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ABSTRACT

MENTORING AND COACHING EXECUTIVE SECRETARIES
IN THE ZIMBABWE UNION: A STRATEGY FOR CHANGE

by

Solomon Maphosa

Advisor: Skip Bell

ABSTRACT OF GRADUATE STUDENT RESEARCH

Project Dissertation

Andrews University

Seventh-day Adventist Theological Seminary

Title: MENTORING AND COACHING EXECUTIVE SECRETARIES
IN THE ZIMBABWE UNION: A STRATEGY FOR CHANGE

Name of researcher: Solomon Maphosa

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Date completed: August 2010

Problem

The Southern Africa Indian Ocean Division (SID) has never developed or implemented a program for coaching and mentoring newly elected leaders at any administrative level—division, union, or conference. Newly elected officers report personal and professional frustration as a result. It is reasonable to infer this has contributed to new leaders facing difficulty in delivering expected performance on the job, effecting their careers and service to the community of believers.

Methodology

The study followed the qualitative research paradigm. Qualitative research became a method of choice because it is descriptive in nature and it provides the

researcher with the opportunity to see the issue through the eyes of subjects being studied.

The project defined its population as incumbent and former local conference executive secretaries in Zimbabwe Union Conference (ZUC). It also sampled former executive secretaries of other unions than ZUC to find out whether or not executive secretaries in other unions in SID are prepared for office differently.

Results

The data collected revealed that all the respondents had not been coached or mentored and all had not had any properly planned and structured transition when they assumed office.

It also showed that the new executive secretaries did not have a clear understanding of their roles in the administration of the conference

Conclusions

A program for coaching and mentoring executive secretaries in the ZUC is a reachable goal. The information given by both the current and the former executive secretaries provides a framework to address the problem and also give guidance as to how change can be effected.

25% COTTON

Andrews University

Seventh-day Adventist Theological Seminary

MENTORING AND COACHING EXECUTIVE SECRETARIES IN
THE ZIMBABWE UNION: A STRATEGY FOR CHANGE

A Project Dissertation

Presented in Partial Fulfillment
of the Requirements for the Degree

Doctor of Ministry

by

Solomon Maphosa

August 2010

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IN THE ZIMBABWE UNION: A STRATEGY FOR CHANGE

A project
presented in partial fulfillment
of the requirements for the degree
Doctor of Ministry

by

Solomon Maphosa

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LIST OF ABBRIVATIONS

Committee	Executive Committee
EXCOM	Executive Committee
GC	General Conference of the Seventh-day Adventist Church
SID	Southern Africa Indian Ocean Division
ZUC	Zimbabwe Union Conference

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My brothers and sisters.

My lecturers and dissertation readers who took me step by step through the whole course of studies.

ROYAL
25% COTTON

CHAPTER 1

INTRODUCTION

Historical Context

The Seventh day Adventist Church in the Southern Africa Indian Ocean Division (SID) is experiencing dramatic membership growth. The largest conferences in the territory have memberships that equal or exceed division memberships in other parts of the world.

The researcher was elected as executive secretary of the West Zimbabwe Conference in 1993 after serving the church for 12 years in various capacities including pastoring churches and heading departments. When the researcher assumed duties as executive secretary no relevant guidance was available in executing the duties of the secretariat office.

Acquisition of knowledge, execution of duties, and development in the office had to be done through trial and error resulting in frustration for the researcher, colleagues, and the Conference Executive Committee.

In 1995, at the Division Council held at Mbagathi, Kenya, the researcher was elected as Zimbabwe Union executive secretary. Again, a lack of coaching and mentoring was experienced with the new responsibilities at the union level of the organization. Mid way into the 5 year term of office, the Division Secretariat offered a 1 day workshop to train and equip union executive secretaries that benefited the researcher.

At the General Conference (GC) Session of 2005, held in St Louis in the United States of America, the researcher was elected as executive secretary of the SID. Again, a void in coaching and mentoring was experienced. Instead of a coaching and mentoring programme there was an evaluation programme to assess the job skills of the executive secretary.

It was therefore necessary to develop a coaching and mentoring program aimed primarily at conference executive secretaries but from which executive officers at other levels of church organization could benefit.

Purpose of the Project

The purpose of the project is to provide a context informed program in the Zimbabwe Union Conference (ZUC) that provides coaching and mentoring experiences for executive secretaries in Seventh-day Adventist Church organizations. The executive secretary serves the organizational unit as the vice-president for administration, carrying such responsibilities as membership records, policy communication and retrieval, meeting management, planning, and other essential administrative roles. They are considered one of three officers with the president and treasurer serving the church organizational unit. The project aims at changing the way executive secretaries are developed in the ZUC territory through the medium of seminars and telephone conversations. It is also the purpose of the project to provide a replicable model for others to examine and adapt to their organizational units in the Seventh-day Adventist Church worldwide.

Statement of the Task

The task of the project is to explore how executive secretaries in Zimbabwe both at union level as well as conference level are prepared as they assume their secretariat responsibilities. After analyzing data collected, the researcher will then develop an orientation intervention strategy which will focus on developing the secretariat skills in order for the executive secretaries to function at their optimum level within ZUC and its territory.

Statement of the Problem

The SID, comprised of 27 conferences and mission fields and a membership of 2,500,000 at the time of writing, has never developed or implemented a program for coaching and mentoring newly elected leaders at any administrative level—division, union or conference. Training programs or literature to introduce newly elected leaders to their new roles do not exist. In most cases job descriptions have not been provided. Newly elected officers report personal and professional frustration as a result. It is reasonable to infer this has contributed to new leaders facing difficulty in delivering expected performance on the job, effecting their careers and service to the community of believers.

Justification of the Project

The researcher, as a division secretary, is in a position to hear the frustration of executive secretaries as they perform their duties. They speak of missed opportunities and lack of clarity. The project will argue for change in the orientation process and the support system for executive secretaries.

The project will argue that although the church is a spiritual organization it needs to be run professionally to achieve its stated goals and be respected by its members and the societies in which it operates. Since the church is administered through a committee system, with the Executive Committee being the highest repository of authority between constituency sessions, the project will argue for and also provide opportunities for the professional development of the executive secretaries who are critical players in the function of the Executive Committee and thus the entire organization.

The project will attempt to address the need of the church for a knowledgeable, confident and focused leadership by providing coaching and mentoring experiences to executive secretaries.

Expectations for the Project

The project considers the office of the executive secretary as critical to effectively run organizations in the Seventh-day Adventist Church and it therefore expects to deliver professionally run conferences in the ZUC territory through empowering executive secretaries by providing coaching and mentoring experiences for them.

The project also expects to produce informed, confident, and focused executive secretaries by helping to release the potential in them through seminars and workshops. It expects that this will give professional satisfaction to new executive secretaries.

It can be argued that deficiencies in professional execution of duties exhibited by new executive secretaries in their early leadership experiences have, to an extent, left lasting impressions on those they interact with. The project expects to improve constituency confidence in the ability of leadership to deliver professional ministry by giving them needed skills as they assume the duties of the office.

The project will produce training materials to coach and mentor newly elected leaders. These materials are expected to be used not only by the incumbent executive secretaries but also by each newly elected executive secretary so as to eliminate the unpleasant experiences consequent to assuming leadership roles without adequate preparation.

Delimitations

The project will address the following critical functions of the office of the executive secretary: (a) agenda preparation and handling, (b) effective minute writing, (c) policy development and interpretation, (d) the Executive Committee and its duties, (e) duties and responsibilities of Executive Committee members, (f) effective transition, and (g) meetings management. The list by no means purports to be the sum total of all there is to the functions of the executive secretary's office. The project acknowledges that areas like corporate governance, strategic planning, analysis of financial statements, and report writing among many were left untouched due to time and space constraints.

Limitations

The study aims at discovering whether or not local conference executive secretaries in the ZUC receive any office specific preparation at the point of or immediately after assuming secretariat functions. Although the study will propose and implement an intervention strategy it in no way purports to be exhaustive in its coverage of the critical areas addressed.

Methodology

The study follows the qualitative research paradigm. Qualitative research became a method of choice because it is descriptive in nature and it provides the researcher with the opportunity to see the issue through the eyes of subjects being studied. In addition to that, informal, unstructured, semi structured, structured, and telephone interviews are an integral part of the method. Informal interviews allow the researcher to recall and document interviews after the interviewing process (Hayden, 2006; Richards & Schwartz, 2001).

The project defined its population as incumbent and former local conference executive secretaries in ZUC. It also sampled former executive secretaries of other unions than ZUC to find out whether or not executive secretaries in other unions in SID are prepared for office differently.

The project first seeks to discover a theological basis of coaching and mentoring in the Bible. In this investigation it looks at (a) mentorship as a leadership imperative, (b) servant leadership in mentorship, and (c) the example of Jesus in mentoring and coaching new recruits. The theology was built around the mentoring experiences given by Moses to Joshua, Elijah to Elisha, and the Lord Jesus Christ to the 11 apostles. Selected books, journals, and articles on leadership, organizational culture, management, mentoring/coaching, personnel management, and corporate governance were reviewed to investigate whether or not coaching and mentoring makes a difference in the job performance of an individual.

The project developed and administered a 5 point Likert scale questionnaire for each group. The primary objective of the questionnaires was to discover areas that are not

being addressed in the current process of developing conference executive secretaries and also to discover areas where they felt they needed urgent training as new officers.

The questionnaire administered to the incumbent executive secretaries sought to establish the following.

1. Whether or not there was a formal transition procedure when the incumbent assumed duties.
2. Whether or not there was an intentional program to orient the new executive secretary into the new job.
3. Whether or not the executive secretary understood his role in the administration of the conference.
4. Whether or not the executive secretary understood the role and duties of the Executive Committee in the administration of the conference.
5. Whether or not the executive secretary felt competent in agenda formulation and handling.
6. Whether or not the executive secretary felt competent in crafting and processing minutes of the Executive Committee.
7. Whether or not the executive secretary felt competent in developing and interpreting organizational policy.
8. And to discover areas in which the executive secretary needed urgent training.

The questionnaire administered to former executive secretaries sought to establish the following.

1. Whether or not they had gone through a formal preparation programme for assuming the duties of the office of the executive secretary as they assumed office.

2. To discover the areas of their work where they felt they needed the most help as new executive secretaries.

3. What, based on their experience in the office of the executive secretary, they felt are the six most critical areas of training for the new executive secretary.

4. And to understand frustrations they experienced in the office of the executive secretaries as new officers.

The three conference executive secretaries in ZUC responded to the questionnaire, and 11 out of 12 former executive secretaries served with the questionnaire responded. Collected data was then analyzed and an intervention program based on the findings of the study developed and implemented. An evaluation of the intervention program has been done and the results and recommendations are reported in Chapter 5 of the study.

CHAPTER 2

TOWARD A THEOLOGY OF MENTORING AND COACHING NEW RECRUITS

Introduction

According to Rhodes (1994), Reglin (1998), and Belsterling (2008) mentoring as a concept has been around since at least the 800s B.C. Its beginning is attributed to Hommer's Odyssey, Belsterling (2008). Mentor in Hommer's Odyssey was a wise counselor as will be seen later in the chapter. Belsterling notes that the term mentor came to be expressed as a concept in the French Romance "Telemaque" in 1669 and thereafter came to be accepted as a noun meaning wise counselor. In 1750 according to the *American Heritage Dictionary* the word mentor became established as an English term ("Mentor," 2000).

Kostenberger (2004) observes that although the Bible does not use the word mentor, it contains a lot of mentoring relationships. In the Bible the Greek term μένω which means enduring relationships is used. This term occurs 113 in the New Testament and is used heavily by Jesus in His farewell message in John 14 and 15 to describe an abiding relationship which He desired to have with His 12 disciples. Jesus desired to have an enduring mentoring relationship with his disciples.

In this study mentorship will be discussed as the impartation of job related skills to a mentee in a servant like manner which will be non repulsive to the receiver. Coaching will also be looked at in the same light.

The chapter will establish the need for and relevance of mentoring and coaching relationships to leadership development in our times. It will accomplish this by studying the revolutionary leadership style which Christ presents in Mark 10, and also encapsulated in Isa 53. Other passages of scripture will be referenced to buttress development of the argument for the need for mentoring and coaching.

Although Hooker (1999) argues that there is no connection between Isa 53 and Mark 10:40-45 one cannot help but recognize the intertextuality of the latter to the former. Purdy (2008) notes that the leaders of Jesus time in the language of Mark 10:41-42 “lorded it over their subjects.” They used intimidation and force to ensure loyalty. They were worshiped by their followers in a sense. In Mark 10 Jesus presents a counter version to the ethos of the leadership of His time. In verse 43 He urges those of His followers who aspire to be leaders, to be servants. In Luke 11:43, He rebukes the Pharisees for their love of important seats at synagogues and greetings in the market place. In John 9, the Pharisees seek to control the religious convictions of those who looked up to them, even to the extent of throwing nonconformists out of the synagogue.

Jesus introduces a model of leadership that finds its expression in Isa 53. In this style of leadership true greatness is exhibited in service for and not in being worshiped by followers. A great leader is not fascinated with power and prestige but by serving the led. The leader leads as a servant and serves as a leader. He/she refuses to let his leadership

rest on the inherent power of a position but sacrifices to empower his followers (Crowther, 2009).

An Analysis of the Leader in Isaiah 53

The Leader's Background

Isaiah 53:1-2 begins,

Who has believed our message and to whom has the arm of the Lord been revealed? He grew up before him like a tender shoot and like a root out of dry ground. He had no beauty or majesty to attract us to Him, nothing in his appearance that we should desire him.

The servant leader grows up out of dry ground. According to Barnes (1979) dry ground means a barren waste where there is no moisture. The word *וּכְשֶׁרֶשׁ* (*kšdš*) which is translated root means a sprout. Barnes observes that such a sprout growing on a waste land is usually stunted for lack of moisture. Its appearance is humble and unattractive because its background or place on which it grows is not conducive to producing an attractive plant. Yet from such a background the servant leader grows to become an effective leader. It can be argued from the text that the background of the servant in this chapter gives hope and encouragement to ordinary people from dry and difficult backgrounds that they also can develop into effective servant leaders. Examples in support of this argument include the Lord Jesus Himself who was born in a stable, grew up in a carpenter's home, and had no house to stay in, in his adult life (Matt 8:20; 13:55; Luke 2:16). Joshua the son of Nun, who was born a slave, matured to adulthood as a slave, comes into focus in Exod 17 just after the crossing of the Red Sea and goes on to become part of the national espionage team, good motivator (Num 14:6-9) and latter to become Moses' aide and finally one of Israel's greatest leaders (Josh 1:1-6).

It is embedded in the text that a leader does not need to have a fertile background in order to lead effectively. Even a lowly background can produce an outstanding leader.

Opposition in the Servant Leader's Life

Verse 3 states: "He was despised and rejected by men, a man of sorrows, and familiar with suffering. Like one from whom men hide their faces he was despised, and we esteemed him not." In this text the servant leader is despised, rejected, not esteemed, and lonely. Sorrow and suffering are part of his experience. Warren (2007) supports the opposition motif in a leader's life. He observes that opposition and conflict are inevitable in the life of a leader. From the text it is also apparent that good leadership is not immune to opposition, rejection, sorrow, suffering, being misunderstood, and being unappreciated. The servant leader will be no exception to these experiences.

Sacrifice for Those in Opposition

In vv. 4-6 it says:

Surely he took up our infirmities and carried our sorrows, yet we considered him stricken by God, smitten by him, and afflicted. But he was pierced for our transgressions, he was crushed for iniquities; the punishment that brought us peace was upon him, and by his wounds we are healed. We all like sheep have gone astray, each of us has turned to his own way; and the Lord has laid on him the iniquity of us all.

The researcher observes from this text that the servant leader shows good leadership by not being vindictive to those who oppose him and those who seek to harm him. He also notes from the text that the leader takes up the followers infirmities and carries their sorrows. The leader accepts to be smitten and afflicted for the benefit of the ungrateful who like sheep constantly go astray each turning to his own way. He (Jesus) allows Himself to be disadvantaged for their sake. He accepts upon Himself punishment

due to them for their offences and suffers on their behalf. He leads to the advantage of the led and not for advantage of Himself. He leads to serve and not to be served. Leadership, for us as for Jesus, is about serving. According to Doukhan (2008) in Isa 53, leadership is salvation and not a privilege. Jefferson (2007) affirms the notion that the purpose of leadership is not the leader but the led. The leader leads for the people and not for himself and therefore should not be vindictive in his/her leadership.

This leadership concept radically opposes all concepts of power, authority, and control as expressions of effective leadership. It introduces and upholds a model of leadership that is humility based disregards personal gain and is follower centered. According to this researcher the message of the chapter, after the Messianic motif has been looked at, is that leaders should emulate the Messianic Servant's service to others rather than the self-benefiting authority over others.

Mark 10

In Mark 10 Jesus applies the servant leadership motif to Himself as the Son of Man, who came to serve and not to be served. It is to be noted that as He deals with issues of greatness that two of His disciples had raised, He does not denounce the desire to be great. He instead introduces a revolutionary way to greatness. The new way to greatness is not through lording it over κατακυριενω (*karakurienō*) which is, according to Moulton (1978), to "lord against, subjugate and control." It is for the one desiring greatness to be a servant διακονος an "attendant, one who runs on errands" and not only a servant but a slave δουλος (*doulos*).

Crowther (2008) notes that this is not just a call to do servant and slave activities, it is a call to embrace change as a person and that this change must happen deep in the

soul of one desiring to be great. The new formula to greatness is to adopt the attitude of Jesus who did more than just render servant service but took the form of a slave (Phil 2). This is not just a subtle shift in mentality but a radical internal change that has outward ramifications. According to Bekker (2008) Jesus demonstrated in His own life that the kenosis model is the key to effective leadership. It even brings transformation to the led.

It can be understood from the Gospel of John that Jesus introduced and practiced this style of leadership for His disciples to follow. He specifically instructs His disciples to follow His example (John 13:15). He, in other words, role modeled it for them. The Gospels show that Jesus' life fulfilled the prophecy of Isa 53 as can be seen in the Table 1 below.

Table 1

Jesus as the Fulfillment of Isaiah 53

Verses	Isa 53 (Prophecy)	Gospels (Fulfillment)
1-2	No amazing background	Born in a stable and lay on a manger (Luke 2:7) No place to call home (Matt 8:20; Luke 9:58)
3	Met opposition and rejection	Opposed and rejected (John 6:60-66; 7:25-30; 8:58-59; 9:27-29)
4-10	Sacrificed for those who opposed and rejected Him	Tortured and crucified for those who opposed and rejected Him

Leadership in Proverbs and Ecclesiastes

Pre-Requisite and General Characteristics of Leadership

Doukhan (2008) asserts that the pre-requisite for effective leadership in the wisdom literature is the fear of the Lord, which fear is seen as the beginning of wisdom

(Prov 1:7, 10; 9). To lead effectively a leader needs to fear God. A wise leader stands opposed to the foolish, who denies the existence of God (Ps 14:1) and are lazy and do not plan well (6:6-11). They are deceived by strong drink, cheap women (Prov 6-7) and lack judgment (6:32).

The wise are good learners and teach others the way of wisdom (9:9; 10:8). They give freely of their wisdom and gain more (11:24). The wise are encouraged to walk with the simple to make them wise (13:20).

Leadership Principles

The leader must be humble, fair, transparent, and objective and lead for the benefit of the led and not against them (Prov 3:31-34; 11:1; 12:15; 25:2-3; 31:8-9). In Ecclesiastes the leader has an ethical obligation to sharpen the dull axe so as to bring success (10:10). The leader is also called upon to create a prosperous future by planting seed at all times and casting his/her bread upon the waters. (11:1-3, 6). Finally, the leader must accept responsibility for his/her decisions (11:9).

Mentorship as a Leadership Imperative

According to Moldez (2008) mentoring and coaching are integral parts of the leadership revolution that Jesus initiated. His mission was to serve and to save (Matt 1:21; Luke 4:18-20). As has been shown above, for Jesus, leadership was not about exercising power for the advantage of the leader but power was for serving and saving. Power was for mission (Acts 1:8). He was not going to accomplish the mission alone. He needed leaders to carry the mission forward after His death and resurrection. According to Cairns (2008) from the beginning of His ministry Jesus embarked on a mentoring program by appointing the 12 to be disciples "so that He would be with them" (Mark

3:14). After mentoring them for three and a half years, He set them loose for mission (Matt 28:16-20). Redemptive leadership that seeks to fulfill the mission of Christ as exemplified by Him must of necessity concern itself with mentoring and coaching.

Doukhan (2008) points out that if the mission of Christ will be carried out the way He intended it to be then there should be intentionality on the part of church leadership to do the same for those coming into leadership. They must walk with the simple to make them wise (Prov 11:24). They must sharpen the dull axe to bring success (Eccl 10:10). They must shape the future of those coming into leadership by planting seed at all times and casting their bread in water for the sake of the future of the mission (Eccl 11:1-3, 6). In the spirit of Isa 53 they must be willing to mentor and coach new comers even if these may be a threat to their own positions in the future. He further observes that in the Messianic leadership style the leader gives salvation to the led at the cost of his life.

Moses the Mentor

The Bible shows Moses after being coached by Jethro (Exod 18:17-26) not only as a coach to those who were to help him in daily administration by acting as magistrates and judges but also as mentor of the future leader of Israel. Joshua is identified as Moses' aide since his youth. (Exod 24:13; Num 11:28). Aide, משרת (*mšrt*) in Hebrew, denotes one who attends to, one who serves, or one who waits on, Strong (1997). Joshua attended to and waited on Moses. The book of Exodus reveals that they spent a lot of time together. When Moses approached the presence of God on Mt Sinai (24:13) he took Joshua with him and left Aaron and the elders behind. When Moses came down from the mountain to deal with rebellion in the camp (32:17-18), he was with Joshua. When God spoke face to face with Moses in the tent of meeting (33:11), Joshua was always present

and did not leave the tent. It can be deduced from these texts that Joshua was always with Moses and saw firsthand how Moses communed with God and how he handled administrative issues.

Deuteronomy 34:9 records that Joshua was filled with the spirit of wisdom because Moses had laid his hands on him. Strong and Young show that the Hebrew word which is translated as wisdom in the passage above is the word חכמה (*chkm*). This same word according to Young and Strong also denotes skill, or to be skilful. This may suggest that Joshua was skilful because Moses had laid his hands on him. The word translated as hand is the word יד (yad). This word according to the sources mentioned above is a primitive word that denotes an open hand. The word literally means an open hand in distinction to a closed one (Strong, 1997; Young, 2002). Strong (1997) observes that figuratively, an open hand indicates power and direction. This then would suggest that a secondary meaning of the text would be that Joshua was skilful because Moses gave him direction and power. In other words Moses mentored Joshua his aide and prepared him to succeed him.

