remind their team members too.

- Create a phone pyramid by asking two people to call/WhatsApp two members to explain importance of the meeting and encourage them to attend, and then have them call two of their friends to do the same and so on.

If you invite certain government officials and special guests find out what the protocols are to follow. Even the invitation must follow a process they have in their organisation. Find the protocols, respect these and make sure the chairperson and the members are informed of the protocols before the person arrives.

For the Annual General Meeting, make sure that you advertise in public spaces where people not a part of this organisation can also join if they are interested. For this, ask other Community forums to help your organisation advertise. Community newspapers, social media, WhatsApp community groups, faith-based organisations are great places to advertise.

4.3 Work is planned, scheduled and executed/implemented

We will discuss project work in detail in 2B5. This is for normally day to day operational work/tasks. For this type of scenario, it is good to plan and schedule work in a specific time frame. This is normally done in this way with staff that are employed. In the case of the forum, the people are mostly working as volunteers – keep this in mind. Regardless, we must keep people accountable for what is expected and what they have agreed to.

Schedule				
Description of Task/Activity: Host 'New Member' Presentation night on 16 June 2020				
Team Roles: Julie, Sarah and Fikile are involved. Fikile is the team leader and has a budget of R200 to buy what is needed. Julie sent the invites and will be doing admin on the night of the event. Sarah will be delivering the standard "New Member" presentation. They are reporting to Mary, the Chairperson of the Membership Sub–Committee.				
Outcome expected: The board has set a target of growing membership base at a rate of 2 per month. From this opportunity the team hopes to have at least 3 members out of the 10 that accepted the invite to complete application forms on the day. They would then exceed the goal.				
Task/Activity	**Planned start date**	**Planned end date**	**Budget**	**Person(s) responsible**
1. Book venue	1 June	1 June	R 50	Fikile
2. Design invite, guest list and invite new members	5 June	9 June		Julie
3. Inform existing members on WhatsApp so they can advertise	5 June	9 June	R 20	Julie
4. Prepare for presentation	11 June	14 June		Sarah
5. Travel and buy refreshments	13 June	13 June	R 70 (incl. travel)	Fikile
6. Follow up on invites and creatae attendance register for people to sign	14 June	15 June		Julie
7. Design and print programmes for evening	14 June	14 June		Sarah
8. Print application forms	14 June	14 June	R 20	Fikile
9. Set up venue and refreshments	15 June	16 June	R 40	All
10. Host and present	16 June	16 June		All
11. Report to Sub-Com Chair	17 June	19 June		Fikile
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If you want to, create a schedule for an individual by adding a space for their name title/designation/position, etc at the top and removing the column for person responsible.

4.3.2 Instructions and plans are communicated to team, and it is received and agreed in consultation.

When you communicate the work plan/schedule to the team it is better if the plan is written so that whoever is involved can keep a copy. To help people buy into the process and workflow, create an empty template from 4.3.1 and brainstorm what should be in the plan.

After the session finalise the schedule and share with the team. This way people can check if they are on track and what happens next. When you have team meetings you can go through the schedule and tick of what is done. You can see from 4.3.1 that it is simple to explain how much time you must complete a task (from the date started to date ended) if it is written down.
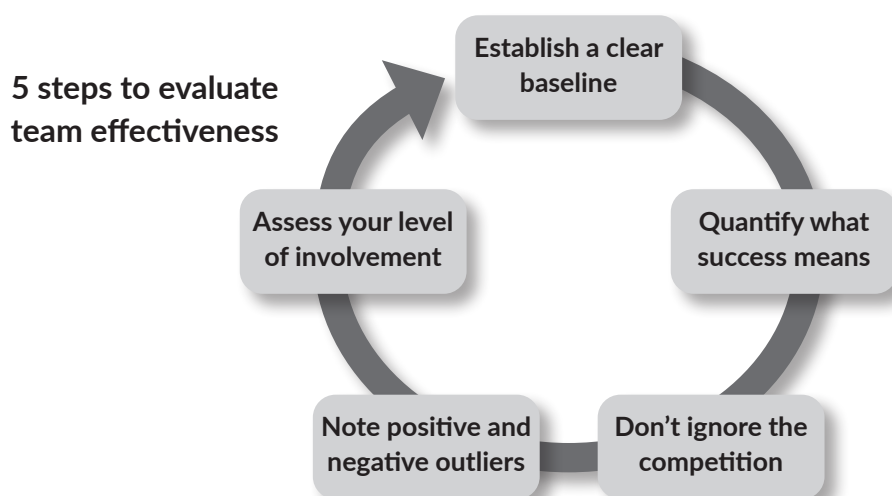
4.4 Monitoring performance/team:

4.4.1 Selection methods to assess team members performance and team issues is identified, explained, and reported.

Evaluation

The process of measuring, judging, or calculating the quality, importance, amount, or value of something.

The most successful leaders know that to keep a team on track they must find the most operative way to continuously measure their performance and more importantly, their effectiveness. There are countless ways in which you can choose to measure team performance. It would be pointless to set objectives and give them time frames when the performance is not going to be checked. It is important to let the team know that they will be evaluated on the objectives so that they can be more effective in trying to achieve them.

5 steps to evaluate team effectiveness

- Establish a clear baseline
- Quantify what success means
- Don't ignore the competition
- Note positive and negative outliers
- Assess your level of involvement

1. **Establish a clear baseline:** Establish a bottom line. This should be the level that you expect your team to operate at if nothing changes. Giving yourself a subset to compare against will allow you to ballpark the level of achievement. However, we want to do a lot more than just estimate success. That leads us to step two.

2. **Quantify what success means for your team:** After establishing what a normal performance would look like, you can set your sights on determining what level of accomplishment you would consider successful. Without predetermining what it means to be successful, you will be hard-pressed to track progress, never knowing if your team is on track with internal expectations. Setting a quantifiable and measurable goal allows your analysis to be more precise. It also allows you to hold your team accountable since they have something specific to work toward.

3. **Do not ignore the competition:** While its always important to measure success relative to previous performance, it would be a mistake not to track the movements and achievements of others as well. Seeing the progress of their competitors allows them to gauge their own speed, gain motivation, and consider strategies to stay ahead. Allowing the team the opportunity to focus their competitive spirit externally will not only give them a good guide for success, but it will also provide added motivation as they strive to achieve their goals.

4. **Take note of any positive or negative outliers:** Have you heard the saying "a team is only as strong as its weakest link." This is a universal truth and it applies to the forum teams as well. An entire team can be brought down by an individual and up by a contributor. Determine if a certain person is bringing down or raising up the team. You can determine if their level of achievement is having a major effect on the overall productivity and success of the team. If they bring the team down, determine if their detractions can be reversed. If they are a positive addition, see if you can coach the remaining members of your team to adopt some of the same habits and attitude.

5. **Assess your level of involvement:** Through the four previous steps, many different criteria have been identified to be tracked and evaluated. But you must not forget to evaluate yourself as a leader. A leader's priority should be to ensure that things are running smoothly for his/her team, and that the team is equipped with the necessary tools and abilities to be successful. If you find yourself too involved in the day-to-day of your team, take a step back to ensure that you're fulfilling your role as a leader entirely.

Evaluation of teamwork involves analysing the team as a whole and the individual members that make up the team. Teamwork effectiveness depends primarily on the team's organisational effectiveness. Every team must have an authority that guides it to its goal in workplace activities. Efficient and effective teamwork goes beyond individual accomplishments.

4.4.2 Team strengths and weaknesses identified against current and anticipated work requirements – selection methods to assess issues within a team

Here is a list of some important strengths to look out for to select the best:

Strengths	How the strength shows at work
Communication	• Written communication skill evident in reports, correspondence. • Verbal communication skills evident in presentations, managing conflicts and selling. • Dealing well with customers, active listening, meeting participation and negotiation.
Strong work ethics	• Works when there is work, completes projects before time. • Takes on more than others, does more than required, maintains a high quality of work. • Imposes own standards of excellence, works without supervision, follows up on work.
Organizational and planning skills	• Evident in time management, prioritizing, using resources effectively, meeting deadlines, multi-tasking, dealing with competing demands. Achieving objectives and goals, setting targets. • Maintaining schedules and calendars, coordination of resources to complete projects.
Flexible and adaptable	• Able to change activities and priorities to meet new demands. • Willing to learn new skills and knowledge, willing to attempt new tasks, makes a positive effort to accept changes. • Able to work and communicate effectively with diverse people, willing to work in different environments.
Decision making and judgement	• Gather the necessary information to make a sound decision and come up with viable alternatives. • Consider pros and cons for each, fully commit to the best action, follow • through on decision.
Problem solving	• Able to identify and define problems, analyse problems to find causes, find possible solutions and consider the possible outcomes of each solution. • Decide on the best solution and implement it.
Gathering, analysing, and managing information	• Collect required information efficiently from different sources, integrate information and put it together in a logical format. • Process information, identify trends and patterns, distribute, and communicate information correctly. • Store and maintain information efficiently.

Strengths	How the strength shows at work
Coaching and mentoring	• Willing and able to coach others, enable and facilitate learning, impart knowledge, help people to identify and achieve what they are capable of. • Assess training and learning needs, develop appropriate learning interventions, adapt teaching/coaching style to meet team member's needs.
Teamwork	• Work effectively in a team, contribute to team objectives, communicate effectively with team members, respect, listen to and encourage team members, pitch in. • Put success of team ahead of individual success.
Reliable and dependable	• Work effectively in a team, contribute to team objectives, communicate effectively with team members, respect, listen to and encourage team members, pitch in. • Put success of team ahead of individual success. • Checks own work, corrects own work, complies with workplace policies and procedures and takes responsibility for own actions.
Self-reliant and self-management	• Uses own resources, skills, and abilities fully, accountable for own activity, progress and success, manages self towards goals. • Completes projects and activities independently, obtains own help and assistance. • Internally motivated and does not seek external rewards for good performance.
Self-discipline	• Controls own behaviour, self-motivated, prepared to work hard to achieve goals, sets own targets. • Avoids distractions, perseveres with difficult tasks and activities, does not procrastinate, continues with projects in the face of obstacles and challenges.
Persistent and resilient	• Handle disappointment, deal effectively with rejection, stay enthusiastic after a setback, maintain work performance despite difficulties. • Accept criticism, bounce back quickly, overcome obstacles to achieve, keep trying until task is completed.
Persuasive	• Evident in stakeholder management, negotiating, dealing with objections, getting agreement/commitment from co-workers/management, presenting ideas. • Motivating people, gaining the confidence of others.
Integrity	• Maintain confidentiality, provide complete and accurate information. • Observe company policies and procedures, comply with regulations, maintain values and ethics in the face of opposition and pressure.

