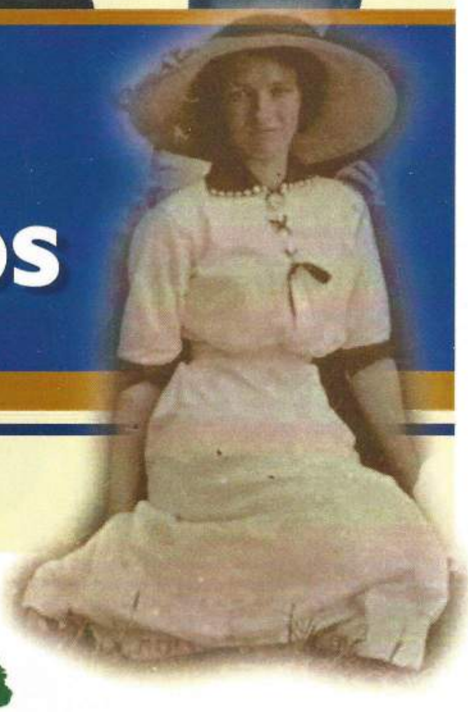
Guide for Successful Groups



THE CITY OF
Red Deer

Red Deer & District
Community
Foundation

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Guide for Successful Groups

This Guide was originally created by The Calgary Foundation. Established in 1955, The Calgary Foundation assists donors in creating a giving and caring community by applying its resources, expertise and leadership, in partnership with others, to identify needs and address issues in the Calgary and area community.

The Calgary Foundation's Neighbour Grants Program developed the Guide for Successful Groups as a resource for community members to build participation and leadership in neighbourhoods.

The Calgary Foundation is pleased to share the Guide as a resource for the citizens of Red Deer to modify to best suit their needs in supporting citizen-led projects.

The City of Red Deer and Red Deer & District Community Foundation have jointly sponsored the revision of Calgary's document for use in Red Deer and area. The City and Foundation are grateful to The Calgary Foundation staff for their generous willingness to share.

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Red Deer & District Community Foundation

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Preface

The Guide for Successful Groups is for you if:

- You have never been involved in voluntary or **not-for-profit groups** before. (This includes organizations, associations, and other groups that share a common interest but do not work to make money or profit.)
- You have not been involved in a volunteer group in Canada.
- You are a new board member for a not-for-profit group.
- You want to figure out the language used by not-for-profit groups.
- You want some basic information to help you start or develop a not-for-profit group.
- You have a new responsibility on the board of a not-for-profit group.
- You want a refresher on how boards work.

The language used by volunteer or **not-for-profit groups** can be confusing. You will find a number of things in this Guide to help you:

- It uses as much plain language as possible.
- Each section covers key points. If you need more information, you can look for books and webpages that are listed in Appendix M.
- Words in bold can be found near the back of the Guide in the Glossary (a list of words and what they mean). (See Appendix N.)

You can read the Guide from front to back or you can read the sections that are useful to you.

If you have any comments about this Guide, please feel free to contact:

Red Deer & District Community Foundation
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403-341-6911

OR

The City of Red Deer's Neighbourhood Facilities
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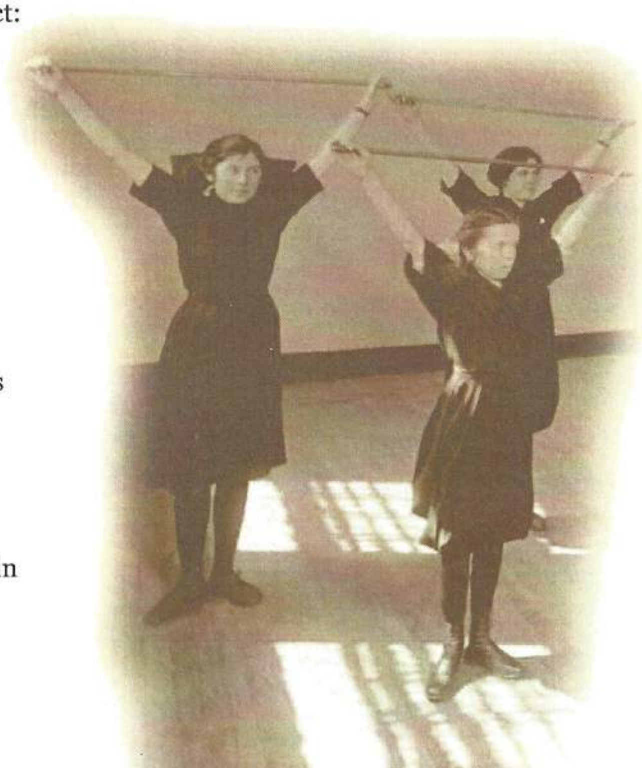
403-309-8422



For updates, corrections, links to useful websites, or to download this entire Guide go to one of the following websites:

www.rddcf.ca

OR

www.reddeer.ca/communitygroups – In the section called "Living in Red Deer", look under the heading "Community Groups".

Acknowledgments

Red Deer

The City of Red Deer and Red Deer & District Community Foundation would like to thank the many individuals and groups who worked with us to adapt this Guide for use in Red Deer. Members of the Advisory Committee for the project include:

Deb Comfort, The City of Red Deer, Recreation, Parks and Culture
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Janice Wing, Red Deer & District Community Foundation

If you look closely you will see that almost anything that really matters to us, anything that embodies our deepest commitment to the way human life should be lived and cared for, depends on some form – often many forms of volunteerism.

Margaret Mead, anthropologist

We would like to thank the staff of the Red Deer and District Archives who found and gave us permission to use the older photographs in this Guide. We would also like to thank the volunteers and staff from not-for-profit groups who agreed to let us take their photographs.

The photographs in this Guide show some of the thousands of volunteers who have worked over the years to improve our community and the lives of our citizens. We would like to thank all of them for their commitment and dedication.

Calgary

In Calgary, the following individuals worked with the authors to develop this Guide:

Advisory Committee

Duna Bayley, Alberta Community Development
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Focus groups

Alberta New Sudan Community Association
Culturally Diverse Community Helpers
Heart of the North East Community Coordinating Council

SECTION 1:

Before You Start a New Group

1

Volunteer groups get started in many ways. Sometimes they start over a cup of coffee. Sometimes they start at someone's kitchen table. Sometimes they start at a community meeting. There are some important things to think about before you start a new group.

There are many **not-for-profit groups** in Red Deer. Some are registered charities, some are societies, and some are informal groups. All of these groups need resources – both people and money. It is important to think about what you want your new group to do. Is someone else already doing it? You can often do more, sooner, by working with a group that is already in place.

Groups come together either because they see an opportunity or a problem. It is important to talk about how people in your group understand the opportunity or problem:

- How would each person define it?
- What facts do you have?
- How do people feel about it? What gives people hope? What makes people worried?
- What are the possible responses to the issue?
- What does your group hope to accomplish?
- How will things look in the future because of your efforts?

You could think about these things too:

- What will happen if you do nothing?
- How hard are you willing to work?
- Is this a long-term or short-term project?
- Who else is doing work that is related?
- What resources (money, people, things) do you need?

COMMUNITY ASSESSMENT

Your group may not be able to answer all these questions on its own. It helps to talk to others as well. One of the first things you should do is to find out if other people think your idea makes sense and if people in the community would support it. At the same time, you can find out if they might be willing to help you out. Here is a sample two-part plan to help you assess your community's interest in and need for what your group wants to do:

Talk to Others: Part One

Groups and Organizations Who Do Similar Work

1. Make a list of the people or groups who do work that is similar to yours. (For example, if you want to start a table tennis group for teens, it would help to talk to people who offer table tennis programs for children and adults, as well as people who are involved in other similar sports.)
2. Contact them and ask if they would be willing to share their experiences with you. If so, arrange to meet with them.
3. Talk to them about how they understand the issue. Ask them which groups do what. Where are the gaps in services or programs?
4. Bring this information back to your group.
5. Talk about what you learned. Do you see different opportunities now? Do you understand the issue differently?
6. Are you doing something brand new? Could your group work in partnership with another group to meet your **goals**? Or would it be better to **volunteer** for a group that already works in this area?

Talk to Others: Part Two

Possible Clients, Participants, or Users

1. Make a list of some people or groups who you want to serve. Who would your clients or participants be? Who do you think would benefit from what you want to do?
2. Contact them and ask if they would be willing to share their ideas with you. Arrange to meet with them individually or in small groups.
3. Talk to them about how they understand the issue. Ask them if there is a place that they go to now to meet their needs. Where are the gaps in services or programs in the community? What would they like your group to do?
4. Bring this information back to your group.
5. Talk about what you learned. Do you see different opportunities now? Do you understand the issue differently?

If your interviews show that there is a need for a new group, think about:

- What you want to offer people
- What your key messages are
- What your main activities or services will be
- Who you want to join you and why
- Who you should work with right away
- What resources you will need to start
- What resources you will need to keep the group going over time

WHO TO TALK TO

Where should you start? These groups can help you find out who does what in Red Deer.

Community Information Referral Society (CIRS)
4728 Ross St
Phone: 403-346-4636
E-mail: reception@cirsonline.ca
www.cirsonline.ca

This is a great place to start. They can tell you which groups in Red Deer do what. Call them or check their website. They also publish a detailed directory of community services. It is available at the Red Deer Public Library. You can buy a copy of the directory at the CIRS office or from the cashier on the main floor of City Hall (4914 – 48 Ave).

The City of Red Deer Social Planning Department
(403-342-8100)
Recreation, Parks and Culture
(403-342-8159)
Various locations
www.reddeer.ca

Staff of the Social Planning Department and Recreation, Parks and Culture Department know a lot about the many groups in our community. They also have many of the books that are listed in this Guide and can lend them to you.

Red Deer Public Library (Downtown Branch)
4818 – 49 St
Phone: 403-346-4576
www.rdpl.org

The Library has books on a variety of topics. They also have many of the books that are listed in this Guide. You can borrow these books with an individual or **organization** library card. Library staff are happy to help you.

You can read more about this topic. You will find a list of a few books and websites for each section in the back of the book on page 93 in Appendix M.

SECTION 2:

Starting Your Own Group

2

VISION, MISSION, AND VALUES

The key starting point for most groups will be to write a **vision statement**, a **mission statement** and a set of **values**. These statements explain why a group exists and guide decisions about what programs and services to offer. They help set the priorities for spending money. They are used to evaluate the work the group does. They remind the group of where they want to go.

It may take a few meetings to write these statements. But it is very important work. Take the time to build these statements now. They will save you a lot of time and can prevent conflict in the future. They will help you tell potential **members**, **funders** and other **organizations** about your work.

Vision statements

A **vision statement** says how you want the future to be. It gives a group something to focus their actions on. A **vision statement** says what your group's impact will be. It helps people understand what the group hopes will happen as a result of its work. A **vision statement** should be realistic.

One way to create a first draft of a **vision statement** is to complete this sentence:

"Overall, if we do our work well, we will be..."

The completed sentence might be:

- ***building a strong and capable community of fabric artists.***
- ***offering first rate training in sport leadership.***
- ***providing caring support and excellent resources for teens in crisis.***

RED DEER EXAMPLES:

LAIRD (Lacombe, Innisfail, and Red Deer) District Council
(Persons with Developmental Disabilities (PDD) Central Region)
Building strong inclusive communities by bringing citizens together in the LAIRD District.

The Leadership Centre
To be recognized as a centre of excellence for the growth of community leadership.

Red Deer Housing Committee
People living in Red Deer are housed well.

Mission statements

A **mission statement** tells the purpose of the group. It says:

What you do

Who you serve (eg. youth, seniors, teachers)

It may also say:

How you do your work

Why you do it

It gets right to the point, often in one sentence. It makes sense to the public as well as people in the group.

Red Deer Examples:

Central Alberta Immigrant Women's Association

To raise the level of awareness of Immigrant Women and their families in all aspects of Canadian life, and to assist them in achieving their full potential as members of Canadian society.

What: raise awareness and offer assistance
Who: to immigrant women and their families
Why: so they achieve their full potential as members of Canadian society

Sports Equipment for Kids Foundation

Sports Equipment for Kids Foundation will make every effort to ensure children in need wishing to participate in any sports activity will receive, at no charge, clean and safe equipment.

What: distribute clean, safe sports equipment
Who: for children
How: at no charge
Why: so every child who wants to participate in sports can do so

LAIRD District Council

To provide opportunities in the LAIRD District to come together, to learn, build, grow, and achieve common goals in a community that includes everyone.

What: provide opportunities to learn, build, grow and achieve goals
Who: people in the LAIRD (Lacombe, Innisfail, and Red Deer) district
Why: so that the community includes everyone

Other Red Deer Examples:

The Leadership Centre

To be a catalyst in the identification and development of effective leaders through quality programs, services, networks and unique partnerships.

Red Deer Housing Committee

To be the community voice in increasing available, affordable, accessible and decent housing options for the citizens of the Red Deer region through collaborative partnerships, education and advocacy.

Writing Your Mission Statement

- Give everyone a paper or post-it-note. Ask them to write one sentence that says what you do and for whom.
- Write each sentence on a flip chart or have them stick their post-it-note on the wall.
- Find words or phrases on which everyone agrees.
- Use these words to write your **mission statement.**
- Check with people in the group to see what they think.
- Make sure the statement clearly says what you will do for whom.

Values

Values are the ideas and beliefs that are most important to your group. They guide your group's behaviour, services, and programs.

Values should be very visible. They should be reflected in all areas of the group's work – from recruiting staff and **volunteers** to developing programs and services. And they should certainly be kept in mind while planning each year.

Examples:

Brain Injury Association of Alberta

Collaboration - to strengthen provincial partnerships within the Alberta acquired brain injury community.

Dignity - we recognize and address the holistic effects of acquired brain injury.

Accountability - we are committed to maintaining a responsible and accountable organization to the acquired brain injury community.

Innovation - we strive to support the acquired brain injury community through innovative and sustainable solutions.

Children's Services Centre

At the Children's Services Centre we are committed to the following core values in every interaction with the child, their family and members of the broader community we serve. It is an expectation that all staff, and volunteers personify these values in their daily efforts for CSC.

Our Core Values are:

Ethical and Professional Practices
Respect
Education / Knowledge
Potential
Teamwork
Playfulness
Enthusiasm
Commitment
Innovation
Flexibility

Don't Just File Them!

Your vision, mission, and **values** should be "living" documents. Sometimes groups just complete them and file them. But you should use them! Put them on the walls so that everyone can see them. Make them part of staff and **volunteer orientations**. Everyone in your **organization** should be aware of them and use them to guide their work.

Be sure to review them regularly with board **members**, **volunteers**, and staff. They are not likely to change a lot over time. But when you review them, you may want to change them a little so that they accurately reflect what the group is all about.

Now that you have written your vision, mission, and **values**, you can talk about other things that are important. This includes:

- What you will offer people
- What your key messages are
- Who you want to join your group and why
- Who you should work with right away
- What resources you will need to get started

NAMING YOUR GROUP

Before you go too much further, you may want to decide on a name. The Government of Alberta's Societies Act has rules about how to name your group. If you plan to register as a **society** (see Appendix A) your group's name must have three things:

- One of these words: **society**, association, club, fellowship, guild, foundation, institute, league, **committee**, council, **board**, centre, bureau.
- A unique word or location. It should set apart the group's name. It could be Red Deer, or Lacombe. Or, pick a word that means something to your group.
- A word or phrase that says what the group is or does. It could be something like Youth Employment.

Choose something short and clear. That way, people can remember it easily. Put the most important word first. Your name affects who joins. Try it out on people outside the group. What do they think?

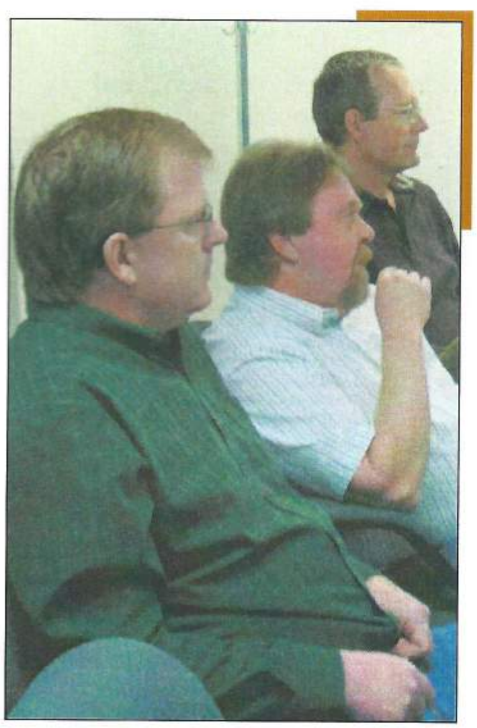
Example:

Youth in Motion Employment Bureau

OR

The Skateboarders Council of Red Deer

Will you register as a **society**? If so, you must do a name search to make sure no other group has the same name. See Appendix A for more information.



DECIDING HOW TO OPERATE

There are many ways to set up your new group. You can have lots of structure or just a little. It depends on what you want to do. Simple can be better. Too much structure at the start may hold the group back.

How will you operate? If you are a small group, you may want to start very simple. But you still need to agree on some things:

Decision Checklist

- ☐ How will the group make decisions?
- ☐ How will you decide the focus and priorities of the group?
- ☐ Who makes sure the group follows its **goals** and **objectives**?
- ☐ Who decides about money? (How will you raise money? How will you spend it? And how will you keep track of it?)
- ☐ Who speaks for the group?
- ☐ Who calls meetings and keeps records?
- ☐ Who communicates with everyone in the group?
- ☐ Who supports and supervises **volunteers**?

Formal or informal?

If you are a small, informal group, with no plans to register as a **society** or **charity**, you can keep your **organization** quite informal. There is probably no need for your group to have a **Board of Directors**.

But you may want a more formal structure if your group:

- will have a lot of **members** or **volunteers**
- will have lots of programs and services
- will have a large **budget**
- will do a lot of **fundraising**
- plans to apply for **grants**

*Important Note: If you decide to register as a **society** or **charity**, you must have a board.*

Many groups have a more formal structure that includes a **Board of Directors**, an **Executive, committees**, formal **memberships**, and sometimes even paid staff. (Note: The next section of this Guide tells you how to set up a **Board of Directors**.)

Registering as a charity or incorporating as a society

As you set up your group, you need to decide whether to register as a **charity** with the Government of Canada. You also need to decide if you want to incorporate a **society** with the Government of Alberta. You do not have to do either. But these decisions can affect how you operate, what kind of records you keep, and your ability to raise funds. So it is important to think carefully about what your group wants to do.

Information about how to register as a **charity** and incorporate a **society** can be found in Appendix A and Appendix B.

IN SUMMARY

Overall, you want to create a group that is healthy. As you set up your group, use this checklist often to see how you are doing:

How are we doing?

- [ ] We know why we came together. We stick to that **vision.**
- [ ] We are open to change and other ways of doing things.
- [ ] We support everyone to take part to the best of their ability.
- [ ] We value people's opinions and speak positively about each other.
- [ ] We make decisions in a way that is clear to **members.**
- [ ] We share knowledge within the **organization.**
- [ ] We make decisions and then follow through with actions.
- [ ] We work on solutions rather than focussing on problems.
- [ ] We have good communication between **members.**
- [ ] We create trust so that **members** feel comfortable saying what they really think.

The more boxes you check, the better. How did you do?

You can read more about this topic. You will find a list of a few books and websites for each section in the back of the book on page 93 in Appendix M.

SECTION 3:

The Board, The Board of Directors, and Members

3

The **members** of the **organization** choose the people who will be on the **Board of Directors.** (Some people just call this the board.) In a small **organization**, the **members** and the board may be the same people. The board leads the group toward the group's vision.

When they decide who will be on the board, especially at the beginning, groups often want to choose people who are like-minded. It is important that everyone on the board shares the same overall vision. But diversity is important too. The board should be made up of people with lots of different skills, talents, and backgrounds. The **members** should be able to represent the community you want to serve.

TYPES OF BOARDS

There are two common kinds of boards. One is called a **policy** board or governance board. The other is called a working board or administrative board.

*Note: There are also groups called "advisory boards" or "advisory **committees**". The **members** do not make decisions. Instead, they usually give advice to staff of an **organization** who then make decisions and do the work. In the not-for-profit world, these advisory groups normally have a simple, informal structure. But they do need to decide how they will work together and how they will agree on the advice they want to give.*

Working or administrative boards

A small group, with no paid staff, usually has a working or administrative board. A working board does all the work of the group. This means board **members** must **volunteer** time above and beyond attending meetings.

Policy or governance boards

A policy or governance board is good for groups with paid staff. The board sets **policy** and does the **strategic planning**. The staff carries out the plan. The board evaluates how successful the plan was. This helps them create a better plan for the next year.

Sometimes boards move back and forth between being working boards and policy boards. Changes in staff and financial resources may change the way a board works. The most important role of the board is to make sure the **organization** does the right work and does it well.

