



Zimbabwe Teachers' Association Leadership Manual

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Foreword

Leadership is an important factor in making an organization successful. Leadership is a vital role in any organization. It involves defining the direction of a team and communicating it to people, motivating, inspiring and empowering them to contribute to achieving organizational goals. This leadership manual was written for use by ZIMTA leaders and members.

It is relevant and timely because it addresses the important organizational challenges in the ZIMTA leadership. The ZIMTA leadership manual seeks to build excellent leaders for ZIMTA at every level. It makes an invaluable contribution to advancing our understanding of how to develop effective and successful leaders by discussing the rights and privileges of trade union officials

This leadership manual informs ZIMTA leaders and members on how to deal with the various issues concerning leadership in ZIMTA, schools and other sectors of society. It clearly demarcates the roles of both elected and appointed office bearers. This manual also equips the users with knowledge of dispute settlement or resolution in the public sector in Zimbabwe.

Without leadership, organizations move too slowly, stagnate and lose their way hence this leadership manual will help ZIMTA leaders to become great leaders responsible for the sustainable growth of the Organisation through enhanced performance.

Richard Gundane
NATIONAL PRESIDENT

Acknowledgements

Production of this manual involved huge amount of work, research and dedication whose implementation would not have been possible if we did not have the support of many individuals and organizations. Therefore we would like to extend our sincere gratitude to all of them.

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We sincerely thank these individuals, without whose contributions and support this handbook would not have been written.

A special appreciation goes to the ZIMTA provincial leaders, officers and members who made very pertinent observations during the pilot testing phase of this manual.

We sincerely hope this material will provoke much thought and discussion among members and leaders in ZIMTA.

Angelina Lunga
TRAINING OFFICER

DEDICATION

We dedicate this work to all teachers in the world, especially members of Lararförbundet and ZIMTA for their belief in the Associations and for holding the fort even during hard times.

May the Good Lord bless them all.

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CHAPTER 1

The School Representative in the Zimbabwe Teachers' Association (ZIMTA)

Introduction

The Zimbabwe Teachers' Association (ZIMTA) is a national professional organization of teachers or trade union of educators. ZIMTA is the largest union of teachers, lecturers and education administrators in Zimbabwe, with over 40 000 members. It is a professional union which defends members' rights, trade union interests and provides services in all aspects of their social, economic and professional work. It is ZIMTA's belief that teachers and educators at all levels should belong to the same union for a bigger and stronger voice.

ZIMTA is a politically independent organization whose membership is voluntary. Most of ZIMTA's members teach in primary, secondary and tertiary education institutions. Members also come from the national, district and regional offices of the Ministry of Primary and Secondary Education as well as from the Ministry of Higher and Tertiary Education offices. Retired teachers may continue to be ZIMTA members as a way of maintaining contact with the profession.

The union's standpoint on a number of issues is based on the professional interests of its members. The main task of the organization is to protect members' rights and interests in such important areas as salaries and employment conditions and to promote quality education and structural development within education in Zimbabwe, and the world. ZIMTA is also involved in international cooperation, and strengthening of ties with teachers in other countries throughout the world.

ZIMTA's objectives are:

- Promote, advance and protect the socio-economic and professional needs, rights and interests of its members.
- Advocate and promote the development and provision of relevant quality public education in Zimbabwe.



- Develop, lobby and implement sound national educational policies and programmes.
- Promote the preservation of sound and progressive cultural heritage of the Zimbabwean people.
- Associate, affiliate and collaborate with other organisations with similar objectives in Zimbabwe and the world over.
- Engage in income generating activities that promote and advance the needs and interests of its members.
- Collect and disseminate relevant and appropriate information to members and stakeholders.
- Promote gender equality and equity in the Association and the educational sector and all spheres of society.

Who is the School/College Representatives?

At each school or college, union members elect leaders from amongst themselves. These leaders can stand for re-election at the end of their four year term of office. Given that women make up the majority of members, ZIMTA encourages the election of women as School Representatives and other leadership positions.

The ZIMTA constitution **Article 6.7** prescribes the role of the School/College Representatives thus:

He/she shall be responsible for the dissemination of Association information among the members, the recruitment of new members within the school/college and the gathering and forwarding of such information as may be required by the Branch Executive.

She/he shall compile and update Association membership records and forward them to the Branch, District, Provincial and National Offices, termly or whenever requested to do so.

What should a good School Representative do?

The School Representative must work hard at being a good leader. The most important and immediate job is to protect the interests of members against the competing / opposing interests of the school management and the employer. This means dealing with the problems, complaints and grievances of members at the school and defending them against unfair discipline and other management or employer actions.



However, the School Representative is not just a grievance handler, but has to help build the union, provide democratic leadership and ensure the participation of the members in broader union activities and struggles, professional development, as well as in community services.

School Members

- 1) Every school in Zimbabwe has members of the Zimbabwe Teachers' Association who elect one to represent them on ZIMTA business at various fora.
- 2) Representation of members takes place at the school and members at school level should be conscious about their workplace responsibilities, rights and privileges.
- 3) The ZIMTA Constitution gives little detail about this structure and yet this is where trade unionism should take place.
- 4) The school members should submit grievances and other trade union issues to the Branch for onward discussion.

What are the qualities of a good School Representative?

To be an effective School Representative one just needs a keen interest in people and enthusiasm for workers' ideas and issues. One should enjoy helping others and have a desire and initiative to look after the interests of Association members. One needs a strong sense of responsibility, the will and courage to see things through. It is also very important that one shares the burden with others – fellow members and branch officials. Remember, a democratic and collective way of working is what makes unions strong.

Below are qualities of a good School Representative:

A good School Representative is:

(a) A Leader

This means being informed about the union and gaining the respect of members so that they listen to his/her opinions. Members may not always agree with the School Representative, but a lot will sink in because they have confidence in his/her leadership. This is so because the School Representative always:

- i. Keeps in close contact with members.



- ii. Encourages workers to come and share their problems, interests and suggestions.
- iii. Familiar with union policies and objectives.
- iv. Works cooperatively and diligently.
- v. Works with all the members: speaks up for them regardless of race, tribe, sexuality, politics, gender or religion.
- vi. Shows them that he/she is not antagonistic to or afraid of management.
- vii. Develops teamwork by asking for worker's advice.

(b) An Educator

A School Representative has the opportunity to build support for the union because she/he can talk to members every day – at lunch, during coffee breaks and sometimes at staff meetings and school gatherings. All these can be used to educate members about the union.

- i. A School Representative can explain what their branch is doing and why. A School Representative can constantly sell the union, its benefits and its gains to fellow teachers.
- ii. Provide information, distribute union publications, mementos and regalia including and explain the labour laws and how these affect members and their conditions of service.
- iii. The School Representative keeps the school notice board fully posted and up to date with ZIMTA information.
- iv. The school Representative creates a situation where members learn from one another-education is a two way process.

(c) A Communicator

This means a School Representative is responsible for building a team and keeping members informed in a participatory way. Remember, a School Representative is a democratic leader, not a dictator! Whenever a situation affects teachers, members should consult a School Representative.



- i. An effective School Representative must keep members informed about what happens at union meetings, planned union activities and plans of the employer, which affect the members.
- ii. A School Representative should refer members to the latest ZIMTA news and publications.
- iii. A School Representative always maintains the support of co-workers by ensuring that they know why they belong to ZIMTA and what membership means to them.

(d) An Organiser

Every new teacher is a potential ZIMTA member. A School Representative should get the new members off to a good start by showing a friendly interest as soon as they arrive. Introduce themselves and offer help with any problem that the new member may have. The Representatives role is to explain to new members about the union, its benefits and how it allows for democratic participation.

- i. The School Representative should work to achieve 100% active membership at the school level.
- ii. They should introduce new teachers to the union and try to get them to join ZIMTA on the first day.
- iii. They should know the ZIMTA members and encourage them to participate in union activities.
- iv. They should set an example and earn the respect the role deserves.

(e) A Sounding Board

Perhaps one of the most important responsibilities of being a School Representative is "having one's ear close to the ground". By listening to members' concerns and interests, the School Representative can help members strengthen the union at the same time, achieve the following:

- i. Encourage fellow teachers to bring their problems, desires and proposals.
- ii. Listen to all union members.



- iii. Follow up on members' problems or concerns, and keep them informed of developments in the union.
- iv. Destroy all rumours about salaries and conditions of service—follow up sources of such information and get the facts and communicate the correct position.

(f) Politically Aware

Unions take a keen interest in civics and national politics to protect the gains they have won to promote justice and equal opportunities for all people in society. Therefore, a School Representative needs to know the labour laws that affect union members. Anti-union Legislation can restrict the unions organising, deny labour rights and threaten human rights protection.

- i. A School Representative should know how to work for improved labour and social Legislation.
- ii. Keep up to date with political decisions and issues by reading newspapers and union publications and discussing these with fellow members.

DUTIES OF A SCHOOL REPRESENTATIVE

At school Level

- I. Is the voice of the members. The School Representative is expected to defend members when unfairly treated by authorities.
- II. Be the eyes and ears of the members.
- III. Hold regular meetings with members.
- IV. Hold regular meetings with other school representatives and branch executive members.
- V. Recruit new members. Should not leave members unorganized.
- VI. Build union campaigns at school level.
- VII. Defend union policies and principles. If one disagrees with union policies, one must struggle to change them in the union structures and not make new policies at school level.



- VIII. Keep records of all activities, problems and grievances and how they were or were not resolved.

At Union Level

School Representatives should:

- I. Attend all Branch meetings and other meetings they are delegated to attend.
- II. Get a mandate and views from members at their schools when they attend branch meetings and make sure the Branch hears the views of the members. Prepare reports on activities and events at their schools,
- III. Including grievances and disputes and present these at branch meetings.
- IV. Report back to ZIMTA members at the school when they return. The report must explain the decisions of the branch or other meetings, even if these were different from the views of the school members.
- V. Attend education and training workshops that the union provides for its members to help them learn how to carry out their duties more effectively.

In the Community, the School Representative should:

- I. Be active in community issues such as commemorations and celebrations as a leader of the other workers.

Everywhere else, the School Representative should:

- I. Listen to members in their societies.
- II. Provide guidance and leadership.
- III. Unify teachers and the community.
- IV. Behave in a way that does not damage the reputation of the Union.

Summary



School Representatives are ZIMTA leaders that are in contact with the members. Since members live or work in the schools and colleges, it is important that School Representatives understand the important role that they play in order to build their Union. The next chapters will highlight some of the important issues that will guide not just the School Representatives but all ZIMTA leaders. These areas include leadership issues in ZIMTA, roles and the functions of ZIMTA structures, among others.



CHAPTER 2

GOVERNANCE AND POWERS OF ZIMTA ELECTED OFFICE BEARERS

Introduction

Governance Defined

"Governance" covers the following activities:

- Initiating the process of making decisions;
- Ensuring that the process of making decisions actually yields decisions;
- Making decisions;
- Implementing decisions made;
- Assessing the impact of decisions;
- Facilitating the process of changing those decisions that do not have the desired impact on the organisation;
- Ensuring that decisions made are followed and respected by all;
- Rewarding effective compliance, success, and exceptional achievement; and,
- Enforcing appropriate sanctions/penalties to ensure compliance with decisions made.

What is good Governance?



While governance involves all the aspects mentioned above, it is not every form of governance which is good. Some forms of governance are bad, such as where decisions made are unjust, oppressive or even contrary to the main objectives sought to be achieved by the organisation.



Good governance is governance which meets the following standards:

- Decisions are made in accordance with rules and procedures made and approved by the organisation concerned. These rules and procedures must be in the organisation's constitution.
- Decisions are made by persons or organs empowered to do so in terms of the rules of the organisation.
- Decision-makers are either elected in democratic, regular and free elections or appointed in an open and transparent process.
- Members define the scope of powers of leaders, and leaders, in turn, always act within the confines of their powers.
- Every decision must be the result of an open and transparent decision making process.
- Decisions are supported by good reasons.
- Persons affected by decisions are given an opportunity to be heard before critical decisions are made.
- The decisions made are fair and just and recognise fundamental values of the organisation.

Governance: the Role of Members:

In every organisation, governance involves both the members and their leaders. Members are not there merely to be governed. They are part of the governance system. Members must define powers for their leaders and the leaders must always act within the confines of those powers. It is the responsibility of members to guard against leaders who may overstep the boundaries of their powers.

To be successful in keeping leaders within the confines of their powers, members must:

- Require leaders to convene periodic membership meetings at which leaders give reports.
- Attend membership meetings and contribute to discussions on reports from leaders.



- Use membership meetings to set deadlines and targets for leaders.
- Reward good leaders by retaining them in leadership while punishing bad leaders by not re-electing them.
- Speak out, in duly convened meetings, against any tendencies by leaders to step out of the boundaries of their powers.