Strengths	How the strength shows at work
Energetic	• Works long hours, maintains fast work pace, tackles challenging tasks, stays positive. • Takes on extra tasks, maintains high productivity levels, tenacious in achieving goals.
Initiative	• Proactive attempts to sort out problems and issues, provide ideas for improvement, make full use of opportunities. • Identify needs and come up with solutions, take steps to make your job and the company better.

Here is a list of some important weaknesses with solutions to try and resolve issues:

Weakness	Definition	Solution
Procrastination	• Misses deadlines. • Rushing at the last minute to complete tasks. • Needing help to complete tasks • Unprepared for meetings Low productivity.	• Recognise the cause of the procrastination if because a task seems too overwhelming then break it into smaller, more manageable activities — set deadlines for completing each activity. If lack confidence in your ability to do the task, ask for help/find resources to assist you.
Impatience	• Frustration with others who perform at a slower pace or to a lower standard than you expect of yourself. • Does not accept mistakes easily.	• Recognize people have different work standards and different levels of productivity. See it from their point of view. • Provide constructive feedback in a pleasant way and offer help to move the project forward.
Unwilling to delegate	• Does not assign tasks to others. • Lacks confidence in co- workers • Does not fully utilise other staff members.	• Admit that others can do the work as well as you. • Accept that mistakes may be made but they can be corrected. • Learn to trust other's abilities. Clarify what must be done. • Put support mechanisms in place to minimise the chance of failure.
Unassertive	• Unwilling to speak up and contribute in group situations. Agrees with others despite own feelings. • Allows others to take advantage. • Difficulty in saying "no". • Puts other's needs ahead of own.	• Read books and undertake training courses on how to be assertive. • Practice suggested techniques. Practice strategies for saying no to unreasonable demands. • Practice making requests and asking for what you need.
Cautious	• Adverse to taking risks and trying new things. • Difficulty in accepting change. Continually reviews all details before making a decision or starting on a task. • Over-analyses outcomes.	• Practice increasing pace of communication and activity. Be open to new ideas. Avoid over- attending to details and focus on the big picture. Learn to trust other people's judgment. Set yourself specific time frames for reviewing information and getting started on a project.

Additional
• Uncompromising or stubborn
• Strong willed or controlling
• Too talkative or too quiet

Five basic steps to resolving conflict/issues:

1. Identify a safe place and time to talk.

To allow for a constructive conversation, individuals generally need to feel that they are in a 'safe place' — one that allows them to take the risk involved for honest communication about the issues at hand. Find a private and neutral location. Complex disagreements need enough time so determine the criteria for the discussion and then fix a time and date for immediate follow up.

2. Clarify individual perceptions involved in the conflict.

It is important that each party involved in the conflict has an opportunity to express his or her perception or understanding of the conflict. An issue cannot be solved if you are unclear what the problem is about. Get straight to the heart of the matter and avoid any unrelated issues not pertaining to the conflict at hand. Identify issues clearly and concisely and remove the emotion from the situation.

3. Practice taking an active and empathetic listening stance.

Resist the desire force our ideas onto others and instead make a concerted effort to listen to what is being conveyed. By advocating empathy, team members can identify the thoughts or feelings of the other person and have capacity to understand. When teams take a listening stance into the negotiation process, they set the scene for the opportunity to share their concerns about the conflict.

4. Generate options with the vision of a win-win outcome.

A win-win strategy is a process that aims to accommodate all parties and arises out of sense of fairness. Explore and be creative in searching for alternatives.

Take one concern at a time, starting with an issue that parties agree is worthy of discussion. Generate several possible solutions to the problem by collectively brainstorming ideas. Write down the various ideas on a chart paper. Defer any judgments or evaluations until all ideas have been presented to the group. Clarify the criteria that individuals or team will use for evaluating options. This ensures everyone is on the same page and, with mutually acceptable criteria, good solutions to problems become easier to formulate.

5. Develop an agreement that works for all.

At the conclusion of the negotiation process and the team has reached an agreement regarding solutions to each of the problems, summarise the ideas and put them in writing. Restate them back to each other to ensure everyone agrees with both the intent of the solution and how it is to be carried out.

As the conversation comes to a close, leave the session with a commitment to implement the plans that you have just created.

4.5 Corrective action implemented following organisational standards and procedures

4.5.1 Development needs and possible solutions

Corrective Action:

Business Dictionary: Identification and elimination of the causes of a problem, thus preventing their recurrence.

Corrective action can be achieved through discipline or development/training

Watch this video with the trainer

https://www.mindtools.com/pages/article/newTMM_34.htm

How Can "Bad Behavior" Be Defined?

J Richard Hackman, in his book *Leading Teams*, observes that effective teams:

1. Deliver outputs that are at the very least acceptable to the client (internal or external).
2. Work together in such a way that they remain a cohesive group in the long term.
3. Are made up of individuals who benefit from being part of the team.

Our definition of "bad behavior" comes not from what an individual person does or does not do, but from the overall impact that their behavior has on the team's mission and on its effectiveness. Almost all work is done by teams, so anything that harms their output is unacceptable.

Applying the definitions above, we can conclude that behavior at work is "bad" if it does any one or more of the following things:

1. Harms the team's ability to deliver to its client.
2. Damages the cohesion of the team.
3. Has an unnecessary adverse impact on one or more individuals within the team.

Addressing bad behavior at work:

These keys are the core of the *Performance Continuum Feedback® Method, a step-by-step methodology* designed to make anyone comfortable delivering even the most difficult feedback.

Step #1: Identify the Performance Issue

Identify the negative behavior that is holding the individual back – not a problem for most people. Then describe it in the opposite, positive terms. For example, if the employee lacks finesse when dealing with clients, the manager will ask for the employee to develop a more polished and professional style. For an employee that makes frequent mistakes, the manager would talk in terms of developing more accuracy. For the employee who chronically complains that everything is a problem but never offers any solutions, the manager might ask the employee to develop a problem-solving approach. So, you do not harp on the negative, but show a way out and away from it.

Step #2: Be Specific about the Desired Change

It is important to get specific about what you mean by a "more polished and professional approach", "more accuracy" or a "problem solving approach". For example, "What I mean by 'develop a problem solving approach' is that when you first notice a problem that is preventing you from getting your job done I want you to first think through a solution and then approach me if it's something you need my help with".

Step #3: Describe the Reason for the Change (Importance)

Most people want to know why a change in performance is important. You will want to explain to the employee the benefit of developing the performance area. First, ask yourself "What is the negative business impact of the current performance"?

In the case of the chronic complainer who never offers solutions, their behavior most likely creates negativity, wastes time, and garners complaints from co-workers who are sick and tired of listening to this person drone on about what is wrong. So, the "here's why I'm asking you to focus on this" part of the message would sound something like this:

"The reason I want you to focus on solving problems is that people will notice and appreciate your 'how do I make things better around here' approach. This will make more constructive use of the time we have, and it will bring more positive energy into the team".

Notice how the message is still honest yet talks in terms of what WILL happen when the employee develops a problem-solving approach.

Membership codes of conduct

Membership codes of conduct can spell out what will happen if members break the codes. These codes must be applied so that people take these seriously.

Development needs

In most cases people of low performance or bad behavior people require training or capacity development. As the leader it is important to invest in training and find ways to get members and teams skilled. Many organisations cannot grant money to ECD forums, but many will help you train your members or teams.

After you score an individual on their performance scorecard, you can complete a personal development plan. It basically helps someone who may have scored low and wants to increase their skills in that area. It takes an honest conversation.

Personal Development Plan Year: _____					
Skills I need to learn:	1.	2.	3.	4.	5.
Why this?					
How do I plan to gain these skills?					
Actions to help me get there:					
Time frames:					
Resources needed:					
Sign:					
Date:					
Mentor Sign:					
Date:					
When will we meet and check progress?					

Once this plan is completed, monitor it. Find a mentor that will help you focus on it.

4.5.2 Team building and development goal setting – resilience and endurance under pressure and change

Team building is the process of turning a group of individual contributing team members into a cohesive team. A team is a group of people organized to work together interdependently and cooperatively to meet the needs of their customers by accomplishing their purpose and goals.

Reasons for team building

Team building brings people together by encouraging collaboration and teamwork. Fun activities that help people see each other in a different light allow them to connect in a different setting. People on your team are asked to think about the implications of these activities at their workplace.

One of the most powerful reasons for team building is to get results. Through a series of planned team building events that are fun and motivational, teams build skills like

- communication
- planning
- problem-solving
- conflict resolution

and develop:

- resilience
- endurance under pressure
- patience
- trust

These team building activity ideas help to facilitate long term team building through fostering genuine connections, deeper discussions, and processing.

Networking, socialising and getting to know each other better builds teams. If people, make friends it can increase productivity in the office. It does not only increase morale in the office, but it allows for the team to work better at solving everyday issues.

Team building activities also work to improve workplace projects that involve teamwork because it helps the teams understand each other better.

After completing team building activities together, team members better understand each other's strengths, weaknesses, and interests.

This understanding helps them work even better together on future progress vital to a company.

Competition has been shown to increase productivity.

By channelling that increased productivity into a fun, inclusive team building activity, teams can bond in a more effective way than by other methods.

Learning to work well together can take some time, but you would be surprised at how fast teams can come together when there is an incentive to win on the table.

After any sports team wins a major championship, they celebrate and have fun, which motivates them to want to win even more. This extreme example shows that the celebration, cheering, and fun that comes with every team building event can motivate team members to bring their job to the next level.

People tend to have a larger imagination when they are around people they are comfortable with.

Successful team building events not only bring people closer together, but they also contribute to a more successful and creative workplace.

Everyday workplace collaboration is key to a successful business.

To no surprise, communication and working better together is the top reason why people choose team building.

Everybody wants a friendly work environment, where people are comfortable and happy to talk to and work with anyone.

One of the best outcomes for team building is that the activities work to improve communication.