In **legal** terms, the board is the **organization**. It must make sure the group stays within the regulations and laws for **not-for-profit groups**. It has overall responsibility for the business, **legal**, and financial work of the **organization**. This is true of both working (administrative) and **policy** (governance) boards.

The board has these responsibilities:

- Creates and puts into action the group's purpose or mission. Sets long-term and short-term **goals** for the group. Keeps track of the group's progress
- Knows what resources the group has and needs. Balances needs against resources. Takes part in **fundraising**
- Makes policies for how the group runs
- Knows and follows the **bylaws** of the group

Boards can be small or large. **Members** of the board vote to make decisions. You may also have advisors who sit on the board but do not vote. They are not official **members** of the board. More than 12 **members** makes it hard to get everyone to a meeting. Less than 8 means that a few people have to do a lot of work. Your **bylaws** should say the least and most number of board **members** you allow. (See page 79 for information about **bylaws**.)

BOARD ROLES AND RESPONSIBILITIES

The key people

The board of an **organization** usually has a **Chair** (or **Chairperson**) or President. There may also be a Vice-Chair or Vice-President, a Secretary, and a Treasurer. (Note: If the group is smaller, sometimes one person is both Secretary and Treasurer.)

In a registered **society**, these three or four people are called the officers of the **organization**. In some groups, they may also be called the **Executive** or **Executive Committee**.

If there are a lot of decisions to make between board meetings, the board will sometimes ask an **Executive Committee** to do the work that comes up between the board meetings. The board should agree on who makes what decisions. What can the **Executive** decide? What must the whole board decide?

Here are job duties for these key board **members**:

*Note: Groups can have two **chairs**, called co-chairs, to share the work. (Sometimes groups have two of some of the other key positions as well. One person is experienced and the other is newer. This way, more experienced **members** can help the new ones learn their job. This is a good way to get new **members** to take on new jobs.)*

Chair (also called **chairperson**, president, or chief officer of the **society**):

- Is in charge of all meetings of the **board of directors**
- Calls and chairs meetings of the board and the **Executive Committee**
- Prepares the **agenda** for each meeting
- Is responsible for the overall direction of the board
- Makes sure the board follows the **bylaws** and **constitution**
- Is the main spokesperson for the **society**
- Usually has signing authority for the **organization**. The **Chair** can sign **legal** documents on behalf of the **organization**
- Carries out other duties assigned by the board

Vice-chair (also called Vice-Chairperson or Vice-President):

- Is in charge of board meetings when the **Chair** is not there or when the **Chair** wants to participate in the discussion
- Is in charge of the **Nominating Committee** if there is no Past-**Chair** on the board
- Carries out other duties as assigned by the board
- Is often someone who is willing to become the **Chair** once his/her term is up
- Often takes on other roles. (Eg. may be the **Chair** of the Human Resources **Committee**)

Secretary:

- Goes to all meetings of the **society** and the board
- Keeps good notes (called **minutes**) of meetings (See page 47)
- Makes sure there is a **quorum** (the minimum number of **members** in attendance)
- Is in charge of the board's mail
- Brings the board record book to every meeting (See page 39)
- Keeps lists of names and addresses of all **directors** and **members** of the **society**
- Sends out all notices of meetings
- Keeps a list of **committees** and their membership
- Keeps track of who has paid annual membership fees (if required)
- Keeps a record of all changes to the **bylaws** and other important **legal** documents
- Files all forms with the Corporate Registry, if the group is registered. Forms include the annual return, changes in the **directors** of the **organization**, and **amendments** to **bylaws** (See Appendix A)

The secretary has a key role in the **organization**. He or she must be organized. The secretary needs to know where all of the records are. He or she reminds board **members** about **bylaws** or past decisions. Records must be free of errors.

Treasurer:

- Deposits all monies paid to the group in the group's bank account
- Puts together a **budget** each year
- Monitors how the group spends money
- Provides an **income statement** at each board meeting. Fully explains **income** and spending to the board
- Makes sure an **audited** statement of the financial position of the **society** is prepared at the end of each year. The treasurer presents the statement at the **Annual General Meeting** (AGM)

Tips for Keeping Good Board Members

It can be difficult to find and keep board **members**, so it's important to look after them! These things can help you to retain good board **members**.

- Write full job descriptions for each board **member**. (See page 90)
- Put together a training session for new board **members.**
- Help board **members** during their first few months. Check in with them regularly.
- Don't wait until just before the **Annual General Meeting** to look for new board **members**. Create a plan for how to find new board **members.**
- Protect board **members** with good insurance. (See page 78)
- Build the board as a team. Look for opportunities to have fun together.
- Ask people to serve on **committees** first before they join the board. This is a good way to prepare them for board work.

Keep Those Records!

The Secretary and the Treasurer must keep good records. These records could be needed for **legal** or other reasons years later. The group must keep a copy of the following items:

- The **minutes** of each meeting
- Records that were prepared for the **Annual General Meeting**
- Each **bylaw** and changes to bylaws
- The **constitution**
- Approved **policies** and **procedures**
- Approved **strategic plans**
- All financial records such as invoices, bank statements, receipt books, financial **audit** statements, **income** tax records, **grants** and donations received, monthly and yearly **income** and expense statements, membership fees received, **grants** and donations made to other **organizations** or people
- All **legal** records such as contracts, **legal** advice, insurance liability coverage
- All records related to paid staff such as salary and benefits, job descriptions, health and safety injuries, **income** tax records, benefit plans, pension and insurance contributions
- Criminal record checks and intervention record checks for **volunteers** and staff
- All letters that the **society** receives and a copy of each letter/correspondence the **society** sends out
- Press releases

*(Note that if you are not a registered **society** or **charity**, you may not have some of these items.)*

Other board members (directors)

In addition to the **Executive Committee**, a board has other **members** or **directors**. The **organization** decides how many **directors** to have and what their roles will be. For example, individual **members** might be in charge of programs or memberships or the **organization's** publicity and promotion. The number of **directors** depends on how much work needs to be overseen by the board. If you have **bylaws**, they will say how many people are elected to the board each year.

Board **members** who are not part of the **Executive Committee** also have important roles. The **organization** decides how many **directors** to have and what their roles will be. For example, individual **members** might be in charge of programs or memberships or the **organization's** publicity and promotion. The number of **directors** depends on how much work needs to be overseen by the board. If you have **bylaws**, they will say how many people are elected to the board each year.

Once you decide what positions you want to have on your board, be sure to write job descriptions for each role. Even though they are not paid, board **members** need to know what their responsibilities are and you need a way to keep track of who does what.

Be sure to review this every year. As groups grow and change, the types of roles that are needed on the board may change too.

Committees

Board meetings can take a lot of time. This happens if the board must talk about and decide on all of the **organization's** work. It helps to form **committees**. These are smaller groups. They focus on one part of the **organization's** work.

In most cases, committee members can come from the full membership and/or staff. The **bylaws** of some groups say that committees must be chaired by a **member** of the board. Committees can be permanent, such as a Finance Committee, or temporary.

Sometimes it is helpful to have temporary task teams. These teams are responsible for specific tasks. Once the tasks are completed, the team no longer needs to meet. These temporary teams or committees are often called "ad hoc" committees. An example of an "ad hoc" committee is a group that is asked to develop plans for the tenth anniversary of the group. Some people like to **volunteer** for this kind of work rather than being on a permanent committee.

All committees and task teams should have "**terms of reference**" that help to guide them. **Terms of reference** include:

- The name of the committee
- Who sits on the committee and who chairs it
- How long the committee will work (if it's short-term)
- The **goals** of the committee
- The **objectives** for that particular year

Each year, the committee should look over its **terms of reference**. That way, people can see what **goals** and **objectives** they have met. They can also update them for the next year. The board should have up-to-date **terms of reference** for all committees. The committees should also provide brief **minutes** or updates to the board.

What Do Good Board Members Do?

Good board **members**:

- Act in the best interests of the group and its membership
- Put the interests of the group ahead of their own interests
- Avoid **conflict of interest** when acting on behalf of the group
- Are responsible
- Go to all meetings (and get there on time)
- Let the **Chair** know, in advance, if they will not be at a board meeting
- Give written reports in advance of the meeting if requested
- Are informed and prepared. Read **minutes** and reports before meetings
- Do not tell **volunteers**, **members**, or staff what to do unless it is part of their board role
- Are fair. Say what they mean
- Keep board business and private matters to themselves
- Tell people about the group. Say good things about it!
- Learn about each part of their group – programs, policies, and services
- Know about needs and trends within the community, the membership, and the people the group serves

*Note: Section 8 is about meetings and Section 9 is about making good decisions. These two sections have more ideas about how the **Chair** and all board **members** can be effective.*

MEMBERS AND MEMBERSHIPS

Some groups have a formal membership. Sometimes it is easy to decide who will be **members**. But sometimes it is more complicated.

Should we have general memberships?

+ Pros

General memberships

- help the **organization** get information to and from all **members** and the community.
- develop a sense of community among **members** of the group.
- help with publicity for programs and events.
- bring in some money through membership fees.
- build the **organization** as a community.

− Cons

- membership information must be organized.
- someone must deal with money if there is a membership fee.
- someone must keep confidential records with information about the **members.**
- it can be difficult to decide who should be a **member.**
- some people may feel left out of the group.
- it can be difficult to get enough **members** to attend the **Annual General Meeting.**

If you choose to have general memberships, the **members** have an important role to play. They choose the board **members**, by voting at the **Annual General Meeting**. **Members** also identify needs and give broad direction.

If you are going to have general memberships, here are some things to think about:

- Decide how people become **members**
- Is membership free, or is there a fee?
- If there is a fee, decide if people will pay every year or if there is only one charge when they join
- Keep a list of your **members**
- Tell the public that they can become **members**
- Remind people to renew their membership each year
- Give receipts and membership cards
- Decide how **members** will be removed

Often, paying **members** receive benefits like a newsletter or paying less for events or programs. But in other cases, people become **members** because they care about what a group does. They don't expect extra benefits. If you set a membership fee, you must keep an accurate list. The list keeps track of who paid how much and when.

Membership Tips

- If there will be a fee, make the cost reasonable and appropriate.
- You may want to offer levels of membership. Each level has different privileges and benefits, such as voting and non-voting. Just make sure you keep track of who has paid for what.
- Make a simple membership form, easy to fill out and hand in on the spot. (See next page)
- You may want to offer opportunities for people to **volunteer** instead of paying a fee. Some community associations give free memberships to people who **volunteer** at their casinos and bingos.

*Note: Privacy laws mean that you CANNOT share your membership list with other people or **organizations** unless you have received written permission from each **member** in advance.*

ABC Diversity Society
MEMBERSHIP APPLICATION

Name: ____

Address: ____

Postal code: ____

Phone: ____

Email: ____

Fax: ____

Are you interested in volunteering?   yes   no

How did you hear about the group?

Would you like to receive our newsletter in the mail or by email?

Mail   Email   Neither

Membership rate:
a. Student $10
b. Individual $15
c. Family $20

Please make your cheque payable to ***ABC Diversity Society***

Send this form and cheque to:

ABC Diversity Society
123 Canada Drive
Red Deer, Alberta
X1X 1X1

Note: You should include a statement at the bottom of the form that tells how you will use their information. You can find out more about this. Look at the PIPA and FOIP websites listed for this section on page 94 in Appendix M.

You can read more about this topic. You will find a list of a few books and websites for each section in the back of the book on page 94 in Appendix M.

SECTION 4:

Planning Tools

4

It is almost always a good idea to plan ahead. If you want to hold a party, you make plans. You decide who to invite, what to buy, who will buy it, and so on. **Organizations** make plans too. They make plans for special events and programs. And they make "big picture" plans to help guide their work over time.

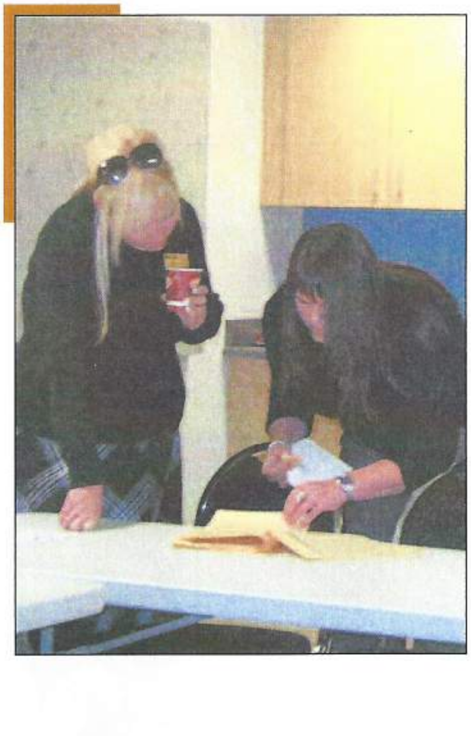
BIG PICTURE PLANNING *(OR STRATEGIC PLANNING)*

Let's start with big picture planning. Some people call this **strategic planning**. It helps an **organization** to decide what it wants to do in the next year. The plan may also look further ahead (about two to five years).

Why plan over a longer period of time?

A good "big picture" plan makes your work easier. It also makes your **organization** stronger. It ties together vision, mission, **goals** and **objectives**. It can help keep your board and **volunteers** focussed. It can also help you evaluate how successful you are. As people in the **organization** change, a plan keeps everyone moving towards the same **goals**. A good **strategic plan** will:

- Explain where the group wants to go
- Give **members** a way to measure things. It can measure what the group has done compared to what it planned. **Members** will feel good when the group makes progress
- Help you to see possible future problems and decide how to avoid them
- Make the best use of resources
- Set realistic **goals** for the year
- Give a clear picture to possible **funders**
- Help you attract new **members** and develop partnerships



What is in a strategic plan?

A **strategic plan** answers four questions:

- Where are you now?
- Where do you want to go?
- How will you get there?
- How will you measure your progress?

A strategic "big picture" plan should include the following items:

- Information about what is going on in the community you serve
- Information about your **organization's** own strengths and challenges
- General **goals** and more specific **objectives** for the year
- A review of long-term **goals** and **objectives**
- A plan of action that says who will do what, when, and using which resources
- Other information to help you measure the success of projects and activities
- Financial information about how you will support your plan
- An organizational calendar (See page 29)

EXAMPLE:

Imaginary Group (not a real group): "ABC Diversity Society"

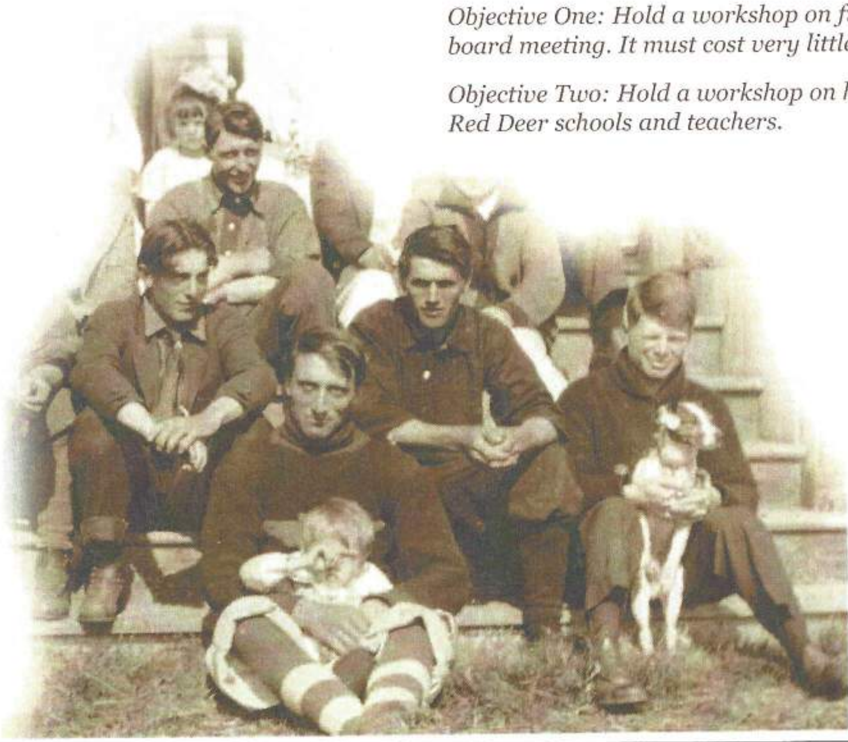
Vision Statement: Red Deer celebrates the gifts and assets of our culturally diverse community.

Mission Statement: To give Red Deer's many cultural communities a chance to contribute to and enhance learning in Red Deer schools.

Goal: Strengthen the board through board development workshops.

Objective One: Hold a workshop on fundraising. (The workshop will take place at a board meeting. It must cost very little.)

Objective Two: Hold a workshop on how the board can help develop partnerships with Red Deer schools and teachers.



PUTTING THE PLAN TOGETHER

Find out what is going on in your community

Before your planning meeting each year, it can help to talk to people from **organizations** that do similar work and groups that work with the people you serve. Have **volunteers** call or meet with these people. Ask about changes that they think will happen in the next year or two that may affect what you do. For example, programs may be changing in other agencies. Government policies may be about to change. Or there could be changes in the community.

Environmental scans

At their annual planning meeting, many groups like to do what is called an "environmental scan". An environmental scan says what you think is going on inside and outside the **organization**. You can do this by asking four questions:

- What are your **organization's** strengths? (Eg. staff with lots of connections in the community.)
- What are challenges inside the **organization**? (Eg. no one with strong marketing skills.)
- What new opportunities do you see outside the **organization** in your community, Alberta, and beyond? (Eg. a new Canadian government fund that you could apply for.)
- What are challenges outside the **organization** that you need to keep in mind? (Eg. a community and provincial shortage of workers that makes it difficult to keep staff.)

Your answers to these questions will help you decide what your group should do in the next year.

Goals and objectives

As a group, you may agree on what you want to do (your vision and mission). But you might not agree on how to do it (your **goals** and **objectives**). **Goals** and **objectives** give you a road map for your **organization**. They help your group to discover and agree on what your priorities are.

Each **goal** says one thing you will do and how. For example, a **goal** of a cultural group may be "To encourage our youth to value their heritage through art and culture classes." **Goals** are more specific than a **mission statement**.

Objectives are the specific activities you will do to achieve each **goal**. Each **goal** may have a number of **objectives**. **Objectives** have four parts:

The Four Parts of an Objective

What specific tasks or activities will be done?

Example: To train youth in traditional dances.

How much will be done?

Example: By providing four classes each year to 20 students.

Time limit to reach the **goal**.

Example: By the end of the year.

Cost.

Example: Charging students enough to break even for costs but not make a profit.

Some **goals** will take years to achieve. Others will be completed within the year. If you are a new group it may be best to have one large **goal** and one or two smaller **goals**.

*Note: The **strategic plan** should be reviewed every year. Make sure your plans are still realistic. Sometimes parts of the plan are completed or no longer important. Sometimes you will want to change your focus or add new plans as the group or the community or circumstances change.*

Finding your Focus

As you set **goals** and **objectives**, your group may have lots of ideas about what to do. You may not have the resources or time to do them all. This exercise can help your group decide what is most important.

1. Post big pieces of paper on a wall. Everyone should be able to see them. Write headings that mean something to your group. Headings might be board development, membership, programs and services, **fundraising** and **finances**, and/or **volunteers**.

2. Give everyone three pieces of blank paper and a felt pen. You can use post-it-notes if it is easier. Ask people to write in large letters. On each paper, have people write the three most important things they think your group needs to do.

3. Have people post their papers on the wall. They should put them under the right heading. "Dance groups for youth" would go under programs. "Find new board **members**" would go under board development. Group together ideas that are like each other.

4. Now, give people three coloured dots. Have them put dots beside items they feel are important (one on each item). Now look and see which items have the most dots.

5. Look at how many resources you have. How much time do you have? How many items can you really do in the year? Decide which are most important. Which can you do well? Which are most critical to the **organization**? Can some wait until next year? Choose two to four to focus on for the year. Call these your areas of focus for the year. Build your **goals** and **objectives** from these.

For new groups:

After you create an overall strategic "big picture" plan, you can move ahead with your plans. If you are just starting out, you can also use your plan to answer some other questions about your group:

- How big should your group be? Who should be in it?
- Where should your group meet?
- What kinds of records should you keep?
- How much money do you need to do your work?

TOOLS FOR PLANNING

Once you have made a **strategic plan**, you can set out the details of how you will achieve it. You may find out that your **strategic plan** is too big and needs to be cut back.

Two tools can help you with the details for your plan. They can help make sure that you do not plan to do more than you can do well. And they help you decide if you have the resources and time to carry out the plan. The first tool is an action planning chart. The second is an organizational calendar.

Action planning chart

An action planning chart helps you put all your plans in one place. It is in a simple format that anyone can read. You can check this chart through the year. That way you can see if you are doing what you said you would do. You can have a separate chart for each program or **committee**. There should be an overall chart for the board **members**. Keep a copy in the board manual. The chart helps the board think about the **goals** and **objectives** for the year:

- Do planned activities support the **mission statement** of the **organization**?
- Are they realistic? Do they look at both human and financial resources?
- Are different groups in your **organization** doing the same things?