Somers (2008) points out that a good mentor prepares his mentee to be better at the job than the mentor. A careful analysis of Joshua's leadership skills after the death of Moses attests to the value of the mentorship he received from Moses. It can be argued that since Joshua was Moses' aide from his youth, he must have been there when Moses pointed his staff at the Red Sea and the waters parted (Exod 14:21). This experience must have helped him when he was commanded by God to cross the flooded Jordan. He had seen from his mentor's experience that nature is obedient to God hence his courage not

only to face the raging Jordan but to go a step further than his mentor and command the sun to stand still while he finished an assignment given him by the Lord (Josh 10:12-14).

Joshua must have studied why Moses, on reaching the borders of the Promised Land, had failed to take Israel across. This is shown by how he improved on Moses' espionage plan. Moses had sent 12 men to spy out the land in preparation for entry into Canaan (Num 13:3-15). Joshua had seen how the ten spies had complained and demoralized the people and well-nigh caused a big rebellion against leadership. In his improved version of national espionage he had a two men team put in place and assigned to do the project (Josh 2:1). The results far exceeded those of his mentor.

As a mentee Joshua must have observed Moses stressed by an administrative program that lacked delegation of duties to others. He must have observed the difference delegation of duties made in administration after Moses had implemented Jethro's advice. In his administration he shied away from Moses' points of failure and delegated responsibilities to the elders for the smooth running of the program (Josh 1:10; 4:4).

In Moses' administration rebellion, grumbling, and complaining were common occurrences. (Exod 14:11-12; 15:24; 16:2-3; 17:2-3; 32:25-29; Num 11:1; 14:1-4). A careful study of Joshua's administration shows no murmurings and complaints against his administration. Instead the people pledged loyalty and warned each other against rebellion (Josh 1:16-18). This phenomenon can be attributed to among other factors that he had benefited from observing what worked and what did not in Moses' administration.

It is, however, a worrying observation that while Joshua had benefited immensely from being mentored, he did not pass the torch on to the next generation. He did not mentor anyone to succeed him as Moses his mentor had done. In summarizing the total

chaos that followed this inexcusable neglect, the book of Judges simply says, “In those days Israel had no king; everyone did as he saw fit (Judg 4:25). The message from this experience is that mentoring and coaching are a must for any administration if chaos will be avoided and the organization’s mission and values to be carried on to the next generations.

Elijah-Elisha Mentor Mentee Experiences

Elisha’s Attitude

Elisha’s response to Elijah’s proposition as recorded in (1Kgs 19:19-21) is interesting to note. When Elijah, without saying a word, threw his cloak around Elisha, his immediate reaction was to leave what he was doing and run after Elijah. He immediately slaughtered his beasts and burnt his equipment and kissed his family good bye to become Elijah’s משרת (*mšrt*) defined by Strong (1997) as “one who waits upon and learns from him.” Elisha’s attitude was that of sacrificing anything that could have stood between him and his desired goal (19:21). His expressed desire was to have a double portion of Elijah’s Spirit (2 Kgs 2:9).

An examination of Elisha’s leadership shows how much he was influenced by Elijah’s life. There are similarities in the miracles they performed. Both had experiences in feeding and resurrecting people and they both had experiences with armies sent to capture them. Both of them had water miracles: rain with Elijah and water in ditches for Elisha. It is of special note however that Elisha’s work far exceeded that of his mentor. He is even deemed to be equal to or more than the chariots and horsemen of Israel (2 Kgs 13:14), a title that his mentor never got. The miracles of Elijah recorded in scripture are as follows: (a) feeds widow and her son (1Kgs 17:7), (b) resurrects a boy (17:17), (c) fire

from God (18:16-38), (d) prays for rain (18:42-45), and (f) fire consumes men (2Kgs 1:10-12). Comparatively the list of Elisha's miracles doubles that of Elijah: (a) parts waters of the Jordan (2:13), (b) heals water (2:19-22), (c) bears maul youth (2:23-25), (d) water in ditches. (3:15-20), (e) widow's oil (4:1-6), (f) restores Shunamite's son (4:8-36), (g) cures poison in food (4:38-41), (h) feeds a hundred people (4:42-44), (i) cures Naaman (5:1-15), and (j) floats axe head (6:1-6).

Elijah and Elisha's mentoring experience shows that a mentee with the right attitude can take the work to heights that by far exceed those envisioned and reached by the mentor. And thus according to Somers (2008) a mentee with the right mentor and right attitude can more than double the mentor's output. The mentee must however want to learn and must want to do better.

Servant Leadership in Mentorship

To effectively deal with servant leadership as it relates to mentorship it is necessary to first of all understand what servant leadership is and what mentorship is all about. Greenleaf (1970) popularized the term servant leadership. Young (2002) defines servant leadership as a uniquely biblical style of leadership which seeks to enrich the lives of those being led through servant hood. It is expressed through authentic humility that serves others and leads them to be servants as well.

In the Bible, leadership is about serving as a servant and even as a bondman. In the New Testament the word that is used to denote servanthood is the word *διακονος* (*diakonos*) (Matt 20:26). According to Moulton (1978) a servant in the sense of *διακονος* is an attendant, one who waits upon, and renders service to another. Jesus

associated true worship with service (Matt 7:21-23; 25:34-46). In the final analysis it is those who served who are granted entry into the kingdom.

According to Young (2002) to serve in the Old Testament is to עבד ('bd) which is to be subject to and to work for (Gen. 14:4). It is to work under and bow to (Gen 27:29). It is to render service in return for something of value to the one rendering service (Gen. 12:31). All references of either עבד ('bd) or עבדו ('bd) are associated with rendition of service to or for or under. Servant hood in the Old Testament is radically opposed to lording it over others. It can only be expressed in selfless service for others.

Humility of the Servant

Among the qualities that define a servant in the Biblical sense is humility. In 1 Pet 5:5, God is opposed to the proud but gives grace to the humble. The word pride is translated from the word υπερηφανος (*uperēnphanos*) which according to Moulton (1978) literally means one who shows himself above other people.

Barclay (1976) notes that the word used in 1 Pet 5:5 to instruct people to clothe themselves with humility is the unusual word εγκομβομαι (*egkomboomai*). This word comes from κομβος (*kombos*) which means anything tied with a knot. The word is closely related to the word εγκομβομα (*egkomboma*) which means a garment tied with a knot. This same word was used for a slave's apron. Jesus at the Lord's Supper girded himself with the apron of humility and did a slave's job. It is of note that He instructs His followers to do the same.

Barclay (1976) further observes that the same word εγκομβομαι (*egkomboomai*) which is a middle voice from κομβω (*kombow*) can be used for a different garment. It was also used for putting on a long garment which was a sign of honor. He argues that

when the two images are put together the inevitable meaning is that in order for a person to put on the garment of honor and greatness, he/she must first of all put on the apron of a slave.

According to Prov 8:13, "The fear of the Lord is to hate evil: pride and arrogance." In 11:2, "Pride cometh then cometh shame." "Pride," in 16:18, "goeth before destruction." In 29:23, "a man's pride shall bring him low." Pride in scripture is not only repellent to God, it also repels people. In the context of mentoring and coaching, very few people if any would want to sit at the feet of and be mentored or coached by a person who is surrounded by an air of superiority. Lack of humility transformed Lucifer into Satan (Isa 14:13; Ezek 28:17). Christians are admonished to be humble (Col 3:12). If a person is to have influence and be honored they need to be humble (Prov 15:37).

Revolutionary Humility

Barclay (1976) attests that Jesus demonstrated revolutionary humility by accepting human beings who were considered second class citizens. At a time when it was considered demeaning for a respectable Rabi to speak to women and children in public, He modeled revolutionary humility. He commanded His disciples to allow little children to come to Him. He spoke to the woman at Jacob's well. He allowed a woman of questionable virtue to touch Him and wipe His feet with her hair (Mark 14:3-6).

He showed revolutionary humility by touching the untouchable lepers. To demonstrate saving humility Christ touched lepers who according to Lev 13:45 and Mat. 8:2-3 were not supposed to be touched or be found in the company of clean people. They were to register their presence by shouting "unclean" whenever people approached them (Lev 13:45).

Jesus modeled humility and approachableness that called out to people of questionable virtue, who normally would not approach a holy person, to seek His presence. Christ indeed modeled to His mentees true humility and what it could do.

As already stated above servant leadership is not just about being humble but about service. Moldez (2008) points out that to effectively pass the idea of service on to the mentee, the servant leader must create an environment that is conducive to the impartation of the skill. The servant leader, fired by the vision of creating other servant leaders, must dedicate himself/herself to equipping and liberating others to fulfill God's purposes in their lives by creating a user-friendly environment for them to learn. He should create an environment where the mentees can see and learn.

Attitude of Servant Leaders

To create a mentee friendly environment calls for mentors not to yield to the temptations of the position oriented first century leaders. The Apostle Peter who lived among such leaders outlines attitudes that should characterize servant leaders. In 1 Pet 5:2-3, he says,

Be shepherds of God's flock that is under your care, serving as overseers—not because you must, but because you are willing, as God wants you to be; not greedy for money, but eager to serve; not lording it over those entrusted to you, but being examples to the flock.

“Lording it over” is translated from the word κατακυριεύω which means to lord against, control, and subjugate (Moulton, 1978; Strong, 1997). He admonishes that servant leaders should ignore the power of a position and demonstrate a genuine concern for people through modeling the spirit and attitudes of Christ. He instructs that servant leaders should be eager to serve, not lording it over those entrusted to them, and that they should be examples to the flock.

Aven (2003) observes that positions of leadership often confer upon leaders more power over others than warranted. Leaders should demonstrate a genuine concern for people through tenderly serving them and model the spirit and attitudes of Christ. In essence, servant leaders should be caring shepherds who lovingly protect and nurture those under their care. And if required, bleed and die for the welfare of their flock.

Mentorship

According to Belsterling (2007) the term mentor comes from Greek mythology. Odysseus, before going to fight in the Trojan War placed his son Telemachus under the tutelage and care of a wise sage whose name was Mentor. Mentor's task was to educate the boy in mind, soul and spirit. When Odysseus came back after ten years in the war he found that his son had grown into a mature and wise man. Hence the term mentor. Hurlbut (2007) acknowledges that the term mentor cannot be found in the Bible. However he argues that mentoring experiences are found all over the Bible.

Mentorship is defined by van Rensburg (2004) as a process of transferring specific knowledge from the mentor to the mentee. Goerling (2008) adds that it is a relational experience in which one person empowers another by sharing God-given resources. Thus according to Moldez (2008) it explores as well as appropriates the power of relationships as a means for transformation.

Stanley and Clinton (1992) argue that throughout history mentoring has been the primary means of passing knowledge and skills down in every field and in every culture. The knowledge transferred by the mentor has two components: tacit and implicit knowledge. Tacit knowledge is knowledge that can be shown and seen. Implicit

knowledge is knowledge that comes from years of experience which the mentor demonstrates to the protégé.

Servant leadership in many ways sets the stage for effective mentoring. It eliminates from the mentor those character traits and mannerisms that would render him/her unacceptable and therefore ineffective to the mentee. It brings the mentor to a level where he can cause the mentoring experience to happen. The servant attitude makes the mentee want to learn. Many would be mentors lose their influence by failing to be humble. The mentee can easily identify with and listen to a humble person.

As seen in the definition of servant above the essence of servanthood is service. A servant as defined above has no other viable choice but to be humble if he/she will achieve his/her goal. Those that the servant serves must want to be served by the servant. Humility helps the servant achieve this. Jesus modeled this by adorning an *εγκομβομα* (*egkomboma*), slave's, apron and like a slave washing the feet of those He was mentoring (Joh13:12-15). Clearly this act of humility reached the hearts of the disciples, as confirmed by their reaction to it.

Christ the Mentor

The Great Commission which is recorded in Matt 28: 16-20 reads thus,

Then Jesus came to them and said, "All authority in heaven and on earth has been given to me. Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you."

A careful examination of this text shows that Christ had a clear vision and a well defined goal relative to the work of spreading the gospel. It can be deduced from the text that the vision was; the disciples going to the entire world. And the goal was to make disciples of all nations.

An analysis of the text shows that the great commission has 3 participles and 1 imperative. The participles are (a) πορευθεντες (*poreuntes*) which means going, (b) βαπτίζοντες (*baptizontes*) which is baptizing, and (c) διδασχοντες (*didaschontes*) which is teaching.

The imperative is μαθητευσατε, which is a command to make disciples.

According to Summers (1950) a participle is a helping verb. The present participle indicates continuous action. The words πορευθεντες (*poreuthentes*), βαπτίζοντες (*baptizontes*), and διδασκοντες (*didaskontes*) are all present active participles which mean that they indicate continuous action. On the other hand an imperative indicates a direct command for a potential action to take place. It is like saying to a child, run! The child is not running yet, but is commanded to run.

From this observation it can be seen that the goal of the great commission is not going, baptizing, and teaching because these are participles. The direct command is to make disciples. It therefore can be argued that Christ's goal in the Great Commission is to make disciples of all nations.

A goal of this magnitude calls for an implementation strategy that matches the vision's complexity and demands. Analyses of the Gospels show that Christ understood the value of mentoring in the realization of His vision and goal and was intentional in implementing it in His ministry.

The Gospels show that Jesus spoke and ministered to crowds but He chose the twelve to be His disciples. Among the twelve disciples He even had an inner circle of three. It is significant to note that when He gave the Great Commission, His audience was the 11 disciples and not the multitudes (Matt 28:16-20). The question that begs to be

asked on this incident is Was this an oversight on His part or was it intentional? Could Jesus, being God and the commission being His passion, vision, and goal have made such an oversight?

Berkhof (1982) argues that God is devoid of all change and that the incarnation brought no change in the Being or perfections of God. He goes on to define the knowledge of God as that perfection of God whereby He, in an entirely unique manner, knows Himself and all things possible and actual in one eternal and most simple act. He observes that God's knowledge is innate and immediate and does not result from observation or a process of reasoning. He sees things at once in their totality and not piecemeal one after another. In short He is omniscient.

If God's knowledge is all-comprehensive, then the answer to the question above must be no. The choosing of the twelve was intentional. Jesus knew that He was setting in motion a dynamic force that would replicate itself to the end of time. He had properly mentored the eleven for three and a half years. Their work was clearly defined for them. They were to make disciples of all nations and He had shown them how.

The Disciples and Mentorship

According to Moulton (1978) the word disciple is translated from the word, μαθητης (*mathētēs*) which means a taught or trained one. Μαθητης (*mathētēs*) comes from the word μανθάνω (*manthanō*). According to Strong (1997) in Phil 4:11; 1 Tim 5:4, 13 this word is translated to mean to learn by practice or experience or to acquire a custom or habit. When applied to the Great Commission, this means that Jesus had taught and trained His disciples and that the disciples had learned from Him by practice and experience, and they had acquired a custom or habit from Him. It can be concluded that

He had replicated Himself in them. His vision was now their vision and His goal was now their goal. Thus they too were to go and replicate themselves in others who in turn were to go and do the same in others ad infinitum. It is clear then that Jesus in coaching and mentoring His disciples intended that they would remember and reproduce what they had learned through association with Him.

The Disciples as Witnesses

The end product and main purpose of mentoring His disciples was to make them *witnesses*. A close look at the word witness sheds more light on the role of mentoring and coaching in Jesus' strategy of executing the gospel commission.

Moulton (1978) and Young (2002) reveal the following about the word μαρτυς: It is the word from which "witness" is translated. In Matt 18:15-16 and Heb 10:28 it is translated to mean one who is present when matters of dispute are discussed and will later be called upon to testify to the truthfulness of the issue under consideration. In other words it refers to a judicial witness. In Luke 24:48 and Act 10:41 it describes those who are witnesses to a circumstance and can testify to the truthfulness of the occurrence because they were present and saw it when it happened.

In Rev 1:5; 3:14; 11:3 the word describes one who is a testifier of a teaching or doctrine or, in other words, one who attests to the validity of the doctrine. In Rev 2:13; 22:20 the word means one who will not give up his/her faith to the point of dying for it.

The following summation regarding the different nuances encapsulated in the word μαρτυς emerge.

1. A witness is one who can testify to the truthfulness of the issue under consideration like an eye witness in court who says, "I was there and I saw. It is true."

2. A witness is one who can testify to the truthfulness of an occurrence. In other words, one who can say, "It is true, it happened before my eyes."

3. A witness is one who can testify to the truthfulness of a doctrine or teaching. The person knows the validity of the doctrine or teaching and can stand up for it.

4. A witness is one who sacrifices his/her life rather than give up his/her faith.

A survey of the book of Acts and the apostles' epistles confirm that Jesus' method of making disciples produced disciples whose work and lives fit into the description of a witness as encapsulated in the word μαρτυς. The disciple John says, in 1 John 1:1, "That which was from the beginning, which we have heard, which we have seen with our eyes, which we have looked at and our hands have touched—this we proclaim concerning the Word of life." John is clearly a witness and a disciple of Jesus. To a large degree, the effect of His encounter with Jesus can be felt in this text. He is saying it actually happened, I was there, and I experienced it. It is real.

The experiences of the Apostle Peter and the other disciples as recorded in Acts 2:14-40; 3:11-26; 4:2, 8-12 show how they testified to the validity and truthfulness of the doctrine of Christ and the power of His resurrection. The effect of Jesus mentorship program on them is so evident to the extent that those who observed them were "astonished and took note that these men had been with Jesus" (Acts 4:13).

In Acts 7 the deacon Stephen sealed his witness for Christ by being martyred for the cause of Christ. His experience testifies to the effectiveness of the mentoring program that Jesus instituted. Just as Jesus had sacrificed his life for the cause, Stephen followed His example and sacrificed his life for the same cause. The New Testament records that

Stephen was one of the many who sealed up their testimony by the shedding of their own blood.

Moldez (2007) observes that leaders are not produced primarily through lectures or reading books, though each of these can play a part. The most important influence in the shaping of a leader is his/her interaction with other people. Effective leadership development includes the creation of an environment where life touches life through significant deep relationships. Jesus created such an environment and changed His disciples' lives.

Mentoring is transformational in nature as can be seen in the experiences of Jesus and His disciples. The writings of John reveal a radically different John from the one recorded in Luke 9:54. The boldness exhibited by Peter in the book of Acts shows a different Peter from the one who denied his Master (Luke 22:54-62).

John Mark under the gentle mentorship of Barnabas becomes the Mark that Paul cannot do without (2 Tim 4:11). The effect of Barnabas over the radical Paul (Act 9) who in turn goes on to mentor Aquila and Priscilla, Timothy, Titus, and many more.

The primary goal of mentoring is to produce new leaders who in turn will reproduce themselves in others. In a bid to achieve this, Paul in 1 Cor 11:1 uses an interesting word. He uses the word μιμεται (*mimetai*). This word comes from the word μιμεομαι (*mimeomai*) which means to imitate, to follow as an example, and to strive to resemble (See 2 Thess 3:7, 9; Heb, 13:7; 3 John: 11). McClane (2008) notes that in Greek thought the word suggests a reflection that is also reality. It is reflecting the mentor in such a way that a oneness with him/her is the result. The apostle Paul, therefore, is clearly

seeking to reproduce himself in those that he is writing to. He is the model after which they should order their lives.

Mentoring is Grace Based

Transformational mentoring is grace based. God's unconditional love and His unlimited patience with the ever erring human beings is the corner stone of a mentoring model that transforms lives. Scriptures abound with samples of this.

If 1 Tim 1:15–16 were to be read in the context of mentoring experiences, the apostle Paul would be noting that he, being the worst of the candidates of grace, found a mentor who showed him unlimited patience.

Barclay (1976) points out that the word that the apostle uses for patience is the word μακροθυμία (*makrothumia*). He further observes that this word is the characteristic Greek word for patience with people not things. It is the ability not to lose patience with people when they are foolish. It is not to grow irritable when people seem unwilling to learn. It is to accept their folly and blindness and still be willing to work with them.

Μακροθυμίας (*makrothumias*) is God's attitude toward human beings (Rom 2:4; 9:22; 1 Pet 3:20). God puts up with human beings even when it is not easy to do so. This is the typical attitude of transformational mentoring. It is patient with people as it seeks to transform them. Grace based mentoring is the model that forms Christ's strategy to achieve His goal of making disciples of all nations.

Conclusion

The success of a leader is to be measured by the legacy he/she leaves. His/her influence should extend well beyond his/her lifetime. The practices of mentoring and coaching accomplish that. As was shown in the chapter mentoring and coaching accept

people from all backgrounds. Mentoring and coaching take people at whatever level of development they find them and so develop them to levels where they are more effective than the mentor.

Passages of scripture studied in this chapter provide a template that can cause a revolution in today's mentoring and leadership development arena. The leadership concepts contained in these passages of scripture if followed and practiced will produce wise, humble, self sacrificing, and self replicating leaders whose view of power and its use is unknown in today's leadership world. The concepts embedded in scripture call for leadership that leads for the benefit of the cause and the led than for the leader.

There is need for church leadership not to depart from the leadership replication strategy as practiced in both the Old and New Testaments. Today's leadership should learn from Joshua's experience; he ignored mentorship and coaching.

As has been shown in the chapter, mentoring and coaching are Jesus' method of achieving His goal of taking the Gospel to the ends of the earth. The 11 that He mentored turned the pagan Roman Empire upside down with the Gospel, and the Good News still resonates throughout the world two millennia later. According to Borek, Lovett, and Towns (2005), mentoring is the biblical way and Jesus' way of developing leaders, and should serve as the model for all leadership development.

CHAPTER 3

LITERATURE CONTRIBUTING UNDERSTANDING TO CHALLENGES IN MENTORING AND ORGANIZATIONAL CHANGE

Introduction

The business world is ever changing. Command and control structures are giving way to flatter and more agile organizational structures. In this new business environment it is argued that only those organizations focusing on developing people will succeed in achieving their business goals (Meyer, 2007; Magee & Kent-Feraro, 2001). The facts on the ground are that many new and inexperienced executives, both in the profit and nonprofit organizations, often find themselves thrown into the deep fray of top offices without anyone having taken them step by step on the do's and don'ts, the whys and why not's of executive leadership. These individuals are unfortunately expected to deliver competent, world class performance that moves organizations forward. Tucker (2007) observes that this practice needs to be corrected as it is neither beneficial to the organization nor to the new executives.

The literature reviewed asserts that for organizations to survive the relentless pace of transformation and change they need to be nimble and display dexterity that rests not on agile systems but on people who are able to perform. There is a need for businesses to develop talent and leadership and to adapt to management styles that can help organizations make it in the ever changing world of business (Mthembu, 2007). While

the researcher agrees with Tucker (2007) that in this new business environment, the most valuable assets that businesses have are its people and that they are the very soul of businesses, the researcher wishes to qualify this statement and say that it is trained people who will help businesses achieve their goals. It is therefore the researcher's argument that these people that are the very soul of success in the business world need to be shown what to do, how to do it, when to do it, and why it should be done. In other words, they need to be coached and mentored if they are going to rise up to the challenge and help organizations meet their goals.