Governance and Powers of Office Bearers:

Office bearers refer to those persons who hold office in an organisation. Office bearers are the leaders. In ZIMTA, office bearers are at different levels: national, provincial, district, branch and school. What is discussed here applies to all office-bearers, regardless of level. The following points have to be noted about the powers of office bearers:

- ***The powers of office bearers are derived strictly from the ZIMTA Constitution:*** Every office bearer position is created by the Constitution. No office bearer post exists outside the provision of the Constitution. The powers of an office bearer are those given to the office-bearer by the Constitution. It is not permissible for an office bearer to rely on his/her own view of what is appropriate for the office in question. For example, the powers of the ZIMTA President are only those specified in Article 6.5.1 of the ZIMTA Constitution. Similarly, the powers of the ZIMTA National Secretary General are in Article 6.5.3.
- ***Most powers of office bearers are only exercised as a collective body:*** It is always important to separate the powers of an individual office bearer from those of the Executive Committee. An individual office bearer is always a member of a given executive committee, such as the National Executive. Many of the powers in the Constitution can only be exercised after approval by the relevant executive committee. There are very few powers, if any, which can be exercised without the approval of the executive committee. For example, although the Treasurers are "financial authorising officers", they cannot authorise anything without prior approval by the relevant Executive Committee. Similarly, the power of the National President to "sanction all expenditure" cannot be exercised arbitrarily: the President must act with the knowledge of the National Executive.
- ***No officer may perform the functions of another:*** Each office bearer has his/her own functions. These separate roles are spelt out by the Constitution. It is not permissible for one office bearer to perform the functions of another. For example, the President must not perform the roles of the National Secretary General and vice-versa. Similarly, the Treasurers must be allowed by the rest of the office bearers to perform their roles without interference.



- ***There is separation of responsibilities between office bearers and members:*** Office bearers are not everything in an organisation. They do not have unlimited power. Some powers are reserved for members and cannot be exercised by office bearers. For example, the power to amend the Constitution can only be exercised by members and not office bearers, who may only initiate proposals for amendments, based on their practical experience, but still subject to Conference debate and approval.
- ***Every office bearer is subject to the control of the Executive Committee:*** Whatever power is given to an office bearer, it is subject to the control of the Executive Committee. This is a principle of good governance. No office bearer is given power by the Constitution to be above the relevant Executive Committee.
- ***Office bearers have collective responsibility for decisions of the Executive Committee:*** Once a decision is made by the Executive Committee, it must be defended by all members, including those who were opposing it in the meeting. Even where a decision is made on the recommendations of a particular office bearer, once the decision is made, it becomes that of the Executive Committee and must not be identified with an individual office bearer.

Governance: Representation Role of Office Bearers:

Office bearers have circumstances where they are regarded as representatives of the members. When playing a representation role, office bearers have to act strictly in terms of the mandate given to them by members in the Constitution. This arises from the fact that there are three main ways in which members of an organisation exercise their mandate: directly, through representatives and by participation. These three require a brief description:

Direct: Here, members do it themselves. They do not act through representatives.

Representation: Here, members authorise elected leaders to represent them. In turn, members are bound by the actions and decisions made by leaders on their behalf. If members are not happy with decisions made on their behalf, they do not disown the decisions but find ways of changing the decisions either by following the necessary steps to change the decisions or finding new leaders who will do the right thing.

Participation: Here, members require participation in the decision-making process, but still leave it to the leaders to make the final decisions. This is usually the case in complex matters requiring the weighing of several factors before a final decision is made. Members prefer to express their different views and leave it to the leaders to take into account all their views before making a final decision.



General Responsibilities of Elected Officers:

While officers are generally elected to specialized positions, officers may be required to undertake other duties as requested by the President or Chairperson on behalf of the Executive.

All officers are expected to understand the major campaigns being pursued by ZIMTA from time to time. The officers are expected to be able to assist members to obtain information or services from the Union and to have a working knowledge of the major principles, agreements, awards and regulations which apply to ZIMTA membership or any of its products.

Some of the common general responsibilities for all officers are:

- To attend general and executive meetings, and implement decisions reached at such fora;
- Maintain close relationships with membership and assist them with their problems;
- Participate in recruitment of new members; and,
- Address school, college, Provincial, Branch and District meetings when required.



CHAPTER 3

ELECTION OF ZIMTA LEADERS

Introduction

P rinciples of democracy entail that there must be free, fair and regular elections where the ordinary membership is entitled to elect leaders of their choice. ZIMTA has a democratic electoral process where the general grass roots membership is afforded an opportunity to choose leaders they desire to represent them. Generally, the electoral process covers leaders at School level through the Branch Executives, right up to the National Executive. The conducting of the elections is regulated by the ZIMTA Constitution.

Qualification for Election:

One must be an active ZIMTA member to qualify for election. Depending on the post in which one is being elected, the years of participation in ZIMTA shall also be considered. For National Executive, one must have been an active member for a period of at least five (5) years and for the Provincial Executive, it is at least three (3) years. For branch officers, there is no minimum number of years stipulated, but at least, one must be an active member of the Association.

One must also be a fully paid up member, that is to say, one must not be in arrears in respect of subscriptions to be elected as an officer of the Association. Honorary and Associate members cannot stand as candidates in any election in the Association.

One must also have a clean criminal record to stand for an election. Any person who has been convicted of a crime involving fraud or dishonesty cannot hold a post in the Association as prescribed in section (6.9.1) of the ZIMTA constitution. A person who has held office substantively for two consecutive terms cannot stand for re-election in the same post, (Article 5.3.10) of the ZIMTA constitution. He/she may stand for election in another post.



General Election Provisions

All current members of the Association have the right to attend and vote at Annual General Meetings, subject to the constitutional limitations for voting delegates as may be outlined by the Constitution.

All voting at every stage is by secret ballot, (see Article 6.8.3 and 6.8.17 of the ZIMTA constitution). Every delegate is entitled to one vote at any election in ZIMTA, (see Article 6.8.18) of the ZIMTA constitution. The winner is declared by a simple majority of the delegates present and voting, (Article 6.8.19.1).

After nominations are made, the appropriate nomination forms and full curriculum vitae of the nominees shall be circulated to the lower structures, at least four weeks before the election date or before the Annual General Meeting or the National Conference.

At all elections, there shall be a Returning Officer who shall be a neutral person, conversant with election procedures, who may be appointed by the National Executive, Provincial Executive, District Executive or Branch Executive and ratified by the National Conference or Annual General Meeting (AGM), as the case might be, (Article 6.8.8.5 /6.8.12).

Election of the National Executive

The members of the National Executive are elected at the National Conference in terms of clauses 5.3.1 and 6.8.1. The successful candidate for each office is declared on a simple majority of the votes cast as per clause 6.8.19. The elections by secret ballot are held after every four years. This means the elected officers hold office for a period of four years with an opportunity for re-election for another term (in the same office).

The electoral process, however, does not commence with the election at the National Conference. The process starts at the branch level. The Branch Annual General Meeting, which may be attended by all members of that branch with equal voting powers, has the responsibility to nominate candidates who will stand for election at the National Conference (5.20.5.14).

The names of the nominees are then submitted to the Branch Executive who will scrutinise and confirm eligibility of the nominees. After scrutiny, the names are submitted to the District Annual General Meeting. The names submitted to the District Annual General Meeting will have emanated from all the branches in that District. From that list so submitted, the District Annual General Meeting will nominate those who will be submitted to the Provincial Annual General Meeting, (5.15.5.4).



The Provincial Annual General Meeting is also mandated to nominate the names of those who will stand for election at the National Conference, (5.10.5.4). The process, thus, commences at the branch level where all members of the branch will be present and voting. Thus, the election process starts from Branch it goes to the District AGM, the Provincial AGM and, finally, election at the National Conference.

Nominees to the National Executive must have been active members of the Association for a period of not less than five (5) years (Article 6.8.11). They must also have served in the Provincial Executive. The names of the nominees must be submitted on the appropriate nomination form which must be duly signed by the nominee, the proposer and the seconder. It must also be endorsed by the Provincial Executive. It must be supported by at least three branches or, alternatively, by at least two districts.

Election of the Provincial Executive

Generally, the process is almost similar to the one for the National Executive save for the fact that the Provincial Executive members are elected at the Provincial AGM. The process commences at branch level where those who are eligible are nominated in the Branch AGM. Their names are submitted to the District AGM which further nominates the final list of candidates to be submitted to the Provincial AGM. The District AGM will, thus, only be restricted to those names that are in the Branch AGM's reports, (5.15.5.4).

Nominees to the Provincial Executive must have been active members of the Association for a period of at least three (3) years (Article 6.8.15). It also follows that they must have served in the District Executive. A nomination for a provincial officer shall be signed by the nominee, proposer and seconder and shall be endorsed by the District Executive. It must also be supported by at least three branches (Article 6.8.14). Thus for one to be considered for leadership in the ZIMTA decision-making bodies one must exhibit loyalty, and consistency.

Election of District Executive

The process also follows the National Executive one. The possible candidates are nominated by the Branch AGMs and submitted to the District AGM for election. This is clearly stated in terms of clause 6.8.2, which states; provincial, district and branch officers of the Association shall be elected at their respective Annual General Meetings.

Election of Branch Executive

These officers are elected at their Branch AGMs. All the branch members are expected to be at the Branch AGM and have equal rights to vote. All voting is by secret ballot.



Election of School or College Representatives:

These shall be elected by the Association members at that particular school or college. In essence, only Association members shall vote for the representative and the person so elected must be an Association member. Every Association member at the particular school or college is entitled to vote and each member is entitled to one vote. The voting is by secret ballot to ensure transparency and democracy.

Electoral Colleges

An electoral college is a body of electors chosen by a larger group. These are normally called sectorial representatives. There are a number of specialised positions in which people in those sectors choose their own representatives into various structures. Key examples are Women Teachers' Representatives, Primary School Teachers' Representatives, Secondary School Teachers' Representatives and Tertiary Institutions' Representatives. These are elected by their respective constituencies whom they will represent in the respective structures.

The effect will be that a Women Teachers' Representative is nominated and elected by women teachers only, a Primary Teachers' Representative is elected by teachers from primary schools, a Secondary Teachers' representative is nominated and elected by teachers from secondary schools and the one for Tertiary Representative is also nominated and elected by those from tertiary institutions. The same principles of elections outlined above apply with full force and effect to the election procedures in the electoral colleges and one person – one vote principle applies.

Conclusion

Every Association member must be empowered with knowledge of the Constitution in terms of election procedures to ensure full and active participation in all voting and key decision making processes affecting their rights and interests. Both the nomination and election processes are made to ensure that members actively participate in electing their representatives without fear or favour.

Every leader must be conversant with the constitutional provisions on elections to ensure free, fair and democratic elections. The summary given here may not be exhaustive of all the election procedures but acts as a guide to interpretation of the constitutional provisions. It is, therefore, an encouragement to every officer to read the Constitution as the summary here does not substitute any of the constitutional provisions.



CHAPTER 4

LEADERSHIP ISSUES IN ZIMTA

Introduction

In the Zimbabwe Teachers Association (ZIMTA), members of the Executive at every level are entrusted with the duty of conducting the business of the Association between Annual General Meetings and National Conference for provincial structures and below, and national structures, respectively.

Branch, District, Provincial and National Executive members have delegated authority in key areas of the Association's work. They have a special responsibility to ensure that the necessary business of ZIMTA is carried out efficiently, effectively, and in a manner appropriate for the proper conduct of the Union's business.

Elected officers are expected to act in accordance with the ZIMTA Constitution. Such members should seek advice from the Secretary General's Office in case of uncertainty.

Members are expected to regulate their personal conduct in their Executive role in accordance with the standards set in the ZIMTA Constitution, Public Service Regulations, and the Zimbabwe Constitution.

What Does Leadership Entail?

According to Northouse (2007), leadership is the ability of a superior to influence the behaviour of subordinates and persuade them to follow a particular course of action. Effective leadership is a key factor in the life and success of an organisation. Leadership transforms potential into reality. It is the ultimate act which brings to success all of the latent potential that is in an organisation and its people. Leaders propose new paradigms when old ones lose their effectiveness. From this, we can deduce that the leader motivates organisational members towards higher participation and higher satisfaction.

Members are made aware of new responsibilities, more important values and more significant goals of the organisation. The leader is the source of enthusiasm for the significance of the mission and goals of the organisation. Read the poem below and think about the message it tries to convey about leadership:



Go with the people

Live among them

Learn from them

Love them

Start with what they favour

Build on what they have

Of the best leaders

When their task is accomplished

Their work done

The people all remark:

We have done it

The task of the leader is to work with and through people to achieve the goals of the organisation. As a leader, one should be able to influence and be influenced by individuals and groups of people so that they can go in a desired direction. One should ensure that the needs of the individuals and those of the organisation are met.

