Introducing best practice information for organisations involving young people in voluntary management committees

About the Manual

In 2005 the Volunteer Development Agency and Down District Volunteer Centre* developed Jump on Board with the aim of providing youth involving organisations with a resource which would provide the essential tools and information to train young people in management committee skills.

The manual has now been updated and revised by Volunteer Now and we hope that it will provide young people with the appropriate skills, information and lifelong experiences which they can take with them in their volunteering experience and beyond.

Volunteer Now offers support and guidance to organisations delivering the programme.

* The Volunteer Development Agency and Down District Volunteer Centre merged with 8 other organisations in 2010 to form Volunteer Now.

About Volunteer Now

Volunteer Now works to promote, enhance and support volunteering across Northern Ireland. Volunteer Now is about **connecting** with individuals and organisations to **build** healthy communities and create positive **change**.

Volunteer Now enhances recognition for the contribution volunteers make, provides access to opportunities and encourages people to volunteer.
We provide training, information, guidance and support to volunteer-involving organisations on issues of good practice and policy regarding volunteering, volunteer management, safeguarding children and young people, safeguarding adults at risk and governance.

For further information on Jump on Board and support for youth volunteering contact the Volunteer Now Youth Team: 028 9023 2020 or youth@volunteernow.co.uk

Introduction

Jump on Board is designed to give young people a basic understanding of the role of a Management Committee within the Community and Voluntary Sector and the range of activities which may be involved.

Aim

The overall aim is to encourage young people to become involved in governance; to develop their skills, confidence and ability to participate, develop and lead within a governance framework.

Audience

Young people aged 25 and under. Whilst it is generally recommended and accepted that young people should be over 18 to be members of a management committee there is no restriction, but the young person needs to understand their duties and responsibilities.

The training materials are designed for young people with little or no knowledge of governance or involvement within management committee structures.

Content

The manual is designed in such a way that you can lift the areas of information that you wish to concentrate on. The CD contains the PowerPoint presentation and tutor notes. The manual will bring young people through a logical process of learning and development so that when concluding the training they will have an in-depth knowledge and understanding of their roles, responsibilities and key skills to enable them to be good governors. Volunteer Now recommends that you evaluate each training session when complete, written or verbal.

We recommend that the group agree their ground rules before the training commences and that they begin the habit of monitoring and evaluating their work. A feedback sheet is included at the end of the manual but it can be used at any time.

Section 1 (Purple):   Guidance Notes & Manual
Section 2 (Blue):   Presentation & Tutor Notes
Section 3 (Red):   PowerPoint Presentation
Section 4 (Yellow):   Handouts
Section 5 (Green):   Additional Support

Section 1

Guidance Notes & Manual

Section 2

Presentation & Tutor Notes

Section 3

PowerPoint Presentation

Section 4

Handouts

Section 5

Additional Support

©2017

Guidance Notes & Training Manual

Aim

The aim of this session is to provide an overview of the role and responsibilities of boards/management committees, in order to equip young people with enough knowledge and understanding to play an active role in charity governance.

Ice Breakers

We recommend that several ice breakers are used to break down any barriers within the groups, to relax the participants and encourage them to participate fully throughout the sessions.

You can use ice breakers that you are familiar with, but we have provided a few as examples…

Clarify the knowledge:

It is important to understand what knowledge, expertise and experience is in the room so ask everyone in the group: "are you involved in a management committee?"

Objectives:

By the end of the training the young people will be able to:
- Describe the **role** played by members of management committees/Boards
- Identify the **five features of good governance** in the Code of Good Governance
- Describe how the management committee/Board provides **good leadership**
- Explain the **purpose and format of meetings**
- Identify the range **of communication skills** that support good governance
- Understand common terms used in managing **charity finances**
- Identify the **characteristics** that make a **good management committee/Board member**

Understanding

To start, young people need to be able to understand what governance is, what a charitable organisation is and what a trustee is. It is also important to understand what makes a good management committee member and the next section will take the young people through essential skills and understanding:
- Providing good leadership
- Meeting your responsibilities
- The effective Board
- Understanding roles
- Meeting skills – Listening, talking and negotiation
- Openness

Governance

Volunteer Now has taken the most recent information from the **Charity Commission** and the revised **Code of Good Governance** and its accompanying resources to inform the following section.

The Code of Good Governance was first launched in 2008 by the Developing Governance Group, following consultation with the voluntary and community sector which recognised the need to have its own principles of governance. While it is not mandatory, it has been widely accepted as the set of standards for governance practice in the sector. The second edition of the Code of Good Governance has been revised into five overarching principles following a review and consultation with the sector.

According to the revised Code, an effective board will provide good governance and leadership by:
- **understanding its role and responsibilities (Principle 1).**
- **working well both as individuals and as a team (Principle 2).**
- **ensuring delivery of organisational purpose (Principle 3).**
- **exercising appropriate control (Principle 4).**
- **behaving with integrity and by being open and accountable (Principle 5).**

The principles of leadership and effectiveness from the original Code have been included as integral elements of each principle rather than as separate principles.