Mentoring and Coaching

The literature reviewed shows that mentoring and coaching, although new in the management arena, hold the answer to human capital development that will see organizations adapt effectively to the ever changing business environment. Authors (Mthembu, 2007) see these two as the solution to the manpower problems that plague organizations in today's unpredictable business environment. Van Rensburg (2004) strengthens this argument by adding that mentoring and coaching liberate people's potential into actual relevant job skills thus ensuring the continued supply of right skills at any moment of the company's life. This suggests that a company that mentors and coaches will always have the required skills to survive in the ever changing business environment.

Differences Between Coaching and Mentoring

There have been debates as to whether or not coaching and mentoring is one and the same thing (Passmore, 2007). In pursuing the argument it has been discovered that they both deal with imparting skills. Some authors argue that if there are any differences

between coaching and mentoring at all, “the edges are undoubtedly blurred” (Anna, 1999; see also Passmore, 2007).

Meyer (2007), Holliday (2001), and Tucker (2007) support this position by arguing that the difference between mentoring and coaching is insignificant. They also see mentoring and coaching as members of the same family in that they both deal with development and enablement of people. Van Rensburg (2004) also agrees that they are both about empowering people by liberating their potential into actual job skills through interaction at a personal level.

Why Mentoring and Coaching

The answer to the question, why mentoring and coaching are the method of choice in developing and imparting skills to the conference executive secretaries in ZUC, lies in defining and understanding the definitions of the two terms.

Mentoring

There is no universally accepted definition of mentoring. Most authors define mentoring as a long term relationship between mentor and mentee in which the mentor trains the mentee to do his/her job well. In this relationship the mentor shares his/her experience and wisdom with the mentee to enable him/her to take on the tasks of the job effectively. The mentor role models for the mentee. The mentor walks alongside the mentee giving him/her hands-on instruction (Bell, 2002; Stone, 1999; Holliday, 2001).

Cohen (1995) and Margo (1999) view mentoring as an empowering behavioral activity between mentor and mentee that promotes critical thinking, the power to take diverse perspectives and the will to take positive actions. They see mentoring as a series of processes of guiding the desired behavior changes to enable the mentee to execute

his/her duties confidently and effectively. This view of mentoring and coaching strengthens the researcher's argument and position that for a turn around to be effected in the secretariat offices in the ZUC, mentoring and coaching are the method of choice.

The researcher observes and argues that the Seventh-day Adventist Church has the right structure and policies for the implementation of a mentoring and coaching program. Both the GC and SID policies provide for an internship program for incoming pastors and accountants. The internship program is intended to ensure that the intern learns the skills required for the job by working with an experienced worker for 2 years before the intern can stand on his/her own (GC, 2007-2008, C65, L10). This in the view of the researcher is a coaching and mentoring program.

In the structure of the Seventh-day Adventist Church, local conferences fall under the direct supervision of the union. It is the researcher's vision that union executive secretaries will be equipped and empowered by the project to intern the incoming executive secretaries by mentoring and coaching them. The researcher argues that as part of the empowerment program a clause that makes it mandatory for the office of the union executive secretary to coach and mentor the incoming conference executive secretaries be inserted in the bylaws of the union constitution in the article that deals with the union executive secretary's job description.

Not only are mentoring and coaching about skills impartation, they are also about retaining skilled staff (Meyer, 2007). It is the researcher's hope that mentoring and coaching will deliver more than skills impartation, but will also cause the church's constituency sessions, as far as possible, not to remove from office productive executives

as is done in the case of treasurers. This will help the church organization move forward and build membership confidence.

The researcher argues that if executive secretaries are well mentored and coached and are productive, constituency sessions may refrain from changing them frequently as they will be seen to be adding value to the organization.

Coaching

As has been stated above, there is no major difference between coaching and mentoring. Somers (2008) says that coaching is a process of helping others improve their performance at work. It is designed to identify desired outcomes, set specific measurable goals, and organize strategic actions toward the realization of goals. This definition suggests that if coaching is properly done for the executive secretaries in ZUC their performance at work will improve and the organization's strategic goals will be realized.

According to Whitworth and Kimsey-House (2007) and Magee and Kent-Feraro (2000), coaching is a personal relationship which creates change by unlocking a person's potential to maximize their performance. The researcher finds it to be the logical vehicle to be used in bringing change and transformation to conferences in ZUC because coaching translates directly to clearly defined performance outcomes.

Benefits of Mentoring and Coaching

According to Mahmoud (2007) and Magadlela (2008), the benefits that mentoring and coaching offer in today's ever changing business climate include, as has been seen, retention of scarce skills and transfer and maintenance of critical knowledge within the organization. Coaching and mentoring provide a learning channel that effectively

transfers and maintains critical knowledge within the organization. Customization of skills in relation to the core activities of the business is retained.

In the researcher's view all the benefits listed above argue for mentoring and coaching as the methods of choice in addressing the training needs of the secretariat of the church in Zimbabwe. There is however an advantage of coaching and mentoring that the researcher suggests that the Seventh day Adventist Church should explore for possible implementation. Magadlela (2008) notes that coaching and mentoring provide opportunities to organizations to develop a succession plan by helping them to identify fast track candidates and prepare them for new jobs.

The researcher argues that for the church, to develop competent world class leaders, it should seriously consider exploring the possibility of adopting this kind of planning. The researcher also argues that for the challenging task of leading ancient Israel from Egypt to the Promised Land a succession plan was necessary and was used (Num 27:18-23). Joshua was coached and mentored to succeed Moses and therefore in leading today's Israel to the heavenly Promised Land the example given in the Bible should be followed.

Other benefits to the organization that coaching offers are enhanced operational efficiency, high employee morale and motivation, increased employee productivity, and creating a culture and environment which promotes loyalty and reduce staff turnover (Britnor & Willis, 2003).

Mentoring and Coaching vis-à-vis the College Educated

Wellin (2007), points out that college education alone is no longer enough in the preparation of the right employees for today's job market. Mentoring and coaching have become an absolute need.

I believe this observation should especially be heeded by the Seventh day Adventist Church which believes very strongly in education. In the SID almost all executive officers are college graduates. The time has come for the church, which views itself as commissioned by God to carry the last message of God's love to a dying world, to embrace coaching and mentoring as the preferred method of preparing leadership. If mission is important to the church then it should take leadership preparation seriously.

Somers (2008), Wellin (2007), Guest (2008), and van Rensburg (2004) bring up another dimension of the expectation of today's college educated employee. They bring to light that today's employee expects to be developed by the employer. They talk about what has been identified as a Psychological Contract between employer and employee. They say this contract has to do with what each party will do to play fair. They show that previously, contracts between employer and employee required the employee to "turn up for work and do a reasonable job and be employed for life." They observe that since the 1980s there have been radical changes in the work environment. The job for life no longer exists hence the emergence of the Psychological Contract in which the employee says, "in exchange for my efforts at work I expect to be developed and build my CV so that I increase my overall employment prospects."

If this postmodern mindset is indicative of the general thinking of today's employees, then the church needs to be intentional about mentoring and developing new

leadership. This mindset suggests to the researcher that organizations that downplay mentoring and coaching may soon find themselves without competent workers.

Wellin (2007) brings up a dimension that the researcher thinks needs consideration by today's employer including the Church. He observes that the meaning and the reasons for work have changed. People today work not just to earn money and pay bills, but to have their psychological needs met. He points out that, people work to fulfill their esteem needs and enjoy the fulfillment that results from a job well done. Mentoring and coaching are concerned with just that.

Approaches to managing the workforce dynamic today have progressed. They have moved from styles of management that dictated that all people be managed, motivated, disciplined, and nurtured in the same manner to more flexible approaches to both individuals and groups (Guest, 2008).

There has been a serious increase in complexity in the labour pool due to technological advancements, ethnic mixes, and cultural differences. The new work world is asking for a new type of work relationship from both employee and employer. It is believed that mentoring and coaching are therefore the new reality at the work place. The researcher takes the comments of Meyer and Fourie (2000), Magee and Kent-Feraro (2006), and Somers (2008) seriously that mentoring and coaching are a technology, a knowledge base, and a contact style that accelerates the development of the whole person. They develop employees into strategic weapons for the benefit of the organization.

On a pastoral note, Bossidy and Charan (2002) and Brady and Woodward (2005) deserve a hearing when they observe that mentoring and coaching help employees to

better manage the inevitable tension between the demands of the work place and those of the home thus enabling them to stay focused and productive. The researcher has observed over the years that Seventh day Adventist leaders are not exempt from neglecting their families in the name of doing the Lord's work. The researcher fully concurs with Wheately (2006), when she argues for the protection and preservation of the basic building blocks of life which she identifies as relationships. Goleman, Boyatzis, and McKee (2003) put it in even more graphically. He observes that human beings are one winged creatures that need each other to fly. Mentoring helps fledgling leaders to spread their wings and try out new styles and approaches. It more than builds a core leadership for the company. It is a bridge on which company values, leadership growth and skills cross over from one generation to another.

Command and control approaches are no longer relevant to today's work force which comprises vast numbers of college graduates. In today's climate leaders who use force to achieve organizational goals invite rebellion. Effective leadership influences change and imparts skills to employees by role modeling and mentoring (Blackaby & Blackaby, 2001).

Harvard Business School Press's 2004 compilation, *Mentoring and Coaching: How to Develop Talent and Achieve Stronger Performance*, agrees that today's world of business, human assets, more than ever before, are of greater importance than physical and financial assets. Physical assets can be purchased and financial assets are available in the capital markets. But these do not differentiate companies that possess them nor do they confer competitive advantage to them. It is human assets that are the source of innovation and value creation. Human assets differentiate the company from its

competitors and can confer market advantage which seen by the researcher as an incentive for the Church organization to invest in coaching and mentoring in order to develop its human assets.

Motivating Mentees to Want to be Mentored/Coached

Since the project is about mentoring and coaching executive secretaries, and human nature being what it is, it is necessary to look into how people can be motivated to want to be mentored.

According to Kaye and Jordan (2008) and Somers (2008), motivation is the driving force which propels individuals towards outcomes they want. With reference to work places, motivation is seen as the degree to which people want to perform. In the context of mentoring and coaching, it is the degree to which people want to do better. People are motivated to meet their needs. Executive secretaries have a need to give the best service to the Church and will respond positively to the mentoring initiative.

Somers (2008) brings in an important dimension relative to people's needs. He notes that people have extrinsic and intrinsic needs and that they need both intrinsic and extrinsic motivation. He sees intrinsic motivation as referring to psychological rewards such as pride, satisfaction, opportunity and recognition, and extrinsic motivation as relating to tangible rewards such as salary, security, conditions of employment, and advancement. This is useful information for all who are in leadership positions as it is sometimes suggested that truly spiritual workers have, as it were, very little concern about what is termed here as extrinsic needs. The project aims at providing a holistic approach to motivation.

Elton Mayo's Hawthorne experiments, 1924-1927, are credited with shifting management styles from Taylor's engineering approach to a social sciences approach. Mayo moved management from task focus to people focus. Management began to consider motivation, leadership and group dynamics (Somers, 2008).

Kaye and Jordan (2008) show that people are motivated to do a meaningful and challenging work, and that they want to learn and grow. People want to experience the following: (a) fair and competitive compensation, (b) recognition, (c) respect, (d) a good supervisor or mentor, and (e) good co-workers. Motivating people to want to be coached and mentored holds the satisfaction of these needs high before the employee.

Boninelli and Meyer (2004) argue that effectiveness in a changing world order and emerging value systems influence employees to want to be coached and mentored. The researcher also believes that employees want to understand paradigms that are necessary for success in today's work place.

Mentoring Styles

In order to come up with an appropriate mentoring and coaching program the researcher examined a number of different types of mentoring styles. A bird's view of each examined style is presented below.

Karen (2007) identifies six types of mentoring styles, which also are supported by many other writers: (a) hierarchical mentoring, (b) peer mentoring, (c) cross-cultural mentoring, (d) cross gender mentoring, (e) supervisory mentoring, and (f) executive mentoring.

Hierarchical mentoring is seen by Burke (1983) and Walbrugh and Roodt (2003) as a senior person sharing information advice and moral support with a mentee. Kram

and Isabella (1988) and Levinson (1978) add that this is as a junior-senior relationship where the common purpose for both parties is the personal growth of the junior person.

It is observed that the advent of flatter organizational structures necessitated the introduction of lateral (peer) mentors which was a move away from the traditional mentor mentee relationship (Eby, 1997; Kram & Isabella, 1985). Peer mentoring finds support in (Clutterbuck & Abbott, 2003; Harvard Business School Press, 2004). A close relationship can be established between peers and this develops over time. Eby adds that internal and external collegial peer mentoring can be useful when assisting in career skills development.

Because of the observation that most people tend to resist authority figures and since the researcher's office can also be viewed in the same light, the researcher thinks that the best coaching/mentoring style for him to adopt in the implementation of the project is collegial peer mentoring. The researcher believes that this style will to a large extent level the ground between the division office and the local conference office and thus make the project acceptable to them. This observation does not, however, mean that the good and applicable points presented in other styles will be ignored. The project will use as much as can be used of all the styles presented.

Ragins and Kram (2007) observes that cross-cultural mentoring thrives when fostered by multicultural organizations instead of monolithic ones and that individuals freely enter a diversity mentor-mentee relationship if there has been a prior positive experience in diversity. African blacks are more likely to engage in cross-race relationships than their white counterparts (Atkinson, Neville, & Casas, 1991; Thomas, Blake-Beard, and Murrell, 1990). Gunn (1995) suggests that in the case of a cross-cultural

mentoring relationship the participants need a prior training in the sensitivity of cross-cultural mentor mentee relationship.

Cross-gender mentoring is viewed as not ideal because of the potential of increased intimacy which can lead to sexual attraction, and the public scrutiny and rumors that it generates (Stone, 1999; Harvard Business School Press, 2004; Bowen 1985; Clawson and Kram, 1984).

It is observed that where supervisors are mentors, mentees are likely to adopt the mentor's leadership style if the mentor is respected and perceived as competent (Bass, 1990). Supervisory mentoring is increasingly becoming a part of the role of the supervisor (Charan, 2008; Green & Bauer, 1995; Harvard Business School Press, 2004).

Roles of a Mentor/Coach

Mentors and coaches are seen by some as fulfilling parental roles of father and mother. Like parents they provide an environment and atmosphere in which the mentee feels safe and comfortable to grow and develop. They teach, correct, and provide direction to the mentee. Their role includes showing the mentee how to do things and to bring the mentee back on track if deviations occur. They also work to build the mentee's confidence (Meyer & Fourie, 2006; Mthembu, 2007).

True as this might be, today's mentor should also take into consideration the mindset of the postmodern young adult who is averse to control but is receptive to collegiality. This suggests that the mentor or coach should not be too paternalistic or maternalistic in their dealings with the mentee.

Harvard Business School Press (2004) and McLeod (2006) add the following to the list of the roles of a mentor: (a) provides physical and emotional support; (b)

maintains mutual feelings of respect, admiration, trust appreciation and gratitude; (c) shares personal values; (d) provides affection; (e) cares about mentee as a human being; and (f) encourages and supports mentees during difficult or stressful times and provides a shoulder to cry on.

McLeod (2006) observes that good mentors do not rescue, they support and the researcher thinks that this is wise counsel as the tendency is to rescue the mentee.

Mentors provide a risk free environment for the mentee to let out frustrations and share difficulties (Magee & Kent-Ferraro, 2000; Brady & Woodward, 2005). The researcher thinks that this to a large extent is true, but it also depends on the attitude of the mentor. If the mentor is bossy and uncaring, mentees would feel at risk to come out their shells and open up. The researcher would say that ideal mentors are open to the ideas of the mentee and provide appropriate feedback and comments that help the mentee.

Charan (2008) adds the following activities to the roles of the mentor: (a) communicate the informal and formal realities of progression in the organization, (b) assist mentee with ideas to execute a particular project or task, (c) recommend appropriate strategies, (d) review mentee's development, and (e) help mentee identify obstacles to goal achievement.

The researcher thinks that Meyer and Fourie (2006), Mthembu (2007), and McLeod (2006) give a good summary of the roles of the mentor in their observation that a mentor inspires a mentee to take action by saying, doing, or demonstrating things that can ignite the mentees initiative. A mentor motivates and stimulates the mentee to discuss impressions, ideas, and creative concepts. He/she motivates the mentee to set challenging

goals, meet and exceed objectives and also provide encouragement when things go wrong.

Another major role of a mentor as seen by Meyer and Fourie (2006) is that of a developer. The mentor is seen as a promoter of the personal and professional development of a mentee. A mentor identifies opportunities to develop the mentee and allows the mentee freedom to make mistakes without fear of serious repercussions. He/she demands high standards of performance and encourages the mentee to have high expectations of himself/herself. The mentor affirms the mentee's strengths, abilities, talents and promotes a feeling of competence and self esteem. He/she also helps the mentee to deal with weaknesses.

Cohen (1995) and Meyer and Fourie (2006) see mentors as role models. This makes mentoring the best vehicle of passing information and knowledge from one person to another. As argued in Chapter 2 of this project, the researcher sees this as the method that Christ used to replicate Himself in the disciples and also commanded His disciples and all who would believe in Him to do the same (Mat 28:18-20). The researcher is not in total agreement with the authors when say that mentors model what they expect from the mentees. They do this by demonstrating to the mentee the cherished values and expected actions. They suggest the following: (a) co-operation is modeled through acts of compromise and resolution; (b) responsibility is shown through meeting commitments and appointments on time; (c) peace is modeled through negotiation not domination; and (d) reliability is modeled through the mentor's constant presence and effort. And they conclude that mentors should not preach one thing and practice another. They should walk their talk.

Meyer and Fourie (2006) point out that mentors are networkers and knowledge brokers. As networkers they connect the mentee with people within and outside the organization. They create a network or support structure by making the mentee visible, introducing him/her to important people in the organization, and including him/her in important discussions. As knowledge brokers they are a source of information and knowledge to the mentee.

Finally Charan (2008), Cohen (1995), and Brady and Woodward (2005) submit that mentors facilitate and empower. They inspire, communicate, encourage, and foster synergy. Effective mentors are seen as those who (a) show trust, (b) view mentees as colleagues, (c) explore alternatives with mentees, and (c) give feedback. It is the researcher's argument, like Charan's, that a mentor delivers future leaders.

Models of Mentoring and Coaching

Since the project aims at delivering an effective mentoring program that will even be used beyond the borders of the ZUC the researcher also examined various coaching and mentoring models to learn from what they have to offer.

The researcher found that there is no all embracing model of the coaching and mentoring process and that coaching models should have flexibility so as to meet specific needs of each mentee (Holliday, 2001; Skiffington & Zeus, 2007).

The literature reviewed showed that if coaching models are to achieve sustainable, measurable results, they must be designed and based upon definitive and proven management principles together with the specific needs of real world organizational clients. The general argument proffered is that it is imperative that coaches are trained to employ valid coaching techniques and processes to assist people to achieve lasting

measurable behavior change and performance enhancement (Holliday, 2001; Skiffington & Zeus 2007).

The models examined fall into two basic categories: those which were and were not influenced by behavioral sciences. Models influenced by behavioral sciences include (a) the Provocative Therapy model, Frank Farrelly (1981); (b) the Clean Language model, David Grove (n.d.); (c) the S.C.O.R.E. Model, Robert Dilts, and Todd Epstein (1987); and (d) the CO-ACTIVE Model, Laura Whitworth and Karen Kimsey House (2007). Specific Approach models, which are not influenced by behavioral sciences, are (a) the GROW model, Whitmore (2002, as cited in Dowey, n.d.); (b) the OUTCOMES Coaching model, McIntosh (2003); (c) the ACHIEVE coaching model Demkowski and Eldridge (2003); (d) the OSCAR coaching model Gilbert and Whittleworth (2002); (e) the CLEAR coaching model, Hawkins and Smith (2006); and (f) the VALUES coaching model, TLS Associates (2006).

On Developing a Mentoring Model

In reviewing literature to discover the essentials of an effective well developed coaching and mentoring model, the researcher found that there are four facets of human experience that need to be purposefully regulated in developing a coaching model that reaches its goal: (a) environment, (b) thoughts, (c) feelings, and (d) behavior.

The literature reviewed showed that the way people think impacts on how they feel and how they feel impacts on how they behave and vice versa. It points out that an effective model should address these four facets (Grant, 2006).

Genz, Levin, and Bishop (1996) add that a good mentoring model should have the following outcomes: (a) good instruction, (b) exchange of ideas between mentor and

mentee, (c) understanding of the mission of the organization, (d) awareness of diversity issues, (e) good strategies for mentee learning, and (f) support for mentee. They further observe that the mentor's chief role is to work with the mentee to assess the mentee's needs so as to formulate specific goals and action items to meet the needs.

Bandura (1986) presents a four-step process in developing an effective coaching model, and sights the steps as attention, retention, production, and motivation.

Organizational Change

The aim of the project is not to mentor and coach just for the sake of doing it. The project seeks to effect change in the way leaders in general and executive secretaries in particular are developed in the ZUC territory. Since this cannot be done effectively without an appreciation of the principles of effecting organizational change, the researcher also reviewed literature dealing with the same.

The researcher found that organizational change is an on-going journey with multiple destinations and no real end point. Furthermore, it is characterized by multiple contradictions such as (a) the need to balance short term and long term perspectives; (b) the need to blend conservative and liberal points of view; (c) the ability to be objective when analyzing a subjective matter; (d) the ability to exercise patience when time is of essence; and (e) the ability to let go of old practices, processes, and mindsets while gravitating towards new ones (Kane, 2008; Charan, 2008; Shenkman, 2008; Kouses & Posner, 2007; Michaelson, 2007).

According to the literature reviewed, the benefits organizational change offers include individual and collective learning opportunities, heightened employee engagement and interest in work, increased productivity and job satisfaction (Kane, 2008;

Brady & Woodward, 2005; Michaelson, 2007). These benefits are what the project seeks to deliver.

Conclusion

To survive the relentless pace of change that is characteristic of today's business world, and to deliver leadership that will rise up to the challenge, mentoring and coaching should be given a chance in the leadership development arena. There is need for the church organization, if it will effectively shepherd the millions that flock into its fold every year and expeditiously carry the Gospel message to the ends of the earth, to desist from throwing potential leaders into the jungles of executive leadership without giving them adequate preparation. Of all organizations, the Seventh day Adventist Church in particular, because of its belief that it carries God's last message of mercy to a dying world, should move away from trial and error methods of developing leadership talent. The church should recognize that to produce and replicate effective leaders, who in the words of Mthembu (2007) are the most valuable assets that organizations have, mentoring and coaching future leaders should be given top place on the agenda.

As the reviewed literature has revealed, mentoring and coaching offer an effective solution to the manpower problems that plague organizations today since they are about liberating prospective leaders' potential into actual job skills through interaction at a personal level (Meyer, 2007; Holliday, 2001; Tucker, 2007). Mentoring more than builds a core leadership for an organization, it is a bridge on which company values and skills cross over from one generation to another (Goleman, Boyatzis, & McKee, 2003).