Things to include in an action planning chart:

Activities: Decide on actions or activities to meet each **goal**. Sometimes these will be your **objectives**. Sometimes you will need more detail.

Tasks: Break down each activity into small tasks that people can manage. These can often be found in the **objectives** you set.

Responsibilities: Give the responsibility for each task to the right person or group. This person or group can get others to help if needed.

Timelines: Decide on the time for the start and end of each task. Be sensible with the timelines. Allow time for the unexpected.

Resources: Figure out the resources needed to do the activities and tasks. Think about people, money, and other resources.

Example:

Focus: Make our board better

Goal: Strengthen the board through board development workshops.

Objective One: Find someone to give a workshop on fundraising. It will be held at a board meeting. It will cost very little.

Objective Two: Hold a workshop on how the board can help develop partnerships with Red Deer schools.

Activity (What)	Task (How)	Responsibility (Who)	Timelines (When)	Resources (With What)
Board Training	Workshop on fundraising	Vice-Chair	Plan in the summer. Workshop at Sept. board meeting	Alberta Community Development facilitator (free?) Buy 12 handbooks @ $12.00 each.
	Workshop on partnerships with schools	Executive Director	Preparation in the fall. Workshop on the second Saturday in Nov.	Executive Director facilitates. Buy lunch and miscellaneous workshop supplies.

Organizational calendar

Make an organizational calendar at the start of the year. You can get one-year calendars at stationery stores. Post it where people can see it. Add to it when you need to. Include the following items on your calendar:

- Dates of regular **society** meetings, the **Annual General Meeting** (AGM), and other meetings.
- Deadlines for **grant proposals**, insurance payments, sending **annual reports** and financial statements to provincial authorities, and sending reports to federal authorities about **charity** status and at **fiscal year** end.
- Dates for events, **fundraising** activities, and programs.
- Staff and board holidays.

Planning Tips

- [ ] Be realistic. Do you have enough time and money to do these things?
- [ ] Break down activities into small tasks.
- [ ] Do not overload one person or **committee**. Make sure different people have key responsibility for different **goals**.
- [ ] Spread the timelines over the full period of the plan. Do not plan lots of activities for busy times such as December, long weekends, or summer holidays. Consider major cultural holidays of people involved in your group and community.
- [ ] Figure out what you will need in order to do each task. How much money will you need?
- [ ] Work with those who will put the plan into action. Include people whom the plan affects.

Evaluation

Planning and **evaluation** are two sides of the same coin. While you plan for the future, you should evaluate what you did before. You should also think about how you will evaluate next year's work. Section 6 talks about **evaluation**.

Getting Help with Planning

Sometimes it is helpful to have someone outside the **organization** help you develop "big picture" plans. Several groups can help you with this. You can contact the following groups to ask for assistance with your plans.

Alberta Culture and Community Spirit
Phone: 403-340-5115

Recreation, Parks and Culture
Phone: 403-342-8159

Red Deer & District Community Foundation
Email: rdcomfdn@telusplanet.net
Phone: 403-341-6911

You can read more about this topic. You will find a list of a few books and websites for each section in the back of the book on page 94 in Appendix M.

SECTION 5:

Communications

5

PLANNING TO COMMUNICATE

Successful **organizations** have a plan for communication. The plan looks at communication inside and outside of the **organization**. You want to tell people about the **organization** as a whole. And you also want to tell people about each event and program. Your audience (the people you communicate with) can be the people inside your group or outside your group.

Whenever you plan to communicate something, think about these questions:

- What do you need to say?
- Who do you need to say it to?
- When should you say it?
- How should you say it?
- How often should you say it?
- Is it interesting and relevant to your audience?
- How much should you say? (Do you need a one page summary or a one minute overview or much more?)
- Who should say it? (Should it come from the **Chair** of your board, a staff person, or the key **volunteer**? It is best to have one spokesperson.)
- How will you know your message has been successful?

Each time you want to send an email, letter, newsletter, or press release, ask these questions.

INTERNAL AND EXTERNAL COMMUNICATION

Be sure that you pay special attention to internal communication. People inside the **organization** (Board **members**, **volunteers**, and staff) need to know what is going on and why. You can use memos, meetings, email, a website, and many other tools to help people find out what is going on. Once you are sure that people inside your **organization** have all the information they need, you can start to get your message out to the community. There are many ways to do this.

Your overall image

Think about companies and **organizations** that are successful (for example McDonald's or Nike). Often they have an image that you connect with them. Maybe it is a logo, certain colours, or even a song. You can create a standard look for all of your communication tools. This helps people remember who you are and what you do.

Your logo

A logo is a drawing. It is a symbol of your group's purpose. It should be very simple. Someone in your group may be artistic. That person might draw something for you. Or you could hold a logo contest and invite a number of people to send in a logo they made. You would give a prize to the person who wins. You can choose a simple symbol (for example, a heart) that you use with the name of your **organization**. Whatever you choose, it should look good in both colour and black and white. It should appear on everything you print.

Note: Do some research to be sure that you have not picked a logo that looks like someone else's.

Media Tips

You can build a good relationship with the media. These people who work for newspapers, television, and radio need you as much as you need them. The media and the public like a good story. But you must be organized to get the media to tell your story.

- Decide who will be your "media contact". In some groups, this is the **Chair** or **Executive Director**. Other groups have a Promotions or Public Relations Coordinator.
- Be selective. Talk to the media only when you have an interesting story to tell. Do not talk about things that happen regularly. Things like **Annual General Meetings** may only interest your **members**.
- Keep your calls to the media short and to the point.
- Return media calls as soon as possible.
- Find out about media deadlines so you can send your information in time for them to use it.
- Tell the truth! If you do not know something they ask, say so. Tell them you will find out quickly and call them back. If the information they need is confidential, tell them you cannot say anything.
- Do not promise anything to the media if you are not 100% sure you can deliver.
- Be the expert the media will call first if a story breaks about your particular field.
- Thank reporters when they call or come to an event.
- Some media outlets provide time for free public service announcements (PSA) about events and programs.

Note: For a list of media contacts, go to The City of Red Deer's Community Leadership web pages to find an up-to-date list of media contacts. (Go to www.reddeer.ca/communitygroups – In the section called "Living in Red Deer", look under the heading "Community Groups")

Learn about the media people in Red Deer:

Learn which reporters cover what kind of stories. Send **news releases** and information to specific editors or news directors. Call the person who you want to cover the story. Tell that person about the story. Ask if you can send the information (and have it ready to send!) If you call, you can find out if you are speaking with the right person. It is better to call than to send an unannounced fax or letter.

COMMUNICATION TOOLS

These are some of the basic tools you can use when you want to tell people about your **organization** and about your events and activities. Remember that if you want people to do something with the information you give them, you need to tell people how they should respond, who they should respond to, and by what date.

Annual report

Many groups produce an **annual report**. It tells people about the group's work. It is for group **members** and people in the community. An **annual report** can be a very useful tool. It can keep you in touch with the people who already know about your **organization**. You can also give it to people you hope will support you.

Annual reports usually include:

- Message from the **Chair** – This message states the **goals** the **society** has set for the year, activities of the group, main concerns, and future directions.
- Treasurer's report – This report should highlight anything unusual about the **organization's finances** including **revenues** and expenses. It should explain major financial decisions made by the **Board of Directors** during the year.
- An auditor's report – This report is an independent study of a group's accounting records and systems to be sure they are fair and reliable. An accountant usually writes this report.
- Program information – This can include interesting stories about programs, special projects or activities with examples, descriptions and photographs. (But be sure to follow privacy legislation and get people's permission if you are going to tell their stories in the report.)
- An attractive and useful **annual report** makes your group look good. People will know that you are here to stay.

Brochure

A brochure gives basic information about what your group does. Brochures help you when you invite people to join your group or talk with potential partners, **funders**, donors, politicians, or clients. This way, they have information they can take with them. A brochure should have your **mission statement**, general **goals** and **objectives**, programs and services, and how to get in touch with you.

The contact information for your group may change a lot. If so, put an empty box on your brochure. **Volunteers** can use this space to write in contact information. This way you don't have to reprint the brochure if the contact information changes.

Some groups publish information in different languages, depending on who they are trying to reach. Sometimes even a few words in another language shows that you want to reach the people who speak that language.

Email

Some groups use email to send information out to people. This can be quick and easy. But many people do not like to get a lot of emails. They may not read them right away. Be sure that people want to hear from you by email and always tell them they can contact you to be taken off your email list.

You can send information in the email itself. You can also attach information or even a poster to an email message. Remember that if you send a really big document (like a poster), you can create problems for people with older computers. And many people do not open attachments because attachments can carry viruses that damage their computer.

Tips for Using Email

Lots of people use email to communicate. It is easy and fast. Here are some tips to help make sure it is also effective.

- What you say in your email and how you say it can tell people a lot about your group. When you write an email, be polite and professional. Check your spelling and grammar before you press send.
- If you are upset or angry at someone, it is usually best not to send an email right away. Wait until you are calmer. Decide if email is the best way to communicate with that person. If it is, be sure to send the message after you are calmer.
- If you need to communicate about something that is confidential or sensitive, email may not be the best choice. It is very, very easy for someone to forward emails to other people by accident.

SECTION 5:

Communications

News release
(also called a press release or media release)

A **news release** is a short information sheet that you send to media people. It describes an event or project your **organization** wants to tell others about. It gives just enough information to get the media interested. It should never be more than one page long. Write it in the style of a newspaper article and include quotations from people in your **organization**. If you have lots of information, you can include a "Backgrounder" along with the one page release. You might organize this in the form of "Questions and Answers."

In a **news release**, you should put all the most important information in the first few paragraphs. Releases answer these questions: Who? What? Why? When? Where? Appendix C contains more information on **news releases**. You can also go to The City of Red Deer's website to see other examples. (Click on "Keeping You Informed" and then "News Releases".)

Public service announcement (PSA)

Newspapers, radios, and television will often publicize events free of charge for **not-for-profit groups**. Often they have lists of activities and events in a "Calendar of Events". Send a public service announcement (PSA) if you want to be included. The PSA should be very short, and it should be worded exactly the way you would like it to appear in the media.

Website

Many people like to look at an **organization's** website to find out more about the group and its events and activities. If you have a website, be sure that it is easy to use. You will also need to keep the information up-to-date. Often one or two people in the **organization** are responsible for updating the website regularly.

Do not forget privacy and confidentiality laws. If you want to put information or photographs on the web, you must first get permission from the people involved.

To find out more about how **not-for-profit groups** in Red Deer can create a website, call Community Information Referral Society (CIRS) at 403-346-4636 or go to their web services website at http://cirswebservices.ca

Other new technologies

There are many other new technologies that your group can use to communicate with **members** and the community. Free online services through companies like Google include calendars, blogs, and much more. (A blog is like a diary that is on the web for everyone to see.)

If you choose to use new technologies and free services from the web, privacy and confidentiality are important. If you write about people or show their pictures, remember that you must get permission from them.

To find out who to talk to about using web tools and new technologies to communicate, you can call Red Deer Public Library's Information Services Desk at 403-346-2100.

You can read more about this topic. You will find a list of a few books and websites for each section in the back of the book on page 94 in Appendix M.

SECTION 6:

Evaluation

6

Evaluation is an important tool to help your **organization** move forward. An **evaluation** helps you find out what is going well. An **evaluation** can also help you find out how to make improvements. Groups may do **evaluations** of the whole **organization**. They may also evaluate individual programs, events, projects, or services.

Evaluations can give you honest information about your work. If you use this information when you plan, you will get better and better at what you do. This will bring you closer to your vision for the **organization**.

When you write **proposals** for funding, some **funders** want to see the results of **evaluations** you have already done. **Funders** also often ask you to send in the results of an **evaluation** as part of your report to them. **Evaluations** can give you good information to send to these **funders**.

Benefits of evaluation

Many things can come out of the **evaluation** process:

- Information about your clients: Who are they? How many do you have? Who did you miss?
- Information about programs or projects, including ideas for next time
- Information about what is working and what could be improved in the **organization**
- Information about costs
- Forms that make collecting information easier, quicker, and clearer

Evaluations answer questions

There are whole books that talk about how to evaluate your work. What is important is that you answer the following questions. This is especially true if you are a small group with only a few resources. Every **evaluation**, whether it is for one event or the entire year, should answer these questions:

- Rationale – Why did we take this direction or these actions in the first place?
- Impacts and effects – What happened because of these activities?
- **Goal** achievement – Have our activities helped us reach our **goals**?
- Value for effort – Was the outcome worth our effort and resources?
- Alternatives – Are there better ways to get the desired result? Did we make mistakes or have problems? How can we avoid them next time?

Time for an Organizational Tune Up?

Evaluations can help you figure out how and when to make changes. You know you need to change your **organization** if:

- Two parts of your group work on the same thing and do not know it.
- No one does important tasks.
- Some people have too much to do. Others do not have enough.
- The group spends too much time making plans. It does not spend enough time on actions.
- The group spends too much time in meetings.
- People do not show up for meetings.
- There are too many rules and limits.
- No one is sure who is responsible for what.
- Tasks have nothing to do with the vision and plans of the group.
- People quit or stop coming.
- It is very difficult to find new **members** or new Board **members**.

How many items did you check? If several of these statements describe your group, it may be time to evaluate how the **organization** is doing!

Simple evaluation tools

There are simple ways to evaluate activities and events as they happen. This way the information is fresh. If you wait until the end of the year, people may forget important things.

Volunteer Evaluation

Appendix J (page 90) has an example of a job description for a **volunteer**. The bottom half of the form has a list of **goals**. This will help you evaluate the work of **volunteers**. The person who coordinates your **volunteers** can meet with them throughout the year to see if they are meeting their **goals**. If **volunteers** are not meeting their **goals**, it is a chance to find a different way to do the work. If they are meeting their **goals**, it is a chance to thank them and recognize their work.

Program Evaluation

Programs and services should come from your **goals** and **objectives**. **Goals** and **objectives** tell you what the outcomes of the programs should be. Use your **goals** and **objectives** to evaluate the programs.

Before any event or the start of a program, think about **evaluation**. What information do you need to collect for an **evaluation**? Who will collect it? You can then make forms or worksheets for people to use during the event. (See the questions at the beginning of this section. They will help you put together your **evaluation**.)

Take some time after each event or at the end of a set period of **committee** work. Talk with everyone who took part. Then write down what you learned. Include ideas that could improve the process next time.

Share this **evaluation** with the board. Include it in the board record book. That way the board and staff or **volunteers** can look at it when they need to. It will help them decide if the program should run again. It will help new **volunteers** organize the program next year.

And finally...

If you plan to create a more complicated **evaluation** process, ask yourself these questions:

- What is the purpose of the **evaluation**?
- How will the results be used?
- What will you know after the **evaluation** that you do not know now?
- What will you do with the **evaluation** information?
- What information do our **funders** require and how do they want it reported?

Once you know the answers to these questions, you can create a good **evaluation** process.

*Note: As you create **evaluation** forms and questionnaires and when you report on **evaluations**, be sure to remember that you MUST protect the privacy of all the people who give you information.*

You can read more about this topic. You will find a list of a few books and websites for each section in the back of the book on page 95 in Appendix M.

*Note: There are people who can help you design **evaluations** that will help you improve your **organization**. To find out more about this, you could call:*

Alberta Culture and Community Spirit
Phone: 403-340-5115

The City of Red Deer's Recreation, Parks and Culture Department
Phone: 403-342-8159

SECTION 7:

Record Keeping

7

In groups, people come and go. Because of this, it is important to keep good records. This saves time and resources. It helps old and new **volunteers** and staff know what the **organization** has done in the past and why certain decisions were made.

There are two very important record keeping tools: the board record book and the board manual. Remember that these only help if you keep them up-to-date!

RECORD KEEPING TOOLS

Board record book

The secretary looks after the board record book. A new one is started each year. This binder has all of the group's governing documents: **bylaws**, **goals** and **objectives**, and a list of board **members**. Through the year, the secretary adds everything that relates to the board's work. These include: **minutes**, **agendas**, letters, important email, names of **committee members**, and marketing materials like brochures and newspaper clippings.

The binder shows a year in the life of your group. Anyone who goes through it will know everything that happened in your group that year. Keep the binder in a central place so board **members** can use it. But if it contains confidential information, keep it as secure as possible.

Board manual

The board manual has all of the formal documents of the **society**. Every **director** should have a copy.

When a board **member** leaves the board, they give their manual to the person who takes over. This is important information. New board **members** find it very useful. It makes it much easier to train new board **members**.

The board manual might hold:

- [ ] **Values**, **vision**, and **mission statement**
- [ ] **Constitution** or **bylaws**
- [ ] **Policies** and/or **procedures**
- [ ] Past **minutes**
- [ ] Promotional brochures
- [ ] Job descriptions for board **members** (their job descriptions)
- [ ] History of the **organization**
- [ ] Descriptions of any programs
- [ ] Organizational chart that shows how decisions are made
- [ ] **Terms of reference** for **committees**
- [ ] Meeting information
- [ ] Current **annual report** and any important dates or events
- [ ] Current financial statements and the approved **budget** for the year
- [ ] Job descriptions of paid staff, if any
- [ ] Names, addresses, phone numbers of board and staff **members**

Each board **member** will add documents that relate to their own position, such as:

- [ ] Plans and **budgets** for a special event
- [ ] Reports, **evaluations**, and financial records that are presented to the board
- [ ] Letters or emails that relate to their position

POLICIES AND PROCEDURES

Policies

Policies are guidelines to help run the **organization**. Many policies relate to **finances** and people (staff, clients, and **volunteers**). Policies also often help people understand how decisions are made by the board and others. They must be consistent with your **bylaws**. They are developed by the board to make sure that decisions are made in a consistent way. **Committees**, staff, and **volunteers** should let the board know when a **policy** is needed. They should also let the board know if a **policy** needs to be changed.

Procedures

Procedures explain the step-by-step process for how to do certain tasks in the **organization** including how, when, and by whom. There should be **procedures** for all financial matters. This includes issuing receipts and paying bills. There may be **procedures** for regular tasks like entering new **members** in the database.

Procedures should be developed by the **volunteers** or staff who are most knowledgeable about the work.

All policies and **procedures** need to be written down. Policies should be part of the board manual and updated as soon as they are made or changed. **Procedures** can be kept in the board manual. They should also be kept in a place where the people who need to use them can find them.

Note: An example of a **policy** and related **procedures** is included in Appendix D.

How and how long should we keep our records?

Records should be kept in a safe place. Many records contain confidential information and are protected by privacy laws. Be sure that this information can only be found and used by people who are allowed to see it.

Keep the following records for 7 years:

- All financial records such as invoices, bank statements, receipt books, financial **audit** statements, **income** tax records, **grants** and donations received, monthly and yearly **income** and expense statements, membership fees received
- Note: Contracts and all insurance liability documents should be kept for 7 years after they end.
- Note: Criminal record checks and intervention record checks should be kept for at least 7 years.

Keep the following records until the employee's 75th birthday:

- All records related to salary, income tax, and insurance and pension contributions paid on behalf of paid staff
- All records related to injuries to paid staff that mean they had to take time off work
- All records related to potential hazardous materials that paid staff may have been in contact with
- Criminal record checks for paid staff required to have a check

Some records show how the group operates and what work it does. These records are very useful now and in the future. You should keep them forever:

- The **minutes** of each meeting
- Records prepared for the **Annual General Meeting**
- The **bylaws**
- The **constitution**
- Approved **procedures** and **strategic plans**
- All letters that the **society** receives and a copy of each letter/correspondence the **society** sends out
- Records related to programs and services the **society** provides
- Press releases

If your group cannot safely store these records for long periods of time, you can contact the Red Deer and District Archives at 403-309-8403. The Archives can help you decide what you should keep and for how long. You can also talk about donating some records to the Archives so that they will be kept forever and can be used by researchers in the future.

You can read more about this topic. You will find a list of a few books and websites for each section in the back of the book on page 95 in Appendix M.

SECTION 8:

Meetings That Work

8

Do you spend a lot of time in meetings? Many **volunteers** do. Good meetings help move a group forward. Bad meetings leave **volunteers** and staff feeling tired and unmotivated. Being able to run a good meeting takes practice and planning.

People in the group may have very different experiences and expectations about how meetings are run. Some people have never attended a meeting before. Some are used to communication tools and processes that come from other cultures or work experiences. Some may have used very formal and complex rules for who speaks when. Others have experience with more informal meetings. Some may expect that the **Chair** gets to make decisions. Others expect that everyone should get a say.

Group agreements

Your group should talk about how you want your meetings to be run. Some groups come up with group agreements that say how they want to work together. They then share this with new **members** who join the group. You can post these agreements at the beginning of each meeting. If the meeting is not going well, the **Chair** can stop the discussion and review the agreements. You can see an example in the box on this page.