4.6 Organisational/Company growth plans — explaining the role of teams

Professor Carol Dweck speaks of two types of mindsets: Fixed and Growth. Watch the video

https://www.youtube.com/watch?v=hiiEeMN7vbQ and

https://www.youtube.com/watch?v=KUWn_TJTrnU

Let us discuss the differences between the two types of mindsets:

Fixed mindset	Growth mindset
Document past achievement	Create new opportunities to learn all the time
Avoids challenges	Embraces challenges and gets excited by it, even has fun with it
Thinks you either got it or not	Believes you can learn anything if you want it enough
Takes the easy road	Knows trying and failing is worth it
Thinks failure is bad and people will laugh at you	Thinks failure is part of learning and once you know you will laugh
Avoids feedback and takes it personally	Thinks that if you want to improve you must listen to criticism and believes that feedback is on the results of that one attempt no on you.
If friends and family succeed, they feel threatened and feel more pressure to do more	If friends or family succeed, they are happy, they motivate friends and think they will probably do better just being around successful people.
Thinks managers and leaders are born	Thinks management and leadership are learnt skills
Stops practice when they hit an obstacle	Loves practicing until they get it right no matter what others say or think
Avoid problems	Solves problems and persist despite obstacles

The Greiner Curve was created by Larry Greiner, a professor at USC's Marshall School of Business. Through research, he identified six phases organisations go through as they mature. While within a stage a time of relative stability is experienced, but very stage leads to a crisis point, which forces the organization to transform. Learning plays a vital role in helping leaders, members, employees make these transitions successfully.

Organisations go through these phases at different speeds. By identifying what stage your organisation is in, you learn what is essential and prepare for learning for the future.

Part of your organisation may be in one stage, while other parts are in other stages. What's important is for you to determine what stage each part of your organisation is in and create learning programs that respond to it and allow you to develop a more strategic team who are proactively solving issues, instead of reacting to them.

Greiner's Model Curve
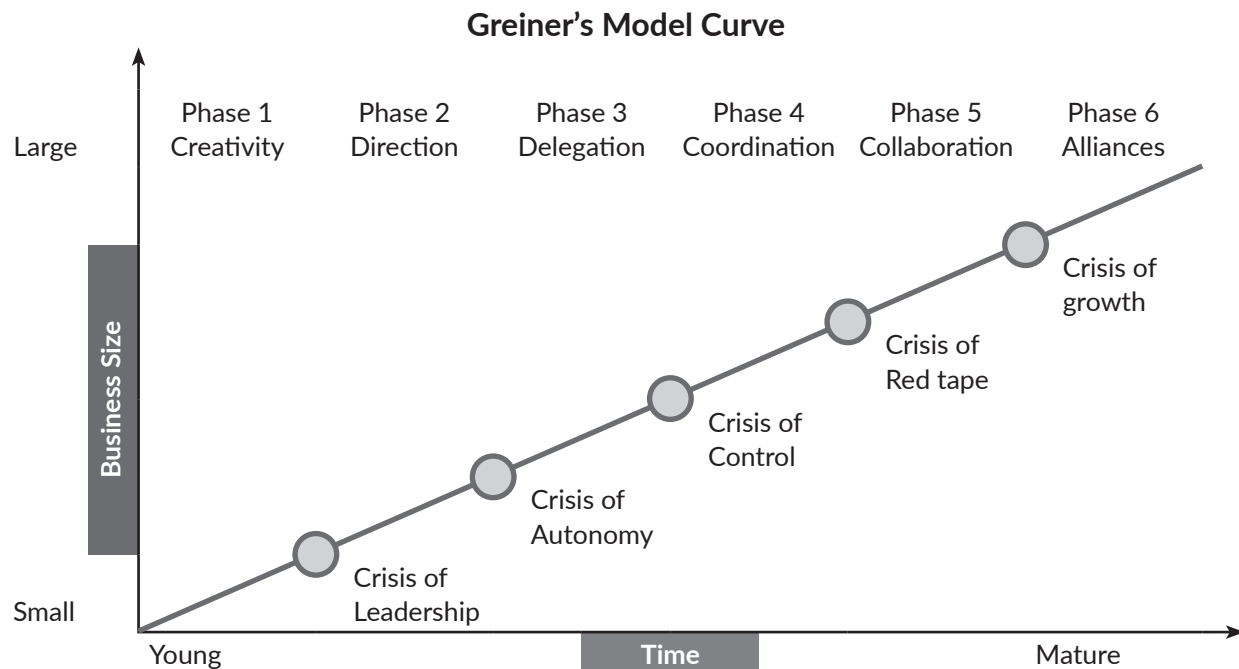
1st stage: Growth through creativity

People do multiple tasks and whatever is needed. Communication is spontaneous and informal. As the organization gets bigger ⟶ *crisis point of leadership* where professional management needs to be broadened to help run the various functions.

To advance to stage 2: need to go from more doing work to leading people who do work — time to hire or develop others.

2nd stage: Growth through direction

New people are brought in to manage various functions. Continues to develop new products and services. In time (months/years/decades), the scale of the offerings gets too big for the leadership team to monitor ⟶ *crisis point of autonomy*, where work and authority needs to be delegated to others.

To advance to stage 3: develop or hire strong managers to help run different parts of the organisation.

3rd stage: Growth through delegation

Layers of hierarchy are added.

Top management become less involved in the day-to-day details and focuses more on the organisation's long-term strategy.

The sheer size of the organization starts to stress the current policies and channels of communication ⟶ *crisis point of control*, where the different parts of the organisation need to work better together.

To advance to stage 4: standardise its procedures to allow it to scale.

4ᵗʰ stage: Growth through coordination

New policies and procedures are introduced to bring structure throughout the organisation.

This effort is helpful in bringing stability and consistency to the broader scope of the organisation ⟶ to the *crisis point of red tape/bureaucracy* gets burdensome.

To advance to stage 5: develop great people managers and begin to free up its procedures to allow for more autonomy (self – government).

5ᵗʰ stage: Growth through collaboration

A range of scalable and agile systems that support more flexibility replaces bureaucracy.

Instead of a rigid system for making decisions, emotionally intelligent leaders are trusted to use good judgment ⟶ *crisis point of internal growth* where the organisation must look outside for new opportunities.

To advance to stage 6: create a culture based on collaboration and emotional intelligence.

6ᵗʰ stage: Growth through alliances

Can only solve its challenges by partnering with other organisations through actions like outsourcing, mergers, and acquisitions.

All this expansion ultimately ⟶ *crisis point of identity*, where the organisation must refocus on its vision, mission, and strategy.

Reinvent its vision and mission and partner with more like organisations.

4.7 Learning Activities

4.7.1 There are 6 role descriptions and 6 individual profile summaries.

Role 1: Secretary of the Forum	Role 2: Event Sub-Committee Leader
Arrange meetings, Prepare the agenda and records meeting minutes. Invite meeting participants and special quests following protocols.	Develop an events schedule. Arrange and prepare for all events includes arranging for refreshments, booking venues, planning logistics.
Role 3: Treasurer	**Role 4: Marketing and Communications Team Leader**
Keeps financial records according to standards, Prepares a budget for the financial year. Must procure an auditor to prepare financial report and presents the financial report at the AGM. Disburses funds for projects.	Manages all marketing and promotes membership. Administrator for all social media. Creates advertisements of all launches, events and fundraisers. Works towards a website and when ready manages and keeps it updates. Delivers an Annual Report in consultation with Board Chairperson and President of the Forum. Must be able to travel.

Profile 1: Dorothy	Profile 2: Tumi
A 40-year-old single mother of two independent children, who owns two ECD centres in Vosloorus. She loves planning social gatherings and enjoys spending time with other school owners. She loves cooking and baking, and her favourite hobby is catering for others.	A married mother of four who loves numbers and is a teacher at a big ECD centre where she also collects all fees, writes receipts, keeps petty cash and does all the banking. She is quite serious and can focus and concentrate for long periods of time. She is always looking for facts and will do whatever it takes to be accurate.
Profile 3: Delisile	**Profile 4: Amelia**
A young ECD teacher with Level 6 who loves life. She won a scholarship by entering a writing competition and has won awards for public speaking in her student days. In her church she makes the pamphlets with notices every month. She makes posters for all the events at the ECD centre before even being asked by the principal because it is fun for her to be creative.	A mature ECD owner and mother of two secondary school children. She is married to a plumber who has his own business too where she helps him with some administrative details. She loves helping people and organising everything neatly. He diary is her best friend and she takes it everywhere so she will not double book a date.

(a) Which role matches which profile:

Role 1 – Profile _____   Role 2 – Profile _____

Role 3 – Profile _____   Role 4 – Profile _____

(b) One of the four staff members is always late for meetings. Give corrective action advice that follows organisational standards and procedures:

_____

_____

_____

(c) These four form a team for an event. List team objects and say how this will be evaluated in a required format and time frame:

4.7.2 Read Case study 5 and answer the questions that follow:

CASE STUDY 5

Thandeka is enjoying her role as a member of the Get Ahead ECD Forum in Pretoria where she lives and runs her own ECD centre which is registered. She recently qualified on NQF Level 5 and is still celebrating her success. Her family is close, and everyone looks up to Thandeka because she employs 6 people from her community.

At the forum it did not take Thandeka long to impress the Executive Committee because of her smart mind and cleverness with fundraising. The subcommittee invited her to be a member and she gladly accepted. After some fundraisers they picked up that Thandeka did great in the beginning, but over the last three months she did not reach the amount that the committee had expected her to reach. The chairperson of the fundraising committee Josephine called her in to a meeting to discuss her performance. Thandeka made it clear that she was unaware of the mystery target amount and was not prepared to be criticised for something she had no idea existed. She immediately took offense. She stormed out.

She was very hurt by this. She went onto her Facebook page and wrote: "Imagine working for a community forum out of the goodness of your heart and then they have the check to criticise your efforts. I say NO to that abuse!" She added a crying emoji. Many friends and family members tried to make her feel better.

She changed her WhatsApp status to show **NO ENTRY**

The next morning one of the forum members calls Josephine and tells her about the messages Thandeka published on Facebook. Josephine is horrified. She is angry and confused. What will she do now, if the chairperson of the forum hears about this, she is going to expect an explanation?

Written by: Carmen Adams-Hoffman

(a) What kind of contract could have prevented this fall out?