CHAPTER 4

MENTORING AND COACHING NEW EXECUTIVE SECRETARIES AT THE CONFERENCE LEVEL IN THE ZIMBABWE UNION CONFERENCE: ANALYSIS AND INTERVENTION

Introduction

This chapter will present a brief description of the population covered by the study. It will discuss how data was collected and look into the content of the instrument used to collect data, and it will also give a descriptive analysis of the data. The analysis of the data will lead to discussion of the sub headings listed below. The findings of the research influenced the formulation or choice of the sub headings. They are a reflection of the seven critical areas of need for training as expressed in the results from the research instruments.

1. Lack of proper transition strategy.
2. Lack of a coaching and mentoring program.
3. The effect of the lack of coaching and mentoring on the new executive secretary.
4. The effect of the lack of coaching and mentoring on the community of believers and on the Executive Committee members in particular.
5. The effect the lack of coaching and mentoring on the church organization.

Finally this chapter will describe an intervention strategy to address the challenges of mentoring and coaching executive secretaries and Executive Committees in Zimbabwe.

Population

The ZUC is comprised of three local conferences and therefore has three seating executive secretaries per conference term of office. The project targeted current serving local conference executive secretaries in the ZUC territory and former executive secretaries both in the Zimbabwe Union territory and outside. With regards to former executive secretaries, 80% of the population sampled had served in Zimbabwe for at least a full term and 20% had served for the same period outside of the ZUC territory.

All current serving executive secretaries had not served a full 3 year term at the time of responding to the questionnaires. All former executive secretaries sampled had served for more than a full 3 year term and all of them were now serving either in the union or division offices. Some had become union presidents and some division department heads.

The Questionnaire

A total of 15 copies of the questionnaire were sent out to the targeted population. Only one former secretary did not respond thus bringing the percentage of those who responded to 93%. The unusual success rate in the responses can be attributed to, among other factors, a reality that some respondents may have treated the questionnaire as a division assignment despite clear instructions that this was not an administrative matter but an academic exercise. The most likely factor towards the high response rate may have

been that most respondents are college degree holders and they understand the value of research questionnaires.

The study also sampled those who had not worked in the ZUC to determine whether or not in other unions in the SID executive secretaries went through the same environment as they assumed their executive duties.

Data Collection

Current Executive Secretaries

Since there are only three local conferences and no mission fields in Zimbabwe the total number of current serving executive secretaries is three and all three were served with the questionnaire. The respondents were asked to indicate their response to the questions/statements by putting an X on responses that best described their experience. The Likert scale used on the questionnaire required them to choose a response from the following: strongly agree, agree, uncertain, and strongly disagree.

The questions/statements were intended to elicit answers that would show whether or not there had been an intentional transition between the incumbents and their predecessors when they assumed the duties of their offices. The questions/statements were especially aimed at finding out whether or not the executive secretaries were coached or mentored when they assumed office. It was also the thrust of the questions to explore the executive secretaries' appreciation of the responsibilities of their offices and how confident they were in executing those duties.

The questionnaire concluded by requesting the respondents to list five areas of training that they thought were critical for incoming executive secretaries. This was intended to assess what frustrations the executive secretaries experienced when they

assumed office and also what training they thought would be best for new executive secretaries. The goal was to elicit from them what they considered an effective intervention strategy to cause a turnaround.

Former Executive Secretaries

A total of 12 former executive secretaries were served with copies of the questionnaire and only one did not respond. The questionnaire sent to them slightly differed from the one sent to current executive secretaries. The questions required a yes/no answer and some required a listing of the areas they had needed the most help as they took office. The final question required them to suggest six most critical training areas based on the experience they had when they served in the local conference secretariat. These questions were also intended to reveal whether or not the former executive secretaries had gone through the same environment with the current ones in terms of being prepared for the duties of the office.

Data Presentation and Analysis

Current Executive Secretaries

The data collected revealed that all the respondents had not been coached or mentored, and all had not had any properly planned and structured transition when they assumed office. One respondent indicated a less than one day transition discussion. This executive secretary's response to the rest of the questions revealed that the brief transition discussion with the exiting executive secretary had not made a difference in his understanding of the office and its duties.

The data revealed that no job descriptions were given on assumption of duties except for the brief synopsis of the job provided in the conference constitutions. It also

shows that the role of the executive secretary in the administration of the office was not spelled out and that the new executive secretaries did not have a clear understanding of the role of the Executive Committee in the administration of the conference.

The data also showed that the new executive secretaries did not have a professional knowledge of preparation and handling of the Executive Committee agenda. It indicated a lack in the skill of crafting and processing Executive Committee minutes professionally. The data revealed that they were not equipped to understand, interpret, and develop organizational policy.

Data revealed that the executive secretaries had working knowledge of how the secretariat office related to the presidential office, department directors, the local church pastors, and higher organizations. It also showed that the executive secretaries lacked the basics of office management including writing business letters and working with an office secretary.

Former Executive Secretaries

The survey results showed that all the respondents had not been coached or mentored. This was also true of those who did not serve in the ZUC. The areas where the former secretaries needed help when they assumed office were as follows: (a) agenda preparation and handling, (b) crafting minutes, (c) meetings management, (d) policy formulation and interpretation, (e) office management, and (f) human resources management.

The respondents were also asked to indicate what they attributed their growth in the secretariat office to. Twenty-five percent indicated that they attributed their growth in the secretariat to the trial and error work experience and another 25% to consulting with

and observing how higher organizations did the work. The remaining 50% attributed their growth to studying management literature on their own.

The survey instrument also required the former executive secretaries, based on their own experience, to list six most critical areas of training that they thought a new executive secretary needed to have. The critical training areas were identified and listed below in Table 2. The percentages below indicate how many of the total respondents listed the particular item.

Table 2

Summary of Responses for the Most Critical Areas of Training Needed

Area of Need	Respondents
Policy formulation and interpretation	71%
Minute writing and processing	57%
Role of the Executive Secretary in administration	42%
Agenda preparation and handling	28%
Officer relationships	28%
Meetings management	14%
Motivating staff to work	14%

The information above confirms the problem statement of this project. New executive secretaries are not coached or mentored as they assume duties in the ZUC. The data also confirms that new executive secretaries experience personal and professional frustration as a result. The researcher's experience as a former local conference executive secretary in the ZUC confirms this as I also went through the same process with its attendant frustrations and negative impact on the constituency as will be seen latter.

The lack of intentionality in developing executive secretaries, who are key players in the running of conferences, is not unique to the ZUC. Other unions in the SID also do

not mentor or coach incoming executive secretaries as shown in the findings of the research.

There is an expectation by church leadership and the constituency for executive secretaries at local conference to deliver world class performance to move the church forward and fulfill its mission. The key argument in this project is that these expectations will not be realized if the neglect to impart the necessary skills to these key players in local conference administration continues.

The project therefore seeks to cause a turnaround in the way executive secretaries are developed by addressing the areas that research revealed as needing attention. An analysis and intervention strategy on the areas is given below.

Lack of Proper Transition Strategy

The research revealed that all newly elected executive secretaries assumed the duties of their office without a proper transition programme. The challenge posed by this negligence is that if nothing is handed over to the newly elected executive secretary programmes, projects, and issues that were already work in progress are not followed through. This normally results in loss of confidence on the newly elected and complaints from the constituency. This project has developed as part of the turnaround strategy a document to be used when executive secretaries transition. The researcher will use the document in coaching the executive secretaries on affecting a transition program.

Non-Existence of a Coaching and Mentoring Program

Research results do not only reveal lack of a transition programme when local conference executive secretaries change hands in the ZUC, it also reveals that there is no coaching and mentoring programme for the new executive secretary. The researcher's

own personal experience confirms this fact. It is common for an executive secretary to be elected, prayed for, and given an office, and receive no coaching or mentoring.

It is sad to note that higher organizations in most cases do not exercise patience as the new executive tries to understand how the office operates. They insist on deadlines to be met and on professionally done work resulting in frustration on the part of the executive secretary. The project will take the executive secretaries step by step, through telephone discussions, workshops, and seminars, and impart to them a working knowledge in the critical areas of the functions of their offices.

The Non-Existence of a Coaching and Mentoring Programme and Its Effects on the New Executive Secretary

In the literature review presented in Chapter 3 of this project, the findings were that today's organizations recognize coaching and mentoring as the most effective method of developing leadership and the passing on of the organization's culture and values to the next generations. Literature discusses a psychological contract between the employer and employee in which the employee expects to be improved and developed for more effectiveness by the employer in exchange of the services that the employee will give. Today's employee wants to have both his/her intrinsic and extrinsic needs met. The employee's intrinsic needs include job satisfaction and a feeling that the employee is giving something worthwhile to the organization. Literature showed that employees who feel that the job does not meet their needs leave (Somers, 2008).

Executive secretaries hold such expectations from the employer. If the needs of the executive secretaries are not met they also will leave as has been witnessed in the past. Organizations that keep their employees coach and mentor them.

ROYAL

To avert the negative impact of not coaching and mentoring executive secretaries the project intends to provide the needed mentoring and coaching which will liberate the new executive secretaries' potential into actual job skills.

As argued in Chapter 2 of this project, the research gets its inspiration from the Lord Jesus who, knowing the size of the project at hand—the preaching of the good news of salvation to the ends of the earth and to make disciples of all nations—made coaching and mentoring His method of choice for developing persons for ministry.

The Non-Existence of a Coaching and Mentoring Programme and Its Negative Effect on the Executive Committee

In the Seventh day Adventist style of church governance, the highest authority resides in the constituency at session. Between constituency sessions the Executive Committee represents the constituency and is fully empowered by the same to do business on its behalf. Since the Executive Committee acts on behalf of the constituency between sessions it can be concluded that whatever the Executive Committee is not happy about quickly gets down to the constituency to create the same feeling.

The researcher's experience as an executive secretary from conference level up to division level taught him that the constituency wants to be led by confident leaders who know what they are doing and where they are going. It wants to be led by leaders who know their work. It gets frustrated and embarrassed when led by leaders who lack confidence in the execution of their duties.

Experience has shown that the behavior of the constituency, at times, gives the impression that it expects a newly elected officer to instantaneously know all there is to know about the new office. In the case of the executive secretary, constituency expects

officers to know all there is to know about meeting management, policies, constitution and bylaws, practices, and procedures of the church.

In support of the foregoing argument the researcher recalls expressions of disappointment and embarrassment during his first Executive Committee meeting. As a new executive secretary, when I was asked by a committee member what policy provided on an issue that had arisen from the deliberations of the Executive Committee, I did not know.

The researcher also remembers the many blunders made during my early days, in the office of the executive secretary, and the consequent expressions of lack of confidence by the committee members.

To ensure that Executive Committees are not subjected to the same experience and as an attempt to keep them believing in the leadership, the project will coach and mentor executive secretaries and provide relevant resource materials.

The Non-Existence of a Coaching and Mentoring Programme and Its Effect on the Church Organization

The Seventh day Adventist Church is a constituency based organization. It is governed through constituency meetings and Executive Committees. Each level of church organization is constituency based. This means that each of the four levels of the organizational structure have a constituency to answer to. The four levels and their constituencies are as presented below (Table 3).

Table 3

Organization and Its Constituencies

Organizational Level	Corresponding Constituency
Local Church	Baptized church members
Local Conference	All organized churches in its territory
Union Conference	All Conferences/Fields in its territory
General Conference	All Unions around the globe

Poor leadership at any of the levels of the church structure impacts negatively on other levels. Most, if not all, church programs developed by higher organizations are intended to find implementation at local church level. The mission of the church is expected to be fulfilled through local churches. If local churches are critical to the fulfillment of the mission of the church, therefore the leadership closest to this level of the structure should be well prepared.

It is the researcher's argument that past and present mega outreach programs—such as, Revival, Reform Evangelism from the mid 60s to the late 70s, the 1000 Days of Reaping in the early 80s, Harvest 90 in the mid 80s, Global Mission from the early 90s and into the next decade, and now Tell the World—would have yielded more than what was realized if the church had coached leadership closest to the grassroots.

The task of the project is therefore to assist the church in achieving its mission by developing competent leaders closest to grassroots level.

Implementation of the Task

The project, in response to the research conducted, has developed an intervention strategy to address the felt needs of the executive secretaries through mentoring and coaching which will be delivered through seminars, lectures, and telephone discussions.

Some of the seminars will be conducted at a central venue for all conference executive secretaries and some will be conducted at each conference.

The seven critical areas that constitute the intervention strategy as per results of the research are as follows: (a) agenda preparation and handling, (b) effective minute writing, (c) policy development and interpretation, (d) the Executive Committee and its duties, (e) duties and responsibilities of Executive Committee members, (f) effective transition, and (g) meetings management.

Tips on how to get the best from an office assistant and the executive secretary's job description will be included in the presentations. Seminar presentations will be done on PowerPoint and documents on each topic will be handed out. A brief description of each document that forms part of the intervention strategy is presented below and will help in giving a general appreciation of the contents of the strategy.

Agenda Preparation and Handling

The document on agenda preparation defines what an agenda is and then goes on to explain how an agenda is put together and actually presented at the meeting. It gives justification for why an agenda is necessary for a well run meeting and the essential components that should characterize a professionally done agenda.

When dealing with how to present the agenda the document exposes the executive secretary to new ideas of handling an agenda, such as, an agenda bell with its tactic of ordering the agenda based on the complexity of items: (a) first present easy items; (b) then move on to more difficult ones; (c) followed by the most difficult ones, at about half way through the meeting; (d) then descend to less complex ones; (e) go on to noncontroversial ones; and (f) finally, end with very easy ones like announcements.

The document also helps the executive secretary appreciate parliamentary procedures as these are critical in dealing with the agenda and ensuring order and professionalism in meeting management. Different types of motions are explained and examples of what to say when presenting different motions are given.

During seminars this document will be thoroughly discussed and mock meetings will be conducted to give executive secretaries practice on agenda presentation and application of parliamentary procedures.

Effective Minute Writing

The document starts off with very basic but essential information and builds to the more complex current information on minute writing. It gives the executive secretary a comprehensive explanation on what minutes are and why the organization needs them. Different types or styles of minutes are also shared. The document describes well written minutes as answering the following seven questions:

1. What meeting was it?
2. Where was the meeting held?
3. When was the meeting held?
4. Who attended?
5. Who did not attend?
6. What actions were taken?
7. Who is to complete the actions, and by when?

It takes the executive secretary on a step by step path on how minutes are written. The writer of minutes is advised to always have the minutes approved by the committee as a correct record of the decisions taken and also to get them signed by the chairperson.

Also the Executive Secretary is advised to always write minutes in the past tense, in business like language, and to always use third person language when writing minutes. The document further advises that minutes should have headings and be numbered sequentially for ease of reference. The importance of hand outs and attachments is also highlighted.

Sample minutes covering real life situations are also included in the document. The samples cover such regular situations in church life as (a) service requests, (b) calls, (c) permanent returns, (d) approval of reports, (e) adoption of actions from higher organizations, and (f) recommending to higher organizations.

The document is also intended to be given as a hand out during the seminar on minute writing.

Policy Development and Interpretation

Intervention will also cover policy development and interpretation. This is the area of greatest need as revealed by the study. The project developed a document and PowerPoint presentations for the intended seminars. The document covers the purpose of policy in an organization, the process of policy development, rules of policy interpretation, and an overview of SID policy.

The Purpose of Policy in an Organization

This subsection introduces the executive secretary to policy and goes on to show why organizations need policies. It also shows how policies are related to the mission of the organization and their relevance to organizational administration and fair treatment of workers.

The Process of Policy Development

In this subsection the executive secretary is taken on a step by step pathway of policy development. Some of the major highlights of this subsection are that policies are developed to address real life issues affecting employees at the work place. It also emphasizes that issues must first be identified before policies are formulated.

Rules of Policy Interpretation

The rules of interpretation presented in this subsection include the *contra proferentem* rule which reminds the policy interpreter of the principle that a person is responsible for his/her ambiguities. According to this rule a policy is ambiguous when it is susceptible to more than one reasonable interpretation. It requires that ambiguity be interpreted against the drafter and in favor of the employee. Another rule that is discussed in this subsection is that of precedent. This rule requires the interpreter to always find out how the same policy is applied elsewhere especially in sister organizations.

An Overview of SID Policy

SID policy is the authoritative voice of the church in all matters relating to the administration of the work of the Seventh-day Adventist Church in all regions of the division. It is therefore important that all interpreters of policy understand it. An overview of how it is structured is presented in this subsection. The attention of the executive secretary is also drawn to those sections of the policy that address problems that surface frequently.

The Executive Committee and Its Duties

The results of the survey indicated that executive secretaries have a need to understand the Executive Committee and its role in the governance of the church. Therefore this document was developed. The document explains how and why the Seventh day Adventist Church (un-incorporated) uses Executive Committees instead of boards. The document shows that Executive Committees have close cooperation with Executive Committees at other levels of church hierarchy. A decision or a problem at one level of organization may be referred by the Executive Committee of that level to the Executive Committee of levels above or below it for counsel.

Some of the responsibilities of the Executive Committee follow.

Determine the Mission of the Organization

The document shows that the determination of the mission and the crafting of the mission statement are the responsibility of the Executive Committee. It shows that the development of the strategic plan to fulfill the organization's mission falls in the duties of the Executive Committee. The document also discusses the keeping of the organization from mission drift as one of the duties of the Executive Committee.

Effective Organizational Planning

The document argues that if the Executive Committee is going to move the organization forward it should be engaged in the planning process of organizational programs. Since it is the duty of the Executive Committee to drive organizational programs it is necessary for it to initiate and be part of the planning process. This helps it to own the program. It also helps it allocate funds and other scarce resources from an informed position.

Manage Resources Effectively

The document emphasizes that the Executive Committee should be involved in the organization's budgeting process. It should, on a regular basis, receive and review financial statements as it monitors budget implementation.

Govern the Organization Effectively

The document shows the Executive Committee that it is empowered to govern the organization and to set organizational policies that cover every aspect of the organization's operations and activities. It also makes it clear to the organization that it should govern in harmony with the policies of the GC and the SID.

Monitor the Organization's Programs and Service Delivery

Monitoring service delivery is one of the duties discussed in the document as a must for the Executive Committee. In many cases Executive Committees do not spend time looking at whether or not the organization is delivering the services that meet the needs of the constituency. The document challenges the Executive Committee to monitor programs and to ensure effective service delivery.

Serve as a Court of Appeal

The dynamics of organizational life are such that major conflicts will inevitably happen within the organization. Most organizations have put in place human resource departments that deal with these. Even with this laudable arrangement in place there are times and situations where an appeal to a higher office other than a court of law become necessary. The document gives sound advice as to how the Executive Committee should serve as a court of appeal in matters of church policy.

Evaluate Itself

The document discusses the importance of the Executive Committee to evaluate itself to find out if it is effectively carrying out its mandate.

It then goes on to discuss the fiduciary duties of the Executive Committee and that every committee member should abide by these duties. It concludes by discussing the duties of the Executive Committee as spelled out in the SID policy.

The intervention program intends to help executive secretaries understand what an Executive Committee is and why it is necessary in the running of an organization through this document.

Duties and Responsibilities of Executive Committee Members

To help the executive secretaries have a full picture of the functions of the Executive Committee members, the project also developed a document on their responsibilities. The project intends that the document on the duties of the Executive Committee and the document on the duties of the Executive Committee member will help the executive secretary in orienting the Executive Committee as a whole and Executive Committee members as individuals on their roles and functions.

The document discusses fiduciary duties as they relate to committee members. It also explains members' rights and responsibilities. The members' responsibilities discussed include the following: (a) to know and understand the mission of the organization, (b) to attend meetings regularly, (c) to read preparation materials prior to each meeting, and (c) to be courteous to other members and to avoid uncouth and/or personally directed comments.

The members' rights are also dealt with in the document and they include the following: (a) the right to the organization's books and records, (b) the right to be heard, (c) the right to be protected, and (d) the right to the respect and loyalty of others.

Informed committee members make up the right team for an effective Executive Committee that keeps the organization true to its mission and sets achievable goals. The project intends to deliver effective Executive Committees comprised of informed and knowledgeable members who will move the organization forward.

Effective Transition

As has been said before, in situations where there is no transition program, very critical projects that were underway when leadership changed normally end up not being implemented. The project has prepared a transition program to address the issue. The details addressed in the document include the following:

1. Going through the job description together
2. Explaining key working relationships
3. Spending time giving history and direction of projects, if there are any
4. Letting the new person shadow the outgoing in the job
5. Giving instructions and answer questions
6. Listing current issues and those that are coming in the near future
7. Letting go and exiting.

This document will help the incoming executive to get a grasp of what has been going on and also to plan and focus on what lies in the future. It will help to ensure continuity in organizational programs and that no projects are forgotten. It is part of the

project's turnaround strategy of delivering focused and confident executive secretaries, who will help the church fulfill its mission.

Conclusion

A turnaround with reference to coaching and mentoring executive secretaries in the ZUC is a reachable goal. The information given by both the current and the former executive secretaries gives a good handle to the problem and also guidance as to how change can be effected. The documents and the seminars that have been prepared and enumerated in this chapter, which are a result of the project research, do meet the expressed needs of the executive secretaries. The executive secretaries will be able to do their duties confidently and professionally as a result of the implementation of the proposed intervention program.

CHAPTER 5

PRESENTATION AND EVALUATION OF THE INTERVENTION STRATEGY

In this chapter the researcher will present the intervention strategy proposed in this study and the outcomes of its implementation both at face-to-face seminars and in the actual work place. The chapter will go on to evaluate the strategy in the light of the responses of the seminar attendees— the former and current executive secretaries in Zimbabwe. The evaluation will also include the results of the implementation in the actual work place.

The Intervention Strategy

The intervention strategy was a result of research that followed the qualitative paradigm the researcher carried out in Zimbabwe and other unions in the SID. Qualitative research became the method of choice to the researcher because the method is descriptive in nature and provides the researcher with opportunities to see the issues through the eyes of the subjects being studied. Informal, unstructured, semi structured, structured, and telephone interviews are an integral part of the method. Using the informal interview the researcher has the freedom to recall and document an interview (Hayden, 2006; Richards & Schwartz, 2001).

Questionnaires and telephone interviews were used in conducting the research. The questionnaires were administered by the researcher to both the seating and former executive secretaries.

The instruments used for both the sitting and the former executive secretaries sought to establish the following: (a) whether or not the secretaries had received any coaching and mentoring experiences at entry point or any time thereafter and (b) areas of training of the secretariat function which they felt were crucial for both the new and the experienced executive secretaries.

The results of the qualitative study, as shown above, revealed seven critical areas that needed to be addressed and constitute major emphasis in the intervention strategy (these critical areas were deduced from the list of five areas of training which the current executive secretaries were requested to give as indicated on page 57 under "Data Collection"). The areas are as follows: (a) agenda preparation and handling, (b) effective minute writing, (c) policy development and interpretation, (d) the Executive Committee and its duties, (e) duties and responsibilities of Executive Committee members, (f) effective transition, and (g) meetings management.