Our Agreements

- We will look for ways to support one another. We will look for ways to build our team and our **organization**.
- We will prepare for meetings. We will review the **agenda** and do the background reading.
- We will show respect for each other, even when we disagree.
- We will listen to the person who is speaking. We will not interrupt. We will not talk with other people while someone else is talking.
- We will stay on topic during discussions.
- We will be sure that everyone has opportunities to participate.
- If we disagree with someone, we will be specific about what we disagree with. We will talk about the topic, not about the person. We will speak politely and directly to people when we disagree or have an issue. We will not talk about people behind their backs and cause bad feelings.
- Sometimes we just have to agree that we disagree. There may be no right answer, no matter how strongly people feel.
- When we agree to do something, we will do what we said we would do.
- We will look for opportunities to have fun together.

Tips for successful meetings

- Have meetings only if there is something to talk about. Everyone should know why you called the meeting.
- Strongly encourage people to attend meetings. If people must miss meetings, ask them to tell the **Chair** before the meeting and ask them to be sure to read the **minutes** after the meeting.
- Many groups like to stick to start and end times for meetings. (Late-comers are expected to find out what they missed on their own.)
- Try to sit so that everyone can see each other (in a circle if possible). People often find it easier to participate when they can see each other's faces.
- Have people "check in" at the beginning of the meeting to help them get settled. Ask each person to say one thing (a highlight from the last month, for example).
- Cell phones can be distracting. Agree as a group on the rules for cell phones. Some groups ask **members** to turn them off. Some ask **members** to switch them to vibrate and not to use them to send messages or look at their email.
- Meetings can be good places to share information, but make sure there is at least some discussion too. Each meeting should include at least one activity that gets all **members** of the group to participate.
- Meetings can be fun! Think of ways that people can enjoy themselves during the meeting.
- Some groups put their **vision**, **mission**, and **values** on the **agenda** for each meeting so they can remember what's most important as they make decisions.
- Be sure to check regularly to see how meetings are going.

Planning for a meeting

Choose someone to lead the meeting. This person is called the **Chair** or **Chairperson.** If you have a president, this person is usually the **Chair** of the board meetings. But you can change the **Chair** for each meeting. This helps people learn new skills.

Set a date for the meeting that gives people enough time to plan ahead.

Set a time for the meeting to begin and end.

Find a meeting space.

Prepare and send out an **agenda** which tells people what will be discussed in the meeting. (See page 46.) Give people enough time to read the **agenda** and any material that was attached. This way they will feel prepared to discuss the topic.

If you don't have a person who is the secretary, choose a person in advance who agrees to write down what people say and decide. These are the **minutes** of the meeting. (See page 47)

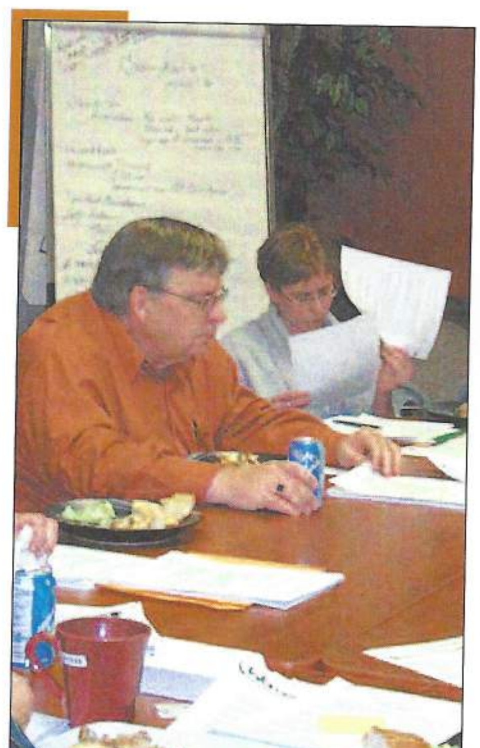
What the Chair does

The **Chair** is in charge of the meeting. He or she:

- Starts and ends the meeting. Makes sure the group sticks to the **agenda**. Helps move the discussion forward if the group gets stuck on a topic or is off topic.
- Must be neutral. This means the **Chair** does not take sides. If the **Chair** feels strongly about an **agenda** item, they can ask someone else to lead that part of the meeting so they can take part in the discussion.
- Makes sure everyone understands how the group makes decisions.
- Makes sure everyone has equal time to talk. Politely tells people when their time to talk is over. Encourages everyone to speak up. The **Chair** can start a "round robin". This is when the **Chair** asks each person to say what they think. This way everyone gets a chance to talk. In a round robin no one can interrupt the speaker.
- In big meetings, it helps to have a list of speakers. When people put their hand up to show they would like to speak, their name is written down by the **Chair** or secretary. People speak in the order they put their hand up. If possible, it is helpful to write the names on a big sheet of paper posted at the front so everyone can see it. Then people know when it will be their turn.
- Encourages all group **members** to be active listeners.
- Sums up what people say for each item on the **agenda**. Makes sure that everyone understands the decisions. Sometimes it helps if the recorder reads the decision back to the group.

When to postpone making a decision

Sometimes an issue can be very complicated. There may not be enough information or people may need to think about it. If so, ask a group of people to work on it. At the next meeting, they can recommend an action. Some **organizations** have **committees**. **Committees** do the research. Then they bring a recommendation back to the larger group.



AGENDAS AND MINUTES

The agenda

An **agenda** is a list of things to talk about at a meeting. It is usually sent out before the meeting so people can prepare. The group will talk about the items in the order they are listed on the **agenda**. Important ideas should be at the start of the **agenda**.

- People may have things they want to talk about at the meeting. If so, they should call the **Chair** before the meeting. The **Chair** can then add this item to the **agenda**.
- Items from the last meeting are called "Old Business" on the **agenda**. These were items that needed more information or were not completed at the last meeting.
- It helps to list action items from the last meeting. Action items are the things that someone had to follow up on and do something about. Action items are usually listed under "Old Business". This reminds people that they promised to do something. People will see their name on the **agenda** and know they will be reporting back. Then, they are more likely to do their task for the meeting.
- You will probably also have new things to talk about. This is called "New Business" on the **agenda**.
- Sometimes there are items on the **agenda** that do not require any decision or action. These are reports that are sometimes listed under the heading of "Information Only." (If there will be a report at a meeting, try not to make it too long. The person can always give the group more information in writing.)
- Include time on the **agenda** to plan your next meeting. Agree about what should be on the next **agenda**. Base it on the meeting you just had.
- Plan how long you need to talk about each item. Time limits keep people on track.
- The secretary sends out the **agenda** and other information before a meeting. Remember that people may need to read information to understand the issues. This helps them make good decisions.

When you look at your **agenda**, you should see that most of the discussion relates to your **goals** and **objectives**.

Appendix E contains an example of an **agenda**.

*NOTE: An **Annual General Meeting** is required if you are a registered **society** in Alberta. This meeting is different than a normal board meeting. For more information about planning for and running an **Annual General Meeting**, you could ask someone at Red Deer Public Library's Information Services Desk (403-346-2100).*

Minutes

Minutes are a written record of what you talked about. If you are a **charity** or a **society**, you are required to take **minutes** at board meetings. Informal groups often choose to keep **minutes** too. **Minutes** record what was said and decided.

Why take **minutes**?

Minutes are kept to:

- Have a permanent record of what happened at a meeting
- Remind people what they promised to do
- Tell the people who were not at the meeting what happened
- Help new **members** learn about the **organization**
- Have a guide to help evaluate an **organization's** work
- Keep track of progress

What minutes say

For some meetings, it is enough to write down the date of the meeting, who attended, what decisions were made, and what people agreed to do for next time. This is true for smaller meetings, like **committee** meetings or meetings to plan events.
Sometimes it is helpful to have a more detailed record. These **minutes** should record:

- Date of meeting and time it began and ended
- Who chaired and who was there
- Decisions or **motions** that the group said yes to. (If the group says yes to a **motion**, we usually say the **motion** was **carried**. Write down the key points of the discussion. If asked, note who did not vote (abstained). Write down who voted against the decision or **motion**.)
- Decisions or **motions** that the group said no to. (We usually say these **motions** were **defeated**. Be sure to write down why. If asked, note who did not vote (abstained). Write down who voted against the decision or **motion**.)

Appendix F contains a sample of **minutes** from a meeting.

Note: After the meeting, send people **minutes** of meetings as soon as you can.

Agendas and minutes for a small group

Even with meetings of ad hoc (temporary) groups, it helps to take **minutes**. You should write down:

- What decisions were made
- What actions the group wants to take
- Who will be responsible and who will do what
- The deadlines for any actions

If you are in a small group or a **committee** you can use your **agenda** to create your **minutes**. Each person receives a copy of the **agenda** in the form of a chart. Leave enough space for them to take notes. When the meeting is finished, each person has a record of decisions, things they have committed to do, and when they must be done by. You will find a sample of this kind of chart in Appendix G.

Use this sheet at the next meeting to see if people have done the things they promised to do. You may still want to have a recorder to make sure that there is an "official" copy with everything written down. This can be kept by the **Chair**.

You can read more about this topic. You will find a list of a few books and websites for each section in the back of the book on page 95 in Appendix M.

SECTION 9:

Making Decisions

9

DISCUSSIONS BEFORE THE DECISION

If you want your group to make good decisions, one of the most important things you can do is to make sure that everyone has an equal opportunity to participate. Not everyone has to say something about every **agenda** item. But it is sometimes important to hear from everyone to be sure a decision is a good one that will be supported later.

One way to do this is to go around the table and give each person a chance to speak about the issue. People are free to say nothing, but this gives them the chance to say something if they want. Some **Chairs** end the discussion on a topic by asking, "Is there anyone who has not spoken yet who wants to add something?" Think about how you will make sure that everyone has an equal opportunity to say what they think before you make a decision.

DECISION MAKING TOOLS

Many groups tend to use a combination of **consensus** decision making and **Robert's Rules of Order** to make decisions. The process you choose will depend on the formality of your group and how well people work together. Your group needs to agree on how decisions will be made. You may decide to use one of these models or a combination of both.

Consensus

Consensus decision making is a popular method for making decisions. Group **members** work together to develop a decision. The decision reflects the concerns and creativity of all the **members** in the group. The group works to develop a solution that best responds to the needs of the group. The **goal** is for everyone to agree with a decision or action. Then people will be more willing to support the decision. Building **consensus** requires:

- An effective **facilitator**
- Active listeners who respect everyone's opinions
- Lots of time for discussion
- Good information about the topic

Taking time to build **consensus** can help to reduce the amount of conflict in a group.

Steps in consensus decision making

1. All the information about the topic is presented. It is important that everyone has the same information.
2. People ask questions to better understand the topic.
3. Once people agree on the key information, they can talk about their thoughts and feelings. What makes them excited about the **proposal**? What worries them?
4. The group talks about issues that come up, one at a time. Options and alternatives are considered. The group talks about the consequences and impact of different decisions. **Minutes** include the main points. They also record any new issues that come up.
5. The **facilitator** or **chair** can test for **consensus**. Count the number of people who:
   a. Agree/disagree
   b. Agree in principle, with minor changes or concerns
   c. Do not agree, but can live with the decision
   d. Block. (Do not agree and cannot live with it.) If someone blocks, the group must keep talking.
6. The **goal** is to agree on a solution and the actions to be taken. It may take more than one meeting to agree.

The group has reached **consensus** when everyone agrees. Or only a few people disagree, but they don't disagree strongly enough to stop the decision.

Robert's Rules of Order

Robert's Rules of Order and **Parliamentary Procedure** are the same. They are a set of rules for how to behave at meetings. The rules give everyone a chance to speak. They are a way to make decisions without confusion. In Canada, many groups, governments, and businesses use Robert's Rules.

Some **organizations**, like Red Deer City Council, use Robert's Rules in a very formal way. Other groups, like community associations, use them informally. Figure out what would work best for your group. Either way, it is important to understand the basic rules. This will give you confidence when you want to participate in a meeting where Robert's Rules are used. The **Chair** plays an important role under **Robert's Rules of Order** by helping people understand and use the rules so everyone can participate. So does the **agenda**.

Appendix H contains information that tells you how to make and vote on **motions**. This is an important part of **Robert's Rules of Order**.

Other tools

There are many other decision making tools. The books listed in Appendix M contain lots of ideas about how to make good decisions in a meeting and about how the **Chair** can plan for this.

DEALING EFFECTIVELY WITH CONFLICT

Conflicts are normal. They can be positive. Through conflict, people can learn about one another and about the issue. They can come to understand someone else's point of view. Conflict itself is not bad. It is the way people handle conflict that may cause problems.

When your group must talk about a difficult issue, ask the following questions:

- Is the issue clear? Does everyone understand the issue?
- Does the decision relate to your group's **goals** and **objectives**?
- Are there enough facts to make a decision?
- What will be the effect of the decision?
- Who will be affected? Have you asked for their views?
- Have you heard the minority view?
- Have you allowed enough time to make the decision?

The conflict resolution meeting

It is good to deal with conflicts when they come up. If you ignore conflicts they often get worse. This can make it hard for people to work together. If people often fight or if there are a lot of bad feelings in the group, you may have to call a **conflict resolution** meeting. You may want to ask someone from outside the group to run the meeting. We call that person a mediator.

Appendix I contains suggestions for how to set up a **conflict resolution** meeting and tips for the person who runs that meeting.

You can read more about this topic. You will find a list of a few books and websites for each section in the back of the book on page 95 in Appendix M.

SECTION 10:

Volunteers

10

Volunteers give their time, energy, and skills to a group without being paid. Volunteers make the community a better place to live. In exchange, they gain skills and feel good about themselves. They feel they have a place in the group and in their community.

Not-for-profit groups need volunteers to get their work done. The key to a strong **volunteer** program is making sure that you get the volunteers you need and your volunteers get what they need from the experience. If you hope to have a successful volunteer program, you will need to:

- Attract volunteers
- Have a safe workplace for volunteers
- Match each volunteer with the right job. Their job should make them feel useful to the **organization**. Their job should also be something they want to do.
- Tell volunteers clearly what their duties are
- Make sure volunteers are trained well for the jobs they will do
- Make sure volunteers have the supplies or tools they need to do their job
- Tell volunteers if they did the job well. Ask volunteers for ideas to make things better. Offer advice and support.
- Thank volunteers for what they do
- Keep track of volunteer hours

Finding volunteers (recruitment)

- Be clear about what you need volunteers to do.
- Don't depend on people coming to you. Advertise your volunteer opportunities in the places your potential volunteer might visit – schools, places of worship, stores, and other not-for-profit offices.
- You can also advertise in the media. Contact Red Deer Life and Shaw TV about their free ads for volunteers.
- Have an "Open House" to introduce people to your group. At the event, have a table with information about your **organization**. You can also have a volunteer sign-up sheet there. Take membership forms and volunteer information to all your public events and meetings.
- If your group offers community memberships, make it easy for people to become **members** of your **organization**. Use a newsletter or other means to let **members** know that you need volunteers.

Learning about your volunteers' skills

To find out about your new volunteers, you can ask the following questions:

- What does the volunteer like to do?
- What are their skills and experience?
- Why do they want to volunteer? Is it because they want better job skills? Or are they just interested in the work you do?
- Does the volunteer want to work alone or in a group?
- Does the volunteer want to be a leader? Or, do they just want to be part of the group?
- How much time can the volunteer give to your group?

A new volunteer may want to start with a small task. Over time, they may be interested in a leadership position. Show them all your volunteer job descriptions. That way they know what is possible. Be careful not to push the job that you want to fill the most.

Volunteer job descriptions

Volunteer job descriptions are the best way for volunteers to know what to do. You may think volunteers know what you expect of them. But often, things are not clear. Written descriptions tell volunteers exactly what is expected of them. Keep all your descriptions in a place where volunteers can look at them. This helps them choose what they want to do. A job description for a volunteer **Chair** appears in Appendix J.

Volunteer Coordinator

If you have a number of volunteers, a volunteer coordinator can help manage and support your volunteers. This very important person will:

- Match volunteers to the right volunteer job
- Keep up the binder of volunteer job descriptions
- Tell new volunteers about the group
- Make sure the volunteer has someone who can train and mentor them. That person will answer their questions.
- Evaluate the volunteer and the work they do
- Find ways to thank volunteers

A strong volunteer program means a strong **organization**. It is important to have a volunteer or paid staff person who manages your volunteers. If this person is a volunteer, the Volunteer Coordinator should also be on your **Board of Directors**.

Keep Track of Volunteer Hours!

Keeping track of volunteer hours is important. You can use this information for funding **proposals**. High volunteer hours also show **members** and the community that people support you.

Volunteers should fill in a form to report their hours every time they work. Some people call this a Volunteer Log. Include the volunteer's name, the date, the number of hours they worked, and what they did. Some logs also have a space to report problems or successes under "Comments." Here is an example:

Name	Date	Hours	Task	Comments
Joe Volunteer	*8 July 08*	*1.5*	*decorated the group's parade float*	*Really fun but we ran out of tape. Need more tape for Tuesday*

Some groups have a computer log that volunteers can use to report their hours. Other groups keep their Volunteer Log in a binder in a central place.

Training volunteers

Every new volunteer needs an **orientation**. An **orientation** helps your volunteers understand the whole **organization** as well as their job. It is also helpful to give them a manual with information about the **organization**.

An **orientation** manual might include the following:

- Welcome to the **organization**
- History of the **organization**
- **Values**, vision, mission, plan for the year, **goals** and **objectives** of the **organization**
- **Organization** structure
- The group's services or programs
- **Constitution** and **bylaws** of the **organization**
- Copies of **minutes** of past meetings
- Recent financial report, **budget** (optional)
- Names and contact information that may be important to the volunteer
- Information about parking, childcare, or other concerns
- Information about workplace safety, **risk** management, etc.
- Information about how to record their hours

The Volunteer Coordinator often provides the overall **orientation** to the **organization**. Then the Coordinator chooses a person who knows about the specific job the volunteer will do. That person can train the new volunteer and check in with the new volunteer from time-to-time. He or she can answer any questions or concerns about the volunteer's job duties.

Supporting volunteers

To keep volunteers, make them a high priority. There are many things you can do to help your volunteers feel supported and valued.

Think about the kinds of support and training your volunteers need. Be sure the volunteers are clear about expectations. Plan how and who will evaluate the volunteers' work. Be sure they know who will evaluate them and how often.

You will want to communicate with them regularly:

- Tell volunteers what is happening in your **organization**.
- Answer volunteer questions and concerns right away.
- Take action on requests from volunteers.
- Answer volunteer phone calls and letters right away.
- Listen to suggestions from volunteers and tell them what you have done as a result.
- Give consistent feedback, **evaluation**, and recognition for every volunteer.
- Tell volunteers who they report to.
- Make sure every volunteer gets an **orientation** and training.
- Give every volunteer the tools, supplies, and authority they need to do their tasks.
- Include volunteers when you plan and make decisions.
- Let volunteers take on more responsibility. Give them room to grow.

Thanking volunteers (volunteer recognition)

If you want to keep your volunteers, you should thank them regularly for what they do. This is called volunteer recognition. There are many ways to do this. Some volunteers prefer a quiet thank you. Others like to be thanked in public.

Have a person or a **committee** in charge of planning volunteer recognition. This person or **committee** can find out how your volunteers would like to be thanked and can create a consistent plan that will show your volunteers how much you value them. Appendix K lists some ideas for how you can thank your volunteers.

You can read more about this topic. You will find a list of a few books and websites for each section in the back of the book on page 96 in Appendix M.

SECTION 11:

Staff and Paid Workers

11

Sometimes groups think about whether they should pay people to do work for them. This is a big decision. Here are some questions to ask before you decide:

- If you pay people, you need to raise more funds. But these people may be able to increase the amount of funds you raise. Is paying people the best use of money right now? Do you have enough money to pay them in the future?
- If you pay staff, you need a payroll. You must know what taxes to pay and what laws to follow. You may also have to think about benefits. Does your group know how to handle payroll?
- Having staff and others who work for you means your **Board of Directors** or group **members** may have to do more work or more regular work. You must supervise staff. You need to give them direction and support. And you need to evaluate them regularly and fairly. Does your group have enough time and people to do this?

Note: Some **organizations** pay people to do work for them as "independent contractors". This means the people are not on your payroll. There are strict rules about this though. It is important to find out whether you are allowed to do this. You can find out from the Canada Revenue Agency. (The contact information is on page 57.)

THE HUMAN RESOURCES (HR) OR PERSONNEL COMMITTEE

If you decide to hire staff, the board should create a Human Resources (HR) Committee to look after matters related to paid staff. (Some people call this the Personnel Committee.) This **committee** needs to think about the following:

- **Members** of the **committee** should know as much as they can about employment legislation and then follow that legislation at all times. (You will find more information about this later in this Guide.)
- Your **organization** needs to have policies about hiring before you hire any staff. These policies should include rules about whether the board can hire friends and family of board **members** and whether they can hire board **members** for paid work. When you hire someone, you should interview people and check resumes. There are several other policies you will have to develop if you decide to hire staff.
- There are many types of employment. It is important to ask yourself which type of employment will work best for which position. You may decide on:
  - Permanent employment
  - Independent contractors (There are strict rules for this.)
  - Borrowed, loaned, and shared employees
  - Internships and co-op placements

The Relationship Between Staff and Volunteers

It is important to be clear about what decisions will be made by the board and what decisions will be made by a staff person. The **organization** should keep making decisions about the **goals** and **objectives**. Depending on their job, staff must help to fulfill some of these **goals** and **objectives**. They do this through programs and projects that the board approves.