Leadership in ZIMTA

In the context of ZIMTA, leadership refers to interaction of parties in structures of the organisation and the interaction of these structures with members. In this case, leadership contributes to the fulfilment of the future of the concerned parties who are the organisation. Viewed from this context, leadership is "an exercise in thought and speech whose results manifest themselves in the actualization of future concerns and wishes of parties in ZIMTA" (note this is the authors' interpretation).

This is the authors' ontological and phenomenological model of leadership. In the context of ZIMTA, leadership may be defined as a position of power by an individual member which provides him/her with an opportunity to exercise interpersonal influence on the members for mobilising and directing efforts towards the Union's goals. Leaders at all levels, that is, from School Representative to National Executive, are at the centre of ZIMTA's power structure.

Leaders keep the members together, they infuse life at each level and, direct members towards the attainment of ZIMTA's goals.

Leaders may emerge in a group by virtue of their personality, characteristics and qualities or by virtue of common consent by group members.



The leader continues in the leadership position at the pleasure of group members for two consecutive terms in ZIMTA.

In ZIMTA, leadership positions exist at all levels in the education sector. For example, a School Representative is a leader with influence at School or College level, the Branch leader has influence over two or more schools with a membership of 50 or more, depending on the size of the Branch. The District leader influences the District. The Provincial Leader influences the Province, while the National leader commands wide spread influence over a large number of members throughout the country.

Leadership is an influence process. The leaders are in a position to shape, regulate control and change the attitudes, behaviours and performance of fellow members. Leaders should be able to play their roles effectively, so as to succeed in getting the willing co-operation and commitment of their followers, beyond the normal call of duty.

Great leaders command tremendous influence and prestige. Much depends on their abilities and behaviour, the nature and characteristics of group members and the interplay of various forces in the situation. As is the case in other spheres, leaders exercise their positions of power by virtue of the following characteristics:

- (a) Knowledge; information and experience;
- (b) Resources for dispensing favours, rewards and penalties;
- (c) Formal authority;
- (d) Charisma; and,
- (e) Distinct personality.

Skilful use of power bases by a leader brings success to the Organisation. Success in some cases adds to the leader's power, leading to more credibility in the eyes of the members who then resolve to adhere to her/him and allow themselves to be further exposed to the leaders' influence. Leaders who relate their power with responsibility in a consistent manner are more successful in their influence than otherwise.

In a sense, leadership is influence based on dominance over persuasive and social skills. It goes beyond the exercise of power, it is an influence to make the group march towards goal achievements, even in the face of a series of internal and external obstacles. A leader in ZIMTA is required to undertake several functions as may be expected by the members, from time to time.



Leaders give direction to members, to develop, mobilize and utilize their efforts towards meaningful goals of the organization. Leaders have to interact with, inspire and arouse group members to perform well. Leaders need to create the required environment and design the needed facilities and reward structures in which members can effectively work towards the attainment of ZIMTA's goals, vision and mission and derive a feeling of satisfaction.

In the performance of their duties, leaders have to provide support to their groups by understanding their values, needs, and expectations by helping them achieve within their setting, as far as possible. The leader's role is to resolve conflict between and amongst members and to help make the group adjust to changes and cope with crisis so as to survive and achieve the common goals of the Organisation.

Functions of ZIMTA Elected Office Bearers

The discussion on the composition and functions of ZIMTA leadership is based on the ZIMTA Constitution.

Article 6.1 states that: *The National Officers of the Association shall be the National Executive. The Provincial, District or Branch Officers of the Association shall be the Provincial, District or Branch Executive, respectively. Further on Article 6.2.1 states that the Chief Officers of the Association at national, provincial, district and branch levels shall be the National President, Provincial Chairperson, District Chairperson, and Branch Chairperson, respectively...The chief officers shall see to it that their executives function in accordance with the objectives of the Association.*

Deputies of Chief Officers

The deputies of the Chief Officers shall assist them generally and deputize for them in their absence or when requested to do so.

The ZIMTA Constitution prescribes the duties of office bearers in Article, 6.5. It is the duty of the ZIMTA National President to preside and chair all National Conferences, National Standing Committee and National Executive meetings. They are expected to enforce the provisions of the Constitution and to appoint National Executive members to committees not otherwise provided for in the ZIMTA Constitution; and, from time to time, countersign payment vouchers and money orders against accounts of the National Executive when need arises.



According to Article 6.5.2, the duties of National Deputy Presidents are stated as follows: *The Deputy National Presidents shall supervise and coordinate specific functions of the Association as assigned by the Constitution, and the National President, using his/her discretion. In ZIMTA, there are two Deputy Presidents one responsible for 'Finance and Administration' and the other for Welfare and Discipline.*

In the absence of the National President:

The Deputy National Presidents shall perform the duties and functions of the National President and generally assist the National President. They superintend the general administration of the officers of the areas nearest to them and report to the National President.

Therefore, the Deputy Presidents assist the President in the discharge of her/his duties and attend all meetings of ZIMTA, from National Conference, National Standing Committee and National Executive. In the event of the absence or incapacity of the President, the President's duties shall be performed by the Vice Presidents. When there are two (2) Vice Presidents at the time, The National President shall appoint one of them to perform such duties, however, if that has not been done, National Executive shall appoint the one to act.

The National Secretary General:

Article 6.5.3 states that: *The National Secretary General shall be the head of the National Secretariat. She/he shall be the Chief Administrative Officer of the Association. She/he shall be responsible for the recording of minutes of National Conference, National Executive and National Committee meetings as well as other records and documents.*

She/he shall be responsible for correspondence and information dissemination. The National Secretary General, in consultation with the Standing Committee, shall assign duties to the full-time staff of the Association and report to the National Executive

It is the duty of the Secretary General to ensure that a correct record of the proceedings of the Meetings of the National Executive is kept. The Secretary General prepares National Executive Agenda, The Secretary General compiles the general correspondence received by the Union and keeps same on file for future reference and actioning.



National Treasurer

Article 6.5.4 on the duties of the National Treasurer, states:

The National Treasurer shall be the financial authorizing officer. She/he shall bank funds and see to it that expenditure is kept within the approved budget. She/he shall, in conjunction with the National Secretary General, President and/or the Chief Executive Officer, sign cheques on behalf of the Association.

The National Treasurer shall make available for checking or inspection all the financial books and records in his/her custody to the National Executive or authorised Association officials and auditors. She/he shall prepare and present income and expenditure reports based on audited financial statements at the National Conference. She/he shall be responsible for all ZIMTA Assets.

It is imperative to ensure that the duties of the National Treasurer, match the current dynamics of ZIMTA. The following outline the responsibilities of a Treasurer:

a) General Financial Oversight:

- To oversee and present budgets, accounts and financial statements to the National Executive and National Conference;
- To liaise with designated staff about financial matters;
- To ensure that appropriate financial systems and controls are in place;
- To ensure that record keeping and accounts meet conditions of funding partners or statutory bodies; and,
- To ensure compliance with relevant legislation and standards.

b) Funding, Fundraising and Sales:

- To advise on the organisation's fundraising strategy;
- To ensure that the use of funds complies with conditions set by the funding bodies;
- To ensure fundraising and sales comply with relevant legislation and are bound by effective financial systems and controls; and,



- To ensure effective monitoring and reporting.

c) Financial Planning and Budgeting:

- To prepare and prepare budgets for new or ongoing work;
- To advise on financial implications of strategic and operational plans; and,
- To present revised financial forecasts based on actual amounts spent.

d) Financial Reporting:

- To present regular reports on the organisations' financial position;
- To prepare accounts for audit and liaise with the auditor as required;
- To present statement of accounts to National Executive and National Conference; and,
- To advise on the organisation's reserves and investment policy.

e) Banking, Book-keeping and Record Keeping:

- To manage bank accounts;
- To set up appropriate systems for book- keeping, payments, and petty cash; and,
- To ensure everyone handling money keeps proper records and documentation.

f) Control of Fixed Assets and Stock:

- To ensure proper records are kept; and,
- To ensure required insurances are in place;



In all these areas, the National Treasurer is responsible for ensuring that effective financial systems and procedures have been established, are being consistently followed and are in line with best practice and legal requirements.

The role of Women Teachers Representatives

Article 6.5.5 prescribes the duties of the Woman Teachers' Representative as follows:

- *Solicit and collate women teachers' views and initiate projects and programmes which enhance the women educators' economic, social and professional status.*
- *Coordinate and communicate the needs and interests of women members in the Association, through Study Circles.*
- *In conjunction with other Officers and the Secretariat, shall initiate, implement, monitor, evaluate and report on programmes for the advancement of women teachers.*
- *Generate ideas on gender equity and equality, and produce advocacy information for the Association, through Study Circles.*
- *Represents and articulates women's interests and concerns at various fora.*

The Role of Primary and Secondary School Teachers' Representatives

Article 6.5.6 of the ZIMTA constitution outlines the duties of Primary and Secondary School Teachers' Representatives as follows:

- *To solicit and collate classroom teachers' views and initiate projects and programmes which enhance the educators' economic, social and professional status.*
- *Responsible for information collection from and dissemination to teachers on developments in the Association and the Education service.*
- *Represent the classroom practitioners in all trade Union and professional interests and concerns.*
- *Enhance the empowerment of the grassroots through membership mobilisation, effective communication, and information sharing through Study Circles.*
- *Articulate classroom educators' interests and concerns at various fora.*



Duties of Provincial, District and Branch Officers

The roles of a Chairperson at Provincial, District and Branch levels are similar. These roles are outlined in Article 6.6 of the ZIMTA Constitution as follows:

Chairpersons

- *Preside at Annual General Meetings, Executive meetings and other meetings.*
- *Responsible for the proper conduct of business at such meetings.*
- *Have a casting vote and sign minutes at the time they are approved.*
- *Superintend the general administration of the officers of the Province, District or Branch.*

Deputy Chairpersons

In the absence of the Chairpersons, perform the duties and functions of the Chairpersons and generally assist the Chairpersons. They shall superintend the general administration of the officers of the Province, District or Branch of the areas nearest to them and report to Chairpersons. They shall chair the Finance Committee Meetings.

Secretaries

Secretaries are heads of the Provincial, District and Branch Secretariat and superintend the full-time staff of the Province, District and Branch:

- *They are responsible for the record of minutes of Annual General Meetings, Executive and Committee meetings. They shall be the administrative and executive officers of the Province, District or Branch.*
- *They are the chief correspondence officers and are in charge of minutes.*
- *Organise meetings, receive and disseminate information, keep communication working and supervise the production and distribution of the Association's publications.*
- *Secretaries shall organize teachers within the Province, District or Branch, strengthen the Province, District or Branch of the Association and co-ordinate their activities and generally promote the policy of the Association, in close collaboration with the National Secretary General and/or the Chief Executive Officer.*



- *Branch Secretaries are expected to send, at least for each school term, reports of their Branch activities to the Provincial offices.*
- *The executives, through the secretaries, shall assign duties to the full-time staff of the province, district or branch and report to the Annual General Meeting.*

Treasurers

In terms of Article 6.6.4, Treasurers at all levels are the accounting officers for the finances and property of the Association. Their duties include:

- *Keeping proper books or receipts and accounts and generally to maintain accurate and up to date records in respect of all moneys received and disbursed and other Association assets. The Treasurers are the financial authorizing officers of the province, district or branch.*
- *Treasurers see to it that expenditure is kept within the approved budget.*
- *In conjunction with the Secretaries and/or Chairpersons, sign cheques on behalf of the province, district or branch.*
- *The Treasurers shall make available for checking or inspection all the financial books and records in their custody to their Executives or authorized Association officials and auditors.*
- *Responsible for compiling and presenting income and expenditure reports based on audited financial statements at the Annual General Meeting of the Province, District or Branch.*

Copies of these records to be sent to the Branch, District, Provincial and National Executive members through offices of each level of the Association, annually.

Cessation of Officers' Rights and Suspension or Dismissal

In terms of Article 6.9 any member of the Association who has been convicted of any crime involving fraud or dishonesty shall not be eligible for election to or retaining the post of officer of the Association at National, Provincial, District or Branch levels.

The National Executive may suspend or dismiss or replace any officer or officers of the Association for negligence of duty, dishonesty, incompetence, or for failure to obey its decisions, or for other reasons it may deem fit and important in the interest of the Association, subject to the approval of National Conference.



Any national officer of the Association may be removed or suspended from office by two thirds ($\frac{2}{3}$) majority decision of all members entitled to attend and vote at the National Conference.

In the event of such suspension, the National Executive shall have power to appoint one of its members to act in such post pending its decision on whether or not such an officer should be removed altogether or reinstated after the case has been reviewed.

Roles of Secretariat (Appointed Officers)

ZIMTA Secretariat consists of full time ZIMTA employees based at Head Office, Provincial and District Offices.