The researcher then proceeded to develop an intervention strategy based on the outcomes of the qualitative study. The implementation of the intervention strategy was done through face-to-face seminars, telephone interviews, and conversations. A total of three face-to-face seminars were conducted. The first seminar dealt mainly with introductions to the intervention strategy. The second and third seminars dealt with the intervention strategy in depth. These seminars were followed by numerous telephone conversations which were intended to follow up on the implementation and to give

guidance during the process of implementation. The number of telephone conversations was not documented.

The Seminars

As has been mentioned above, a total of three face-to-face seminars were conducted at the ZUC boardroom. In all instances the attendees were two former executive secretaries and three current executive secretaries. In the first seminar an overview of the intervention strategy was presented and the strategy was opened for general discussion and inputs. The outcomes of the discussions were as follows: (a) expressions and listing of current frustrations, (b) affirmation of the intervention strategy, (c) additions to the areas covered by the strategy, and (b) expressions of the need for guidance in the office of the executive secretary.

In the second and third seminars the intervention strategy which now included suggestions from the first seminar was presented in depth and an evaluation form was handed out at the end of the third seminar.

The evaluation instrument called for responses partly in the Likert scale format and partly in general question and answer format.

Results of the Evaluation

The results obtained were as follows.

1. All respondents indicated that they strongly agreed that if they were incoming or new executive secretaries they would have found the material presented useful in introducing them to the office of the executive secretary.

2. All three current executive secretaries strongly agreed that the areas addressed by the strategy met their needs. The two former executive secretaries indicated that they agreed that the areas covered met the needs of an incoming executive secretary.

3. Two current executive secretaries said all areas were adequately covered. One current executive secretary said the area on meetings management needed to be expanded. One former executive secretary had no comment and the other former executive secretary said the presentation on meetings management needed more details.

4. One current executive secretary said the area he felt the Intervention completely left out was "how the executive secretary relates to president and the treasurer in the administration of the conference."

The respondents were asked to rate each strategic area of the overall strategy on a scale of 1-10, (1 being the lowest and 10, highest). The results are presented in Table 4.

Table 4

Evaluation Responses to Presentations

Presentations	Response from Executive Secretaries			
	Three Current		Two Former	
	Secr.	Rating	Secr.	Rating
Agenda Preparation and Handling	3	10	1	10
			1	9
Policy Development and Interpretation (ave.)	3	8	2	8
Effective Minute Writing	2	10	2	8
	1	9		
Meetings Management	3	10	1	7
Managing Transition	2	8	1	6
	1	10		
Executive Committee Members	2	10	2	9
	1	9		
Executive Committee	3	10	1	10
			1	9

Evaluation of Outcomes

The outcomes of the implementation cannot be evaluated without looking at the overall intervention strategy. An appreciation of the whole strategy will help in the argument for the proposed intervention.

The argument of the whole study is that executive secretaries in the ZUC territory are not coached and mentored as they assume their duties and as they continue to execute the duties of the said office. The results of this lack of coaching and mentoring experiences are evident in the performance of the executive secretaries.

The purpose of the research was to develop an intervention strategy that would cause a turnaround in the way executive secretaries are prepared for office and how the secretariat office is run in the ZUC. As has been mentioned above an intervention strategy that covers seven critical areas of function in the secretariat is being provided to the executive secretaries by this research.

Evaluation

Strengths of the Intervention Strategy

In general the strategy provides the executive secretaries with a document to consult and refer to as they execute the essential tasks of their office. Each of the 7 critical areas brings its own advantages to the work of the executive secretary.

1. "Agenda Preparation and Handling" shows how the agenda is formulated and handled in the course of the meeting. It exposes the executive secretary to new ways of outlining an agenda to manage the mood of the Executive Committee, e.g., the agenda bell (Tropmann, 2006). It even explains how parliamentary procedures are used in dealing with agenda items.

2. "Effective Minute Writing" empowers the executive secretary in the art of minute writing by among other things providing the rationale for taking minutes. It also shows how minutes can be a management tool that administrators can use to move the organization forward.

3. "Meeting Management" guides the executive secretary in the process of preparing for meetings and also shows how outcome driven meetings are run.

4. "The Executive Committee and Its Duties" show the executive secretary the difference between a board and an Executive Committee since the Seventh-day Adventist Church runs mainly on a committee system. Among many areas it discusses, introduces, and explains the fiduciary duties of the Executive Committee.

5. Duties and responsibilities of the "Executive Committee Member" educates the members of the Executive Committee on their duties and on how they should conduct themselves in meetings is one of the duties of the executive secretary. This document is a perfect tool for members as they carry out this duty. It also discusses the fiduciary duties of the members.

6. "Policy Development and Interpretation" is a big challenge to most new executive secretary especially those without business administration training. The document provides needed guidance on developing relevant policies and shares rules of interpreting existing ones.

7. "Managing Transition": In the experiences of all executive secretaries interviewed there was no hand over exercise as they assumed their duties. The document discusses the relevance and need for a transition exercise and how a structured and intentional one is done.

Weaknesses of the Intervention Strategy

Although the strategy brings many advantages to the work of the executive secretary it should however be also noted that the list below indicates areas that may be viewed as lacking in strength.

1. The strategy is not exhaustive in its coverage of the critical areas.
2. The strategy was written and presented by a *boss* figure. This may make some of the recipients view it as a directive from above and not as a useful tool.
3. Although the document is intended to be kept at the office of the executive secretary and used as a reference book, there are chances that some may take it with them at the point of exit thus depriving the incoming executive secretary of this useful tool.
4. Currently the researcher occupies an elected position which is ideal for guiding and mentoring executive secretaries. If the researcher's successor has no passion for coaching and mentoring the situation may change.

A Positive look at the Weaknesses

While it is a fact that the intervention strategy was written by a boss figure and that this in a way may cause some to view it as a directive from above, the demands of the office coupled with the new executive secretary's lack of experience and the testimony of those who will read and will exert enough pressure for the strategy to be read, the research and the evaluation after presentation of the strategy as shown above confirm that the contents of the strategy meet the needs of an incoming executive secretary.

When the researcher exits his position as head of the secretariat office at the division offices, it is very likely that his successor will also be a person devoid of any

coaching and mentoring experiences in the functions of the secretariat in his/her work experience in the church. This then leads to the conclusion that the successor of the researcher will also find the strategy useful to him/her and therefore benefit from it.

Gaps in the Strategy

The following gaps were observed in the discussions during seminars and in the follow up process. The observed areas are part of the secretariat function and they need to be addressed.

1. Officer relationships
2. Reading and understanding financial statements
3. Understanding budget documents and the budgeting system
4. General office management
5. Managing human resources
6. Motivation
7. Teamwork
8. Managing conflict in the office

Elder Lowell Cooper, a vice president of the GC at the time of writing, has prepared and delivered helpful material at seminars on items one and two, which will form part of the appendix of this research.

Since this is a pioneering study, the gaps listed above give opportunities for further research and future DMin or other academic studies.

Recommendations

Telephone conversations with sitting executive secretaries indicated that the guidance given at the seminars and through one on one coaching combined with the

documents comprising the intervention strategy are helpful to the functions of the office of the executive secretary and provided the much needed coaching and mentoring experiences. The appreciation expressed for the whole exercise has been significant. These results confirmed the researcher's expectations as expressed in the problem statement.

In general the implications of the strong support the strategy has and is currently enjoying are that the programme was long overdue and that if the coaching and mentoring experiences are continued, the office of the executive secretary in the ZUC territory will function and deliver at optimal levels. To sustain this optimal function of the said office the following recommendations are made:

1. Mentoring and coaching conference executive secretaries must of necessity be part of the job descriptions of the division and union executive secretaries.
2. There should be policy provisions for conference budgets to accommodate the in service training needs of executive secretaries.
3. Conference constitutions and by laws should include a clause that extends the term of office of the executive secretary to more than one term unless he/she is incompetent or violates any church standards of behavior. Such a precedent has already been made in the case of church elders as provided for in the *Church Manual*.
4. The intervention strategy proposed in this study should form part of the coaching and mentoring curriculum as it deals with the core functions of the secretariat office.

5. The researcher, having worked in all the departments at conference and union levels in Zimbabwe, has realized a need to develop an officer relationship manual since it has an impact in the work of the executive secretary.

6. Having worked in a local conference, the researcher realizes the need to develop a document that will outline the protocol to be followed when the executive secretary deals with the constituency in all its levels.

7. The researcher having served in the past as union president and through the comments of former executive secretaries, who now serve as presidents, knows that the presidents also have a similar predicament. Although it does not always follow that an executive secretary is the natural successor of the president, it can be argued from history that most conference executive secretaries end up in the president's office. The researcher argues that executive secretaries who have been mentored and coached under this programme would make more successful presidents than those who have not done so.

Conclusion

Judging from the results of the evaluation sheet handed out at the end of the third face-to-face seminar and the telephone discussions in the follow up process, the researcher is convinced that this study and the strategy that resulted from it is valuable and useful to both the incoming and the experienced executive secretaries. The researcher asserts that executive secretaries in Zimbabwe Union need to be mentored or coached as they assume and as they execute the duties of the secretariat office. Maintaining the status quo in terms of developing leaders only frustrates the constituency and the leaders themselves. It results in mediocre work output.

The intervention strategy, though not exhaustive in coverage of the critical areas as surfaced in the research, does meet the critical needs of executive secretaries. The average points, on a grading scale of 1 to 10, with 1 being the lowest and 10 being the highest, given by both the incoming and the experienced executive secretaries on whether or not the strategy meets their needs was 8 points. This indicates a very positive affirmation of the research and the strategy that came out of it.

Implications for the Future

Implementation of the strategy will mean less frustration for the constituency and executive secretaries as they will be executing the duties of their offices in a professional manner and thus better support conferences achieving the mission and goals of the church. The strategy also has the potential of delivering bonding between executive secretaries at all levels of the church where ever it will be implemented as those in higher organizations will play the role of coaches and mentors for those in lower organizations. Well managed outcome driven meetings will be delivered by the strategy through informed Executive Committees and Executive Committee members. The gaps that have been identified by this project will also provide areas of further research that will deliver a more effective and efficient church.

APPENDIX A

AGENDA PREPARATION AND HANDLING

Introduction

It is imperative that you as Conference Secretary have a clear understanding of the importance, relevance and need for a well prepared agenda for the smooth running of a meeting. You also need to be very knowledgeable on the process of putting it together and handling it during and after meetings since meetings form the larger part of your work. A well prepared and well handled agenda leads to a successful meeting that moves the organization forward.

What is an Agenda?

The word agenda comes from the Latin term “agendum” which means something to be done. The verb form means to act. An agenda therefore is a plan for a meeting which consists of action points (Streibel, 2002). It is a step by step outline of topics to be covered in a meeting and it provides a frame work that helps meetings to run effectively and efficiently. An agenda should be simple and informative.

The agenda, being one of the meeting facilitator’s most important tools, serves three basic purposes as follows.

1. It establishes the order of events.
2. It provides a road map while the meeting is in progress.
3. It limits and focuses discussion so that crucial items are adequately dealt with.

As secretary you should always keep in mind that a clear and reasonable agenda, managed with discipline and humor makes for effective meetings (Bensley et al., 2009).

Why Have an Agenda

An agenda is a must for well run meetings because it sets the tone of the meeting and also ensures that time is saved by excluding irrelevant items. It helps participants to be prepared for the issues to be discussed if sent before the meeting takes place. It forces the meeting leaders to process carefully, beforehand, what needs to be discussed by the meeting. In addition to this, the agenda informs meeting participants of priorities and ensures adequate consideration of all issues thus helping members to adhere to the meeting objective and preventing the meeting from turning into a free-for-all conversation hour. Therefore, time spent preparing an agenda is time saved.

Compiling an Agenda

Compiling an agenda often begins by looking at the notes from previous meetings and as much as is practical in your situation, by following the rule of halves (Tropman, 2003).

The rule of halves provides that half way between the end of your meeting and the next one, you ask meeting participants to send in items for consideration at the upcoming meeting. During this first half you also get items from other sources than your meeting participants.

At the halfway point you do the following important things.

1. Sift the items that have come through to your desk: This means that you assess each item that has come to determine whether it is truly an item for this meeting. You

may find that some items that have been sent would be best dealt with in another meeting than the one immediately ahead of you.

2. Disaggregate the items: Disaggregating the items means that you break each item into workable pieces. In other words you state the actual issue and also the desired outcome after the vote and who will present the issue. It is always helpful for members to know, by looking at the agenda item, what the desired outcome is. It makes them contribute intelligently.

3. Sort the items: In sorting the items you identify whether the item is, an announcement item, decision item, or discussion item and label it accordingly. This also helps the meeting participants not to waste time on none issues and conserve their energies for those items that need a lot of discussion. It also helps the chair in controlling and managing time.

What we have said so far about compiling an agenda can be summarized in point form as follows:

1. Follow the rule of halves.
2. Know the meeting objectives. In other words what the meeting seeks to achieve.
3. Know the critical information. This is information that is needed by the meeting to enable it to achieve the meeting objective. Have this information ready and if possible send it ahead of meeting time.

List your meeting topics or agenda items. These are the discussion activities that will help you achieve your meeting objectives.

The Agenda Bell

According to Tropman (2003) the best way of compiling an agenda is to follow what he terms an agenda bell. An agenda bell helps you organize your agenda in such a way that the meeting atmosphere is also managed. In the agenda bell format your agenda begins with simple non controversial items and slowly builds up through the less difficult to the difficult and on to the most difficult, then it descends to the less difficult and then to the non controversial and ends with the pleasant and or non controversial.

Your agenda would look like the following.

In category one of the bell you deal with previous minutes. You get them approved as a correct record of the decisions made in the previous meeting and also check with the participants if there are matters arising from the minutes. You also want to see whether what was voted is being implemented. When the minutes have been approved you ensure that the chairperson signs them.

In category two you deal with announcements. These are short and straightforward and factual announcements that are non controversial and that do not require a lot of discussion.

The third category brings in easy decision issues. These are items that need action but have little controversy and decisions on them can be made quickly.

In the fourth category you deal with moderately difficult decision issues. Moderately difficult items may generate serious discussion but clearly they are not the most difficult in the discussion list of the day.

The fifth category represents the most difficult decision issues to be discussed that day. Tempers may even flare and temperatures may even heat up when dealing with this

category of the agenda. It is very prudent to allocate more time to this category of your agenda. Grouping such items together has the following advantages:

1. Since this category is located in the middle of the meeting or half way through the meeting, the late arrivers will have arrived.
2. Early leavers would not have left yet.
3. Psychological energy and attention are at the highest point.
4. Physical energy and attention is also at its highest. At this point the greatest group resources to deal with tough issues are available.

Because items in category five can sour the meeting atmosphere, it then becomes absolutely necessary, for the sake of group cohesion, to move from it to lighter, none decision making items such as brainstorming items. In dealing with the brainstorming part of your agenda always keep in mind that no brainstorming idea is wrong. Since no brainstorming idea is wrong, hopefully this then picks up the spirits of those who may have been wounded in the heat of category five. Category six then is for brainstorming items.

In category 7 of the agenda you just take trivial things such as: date of next meeting, venue or any other non issue item and proceed to close your meeting (Tropman 2003).

Consent Agenda

A consent agenda is a practice by which non controversial items are organized apart from the rest of the agenda and voted as a group. It includes all items that need to be voted on but do not need discussion before a vote is taken. These items are presented to the house in a single motion and then voted. They include the following:

1. Information items
2. Approval of minutes
3. Procedural items
4. Previously approved decisions
5. Routine matters
6. Information reports

Care should, however, be taken to ensure that a consent agenda is not used to make decisions on items that have not been carefully processed. Your consent agenda should only contain items that do not need discussion. If a request is made to remove an item from the consent agenda and there is sufficient reason to do so, it should be removed. Questions of clarification can be asked on consent agenda items.

One of the advantages of using a consent agenda is that it helps the meeting to move through the routine items quickly thus leaving enough time for the meeting to deliberate on the more difficult items.

Writing the Agenda

The formal way of writing your agenda is to start by stating what meeting the agenda is for e.g. "Agenda of the Inland Conference Executive Committee." You then go on to state the location of the meeting. "Held at the Headquarters Board Room" Then state date and time. "On the 18th of October 1955 at 10 am."

In point form, the traditional sequence of your agenda would be as follows:

1. Welcome and introductions
2. Prayer
3. Apologies

4. Approval of previous minutes
5. Matters arising from previous minutes
6. List of agenda items for the day
7. Details of next meeting
8. Motion to adjourn
9. Prayer

When listing your agenda items ensure to state the objective/goal of each item. It is good to create goals for each item and work at reaching them as the discussion is concluded.

Each item of the agenda should be numbered and a rough estimate of the time to be spent on it should be shown on the agenda.

Each item should be assessed and realistic time allocated to it so as to ensure that the meeting does not overrun the scheduled time. The chairperson should enforce the time limit. There are times when it will be necessary to extend the time allocated to an item. This, however should be the exception than the norm. It is also important for you to show who will present the item and to warn the person ahead of time.

Summary of Parts of an Agenda Item

1. Time: Give the approximate time allocated to the item. This helps in ending the meeting on time.
2. Item number: This helps in sequencing your items logically so that the house sees the development of the discussions and where the meeting is going.
3. Item itself
4. This is the content or topic to be considered.

5. Desired Outcome

This is the result you would like the item to achieve. This part of the agenda plan is probably the most important. It helps the meeting to be focused on the goal and it also helps in evaluating the success or failure of the meeting.

1. Information: Here you provide brief information about the item
2. Presenter: You give the initials of the person who is going to present the agenda

Presenting the Item of the Agenda

To present and handle your agenda successfully and professionally you will need to spend time studying and mastering parliamentary procedures. You will find that these procedures help not only when presenting the agenda but also in ensuring order and discipline in the running of the meeting.

Robert's Rules of Order stipulates that motions can be classified into five groups as follows:

1. Main motion.
2. Subsidiary motion
3. Privileged motion
4. Incidental motion
5. Motions that bring a question again before a meeting

Motions 2-4 above are known as secondary motions. Secondary motions are in order when a main motion is being debated. They assist the meeting in dealing with the main motion.

Main Motion

A main motion is a motion that brings business before a meeting. It is made when no other motion is pending. It ranks lowest in the order of precedence of motions. When a main motion has been moved and seconded, and when the chair has repeated it for the meeting and opened it for discussion, the meeting cannot consider any other business until the main motion has been disposed of, or until another motion of higher precedence has been moved, seconded and accepted by the chair.

As shown in the table below, a main motion cannot interrupt another speaker, it needs to be seconded, it is debatable, it can be amended, it cannot be applied to any other motion, it may be reconsidered, and it requires a majority vote. Once it has been moved, seconded and accepted by the chair it becomes the property of the meeting. The mover and seconder cannot withdraw it unless the meeting agrees.

Subsidiary Motions

Subsidiary motions are motions that assist the meeting in dealing with or disposing of a main motion. They are listed below in ascending order of rank. As noted before they take precedence over the main motion. In the listing below, each motion takes precedence over all motions listed before it.

1. Postpone indefinitely
2. Amend
3. Refer
4. Postpone to a certain time
5. Limit or extend limits of debate
6. Previous question

7. Table

Postpone Indefinitely

The name of this subsidiary motion can be misleading. The aim of this motion is not just to postpone, it is to suppress or kill a pending main motion. It requires a seconder and can be debated. It however cannot be amended and it requires a majority vote. If it is passed it kills the motion under consideration.

Amend

A motion to amend is a motion to change, add words to, or omit words from an original motion. The change must be germane to the original motion. The purpose of amending a motion is to modify it and not to change it into a new motion.

Types of Amendment

1. Amendment of the First Rank. This is an amendment to the main motion.
2. Amendment of the Second Rank. This is an amendment to the amendment. It must modify and relate directly to the amendment and not the main motion.

No amendment beyond the Second Rank is possible. In other words, there should be no amendment to the Second Rank amendment.

Refer

This motion is made when the question before the meeting is such that more information is needed or it is deemed that a smaller committee should work out details that take too much time in a larger group.

Postpone to a Certain Time.

This is a motion to postpone the question before the meeting to a stipulated time later on in the course of that meeting or to a future date.

Limit or Extend Limit of Debate

This motion limits or extends the time to be taken on debating the question before the meeting. A member may move that debate on the question before the house be limited to 10 minutes, or that the debate be limited to two minutes per speaker.

A member might also move to extend debate time to allow more participation.

Previous Question

This is a motion to close debate. It is made when debate has been long and repetitious. It says let us close debate and vote. A member may move that the question be put or simply say, "Question on the motion" or just "Question."

Table

This motion is made when there is need to temporarily lay the question before the house aside without setting a time for resuming its consideration. This is done with the understanding that the meeting will take it up again whenever the majority so decides.

Privileged Motions

Privileged motions are not like subsidiary motions. They do not relate to the pending business. They have to do with matters of immediate and overriding importance, which should be allowed to interrupt the consideration of everything else.

They are listed below in the ascending order of rank.

1. Orders of the day

2. Point of privilege
3. Recess
4. Adjourn
5. Fix time to which to adjourn

Orders of the Day

The Orders of the day simply mean the agenda or the laid down order of business. If and when the meeting strays into considering a matter that is not included in the agenda a member may call for the orders of the day to be followed. That simply means; let us follow the agenda.

Point of Privilege

When there is something that is affecting the comfort, integrity, rights, or privileges of members, e.g., noise, inadequate ventilation, introduction of a confidential subject in the presence of non members etc., a member can raise a point of privilege. This permits the member to interrupt pending business.

Recess

This is a motion to have a short break even when there is pending business. The motion should however specify the time to be taken for the break.

Adjourn

This is a motion to close the meeting. It can be made even while business is pending, in which case, time to resume the meeting should be stated.

Fix Time to Which to Adjourn

This is a motion to fix the date and time and place of the next meeting.

Incidental Motions

Incidental motions are incidental to motions out of which they arise. Because they arise out of the immediately pending business or motion they must be decided before business can proceed. They are in order only when they are legitimately incidental to a pending motion. The most common incidental motions are:

1. Point of order
2. Suspension of rules
3. Objection to consideration
4. Consideration seriatim
5. Division of the meeting
6. Motions related to methods of voting
7. Motions related to nominations
8. Requests and inquiries

Point of Order

This motion permits a member to call the chair's attention to what the member views as an error in procedure or lack of decorum in debate. When making this motion a member simply says, "Point of order Madam Chair or Mr. Chair." When the chair has recognized the member, the member then proceeds to state what the point of order is or about. The effect of this motion is to require the chair to make an immediate ruling on the question involved.

Suspension of the Rules

There are times when the meeting wants to take an action but is prevented from doing so by one or more of its rules of procedure. In such cases the meeting may vote (two thirds majority required) to suspend the rules that are preventing the meeting from taking the desired action.