(b) What can Josephine do to set up an opportunity to resolve this issue/conflict step by step and report on it here?
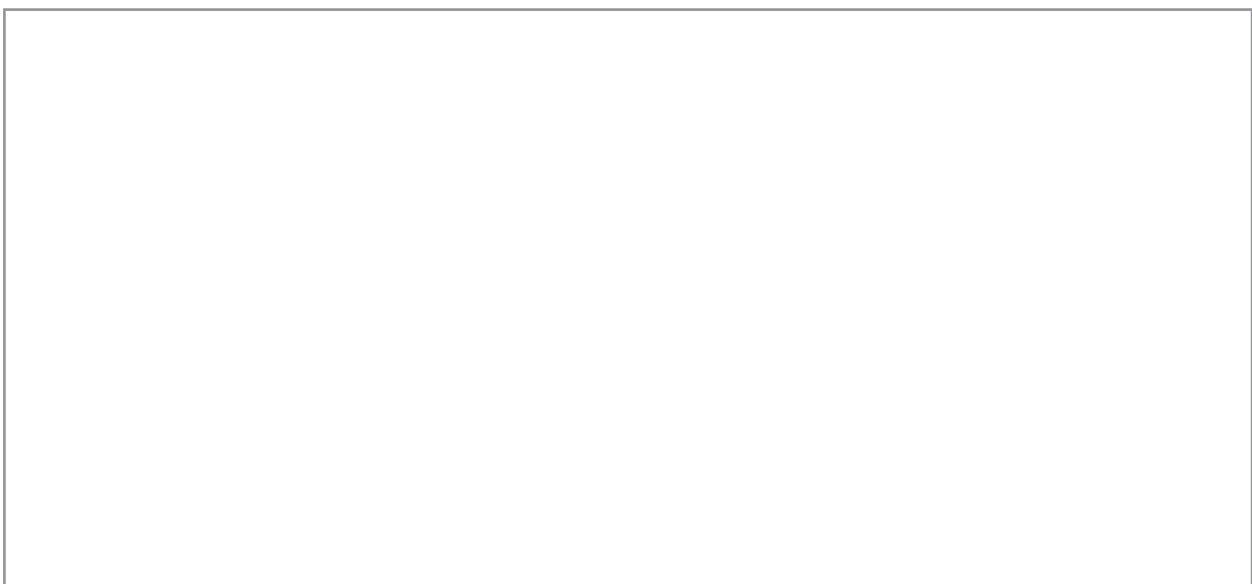
(c) Imagine the conflict/issue is resolved and the two team members agree to reach a compromise. Help Josephine create a task schedule for her team of 3 members for a braai fundraiser at the end of next month after consultation and agreement.

(d) The next year, Thandeka is elected to be the chairperson of the fundraising committee. She accepts. She decides that each team member will have a performance contract, based on strengths and weaknesses for development so that they have no surprises in what is expected from anticipated work requirements. Draft a contract (list tasks, prioritise these and give time for completion in a work allocation schedule) for yourself as part of the team.

You are a part of the team. How will you evaluate your own performance against the objectives?

4.7.3 Imagine you are a member of the Health and Safety Sub - Committee. You are a new member, quite a shy and quiet person. The chairperson mentioned a two- day, sleep over team building initiative at a meeting last week. He encouraged all the members to attend as he would join in and has invited high ranking officials from the municipality and private business to attend. You do want to be on this subcommittee to make sure that the Health and Safety improves. Go through the notes and convince yourself why team building is beneficial:

_____

_____

_____

4.7.4 Think back to the meeting in 4.7.3 with the chairperson. What was the purpose of the meeting and the achievable outcome:

_____

_____

4.7.5 Pick any organisation and explain which phase of growth they are in. Give reasons:

_____

_____

_____

4.7.6 Think about the team-building event planning meeting. Answer these:

(a) Name two items of information/materials that need to be collected relevant to this meeting:

_____

(b) Which logistics will have to be arranged for this team – building planning meeting:

_____

_____

(c) What list of documents will you place in the meeting preparation file:

_____

_____

(d) Who should attend based on input and benefit to attending:

_____

_____

(e) Describe the appropriate manner in which to invite attendees using acceptable protocol. Also say which community relationships this depends upon:

_____

_____

_____

5   Project Management

Project management is a discipline and it has a Project Management Body of Knowledge (PMBOK) which you must consult when people are using project language you do not understand.

5.1 What is project management?

5.1.1 Defining project management

A **project** is a unique, temporary effort, undertaken to achieve planned objectives, which could be defined in terms of outputs, outcomes or benefits.

A project is usually deemed to be a success if it achieves the objectives according to their acceptance criteria, within an agreed timescale and budget.

Management an ongoing process to direct and control a group of people or an organisation to reach a goal. Management often means the deployment and manipulation of human, financial, technological and/or natural resources.

Project Management is the application of processes, methods, skills, knowledge and experience to achieve specific project objectives according to the project acceptance criteria within agreed parameters of reaching final deliverables to an end date and within a budget.

A key factor that distinguishes project management from just 'management' is that it has this final deliverable and a finite timespan, unlike management which is an ongoing process.

5.1.2 Life cycle of a project

We have two examples that show how a project cycle looks and how the steps/stages/ phases follow each other as the project grows and develops.

5.1.2.1 Project Life Cycle 1

The Plan, Do, Check, Act Cycle, also known as the Deming Cycle, was originally developed by Walter Shewhart in the 1930s. But late in the 1950s, almost the same time as Management by Objective emerged as a powerful method of project management, W. Edwards Deming propagated this cycle as a key concept for improving quality. Now, known all over the world as "the Deming Wheel". The key idea of the PDCA Cycle is to conceptualize changes in a system as a sequence of activities, which must be

implemented as a continuous spiral process in order to improve quality. The PDCA Cycle provides clarity on how to organize change and improvement processes in a system such as a community.

1. Plan	2. Do
4. Act	3. Check
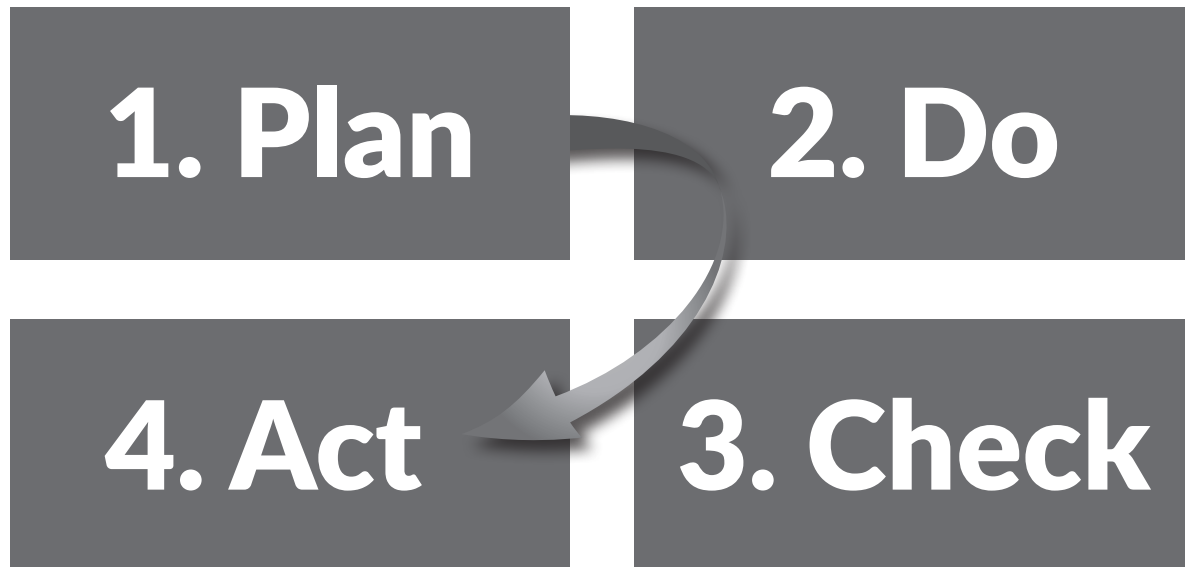
1. **Plan:**

Identify what is not working properly and on this analysis develop ideas (conceptualise a solution) and plan to solve the problem and improve the situation by using a method and an approach.

2. **Do:**

The plan in 1. is implemented as a small-scale prototype (first/preliminary version) to test is as a pilot. This is an experiment to see the effect of the method and the approach you have chosen. The small intervention (inside white arrow) helps you observe the changes happening in the system due to the intervention. The reactions provide you in-depth *insight* of the system and raises awareness of the outcomes.

3. **Check:**

You check (study) what happened due to implementation of activities:

- whether desired results have been achieved

- if any unintended results emerged

- you continuously check selected key activities (regardless of any experimentation going on) to know what the quality of the output is at all times, and to identify any new problems as they crop up.

You decide how to go about tackling that new issue from a factual basis.

4. Act:

Implement changes to method or approach on a larger scale if the experiment is successful based on factual results. The changes become the new standard and new routine of the management processes. Involve other stakeholders, interest groups, members of the community affected, and those whose cooperation may implement the prototype on an even larger scale.

Advantages of the PDCA Cycle for community development:

- Changes can start on a small scale, and only in the case of success are those changes used for creating a new standard.

- Moving along such a cyclic process of planning, implementing, and reflecting on the results, the capacity of the community for management is strengthened. PDCA can provide an excellent methodology for endogenous capacity development by starting small projects by building on own resources and expanding to more and more complex projects and programmes.

- A continuous process of action and reflection, it also changes the attitude of the community toward productivity and quality.

Limitations of the PDCA Cycle:

- The routine needs practice as it is a habit that requires discipline

- People might feel controlled and like they must stop to start again.

- Piloting takes time

5.1.1.2 Project life cycle 2

The process of planning and managing community development projects must follow a logical, continuous cycle. Each phase of the project leads to the next.

1. Identify needs	**2. Design and plan**
4. Evaluate	**3. Implement**

Monitoring is continuous
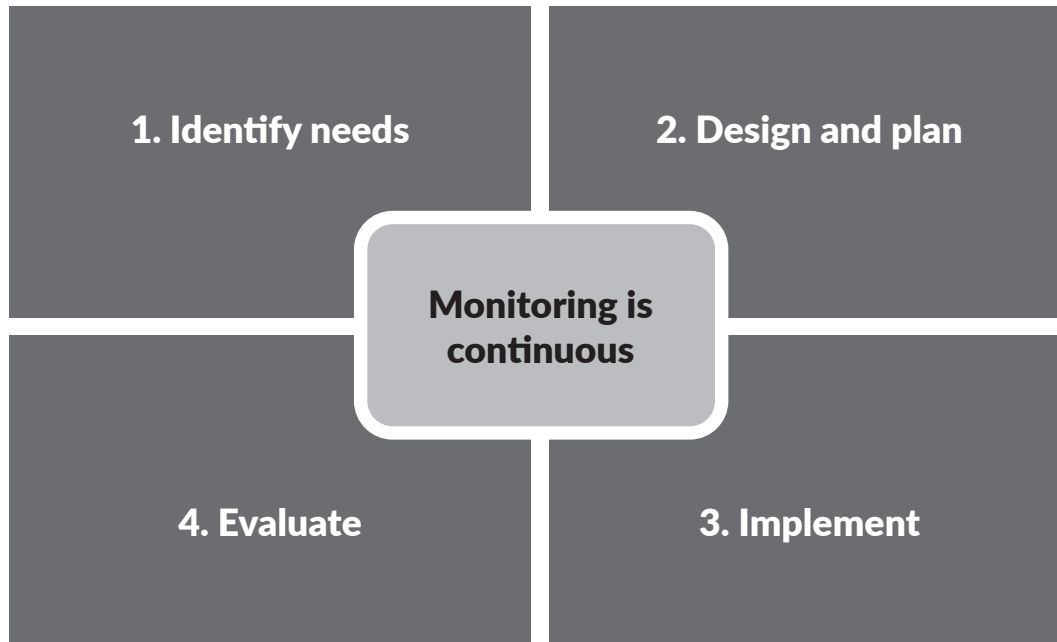
1. Identify needs

   Determine needs and challenges in a community.