Secretariat is designated to help maintain institutional memory, manage communication and ensure continuity of the organisation. It is a neutral body between organizational structures and it ensures productive balance between the members and the continued existence of the organisation.

Partly because of the relative permanence of their positions, (unlike the elected officers who may change every term of office,) their widely ramified authority over the whole organisation, tend to become the chief personalities and embodiments of the organisation. A shared belief is that Secretariat is the backbone of the ZIMTA system and linking pin between members and the elected leaders.

Secretariat can introduce new ideas. It can take new initiatives before the executives. In its independence from election pressure secretariat represents an organ not only necessary for the life and proper functions of ZIMTA, but of importance and growth of the organisation. Below are some of the generic duties of ZIMTA Secretariat:

- Execute daily administrative tasks of the organisation;
- Implement policies and programs handed down by the governing structures of the organisation;
- Handle human resources matters within the organisation;
- Handle media requests, inform media outlets about activities performed by the organisation and handling concerns from clients, stakeholders and or associates;
- Data management, e.g. collecting, tracking and research, managing and storing documents;



- Responsible for producing regular reports; and,
- Provide services to members and facilitates operations of ZIMTA executives.



CHAPTER 5

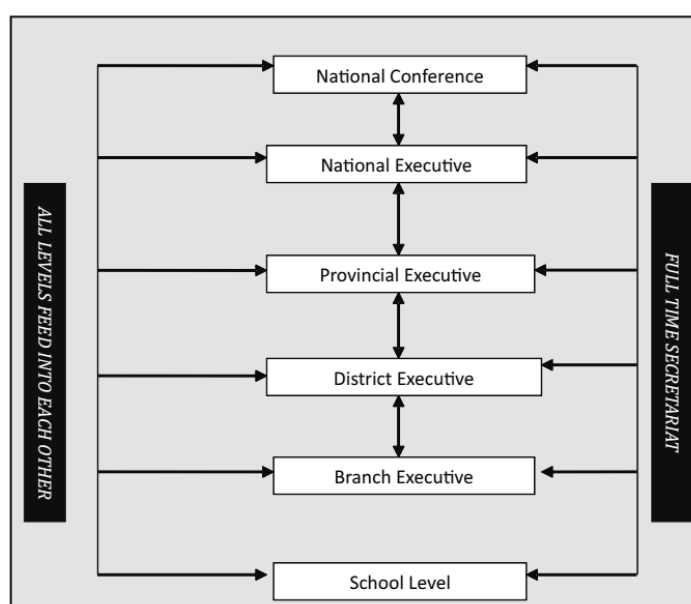
ROLES AND FUNCTIONS OF ZIMTA STRUCTURES IN THE ZIMTA CONSTITUTION

Introduction

ZIMTA is a democratic, worker-controlled organization. Members express their views and give mandates from the school through to the National Executive. They also give their views and mandates directly, primarily at school, branch, provincial and national meetings. In turn, leaders are accountable to the members. Through the structures, members develop Union policies and programmes, building on their individual and collective experience and knowledge. This is what gives the Association its strength, power and stability.

The Political Structure of the Zimbabwe Teachers' Association (ZIMTA)

Every ZIMTA structure is expected to play a specific function with a purpose to collectively determine the efficiency of the organization or lack of it. It is expected that every level of the Association adheres to its specific mandate for the benefit of the membership. Service to the member should be at the centre of the operations of every structure.





The ZIMTA Political Structure is set up as follows

- (a) **National Conference**, which is the supreme body of the Association made up of delegates from the Association's provincial and districts levels, taking cognizance of gender and sectoral balance.
- (b) **National Executive**, which is elected at National Conference , made up of the National President, two Deputy National Presidents, (one of whom shall be a woman), National Secretary General, National Treasurer, one Representative from each of the Association's provinces, one college or university lecturer, one secondary school Head, one Primary school Head, two secondary school teachers, three primary school teachers, one woman teacher, one education administrator from an office outside a learning institution, one representative of loan aid schemes and one advisory committee member responsible for development programmes. The paid officials of the National Secretariat are ex-officio members of the National Executive, without a vote.
- (c) **Provincial Executive** The Provincial Annual General Meeting (AGM) shall be the decision making body of the Province. It is made up of delegates from the Association's Branches, Districts and the Association Provincial Executive. The paid officials of the Provincial Secretariat shall be ex-officio members of the Provincial Annual General Meeting, without a vote.
- (d) **District** The district structure holds District Annual General Meeting (AGM) as the decision making body of the District. The District AGM shall be made up of delegates from the Association branches and the District Executive.
- (e) **Branch** The Branch structure holds the Branch Annual General Meeting which is the chief decision making body of the Branch. The Branch Annual General Meeting shall be attended by all members from the schools/colleges in the Branch.
- (f) At **School or College Level**, all members of the Association come together to elect one member to represent them being an independent, voluntary and democratic organisation that it is, ZIMTA is free to run and manage its own affairs.



Minimum Quality Measures for National Executive: Article 5.4: Business of National Executive

- Conduct the affairs of the Association , determine the direction and supervision of business and maintain Association finances;
- Discuss the budget as set up by the Finance Committee and National Treasurer;
- Help, organize and supervise the administrative machinery of the Association at all levels;
- Make representation to Government Head Offices and Ministries on behalf of members;
- Negotiate and lobby in issues that are of a national nature;
- Control and organize national and international affairs;
- Prepare the agenda of National Conference, including all resolutions and motions for amendments of the Constitution and By-laws and forward copies to provinces not later than four (4) weeks before the opening of Conference.
- Receive and collate motions and resolutions from provinces and submit same to National Conference.
- Submit recommendations to National Conference for policy determination.
- See that decisions and policies of National Conference are fully executed.
- Enforce decisions and implement programmes of the Association as determined by National Conference.
- Make decisions, deal with and act on matters, reports and recommendations from committees.
- Have the power to employ Executive Officers and Executive Assistants and any other employees it deems necessary.
- Charged with the responsibility of controlling the administration of the full-time paid staff of the Association, and any other duties referred to them for action by the National Committees or Provinces.



- Discharge duties specifically entrusted to it according to the provisions of this Constitution and Rules.
- Review and/or ratify decisions and actions of the Standing Committee and the full-time staff of the Association.
- Appoint National Executive members onto National Committees, as set out in the Constitution and By-laws of the Association.
- Have the power to co-opt members for specific tasks;
- Deal, with the Disciplinary Committee, on cases of misconduct on the part of province, district, branch or member; and,
- Organise teachers' sports locally and internationally.

Functions of the Standing Committee: Article 5.6:

- Consult and negotiate with the Ministry of Education or any Ministry on any matters;
- Conduct central negotiations concerning salaries and other conditions of service;
- Call National Executive meetings and prepare agenda,
- Prepare work for National Executive to take decisions; including reports from committees;
- Prepare draft programmes of action for National Conference.
- Recommend National Committee members to the National Executive from scrutinised nominations forwarded by provinces, and investigate cases if districts or branches notify in writing any dissatisfaction with any provincial nominations.
- Check and verify reports on nominations for national elections, which have been scrutinised by the concerned National Committee.
- Deal with, make decisions and act on matters and recommendations from National Committees; and,
- Be represented by at least one member at each National Committee meeting.



Functions of the Provincial Executive:

As provided for in Article 5.12 the functions of the Provincial Executive are to:

- Make representation and negotiations at provincial level with the Provincial Education Office and Responsible Authorities;
- Receive and collate ideas, issues, recommendations, motions and resolutions from the branches and submit same to Provincial Annual General Meeting;
- Submit recommendations to National Executive or National Conference for policy determination;
- Consider and act on any reports, requests or recommendations from National Executive or National Secretariat;
- Supervise each Provincial Executive member representing each administrative area/district;
- Initiate or confirm the formation of new districts and branches of the Association and supervise and assist in district and branch activities;
- Pass on to districts and branches reports and resolutions from Conference; including implementing and reporting on development programmes.
- Deal with and send to National Executive relevant records, including budgets and audited financial statements, and problems of teachers, branches, districts and the province, which they have failed to solve;
- Compare district and branch finance books with provincial finance books and membership and check district and branch finance records;
- Conduct the affairs of the province and exercise the direction and supervision of business, and maintain provincial finances;
- Discuss the budget for the next year, as set up by the Finance Committee and Provincial Treasurer;
- Prepare agenda of Provincial Annual General Meeting, including all resolutions and motions for amendment of the Constitution and By-laws and forward copies to delegates not later than three (3) weeks before the Annual General Meeting;



- See that decisions and directions of Annual General Meetings are fully executed;
- Make decisions, deal with and act on matters, reports and recommendations from committees and sub-committees;
- Have the power to employ secretaries, officers, and administrative assistants, to be ratified by National Executive;
- Assign provincial members on provincial committees/sub-committees duties, as set out for each committee in the By-laws;
- Have the power to co-opt members for specific tasks;
- Report and recommend disciplinary action to National Executive on any cases of misconduct on the part of province, district, branch or member;
- Be represented by at least one member at the National Executive level; and
- Prepare, and attach relevant notes, to nominations for national post

Functions of District Executive:

In terms of Article 5.17, the District Executive has the following functions:

- Make representation and negotiate at district level with the District Education Office and Responsible Authorities;
- Receive and collate ideas, issues, recommendations, motions and resolutions from the branches and submit same to District Annual General Meeting;
- Submit recommendations to Provincial Executive, Provincial AGM, National Executive or National Conference for policy determination;
- Consider and act on any reports, requests or recommendations from Provincial Executive or National Executive or National Secretariat;
- Supervise each District Executive member representing each administrative area, zone or branch
- Initiate or confirm the formation of new branches of the Association and supervise and assist in branch activities;



- Pass on to zones or branches reports and resolutions from Provincial AGM or Conference; including implementing and reporting on development programmes;
- Deal with and send to Provincial Executive or National Executive relevant records, including budgets and audited financial statements, and problems of teachers, branches, and the district, which they have failed to solve;
- Compare district and branch financial books with provincial financial records and membership statistics, check and reconcile district and branch financial records;
- Conduct the affairs of the district and exercise the direction and supervision of business, and maintain district finances;
- Discuss the budget for the next year, as set up by the Finance Committee and District Treasurer;
- Prepare agenda of the District Annual General Meeting, including all resolutions and motions for amendment of the Constitution and By-laws and forward copies to delegates not later than three (3) weeks before the Annual General Meeting;
- See to it that decisions and directions of Annual General Meetings are fully executed;
- Make decisions, deal with and act on matters, reports and recommendations from committees and sub-committees;
- Have the power to employ secretaries, officers, and administrative assistants, to be ratified by Provincial Executive or National Executive;
- Assign district members to district committees/sub-committees duties, as set out for each committee in the By-Laws;
- Have the power to co-opt members for specific tasks;
- Report and recommend disciplinary action to Provincial Executive or National Executive on any cases of misconduct on the part of district, branch or member;
- Be represented by at least one member at the Provincial Executive level; and,
- Prepare, and attach relevant notes, to nominations for provincial or national posts.



Functions of Branch Executive

Article 5.22 outlines the functions of Branch Executives as follows:

- Conduct the affairs of the branch and exercise the direction and supervision of business and maintain branch finances;
- Discuss the budget for the next year, as set up by the Finance Committee and Branch Treasurer;
- Receive ideas, issues, resolutions and recommendations from the members and School/College Representatives, which shall be discussed at the Branch Annual General Meeting before being forwarded to the District Annual General Meeting and the Provincial Annual General Meeting through the Provincial Executive, and District Executive, respectively;
- Be responsible for recruitment of new members with the assistance of the School/College Representatives;
- Train, advice and follow-up representatives in schools/colleges;
- Collect subscriptions from members not on stop order and forward full subscriptions to the National Treasurer with names of members and send copy of names to the district and the province. Be responsible for checking membership and sending membership lists to districts and provinces termly;
- Send general reports of activities to district, provincial and national executives;
- Assign branch members on branch committee's tasks as set out for each committee in By-Laws;
- Scrutinise nominations of members for branch, district, provincial and national committees;
- Convey to the district and the province the thinking of and issues concerning teachers in the area, as discussed in Schools and Study Circles;
- Prepare agenda of Branch Annual General Meeting, including all resolutions and motions for amendments of the Constitution and By-Laws, and forward copies of adopted resolutions and motions, including lists of branch delegates, not later than three (3) weeks before the District Annual General Meeting or the Provincial Annual General Meeting;



- See that decisions and directives of Annual General Meeting are fully executed; including implementing and reporting on development programmes;
- Make decisions, deal with and act on matters and reports and recommendations from Committees;
- Have the power to employ secretaries, officers, and administrative assistants, which appointments have to be ratified by District Executive, Provincial Executive and National Executive;
- Have the power to co-opt members for specific tasks;
- Report and recommend disciplinary action to the District Executive and /or the Provincial Executive on any cases of misconduct on the part of branch or member, and send copies of cases to the National Executive;
- Be answerable to the Branch Annual General Meeting for all its activities;
- Carry out aspects of Association work that concern teachers/lecturers in the local area;
- Take members' grievances to the Responsible Authority, District Education Officer or Education Officer through the District Executive;
- Forward to the District Executive and the Provincial Executive grievances and problems, which have not been solved by the Branch Executive; and,
- As the basic unit of the Association, ensure that the ideas, suggestions, interests, aspirations, complaints and dissatisfactions of members are given adequate and thorough attention in Study Circles, Branch Meetings and consultative fora.