Objection to Consideration of a Question

This motion is made before debate on pending motion has even begun. It is made by a member who believes that it will be harmful for the meeting to even discuss the motion on the floor. The member addresses the chair and simply states that he/she objects to the consideration of the motion on the floor.

This motion does not need a seconder, is not debatable, and is not amendable. It requires a two thirds majority to carry.

Consideration by Seriatim

This motion addresses a main motion that contains several paragraphs or sections. It requires that the main motion be considered paragraph by paragraph or section by section before the whole is finally voted on. It seeks to do this for reasons of effectiveness in dealing with a lengthy and complicated motion.

Division of the Meeting

This is a motion that is moved when there are doubts in the chair's announcements of the results of a vote by show of hands. A member may demand a division of the meeting. This simply means a standing vote. The motion is not debatable,

amendable, and cannot be reconsidered. The demands of a single member compel the standing vote.

Motions Related to Methods of Voting

This is a motion that a vote be taken by a specific method, e.g. by ballot, show of hands, dividing the meeting or that the standing votes be re counted especially if voting was by show of hands or standing.

Motions Related to Nominations

If the By-laws of the organizations do not specify how nominations are to be made, a member may make a motion that suggests a particular method of nominating.

Requests and Inquiries

1. Parliamentary inquiry: This is a request for the chair's opinion (albeit not a ruling) on a matter of parliamentary procedure as it relates to the business at hand.

2. Point of information: This is a question about facts affecting the business at hand.

3. Request for permission to withdraw or modify a motion: Once an agenda has been adopted by the meeting the items on the agenda cease to be the property of the individuals who brought them. They become the property of the meeting. Therefore no one can just withdraw them without the permission of the meeting.

4. Request to read the papers

5. Request to be excused from duty

6. Request for any other privilege

Motions That Bring the Question Again Before the Meeting

The following four motions are used to bring the question again before the table.

1. Take from the table
2. Rescind
3. Reconsider
4. Discharge a committee

Take From the Table

Before a tabled matter can be brought again before the meeting, a motion to take it from the table must be made. If the motion passes then the matter is brought back to the table for consideration.

Rescind

A meeting has a right to change its mind and there are two ways it can do that. It can either rescind or reconsider. A motion to rescind is a proposal to cancel or annul an earlier decision. This motion requires a two thirds majority to carry.

Reconsider

This motion enables the meeting to bring back for reconsideration a motion that has already been put to a vote. If it passes it cancels the original vote and re opens the matter for debate as if the original matter had never occurred. It can only be made by a member who voted for it.

Discharge of a Committee

If a matter has been referred to a committee and the committee has not given its findings or recommendations the meeting can take it out of the committee's hands by a motion to discharge the committee and bring the issue back to its floor for consideration. This needs a two thirds majority vote to carry.

How to Make Motions

For a motion to achieve this:	Say this	Interrupt speaker?	Second required?	Is motion debatable?	Is motion amendable?	What vote is required?
Adjourn meeting before business is completed	I move that we adjourn	no	yes	no	no	majority
Recess the meeting	I move that we recess	no	yes	no	yes	majority
Suspend further consideration of the issue	I move that we table the question	no	yes	no	no	majority
End debate	I move the previous question	no	yes	yes	yes	two thirds
Study an issue	I move that we refer this matter to a committee	no	yes	yes	yes	majority
Introduce business (main motion)	I move that	No	yes	yes	yes	majority
Amend a motion	I move that this motion be amended by	No	yes	yes	yes	majority
Object to procedure or personal affront	Point of order	yes	no	no	no	No vote: chair decides
Take up a previously tabled matter	I move that we take from the table	no	yes	no	no	majority
Consider an issue out of its scheduled order	I move that we suspend the rules and consider	no	yes	no	no	two thirds

When making a motion always address the Chair. Avoid beginning your motion by saying "I make a motion that." Remember to always (as far as possible) state your motion in the affirmative.

Dealing with a Motion

When the motion has been seconded the chair opens it up for discussion and calls for a vote after it has been debated. It should be noted that the one who makes the motion cannot second it. Voting can be done by secret ballot, show of hands, voice or standing up.

Importance of Time in Managing an Agenda

It is important to start meetings on time and to end them on time. For this to happen time should be allocated to each item of the agenda and the house should be encouraged to respect that time allocation. It is also necessary to adopt a strict policy of not discussing items that are not on the agenda.

Distributing the Agenda

The agenda can be distributed before or at the meeting. Distributing the agenda before the meeting, however, has several advantages which include; members being reminded of the meeting, members starting to grapple with items in their minds before they come to the meeting, and important business not being glossed over.

Conclusion

A well planned, professionally handled and presented agenda makes for a successful meeting that moves the organization ahead. It is your duty as Executive Secretary to master the skill and art of handling and presenting an agenda.

APPENDIX B

DUTIES AND RESPONSIBILITIES OF THE EXECUTIVE COMMITTEE MEMBER

To function effectively and make maximum contribution to the organization a member of the EXCOM must have a clear understanding of the duties and responsibilities inherent in this assignment. It is very important for the EXCOM member to also know his/her membership rights. The member's duties include the following: Fiduciary duties, Duty of Care, Duty of Loyalty and Duty of Obedience.

Fiduciary Duties

A fiduciary duty is a legal or ethical relationship of confidence or trust between two or more parties. When individuals accept to be members of the EXCOM they automatically assume fiduciary duties and obligations.

They bind themselves with the obligation of acting in good faith, fair dealing, full disclosure and undivided loyalty in service to the organization. In other words they undertake that they will not engage in any activity that will be unfair to or prejudice the organization. This undertaking is fully expressed in the following breakdown of fiduciary duties.

The Duty of Care

The duty of care requires that the member acts in the best interests of the organization. It puts the member under the obligation to be informed before making any decision for the organization. A member fulfils this duty by taking a deliberate step to inform himself/herself of all material information reasonably available to him/her before engaging in decision making on behalf of the organization. This duty is sometimes called the duty of reasonable inquiry or business judgment rule.

The Duty of Loyalty

The duty of loyalty requires that the member exercises his/her powers in the best interests of the organization and not his/her own interests or those of another organization. Under this duty members have an obligation not to use their corporate position for personal profit, material gain or for other personal advantages. This duty requires that members deal fairly with and for the organization. It does not mean, however, that members cannot pursue their interests, but that they will declare them and put those of the organization first. This duty also puts the member under obligation to keep confidentiality. The member must always remember that unless assigned by the committee to be the spokesperson they have no right to share confidential committee information.

Duty of Obedience

This is a duty that requires members to act according to the constitution and bylaws, policies and procedures of the organization. It requires that members be faithful to the mission and goals of the organization and not to act in any ways that are inconsistent with these. Not only are members to be consistent with the organization's

governing documents they also are under obligation to do business in harmony with the laws of the land.

This duty further requires that once the EXCOM has voted on something, all members must comply even when they abstained from voting or voted against it. It compels members to comply or resign.

General Responsibilities for EXCOM Members

It is the responsibility of the EXCOM member to know the mission and purpose of the organization he/she is serving if he/she is going to help the organization set goals and objectives that will drive it toward the fulfillment of the same. He/she should take time to know and understand the reason for its existence.

The member is expected to attend EXCOM meetings regularly. If for reasons beyond the member's control and he/she will not be able to attend, courtesy demands that the member sends a note of apology before or on the date of the meeting.

The member should always keep in mind that his/her role is governance not administration. In other words the member should not involve himself/herself in the issues of the day to day running of the organization since these are administrative in nature. Administration is for the officers and not committee members.

As stated in the duty of care the member is expected to read preparation materials prior to each meeting to ensure active and informed participation in decision making. Reading these materials beforehand will assist the member to ask good and relevant questions and in making meaningful suggestions during discussions.

It is very crucial for the member to know the budget and the financial situation of the organization. That is why monthly financial statements are sent to him/her according to SID policy. Many big organizations have collapsed financially because members did not take time to analyze financial statements and budgets.

The member's effectiveness will be enhanced or reduced by the member's knowledge of the organization's policies and procedures. It is therefore imperative that the member takes time to familiarize himself/herself with these important documents. The members are expected to carry out tasks that they accept to do.

Minimum Standards for EXCOM Members

Meeting Protocol

The member is expected to be courteous to other members and to avoid uncouth and or personally directed comments. The member will also avoid interrupting other speakers and always respect the chair regarding the order to speak. Meetings are conducted under parliamentary procedures or Robert's rules of order. The member is therefore expected to be familiar with and follow the said rules as he/she participates in the meeting process.

If the member is not familiar with these rules it then becomes the member's responsibility to take time to go through them. A simplified version is available from the organization's secretariat and an abbreviated version is attached to this document.

Members Rights

Effective decision making depends on the correctness of information received. It is therefore, the member's right to have access to correct information. The member

cannot participate intelligently in the deliberations and thus contribute to the success of the organization if he/she lacks accurate information.

The Right to the Organization's Books and Records

The member has an absolute right to view the organization's books and records.

The Right to Receive and Keep Minutes

It is essential that the member not only receives and keeps meeting minutes but to read them. It is the member's duty to check the minutes for accurate presentations of the decisions made and if there are errors to point these out before minutes are approved.

The Right to be Heard

Before, during and after meetings the member has a right to be heard. Therefore the member should make use of this right to contribute to the formulation of the meeting agenda, participate in the deliberations and also make observations to administration after the meetings.

The Right to be Protected

In most countries the business judgment rule gives legal protection to all committee members. This rule says that as long as a member acts in a reasonable and informed manner while serving the best interests of the organization, the member is protected from legal action against him/her.

The Right to the Respect and Loyalty of Others

The member has a right to the respect and loyalty of other members. The member should participate and contribute freely without fear of reprisal and ridicule from fellow committee members.

Parliamentary Procedure Overview

As mentioned above, the committee member should have a working knowledge of parliamentary procedures. A bird's view of these procedures is presented below:

Purpose

The purpose of parliamentary procedure is to enable groups to make decisions together effectively and accomplish their purposes.

Principles of Parliamentary Procedure

1. A meeting can deal with only one issue at a time
2. All members have equal rights, privileges and obligations.
3. Decisions making is by majority vote.
4. Protection of minority rights
6. Full discussion of all matters presented
7. Legitimate use of procedure to support or defeat a proposal

Motions

Motions can be classified into five groups as follows:

1. Main motion.
2. Subsidiary motion
3. Privileged motion
4. Incidental motion
5. Motions that bring a question again before a meeting.

Numbers 2-4 above are known as secondary motions. Secondary motions are motions that are in order when a main motion is being debated. They assist the meeting in dealing with the main motion.

Main Motion

A main motion is a motion that brings business before a meeting. It can be made when no other motion is pending. It ranks lowest in the order of precedence of motions. When a main motion has been moved and seconded, and when the chair has repeated it for the meeting and opened it for discussion, the meeting cannot consider any other business until the main motion has been disposed of, or until another motion of higher precedence has been moved, seconded and accepted by the chair.

As shown in the table below, a main motion cannot interrupt another speaker, it needs to be seconded, it is debatable, it can be amended, it cannot be applied to any other motion, it may be reconsidered, it is lowest in rank or precedence and requires a majority vote. Once it has been moved, seconded and accepted by the chair it becomes the property of the meeting. The mover and seconder cannot withdraw it unless the meeting agrees.

Subsidiary Motions

Subsidiary motions are motions that assist the meeting in dealing with or disposing of a main motion. They are listed below in ascending order of rank. As noted before they take precedence over the main motion. In the listing below, each motion takes precedence over all motions listed before it.

1. Postpone indefinitely
2. Amend

3. Refer
4. Postpone to a certain time
5. Limit or extend limits of debate
6. Previous question
7. Table

Postpone Indefinitely

The name of this subsidiary motion can be misleading. The aim of this motion is not just to postpone, it is to suppress or kill a pending main motion. It requires a seconder and can be debated. It however cannot be amended and it requires a majority vote. If it is passed it kills the motion under consideration.

Amend

A motion to amend is a motion to change, add words to, or omit words from an original motion. The change must be germane to the original motion.

Refer

This motion is made when the question before the meeting is such that more information is needed or it is deemed that a smaller committee should work out details that take too much time in a larger group.

Postpone to a Certain Time

This motion is to postpone the question before the meeting to a stipulated time later on in the course of that meeting or to a future date.

Limit or Extend Limit of Debate

This motion limits or extends the time to be taken on debating the question before the meeting. A member may move that the debate be limited to 10 minutes on the question before the house, or that the debate be limited to two minutes per speaker. A member might also move to extend debate time to allow more participation.

Previous Question

This is a motion to close debate. It is made when debate has been long and repetitious. It says let us close debate and vote. A member may move that the question be put or simply say, "Question on the motion" or just "Question."

Table

This motion is made when there is need to temporarily lay the question before the house aside without setting a time for resuming its consideration. This is done with the understanding that the meeting will take it up again whenever the majority so decides.

Privileged Motions

Privileged motions are not like subsidiary motions. They do not relate to the pending business. They have to do with matters of immediate and overriding importance, which should be allowed to interrupt the consideration of everything else.

They are listed below in the ascending order of rank.

1. Orders of the day
2. Point of privilege
3. Recess
4. Adjourn
5. Fix time to which to adjourn

Orders of the Day

Orders of the day simply mean the agenda or the laid down order of business. If consideration of a matter that is not included in the agenda a member may call for the orders of the day to be followed.

Point of Privilege

When there is something that is affecting the comfort, integrity, rights, or privileges of members, e.g. noise, inadequate ventilation, introduction of a confidential subject in the presence of non members etc., a member can raise a point of privilege. This permits the member to interrupt pending business.

Recess

This is a motion to have a short break even when there is pending business. The motion should however specify the time to be taken for the break.

Adjourn

This is a motion to close the meeting. It can be made even while business is pending in which case time to resume the meeting must be stated.

Fix Time to Which to Adjourn

This is a motion to fix the date and time and place of the next meeting.

Incidental Motions

Incidental motions are incidental to motions out of which they arise. Because they arise out of the immediately pending business or motion they must be decided before

business can proceed. They are in order only when they are legitimately incidental to a pending motion.

The most common incidental motions are

1. Point of order
2. Suspension of rules
3. Objection to consideration
4. Consideration by seriatim
5. Division of the meeting
6. Motions related to methods of voting
7. Motions related to nominations
8. Requests and inquiries

Point of Order

This motion permits a member to call the chair's attention to what the member views as an error in procedure or lack of decorum in debated. The member simply says, "Point of order." When the chair has recognized the member, the member then proceeds to state what the point of order is or about. The effect of this motion is to require the chair to make an immediate ruling on the question involved.

Suspension of the Rules

There are times when the meeting wants to take an action but is prevented from doing so by one or more of its rules of procedure. In such cases the meeting may vote (two thirds majority required) to suspend the rules that are preventing the meeting from taking the desired action.

Objection to Consideration of a Question

This motion is made before debate on pending motion has even begun. It is made by a member who believes that it will be harmful for the meeting to even discuss the motion on the floor. The member addresses the chair and simply states that he/she objects to the consideration of the motion on the floor. This motion does not need a seconder, is not debatable, and is not amendable. It requires a two thirds majority to carry.

Consideration by Seriatim

This motion addresses a main motion that contains several paragraphs or sections. It requires that the main motion be considered paragraph by paragraph or section by section before the whole is finally voted on. It seeks to do this for reasons of effectiveness in dealing with a lengthy and complicated motion.

Division of the Meeting

This is a motion that is moved when there are doubts in the chair's announcements of the results of a vote by show of hands. A member may demand a division of the meeting. This simply means a standing vote. The motion is not debatable, amendable, and cannot be reconsidered. The demands of a single member compel the standing vote.

Motions Related to Methods of Voting

This is a motion that a vote be taken by a specific method, e.g., by ballot, show of hands, dividing the meeting or that the standing votes be re counted especially if voting was by show of hands or standing.

Motions Related to Nominations

If the By-laws of the organizations do not specify how nominations are to be made, a member may make a motion that suggests a particular method of nominating.

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4. Request to read the papers

5. Request to be excused from duty

6. Request for any other privilege

Motions That Bring the Question Again Before the Meeting

The following four motions are used to bring the question again before the table.

1. Take from the table

2. Rescind

3. Reconsider

4. Discharge a committee

Take From the Table

Before a tabled matter can be brought again before the meeting, a motion to take it from the table must be made. If the motion passes then the matter is brought back to the table for consideration.

Rescind

A meeting has a right to change its mind and there are two ways it can do that. It can either rescind or reconsider. A motion to rescind means is a proposal to cancel or annul an earlier decision. This motion requires a two thirds majority to carry.

Reconsider

This motion enables the meeting to bring back for reconsideration a motion that has already been put to a vote. If it passes it cancels the original vote and re opens the matter for debate as if the original matter had never occurred. It can only be made by a member who voted for it.

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Duties and Responsibilities of the Executive Committee Member

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responsibilities inherent in this assignment. It is very important for the EXCOM member to also know his/her membership rights. The member's duties include the following: Fiduciary duties, Duty of Care, Duty of Loyalty and Duty of Obedience.

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organization. Under this duty members have an obligation not to use their corporate position for personal profit, material gain or for other personal advantages. This duty requires that members deal fairly with and for the organization. It does not mean, however, that members cannot pursue their interests, but that they will declare them and put those of the organization first. This duty also puts the member under obligation to keep confidentiality. The member must always remember that unless assigned by the committee to be the spokesperson they have no right to share confidential committee information.

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Meeting Protocol

The member is expected to be courteous to other members and to avoid uncouth and or personally directed comments. The member will also avoid interrupting other

speakers and always respect the chair regarding the order to speak. Meetings are conducted under parliamentary procedures or Robert's rules of order. The member is therefore expected to be familiar with and follow the said rules as he/she participates in the meeting process.

If the member is not familiar with these rules it then becomes the member's responsibility to take time to go through them. A simplified version is available from the organization's secretariat and an abbreviated version is attached to this document.

Members Rights

Effective decision making depends on the correctness of information received. It is therefore, the member's right to have access to correct information. The member cannot participate intelligently in the deliberations and thus contribute to the success of the organization if he/she lacks accurate information.

The right to the organization's books and records

The member has an absolute right to view the organization's books and records.

The right to receive and keep minutes

It is essential that the member not only receives and keeps meeting minutes but to read them. It is the member's duty to check the minutes for accurate presentations of the decisions made and if there are errors to point these out before minutes are approved.

The right to be heard

Before, during and after meetings the member has a right to be heard. Therefore the member should make use of this right to contribute to the formulation of the meeting

agenda, participate in the deliberations and also make observations to administration after the meetings.

The right to be protected

In most countries the business judgment rule gives legal protection to all committee members. This rule says that as long as a member acts in a reasonable and informed manner while serving the best interests of the organization, the member is protected from legal action against him/her.

The right to the respect and loyalty of others

The member has a right to the respect and loyalty of other members. The member should participate and contribute freely without fear of reprisal and ridicule from fellow committee members.

Parliamentary Procedure Overview

As mentioned above, the committee member should have a working knowledge of parliamentary procedures. A bird's view of these procedures is presented below:

Purpose

The purpose of parliamentary procedure is to enable groups to make decisions together effectively and accomplish their purposes.

Principles of Parliamentary Procedure

1. A meeting can deal with only one issue at a time.
2. All members have equal rights, privileges and obligations.
3. Decisions making is by majority vote.

4. Protection of minority rights.
6. Full discussion of all matters presented.
7. Legitimate use of procedure to support or defeat a proposal.

Motions

Motions can be classified into five groups as follows:

1. Main motion.
2. Subsidiary motion
3. Privileged motion
4. Incidental motion
5. Motions that bring a question again before a meeting.

Numbers 2-4 above are known as secondary motions. Secondary motions are motions that are in order when a main motion is being debated. They assist the meeting in dealing with the main motion.

Main Motion

A main motion is a motion that brings business before a meeting. It can be made when no other motion is pending. It ranks lowest in the order of precedence of motions. When a main motion has been moved and seconded, and when the chair has repeated it for the meeting and opened it for discussion, the meeting cannot consider any other business until the main motion has been disposed of, or until another motion of higher precedence has been moved, seconded and accepted by the chair.

As shown in the table below, a main motion cannot interrupt another speaker, it needs to be seconded, it is debatable, it can be amended, it cannot be applied to any other motion, it may be reconsidered, it is lowest in rank or precedence and requires a majority

vote. Once it has been moved, seconded and accepted by the chair it becomes the property of the meeting. The mover and seconder cannot withdraw it unless the meeting agrees.

Subsidiary Motions

Subsidiary motions are motions that assist the meeting in dealing with or disposing of a main motion. They are listed below in ascending order of rank. As noted before they take precedence over the main motion. In the listing below, each motion takes precedence over all motions listed before it.

1. Postpone indefinitely
2. Amend
3. Refer
4. Postpone to a certain time
5. Limit or extend limits of debate
6. Previous question
7. Table

Postpone indefinitely

The name of this subsidiary motion can be misleading. The aim of this motion is not just to postpone, it is to suppress or kill a pending main motion. It requires a seconder and can be debated. It however cannot be amended and it requires a majority vote. If it is passed it kills the motion under consideration.

Amend

A motion to amend is a motion to change, add words to, or omit words from an original motion. The change must be germane to the original motion.

Refer

This motion is made when the question before the meeting is such that more information is needed or it is deemed that a smaller committee should work out details that take too much time in a larger group.

Postpone to a certain time.

This motion is to postpone the question before the meeting to a stipulated time later on in the course of that meeting or to a future date.

Limit or Extend Limit of debate

This motion limits or extends the time to be taken on debating the question before the meeting. A member may move that debate on the question before the house be limited to 10 minutes, or that the debate be limited to two minutes per speaker.

A member might also move to extend debate time to allow more participation.

Previous question

This is a motion to close debate. It is made when debate has been long and repetitious. It says let us close debate and vote. A member may move that the question be put or simply say, "Question on the motion" or just "Question."

Table

This motion is made when there is need to temporarily lay the question before the house aside without setting a time for resuming its consideration. This is done with the understanding that the meeting will take it up again whenever the majority so decides.

Privileged Motions

Privileged motions are not like subsidiary motions. They do not relate to the pending business. They have to do with matters of immediate and overriding importance, which should be allowed to interrupt the consideration of everything else.

They are listed below in the ascending order of rank.

1. Orders of the day
2. Point of privilege
3. Recess
4. Adjourn
5. Fix time to which to adjourn

Orders of the day

Orders of the day simply mean the agenda or the laid down order of business. If consideration of a matter that is not included in the agenda a member may call for the orders of the day to be followed.

Point of privilege

When there is something that is affecting the comfort, integrity, rights, or privileges of members, e.g. noise, inadequate ventilation, introduction of a confidential

subject in the presence of non members etc., a member can raise a point of privilege. This permits the member to interrupt pending business.

Recess

This is a motion to have a short break even when there is pending business. The motion should however specify the time to be taken for the break.

Adjourn

This is a motion to close the meeting. It can be made even while business is pending in which case time to resume the meeting must be stated.

Fix time to which to adjourn

This is a motion to fix the date and time and place of the next meeting.