Your **members** need to understand clearly what the staff person was hired to do. Is this person hired to help out with office work and accounting? Or is the person a manager? Their job duties will be very different depending on what they have been hired to do. When you hire staff, **volunteers** sometimes want to give their work to staff. Board **members** and **volunteers** need to understand the staff person's job description. That way they know what they can and cannot ask the staff to do.

- Independent contractors are not on the **organization's** payroll. The **committee** needs to know the rules for when you can pay people this way. And the **committee** needs to create a letter of agreement for each contractor. This agreement should be signed by someone from the **organization** and the contractor. The agreement should be include expectations, payment arrangements, due dates, and other things that are important to the **organization**.
- When you look for staff, let lots of people know that the position is available so you can get the best person for the job.
- Write clear job descriptions for all staff **members**. The job description should outline the work they do, who they report to, and when and how they will be evaluated.
- The Human Resources (HR) or Personnel Committee should develop health and safety policies. The Committee must then be sure the **organization** follows those policies.

There are many resources available to help Human Resources or Personnel Committees with their work. The HR Council for the Voluntary & Non-Profit Sector has a very detailed tool kit. Pay particular attention to the section on "**Risk** Management" which gives good advice about questions your **organization** should ask itself.

www.hrcouncil.ca/hr-toolkit/planning-overview.cfm

You can also go to the Government of Canada's website called "HR for Employers"

www.hrmanagement.ca

Employment standards code

The Alberta Government has certain expectations about employment.

You can call Alberta Human Resources and Employment before you hire. They will explain the Employment Standards Code. This is a free call. Dial 310-0000, and then dial 780-427-3731.

Employment Standards Code
Alberta Employment and Immigration
Phone: 780-427-3731
Toll Free Phone: 1-877-427-3731

Employment Standards - Red Deer
Room 209 Provincial Building
4920 – 51 St
Toll Free Phone: 1-877-427-3731

You can read about the standards at:

http://employment.alberta.ca/cps/rde/xchg/hre/hs.xsl/996.html

SECTION 11:

Staff and Paid Workers

Canada Revenue Agency deductions

Canada Revenue Agency (CRA) tells employers what deductions they must take off their staff's pay cheque. You must send deductions to Canada Revenue Agency. Board **members** are **legally** responsible for making sure this is done.

To register your payroll with CRA and find out about what deductions you must make for your staff, you must first have a Canada Revenue Agency business number. You can get a business number and register your payroll with CRA.

Note: The Red Deer office of Canada Revenue Agency is at 4996 – 49 Ave. To speak with someone at that office, you must make an appointment. Call the CRA toll free number listed below to ask to make an appointment.

Canada Revenue Agency
www.cra-arc.gc.ca/menu-e.html
Toll Free Phone: 1-800-959-5525

(If you want to talk to someone, wait until the automated phone system begins and then press star (*) on your phone pad. You may have to wait for some time depending on how busy they are.)

FREE AND LOW COST WORK PROGRAMS

There are a number of free or low cost work programs that your group may be able to use to help you hire staff. This can be a good way to get extra staff resources. However, remember that most of these programs require that the person you hire must be supervised. A reliable Board or staff **member** will need to be available regularly to supervise the person. Also, these programs are often temporary. You need to think about what will happen after the person leaves your **organization**.

Adult and Young Offender Community Service Work Programs

Alberta Solicitor General and Public Security
Alberta Fine Option Program (FOP) and Community Service Work (CSW) Program

Low risk adult or youth offenders in the justice system provide services to not-for-profit and government agencies. For information about these programs, call Red Deer Correctional Services and ask to speak to the CSW/FOP coordinator. (403-340-5180)

Alberta Job Training Programs

Alberta Employment and Immigration
Alberta Job Corps
http://employment.alberta.ca/cps/rde/xchg/hre/hs.xsl/3157.html

This program gives people the opportunity to work and earn a wage while they learn employment skills.

Government of Canada Job Programs and Other Information

Government of Canada's HR for Employers
www.hrmanagement.gc.ca/gol/hrmanagement/site.nsf/en/index.html

This web page outlines a number of job programs. Some are open to **not-for-profit groups**.

Alberta Employment and Immigration
Summer Temporary Employment Program (STEP)
http://employment.alberta.ca/cps/rde/xchg/hre/hs.xsl/3158.html

STEP is a program of the Alberta Government. STEP allows organizations to hire students from May through August. It gives students work experience in their field of study. STEP pays part of the wage. The employer pays the rest of the wage. The employer must supervise and support the student. The job must be 30 to 40 hours a week. To qualify, groups must be a registered **society** in Alberta. Call 310-0000 and then dial 780-422-5082.

Summer Work Experience Program/Summer Career Placements

This Government of Canada Program provides a wage subsidy to organizations who create summer job opportunities for students in their area of study. Students must be between the ages of 15 and 30. Information is posted on the Human Resources and Skills Development website at:http://youth.hrdc-drhc.gc.ca/newprog/summer.shtml.

Youth Employment Strategy - Summer Work Experience
www.servicecanada.gc.ca/en/sc/youth/summerwork.shtml

Youth Info Line:
1-800-935-5555
First Red Deer Place, Floor 2
4911 – 51 St
Red Deer, AB T4N 6V4

You can read more about this topic. You will find a list of a few books and websites for each section in the back of the book on page 96 in Appendix M.

SECTION 12:

Financial Management

12

Good financial management is key to the health of your **organization**. Often, **volunteers** and board **members** feel uncomfortable when they talk about **budgets** and financial statements. For small groups, there are simple things you can do to make sure money is received and spent properly. In big **organizations**, board **members** should get training so they can make good financial decisions.

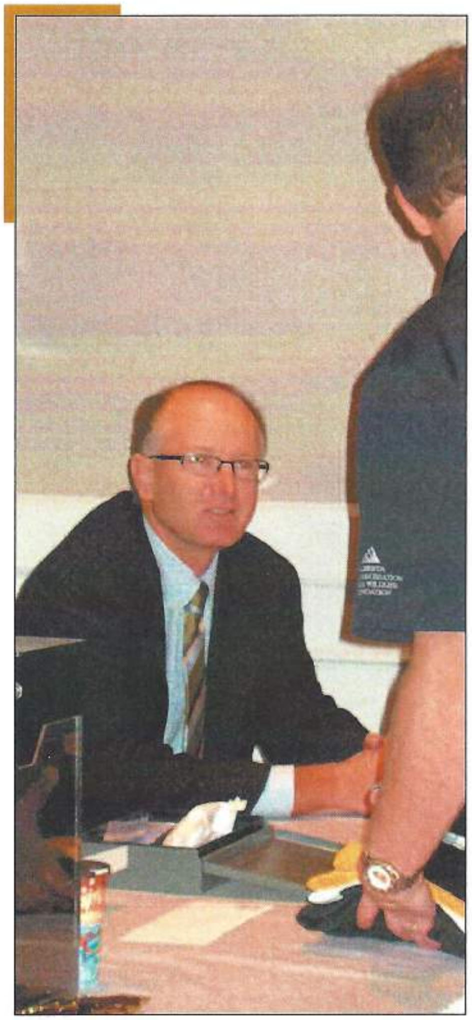
There are laws about the way charities and societies handle their money. You must keep careful track of every dollar that comes in and goes out. **Members**, **funders**, and potential partners will ask you about how you manage the group's money. You must have written policies about how funds are spent. No matter who is on the board or staff, money should always be handled the same way.

Even if your **organization** has an accountant or a paid staff person, the board must make sure that:

- Financial information is accurate and reliable.
- Assets and records of the **organization** are not stolen, misused, or accidentally destroyed.
- The **organization's** policies are followed.
- Government regulations are followed.
- Board **members**, staff, and **volunteers** understand and follow the board's financial policies.

It is important that board **members** understand what they are being asked to approve. Board **members** must attend board meetings. They must read and understand financial reports. And they must take part in approving the annual **budget**, the **audit**, and the annual financial report and financial statement. (An **audit** is an independent study of a group's accounting records and systems to be sure they are fair and reliable.)

If board **members** do not understand the **finances** of the **organization**, the **organization** should provide some training to inform them. If your board **members** are all new, spend some time learning about **finances** and financial statements.



THE BUDGET

A **budget** is your money plan for the year. You should link your **budget** directly to your **goals** and **objectives**. Your **organization** needs a **budget** for three reasons:

- To know what you can and cannot afford to do for the year.
- To keep track of how you raise and spend money throughout the year.
- To predict a shortfall. Sometimes **organizations** spend more money than they have. They may expect more money to arrive, but for now there is a **budget** shortfall. (This may happen with the **budget** for a project when the group expects to make sales or get a **grant**, but the money has not arrived yet.)

Budget

TIP: Often when you apply for funding, the **funder** only wants to see the **budget** for the project described in the **proposal**. Sometimes they want the **budget** for your whole **organization**. Be sure you find out which they want and give them what they ask for.

Your board should be able to answer these questions about your **budget**:

- Does the **budget** reflect the **organization's** main **goals** and **objectives**?
- What are the underlying assumptions or beliefs that the **budget** is based on? (Eg. We think membership will increase by 10% this year.) Are they realistic?
- Who keeps track of and controls spending?
- What has the board decided about how to prepare and keep track of the **budget**?

Preparing the budget

1. Figure out the cost of your group's projects, programs, and events for the year. (Most of these activities should support your **goals** and **objectives.**) Add the costs of running the group, such as salaries, phone, photocopying, postage, and space rental. These costs are called operating costs. Add the cost for big purchases such as computers, equipment, tools, or furniture. These costs are often called capital costs. All of these costs are your total expenses.
2. Estimate **revenue** for the year. This is your best guess about how much money your group will receive. Include **grant** money you expect to receive. Be realistic. Look at last year's **revenue**. For example, if you only made $100 in membership fees this year, you are not likely to make $1,000 next year.
3. Compare the total **revenue** to the total expenses for the year. Are your expenses more than your **revenue**? If so, you may need to decide which activities not to do. Or, you may need to come up with some **fundraising** ideas.
4. Your board must approve the **budget**. If you are a **society**, your **members** must also approve it at your **Annual General Meeting** (AGM).

EXAMPLE:

Family Day Picnic

Date: July 1, 20XX

Number of participants: 40 families

Revenue (money in):	
Purchase of family lunches @ $5 per family	$200
Donations from Fortune Foods	$300
Carnival games 5 games/20 players @ $1 per game	$100
Total revenue	**$600**
Expenses (money out):	
Lunches 40 @ $10 per family	$400
Equipment for carnival games	$200
Total expenses	**$600**
Net income or loss	$0

Project budgets

Have a **budget** for every special project. The board should approve the proposed **budget** before you start the project. Develop forms **volunteers** and staff can use to track **revenues** and expenses. Once the project is finished, a final report of **revenue** and expenses should be prepared for the board. This will be helpful when you plan in the future.

SECTION 12:

Financial Management

RECORD KEEPING

You must provide financial information to the government if you are a **registered charity** or **society**. **Funders** also often want information about your **finances** if you apply for **grants**.

It is important to keep clear records of how your group gets and spends money. You must keep financial records for at least seven years.

If you have a small group, your **finances** and your records may be very simple. If so, you should keep the following records:

- Cash receipt book – This shows everything that comes in (**income** or **revenue**).
- Cash disbursements book – This shows everything that goes out (expenses).
- A record of equipment or "fixed assets" – where the equipment is, warranty information, what condition it is in, receipts from repairs, and other related expenses.

INTERNAL CONTROLS

More than one person should always be involved in getting money and spending money. Even for an event, two people should be responsible for collecting money and depositing it in the bank. There are some basic rules to follow to make sure no one can misuse funds. These rules are called internal controls.

Revenue

Buy a numbered receipt book. Write a receipt each time money comes in. One person should accept and receipt money. Another person should deposit the money in the bank account and make sure the receipts and money add up to the same amount.

Invoices

- Have the person responsible for the expense sign the invoice (bill) before you pay it.
- The person who signs the invoice should not sign the cheque.
- Paid invoices should be marked "paid." Write on the invoice the date the cheque was written, the cheque number, the signature of the person who approved payment, and the amount of the cheque.

Cheques

- Each month, check the bank statement against the cheque book.
- Have a **policy** about who can sign cheques and who can approve the payment of bills. These should not be the same people.
- Pick three people who can sign cheques. Every cheque must be signed by two of these three people.
- A cheque should not be signed if there is not a record attached. This could be an invoice or other documents.
- Find a friendly bank or credit union. Be sure you understand the bank's service fees.
- Give the bank information about the three people who will sign cheques. They may ask for a copy of your **minutes** from the meeting where you decided who would sign cheques.
- Get cheques that have

  - The name, address and phone number of your group.

  - Space for two signatures.

  - A stub that stays in the cheque book when you rip out the cheque. All the information about the payment is written on the stub. This includes the date, amount, who it is to, what it is for (invoice number), and who approved it. There should be some kind of paper record for each cheque. The record can be an invoice, an expense form signed by a **volunteer**, or a receipt.
- Keep all cheques, even damaged or voided ones. Never throw a cheque away. This is also true for receipts.
- Be careful when you change the person who can sign cheques. You must show the bank the **minutes** of the meeting when this decision was made. You must tell them who can no longer sign cheques and who the new signers are. The bank will not clear leftover cheques signed by people who are no longer allowed to sign cheques.
- A **funder** or donor might give you money for a certain purpose. If so, you may need to open a separate bank account. Check with your bank about an account that helps you keep track of that money. You must make sure that you can explain how you spent the money. You must not use it for other purposes.
- Cheque signers should not sign blank cheques. Cheques should be mailed promptly after they are signed.
- Cheques should not be made payable to cash.

Petty cash

- This is a small amount of cash (for example, $50.00) kept on hand for small expenses.
- You need to keep a book that shows payments made with receipts attached.
- **Volunteers** should receive approval before they spend their own money if they expect to be paid back out of petty cash.
- The board should have a **policy** that says how much petty cash is kept on hand and how much can be paid to one person.

Procedures manual

Develop a manual for accounting **procedures**. It should include instructions on how to receive and deposit money, pay bills, deal with petty cash, and approve the spending of money.

Financial statements

Your treasurer must prepare a **revenue** and expenditure statement or **income statement**. This is done for each meeting of the board and the **Annual General Meeting** (AGM). The statement shows **income** and expenses. It also compares **income** and expenses to your **budget**. A difference will be a **surplus** (extra) or a **deficit** (loss). The board should ask:

- How are **finances** different from this time last year?
- Has **revenue** gone up or down?
- Are there big changes in expenses? Did you expect these changes? Will these increases or decreases in expenses continue over time? If so, what changes do you need to make?
- Is there a chance of a cash crunch? This means that you will spend money before you get it.
- Are you getting the results you expected or wanted?

If your group spends more money than it gets, it has a **deficit**. If this happens, the board must decide what to change. They may look at how to make more and/or spend less. It is important to look over financial statements at each meeting. That way, you can act before your group has a **deficit**. Remember, board **members** might be responsible for the debt.

At some point, your group may have more than cash. For example, you may own a piece of property. In this case, your treasurer must put together a **balance sheet**. This shows your assets (money and other things your group owns) and liabilities (your group's debts). If your group has investments and loans, you also need a statement of changes in financial position.

Audits

Registered charities and **societies** must audit their financial statements every year. An **audit** is the independent study of a group's accounting records and systems. The **audit** finds out if a group's financial statements are fair and reliable. It also finds out if the group follows "generally accepted accounting principles." These are rules that accountants say are the common way to do things. The auditor will tell the board if it needs to change the way it keeps its records.

If you are a small **organization**, a **volunteer** who knows about accounting can **audit** your books. It cannot be the same person who keeps your financial records and prepares the financial statements. If you are an incorporated **society**, the auditor for the next year is appointed at your **Annual General Meeting** (AGM). If your **revenues** are over $250,000 you must pay a professional accountant who is not associated with your **organization** to prepare audited financial statements at the end of each year.

Goods and services tax (GST)

Only **organizations** that earn more than $50,000 each year selling goods and services have to register to charge GST. Registered charities are eligible for rebates on GST paid for goods and services. **Not-for-profit groups** must receive more than $40,000 of their **revenue** through federal funding to be eligible for a rebate. It is important to get advice from the Canada Revenue Agency if you think you should register to charge GST.

IN SUMMARY

Overall, you want to create financial systems that keep you on track and use your resources well. You can use this checklist to see how you are doing:

Finance Checklist

- ☐ We write and monitor policies that state responsibilities and authority.
- ☐ We review regularly the activity of those with responsibility.
- ☐ We have the board look at financial statements regularly.
- ☐ We can see when cash flow problems may happen.
- ☐ We file correct reports with the government on time (in the case of a registered **society** or **charity**).
- ☐ We give banks accurate information about signing authority.
- ☐ We make sure that what we spend is consistent with **budget** priorities.
- ☐ We approve the annual **budget** at a membership meeting.
- ☐ We have a set **policy** to approve things that are outside the **budget**.
- ☐ We separate funds for special purposes from other funds.
- ☐ We keep numbered cheques in a safe place.
- ☐ We keep voided cheques.
- ☐ We keep a record of petty cash.
- ☐ We keep financial records in a safe place so they are accessible over a long period of time.
- ☐ We keep enough cash in the bank to cover a minimum of three months of expenses.

The more boxes you checked the better. How did you do?

You can read more about this topic. You will find a list of a few books and websites for each section in the back of the book on page 96 in Appendix M.

SECTION 13:

Raising Money

13

In time, every new group asks, "How will we get money to do our work?" There are two ways you can do this. You will most likely want to do both. First, you can have ongoing, regular sources of money. This may be through fees you charge for services or through membership fees. The second way is to raise money through **fundraising** activities. You need to find a balance between the amount of time your **organization** spends **fundraising** and the time you spend doing your work.

When you decide how to raise money for your group, keep these key ideas in mind:

- Anything you do to raise money should fit well with the culture and **goals** of your **organization**.
- Make a **budget**. What are the costs of a proposed event or activity? How much have other groups raised when they did the same thing?
- Keep in mind the **volunteer** hours required for a **fundraising** activity. If **volunteers** work on the **fundraiser**, are there more important activities that will not get done?
- Remember that if you keep costs low, you will not have to do as much **fundraising**!
- In all cases, say thanks!!! Recognize people who support you financially at every opportunity.

Fee for service

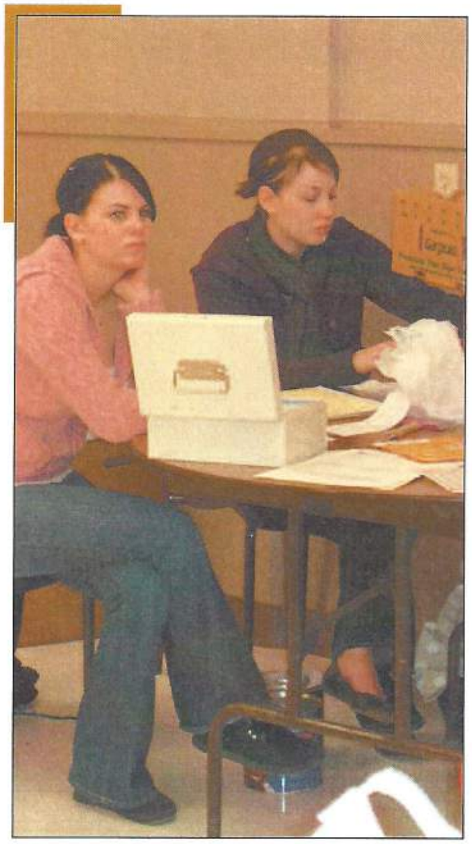
Some **organizations** charge money for some of their services. For example, Central Alberta Immigrant Women's Association (CAIWA) offers computer classes. The **organization** charges for this service. The money they receive supports their programs. "Fee for service" arrangements give some financial stability. The service must be related to the work of your **organization** if your group is a **registered charity** or wants to become one. In the case of CAIWA, the computer classes teach immigrant women and their families important skills that could help them get employment.

Events

A popular way to raise funds is to have special events that people pay to attend. They take a lot of time and effort to arrange and require good **organization**. Think carefully about what your event will be. Make sure it is something that will attract people and show your **organization** in a positive light. You should also be sure that the event supports your vision and mission.

For any event you plan, you need a full list of tasks, including timelines and who is responsible. You also need an accurate **budget**. You should have enough money to pay for your expenses before the event. Be sure you have a process and forms in place to keep track of the money.

Before the event, decide how you will evaluate it. Will you keep track of the



number of people who come, how much money was raised, the amount of media publicity? Then make sure that you collect the information you need. That way you can talk about the event's success when it is over. Take notes and present them to the board. If you hold the event next year, organizers will know what went well and what needs to change.