2. Design and plan the project

   Plan the solution (how to solve problems)

3. Implement Evaluation of project results

   Occurs at the end of a project.

   Determine whether the goals/objectives were achieved. Identify additional or persisting challenges

   The process begins again.

Monitoring occurs throughout all stages for small adjustments to be made to the project's planning, design and implementation to ensure the project's success.

5.1.3 Clarifying a project

Projects have 3 constraints: 1. Time; 2. Cost; and 3. Scope; which affect the QUALITY of the project.

Time —————————————————— Cost

Quality
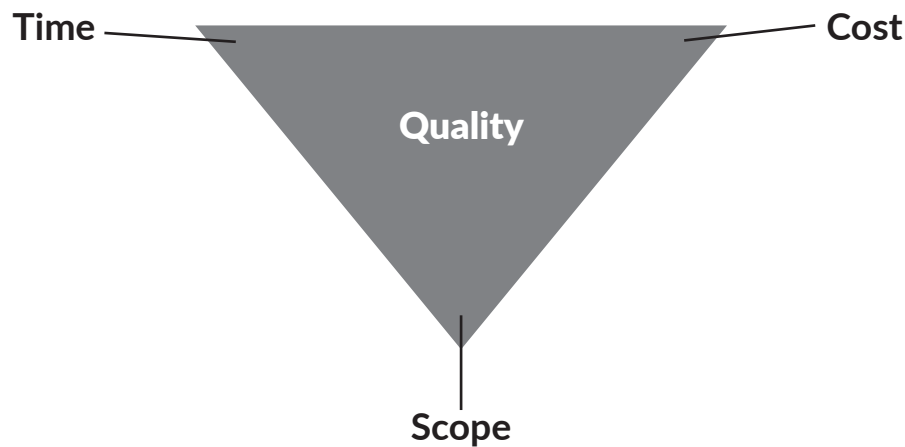
Scope

Before you implement a project, you must clarify:
- project requirements
- scope
- cost
- time
- objectives, purpose and intention
- measure of success
- desired impact
- evaluating periods
- reporting requirements

Keys to good project design:
- Adopting a holistic approach with attention to comprehensiveness in the project model — guard against over-ambition and complexity.
- Be logical — what is the natural next step
- Ensure there is an enabling environment — (adequate preparations, detailed project formulation, secured commitment, support on policy/institutional issues at all levels of administration.)
- Identify potential synergies:
  - forge mutually beneficial partnerships — a shift from command and control approaches to collaboration and negotiation.
- Up-front attention given to:
  - equity and sustainability objectives at project concept stage.
  - social inclusively in participation and development sustainability

- — stakeholder partnership terms need to be factored into project design.
- — A flexible project approach is best and requires capacity.
- A clear geographic area focus:
  - — When deciding on the project scope, ensure that the area in which you choose to implement the project will yield the expected results e.g. when you want to work on a vegetable garden project, it would have the correct type of soil, a water source and is easily accessible

Developing a Project Charter is the process of developing a document that:

- formally authorises the existence of a project
- provides the project manager with the authority to apply organisational resources to project activities.

The key benefits of this process are that it:

- provides a direct link between the project and the strategic objectives of the organization
- creates a formal record of the project
- shows the organisational commitment to the project.

This process is performed once or at predefined points in the project.

The inputs, tools and techniques, and outputs of the process are depicted.

INPUTS
- Documents
- Agreements
- Business processes
- Enterprise factors

TOOLS & TECHNIQUES
- Expert judgement
- Interpersonal and team skills:
  - — Conflict management
  - — Facilitation
  - — Manage meetings
- Data gathering
  - — Brainstorming
  - — Focus groups
  - — Interviews
- Meetings

OUTPUTS
- Project Charter
- Assumption Log
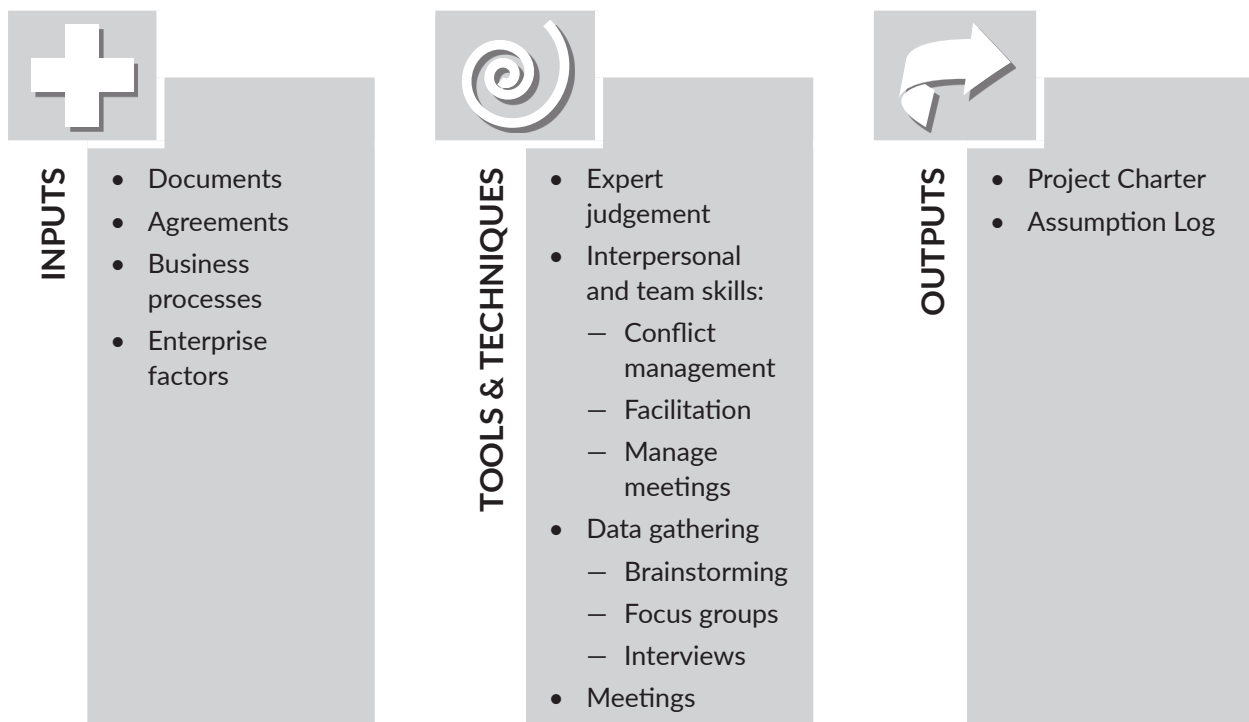
The following template will help you organise all the ideas and impressions to frame the design of project to help you get authorisation and bring everyone involved on board.

PROJECT CHARTER AND SCOPE OF WORK (SOW)

PROJECT ASPECTS TO CLARIFY	COMPLETE THE DETAIL WITH THE PERSON GIVING THE INSTRUCTION FOR THIS PROJECT TO BE IMPLEMENTED			
1. INTRODUCTION Who commissioned this work, who are the stakeholders involved and what are their roles? Who are you and what is your organisation's interest?				
2. CONTEXT & BACKGROUND What happened in the past to bring this project to this point? Give history. Describe the specific landscape from which this programme has evolved?	Factor 1	Factor 2	Factor 3	Factor 4
	Factor 5	Factor 6	Factor 7	Factor 8
	Additional info			
3. DESCRIBE CONCEPT & METHOD OVERVIEW What is this about? Clarify purpose of the project. What is the exact problem which this project will resolve? How will this be resolved? What will be done? What is the short, medium- and/or long-term impact?				
4. SCALE, SIZE, REACH, SCOPE AND MAGNITUDE				
5. AUDIENCE Who is the programme intended to reach? Why them?				
6. STANDARD(S) AND CODES Describe status, protocols, standard operating procedures, codes of practice, professional rules of engagement, etc.				
7. VALUE (WORTH) OF PROJECT TO BENEFICIARIES				
8. OVERALL GOALS, OUTCOMES AND OUTPUTS				

PROJECT CHARTER AND SCOPE OF WORK (SOW)				
PROJECT ASPECTS TO CLARIFY	**COMPLETE THE DETAIL WITH THE PERSON GIVING THE INSTRUCTION FOR THIS PROJECT TO BE IMPLEMENTED**			
9. PROJECT DELIVERY MODEL(S)				
10. MEASURING SUCCESS What are success factors? How will you know the outcomes are achieved?				
11. DESCRIBE HIGH LEVEL PROJECT STRUCTURE Process, Time frame				
12. STAKEHOLDER INTEREST AND COMMITMENTS				
13. SIZE, NATURE OF PROJECT TEAM — ROLES & RESPONSIBILITIES				
14. TIME AND RESOURCE COST FOR EACH ELEMENT				
15.RESOURCES AND SUPPLIES PROVIDED Add organisational processes to be used				
16. EXPECTED CHALLENGES				
17. VALUE-ADDED BENEFITS STAKEHOLDERS FOR				
REQUESTING APPROVAL:				
DECISION:	**APPROVED**		**NOT APPROVED**	
	Sign: Date:		Sign: Date:	
	Designation:		Designation:	
REASON & WAY FORWARD:				

5.2 Project Management tools and techniques

The common thread tying this diverse discipline of project management together are the techniques that project managers use to get the job done. Project management techniques:

- make managing projects easier and more effective
- can be applied to any project, regardless of the field or industry
- can be used with project management software
- help save time and reduce costs

There are many project management techniques to choose from. Here are five that every project manager should know to control their projects and steer them to successful ends.