Conclusion

All Executive members assume responsibilities of high magnitude. By ascending to the throne of ZIMTA leadership, they become the embodiment of ZIMTA aspirations, obligations and responsibilities, regardless of their location in the hierarchical structure. In this light, they should ensure that they exercise their directorial regulatory functions in a manner that creates positive reputation, image and goal articulation during the exercise of their responsibilities. With this statement, one does not mean to be prescriptive but to outline survival principles.



CHAPTER 6

ZIMTA'S LEADERSHIP PHILOSOPHY AND PRINCIPLES OF ENGAGEMENT

INTRODUCTION

This discourse begins from an assumption that this could be the first time that the reader is engaged in this subject. If that is so, then, it may very well succeed in making this exposition sufficiently clear and comprehensive to many readers. However, what is unclear at a first reading will become clear at a second or subsequent readings.

The purpose for this treatise is to edify ZIMTA members on the guiding philosophy of this great organisation, first and foremost and other stake holders and or any other interested parties in the least. ZIMTA's founding principles are traced back to Southern Rhodesia epoch of 1940 when African Teachers' Association (ATA) idea was mooted.

To put readers of this chapter into context there is need to define in contextual terms the following terms, Leadership, Philosophy and Principles.

The Concept of Leadership in ZIMTA

Leadership in the context of ZIMTA refers to interaction of parties in structures of the organisation and the interaction of these structures with members. In this case leadership contributes to the fulfillment of the future of the concerned parties who are the organisation.

Viewed from this context leadership is "an exercise in thought and speech whose results manifest themselves in the actualization of future concerns and wishes of parties in ZIMTA".

This concept of leadership model was propagated by Werner H. Erhard, etal (2013), when they argued for the ontological / phenomenological model of leadership.

This concept is akin to ZIMTA in the sense that the interaction between and among members aims at creating leaders who then enrich the democratic processes in the organisation by pursuing resolutions from members and guaranteeing leadership renewal at given intervals and levels.

Philosophy

Our teacher – trade union movement is grounded in the everyday thought and speeches of pre-independence period of Southern Rhodesia. The thoughts, actions and speeches of yester-year educators define labour ethos, whose preoccupation has always been to insist upon rights



attached to teaching, namely, salaries, and conditions of service. The interest of the union at its inception and now remains focused on economic and social welfare of members.

The leaders then adopted what they termed apolitical engagement as guiding principle in the process of engagement. These circumstances then help us frame the philosophy housing ZIMTA's leadership culture.

Issues to do with engagement, for purposes of enhancing economic and material benefits for workers can be traced to Marxists philosophy. This is more evident when speaking through the vocals of the Leninist appraisal of trade unions, when Lenin describes what Marxists say about trade unions. The argument here was that unions confirmed through their development that they sought to engage in collective bargaining, individual representation of workers in disciplinary hearings, labour courts, etc. and political representations on workers interests with lawmakers. This description is closer to what ZIMTA does in everyday life.

The fore going actions are not ideals but practical steps that address the materialist aspect of our lives through dialects (*Greek meaning of debate and discussion in which truth is reached*).

Focused together the elements described in the foregoing paragraphs bring us to a single philosophy dialectical materialism. Dialects alert us to the need for change while materialism alerts us to the importance of bringing change in line with objectives and circumstances.

Answered in one sentence the leadership philosophy of ZIMTA is grounded in dialectical materialism. It is *dialectical materialism leadership philosophy*.

The combination of ontological/ phenomenological leadership and influence of dialectical, materialism, produces leaders and members who understand the world as it really is and seek to understand how to change it.

THE APOLITICAL DOCTRINE IN ZIMTA

In order to understand the apolitical doctrine as practiced by ZIMTA, it is necessary to understand briefly the Zimbabwean political history. For this discussion we will look at the period 1960 – 1980 which was a critical period in the struggle for our independence. We will further look at the political developments during the period 2000 – 2010.

It's critical for readers to note that these periods were periods of formation and splintering of political parties. Political splits were caused by various factors, but one factor that seems to be common in all splits is the ethnicity factor

BRIEF HISTORY OF SPLITS IN POLITICAL PARTIES

Zimbabwe African Peoples Union (ZAPU) Split of 1963

Black Nationalism experienced a political split in 1963 resulting in the founding of Zimbabwe African Peoples Union (ZANU). The split of ZAPU in 1963 has been explained in terms of differences in ideology, personality and ethnicity. Whether the reasons are true or not is not the purpose of this treatise but suffice to say the founding President of Zimbabwe African National Union (ZANU) Rev Ndabaningi Sithole who was once Rhodesia African Teachers Association (RATA) President 1960 – 1961.



If RATA had been under the ideological control or partisan prejudices it could have split along the lines identified. That was the first test of non-alignment of RATA to partisan politics.

Between 1964 and 1970 ZAPU was led by James Chikerema as its Vice President in the absence of Joshua Nkomo who was in detention. Chikerema worked with Jason Ziyaphapha Moyo. In 1971 a misunderstanding is said to have broken between Chikerema and Ziyaphapha, leading to Chikerema breaking away from ZAPU to form the Front for the Liberation of Zimbabwe (FROLIZI). Later FROLIZI was metamorphosed for recognition as a liberation movement. The details for the split to FROLIZI are not the cause for this subject.

Suffice to say if RATA had joined ZAPU or had become a partisan supporter of ZAPU, what could have happened? RATA president then was Cephass Msipa (Former Midlands Governor) between 1964 and 1965.

THE SPLIT OF THE MOVEMENT FOR DEMOCRATIC CHANGE (MDC) PARTY

Founded in 1999, on the eve of the 2000 election, this party did not survive more than five years before it split in 2005. The party is said to have split over senatorial elections. But earlier the MDC leadership had admitted that the party “*moved away from its social democratic, all inclusive, non-tribalistic foundations*”. Evidence was showing that the fault cracks in MDC were along ethnic lines and also between trade unionists and academics.

It was not surprising to see the majority of the leaders from Ndebele ethnicity breaking away in the names of Gibson Sibanda, who was the party's Vice President, Welshman Ncube, the party's secretary and General, Fletcher Dulini the party's National Treasurer. All these came from Matabeleland, Isaac Matongo although he came from Matabeleland remained with Morgan Tsvangirai.

These examples are given not to outline historical events but to elucidate the dangers of attachment to partisan politics, when the political party collapses the union is most likely to fall with never mind the gains of flaunting with it in good times.

The apolitical doctrine does not insulate the union from national politics, but it encourages the union to engage; in the democratic discourse of a nation and fulfill its sociological and political roles as revolutionary vanguard.

In politics the word vanguard means the professional force, human framework of “cadre” which can lead the mass movement of the people on a revolutionary path. The relationship of the revolutionary vanguard to the mass organisations of the people has been described by Wal Hammington 1896 – 1966 in his works, “Worker solidarity and unions” as similar to; “the relationship of a doctor to the people, or of accountants and lawyers to businesses, or of an architect or an engineer to builders and their clients.”

Therefore the vanguard is made up of professional revolutionaries. The revolutionary vanguard is a servant and not a master. In other words ZIMTA as a vanguard union must serve the teaching fraternity and should never boss it and should not substitute itself for anything.



UNIONS AND PARTISAN POLITICAL AND INTERNATIONAL LABOUR ORGANISATION (ILO) POSITION

There are no concrete International Labour Organisation (ILO) instruments in the form of conventions or recommendations disallowing the domination of unions by the state or ruling parties. The position of the ILO on this subject was set out in the 1952 resolution of the International Labour Conference which was supported by the Committee of Freedom of Association and the Committee of experts.

The resolution emphasized the importance of independent labour unions: and said, "When trade unions in accordance with the law and practice of their respective countries and at the decision of their members decide to establish relations with a political party or to undertake constitutional political action as a means towards the advancement of their economic and social objectives, such political relations or actions should not be such a nature as to compromise the continuance of the trade union movement or its social and economic functions, irrespective of political changes in the country."

The conference further resolved that union – government relations should not be anchored on subordination of unions and nor permitted to result in unions' loss of autonomy through the co-option and conversion of unions into auxiliary forces of government or ruling party.

History is awash with case studies of unions that have suffered in the hands of rapid turbulent and abrupt changes in political parties and governments.

CONCLUSION

This chapter discussed the subject of the philosophy which is the embodiment of ZIMTA's leadership and a compass for engagement in trade union issues.

What comes out clear is that leadership is guided and enabled to demonstrate the importance of knowledge, practical experience and principles in making policies and interventions. The leadership model as a lived experience has taken the readers to appreciate ZIMTA's approach as grounded in ontological/phenomenological leadership model which is encased in the Marxist-Leninist dialectical materialism.

The guiding principle on engagement has been the apolitical doctrine meaning non-alignment to political parties but reserving the right to engage in nationalistic politics.



CHAPTER 7

DISPUTE SETTLEMENT/RESOLUTION IN THE PUBLIC SECTOR IN ZIMBABWE

Introduction

The modern trend in labour dispute resolution is to utilise a set of methods made up of conciliation and arbitration. In countries where the collective bargaining processes are central to dispute resolution and agreement making, these methods are supplementary to negotiation. These are other options than the use of settlement by the ordinary courts.

Although Zimbabwean labour law provides a framework for Alternative Dispute Resolution (ADR), the system has not been effective because Zimbabwe has a two-tier labour law system with labour relations in state employment being subjected to a different legal regime from that governing the rest of the labour field.

There is no ADR in State employment.

This chapter seeks to review the current Alternative Dispute Resolution system in Zimbabwe. The review includes an analysis of the current law on the ADR system in the Public Sector in Zimbabwe compared to the other labour field and a set of recommendations and/or proposals for improving the ADR system.

In this chapter, the expression "dispute resolution" is taken to refer to a set of methods of dispute resolution which are "alternatives" to resolution by adjudication by the ordinary courts.

The Public/Private Sector Divide in Zimbabwean Labour Law

Zimbabwe has a two-tier labour law system. The Labour Act (Chapter 28:01) does not apply to all workers in the country. It does not apply to those "whose conditions of employment are otherwise provided for in the Constitution." (see section 3 of the Labour Act Chapter 28:01).



Workers whose conditions are provided for in the Constitution are many. The main group is that of members of the Public Service, now Civil Service (*section 199 of the constitution of Zimbabwe*). Employment conditions for most employees in the Civil Service are governed by the Public Service Act (16:04). This means the Civil Service has two statutes regulating labour relations, namely the **Public Service Act** and the **Health Service Act**. Other groups of workers covered by the Constitution and, therefore, excluded from the **Labour Act** are the army, the police and prison officers.

It is not accurate to describe this divide in Zimbabwean labour law as public/private sector because that portion of the public sector outside strict government employment is governed by the Labour Act. Thus, local government, state enterprises and statutory corporations are all governed by the **Labour Act**. A more accurate description would be government service/ non-government service divide.

ADR in Government Service

Strictly, this does not exist. It is a fundamental defect of the Zimbabwean labour dispute settlement system because close to 30% of Zimbabwean workers are employed in the Civil Service, the army, the police and the prison service and labour disputes in government service impact on the rest of the workers. Almost invariably, a major dispute in government service leads to a strike which drags on for an inordinate period because of the absence of an ADR framework.

Outside government service, Zimbabwean labour law has specific provisions regulating the resolution of labour disputes. There are no similar provisions in government service. The dichotomy between the two labour law systems is substantial.

Labour regulations in the government service provide for a "grievance procedure." A "grievance" is not a dispute: it is defined in the regulations in terms of **section 53** as "any dissatisfaction or feeling of injustice on the part of a member which is connected with the member's work or the member's contact with other persons in the work place."

A grievance is reported to the employer, who has the final decision on how it is addressed. Clearly, this is not a dispute resolution mechanism as understood in labour law. Jurisprudentially, a dispute only arises when the two parties (employer and employee) are disagreeing or are in conflict.

This means that a dispute may arise at the end of the grievance procedure. There is no provision to deal with any dispute which may arise at the end of the grievance procedure. An examination, thus, of the grievance procedure is imperative:



The procedure is divided into two groups; for non-senior grade members (see *section 54 of the regulations*) as well as those members who are of senior grades (see *section 55 of the regulations*).