A list of tips for organizing events is included in Appendix L.

Note: Special events are often better at raising the profile of your group than raising actual dollars. It is quite common to make only 20 cents on every dollar. This is because of the costs related to the event. Let us say that you make a $2 profit on each person who shows up. To raise $1,000, 500 people must come. Be clear about your purpose when you organize the event. Is your main concern to raise money or to raise the profile of your group?

Sales

Another popular form of **fundraising** is sales – bake sales, car washes, and promotional products like mugs, t-shirts and fridge magnets. Even though they seem like small **fundraisers**, it is still important to have a plan and a **budget**. Promotional items should be ready in time for events where there will be lots of people around. Car washes and bake sales need a lot of **volunteer** time.

In-kind donations

These are resources that people give instead of money. Space, equipment, expertise, advertising, services, and computers would cost money if you had to buy or rent them. Find ways to get people, businesses, or other groups to donate them. Make sure you do not abuse their good will. If they give you space, keep it clean and use it only at agreed times. A group may offer photocopying or other services. If so, make sure **volunteers** use it only for the work of your group.

Sponsorships

If you have a particular program that you think would be of interest to a company, you can ask them to sponsor the costs of the program. You can also ask companies to sponsor events. You will need to prepare a package that explains the work of your **organization**, the program or event you would like them to sponsor, and why it will be good for their company to sponsor it. Include information about how they will receive recognition for their contribution.

Note: You cannot give a tax receipt to individuals for sponsorships made by a company.

Raffles

There are very strict rules and regulations about who can hold raffles and how they must be organized. Be sure to check the rules at these Alberta Government website pages:

www.aglc.gov.ab.ca/raffle/default.asp

www.aglc.gov.ab.ca/raffle/licenceandeligibility.asp

www.aglc.gov.ab.ca/raffle/guidelines.asp

Big fundraising projects

Sometimes larger **organizations** need to raise money for a really big project like a new building or a very expensive piece of equipment. This is called a "capital campaign". It takes a long time and a lot of effort to plan the campaign and then find the money.

To create a capital campaign, you need to make detailed plans and have enough **volunteers** in place to do all the work. The campaign should be led by a person who has good **fundraising** skills and experience.

Sometimes, **organizations** consider hiring a professional **fundraiser**. It is important to think carefully about this choice. If you do decide to hire a professional **fundraiser**, you should look at their experience and get references from other **not-for-profit groups** that have used this person or company.

For more information about this important decision, check out:

Breault, Roger. When is a **charity** ready to hire a professional **fundraiser**?
www.rcvo.org/questions/docs_useful_info_/howto_ProfessionalFundraiser.pdf

Fund raising: Pros, cons and tips on running capital campaigns. Voluntary Sector Knowledge Network. www.vskn.ca/fund/fund_campr.htm

SECTION 13:

Raising Money

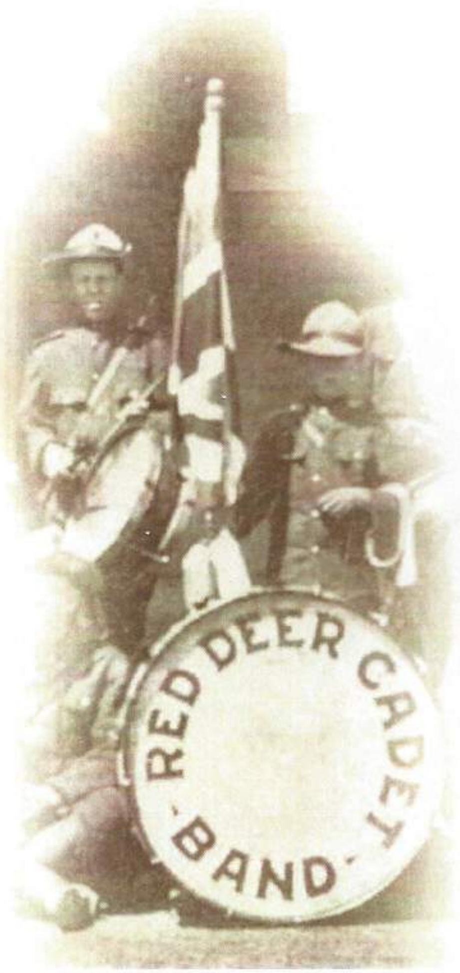
Grants

There are groups and government departments that give money to **not-for-profit groups** to do their work. The money they give is called a **grant**. To get a **grant**, a group must write a **grant proposal**. Information about writing **grant proposals** can be found in Section 14.

Alberta gaming grants

In Alberta, registered **societies** can apply to receive profits that come from gambling operations. Societies register to have **volunteers** work at bingos or casinos. Alberta Gaming provides training and **volunteers** are supervised. Profits from video lottery terminals and other gaming activities also fund programs listed in Section 14.

Societies can apply to receive **grants** through these programs. For more information, call Alberta Gaming at 403-314-2656 or go to their website at www.aglc.gov.ab.ca



KNOW THE RULES

Alberta's Charitable Fundraising Act (CFRA) has laws about **fundraising**. CFRA outlines rules that groups must follow in Alberta when they ask for donations. One rule is that you must give people enough information. That way they can decide whether to give. CFRA protects people from false, misleading, or confusing requests for donations.

CFRA laws apply to all **not-for-profit groups**. Groups can be incorporated or unincorporated. CFRA also applies to any person who asks for money that is for a charitable purpose or charitable **organization**. This is true even if that person does not belong to any charitable **organization**.

CFRA does not apply when:

- A **charity** asks for donations from its **members** or their immediate families.
- A **charity** asks for goods (Eg. furniture for an office, not for resale) or services (Eg. **volunteers**). And, it uses these goods and services for its administration, or other non-charitable purpose.
- A **charity** asks for donations for an event or activity that the Alberta Gaming and Liquor Commission allows. This could be a raffle, pull tickets, a bingo, or a casino.

Registration

Before you ask for donations in Alberta, your group must register its **fundraising** activities if:

- You want to use a professional **fundraiser**, and/or
- You want to raise more than $25,000. CFRA looks at gross contributions for your financial year.

Note: Your group may raise more than $25,000 without meaning to. If so, you must register within 45 days after the donations reach $25,000.

How to register

It costs money to apply for a certificate of registration. All registry agents have application forms. (See "License and Registry Services" in the yellow pages of the phone book.) Someone must sign the completed form. It must be a person who has signing authority (a person that your group lets sign on behalf of your group). That person must swear before a Commissioner for Oaths that the information on the form is true. (Look up "Commissioner for Oaths" in the yellow pages.) The Commissioner for Oaths must then sign the form. Service Alberta's Charitable Organizations section has information.

Website:
www.servicealberta.gov.ab.ca/Charitable_Organizations.cfm

Phone:
Toll free 1-877-427-4088

You can read more about this topic. You will find a list of a few books and websites for each section in the back of the book on page 97 in Appendix M.

SECTION 14:

Writing Proposals for Grants

14

In Canada, there are groups and parts of the government that give money to **not-for-profit groups** to do their work. We call these groups **funders**. The money they give is called a **grant**. To get a **grant**, a group must usually write a **grant proposal**. Each **funder** has different rules and set ways to apply.

You can find a list of some **funders** on pages 73 and 74.

A GENERAL PROCESS

Here are some general ideas for when you apply for a **grant**.

Step 1: See if you qualify

Many **funders** only give money if you are a **registered charity**. Many **funders** require that you be a **society** under the Alberta Societies Act. Most **funders** explain who does and does not qualify for their **grants**.

Step 2: Make your plans

Funders will look for:

- Sustainability – how your group will carry on the work when the funding runs out
- Financial history – usually the financial statements from your last **fiscal year**
- Contribution – what your group will give to the project, such as **volunteer** hours, equipment, space
- Participation – who will be involved including **members**, **volunteers**, and the community
- Collaboration – how you will work with other groups who do similar work
- Appropriate approvals – approvals from government offices (municipal, provincial, and federal)
- Demonstrated need – How do you know people need this project? Whose idea is it? Does the community support it? Clearly show that your project meets an identified need.
- Supporting documentation – letters of support from those involved with or helped by the project

Step 3: Do your homework

Project research – Make sure you can clearly explain your purpose. What is the need? How did you discover that need? How do you know your approach will work? Who else does the same thing or something similar? What will the real costs be?

Funder research – before you apply:

- Check the **funder's** website.
- Call – Find out who and what they fund. When do they fund? And what do they want to know about you? Ask if they will review a draft version if you submit it before the deadline.

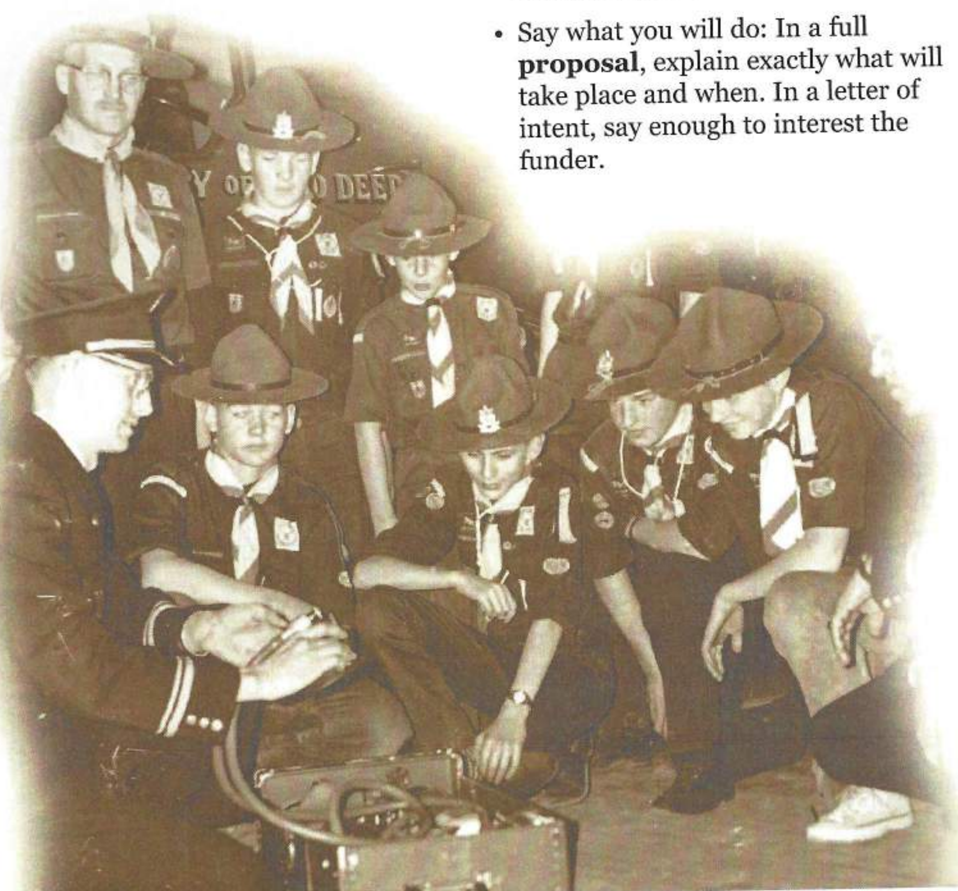
- Letter of inquiry – The **funder** might not be available by phone. If so, send a letter. Give contact information, such as a phone number or email address. Find out if your project meets their criteria and if they would like a full application.

Step 4: Write the proposal

Most **funders** provide application forms. Be sure to use their format. Give them exactly what they ask for.

If they do not have an application form or if they ask for a letter of intent, make sure you include the following:

- Explain who your group is, what you want to do, and the **grant** amount you are asking for.
- Tell the funder about any past contact you've had with the funder.
- Describe the need: Be clear and to the point. Tell the funder why there is a need for this project, piece of equipment, and so on. Tell them how you know there is a need.
- Say what you will do: In a full **proposal**, explain exactly what will take place and when. In a letter of intent, say enough to interest the funder.



- Give agency data: Help the funder know more about your group. Tell them your **mission statement**. In a few words, explain your programs. If it fits with your project, you can also tell about the number of people served and staff, **volunteer**, and board numbers.
- Include **budget** data about the project: Even a letter of intent may have a budget that is a half page long. Decide if you should put the budget into the letter or on a separate page. Either way, show the total cost of the project. Tell the funder where the rest of the funds for the project will come from.
- Close: As with a longer **proposal**, your letter needs a strong last sentence.
- Attach any extra information needed. You may need to give the funder a list of your **Board of Directors** and your financial statement from the past **fiscal year**. You may be asked to include letters of support.

Step 5: Check your proposal

Ask the **Chair** and at least one or two other board **members** to read the **proposal** carefully to be sure you have been clear and the information in the **proposal** is accurate. You should also ask someone to check to be sure that your spelling and grammar are correct.

Follow up

Once you have submitted the **proposal**, call the funder and ask if they have everything they need.

*Note: It can take several weeks or months before you find out if your **grant** was successful.*

Tips for Grant Writing

- Do not waste time applying to the wrong **funder**.
- Get your application in early.
- Include up to three thoughtful letters of support if this is allowed by the funder.
- Tell them how you will recognize their donation in an innovative way.
- Do not send form letters.
- Have a title for the project that is simple and to the point.
- Check your spelling. The **proposal** should be neat, clean, and easy-to-read.
- Be clear and to the point in your request. Remember that the funder may read dozens or even hundreds of proposals.
- Avoid jargon. Explain abbreviations. Do not assume that the funder knows about you or your work.
- Do not guess at the **budget**. Make sure your math is right.
- Give ALL the information they ask for. Do not bother with fancy covers.
- Get someone to read it before you send it. Does it make sense to them?
- Include complete contact information including a phone number, mailing address and, if possible, an email address. You can list two contact names as long as both people can answer questions about the proposal.
- Reuse. Most funders need the same information, and in Red Deer many funders use the same application format. You will put a lot of work into the first proposal. But you can use the same information for other proposals.

Remember, everything you give to a funder says something about your group. Each step you take with a funder should build a relationship for the future.

Why proposals fail

Note: Lots of groups apply for **grants** for important and worthwhile projects. Even if you write a great **proposal**, you may not get any money. Your group needs to make its plans without depending on getting all its money from **grants.**

The main reason why groups fail to get **grants** is because there are always more applications than dollars. Aside from that, here are the most common reasons proposals fail:

- The group does not follow the funder's guidelines.
- The proposal does not match what the funder wishes to fund.
- There is missing, inaccurate, or incomplete information.
- The group is slow to respond to requests for information.
- The group does not clearly state needs (why it is needed), benefits (who it will be good for and how), and/or outcomes (what can be expected because of it).
- **Budgets** are poorly prepared or are unrealistic. (This includes asking for too little as well as too much.)
- The group missed deadlines.
- The group does not talk about sustainability or **evaluation**.
- The work plan is unrealistic.
- There is no sign of partnerships with other people and groups. Most funders know who is doing what. They will not fund something that already exists.

Funders look for innovative projects. The project should offer new insights or benefits. It should be inclusive and collaborative. And, it should be sustainable in the long-term. The project's idea should relate to the group's mission and vision.

Fiscal Sponsorship

Many **funders** can only provide **grants** to **organizations** that are registered charities. A **registered charity** can raise funds for a project that they ask a non-registered **society** to carry out on their behalf. The **society** that does the work is called the agent. The **charity** is called the sponsor.

Charities must follow these three principles when supporting projects of non-registered groups:

- The registered charity must be in control of the funds.
- The registered charity remains responsible for the outcomes of the project, even if most of the work is done by the non-registered society.
- The work that is done must be consistent with the charity's charitable purposes.

Charities that allow their charitable number to be used by another group in ways that fall outside of these principles risk losing their charitable number.

HELP WITH GRANT WRITING

You can get help when you write **proposals** for **grants** in two ways.

1. Contact staff from The City of Red Deer's Recreation, Parks and Culture Department or the Red Deer & District Community Foundation and ask for assistance.

The City of Red Deer
Recreation, Parks and Culture
Phone: 403-342-8159

Red Deer & District
Community Foundation
www.rddcf.ca
Phone: 403-341-6911

2. Ask the people who work in the department or **organization** that offers the **grant** if they are willing to help you. Many will offer some help and direction as you prepare your **proposal**. They may say no, but it is useful to ask!

Information on grant writing

You can find more information about **grant** writing at:

Red Deer Public Library
(Downtown Branch)
4818 – 49 St
Phone: 403-346-4576
www.rdpl.org

Community Information
Referral Society
4728 Ross St
Phone: 403-346-4636
Email: reception@cirsonline.ca
www.cirsonline.ca

SECTION 14:
Writing Proposals for Grants

POSSIBLE FUNDERS

Provincial funders

Here are SOME of the **funders** in Alberta:

Alberta Foundation for the Arts
www.affta.ab.ca
Phone: 780-415-0307

Alberta Gaming/Alberta Lottery Fund
The Community Initiatives Program and Community Facility Enhancement Program give money from lottery and gaming activities. Some community groups can apply for these **grants**. Be sure to check carefully to see if your group is eligible to apply for funds.

Community Initiatives Program (CIP)
www.albertalotteryfund.ca/applyingforagrant/CommunityInitiativesProgramCIP.asp

Community Facility Enhancement Program (CFEP)
http://culture.alberta.ca/cfep/default.aspx

Alberta Gaming and Liquor Commission (Red Deer Office)
Phone: 403-314-2656

Wild Rose Foundation
www.wildrosefoundation.ca
Phone: 310-0000 (a toll free number) and then ask for 780-422-9305.

Check with Alberta Culture and Community Spirit to find out about **grant** opportunities. This government department keeps an up-to-date list of financial assistance programs and options for Alberta groups. This list is at:

http://culture.alberta.ca/grantprograms

Local funders

The City of Red Deer
Fee for Service Grants
www.city.red-deer.ab.ca (Click on City Departments. Then click on Recreation, Parks and Culture. Then click on Culture Services. Then click on Fee for Service Program.)

Red Deer & District
Community Foundation
www.rddcf.ca

Service Clubs

In each community, there are groups that raise funds to give away. These "service clubs" will often donate money to **not-for-profit groups**. You can call the Information Services Desk at Red Deer Public Library. They can help you find service clubs in Red Deer. Their phone number is 403-346-2100.

You can read more about this topic. You will find a list of a few books and websites for each section in the back of the book on page 97 in Appendix M.

SECTION 15:

Legal Issues

15

The number of **not-for-profit groups** in Canada is growing. They are becoming more important in our communities. Governments are making more laws about how to run **not-for-profit groups** and **organizations**. **Members** of your group must know what they are responsible for as they do their work.

Volunteers and staff need to know they are responsible and **legally liable** for their actions.

These issues are important and some people find them difficult. But you can (and should!) do lots of things to protect yourself and your **organization**.

Duty of care

Duty of care is the most important idea for your **volunteers** and staff to understand. Think about how you reasonably expect a person of your knowledge and experience to manage their own life. Each **volunteer** should use their best knowledge and experience in their work with the **organization**.

The **organization** as a whole has a **duty of care**. It must avoid injuring or harming anyone. It must foresee whether its actions could injure or harm.

The **organization** is **legally** responsible for the work it asks **volunteers**, including board **members**, and staff to do. The agency must properly select **volunteers** and staff. It must keep a safe workplace. It must give **volunteers** and staff the proper tools and support. The agency must provide coordination, training, and supervision. The work must match the skills of **volunteers** and staff.

Examples:

- *You should not ask a staff person or volunteer to take children on a field trip to the mountains if they have no experience hiking in the mountains.*
- *You should not ask a staff person or volunteer with a bad driving history to transport volunteers or clients.*
- *Some volunteers will work with those who have disabilities. The law expects those volunteers to act with a greater duty of care. This means you must choose these volunteers very carefully.*

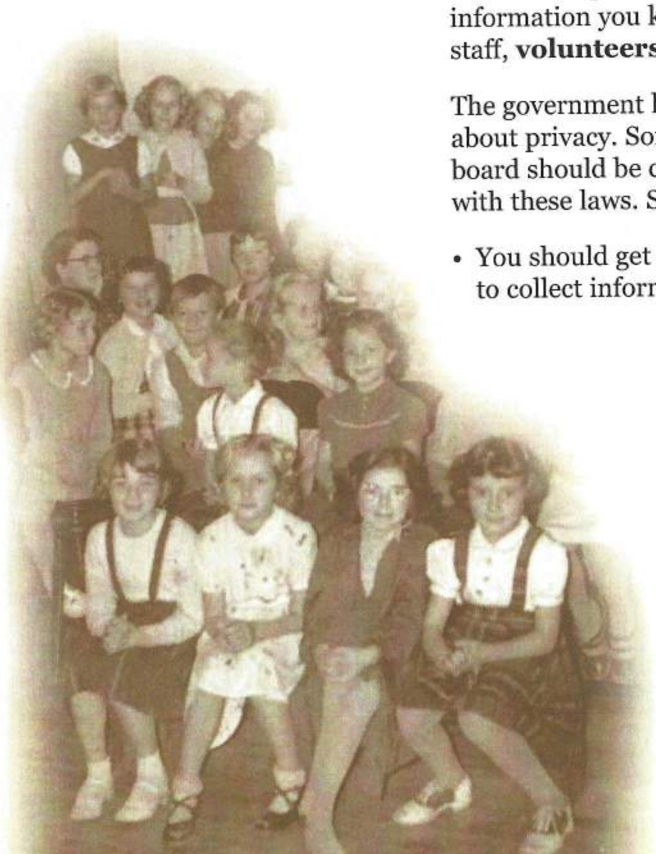
Conflict of interest

Board **members** have what some people call a **fiduciary duty**. This means they must be loyal and honest. They must act in good faith in the best interests of the **organization**. Board **members** and other people who make decisions must not allow personal interests or those of someone they know to conflict with those of the **organization**. If they do, they are in a "**conflict of interest**." The board **member** must declare to the board that they have a conflict or a potential conflict. They should then withdraw from discussion on the issue and should not take part in a vote about the issue.