Incidental Motions

Incidental motions are incidental to motions out of which they arise. Because they arise out of the immediately pending business or motion they must be decided before business can proceed. They are in order only when they are legitimately incidental to a pending motion.

The most common incidental motions are:

1. Point of order
2. Suspension of rules
3. Objection to consideration
4. Consideration by seriatim
5. Division of the meeting
6. Motions related to methods of voting

7. Motions related to nominations

8. Requests and inquiries

Point of Order

This motion permits a member to call the chair's attention to what the member views as an error in procedure or lack of decorum in debated. The member simply says, "Point of order." When the chair has recognized the member, the member then proceeds to state what the point of order is or about. The effect of this motion is to require the chair to make an immediate ruling on the question involved.

Suspension of the Rules

There are times when the meeting wants to take an action but is prevented from doing so by one or more of its rules of procedure. In such cases the meeting may vote (two thirds majority required) to suspend the rules that are preventing the meeting from taking the desired action.

Objection to consideration of a question

This motion is made before debate on pending motion has even begun. It is made by a member who believes that it will be harmful for the meeting to even discuss the motion on the floor. The member addresses the chair and simply states that he/she objects to the consideration of the motion on the floor. This motion does not need a seconder, is not debatable, and is not amendable. It requires a two thirds majority to carry.

Consideration by Seriatim

This motion addresses a main motion that contains several paragraphs or sections. It requires that the main motion be considered paragraph by paragraph or section by

section before the whole is finally voted on. It seeks to do this for reasons of effectiveness in dealing with a lengthy and complicated motion.

Division of the Meeting

This is a motion that is moved when there are doubts in the chair's announcements of the results of a vote by show of hands. A member may demand a division of the meeting. This simply means a standing vote. The motion is not debatable, amendable, and cannot be reconsidered. The demands of a single member compel the standing vote.

Motions Related to Methods of Voting

This is a motion that a vote be taken by a specific method, e.g. by ballot, show of hands, dividing the meeting or that the standing votes be re counted especially if voting was by show of hands or standing.

Motions Related to Nominations

If the By-laws of the organizations do not specify how nominations are to be made, a member may make a motion that suggests a particular method of nominating.

Requests and Inquiries

1. Parliamentary inquiry: This is a request for the chair's opinion (albeit not a ruling) on a matter of parliamentary procedure as it relates to the business at hand.
2. Point of information: This is a question about facts affecting the business at hand.
3. Request for permission to withdraw or modify a motion: Once an agenda has been adopted by the meeting the items on the agenda cease to be the property of the

individuals who brought them. They become the property of the meeting. Therefore no one can just withdraw them without the permission of the meeting.

4. Request to read the papers.
5. Request to be excused from duty.
6. Request for any other privilege.

Motions that Bring the Question Again Before the Meeting

The following four motions are used to bring the question again before the table.

1. Take from the table
2. Rescind
3. Reconsider
4. Discharge a committee

Take From the Table

Before a tabled matter can be brought again before the meeting, a motion to take it from the table must be made. If the motion passes then the matter is brought back to the table for consideration.

Rescind

A meeting has a right to change its mind and there are two ways it can do that. It can either rescind or reconsider. A motion to rescind means is a proposal to cancel or annul an earlier decision. This motion requires a two thirds majority to carry.

Reconsider

This motion enables the meeting to bring back for reconsideration a motion that has already been put to a vote. If it passes it cancels the original vote and re opens the matter for debate as if the original matter had never occurred. It can only be made by a member who voted for it.

Discharge of a Committee

If a matter has been referred to a committee and the committee has not given its findings or recommendations the meeting can take it out of the committee's hands by a motion to discharge the committee and bring the issue back for its floor for consideration. This needs a two thirds majority vote to carry.

How to Make Motions

For a motion to achieve this:	Say this	Interrupt speaker?	Second required?	Is motion debatable?	Is motion amendable?	What vote is required?
Adjourn meeting before business is completed	I move that we adjourn	no	yes	no	no	majority
Recess the meeting	I move the we recess	no	yes	no	yes	majority
Suspend further consideration of the issue	I move the we table	no	yes	no	no	majority
End debate	I move the previous question	no	yes	yes	yes	two thirds
Study an issue	I move that we refer this matter to a committee	no	yes	yes	yes	majority
Introduce business (main motion)	I move that	no	yes	yes	yes	majority
Amend a motion	I move that this motion be amended by	no	yes	yes	yes	majority
Object to procedure or personal affront	Point of order	yes	no	no	no	no vote: chair decides
Take up a previously tabled matter	I move that we take from the table	no	yes	no	no	majority
Consider an issue out of its scheduled order	I move that we suspend the rules and consider	no	yes	no	no	two thirds

The list of duties, rights and responsibilities presented above represent the minimum requirements for a being an effective EXCOM member. For maximum meaningful and professional participation and contribution the member is encouraged to master the said duties and continues to learn more about committees.

Conclusion

The list of duties, rights and responsibilities presented above represent the minimum requirements for a being an effective EXCOM member. For maximum meaningful and professional participation and contribution the member is encouraged to master the said duties and continues to learn more about committees.

APPENDIX C

EFFECTIVE MEETINGS MANAGEMENT

Definition

A meeting can be defined as an outcome directed interaction between two or more people that can take place at any time and in any place. Depending on how it is handled it can be a productive decision making session conducted in an atmosphere of mutual trust and respect, or an ego driven marathon characterized by acrimony and self interest.

Meetings require creativity, diplomacy, empathy, flexibility, toughness and humor.

The following become necessary as a meeting is considered.

1. Pre-planning
2. The agenda
3. Meeting Rules of Procedure
4. Previous minutes if applicable
5. Evaluation

What Needs to be Done Before the Meeting?

1. Define the purpose of the meeting and the outcomes.
2. Develop an agenda.
3. If possible distribute the agenda prior to meeting.
4. If necessary inform members of any necessary preparation for the meeting.

5. Prepare the meeting place: P/A systems, projectors, flip charts, room decorations, refreshments etc.

On the Day of the Meeting

6. Ensure that the meeting starts on time. It is not necessary to wait for all members to be present before a meeting can start. The meeting should start as soon as there is a quorum.

The following order is generally followed in beginning a meeting.

1. Chair calls the meeting to order
2. Spiritual message and prayer
3. Roll call
4. Apologies
5. Approval of previous minutes
6. Main agenda

Towards an Outcome Directed Meeting

Outcome directed meetings do not happen if members lack a clear vision of where the organization is in terms of the issue in question (the current state or the problem position) and where they want it to be (the desired state).

When the current state (undesired problem state) has been established the focus must be on how the organization will move to the desired state. This will call for action plans that will move the organization towards the desired state. When the action plans have been put in place the question of resources comes into play. What resources are available human, financial, and otherwise?

When all the above happens there will be movement towards the desired outcome.

Meeting Outcome Questions

1. What do we want to achieve in this meeting?
2. What specifically has to be done by the end of this meeting?
3. Is the desired outcome within the groups reach?
4. What resources will it take to reach this outcome?

Empowering Meeting Members to Move the Organization Towards Desired Outcomes.

1. Provide and educate (if necessary) members on Rules of Order followed by the meeting.
2. Create a safe non threatening environment that will give members freedom to speak up when they have something to contribute. This calls for the chair to protect members as they make their contribution. Members will need to be educated to respect and not interrupt other members when they have the floor.
3. Encourage members to express their views.
4. Encourage members to listen carefully when others make their contribution.
5. Require members to respect and give thoughtful consideration to the viewpoints of others.
6. Require members to always speak to the motion on the floor.

Conducting the Meeting

1. Start on time.
2. Review and stick to the agenda.
3. Assign and agree on responsibilities and establish target dates for completion.

4. End on time.
5. Send out minutes.

Meeting Tips

1. Do not let people digress from topic.
2. Outline tasks and assign deadlines so that members can know how to follow up.
3. Make sure you have the information you need for decision making before the meeting starts.
4. Keep good records.

Dealing with Difficult people

1. Listen but do not debate
2. Talk privately to members who continually exhibit disruptive behavior
3. Encourage group to share responsibility in handling difficult members
4. Do not take anything personally

Dealing with Disruptive Behaviors

1. Coming in late: Reward and thank those who came in on time.
2. Argumentative: Keep your temper under control and model for the group.
Find some merit in points made and speak to the individual in private.
3. Side conversation: Avoid sarcasm. Restate the last comment made and explain to the group the need to hear information.
4. Losing focus: Implement a parking lot for divergent ideas and restate the purpose of the discussion.

5. The griper: Point out what can and cannot be changed and ask the group on how best to operate.

6. Will not talk: Examine what motivates them and ask for their opinion.

Non Verbal Listening

1. Good eye contact: This indicates to people that you are listening

2. Facial expression: Your facial expression can say more than words therefore, be careful of how you affirm or react to comments that are made.

APPENDIX D

POLICY DEVELOPMENT AND INTERPRETATION

Definition of Policy

A policy is a formal statement of value or intent that provides a basis for consistent decision making and resource allocation. It describes principles, requirements and limitations. It is characterized by indicating what needs to be done and how it should be done under the prevailing circumstances. It establishes rights, requirements and responsibilities.

A policy must meet two basic criteria to be considered effective. Firstly it should clearly communicate what is expected of employees along with the intent and purpose behind the expectations.

Secondly, it should be able to withstand legal scrutiny and adequately defend the organization's rights in case of litigation.

Why is Policy Needed?

The purpose of policy in an organization is to provide a framework for making sound decisions and to ensure that the organization is administered consistently and that employees are treated fairly. Policies are needed to ensure compliance with the laws of the land, to establish a culture in the organization and to direct and or change behavior.

They play a strategic role in the management of an organization and they are developed in the light of the mission and objectives of the organization. Policies therefore

become the medium by which management's plans, rules, intents, and business processes are communicated to all staff. If they are carefully crafted they save the organization countless hours of management time. They also reduce conflict by ensuring a safe, organized, convivial, empowering, non discriminatory work place.

The Process of Policy Development

As an Executive Secretary, policy development is one of your major roles. You need to understand how policies are developed, in order to be an effective secretary. You may find the following guiding steps helpful in developing policies for your organization:

Step 1. Identify the issue or problem to be addressed

Policies are not developed in a vacuum, and they are not developed just for the sake of having them. They are developed to address real life issues affecting employees at the work place.

It is therefore always necessary to identify and assess the issue or problem to be addressed if a meaningful policy statement is to be developed

Step 2. Assess whether existing policy is sufficient to address the issue or problem.

The following checks are critical in assessing the sufficiency of a policy to address current issues: (a) check whether or not existing policy addresses the issue; (b) check whether or not existing policy leaves gaps when the issue is addressed; (c) check whether or not existing policy still meets goals and objectives. These three checks lead you to step 3.

Step 3. Decide if a new policy is needed.

Your decision to write a new policy will be based on the results of your assessment of the current situation. As has been stated above, policy is always written to address a felt need and not just to embellish a policy document. The prevailing situation dictates as to whether or not a new policy is needed.

As you go through the process of deciding whether or not to write a new policy, you need to state the problem clearly and write it down. You also need to determine the magnitude and extent of the problem and keep in mind that not every perceived problem requires to be solved by formulating a policy to address it. Some problems may just need management decisions to solve them.

You will need to question the accepted thinking and beliefs about the problem and do that with data. In other words, use all the data collected on the issue to question the prevailing thinking and beliefs and practices.

Step 4. Identify the benefits that would be brought about by a new policy.

In other words spell out the benefits that would be brought about by a new policy, and also look objectively at the implications of the new policy to the organization.

Step 5. Work on guidelines that will ensure that the new policy conforms to the organization's mission and philosophy. Since mission is what drives the organization the new policy should be crafted to conform to the organization's mission and philosophy.

Step 6 . Consult with the appropriate line manager.

When crafting a new policy it is always necessary to consult with the appropriate line manager since he/she is the one operating where rubber meets the road and may know more about the complexities of the department than you.

Step 7. Write the new policy

How to Word a Policy Statement

When crafting a policy statement always bear in mind that a policy is not a law and should not be written in legalese. A policy statement should be easy to understand considering that you are writing for a diverse audience. **Therefore the first rule of writing a policy statement is: Keep It Simple.**

The second rule of writing a policy statement is: Select Words Carefully. Take note of such words as shall, should and may. Shall, means compliance. It makes the statement mandatory and non negotiable. Should, is however negotiable. It is not as strong as shall. May, on the other hand is discretionary. It is a word of flexibility.

The third rule is: Use Fewer Words. As a policy writer you should, as far as possible avoid redundancy and verbosity. Trying to put a thought across in many words may at times lead to self contradiction and confusion to the reader. The rule is, the fewer the words the better.

It is not possible that an all encompassing policy can be written. There is no way that you as a policy writer will write a policy that will take precise account of all possible situations. There is therefore need that the provisions of the policies you write be general and clear enough to be applied to unanticipated circumstances. **Therefore the fourth rule is: Keep It General but clear.**

The fifth and final rule is: Keep It Helpful. There would be no value in a policy statement that is not helpful. Both, administrators and employees must find the policy helpful otherwise there would be no justification for the policy to exist. The policy should tell the reader why it exists and to whom and when it applies.

Rules of Interpreting Policy

Understanding the meaning of a policy is very important and yet at times finding out what the real meaning is can be a big challenge. The policy reader should understand that policies are written to help administration address practical work related issues. They define what should be done with the intent of creating a good working atmosphere in which fairness reigns. The primary reason for the existence of a policy is not to resolve disputes over content. Policies should not be looked at as tools for resolving disputes about content. When disputes over meaning arise, the policy interpreter should be reasonable and open minded bearing in mind that a narrow view of a policy will not resolve matters.

To get to a realistic meaning of a policy the following rules of interpretation may be helpful.

1. The Literal Rule

This rule requires the interpreter to interpret the policy based on the written words of the policy. The interpreter, as far as possible should give the words their plain ordinary meaning so as not to distort the meaning and purpose of the policy. The general argument under this rule is that a policy means exactly what it says and should be interpreted and applied exactly as it reads.

2. The Rule of Context

According to this rule, a policy should be read and interpreted in the spirit and context in which it was made. It should be interpreted according to its purpose and objective. In other words the interpreter should endeavor to see the policy through the eyes and spirit of those who wrote it. The question to ask under this rule is; what did

those who wrote the policy want to achieve by this policy? Policies are mostly not drafted like legal documents and the policy interpreter should not push their meaning beyond the basic point of intention. The intent and spirit of the policy must always be respected.

3. The rule of interpreting ambiguity (contra proferentum)

This rule stands on the principle that a person is responsible for his/her ambiguities. According to this rule a policy is ambiguous when it is susceptible to more than one reasonable interpretation. It requires that ambiguity be interpreted against the drafter. It is applied when there is doubt not only regarding the wording but also the purpose of a relevant term or policy. In other words this rule says that when the meaning of the policy or term is ambiguous the interpretation should be in favor of the employee and not the policy maker and implementer.

4. Rule of Logic

This rule posits that interpretation is logical thinking and therefore reason must be used in interpreting policy. Policy must be interpreted by applying the laws of language and grammatical analysis. Interpretation must be based on evidence contained in the text of the policy because a policy means exactly what it says and should be interpreted and applied as it reads.

5. The Rule of Precedent

This rule requires the interpreter to check how the same policy is applied in other organizations. The interpreter is expected, under this rule, to consult with sister organizations to find out how they apply the policy in question and not to re invent the wheel. The courts of law use the same approach. Most court judgments are based on how other courts elsewhere judged similar cases.

6. The Rule of Inference

In the law of evidence, inference is defined as a fact reasonably implied from another fact. It is a logical consequence, a conclusion drawn from evidence. It is an inferential fact or proposition, although not expressly stated but is sufficient to bind.

This rule informs policy interpreters that whatever is inferred to by their policies, although not expressly stated, is however equally binding. This rule requires that policy interpreters should not over look or underestimate the importance of inferential facts.

7. The Rule of Proportionality

This rule requires that a balance be maintained between any adverse effects which the policies of an organization may have on the rights, freedoms or interests of employees.

Policy interpreters and implementers should exercise caution and care especially when administering disciplinary policies. Proportionality is required and expected between punishment and offence. It is a violation of this rule to impose a penalty that is disproportionate in severity to the mischief that it is intended to cure.

A Bird's Eye View on the SID Policy

The Southern Africa India Ocean Division (SID) policy is the authoritative voice of the Church in all matters relating to the administration of the work of the Seventh-day Adventist Church in all regions of the Division and is to be adhered to by all Seventh-day Adventist organizations. It is therefore very important that all administrators understand it.

The SID policy book is organized, for ease of navigation and reference, as follows:

In addition to the table of contents and the index, the book is presented in sub divisions which are alphabetically arranged from A to Z. This is intended to help the policy user to navigate the policy book with ease. Each alphabetical sub division houses policies that deal with a particular area of organizational life as is shown below.

The General Conference Constitution and bylaws is placed just before the first alphabet A

- A. Mission and Values Statements.
- B. Organization and Administration
- BA. General Administration
- C. Division Administration
- D. Unions and Conferences/Missions Model Constitutions and Bylaws
- E. Denominational employees policies
- FA. Chaplaincy
- FB. Children's ministries
- FC. Communication
- FE. Education
- FF. Family Life Ministries
- FH. Health Ministries
- FL. Religious Liberty and Public Affairs
- FP. Publishing Ministries
- FW. Women's Ministries
- FY. Youth Ministries
- GE. Ellen G White Estate

- HA. ADRA
- HB. Adventist World Radio
- HI. Health Foods Association
- K. Supporting Ministries
- L. Ministerial
- M. Inter Division Employees
- N. Inter Union Employees
- R. Adventist Volunteer Services
- S. General Financial Policies
- SA. Auditing
- T. Division Financial Policies
- U. Institutional Financial Policies
- V. Tithe
- W. World Mission Funds
- X. Ingathering
- Y. Remuneration and Assistance to Employees,
- Z. Retirement

After the Z section there is an Index which is very useful when searching the document for specific items.

The SID policy is based on the General Conference policy book. Certain sections, like for an example A to E were taken as they are in the General Conference policy book. The rest are a contextualized version of the General Conference policies and those that are the Division's own creations.

As a policy interpreter you need to have a good understanding of the entire book. This may not happen overnight but it is possible with diligence, much consultation, study and observation. You should, however, pay particular attention to the following policies, as you will find yourself dealing with them more frequently than the others: B, BA, E, S, SA, T, V, Y, and Z. Even in this group you will find yourself dealing with B, Y and Z more than others. It is therefore advisable for you to prioritize these in your study.

APPENDIX E

THE EXECUTIVE COMMITTEE

Introduction

In the Seventh day Adventist Church (unincorporated) the highest level of authority resides in the Constituency meeting. The Executive Committee, which is elected by the constituency at session, is entrusted, through policies and or constitution and bylaws with authority to govern between constituency meetings. It is responsible, between constituency meetings, for the ultimate direction of the management of the affairs of an organization and it is legally charged with responsibility and authority to govern on behalf of the constituency.

The Seventh day Adventist Church uses Executive Committees rather than boards. Executive Committees have close cooperation with Executive Committees at other levels of church hierarchy. A decision or a problem at one level of organization may be referred to another level for counsel.

General Responsibilities of an Executive Committee

The responsibilities of an Executive Committee are many and varied and we will not attempt to deal with all of them. We will however here below focus on the major ones.

1. Determine the Mission of the organization

It is the responsibility of the EXCOM to create a mission statement that articulates the organization's reason for being and to review that statement regularly to ensure that plans and programs flow from the mission.

The EXCOM periodically reviews the adequacy and validity of the Mission Statement because organizations, due to, among other factors, change of leadership tend to suffer from "mission drift." A properly formulated Mission Statement serves as a useful tool to guide and inform organizational planning, decision making and setting program priorities in view of competing demands for scarce resources.

The EXCOM ensures that executive officers, departmental directors and all entities under it organize and pursue programs that help the organization achieve its mission.

2. Effective Organizational Planning

Comprehensive planning is critical to the achievement of organizational goals and objectives. The EXCOM must be actively involved in the planning process so as for it to own the program and help in giving direction and counsel to the organization.

The EXCOM formally approves the organization's strategic plans and monitors its implementation. It is its duty to periodically look into whether or not the organization's programs and services are still in keeping with the mission and purposes of the organization.

Since there are always many programs and services competing for limited resources, the EXCOM with the guidance of the executive officers decides which programs and services should be prioritized.

3. Manage Resources Effectively

The EXCOM should ensure that the organization has adequate financial and human resources to fulfill its mission. It is its responsibility to approve and monitor the annual operating budget and to review monthly financial statements. It also should require and review audited statements annually.

It can only monitor budget implementation if it has clear, accurate and timely financial statements. Therefore, all EXCOM members should receive monthly financial statements according to policy.

The EXCOM is responsible for ensuring adequate management of all the organization's assets including investments and property.

4. Govern the Organization Effectively.

It is the role of the EXCOM to govern and ensure good management of the organization. One of its most important duties is to set organizational policies that cover every aspect of the organization's operations and activities including provisions for a contextually healthy compensation scheme. It should ensure that these policies are implemented and respected by management and staff and that adequate provisions are made in the annual budget to meet the organization's needs. The EXCOM should however be careful of involving itself in the day to day management of the organization as this is not its duty. It should not play the role of staff supervisors and bosses. This right is reserved for the executive officers and those they may delegate it to.

5. Monitor the Organization's Programs and Service Delivery

The EXCOM should periodically review the organization's programs and service delivery to ensure effectiveness, quality control and consistency with the organization's stated mission and purposes.

6. Serve as a Court of Appeal

One of the marks of a mature and effectively managed organization is its ability to avoid having its EXCOM adjudicate on personnel issues except in very rare issues. In order for the EXCOM not to spend most of its time wrestling with personnel issues it should enact solid personnel policies and procedures, grievance protocols and very clear definitions of the role of the executive officers on personnel issues. It should be noted however, that even with the best policies in place, the inevitable dynamics of life, will force the EXCOM to serve as a court of appeal.

The best steps to follow in the event of issues being brought to the EXCOM is to set up a sub-committee to do the ground work and recommend to the EXCOM.

7. Evaluation

The EXCOM should periodically review and evaluate its own performance. This can be achieved in many ways including written surveys. The EXCOM should seek to know if it is achieving organizational goals and mission. It should establish whether or not it is moving the organization forward. This self evaluation should help it know why it is succeeding if that is the case and also why it is not if that is the reality.

Fiduciary Duties of the EXCOM

It is very important for the EXCOM to know and understand that it has fiduciary duties toward the organization that it is serving. The word fiduciary comes from two Latin words, fides, which means faith, and fiducia, which means trust.

A Fiduciary duty means that each member of the EXCOM has a legal duty of good faith, full disclosure, fair dealing, and undivided loyalty to the organization.