A member who has a grievance which directly concerns him or her shall seek an interview/audience with his immediate superior who then is required to respond to the grievance within five working days. If the grievance remains unsolved after the response by the immediate superior, the superior concerned, shall, forthwith bring the grievance to the attention of the Head of office who is required, within ten working days, to call for a meeting with the member concerned and the immediate superior in an attempt to resolve the grievance. If the matter is unresolved, it is brought to the Head of Department.

Subsection 5 goes on to state that, if a matter is brought to the attention of the Head of Department, the Head of Department then calls a meeting with the head of office, the immediate superior, the member concerned and a representative of the Ministry's personnel department. At the meeting, the Head of Department will solicit each member's views with an attempt to reach an agreement on the course of action to take to resolve the grievance. The Head of Department is also required to keep record of the proceedings and forward same to the Head of Ministry.

The Head of Ministry will then make a decision in cases where the grievance remained unresolved and forward the decision to all the concerned parties.

It may happen that a member is not satisfied with the decision by the head of Ministry and, in that case, the member is at liberty to request through the Section 55 of the Regulations 7. If the superior is not the head of office otherwise he /she will refer the grievance to the head of department If the superior is not the head of office otherwise he /she will refer the grievance to the head of department head of Ministry that his grievance be submitted to the Commission.

For members who are of senior grades, the procedure is almost the same. The difference is that, if the immediate supervisor is the head of department, the grievance is brought to the attention of the head of Ministry and, in cases where the immediate superior is the head of Ministry, the grievance is referred to the Commission.

When the grievance is heard before the Head of Ministry, he/she will call for meeting with the Head of Department, the member concerned and his immediate superior as well as the principal establishment officer with a view to reach an agreement on the way forward. The Head of Department records everything, including the agreed course of action and forward the record to the Commission. Where parties fail to agree, it is the Commission which then makes a decision which will finalise the matter.



The other difference is that for members of a middle and junior grade are allowed during the interview, or meeting to be represented by members or by representatives of recognised worker association or organisation such as trade unions. The section does not include representation by legal practitioners.

Thus, unlike in dispute resolution methods provided for in the Labour Act 28:01, where parties can be represented by legal practitioners.

Also, in terms of this Grievance Procedure, the final decision lies with the employer and, hence, even if the member is still unsatisfied, that is, the end of the matter and what it means is that the dispute is still there.

It is also critical to note that there is no collective bargaining in government service. What exists are "consultations." Labour regulations provide for a framework for the conduct of these consultations. Agreements reached between Government and Workers' representatives are not binding on the Government, as employer. Interestingly, the failure to reach this non-binding agreement is termed a "dispute" and must be resolved by reference to arbitration in terms of the Arbitration Act.

This arbitration will merely resolve the issue of what recommendations to make to Government. It is, therefore, conceptually different from arbitration of labour disputes as understood in labour law.

ADR outside Government Service (Private Sector)

Section 2 of the **Labour Act (Chapter 28:01)** defines a "dispute" as "means a dispute relating to any matter concerning employment which is governed by this Act". The dispute must relate to a "matter concerning employment;" thus, Disputes relating to social, economic and political issues of a general nature fall outside the scope of this definition. A dispute can either be a dispute of right or a dispute of interest.

A "dispute of right" is defined in **Section 2** of the Act as: "means any dispute involving legal rights and obligations, including any dispute occasioned by an actual or alleged unfair labour practice, a breach or alleged breach of this Act or of any regulations made under this Act, or a breach or alleged breach of any of the terms of a collective bargaining agreement or contract of employment."

A "dispute of interest" is defined as "means any dispute other than a dispute of right." Thus, in a dispute of right, there is an alleged vindication of an existing legal right or standard while with a dispute of interest, there is no existing legal right in contention, but the parties are seeking either to establish new rights or to obtain the best bargain under the existing market and economic conditions.



In general, the ADR methods of resolution provided for in the Act apply to both types of disputes. The methods provided for in the Labour Act are:

Conciliation

Section 93 (1) of the **Labour Act** provides: "A labour officer to whom a dispute has been referred, or to whose attention it has come, shall attempt to settle it through conciliation or, if agreed by the parties, by reference to arbitration. The thrust of conciliation is to assist the parties to reach a settlement, and this necessarily entails a wide and flexible process encompassing a variety of methods although, at the end of the day, the terms of any settlement remain the responsibility of the parties.

The Conciliator is a labour officer, a public official employed by the government. The conciliation process is given a time span of 30 days from the day that the labour officer begins the process. The Conciliator invites parties with a view to settle the dispute and, if parties fail to reach a settlement, the matter or dispute is referred to the Arbitrator.

Advantages of Conciliation

1. Does not damage the relationship between employee and employer because it is not a confrontational method of dispute resolution.
2. It is a flexible process, parties are supposed to be given opportunities to say what they want or feel, and to bring documents which they intent to use in support of their views.
3. It is cost effective – the process is cheap
4. The process is generally fast and, if parties reach a settlement in good faith, it would be easier and much faster to implement the settlement.
5. It is a win-win situation; it is by the will of the parties that a settlement is reached.
6. The end product, which is normally a settlement, is easy to enforce because the parties themselves own the agreement.



Arbitration

Arbitration is a procedure whereby a third party (individual arbitrator, board of arbitrators or arbitration court), not acting as a court of law, is empowered to take a decision which disposes of the dispute. It usually involves a contested hearing at which the parties present evidence and argument to a third party, followed by that arbitrator's decision or award, which is usually binding on the parties.

The law provides scope for two forms of arbitration: voluntary arbitration and compulsory arbitration. Voluntary arbitration is not regulated by the Labour Act. The Act is concerned exclusively with what it terms "compulsory arbitration". Voluntary arbitration arises under Section 93 (1) where parties may agree to forego conciliation and opt for voluntary arbitration.

Compulsory arbitration only arises after the failure of conciliation and the consequent issuing of a "certificate of no settlement." Its mere existence as an option may encourage parties to cooperate with the conciliation process.

Advantages of Arbitration

1. It achieves certainty, creating an absolute right to refer a dispute for arbitration, irrespective of the views of the other parties.
2. Pros and Cons of arbitrators are determined by statutes, thereby leading to consistency in application.
3. A statutory arbitration system is usually free and heavily subsidized, resulting in little or no cost to the disputants.
4. Arbitrator's determinations are normally published, leading to established jurisprudence in areas of Labour Relations.

Conclusion

Taking into account the magnitude of employment, and the critical nature of services being rendered in the Civil Service, the management of labour disputes is paramount to the stability of employment relations and labour market governance in the country. It is apparent that civil service employees are denied their right to participate in neutral and impartial dispute resolution mechanisms.



The grievance handling procedure outlined in section 53-55 of the Public Service Regulations has its own short comings in that it is too bureaucratic and is employer-dominated resulting in delays in resolving the labour disputes.

This is contrary to the spirit of just and expeditious resolution of disputes and unfair labour practices. It does not involve third parties but rather the employer and the employee. The result will be biased dispute resolution. The employer and the superiors will always prevail at the expense of the employee who has weaker bargaining powers compared to the employer. Unlike in the private sector where one can get a certificate of Settlement and Arbitral Award if a dispute is resolved, under the public sector, nothing is obtained and enforceable as proof that the grievance has been resolved and settled.

The call for harmonisation of labour laws will put this dichotomy to rest. If employees in both sectors are to be treated in the same manner then the same processes of grievance handling will apply. Harmonisation of labour laws means that all employees whether from government or non-government will fall under one set of labour laws and their conditions will more or less be the same.



CHAPTER 8

RIGHTS AND PRIVILEGES OF ZIMTA OFFICIALS

Introduction

A trade union is defined as an organisation of employees usually associated beyond the confines of one enterprise, established for protecting or improving through collective action, the economic and social status of its members - International Labour Organisation (ILO).

The Labour Act Chapter 28:01 defines a trade union as any association or organisation formed to represent or advance the interests of any employees or class thereof in respect of their employment. The major function of a trade union is to represent its membership by protecting the integrity of its trade, achieving higher pay and other benefits such as health care and retirement, increasing the number of employees an employer assigns to complete the work, safety standards, and better working conditions.

The trade union, through its leadership, bargains with the employer on behalf of union members and negotiates improved conditions through collective bargaining with the employer. The most common purpose of these associations or unions is "maintaining or improving the conditions of their employment". This may include the negotiation of salaries, work rules, complaint procedures, rules governing hiring, firing and promotion of workers, benefits, workplace safety and policies.

Most of the functions of ZIMTA as a trade union are executed by its leaders or employees on behalf of the general membership. In law, the most often used term to describe these union representatives is 'Trade union official'. It must be noted that these union officials may be elected union officials or appointed (employees) officials. Collectively, in this article, the term union official will be used generally to cover both appointed and elected union representatives.

ZIMTA Union officials usually face challenges with the employer at the workplace as a result of their role in fighting for and defending the rights and interests of members they represent. The officials face problems such as victimisation, unfair dismissals, transfers and unnecessary disciplinary processes to name a few.



As a result of the antagonistic nature of the trade union-employers relationship, common law, legislation and international conventions have put in place safeguards to protect the trade union officials from victimisation of any form at the workplace and also to ensure that they are provided with adequate facilities to execute their duties without fear or favour.

International Standards

The International Labour Organization (ILO) which is a United Nations agency dealing with labour issues, particularly international labour standards and decent work for all, has come up with a number of Conventions and Recommendations for its member States in respect of issues dealing with the rights and privileges of union representatives. Key ones, which are worth noting, are Right to Organise and Collective Bargaining Convention, 1949 (C.98) and Workers' Representatives Convention, 1971 (C.135).

Convention 98 generally addresses the issue of anti-union discrimination. It protects union members generally from discrimination on the basis of their union membership. It also prohibits the employer from subjecting employees to conditions likely to hinder them from joining any union or to push them to relinquish their union membership.

Article 1 of the same C.98 prohibits the victimisation of union members and states:

1. *Workers shall enjoy adequate protection against acts of anti-union discrimination in respect of their employment.*
2. *Such protection shall apply more particularly in respect of acts calculated to:*
 - (a) *make the employment of a worker subject to the condition that he shall not join a union or shall relinquish trade union membership;*
 - (b) *cause the dismissal of or otherwise prejudice a worker by reason of union membership or because of participation in union activities outside working hours or, with the consent of the employer, within working hours.*

In the same spirit, the Workers' Representatives Convention, 1971 (C.135) was promulgated specifically to protect the rights and privileges of workers representatives.



The Convention defined the term workers' representatives in its Article 3 as: *For the purpose of this Convention, the term **workers' representatives** means persons who are recognised as such under national law or practice, whether they are:*

- (a) trade union representatives, namely, representatives designated or elected by trade unions or by members of such unions; or,*
- (b) elected representatives, namely, representatives who are freely elected by the workers of the undertaking in accordance with provisions of national laws or regulations or of collective agreements and whose functions do not include activities which are recognised as the exclusive prerogative of trade unions in the country concerned.*

Under Article 1 of the said Convention, the trade union officials enjoy effective protection against any action prejudicial to them and against arbitrary dismissals based on their lawful union and representative activities. They also have the right to facilities that enable them to carry out their functions promptly and efficiently.

Zimbabwe is an ILO member State as well as a signatory to the said Conventions; hence, it is bound by the contents thereof. This is, however, subject to domestication of the said Convention into our national law and subject to the conditions as stipulated in the Constitution of Zimbabwe.

National Law

Zimbabwe has a divided labour law system. In as far as affairs of employment relations in the private (non-government) sectors are concerned, the Labour Act (Chapter 28:01) and its regulations do apply with full force. In as much as affairs of the Public (Civil) Service are concerned, the provisions of the Public Service Act (Chapter 16:04) and its Regulations apply with full force. This section shall be biased towards the public sector as opposed to the private sector.

The Constitution of Zimbabwe provides for fundamental rights and freedoms to every citizen and, in some instances, to workers and trade unions under Chapter 4 Part 2. These rights include the right to freedom of assembly and association, including to join trade unions of choice (s.58) and the right to demonstrate and present petitions in a peaceful manner (s.59).

Section 65 guarantees labour rights *inter alia*, the right to join or form trade union or employees association and organisation as well as participate in their lawful activities, the right to collective bargaining and to strike, except for members of the security services.



In that regard, trade union officials are protected in terms of the Supreme law of the land in that, whenever they participate in union activities which are lawful, no penalties or victimisation should follow them.

Public Service Act and Regulations

The affairs of trade unions in the Public Service are governed partly by the Public Service Act, the Public Service Regulations SI 1 of 2000 and the Public Service (Formation and Recognition of Associations or Organisations) Regulations, SI 45 of 1998.