Directors are personally and **legally** responsible for some expenses. **Directors** must make sure the **organization** pays these expenses. These are unpaid wages, taxes and deductions, such as Employment Insurance (EI) and Canada Pension Plan (CPP). Your **legal** responsibility carries on for six months to a year after you stop being a **director**. In some cases, it lasts up to six years. If these expenses do not get paid by the **organization**, the **directors** have to pay them.

If something goes wrong, you cannot use as a defence or excuse: being unpaid, carelessness, lack of knowledge, failure to act, having good intentions or having resigned after the fact. For this reason, you must think carefully about decisions that you help make. If you feel something your **organization** is doing is irresponsible or too risky, make sure your concerns are noted in the **minutes**. This protects you in case the decision results in problems for the **organization**.

Information privacy



You should protect the privacy of the information you keep about your staff, **volunteers**, and clients.

The government has important laws about privacy. Someone on your board should be completely familiar with these laws. Some key points are:

- You should get people's permission to collect information.
- You can only use information for the reason that you collected it.
- You must keep that information safe.

You will probably get information from people for your membership list. If so, you cannot give that membership list to another group. Also, board **members** cannot use the list to try to get clients for their personal business.

For more information about the laws, go to the government website at http://pipa.alberta.ca

SECTION 15:

Legal Issues

Risk management

The law says that your group (and all the people who represent your group) must avoid **risks** that are likely to happen to the people you serve and people who attend your events or programs. This includes **risks** that:

- are known to have caused injury before,
- can be removed easily, and
- can be dealt with using common practices.

EXAMPLE:

An organization serves hot food at an event. The food has not been kept hot enough. Some people become ill from the food. The organization knows the risk if someone does not handle food properly. The organization is responsible for the person who got sick.

Risk management is working to stop these things from happening. In the example above, the group should be sure all volunteers working with food have proper training. This is a form of risk management.

Your organization needs to look at the work it does, decide if there are things that could pose risks, and find ways to prevent and fix those things that could go wrong. An insurance company can help you decide what your risks are. There are people who do risk assessments for organizations. And there are people who do assessments of buildings. If you would like to assess the risks of your operation or your buildings, you can contact staff at the City's Recreation, Parks and Culture Department for suggestions. Call 403-309-8411.

References and record checks

Your **organization** should do what you can to be sure that your **volunteers** and staff are dependable and reliable. Always ask for and check references. You should also require that they get a Criminal Record Check. If they work with children or dependent adults, they should also get an Intervention Record Check.

Criminal record check

You should require that all **volunteers** and staff get a security/criminal record check through The City of Red Deer RCMP at 4811 – 49 St. The phone number is 403-341-2000. The person being checked needs to go to the RCMP office with photo identification and a current Red Deer address. **Volunteers** should also bring a cover letter from your **organization**. The letter should explain that the person needs to get a criminal record check. **Volunteers** are not charged. The fee for paid staff is $25.00 and it is paid at the City Hall cashier. (4914 - 48 Ave)

Intervention record check

All staff and **volunteers** who will be in contact with children or dependent adults should complete an Intervention Record Check. (Some people call this a child welfare check.) The form states whether a person has ever been involved in a Child Intervention investigation or placed a child under the protection of the Child, Youth and Family Enhancement Act. The person being checked can get and fill out the form at the Central Alberta Child and Family Services Authority office at 108, 4920 – 51 St. The phone number is 403-340-5400. Photo identification is required when you drop off the form and when you pick up the form after it has been completed by Child Intervention staff. These staff members will give a completed form only to the staff or **volunteer** in person. They will never give it directly to the **organization**.

Liability insurance

Your group should buy at least two kinds of insurance. The first is comprehensive general liability insurance. This covers things like:

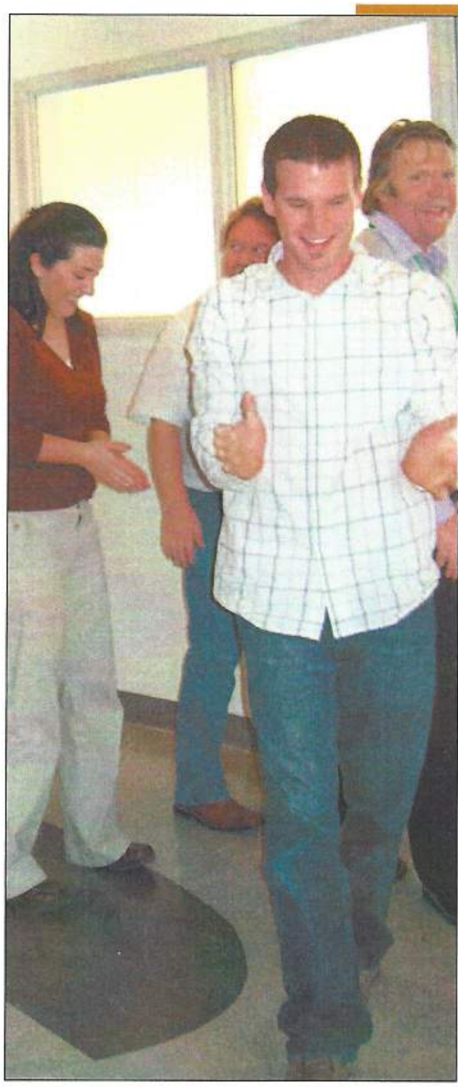
- Injuries to people who visit your **organization** or participate in an event
- Injuries to **volunteers** or staff
- Damage to property

The second is **director** and officer liability insurance. This provides coverage if your **directors** are sued for not managing the affairs of the **organization** properly. In **legal** terms this is called, "negligent and wilful breaches of the **directors**' **standard of care**." This is a concern if **directors** knew they were acting carelessly. It should provide coverage for six years beyond the **directors**' term on the board. It should cover your **volunteers** as well.

Volunteer Alberta has a toolkit about insurance for groups with volunteers. You can find it on the web at:

www.volunteeralberta.ab.ca/insurance

You can also contact Volunteer Alberta about companies that offer insurance for **not-for-profit groups**. Phone Toll Free: 1-877-915-6336



Lawyers

You may sometimes need to hire a lawyer to give you advice about particular situations or contracts. If you can find a lawyer to sit on your board, this can be helpful. That person cannot be your lawyer, but he or she may be able to tell you when you should get formal **legal** advice. If you are going to enter into a partnership with another group or **organization**, it is often useful to have a contract. A lawyer can help you with this.

Record keeping

Any papers or records that are about **legal** issues must be kept for at least 7 years. Remember that it must be 7 years after the end of a contract or time period.

You can read more about this topic. You will find a list of a few books and websites for each section in the back of the book on page 97 in Appendix M.

INCORPORATING A SOCIETY IN ALBERTA

If you want to incorporate (also known as register) as a **society**, you must apply to be registered through the Government of Alberta's Charitable Fundraising Act.

Why do groups become incorporated societies?

Here are some of the reasons why groups decide to incorporate:

- Many **funders** only give money to incorporated societies.
- Many businesses, government agencies, and other **not-for-profit groups** are more interested in working with incorporated societies.
- A **member** of an incorporated **society** may not be held responsible for the debts of the **society**. (But remember that Board **members** can be held responsible for other things.)
- In Alberta, you must be a **society** to hold raffles.
- Only an incorporated **society** can have **members** volunteer at a bingo or casino.
- An incorporated **society** can own property and enter into contracts itself. This may be better than individual **members** entering into these contracts.

Who can become an incorporated society?

The Government of Alberta website says that "Societies are formed by five or more people who share a common recreational, cultural, scientific, or charitable interest. A **society** may not incorporate primarily to carry on a trade or business."

How to apply

To incorporate as a **society**, you must fill in several forms. They give the government information including the following:

1. the **society**'s name, list of the **directors**, and the **objectives** or the purposes for which it was incorporated ("Application to Form a Society" form).
2. the **bylaws** ("Society By-Laws" form).
3. an address for the **society** ("Notice of Address or Notice of Change of Address" form).

You will also need to check to be sure that you have the right to use the name you have picked for your group. This is done through NUANS (Newly Updated Automated Name Search). You can find a NUANS agent in Red Deer by going to: www.nuans.com/houses-maisons/nm_form-forme_mn_en.cgi

To find information about societies, the forms for incorporating as a **society**, and more information about NUANS, go to www.servicealberta.gov.ab.ca/716.cfm

Note: If you want to raise funds, you also need to think about registering your ***organization*** *under the Charitable Fundraising Act. Information about this can be found on page 68 in Section 13 of the Guide.*

Your Bylaws

If you decide to register as a **society**, you must write **bylaws**.

Bylaws are the rules of the **society**. They say how the **society** will be run and who will run it. Each **society** creates its own **bylaws**.

The Government of Alberta has a simple set of **bylaws**. You can find it at www.servicealberta.gov.ab.ca/pdf/Forms/REG3028.pdf

You can just fill in the blanks. But it is better to use them as a guideline. Take some time to develop your own **bylaws**. That way they meet the needs of your group.

APPENDIX B:

Becoming a Registered Charity in Canada

Section 2

Your Constitution

If you decide to register as a **charity**, you will be asked to write a **constitution**. A **constitution** gives very basic information about your group and how it is structured. Form T4063 explains what should be in a **constitution**. In December of 2008, this included:

1. the **organization's** name
2. the **organization's** purposes
3. a statement that says the work of your **organization** will be done without purpose of gain for its **members**, and any profits or other gains to the **organization** will be used to promote its **objectives**
4. the **organization's** structure (**Chair** or President, Secretary, Treasurer, etc.)
5. an explanation of how the **organization** will replace its **directors**
6. the effective date of the document, and
7. the signatures of at least three of the **organization's** **directors**

BECOMING A REGISTERED CHARITY IN CANADA

You may also want to apply to be registered as a **charity** through the Government of Canada's Revenue Agency (CRA). If you are successful, you will get a charitable tax number.

Why do groups become registered charities?

Here are some of the reasons why groups decide to register as a **charity**:

- Many **funders** only give money to registered charities.
- Many businesses, government agencies, and other **not-for-profit groups** are more interested in working with registered charities.
- Registered charities can give out tax receipts for donations.
- Registered charities do not have to pay **income** tax.
- Registered charities can apply for a rebate on the GST paid for goods and services.
- Registered charities can buy insurance, enter into contracts, buy land, or borrow money. They can have bank accounts and hire staff.

Who can become a registered charity?

The Canada Revenue Agency (CRA) decides if a group is a **charity**. You can find out how the CRA defines a **charity** by going to their website or phoning them.

CRA's website: www.cra-arc.gc.ca/menu-eng.html

Toll free phone numbers for CRA:
1-800-267-2384 (English)
1-888-892-5667 (French)
1-800-665-0354 (People with hearing impairments)

How to apply

Go to the CRA website at www.cra-arc.gc.ca/menu-eng.html

On the home page, there is a box beside "Search this Site:". You can type the name or the number of the form or other topics into that box to find what you are looking for.

Most groups should get the "Application to Register a Charity Under the Income Tax Act" which is Form T2050. You can find out more about how to fill out this form by going to Form T4063.

If you are a group that is involved in amateur athletics, the application process is different. You need to get the "Application to Register a Canadian Amateur Athletic Association Under the Income Tax Act" which is Form T1189.

You can phone Canada Revenue Agency free of charge at 1-800-267-2384.

NEWS RELEASE TIPS

NEWS RELEASE

Title (make it sound interesting)

Contact person's name ____________________

Full address ____________________

Telephone and fax numbers ____________________

Cell phone number if possible ____________________

Email address ____________________

Date of press release or **"FOR IMMEDIATE RELEASE"**

1. State your purpose. Describe your event. Be clear. Say what the event involves. This is the purpose of the press release. The first sentence is the most important. It should be interesting. It should have newsworthy information.

2. Identify yourself and your group. Say who you are and who you represent.

3. Include place, times, and dates, if important.

4. Other information. Give any other important facts. You might confirm the appearance of a local celebrity. You can talk about the goal of your event. You can also include quotations from someone in your organization.

5. End the note.

Try to keep your press release to one page. If the press release is more than one page, write "more" at the bottom of each page. On the last page, write:

- 30 -

to show that you are done. This makes you look professional.

SAMPLE POLICY AND PROCEDURES

Policy on Volunteer Recognition

Purpose: The XYZ Group deeply appreciates the work of our many volunteers. Volunteers help make the organization successful. They help improve the lives of our members. It is important that our volunteers know how much they are valued.

Policy:

Each year, the Volunteer Coordinator will develop a Volunteer Recognition Plan for XYZ Group. This plan may include events and gifts.

Staff will thank volunteers regularly for the work they do.

Staff and the Board will also give volunteers opportunities to be involved in the organization. They will consult volunteers about decisions that affect them. The Communications Committee will give volunteers the information they need and want about what is happening in the organization.

Responsibility:

The Volunteer Coordinator will develop the Volunteer Recognition Plan. It is approved by the Board. All staff, all Board members, and the Communications Committee will do what they can to be sure that volunteers feel appreciated and respected.

Approved on: September 12, 20XX

Approved by: The Board of Directors

Policy Number: A123

Related Procedures for Volunteer Recognition

Purpose: Volunteers often know they are appreciated because people say "thank you". The XYZ Group wants to be sure that all volunteers are recognized in other ways too. A volunteer recognition plan can help volunteers see that we appreciate them. We think this means that volunteers will want to stay with us.

Who: The Volunteer Coordinator is responsible for developing the Volunteer Recognition Plan.

Procedures:

1. In October, the Coordinator will work with staff to collect information about the success of the Volunteer Recognition Program for the past year. This information will be used when planning for the past year.

2. At the October Board meeting, the Board will decide how much to spend on volunteer recognition for the next year.

3. The Volunteer Coordinator will then prepare a plan to recognize volunteers.

4. The Volunteer Coordinator will work with staff and talk to volunteers to decide what to do. Usually, the plan will include an event in National Volunteer Week and gifts to be given to volunteers at the Annual General Meeting in November. There may be other forms of recognition as well.

5. The Volunteer Coordinator will work with the Board, staff, and the Communications Committee to discuss how volunteers can be involved in the organization and what information would help volunteers do their work. The Coordinator will include the results of these conversations in the plan.

6. The Volunteer Coordinator will review the plan at the November Board meeting. The Board may offer suggestions at that time.

7. The Volunteer Coordinator will be responsible for making sure that XYZ Group follows the plan.

Approved on: September 12, 20XX

Approved by: The Board of Directors

Relates to policy number: A123

Related documents: Volunteer Recognition Plans for the past five years are in the Volunteer Management files in the main office.

APPENDIX E:

Sample Agenda

Section 8

SAMPLE AGENDA

ABC SOCIETY
BOARD MEETING

Tuesday, February 12, 20XX

7:00 – 9:00 pm

Old Hall

Agenda

1. Call Meeting to Order 7:00
2. Changes to the Agenda 7:05
3. Read and approve or correct Minutes of the last meeting 7:10
   (Only those who were at the meeting can approve them.)
4. Executive/Committee Reports 7:15
5. Old Business 7:45
   5.1 Date change of Celebration Dance
   5.2 Action items from last meeting
      Dale to report on cost of hall
      Jodi to report on invitation to MLA
6. New Business 8:30
   6.1 Review annual budget
   6.2 Proposal to send delegates to conference
7. Announcements 8:45
8. Agenda for Next Meeting 8:50
9. Date of Next Meeting 8:55
10. End of Meeting 9:00

SAMPLE MINUTES

MINUTES OF THE ABC SOCIETY BOARD MEETING

Monday, April 8, 20XX
7:00 pm to 9:00 pm
Town Hall

Present: Mrs. Mehta (Chair), Mr. Epp (recorder), Ms. Ayers, Mrs. Vizzutti, Mr. Dale, Mr. Edu, Mr. Fahl.

1. The Chair, Mrs. Mehta, called the meeting to order at 7:00 pm.
2. There were no changes to the agenda.
3. The minutes were corrected to show that Mr. Edu voted against the motion to increase the budget for the dance. Motion to approve the minutes of the last meeting on February 12, 20XX as corrected. Moved by Mr. Epp, Seconded by Ms. Ayers.

   CARRIED
4. Executive and Committee Reports – Reports were submitted in writing. Each Committee Chair commented briefly on their report. There were no questions.
5. Old Business

   5.1. MOTION: Change the date of the Celebration Dance to September 14, 20XX. Moved by Mrs. Vizzutti. Seconded by Mr. Dale.

   Discussion in favour:
   a) More people will attend after the summer holidays.
   b) It will be easier to get volunteers after the holidays.

   Discussion opposed:
   a) We will waste the work already done.

   CARRIED

ACTION: Celebration Dance Committee will plan event for new date.

6. New Business

   6.1. MOTION: Send two delegates to the World Health Conference in Columbia. We will pay registration fees, airfare, accommodation, and meal expenses. Moved by Mr. Edu. Seconded by Mr. Fahl.

   Discussion opposed:
   a) The expense is not in the budget.
   b) Only a few people will benefit.

   Discussion in favour:
   a) The conference is an opportunity to promote the activities of our group.

   DEFEATED
7. Announcements: There were none.
8. Agenda of the next meeting

   8.1. We will talk about the fall fundraiser at the next meeting.
9. Next Meeting will be at 7:00 pm on June 21, 20XX. It will be at the Green Community Hall.
10. Meeting ended at 9:20 pm.

Signed by:

Chair: ______________________________

Secretary (recorder): ____________________

APPENDIX G:

Sample Meeting Minutes in Chart Form

Section 8

SAMPLE MEETING MINUTES IN CHART FORM

AAS COALITION

Sunday, April 18th, 20XX
6:00 pm - 8:00 pm
Community Association Hall

Time	Agenda item	Discussion	Action	Who	By when
6:00	Introductions	Representatives from ABC introduced themselves and talked about the current work of their organization.	Would like copies of past minutes.	Chair	Prior to the next meeting
6:05	Minutes	Ellen noted that her name had been spelled incorrectly.	Correction made	Secretary	
6:10	Letter writing campaign task group	A full list of MLAs and councillors with correct contact information is now available by email and on the website as well as sample letters.	Each organization to distribute to their own members.	All organization reps	Prior to the next meeting
6:15 7:50	Multi-stakeholder gathering	An outline for the event has been developed. An invitation list needs to be agreed on and funders approached.	Submit suggestions for who to invite. Develop a list of funders.	All organization reps Evelyn	Friday, May 12 Friday, May 12
8:00	New business	Website has been updated. Please provide John with feedback.	Email comments to John.	All	Friday, May 26
	Next meeting - location?	Tuesday, May 10. Linda has offered their community hall. The address is XX - XX St			

ROBERT'S RULES OF ORDER

APPENDIX H:
Robert's
Rules of Order
Section 9

These are some of the important parts of **Robert's Rules of Order**.

Motions

A **motion** is a way to get the **organization** to discuss an issue. A **motion** is made by one person and seconded by another.

Example of a **motion**: *"I move that we approve the budget that the Treasurer proposed."*

People talk about the **motion**. Then everyone votes. Usually a simple majority (half of the people at the meeting plus one) is enough for it to pass. If less than a majority votes for the **motion**, it is **defeated**. Some groups only use a **motion** to vote on things that have a **legal** impact on the **organization** like **finances**, insurance, and **policy**.

A **motion** can be **carried** (the majority agrees), **defeated** (the majority disagrees) or tabled. Sometimes, people must know more to make an informed vote. If so, someone may move that the item be tabled. This means that at a future meeting, when all the information is ready, the group will talk about it again.

How to make a motion

1. Request to speak.
   a. Raise your hand to indicate that you would like to speak.
   b. Wait until the **Chair** says you can talk. In a very formal group, the **Chair** may say, "I recognize (your name)." This means they are giving you the chance to speak.
   c. Direct your **motion** to the **Chair**.
2. Make your **motion.**
   a. Speak clearly and to the point.
   b. Always state a **motion** in a positive way. Say, "I move that we ..." Try not to say, "I move that we do not ..."
   c. Do not talk about the reasons for your **motion**. That comes later.
3. The **Chair** will ask for someone to support your **motion**. One person does this by saying, "I **second the motion**." If no one seconds the **motion**, there is no discussion. The **motion** fails.
4. The **Chair** reads your **motion**. The **Chair** will say, "It has been moved and seconded that we ..." Then the **Chair** will read the **motion**. This tells the group that they can talk about it and decide.