5.2.1 Planning and scheduling tools and techniques:

5.2.1.1 Work Breakdown Structure (WBS)

All project can feel overwhelming at the beginning. Time and costs can be wasted if you just start. Experienced project managers know planning before putting it into action is better. A work breakdown structure (WBS) is a way to organize the work into smaller, more manageable pieces. According to the Project Management Body of Knowledge (PMBOK), WBS is a "deliverable oriented hierarchical decomposition of the work tasks in the project. See the following WBS to be completed by a whole team:

Project Title: _____					
FINAL PRODUCT	Initiate → ↓	Plan → ↓	Implement → ↓	Monitor → ↓	Evaluate ↓
LARGER TASK	Task ↓	Task ↓	Task ↓	Task ↓	Task ↓
	Subtask ↓	Subtask ↓	Subtask ↓	Subtask ↓	Subtask ↓
SMALLER ASKS more definition / detail	Subtask ↓	Subtask ↓	Subtask ↓	Subtask ↓	Subtask ↓
BUDGET					
RISKS					

5.2.1.2 Gantt chart

This chart is a bar graph that shows the timeline of a project and each activity as a block of time labelled as a task is and the amount of time that block represents.

Gantt charts aid planning and schedules the work giving order to activities by sequencing these. If activities occur at the same time (concurrently) you will see the blocks appear in the same date/time space. This chart allows you to model how long the overall project will take and where the pressure points (when a few tasks need completing or all members are involved in tasks) in the project are. The top of the chart shows the time frame, the left lists the project tasks/activities and the far right the names of the people or teams involved with that step.

Here is a Gantt chart example:
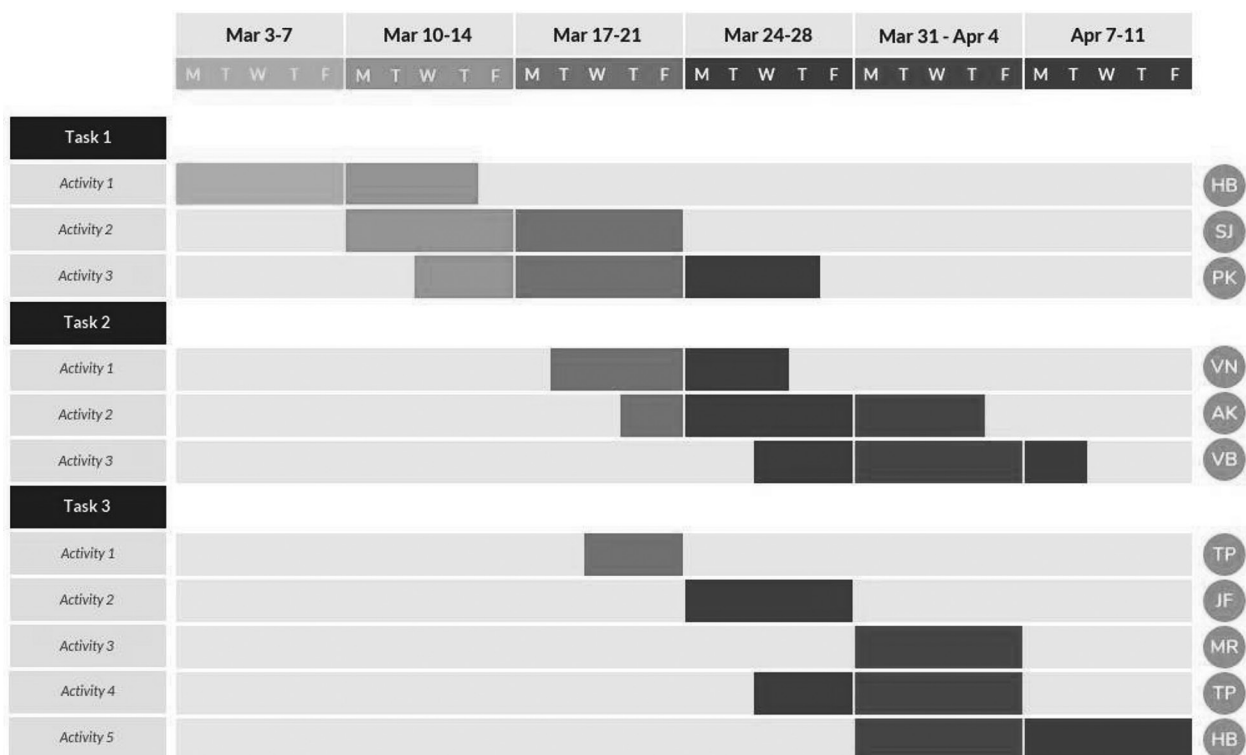
5.2.1.3 Critical Path Method (CPM)

CPM maps the most important tasks in the project and using that to estimate the project completion date for the plan. CPM requires that you construct a project model that includes a list of all tasks or a WBS, the duration to complete of each of those tasks, what dependencies if any link the tasks and the endpoints, such as milestones and deliverables, for the project.

With this information, you can calculate the longest path from the planned tasks to their completion, including the earliest and latest time these tasks can start and finish without impacting the project schedule. Now you know what tasks are critical to the project and which have float or can be delayed without lengthening the project timeline. CPM is a sequence of tasks that add up to the longest overall duration, whether there is float

(whether free float, which is a dependent task or total float, with is the overall project) or not. With this information, you can figure out the shortest time needed to complete the project.

CPM is really an algorithm used to help with decision-making. By taking in specific data (start time, duration, finish time), it determines which activities are most important or critical for the project's success.

In terms of dealing with contingencies, which are always around the corner in any project, CPM has something called *fast tracking* — a process of running multiple tasks on the critical path in parallel to reduce the overall project time. This only works if the task is not dependent and it does require extra resources and can impact quality.

Another technique is *crashing* — used when a task must be prioritised because of an early deadline and must be allocated with additional resources to complete faster. You can use resources from a task with float. But crashing is more for emergencies as it can impact the critical path.

Overall, CPM helps reduce delays by optimising work along the critical path. It can also visualize dependencies, which allows for tasks to get prioritized. CPM improves organization by breaking down deliverables into sequences. It increases efficiencies and helps calculate float to distribute resources better.

5.2.1.4 Project billboards

As the project is implemented you can showcase the progress on a project board that illustrates where the team is from their goal. It must be updated daily if not hourly, this depends on the nature of the task. If you do not have computer software you can draw this on a poster. If you have a fundraising or membership campaign you can show how far you are from the target.

Label each test tube and change the level with colour markers to measure different aspects of the campaign. You can also let each member of the team have a test tube and you can show their contributions every day.

Kanban is another billboard developed by an industrial engineer at Toyota as a scheduling system to improve manufacturing efficiencies. Kanban can be used as a project management

technique to help monitor and manage projects by putting the emphasis on continual delivery without placing too much of a burden on the team. Kanban helps the project team work more efficiently together.

It is often used in lean manufacturing just-in-time manufacturing (JIT). Like its name in translation, Kanban looks like a series of cards on a board, which is used to visualize workflow. You can use a glass or white board with board markers – easy to erase and make updates, otherwise use cut out cards of cardboard with sticking putty to move cards easily. Use these column headings:

To do	Doing	Done	In Development	In Revision
Buy stationery	Find Staff	Bought computers	Performance contracts	Schedule
Get Wi-Fi		Get Donation		

The project board helps team members visualise what they must get done today, seeing tasks in wider context of others. This limits the amount of work in progress (WIP) and balances the workflow to avoid overburdening the team. Because the cards on the board can be prioritised, workflow is improved. Once one task is done, the card is moved to the next column and the team member starts on the card that on top of their to-do column.

This project management technique fosters a continuous collaborative environment and allows the team to tinker and improve the workflow. Kanban is especially suited for agile projects, but it can be applied to any project and is embraced by more visual thinkers.

5.2.1.5 Logical Framework

Logframes, or logical frameworks, come in different shapes and forms but essentially are tables that enable you to identify the relationships between your overall goal, your resources, and project activities.

You can use this for planning, implementation and monitoring progress. It enables you to analyse your project thinking in a systematic way.

What is the logic?

If activities are conducted, then outputs can be produced.

If outputs are produced, then outcomes can occur.

If outcomes occur, then the project contributes to the goal.

Logical Framework:

Project Deliverables	Description	Indicator	Means of verification	Assumptions
↑ Goal	Quality in ECD		Feedback from parents, DsD, etc.	
↑ Outcome	Trained caregivers	20% increase	Site visits	
↑ Output	New members join	10% increase	Membership database	
↑ Activities	Host lauch event		Attendance registers	

Goal — Highest level desired result

Outcome — (Purpose), what the project aims to accomplish at beneficiary level

Output — expected result/tangible products

Indicator — measure of progress of each deliverable

Assumptions — use these to determine risks

The process of defining project logic involves you and your team, project partners and other stakeholders who have strong knowledge of project issues and context. You may not be able to do anything about some of the risks, but it is important to anticipate possible problems. The list of risks and assumptions may help to explain why a project did not achieve all its objectives.

Establishing a logframe with your team allows you to steer the project, while also achieving consensus, clarity and buy-in to the overall approach. As the project progresses, use it for spotting and assessing risks, as well as measuring progress.

The logframe is your key document for budget discussion, agreement and sign-off on your project. It professionalises your work. You will return to it again and again to make sure that your project is on track!

You establish your logic model after you have considered the problems and objectives and before you move into the second phase of project management (design). Your logframe is also important for the development of the risk register.

Most donors expect to see a logic model attached to project proposals, so it is good practice to ALWAYS complete one!

5.2.1.6 Project management best practice tips:

1. **Project staffing**

   Stable and motivated management team over implementation period, preferably with multi-disciplinary technical mix, greatly enhances prospects of success.

2. **Management control and administration**

   Clear implementation responsibilities, accountabilities, and command chain; unambiguous administrative procedures; pro-active management role in problem solving; decentralised implementation with adequate capacity building at local level.

3. **Procurement and tendering**

   Administrative responsibility and accountability for timeliness (and delays) in procurement should be established well in advance of physical implementation. Quality assurance for equipment and services must form part of management control procedures.

4. **Project budgets and annual work plans**

   To facilitate timely release of project funds and physical implementation, preparation of realistic work plans and budgets, along with their routine monitoring, are mandatory management functions.