Section 24 of the Public Service Act provides that any member of the Public Service, who is eligible to do so, may join a recognized association or organisation and to participate in its lawful activities. The same also provides for an anti-discrimination clause in that a member of the Public Service who fails or refuses to join a recognized association or organisation shall not, on account of such failure, be debarred from or prejudiced in respect of any appointment, promotion or advancement within the Public Service.

In summary, in respect of the Public Service Act, union representatives have the following rights and privileges to enjoy:

- to engage in regular consultations (collective bargaining) with the Commission with regards to conditions of service of members they represent (s.20 (1);
- to make representations to the Minister or Commission on such matters affecting the efficiency, well-being or good administration of the Service in the interests of their general membership. 24 (3) (a);
- to make representations to the Minister and the Commission concerning conditions of service of their membership and the minister or Commission shall pay due regard to those representations (s.24 (3) (b);
- to participate in the union's lawful activities (s. 24 (4); and,
- not to be discriminated on the basis of union membership (s.24 (5).

The Public Service Regulations which were made under the Act cited above also further provide for rights and privileges enjoyed by trade union officials. A key aspect to note is that a trade union official is permitted to take special leave in terms of as well as the right to represent members in grievance meetings.



The following, therefore, are the privileges and rights, as provided in the Regulations:

1. To twelve (12) days special leave on full pay in a year to attend as a delegate or office bearer of a recognised association, representing members (s. 41(d); and,
2. To accompany and represent members in grievance meetings and interviews in terms of s.54 (8).

Most of the privileges and rights of trade union officials in the public sector are governed by SI 45 of 1998 which is a set of regulations specifically for formation and recognition of associations and organisations. Section 6 of the same document is dedicated to the privileges of recognized associations or organisations. These privileges, automatically, are enjoyed by the union officials in execution of their roles as the union itself is a legal persona incapable of executing roles which require a natural person.

The following are some of the privileges:

1. to make representations to the Minister or Commission regarding to conditions of service of members they represent (6 (2) (a);
2. to have access to members during working hours at their workplaces (s.6 (2) (b);
3. to be provided with names and other relevant particulars of their members (s.6 (2) (c);
4. to represent their members in the Labour Court (s.6 (2) (d);
5. to participate in the Apex Council (apex council means a council representing all recognised associations or organisations in the National Joint Negotiation Council where employers and employees meet for negotiations) (s.6 (2) (e);and,
6. to levy and to collect, sue to recover membership dues and to be assisted by the Commission in so doing (s.6 (2) (f).



Labour Act and Regulations

Most of the trade union rights and privileges are covered in the Labour Act and the Labour Relations (**Protection against Any Acts of Interference between Workers' Organisations and Employers' Organisations**) Regulations, 2003 SI 131 of 2003.

The same regulations provide for the following summarised rights and privileges:

1. to participate in lawful activities of the union (s. 4 (1) (b);
2. not to be compelled to relinquish trade union membership;
3. to approach a competent court if trade union rights are infringed;
4. to make representations in disciplinary hearings, conciliation, arbitration and Labour Court on behalf of other members;
5. to make representations in collective bargaining;
6. to be granted special leave to attend to union business;
7. to recommend collective job action;
8. to be protected from interference by the employer or employers' organisations in doing their official union business;
9. To be consulted by the employer whenever decisions affecting workers are to be made; and,
10. To be provided with reasonable facilities by the employer to communicate with each other and meet during working hours.

Section 65 of the Zimbabwe Constitution also bestows on trade union officials, the right to organise, to form and join trade unions and the right to strike.

Conclusion

The Public Service Regulations do not spell out the role of trade union representatives in disciplinary hearings as the right to represent members is only restricted to legal practitioners. The Labour Act, however, provides that workers have the right to be represented by a trade union official in disciplinary hearings. This is an anomaly which the legislature has to resolve if trade union officials are to be effective on the shop floor.



It must also be noted that the Public Service Act does not provide for the procedure to be followed if the employer violates the trade union officials' rights. There is also no remedy provided if these rights are violated.

Despite that deficiency, trade union officials, be they appointed or elected, have those above listed rights and privileges to enjoy in the execution of their duties as officials. In the event that these rights are violated, the victim may approach the Labour Court or the Constitutional Court for recourse as they may deal with unfair labour practice issues and constitutional issues, respectively.



CHAPTER 9

TOOLS FOR LEADING MEETINGS

The most universal complaints of leaders and employees alike revolve around meetings: too many, too long, no results, no follow-through. This section contains all the tools leaders require to hold successful meetings.

Process Cycle: Planning Effective Meetings and Events

The tool described here has been in use for so long that we could not trace it back to its original creator. When planning a business meeting or an event such as a workshop, management retreat, or conference, leaders usually plan content (e.g. topic areas), but often overlook or inadequately plan process (e.g. meeting purpose, outcomes being sought). This oversight can result in inefficient, costly meetings that fail to live up to their potential. People's time is expensive, so it is essential that meetings be carefully planned. The payoff is better decisions and greater commitment to implementing and following through on those decisions. The process cycle is a tool for ensuring that these pay offs are realized.

The Process Cycle

Use this tool to plan and communicate an event of any duration (e.g. a couple of hours, a day, a week). For ease of reading, the word meeting is used here, but could be replaced by seminar or the name for whatever event you are planning.

Process cycle step	What you need to do
1. Purpose (Answers the question: "What is the purpose of this meeting?"	Brainstorming the meeting purposes. Agree on what the purposes are and are not. (Reaching an agreement on what the purpose is not helps dispel false expectations and keeps the meeting focused. For example, someone might assume that a decision on a new product line should be made at the meeting, when, in reality, the leader or group only wants to focus on a marketing strategy for existing products.) Agree on the top two or three purposes for the meeting.



Process cycle step	What you need to do
2. Outcomes (Answers the question: "What will we take away from this meeting?")	Develop clear (measurable or observable) outcome statements. Outcome statements describe the benefits that participants and other stakeholders will gain as a result of the meeting. Outcomestatements provide focus and a basis for evaluating the meeting.
3.Steps (Answers the question:"What steps do we need to take to achieve our outcomes?")	Brainstorm what needs to happen before, during, and after the meeting to achieve the desired outcomes. Don't worry about sequence at this point. Determine pre-meeting assignments based on the outcomes being sought and agree on responsibilities for ensuring that pre-work is completed. Next, put these steps in sequence. A little fine-tuning, and you now have the event agenda.
4. Capabilities (Answers the question:"Who needs to be at the meeting and what	Who needs to participate in this meeting? Who should not be present? Whose presence is essential?
5. Feedback (Answers the question: "What evaluation and follow-through are needed after the meeting?")	How will this meeting be evaluated? Who needs to be informed of meeting outcomes? How do we capture our learning as a group? What will we do to continually improve our meetings?

Meetings: Purpose and Function in Work Groups and Teams

"Meetings fulfil a deep human need. Man is a social species. In every organization and every human culture of which we have record, people come together in small groups at regular and frequent intervals, and in larger tribal gatherings from time to time. If there were no meetings in places where people work, their attachment to their work would be less, and people would meet in societies, clubs or pubs when work was over"--- Antony Jay (1976) .



Attending meetings is a fundamental and essential process for workgroups and teams. No matter how well electronic and other communication methods are used, people are social beings and need face-to-face contact. Meetings can be effective or they can be a waste of time; they can be the best or the worst experience in a workgroup or a team. In addition, meetings are costly. For the benefit of a meeting to outweigh costs, the meeting must be guided by procedures, including basic rules of planning, leading and follow-up:

When meetings are well managed, people:	When meetings are not well managed, people complain that meetings are:
Come prepared Work hard Make important decisions Leave with a sense of accomplishment of important business and, produce results.	Too long; Called too often or not enough; Poorly organized and poorly led; Unfocused, or not focused on the most important issues; and, Easily diverted.

This tool will help you lead results-oriented meetings while also connecting with human needs for interacting and communicating. This table describes the range of purposes and functions that workgroup or team meetings serve when they are managed and led well.

Typical purposes of workgroup and team meetings
<ul style="list-style-type: none">✓ Sharing information and issues;✓ Defining priorities and direction;✓ Generating new options and making decisions;✓ Generating and gathering data, and sorting out complex situations;✓ Developing understanding and commitment to plans and action;✓ Reminding participants that they share a common purpose despite their individual jobs and roles; and,✓ Identifying participants to be accountable for and to perform certain tasks.



Typical functions or workgroup and team meetings

- Meetings define workgroups and teams, those present belong; those absent do not. Indeed, meetings are often the only occasions when a workgroup or team seems to exist. At other times, it may seem as if people are focusing more on their individual roles and projects than on group goals and team work.
- Meetings germinate group culture and enable group learning. Knowledge and experience are shared, work habits nurtured, influence and power exercised, and ways of understanding and working are established in the workgroup team.
- Meetings clarify collective purpose and focus. In this way, the workgroup gains and maintains power to achieve business results. Meetings also help members understand how their work aligns with the work of others in the group and with the group's overall success.
- Meetings support commitment to the group's purpose and to specific decisions and action plans. Membership implies an obligation to support group decisions.
- Meetings demonstrate status. Human nature being what it is, we are often concerned with our status relative to others in a group. One's standing and degree of influence is often displayed in the interactions and decision-making processes that take place in meetings.
- Meetings meet a very human need to be part of a group and communicate with other human beings.

How to Use This Leadership Tool

"Sometimes the meeting is the message and accountable results are simply by products. It is entirely the human inclination of ... managers to want a tribal assembly from time to time- the frequency usually varying according to the level of managerial anxiety- not only to communicate ideas and problems, but to see the expressions around the table (and) to gauge the mood..."--- Owen Edwards (1992)

How would you summarise or briefly describe the purposes and functions served by your workgroup or team meetings? Consider having members of your workgroup or team respond independently to the two questions posed here. After they have done so, discuss their answers within the workgroup or team, as a way of gaining clarity on meeting purposes and functions. After members' responses have been discussed in the group, prioritize them for the group as a whole. This will be a learning experience for the group, as the purposes and functions served by workgroup or team meetings are redefined and perhaps even significantly reframed.



An assessment for meeting leader skills

Use this table to assess your skills as a meeting leader. If you are serious about your development, you will ask others to assess your skills as well.

Assessing your success as meeting leader
Organizing the meeting Did you involve key participants in defining the purpose and outcomes for the meeting? Was the meeting plan distributed well in advance of the meeting? Did you ensure that people came to the meeting prepared? Starting up the meeting Did your opening remarks clarify the purpose, process, and boundaries for the meeting? Did you clarify your role as chairperson, and how it relates to the outcomes being sought from the meeting?
Relating with meeting participants Did you relate personally with each meeting participant? Were you positive and enthusiastic? Did you provide a comfortable setting for the meeting? Did you negotiate, clarify and adhere to ground rules with the group? Did you create a protective climate in which it was safe for people to speak up? Did you invite and support people's contributions to the meeting? Did you keep a comfortable pace? Did you start on time and end on time?
Facilitating the meeting Did you divide the meeting into orderly steps? Were discussions thought-provoking? Did you invite and challenge meeting participants to think and innovate? Did you offer your opinions? Did you enable meeting participants to tap the resources of the group as a whole? Did the discussion relate directly to the outcomes being sought from the meeting? Did you provide opportunities for meeting participants to share information with each other?

**Evaluating the meeting**

Did you ask meeting participants what they achieved?

Did you work with meeting participants to evaluate the meeting?

Reflecting on your success as chairperson

Did you take care of yourself by being well prepared for your role as meeting chairperson?

Did you specifically state to meeting participants your responsibility to them?

Have you considered how to build on your achievements as a meeting chairperson, as well improving where needed?

Meeting Roles

Each meeting role presented here is unique, although you may not require all of them at any given meeting. For example, not all meetings will benefit equally from having a time keeper or a process advisor. Nonetheless, consider the usefulness of these roles as you plan the various meetings you lead within organisations.

Roles and Responsibilities**Chairperson** (meeting leader)

- i. Provide overall leadership for the meeting;
- ii. Ensure that participants understand; also, promote commitment to the purpose, goals, agenda, roles, process and ground rules;
- iii. Orient the group to the meeting (e.g. introduce the meeting, restate purpose), and to each topic (e.g. why the topic is important, how participants are expected to contribute);
- iv. Focus the process of the meeting (e.g. keep the ground track, challenge the group to tackle issues, summarise decisions reached and plans made, summarise the entire meeting);
- v. Draw out the best thinking of the group (i.e. ensure that all members contribute, project minority opinion, test for consensus);



- vi. Share leadership with meeting participants, and build a climate for dialogue (e.g. open, encouraging, appreciative, non-defensive); and,
- vii. Work within the meeting ground rules and model the behaviour you expect of others in the meeting (e.g. minimize off-topic discussion, demonstrate commitment).