Discussing a motion

1. The person who moved the **motion** always speaks first.
   a. Speak directly to the **Chair**.
   b. Stay within the allowed time-limit for speaking.
   c. Stay on your subject.
   d. The person who moved the **motion** may speak again only after other speakers are done. If the **Chair** asks this person to speak sooner, the person may do so.

2. The rest of the group then talks about the **motion**.

   a. The **Chair** asks, "Any discussion?"

   b. Many people may want to speak. People raise their hands to show the **Chair** that they want to speak.

   c. The **Chair** keeps a list of speakers. The **Chair** will say who can speak next.

   d. If no one has anything to say, the group will vote.

3. To change the **motion**:

   a. Someone can suggest a change to the **motion**. This is called an **amendment**.

   b. If the person who made the motion agrees with the amendment, it is called a "friendly" amendment. In this case, the group can vote on the motion with the amendment. If it is not a "friendly" amendment, the group votes on the amendment. If the amendment is **carried**, the group votes on the motion with the amendment. If the amendment is **defeated**, the group votes on the motion without the amendment.

4. Getting ready to vote:

   a. The **Chair** asks, "Are you ready to vote on the question?"

   b. If no one else wants to talk, everyone votes.

   c. If the discussion goes on for a long time, someone can say, "I call the question." The **motion** is voted on immediately. In this case, 2/3 of the group must vote for the **motion** rather than half of the group attending plus one.

Voting on a motion

Your **bylaws** should say:

- How many **members** need to be at the meeting to hold a vote. This is called **quorum**.
- In what cases the vote has to be more than half of the people attending plus one.
- How you will vote. For example, the **Chair** can ask:
  - For a "show of hands" (people raise their hands to vote for the **motion**).
  - Each person to say yes or no to the **motion** one at a time.
  - People to write their vote on a ballot (a piece of paper).

The **Chair** can suggest what to do if the **bylaws** are not clear.

The **Chair** must ask who agrees, who disagrees, and who abstains (will not vote). These numbers should be recorded in the **minutes**. If everyone agrees, it is recorded as unanimous.

Tips

- Motions must relate to items on the agenda.
- Ask the Chair if you can make a motion.
- Speak clearly and to the point.
- Obey the rules of debate. Speak only when the Chair says it is your turn. This way everyone has a chance to speak.
- Most importantly, be polite.

STEPS FOR A CONFLICT RESOLUTION MEETING

APPENDIX I:
Steps for a Conflict Resolution Meeting

Section 9

1. Find a **facilitator** or negotiator. This should be someone who can stay calm. They should not take sides. They help both sides look at the issue. Both sides involved in the conflict must feel this person is neutral. It can be someone in your group.
2. Be clear about what the problem is. There may be more than one problem. People may not understand how others see it. Look for agreement on the problem before moving on. Write it down in one clear sentence.
3. Find common ground. What do all parties agree on?
4. Talk about the problem. Does one group have more information than the other? Do people have the same information? Everyone needs to have the same information.
5. What is most important to each group? What is the least that people can live with?
6. Point out where people agree and disagree. This makes it clear where people stand.
7. Make a list of factors that you can use to rate the best solution.
8. Brainstorm options to resolve or manage the problem.
9. Look for options that are good for everyone.
10. Choose an option.
11. Plan how to put the option into action. How long will the group try this option before it meets to see if it works? How will they know that it works?

Facilitator/Mediator tips

* Focus on interests and outcomes. Do not look at the positions of each side.

Example of positions vs. interests:

These are each group's positions.

Group 1: We will not allow children at our events.

Group 2: We will not support the event unless children are allowed.

These are each group's interests.

Group 1: We want to raise funds by selling alcohol. This means that children cannot come to the event.

Group 2: Volunteers want to bring their children. If we don't allow children, we will lose our volunteers.

An answer to the conflict will focus on interests. How can the group raise money and include children? You may decide to serve alcohol only in one area, like a beer garden. Then children can come to the event, but they cannot go into that area.

* Do not let personalities get in the way. Separate the people from the problem.

* Allow breaks for people to deal with strong feelings. Deep breathing or a short walk can help people calm down.

* Avoid saying things like, "This is the only way." or "There are only two choices." Instead, come up with options that let both sides gain something.

* One group agreeing to give up everything is not a good answer. One group using their size or status to bully the other group is not a good answer. Avoid a win-lose answer. Work towards shared gain.

APPENDIX J:

Sample Volunteer Job Description

Section 10

SAMPLE VOLUNTEER JOB DESCRIPTION

Here is a sample of a **volunteer** job description.

VOLUNTEER JOB DESCRIPTION

Name of job: Chair

Term: (day/month/year) to (day/month/year)

Responsibilities:

The Chair is the chief officer of the society. The Chair:

- Directs all meetings of the society and board of directors
- Calls meetings of the board and the executive committee
- Is responsible for the overall direction of the board
- Is the main spokesperson for the society
- Is a member of all the committees of the society
- Is a signing authority for the society

Reporting:

The Chair reports to the board monthly. The Chair reports to the membership yearly or as required. The Chair represents the organization on behalf of the board.

Skills needed:

- First-rate knowledge of the organization's work
- Strong facilitation skills
- Able to communicate clearly
- Willing to speak in public
- Well-organized

Goals (outcomes):

- Long-term: Help the organization grow so it can provide services throughout Red Deer
- Medium-term: Work with the board to fund raise. Hire one full-time staff
- Short-term: Build up the board of directors. Attract new board members who have energy and vision

Time needed:

- Executive and board meetings – 6 hours per month
- Preparation for meetings – 6 hours per month
- Planning – 4 hours per month
- Responding to requests for information – 4 hours per month
- Total: 20 hours per month

SUGGESTIONS FOR VOLUNTEER RECOGNITION

Volunteer recognition is a year-round activity. Even if you have an event once a year, be sure to thank **volunteers** regularly.

Some Ideas:

- Meetings - Start each meeting by talking about and thanking a volunteer or group of volunteers who have been very busy and active.
- Thank you notes – Thank you cards are a great way to tell volunteers you noticed and appreciated their work.
- Letters or certificates – Often you give these out at a large meeting. That way the person gets public recognition for their work. You can also mail them.
- Speeches or awards – At a large meeting, you can give plaques or trophies. When you present the award, tell people about the work the volunteer does.
- Gifts – Groups may give flowers, calendars, or books. Sometimes the gifts are items donated by businesses that support your group. Examples would be tickets to an event or gift certificates to a store.
- Rewards – Some groups have special items to give to volunteers, such as T-shirts, pens, coffee cups, or pins. Sometimes they have the name of the group on them.
- Celebrations – Informal parties can celebrate volunteer activities. You may order pizza or have snacks after a meeting. This gives people a chance to talk about things other than the business of the **organization**.
- Special attention – Newspaper articles and TV or radio often cover volunteers' work. TV stations look for positive stories about activities in the community. Your **organization** may have a newsletter. If so, you can write about a volunteer who does extra work.
- Promotion – Some volunteers feel rewarded by being part of making decisions. Giving people more responsibility shows that they are important to the **organization**. First ask the volunteers. See if they want more responsibility. They may be happy with the way things are.

Share with volunteers how their work has changed the **organization**. Make it an individual statement. Example: "Because you spent an evening volunteering at the **fundraiser**, we have enough money to send ten kids with disabilities to camp."

Be consistent in how you recognize your volunteers. This does not mean every volunteer gets the same thing. But for example, if one **committee** in the **organization** gives gifts that cost $10, be sure **members** of other **committees** in the **organization** get gifts that cost about the same amount.

APPENDIX L:

Planning for Special Events

Section 13

PLANNING FOR SPECIAL EVENTS

Groups often plan for and organize special events.

- Always start by talking about why you are doing this event: Is it to raise money? Is it to help people learn more about your group and what it does?
- Get good people: Make sure you have a strong group of **volunteers**. They should be clear about their roles and responsibilities before, during, and after the event.
- Ask the people you know to help: Have your group or board list all the people and businesses they know who might be able to help with the event. Send them a letter telling them about the event and asking for help. Then make a phone call if you do not hear from them.
- Allow enough time: Give yourself enough time to plan and advertise the event. You need six to eight months to arrange most events.
- Be unique: Remember that every other group in town has **fundraising** events. Your event needs to be unique or attractive.
- Make sure people in the community know about your group: People are more likely to come to your event if people in the community respect what your **organization** does. If your **organization** is new or unknown, try to find a partner or sponsor. This could be another **organization** or a business.
- Sell tickets: Talking to people sells more tickets than advertising. Be sure your board and **volunteers** will sell tickets. Make lists of people who you can sell tickets to. Make it easy to buy a ticket. Give a prize to **volunteers** for selling tickets. For example, if they sell nine tickets they get the tenth one free. They can use it themselves or give it to a friend or family member.
- Get people to pay in advance. If they do not come, you have not lost money.

USEFUL BOOKS AND WEBSITES

The following books and websites give you more information about the topics in this Guide. You can borrow many of them from The City of Red Deer's Culture Services Centre and Recreation, Parks and Culture offices, as well as the Red Deer Public Library.

If you want to borrow books from Culture Services or the Recreation, Parks and Culture office, call first to find out if the book you are looking for is there.

The City of Red Deer's Culture Services Centre
Phone: 403-309-4091
3827 – 39 St

The City of Red Deer's Recreation, Parks and Culture Offices
Phone: 403-342-8159
4501 – 47A Ave

You can search for these books in the Red Deer Public Library catalogue at: www.rdpl.org

You will find more useful information about successful groups at:

www.rdpl.org/successful-groups

Red Deer Public Library
Phone: 403-346-4576
4818 – 49 St

Section 1: Before You Start a New Group

BOOK

Forming and managing a non-profit organization in Canada. F. McLeod. 3rd ed. Vancouver: International Self-Counsel Press, 1995.

WEBSITE

MacEwan College. Resource Centre for Voluntary Organizations
www.rcvo.org/index.html

Section 2: Starting Your Own Group

BOOKS

Leading volunteers for results: building communities today. J. H. Bradner. Winnetka, IL: Conversation Press, 1999.

Promoting community change: making it happen in the real world. M. S. Homan. 4th ed. Pacific Grove, CA: Brooks Cole, 2007.

Strategic planning in social service organizations: a practical guide. G. Rogers, D. S. Finley and J. R. Galloway. Toronto: Canadian Scholars Press, 2001.

WEBSITES

Free Management Library – www.managementhelp.org

Leader to Leader Institute – www.leadertoleader.org

MAP (Management Assistance Program) for Non-Profits
www.mapfornonprofits.org

APPENDIX M:
Useful Books and Websites

RDPL
RED DEER PUBLIC LIBRARY
open for discovery

If you want lots of your members to use books from Red Deer Public Library, your group can buy a corporate membership. For information about getting a corporate membership, call 403-346-7470.

Section 3: The Board, The Board of Directors, and Members

BOOKS

Great boards plain and simple: a guidebook for non-profit managers and board members. P. J. MacLean. Edmonton: Silver Creek Press, 2003.

Leading volunteers for results: building communities today. J. H. Bradner. Winnetka, IL: Conversation Press, 1999.

Nonprofit membership toolkit. E. M. M. Robinson and K. Klein. San Francisco: Jossey-Bass, 2003.

Promoting community change: making it happen in the real world. M. S. Homan. 4th ed. Pacific Grove, CA: Brooks Cole, 2007.

WEBSITES

Alberta Culture and Community Spirit. Voluntary Sector Services
http://culture.alberta.ca/voluntarysector/default.aspx

United Way of Canada. Board Development
www.boarddevelopment.org

Websites related to privacy when you collect member information:

Alberta Freedom of Information and Protection of Privacy Act (FOIP)
http://foip.alberta.ca

Alberta Personal Information Protection Act (PIPA)
http://pipa.alberta.ca

Section 4: Planning Tools

BOOKS

The community leadership handbook: framing ideas, building relationships, and mobilizing resources. J. F. Krile. Saint Paul, MN: Fieldstone Alliance, 2006.

Creating and implementing your strategic plan. J. M. Bryson and F. K. Alston. 2nd ed. San Francisco: Jossey-Bass, 2004.

The guide to strategic planning for directors of non-profit organizations. Toronto: Canadian Society of Association Executives, 2001.

Shared space: the communities agenda. S. Torjman. Ottawa: Caledon Institute of Social Policy, 2006.

Section 5: Communications

BOOKS

The art of focused conversation: 100 ways to access group wisdom in the workplace. R. B. Stanfield. Gabriola Island, BC: New Society Publishers, 2000.

Marketing workbook for nonprofit organizations, v1: Develop the plan. 2nd ed. G. J. Stern. Saint Paul, MN: Fieldstone Alliance, 2001.

Marketing workbook for nonprofit organizations, v2: Mobilize people for marketing success. G. J. Stern. Saint Paul, MN: Fieldstone Alliance, 1997.

Message matters: succeeding at the crossroads of mission and market. R. K. Leet. Saint Paul, MN: Fieldstone Alliance, 2007.

Strategic communications for nonprofit organizations: seven steps to creating a successful plan. S. J. Patterson and J. M. Radtke. 2nd ed. New York: Wiley, 2009.

Take action! a guide to active citizenship. M. Keilburger and C. Keilburger. Toronto: Gage Learning, 2002.

Volunteer Calgary media guide. Calgary: Volunteer Centre. Produced quarterly.

Section 6: Evaluation

BOOK

The guide to strategic planning for directors of non-profit organizations. Toronto: Canadian Society of Association Executives, 2001.

WEBSITE

Free Management Library. Basic Guide to Program Evaluation
www.managementhelp.org/evaluatn/fnl_eval.htm

Section 7: Record Keeping

BOOKS

By definition: policy development for volunteer programs: a manual for executive directors, board members and managers of volunteers. 2nd ed. L. L. Graff. Dundas, ON: Graff and Associates 1997.

Model volunteer handbook. B. Wittich. Fullerton, CA: Knowledge Transfer Publishing, 2003.

WEBSITE

Guide for the development of policies and procedures in Ontario's Community Literacy Agencies
www.nald.ca/library/research/development-vol1/policies/guide1/devpol-1.pdf

Section 8: Meetings That Work

BOOKS

The complete idiot's guide to Robert's rules. N. Sylvester. Indianapolis, IN: Alpha, 2004.

The guide to better meetings for directors of non-profit organizations. E. Mina. Vancouver: Eli Mina Consulting, 2000.

Mina's guide to minute taking: principles, standards and practical tools. E. Mina. Vancouver: Eli Mina Consulting, 2003.

Section 9: Making Decisions

BOOKS

The big book of business games: icebreakers, creativity exercises, and meeting energizers. J. Newstrom and E. E. Scannell. New York: McGraw-Hill, 2007.

Facilitation at a glance! 2nd ed. I. Bens. Salem, NH: GOAL/QPC, 2008.

Facilitator's guide to participatory decision-making. S. Kaner, L. Lind, C. Toldi and S. Fisk. 2nd ed. San Francisco: Jossey-Bass, 2007.

APPENDIX M:

Useful Books and Websites

Continued

Hot tips for facilitators: strategies to make life easier for anyone who leads, guides, teaches, or trains groups. R. Abernathy and M. Reardon. Tuscon, AZ: Zephyr Press, 2003.

More than 50 ways to build team consensus. 2nd ed. R. B. Williams. Thousand Oaks, CA: Corwin Press.

The secrets of facilitation: the S.M.A.R.T. guide to getting results with groups. M. Wilkinson. San Francisco: Jossey-Bass, 2004.

The skilled facilitator fieldbook: tips, tools, and tested methods for consultants, facilitators, managers, trainers, and coaches. R. Schwarz, A. Davidson, P. Carlson and S. McKinney. San Francisco: Jossey-Bass, 2005.

Wainberg's society meetings: including rules of order. 2nd ed. J. M. Wainberg and M. I. Wainberg. Toronto: CCH Canada, 2001.

WEBSITES

National Endowment for the Arts
Effective meeting facilitation: the sine qua non of planning
www.nea.gov/resources/Lessons/DUNCAN1.HTML

Robert's Rules of Order (the basics)
www.afcs.ca/PDF/RobertsRules1.pdf

Robert's Rules of Order (official website)
www.robertsrules.com

Section 10: Volunteers

BOOKS

Management of volunteer services in Canada: the text. 3rd ed. G. Johnstone. Kemptville, ON: Johnstone Training and Consultation, 2004.

Model volunteer handbook. B. Wittich. Fullerton, CA: Knowledge Transfer Publishing, 2003.

WEBSITES

Volunteer Alberta
www.volunteeralberta.ab.ca

Volunteer Calgary
www.volunteercalgary.ab.ca

Volunteer Red Deer
www.volunteerreddeer.ca

Section 11: Staff and Paid Workers

WEBSITE

Canada. HR for Employers
www.hrmanagement.gc.ca

Section 12: Financial Management

BOOKS

Bookkeeping basics: what every nonprofit bookkeeper needs to know. D. L. Ruegg and L. M. Venkatrathnam. Saint Paul, MN: Fieldstone Alliance, 2003.

Taking care of "cash"ews. N. Dufresne Baker. Kemptville, ON: Johnstone Training and Consultation, 1992. Easy to follow templates and examples.

WEBSITES

Financial Responsibilities of Not-for-Profit Boards (2008)
http://culture.alberta.ca/bdp/workbooks/financial.pdf

Fundraising for Your Organization (1988)
www.omafra.gov.on.ca/english/rural/facts/88-011.htm

A Guide to Bookkeeping for Non-Profit Organizations (1988)
www.omafra.gov.on.ca/english/rural/facts/88-010.htm

Understanding Your Organization's Financial Statements (1996)
www.omafra.gov.on.ca/english/rural/facts/96-037.htm

Section 13: Raising Money

BOOK

Fundraising for nonprofit groups. J. Young, K. Wyman and J. Swaigen. 5th ed. North Vancouver: Self Counsel Press, 2002.

Section 14: Writing Funding Proposals

WEBSITES

Foundation Center (U.S.)
http://foundationcenter.org

Proposal budgeting basics
http://foundationcenter.org/getstarted/tutorials/prop_budgt

Proposal writing short course
http://foundationcenter.org/getstarted/tutorials/shortcourse/index.html

Section 15: Legal Issues

BOOKS

Better safe: risk management in volunteer programs and community service. L. L. Graff. Dundas, ON: Graff and Associates, 2003.

Volunteers and the law: a guide for volunteers, organizations and boards. 3rd ed. Vancouver: The People's Law School, 2000.

Volunteers and the law in Alberta. Edmonton: Volunteer Alberta, 2003.

WEBSITES

Charity Central. Charity Law in Canada
www.charitycentral.ca/biblio

Miller Thomson LLP, Barristers & Solicitors
www.millerthomson.com - Click on "Publications", then "Index", then "Charities and Not-for-Profit".

Volunteer Alberta
www.volunteeralberta.ab.ca/resources_and_links/insurance_toolkit.asp
Resources on insurance collected by Volunteer Alberta.

APPENDIX M:

Useful Books and Websites

Continued

General

BOOKS

The best of the board café: hands-on solutions for nonprofit boards. J. Masaoka. Saint Paul, MN: Fieldstone Alliance, 2003.

Building powerful community organizations: a personal guide to creating groups that can solve problems and change the world. M. J. Brown. Arlington, MA: Long Haul Press, 2006.

Community building: what makes it work; a review of factors influencing successful community building. P. W. Mattessich and B. Monsey. Saint Paul, MN: Fieldstone Alliance, 1997.

Dark age ahead. J. Jacobs. New York: Random House, 2005.

The Fieldstone Alliance guide to developing effective teams. B. Gilbertsen and V. Ramchandani. Saint Paul, MN: Fieldstone Alliance, 1999.

The geography of nowhere: the rise and decline of America's man-made landscape. J. H. Kunstler. New York: Simon & Schuster, 1993.

Jane Jacobs: urban visionary. A. S. Alexiou. New Brunswick, NJ: Rutgers University Press, 2006.

Neighbor power: building community the Seattle way. J. Diers. Seattle: University of Washington Press, 2004.

Nonprofit stewardship: a better way to lead your mission-based organization. P. C. Brinckerhoff. Saint Paul, MN: Fieldstone Alliance, 2004.

Shared space: the communities agenda. S. Torjman. Ottawa: Caledon Institute of Social Policy, 2006.

The Wilder nonprofit field guide to conducting successful focus groups. J. S. Simon. Saint Paul, MN: Fieldstone Alliance, 1999.

Many sources were used as the authors wrote this Guide. A complete list of sources is available at The City of Red Deer's Community Leadership web pages. (Go to www.reddeer.ca/communitygroups – In the section called "Living in Red Deer", look under the heading "Community Groups". When you find the page to download this document, click on "Sources Used for the Guide.")