5. **Monitoring and evaluation**

   System must serve as management tool at all levels of implementation, from start of project; good communication of M&E information within and between the different levels on regular basis is essential.

6. **Role of target beneficiaries**

   Self-help, participation in planning of and contribution to financial and other resource requirements of project investments impart ownership and enhance prospects for sustainability.

7. **Role of government**

- Proper appreciation of project objectives at all levels of government is essential.
- Strong policy and administrative support must be assured for project to succeed.
- Project should not start without such assurance.

8. **Role of donors/co-financiers:**

- Project should not be permitted to be bogged down by administrative difficulties of co-financiers.
- Donors have an essential pro-active management support role, including ongoing dialogue and participation in ongoing evaluation.
- Project supervision should not be based on strict adherence to rigid blueprints.

9. **Management sensitivity**

Temper going after physical and financial targets with management sensitivity. Consider stakeholder and equity/social inclusivity issues and possible external project issues.

5.2.2 When things go wrong or must change:

5.2.2.1 Possible problems with project management tools and solutions: Every project is unique in terms of the:

- Problems that arise
- Priorities and resources assigned it
- Environment in which it operates
- Project manager's attitude and style used to guide and control project activities.

The project team structure must be designed to fit within that project's operating constraints. This structure may not be used throughout the life cycle of the project due to changes in:

- Priorities
- Available resource
- Project personnel
- Laws, by-laws
- Other contingencies

Management must realise that flexible balance between limited staff, financial resources and the objectives of the project will be necessary.

Possible problems:

1. **Learning how to use project management tools —** these tools continue to evolve.

2. **Poor or no planning —** includes not prioritising effectively, not having a proper business plan, not breaking down the development into phases.

3. **Lack of Leadership —** If the Project Manager lacks the relevant business/management expertise this will lead to poor decision making. Let project managers practice making decisions.

4. **People Problems —** leads to unresolved conflicts which could have a detrimental effect on the project. A Project Manager needs expert communication skills to keep everybody on board and in agreement.

5. **Vague/Changing Requirements —** it is essential that the project requirements are defined clearly and completely from the start. Change requests can cause the project to drift and miss deadlines. We will discuss this further in 5.2.2.2.

6. **Project lifecycle problems —** often caused by poor planning or changing requirements. Initial testing techniques should be rigorous to avoid repeated errors.

7. **Inefficient Communication Process —** It is always vital to keep everybody informed on the project status. Lack of efficient communication will lead to errors and delays.

8. **Inadequate Funding —** this issue is most likely to affect projects with changing requirements.

9. **Stakeholder Approval —** effective stakeholder management is the ability to identify individuals affected by/likely to affect the successful outcome of the project. A skilled project manager will ensure a collaborative working environment where project phases can be analysed and discussed by all stakeholders.

10. **Key team member becomes absent —** no established or shared schedule for tasks, operational activities and objectives. Nobody knows what is going on with the project or where the progress is. Schedules are particularly important especially if you are working with donor funds, even if someone is absent, work must go on. Projects are work related and not personal belongings in this context.

11. **Missed Deadlines —** delays in phases of the project leading to a missed deadline for the project. Sometimes you can experience multiple delays on a project.

12. **Labour strikes**

13. **Final report queries after the report is completed —** Sometimes you get to the end and report. Clients then ask for all sorts of information, information you did not focus on, of did not think was important. This may mean you have to find information and try to resolve the query. It is better to design a reporting framework at the beginning and get this approved and this will inform how deep and how far you have to go with what you learn, find, analyse and recommend. Circulate a first draft report a while before the close off date so that stakeholders can see the reporting frame again and ask questions early so that there is time to resolve issues.

14. **Project scope** might increase without the budget and resources also increasing When any stakeholder, even yourself adds and increases the workload and it adds time and this has a cost. We will discuss chages further in 5.2.2.2.

More poblems ...

Nature	Area of Concern
Institutional (including political)	— Poor government commitment to funding future incremental costs. — Weak inherent capacity of implementing agency. — Insufficient staff, poor training and lack of incentives. — Existing system of administration and financial management (including system of governance) militate against participation and partnerships.
Policy	Fiscal policies and incentive structure inappropriate.
Production and Marketing	— Financial viability of new practices/enterprise not assured, due to socio-cultural production factors or market constraints. — Maybe people cannot afford the service or product even if they need it and it is the right product/service.
Environmental / Bio-physical	Hazards from fragile geology on-site, erosion/flooding from off- site, and extraneous climatic factors.
Perception / Attitude	— Lack of conviction on new approach/technology. — Alternative donor finance in medium term; tendency towards dependency.

There are many more problems that can occur. Problems can lead to changes on the project. Let us discuss how to manage changes.

5.2.2.2 Managing changes on a project:

If anything changes and affects the triple constraint TIME, SCOPE AND COST this change must be managed. If you take changes seriously and have a formal process for it, these changes will be carefully thought through before they are made - this is good. Someone must be held accountable if a change leads to a mistake. Put a step/mechanism in place to protect yourself, the team and the organisation.

Watch this video with the trainer: https://www.youtube.com/watch?v=pUfKo14otr4

Changes must be documented to keep a record and to engage with what the change/deviation really means and the effect it will have. Discuss the change(s) with project leader or senior manager and seeking approval for implementing changes according to agreed steps.

This is a sample change request form:

Project Change Request Form

Project Name: Project Manager:

Date:

Change request to: Designation:

	Responses:	Signatures where needed
Describe the change requested:		
Who requests this?		Sign:
Reason for change:		
What will be affected:	Scope: Cost: Time:	
Who will implement this change?		
Will this improve the goal, output or outcome? How?		
Approved ☐ Rejected ☐		
Reason for decision:		

5.3 Evaluating project success

5.3.1 Monitoring for success:

Project success has been historically defined as a project that:

- meets its objectives
- on/under budget
- on/under schedule.

This evaluation criterion above are common measures in many industries.

For a development project, success goes beyond those three measures, it includes delivering the benefits and meeting expectations of beneficiaries, stakeholders, donors or funding agencies.

A project can only be successful if the success criteria were defined from the start. When initiating a project, it is essential to define success across three levels:

- **Level 1 Project completion success:** This level details the criteria by which the process of delivering the project outputs is successful. These criteria address the project constraints:
  - scope
  - time schedule
  - cost/budget
  - quality

The criteria is limited to the duration of the project and success can be measured during the life of the project and as soon as the project is officially completed. This measures the efficiency of how the project used its resources to deliver the project outputs.

- **Level 2 Results success:** This is about defining the criteria by which the product or service delivered is deemed successful (e.g. service is used by all beneficiaries in scope, certified ECD practitioners, registered ECD sites, etc.). The criteria need to be measured once the product/service is implemented and over a defined period.

- **Level 3 Development success:** this is about defining the criteria by which the product/ service delivered brings value to the beneficiaries, and how it contributes to their well-being (economic, health, social, etc). Examples include income increase by 50%, unemployment reduction by 25%, children birth — 5 years old in ECD care facility with trained caregiver/practitioner, etc.

Success can be defined as the journey of the project process over the project life cycle and the arrival at the destination which is the goal. Success is reached when the *process* taking the project towards the goal has brought you to the goal or closer to the goal.

Celebrate success. Every milestone reached takes the project closer to closure and contributes to success.

Monitoring should help you to see how far you are from reaching the success indicators. Look at:

1. Schedule progress against plan. Is the project ahead of or behind schedule?

2. Current cost versus budget. Are you under budget or over?

3. Current scope compared to plan. Has the scope changed since the project began? If so, how?

4. Planned versus actual resourcing. Are any resources missing or overallocated?

5. An overview of risks. Are there any high risks that need to be managed?

6. Current quality findings. Has quality testing been done? Were there any issues?

5.3.2 Evaluating impact (effect)

Evaluation takes place when implementation is complete. In some projects the effect can be seen immediately in others only years after the project has been completed.

Evaluations are difficult to do due to lack of funding. Some evaluate the project process from start to finish as well because that caused the effect on the beneficiaries.

Evaluation is a part of the process and not an ad hoc activity instituted for purposes of external performance audit. These questions are the type of questions that could form part of an evaluation:

Possible evaluation discussion questions:

1. Where are the beneficiaries now?

2. How has the beneficiaries lives changed? If any change, what can this be attributed to? What other contributing factors are there?

3. What do other stakeholders think now about that intervention?

4. Would you do this again in this same way you did it then? Why?

5. How did the project impact on the organisation that is managing the project?

6. What do beneficiaries remember from the project? What challenges did they experience thereafter and why? What benefits did they receive? Will they encourage others to go that project route, if not why not, if yes, why?

5.4 Reporting project progress and results within the organisation and to external stakeholders

A project management report is a summary of the status of the project. It is a formal record of the state of a project at a given time. (The exact form and details may vary depending on your company and project management office requirements, as many businesses now have their own templates for all their PMs to adhere to.) Depending on the size and complexity of your project, the project management report may be required weekly or monthly e.g. quarterly report Department to Social Development.

The organisation should have a process and this will determine how often and how progress on projects is reported.

When writing a project management report, it is important to keep the following in mind:

- Be concise and share results and outcomes. Do not focus on details your stakeholders do not need to know. Try to use bullet points, not paragraphs.

- Understand your audience. Make sure that the report is not too technical and avoid any jargon. Otherwise, your stakeholders will not be able to understand it.

- Provide context. e.g. Do not just say a deliverable will be two weeks late - how will this impact the rest of the project and what actions are being taken to resolve it? Stakeholders need to know how significant the problem truly is.

- Be clear about any asks. If you require any of your stakeholders to do something, make sure you explicitly call out who is responsible, what it is they are responsible for, and when it needs to be done.

- Make it visual. Use a project management software that offers project management report templates. Microsoft has visuals like graphs, shapes and icons to use. This allows stakeholders to quickly identify which projects are struggling and what areas they are struggling with, before reading further into the report. Executives may receive dozens of reports (or more) every week, so making the reports easy to read is critical.

There are many different types and methods of reporting. In this context of the ECD forum we advise the formal method with external stakeholders as this helps to build a history of the forum and its accomplishments.

Reporting is important and must be embraced. Some stakeholders, especially donors might give an instruction on reporting requirements. Make sure you understand. This is a simple project reporting template for external stakeholder use:

Project Report Template

(Cover page)

The project name

The project number (if you have one)

Name of the project manager

Project sponsor

Start date of the project   Expected end date

Customer name and information

The date the report is released

(Content Page)

1. Introduction

2. Background and context

3. Legislative framework

4. Purpose and scope

5. Process, method and approach

6. Findings

7. Lessons Learnt

8. Challenges

9. Successes

10. Recommendations

11. Conclusion

You may be asked to present a project report. This means that you take the highlights and summarise the report into a few key points.