Meeting Participants (all involved)

1. Prepare for the meeting as requested, using the agenda as a guide;
2. Place items of concern on the agenda;
3. Arrive on time;
4. Support those who are filling other roles (e.g. meeting timekeeper);
5. Work within the meeting ground rules (e.g. minimize off-topic discussion, demonstrate commitment to the processes, be open to other people's methods of communication):
6. Participate (e.g. share views, respond to questions, provide input):
7. Listen carefully, constantly check perception of what was heard, and express differences positively;
8. Be alert to process (how things are discussed), to content (what is being discussed) and to outcomes (why you are meeting);
9. Organise input by speaking clearly when a contribution is relevant and making only one point at a time;
 - State the idea you want the group to consider;
 - Support your idea with evidence;
 - Ask meeting participants to respond to your idea; and,
10. Follow through on decisions and action plans agreed to at the meeting.



Recorder (scribe, minute taker)

1. Capture participants' thinking, preferably visibly on a flip chart, whiteboard, or other visible medium;
2. Clarify vague statements and unclear conclusions;
3. Record, preferably visibly, all decisions, the rationale and actions agreed upon; and,
4. Prepare and distribute meeting minutes promptly (within a day or two after the meeting at most).

Process Advisor (facilitator)

Be skilled in applying the principles and techniques of group process (e.g. organizing, goal setting, conflict management, brainstorming, problem solving, action planning, assigning responsibilities, questioning);

Timekeeper

1. Keep track of time and assist the group with time management during the meeting; and,
2. Help the group to start and end on time.

Administrator

1. Distribute the agenda and pre-work tasks well in advance of the meeting;
2. Ensure that the meeting facility and equipment are booked, set up, and ready to go;
3. Ensure that meeting equipment and materials are available and ready; and,
4. Ensure the refreshments are available.



The Chairperson's Role: Duties and Accountabilities

The chairperson is the meeting leader, and is accountable for the success of the meeting. As meeting leader, you need to be committed to the meeting's purpose, prepare thoroughly, ensure that others come to the meeting prepared and guide the meeting toward achieving defined results. Here is an outline of the chairperson's accountabilities and duties.

Chairperson Accountabilities

(what the chairperson is expected to achieve)

- ✓ Ensure that meetings are well planned, with a clear picture purpose and clearly defined outcomes;
- ✓ Ensure that the right people are invited to participate in the meeting;
- ✓ Ensure that participants come to the meeting prepared;
- ✓ Hold all meeting participants responsible for contributing to the success of the meeting;
- ✓ Ensure that meetings achieve their defined purpose and outcomes; and,
- ✓ Ensure that meeting minutes are accurate and are sent to meeting participants promptly.



Chairperson Duties

(what the chairperson is expected to do)

- Send the agenda to invited participants well in advance of the meeting. (The agenda should contain meeting purpose, outcomes, topics, and preparation required);
- Contract pre-meeting assignments with invited participants; and,
- Assign meeting roles.

Starting the Meeting

- Organise, open and facilitate the meeting;
- Clarify ground rules (e.g. expected participation and how closure on items will be achieved);
- Contract with meeting participants to finish on time, if they come prepared on time; and,
- Let meeting participants know the game plan (e.g. meeting purpose, outcomes being sought, the process to be used, exactly what will and will not be covered, and time available).

Facilitating Discussion

- Provide structure to facilitate meeting discussion and keep the meeting directed toward defined outcomes (e.g. interpret and clarify discussion in order to keep the meeting moving forward); and,
- Start discussion of each agenda item by clarifying why the item is on the agenda and what the group needs to accomplish (e.g. make a decision, preliminary discussion only, assign responsibilities).

Managing Participation

- Prevent misunderstanding by clarifying and summarizing the discussion whenever you or another meeting participant is not clear on what has been said; and,
- Listen carefully; encourage meeting participants to speak up; handle digressions promptly.

Keeping the Meeting on Track

- Get closure by summarizing decisions when ending discussion on an agenda item; confirm action plans, responsibilities, and timelines that have been agreed to;

- Check periodically to ensure that you are on schedule;
- Keep tight time limits for discussions, and let participants know how long each topic is expected to take (e.g. have times on the agenda, announce how much time is left on a given topic area); and,
- Keep a flip chart titled Parking Lot and park issues that you don't have time to handle or to finalise. (Get agreement with meeting participants as to how and when Parking Lot issues will be handled.)



The Meeting Agenda: Why, What and How?

A well planned agenda speeds up meetings and helps ensure that meaningful results are achieved. This tool provides useful tips and an application framework for preparing effective meeting agendas.

The Purpose of the Meeting Agenda	
✓	To define the purpose of the meeting;
✓	To plan meeting content and flow;
✓	To define results expected and assign responsibilities for each agenda item;
✓	To keep the meeting on track; and,
✓	To organize meeting minutes.

The Elements of the Meeting Agenda	
The meeting agenda:	
➤	Clarifies the purpose and the outcomes expected from the meeting;
➤	Lists the meeting date, start and end times and location;
➤	Lists the meeting participants and roles (e.g. chairperson, recorder);
➤	For each item on the agenda, notes the outcome being sought, who has responsibility for the item, and the time allotted for each item; and,
➤	Clarifies pre-meeting requirements and responsibilities. (Attach background reading as appropriate).



Guidelines for Working With the Meeting Agenda

- Note the reason for each topic on the agenda (e.g. information sharing, information gathering, decision making, problem solving);
- Order agenda items by importance, place in logical sequence (e.g. don't discuss the timetable for moving offices until it's agreed that budget funds are available to make the move this year);
- Don't allow the group to waste time on an urgent but unimportant or trivial agenda item, to the exclusion of a non-urgent but important item. This is when it really pays to put times on the agenda and stick to them;
- Organize the agenda so items that ought to be kept brief are introduced 10 or 15 minutes prior to lunch or some such break;
- Don't list a category called other business. This is little more than an invitation to waste time. This doesn't mean that, in an emergency, an extra agenda item cannot be added, nor does it prevent your including time for unstructured discussion after the meeting has ended;
- Aim for 1 hour meetings, 2 hours at the most. Effectiveness usually decreases after 2 hours;
- Pay attention to which items tend to unite or divide the group. Sequence these items appropriately. For example, you may want to start and end the meeting on a positive note;
- Consider placing agenda items of high interest to the group near the end of the agenda. Then the group may be keen to work its way through the agenda quickly. At any rate, they will have some useful work completed while energy levels are high. When they finally do reach these high-interest agenda items, energy levels will be reinvigorated;
- The chairperson is responsible for distributing the agenda well in advance of the meeting, in order to allow meeting participants' time to prepare; and,
- Title the pre-distributed agenda the proposed Agenda, then finalise the agenda with the group at the beginning of the meeting.

The Chairperson's Opening Remarks

Meeting leaders often rush directly into discussing content or topic items, leaving participants vague as to why an item is being discussed and what outcome is expected from the discussion. Making a brief introduction 3 or 4 minutes at the beginning of a meeting is one of the leader's most important responsibilities.

Done well, introduction yields a number of positive results:

1. It orients the group to the purpose of the meeting and clarifies the context of the meeting;



2. It enables meeting participants to sharpen their focus and, thus, helps shorten meeting time;
3. It provides an information base for the meeting; and,
4. It clarifies meeting process and minimizes unrelated discussion during the meeting.

The Chairperson's orientation remarks can be prepared in five steps.

1. Review Meeting Purpose and Process

- Restate the purpose of the meeting;
- Review the specific outcomes being sought from the meeting (e.g. "At the end of this meeting, we will have in place ----); and,
- Ensure that participants are clear about the meeting process and their role in the meeting (e.g. agenda, participation requested, ground rules).

2. Provide the Meeting Context

- Provides all meeting participants with the same facts, trends and evidence (e.g. briefly review historical facts);
- Review the present status of the problem (Why are we talking about this now?);
- Review what's known about causes of the problem (Distinguish fact from conjecture and note probabilities); and,
- State the consequences if the problem goes unresolved (the urgency of the problem).

3. Set the Meeting Boundaries

- Define a problem. A concise, well-organized problem definition will help a group to move quickly into working the problem.
- Set clear boundaries for the discussion. Maintain focus and insist that some issues be discussed in other settings.



- Don't dwell on past grievances. Focus on finding solutions to the present problems.
- Define the criteria for an effective solution. Set out constraints and decision rules (i.e. time, money, resources, policy and so on).

4. Agree on the Agenda

- Distribute the agenda well ahead of the meeting; label as proposed Agenda.
- Obtain the group's commitment to the meeting plan. (This prevents needless discussion.)
- Finalize the agenda with the group at the beginning of the meeting. Reaching consensus can be relatively easy at this early stage, before disagreements begin or positions become polarized.

5. Appoint a Recorder

- Handle this step before or at the beginning of the meeting.
- Inform the meeting participants as to how the recorder will be interacting with the group. (e.g. he or she will contribute a point of view, check the group's progress on each point, summarize decisions before moving on to other agenda items and so on).
- Any differences over the recorder's summary need to be clarified immediately, before moving on in the meeting.
- The recorder is also charged with writing the minutes.

The Meeting Minutes: Why, What and How?

Anyone at a meeting can record the minutes. However, the chairperson needs to be accountable for ensuring that the minutes are accurate and are distributed promptly after the meeting (i.e. within a day or two following the meeting). This tool reviews the purpose and elements of minutes and provides guidelines for writing them. Adapt these to the needs of your own workgroup or team.



The Purpose of the Meeting Minutes

- ✓ To encourage action and results and serve as a record of follow up;
- ✓ To avoid reworking old issues (as John Cleese put it, "deciding what was decided at the last meeting");
- ✓ To provide a record of the items discussed and decisions made; and,
- ✓ To provide input for subsequent meeting agendas.

Elements of Meeting Minutes

- Focus the minutes on meeting results or outcomes- decisions and agreed actions rather than on summarizing and recording meeting process and dialogue.
- Clearly list the meeting decisions and follow up actions to be taken, including who is responsible and by when.
- Indicate the disposition of each agenda item.
- List the names of the chairperson, any others who played a special role (e.g. recorder, process facilitator) and all meeting participants.
- Note the meeting date, location, duration and the times the meeting commenced and adjourned.
- Note date, time and place of the next meeting.

Guidelines for Writing Meeting Minutes

- The recorder should be able to write the minutes in near final form as the meeting progresses. If the chairperson summarises the discussion around each agenda item prior to moving on the next agenda item, the recorder should be able to use these summaries as confirmation for the minutes.
- In project teams, minutes are often recorded on a flip chart, whiteboard or electronic media so decisions and action planning are clear at the time.
- The minutes should focus on results and agreed on actions.
- The minute recorder can be very helpful in enhancing clarity and action, by summarizing the results of each agenda item in real time



during the meeting. For example "So what i am recording is that we decided XYZ, and that Chris will review this decision with Bryan and Jeff by April 5th."

- The minutes should be highly summarized, not burden to read. Be brief; summarize outcomes and points of agreement or disagreement; don't record detailed input.
- Avoid writing minutes for the purpose of informing those who were not at the meeting. Doing so is not only an onerous task, it also encourages people not to attend meetings. In addition, it results in long-winded minutes that people won't read.
- Be open to amending the minutes if meeting participants argue that something different was agreed upon; however; do not revise them for a minority view. Amendments are best handled by preventive actions: summarizing the decisions and actions during the meeting, and visibly recording the minutes using a common medium such as a flip chart or whiteboard.
- Write the minutes soon after the meeting and distribute them promptly (within a day or two).



Lay Out of Minutes

The name of the organization should be included in the main heading, followed by wording which evolves from the notice, but beginning with "Minutes of a Meeting..." as in the following example:

**ZIMBABWE TEACHERS ASSOCIATION (ZIMTA) 190 HERBERT CHITEPO AVENUE
P.O BOX 1440, HARARE**

MINUTES OF THE BRANCH EXECUTIVE MEETING HELD AT DZIDZO SCHOOL
ON MONDAY 13 FEBRUARY, 2015 AT 12:00 HOURS.

A list of those available should then be recorded

Present: Mrs K. Murisi (Chairperson) Chairperson name first

Mr D. Mpofu

Mrs J. Ngwenya

Mr A. Ncube

Mr K. Paradzayi

Mr N. Simudzai

Mr W. G. Taruvinga

(List other members in alphabetical order).

NB. At the end of the minutes, space must be left for the chairman's signature at the next meeting, and a space also for him to insert the date for signing.

The date of typing and a reference should also be included.

Adapted with modification from "Tools for Leading Meetings" (LASSOF Publications)



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5. Whener H.E. (2013) The Handbook for Teaching Leadership
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6. The Constitution, Rules and By-Laws of the Zimbabwe Teachers' Association (ZIMTA)
7. Labour Act (Chapter 28:01)
8. Constitution of Zimbabwe, Amendment (No. 20) Act, 2013
9. Public Service Act (Chapter 16:04)
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Statutory Instrument 45 of 1998.