It means that committee members have an obligation to act in the best interests of the organization and will avoid conflicts of interest if a situation arises that has a potential benefit to them as individuals. It demands that committee members positively renounce anything that would be unfair to the organization and it imposes on them a duty of high moral standards in conducting business. A fiduciary duty is the highest standard of care at law and it demands that members be extremely loyal to the organization, and that they not put their personal interests before those of the organization. This duty can be broken down into the following specifics:

1. The Duty of Care

This describes the level of attention that is required of all EXCOM members in matters relating to the organization. It requires EXCOM members to be informed before making any decisions. It places an obligation on members to be informed of all information that is reasonably available to them which is material to the decisions to be made.

2. Duty of Loyalty

The duty of loyalty requires that the EXCOM acts in the best interest of the organization than in the individual member's interest. The duty encompasses the

EXCOM's obligation to avoid conflicts of interest. In general a conflict of interest exists when the EXCOM does business with an EXCOM member or with an organization in which an EXCOM member is a director, employee or officer or has financial interests.

(See policy book) All conflict of interest must be declared.

An important aspect of this duty is keeping confidentiality of information that is deemed confidential.

3. Duty of Obedience

This is a duty that requires the EXCOM member to act according to the constitution and bylaws and policies and procedures of the organization. It requires that the EXCOM members be faithful to the mission and goals of the organization.

Other Duties of the EXCOM Specified in the SID Policy

According to the model constitutions and bylaws of Local Conferences right up to the General Conference, the EXCOM is required to govern in harmony with the constitution of its organization and the policies and procedures of higher organizations.

The SID policy provides that officers of higher organizations are ex officio members of the EXCOM and that they are also delegates at large with voting rights to all lower organization sessions representing the wider constituency of the Church.

The EXCOM grants status to lower organizations and is empowered to suggest changes to model constitutions to the GC through the Union.

It is the role of the EXCOM to approve terms for study leave and to foster growth of young ministers by giving them opportunities for development.

If and when the need arises, it is the duty of the EXCOM to remove for cause officers, department directors, board and committee members and to also fill in vacant positions. It also is authorized to grant and withdraw credentials and licenses.

The EXCOM is tasked with the responsibility to determine which banks the organization should work with and to vote signatories to these bank accounts. In fulfilling its duty to look after employees it is empowered to set employee remuneration levels and authorize and underwrite employee vehicle loans.

Conclusion

As has been shown above, the EXCOM between constituency sessions is the highest level of authority in the Church. It is charged with authority to govern on behalf of the constituency between sessions. It is empowered to oversee the entire program of the Church and is guided by constitution and bylaws, policies and procedures as voted by the world Church and its constituency

APPENDIX F

TRANSITION FOR EXECUTIVE SECRETARIES

Definition

A transition exercise, generally known as a handover process is the transfer of task relevant professional responsibility and accountability for some or all aspects of work. It involves both verbal and written communication of what the work is, its current status and the work plan for the completion of ongoing projects and or assignments. Usually the process includes shadowing.

It aims at conveying appropriate information to oncoming professionals to allow for continuity and avoidance of error.

Transition happens when a newly elected executive is prepared for the assumption of duties by the outgoing executive.

The Importance of a Good Transition Exercise

A good transition exercise ensures that task relevant knowledge is clearly communicated and transferred to the oncoming executive for the sake of continuity and smooth execution of the organization's strategic plans. It also helps the new executive not to repeat old mistakes. It warns the new executive of likely pitfalls and dangers.

Guidelines in Doing the Handover

1. In preparing to handover to the oncoming executive ensure that the job description is in place and that it has been updated. The job description should give a comprehensive picture of what the job entails.
2. Try as much as possible to recall what new skills you needed to learn when you started in this position. Make a list of these and share with your successor.
3. List all ongoing issues and plans you did not have time to implement or finish.
4. Clean out all old files from the computer and organize current files into folders.
5. Make an outline of things you intend to discuss with the new executive in the process of handing over.

When the Person has Arrived

1. Work through the job description
2. Explain the line management structure and the key working relationships
3. Give a brief history of all outstanding projects and un finished tasks
4. Where ever possible let the new executive shadow you on the job
5. Start teaching any new skills if there is need to do so
6. Introduce the new executive to key people in your work
7. Show the new executive where they can find resources and where they can get answers and support whenever the need arises.
8. Handover Officers minutes files
9. Handover Executive Committee files
10. Hand over files for any committee that you chaired or served as secretary by virtue of your office.

11. Handover service records and go through policies that regulate the same.
12. Handover Conference constitution and go through the whole document together.
13. Show the process for running core activities, e.g. how to prepare for committees, frequency of committees, staff meetings, annual staff outings, and what exactly is expected of the new executive in those meetings.
14. Give list of equipment that belongs to the department.
15. Finally, exit and do not interfere unless invited to share on something by the new executive.

Conclusion

A professionally done transition exercise ensures smooth continuity of the programs of the organization. It also helps the incoming executive to view the outgoing executive in positive light.

APPENDIX G

WRITING EFFECTIVE MINUTES

Introduction

Since minutes are a part of the memory and history of a committee or board, much care should be given as to how they are taken. Taking good minutes, circulating them among committee members and preserving them for future reference are crucial steps in keeping a committee or board focused and moving forward toward organizational goals. Failure to give minute taking the importance it deserves may lead to frustration, confusion and conflict as well as wasting time revisiting topics already discussed and voted on.

Definition

Minutes is a historical record of an officially convened meeting of an organized decision making body. They focus on decisions and actions taken by the group. They are a written record that allows those who were unable to attend to know what decisions were taken by the group.

They are not a record of conversations that took place. They record what was decided at the meeting.

Minutes indicate the name, place, date, and time of the meeting and the names of all participants at the meeting, including persons arriving late or leaving early, invitees and guests.

They contain enough information to allow for a clear understanding of the business that was conducted for those present and absent.

Most importantly minutes provide a review document for use at future meetings to measure progress and give high visibility to agree upon actions.

Minutes, when approved by the committee and signed by the chairperson constitute a legal record of decisions made and as such they can be used in a court of law for or against the organization. It is important for the writer of minutes to ask himself/herself, "Can I read these minutes before a judge or a jury?"

They include only items discussed and voted by the meeting participants. Information updates and or new information cannot be inserted. People who were not at the meeting cannot correct the minutes or vote on their acceptance as a true record of what was discussed and voted on.

Why Minutes Are Important

Minutes enable organizations to meet their obligation to conduct business in a transparent and accountable manner. They keep the membership informed on the progress of decisions that were made and also serve as useful defense against litigation. Organizations are required by law to keep minutes. In other words production of minutes is a statutory requirement. No minutes no memory! No defense in a lawsuit.

In point form, minutes are important for the following reasons:

1. They provide clear, concise, coherent, and accurate summary of decisions made by the meeting
2. They provide a review document for the next meeting
3. They are an instrument to measure progress or lack of it

4. They expose performance or non performance of individuals and or committees
5. They furnish information for future decisions
6. They inform members who were not present of what was decided
7. They inform higher and lower organizations of decisions taken
8. They provide a record of the organization's work for present and future

reference

9. They keep attendees on track by reminding them of decisions made
10. They are kept as reference material for future meetings

How minutes should be written

Minutes should be written in the past tense and should be written in business-like language. They should be clear, concise, simple and the language should not be stuffy or pompous.

Minutes should always be written in the third person, and the style of writing should be impersonal and objective in character. The writer should be impartial and, as it were, not appear.

Properly written minutes answer the following 7 questions:

1. What meeting was it?
2. Where was the meeting held?
3. When was the meeting held?
4. Who attended?
5. Who did not attend?
6. What actions were taken?
7. Who is to complete the actions, by when?

8. Were materials distributed at the meeting? If so are copies or a link available?

In listing those in attendance the chair should be listed first and should be identified as such.

Minutes should be numbered consecutively starting from number 1 at the beginning of the term, to the last number of the last action of the meeting of the year or triennial or quinquennium whichever is applicable.

Each item should be headed and numbered.

What Should be Left out of Committee Minutes?

Confidential information such as employees' individual salaries should not appear in the minutes.

Supporting Documents

Copies of supporting documents should be generally attached to the minutes.

Styles of Writing Minutes

Styles of writing minutes can be grouped into three formats as follow:

1. Report style: This is a comprehensive record of all discussions, written in a narrative style that includes the names of all speakers, movers and seconders of any motions.

2. Minutes of narration: This is a legal form of writing minutes that includes a summary of principal discussions.

3. Minutes of resolution: This is a compact legal form that documents the precise wording of resolutions that were passed, but does not include discussion details including movers and seconders of motions.

Minutes should always follow the same order as the agenda and they should be written in a consistent style from one meeting to another.

In brief, when writing minutes:

1. Do not write everything that is said and done, just capture the decisions.
2. Give each item a separate heading and ensure that your minutes follow the same order as the agenda.
3. Number each item
4. Write the minutes in a consistent style
5. Produce rough draft shortly after the meeting and check for accuracy and correctness with the chair.

Format of the Minutes

Formats used in writing minutes vary from organization to organization. Whatever format is followed by an organization must be consistent and clear.

Approving the Minutes

Executive Committee members are responsible for assuring the accuracy of the minutes before approving them. It is only when they have been approved as a correct

After the Meeting

1. Make copies for your two colleagues (president and treasurer). Ask them to check for the following:
2. Are the minutes clear?
3. Are they easy to read?
4. Have they left out any essential information?

5. Are the decisions clearly stated?
6. Do the minutes say who should do what by when?
7. Check for grammatical accuracy
8. Circulate to members and higher organizations.
9. Send follow up letters to all concerned.

Storing the Minutes

1. Keep minutes in a safe place, preferably in a fire and water proof place.
2. Ensure that at all times minutes are backed up and back up copies are kept in a separate location.

APPENDIX H

ORIENTATION STRATEGIES FOR EXECUTIVE SECRETARIES IN THE ZIMBABWE UNION CONFERENCE: A PLAN FOR INTERVENTION

Introduction

This strategic plan intends to reflect the current situation at the Zimbabwe Union Conference in the areas that affect the work of the executive secretary. It will impact on the development of a plan that meets the felt needs of the secretariat office in the Zimbabwe Union Conference in particular and in the rest of the SID in general. The plan outline is as follows:

1. Vision statement
2. Purpose
3. Situational
4. Identification of strategic issues
5. Goals and outcomes

Vision

To create an environment for efficiency, effectiveness, empowered and high achieving executive secretaries.

Purpose

Constituencies in their elective sessions do not always look at the person's competency during the election process. Therefore, the purpose of the strategy is to empower executive secretaries and eliminate unprofessional ways of executing their duties in the context of Zimbabwe Union.

Situational Analysis

Micro Level

Stake Holders

1. 3 local conferences
2. 1197 churches
3. 2261 companies
4. 621762 members (at the time of writing).

Specific Issues

1. Evangelism minded membership (Rapid membership growth)
2. Committee members mostly drawn from highly educated elitist bracket (some are company directors, CEOs, business professionals, teachers etc)
3. Theological training does not include the intricacies of secretariat duties while executive secretaries are expected to render a superior service.
4. A demonstration of lack of confidence, a spirit of under mining by the elitist members of the Executive Committee directed at the executive secretary.
5. In ability and Frustration of executive secretaries due to lack of empowerment.
6. (Tension during sessions as members seek to replace leaders)

Service Providers

1. Zimbabwe Union
2. Southern Africa Indian Ocean Division.

Macro Level

Stake Holders

1. Zimbabwe Union Conference
2. Central Zimbabwe Conference
3. East Zimbabwe Conference
4. West Zimbabwe Conference
5. Solusi University

Service Providers

1. Southern Africa Indian Ocean Division
2. General Conference
3. E. G. White Center

Goals and Outcomes

1. Professionally run local conferences
2. Informed confident and focused executive secretaries
3. Informed Executive Committees and members
4. Fulfilled constituency
5. To provide profession relevant information resource materials to both entry level and experienced executive secretaries.

Key Strategic Decisions

1. Preparation and management of Executive Committee agenda
2. Profile of an Executive Committee member
3. Professional writing of minutes
4. Profile of the Executive Committee
5. Managing the transitional period
6. Policy development framework and interpretation procedure
7. (Effective meetings management)

Strategic decision	activity	input	duration	tasking
1. Profile of the Executive Committee	Definition			
	Responsibilities	<ol style="list-style-type: none"> 1. Determine the mission of the organization. 2. Effective organizational planning. 3. Manage resources effectively. 4. Govern the organization effectively. 5. Monitor the organization's programs and service delivery. 6. Serve as a court of appeal. 7. Evaluation. 	Term of office	Executive secretary
	Fiduciary duties	<ol style="list-style-type: none"> 1. The duty of care 2. The duty of loyalty 3. The duty of obedience 	Term of office	Executive secretary
	Other duties as specified in:	As specified in the following policy documents: <ol style="list-style-type: none"> 1. SID policy 2. Union policy 	Reviewable after every 2 nd year of the quinquennium	Executive secretary
2. Profile of an Executive Committee member	Definition		The constitution in that term of office	Executive secretary
	Responsibilities of an Executive Committee member	To function effectively and make maximum contribution.	Term of office	Executive secretary

	Members' rights	<ol style="list-style-type: none"> 1. The right to the organization's books and records 2. The right to receive and keep minutes 3. The right to be heard 4. The right to be protected 5. The right to the respect and loyalty of other 	Term of office	Executive secretary
3. Policy development framework and interpretation procedure	Definition	A policy is a formal statement of value or intent that provides a basis for consistent decision making and resource allocation.	On going	Executive secretary
	Process of policy development	<ol style="list-style-type: none"> 1. Identify the issue or problem to be addressed 2. Assess whether or not the existing policy is sufficient to address the issue or problem 3. Decide if a new policy is needed 4. Identify the benefits that would be brought about by a new policy 5. Work on guidelines that will ensure that the new policy conforms to the organization's mission and philosophy 6. Consult with the appropriate line manager 7. Write the new policy 	On going	Executive secretary and departmental heads
	Wording a policy statement	<ol style="list-style-type: none"> 1. Keep it simple 2. Select words carefully 3. Use fewer words 4. Keep it general but clear 5. Keep it helpful 	On going	Executive secretary
	Rules of interpretation	<ol style="list-style-type: none"> 1. Literal rule 2. Rule of context 3. Rule of interpreting ambiguity 4. Rule of logic 5. Rule of precedent 6. The rule of inference 7. The rule of proportionality 	On going	Executive secretary

1. Preparation and management of Executive Committee agenda	Definition	An agenda is a plan which consists of action points	On going	Executive secretary
	Basic purposes	1. Order of events 2. Road map 3. Limits and focuses discussion	On going	Executive secretary
	Agenda bell	1. Previous minutes 2. Announcements 3. Decision issues 4. Moderate difficult decision issues 5. Most difficult decision issues	On going	Executive secretary
2. Managing the transitional period	Definition	It is generally known as a handover process which is a transfer of task relevant professional responsibility and accountability for some or all aspects of work.	Towards the end and the beginning of the term.	Executive secretary and the president
	Handover Guidelines	1. There must be an updated job description 2. Make a list of the required skills 3. Outstanding issues and plans 4. Organize files into folders 5. Prepare outline of the discussion	At the beginning of the new term or before a secretary assumes his/her responsibilities	Executive secretary
	Handover	1. Management structure and key working relationships 2. Introduce the new person to people at your work 3. Handover officers minutes files 4. Handover Executive Committee minutes files 5. Handover files for any other committee that you chaired or served as the secretary 6. Handover service records 7. Handover conference constitution 8. Give a list of equipment that belongs to the office.	At the beginning of the new term or before a secretary assumes his/her responsibilities	Executive secretary
3. Professional writing of minutes	Definition	Minutes are a historical record of an officially convened meeting of an		

		organized decision making body.		
	Function	1. Importance of minutes 2. How to write minutes	On going	Executive secretary
4. Effective meetings management	Definition	A meeting can be defined as an outcome directed interaction between 2 or more people that can take place at anytime and in any place.	On going	Executive secretary and president
	Empowering members	1. A provision of the rules of order 2. Non threatening environment 3. Freedom of expression 4. Tolerance of other people's view points 5. Speaking to the motion	On going	Executive secretary and president
	Conducting a meeting	1. Start on time 2. Review and stick to the agenda 3. Assign and agree on responsibilities 4. End on time 5. Send out minutes timeously.	On going	Executive secretary and the president
	Meeting tips	1. No digression from topic under discussion 2. Assign deadlines to outlined tasks 3. Provide relevant information for easy decision making 4. Keep good records.	On going	Executive secretary

APPENDIX I

EXECUTIVE COMMITTEE SURVEY

ROYAL

25% COTTON

EXECUTIVE SECRETARY

Please put an X in the box that contains the answer that is true to your experience.

There was a clear hand over/take over between me and my predecessor when I assumed my responsibilities as executive secretary.

Strongly agree	agree	uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

The number of days taken for my orientation/induction exercise were:
0 = no orientation/induction.

0	2 or less	More than 3	Less than 1 month	More than 1 month
---	-----------	-------------	-------------------	-------------------

I was mentored/coached as I assumed office.

Strongly agree	agree	uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

The duration of the mentoring/coaching exercise was:

0 months	Less than 3 months	Less than 6 months	Less than 1 year	More than 1 year
----------	--------------------	--------------------	------------------	------------------

The duties of my office were clearly spelled out to me as I assumed office.

Strongly agree	agree	uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

I was given a written job description when I assumed office.

Strongly agree	agree	uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

I understand my role in the administration of the Conference as executive secretary.

Strongly agree	Agree	uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

I understand the role of the Executive Committee in the administration of the Conference.

Strongly agree	Agree	uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

I have adequate knowledge of the church's organizational structure and how it operates.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

I have adequate knowledge in the formulation and management of a meeting agenda.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

I have adequate knowledge in minute crafting and committee action (votes) follow up procedures.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

I have adequate knowledge in developing an index for minutes.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

I am familiar with and can implement a good filing system.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

I am familiar with and I would not need assistance in report writing.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

I have adequate knowledge to organize for big meetings such as mid year executive committees, year end executive committees and constituency meetings (sessions).

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

The relationship of my office and the Conference Executive Committee is clear to me.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

The relationship of my office and that of the Conference president is clear to me.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

The relationship of my office and that of the Conference treasurer is clear to me.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

The relationship of my office and those of the departmental directors is clear to me.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

The relationship of my office and the frontline pastors is clear to me.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

The relationship of my office and the local churches is clear to me.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

I have adequate knowledge in policy formulation and interpretation.

Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

Please list up to 5 areas of training that you think are crucial for new executive secretaries.

- 1
- 2
- 3
- 4
- 5

Former Executive Secretaries

Please respond to each statement as per your experience.

I served in the office of executive secretary foryears (give number of years)

I was mentored/coached as I began my work as executive secretary

yes	no
-----	----

The four areas of my work where I needed the most help as an incoming executive secretary were:

- 1.
- 2.
- 3.
- 4.

I attribute my growth in the office of the executive secretary to:

- a. formal training by the church hierarchy ()
- b. my own private studies ()
- c. I came already prepared ()
- d. none of the above ()
- e. other ()
- f. if other, please share in the provided space.

.....

.....

.....

From the experience I gained as an executive secretary, the six most critical training areas for an incoming executive secretary are:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

My biggest frustration as an incoming executive secretary was.....

The instrument used for Executive Committee Members is presented below.

EXECUTIVE COMMITTEE MEMBERS

I am a member of the Conference Executive Committee.

	agree	uncertain	Disagree	
--	-------	-----------	----------	--

I understand the role of the Conference Executive secretary in Conference administration.

Strongly agree	agree	uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

There is professionalism in the way the executive secretary discharges his duties.

Strongly agree	agree	uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

The executive secretary shows confidence as he does his work.

Strongly agree	agree	uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

Executive committee meetings are run professionally.

Strongly agree	agree	uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

There is no sign of professionalism in the way the executive committee meetings are run.

Strongly agree	agree	uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

The standard of minute writing is acceptable.

Strongly agree	agree	uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

I have confidence in the leadership of the executive secretary as it relates to his duties as secretary.

Strongly agree	agree	uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

The executive secretary needs more training for me to follow his leadership confidently.

Strongly agree	agree	uncertain	Disagree	Strongly disagree
----------------	-------	-----------	----------	-------------------

I would be happy for the executive secretary to receive training in the following areas:

- 1
- 2

Evaluation.

NB do not disclose your identity.

1 If I were an incoming or new Executive Secretary I would have found the material presented useful in introducing me to the office of the Executive Secretary.

Strongly agree all	Agree	Not sure	disagree	Strongly disagree
-----------------------	-------	----------	----------	----------------------

2 I would have found the addressed areas meeting my needs as an incoming or new Executive Secretary.

Strongly agree 3	Agree 2	Not sure	disagree	Strongly disagree
---------------------	------------	----------	----------	----------------------

3 The area(s) that I feel was/were not adequately covered was/were on the topic(s)...2 said all areas adequately covered 1 had no comment 2 said meetings.

4 The area(s) of my need as a new Executive Secretary that was/were left out completely is/arerole of the executive secretary in administration

.....
.....
.....

5 On a scale of 1 to 10 I would give the presentation on Policy ... points (tick a number)

1	2	3	4	5	6	7	8	1	9	10	4
---	---	---	---	---	---	---	---	---	---	----	---

6 On a scale of 1 to 10 I would give the presentation on Agenda handling... points (tick a number)

1	2	3	4	5	6	7	8	9	1	10	4
---	---	---	---	---	---	---	---	---	---	----	---

7 On a scale of 1 to 10 I would give the presentation on Minute writing..... points (tick a number)

1	2	3	4	5	6	7	8	2	9	1	10	2
---	---	---	---	---	---	---	---	---	---	---	----	---

8 On a scale of 1 to 10 I would give the presentation on Meetings points (tick a number)

1	2	3	4	5	6	7	1	8	9	10	3
---	---	---	---	---	---	---	---	---	---	----	---

9 On a scale of 1 to 10 I would give the presentation on Transition points (tick a number)

1	2	3	4	5	6	1	7	8	2	9	10	1
---	---	---	---	---	---	---	---	---	---	---	----	---

10 On a scale of 1 to 10 I would give the presentation on EXCOM member points (tick a number)

1	2	3	4	5	6	7	8	9	3	10	2
---	---	---	---	---	---	---	---	---	---	----	---

11 On a scale of 1 to 10 I would give the presentation on the EXCOM points (tick a number)

1	2	3	4	5	6	7	8	9	1	10	4
---	---	---	---	---	---	---	---	---	---	----	---

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Objective

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Concentration: Leadership
Thesis: Mentoring and Coaching Executive Secretaries in the Zimbabwe Union
Conference: A Strategy for Change

M.A., Religion, Andrews University
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B.A., Theology, Andrews University

Experience

Executive Secretary	Southern Africa Indian Ocean Division	2005-
Presiden	Zimbabwe Union Conference	2001- 2004
Executive Secretary	Zimbabwe Union Conference	1995- 2003
Executive Secretary	West Zimbabwe Conference	1993 -1995
Departmental Director	West Zimbabwe Conference	1986 -1993
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Skills

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Administration

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