Some presentation tips:

- Keep this presentation 20-30 minutes long if time permits and leave 15 minutes for questions.

- If you do not have a device with a projector, make posters and mount them to show what you want on display

- Circulate the written report via email or hardcopy before the presentation.

- Take time to note the questions and answer 2 or 3 at a time and then do another round of questions.

- Let someone help you facilitate and scribe if you feel that it is too much for you. You have a team so use all the help you can get. Share the limelight. Even with questions, let the team help to field the questions. It shows that you did not work on your own and lets the team see you are sharing the opportunity to engage.

- Prepare and practice

- Take care of logistics and get there on time, so that you can set up before audience arrives. This includes making sure there is enough seats for your team members and catering includes them.

5.5 Learning Activities

5.5.1 Read the Case study 6 and answer the questions that follow:

> ## CASE STUDY 6
>
> The New Ithemba Labantwana ECD Forum was established in 2010. The membership included anyone who ran an ECD centre and the membership was R100 over two months. The Forum was registered on 14 May 2014 and they had 40 members at that stage. The membership fee increased to R150. Many achievements include increasing the number of compliant ECD centres, healthier relationships with stakeholders and suppliers of training services for members.
>
> The governing board decided to launch the forum. They had from 11 March 2015 – 11 May 2015 to work on it. The 11th of May was the Launch. The governing board formed a few subcommittees to take care of different aspects of the project. These subcommittees include:
>
> 1. Administration, 2. Event Coordination, 3. Catering, 4. Marketing
>
> The governing board played an oversight role in the project.
>
> Many stakeholders and important guests invited by the forum attended. Since then the forum has been recognised by authorities and stakeholders alike. The membership increased to 50 members.
>
> In 2018, a Request for Proposal (RFP) advertisement appeared in the local community newspaper. The local municipality was in search of an NPO that could render and manage ECD services and programmes in that community where the forum was. The forum decided to respond and submitted a proposal.
>
> On the 27 March 2019 they received a letter of appointment and they accepted the offer to run the centre for 3 years. Six practitioners, an administrator, cleaner, cook, gardener and principal were signed up for duty as the first employees of the New Ithemba Labantwana ECD Forum.
>
> On the 6 January 2020, the ECD centre opened and 67 children started their ECD journey in the world class ECD centre. By the 23 February 2020, 125 children and two more practitioners were employed. The centre can accommodate 189 children.
>
> *Written by: Carmen Adams-Hoffman with information collected from the New Ithemba Labantwana ECD Forum Executive Committee and additional information by the chairperson Ms Mparadzi*

(a) Mention the two projects in this case study and show how different they are.

_____

_____

_____

_____

PRACTICAL:

(b) Choose two different planning tools and complete both the tools for the first project mentioned in the case study. Be creative and fill in the gaps not mentioned. Give the advantages and limitations of each tool you chose in the frame too.

Planning Tool 1

Planning Tool 2

PRACTICAL:

(c) This same project in (b) above has a change request due to a problem(s) that occurred using project management tools. Design and complete a change request form in the space provided and make it clear why this change is necessary. Explain how you consulted with a manager/supervisor/team leader/committee chairperson for guidance or approval.

(d) Reflect: Cast a judgement – do you think the launch was a success? Give reasons.

_____

_____

_____

_____

(e) Mention the stakeholders involved in the second project mentioned. Say why you think they are involved.

_____

_____

_____

_____

SIMULATION:

(f) Go back in time. Pretend this is a new project in Case Study 6 and you were in the team writing the proposal. Develop a logical framework tool for this project making up all the deliverables you can imagine should be included. Give the limitations and advantages of this tool. Which problems did you experience in using this tool.

(g) What type of monitoring is being conducted on this project in (e), suggest more aspects that should be monitored:

(h) Covid 19 Corona virus has caused a huge problem. The ECD centres had to close and the staff were on lock down. People were not allowed to leave their homes. As a forum classify this problem that your members are facing. How could any ECD centre better prepare for such types of problems in future.

_____

_____

_____

_____

_____

_____

5.5.2 **When you study and/or use the different project management tools and techniques available and you look at where you find yourself, what are the biggest challenges you have?**

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Applying a growth mindset, how are you going to apply the skills, knowledge and understanding gained to overcome/resolve these challenges?

_____

_____

_____

_____

In seeking solutions, who will you collaborate with?

_____

_____

_____

_____

5.5.3 SIMULATION:

There will be 4 groups formed. Pretend two groups are donors and two groups are recipients/beneficiaries. You will find yourself in one of the groups. Pretend and play the part. Come up with a project that will change ECD for the better in your community. Think practically but be creative and use your imagination. Complete a Project Charter for this project from the donor or recipient perspective. Present to the class group being prepared for feedback. Switch roles if you were a donor, be a recipient next. Present and take feedback.

Project Charter as a donor:

Project Charter as a recipient:
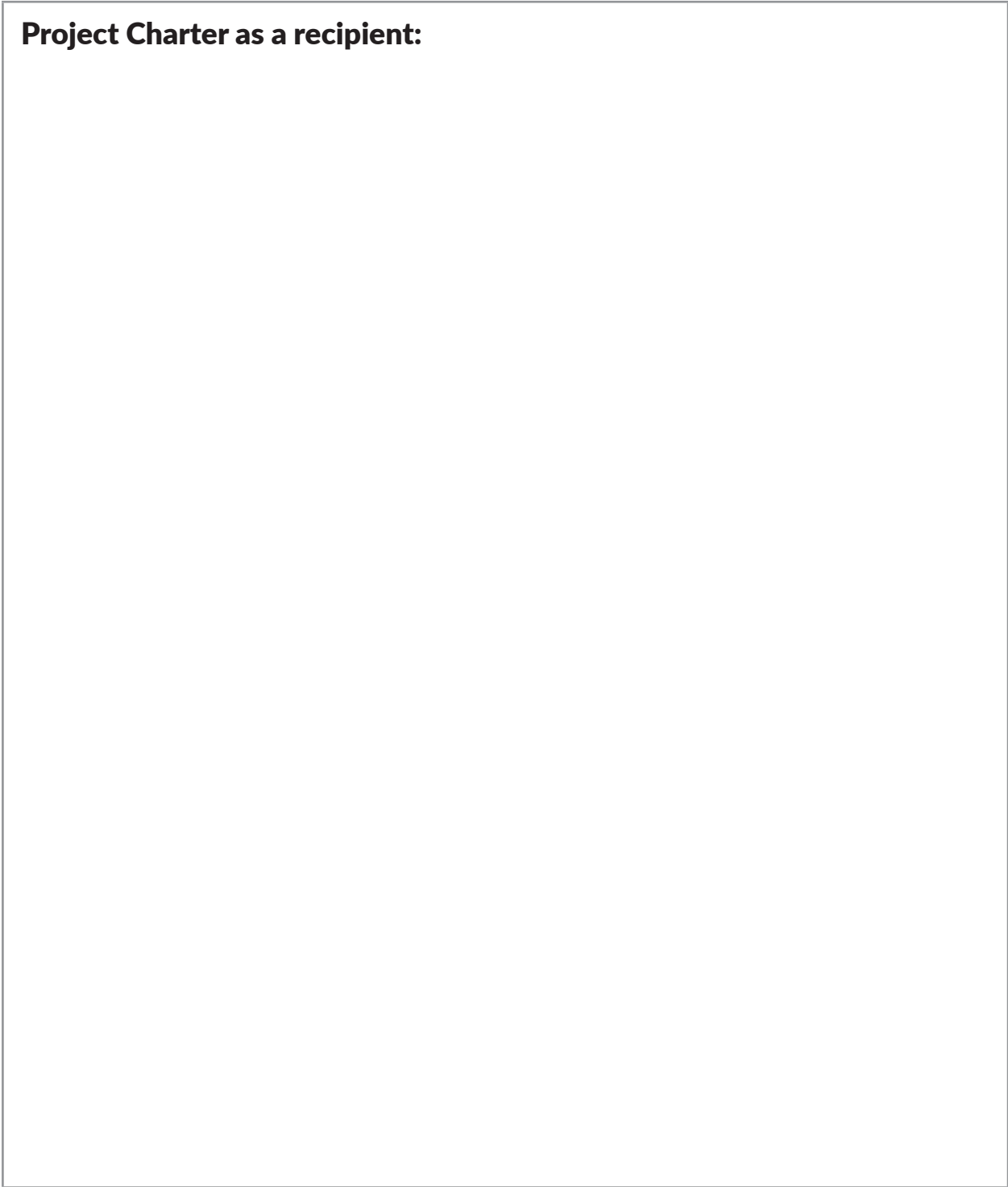
5.5.4 To summarise, complete the grey areas of this table:

Name a project management tool:	Describe the tool	Give advantages of the tool	Give the limitations of the tool
1.			
1(a) Which standards and procedures need to be in place to use this?			
1(b) How does the output of the tool in 1. meet team and organisational requirements?			
2.			
2(a) Give a problem you identify using this tool in 2:			
3.			
3(a) Which standards and procedures need to be in place to use this?			
3(b) How does the output of the use of the tool in 3 (a) meet your individual requirements?			
4.			
4(a) Give a solution to overcome a problem using this tool:			
4(b) Give steps to implement agreed solutions:			
5.			
5(a) Submit a hard copy of the usage of this tool. (can be from the internet)			
Name a project management technique:			
1.	Used to explain changes on a project		
2.	Used to introduce project and keep it focused		
3.	Used to close off the project so that project performance, history is recorded.		

Reflections on Module 2

SECTION C:

Sources of Information in Module 2

SECTION C –
Sources of Information in Module 2

The Early Care Foundation acknowledges these sources of information:

1. Cover image courtesy: https://www.netclipart.com

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We are thankful for your valuable contribution towards this skills programme for Community Forums in South Africa and the work of The Early Care Foundation in the ECD Context.

ECD Forum Leadership programme

MODULE 1:
Understanding Community Development
(within an ECD context)

MODULE 2:
Establishing a Local Forum

MODULE 3:
Community Stakeholder Relationships to support Local Forums

MODULE 4:
Resource and Sustain a Local Forum

Materials developed by the Early Care Foundation

ECD FORUM LEADERSHIP PROGRAMME

THE EARLY CARE FOUNDATION