Principle 1: An effective board will provide good governance and leadership **by understanding its role and responsibilities.**

The members of the board are equally responsible in law for board actions and decisions. They are collectively responsible and accountable for ensuring that the organisation is performing well, is solvent and complies with all its obligations in terms of:

- Setting and safeguarding the vision, values and reputation of the organisation.
- The rules set out in the governing document.
- Their legal duties.
- Their stewardship of assets.
- The organisation's operating environment.
- The structure of the organisation.
- Overseeing the work of the organisation.

Principle 2: An effective board will provide good governance and leadership **by working well both as individuals and as a team**.

The board will have a range of appropriate policies and procedures, knowledge, attitudes and behaviours to enable both individuals and the board to work effectively. The board will plan for its own development and renewal by:

- Finding and recruiting new board members to meet the organisation's changing needs in relation to skills, experience and diversity.
- Providing suitable induction for new board members.
- Providing all board members with opportunities for training and development according to their needs.
- Periodically reviewing their performance both as individuals and as a team.

Principle 3: An effective board will provide good governance and leadership by **ensuring delivery of organisational purpose.**

The board has ultimate responsibility for directing the activity of the organisation and delivering its stated purposes. It will do this by:

- Ensuring organisational purposes remain relevant and valid.
- Providing public benefit.
- Developing and agreeing a long-term strategy.
- Developing operational plans and budgets.
- Monitoring progress and spending against agreed plans and budgets.
- Amending plans and budgets as appropriate.
- Evaluating results, assessing outcomes and impact.
- Maintaining a positive working relationship with volunteers and staff including the most senior member of staff.

Principle 4: An effective board will provide good governance and leadership by **exercising appropriate control.**

As the accountable body, the board will maintain and regularly review the organisation's system of internal controls, performance, and policies and procedures, to ensure that:

- The organisation understands and complies with all legal and regulatory requirements that apply to it.
- The organisation has appropriated up to date internal financial and management controls.
- It regularly identifies and reviews the major risks to which the organisation is exposed and has systems to manage those risks.

- Delegation to committees, staff and volunteers (as applicable) works effectively and the use of delegated authority is properly supervised.
- Proper arrangements are in place for the recruitment, supervision, support, appraisal and remuneration of all staff including the most senior member of staff.
- Volunteers are managed and supported.

Principle 5: An effective board will provide good governance and leadership by **behaving with integrity and by being open and accountable.**

The board will be open, responsive and accountable, acting always with integrity, in the interest of the organisation and its beneficiaries. The board will:

- Act according to high ethical standards. Identify, understand and manage conflicts of interest and loyalty.
- Maintain independence of decision making.
- Ensure open communication by informing and consulting people about the organisation and its work.
- Listen and respond to the views of beneficiaries, service users, funders and supporters with an interest in the organisation's work.
- Handle complaints constructively, impartially and efficiently.
- Consider organisational responsibilities to the wider community, society and the environment.
- Consider organisational responsibility in promoting equality and good relations

For more information about Good Governance and the related resources you can visit www.diycommitteeguide.org, a comprehensive online governance resource, including:

- a useful resource of practical help and support mapped to the principles of the Code of Good Governance.
- a signposting directory which includes links to all Developing Governance Group members including the training and support they offer.
- a Governance Health Check - a self-assessment tool to assist boards to demonstrate their good governance practices and highlight areas where improvement may be needed.

Why involve young people?

There are many reasons for organisations involving young people in their work or for young people initiating their own governance structures. It is important that young people and organisations are clear from the start about why they are getting involved to enable them to structure their work more effectively.

Some reasons for involving young people are better than others, doing it because someone has told the organisation to do so is probably going to lead to half-hearted attempts. Using peer educators to deliver adult defined messages or using young people as a form of cheap labour or to input into decisions that have already been made is exploitative. This contrasts with work which takes account of young people's needs and is committed to enhancing their skills and confidence and to developing more relevant and effective services. A good question to ask is 'whose agenda is it?'

Exercise

The following is an exercise which encourages young people to think about their involvement, the rationale and motivations. The list below is a range of reasons why young people may become involved either in a youth led governance structure or as part of a wider governing body:

- To help plan new or existing services for young people
- To enable young people to grow in confidence and develop new skills
- To make young people feel valued
- To give young people a sense of ownership
- To cut costs by using young people as volunteers
- To support young people through the challenges of their lives
- To enable young people to get a qualification
- As a stepping stone for future careers for young people
- Because it is a trendy thing to do
- Because young people have asked to be consulted or involved
- Because no one listens to young people
- To find out what young people think and feel
- To give young people a voice and a say
- Because funders have told organisations to do it
- Because young people understand their peers better than adults
- Because young people have more credibility with other young people than adults
- Because young people will not listen to adults but they may listen to their peers
- To break down barriers between young people and adults
- Because young people are easier to get on with than adults
- Because young people would do a better job than adults
- To bring new energy to the group
- To increase charity's networking opportunities

Why Involve Young People Discussion Cards are included in Section 4 of the manual (Handout 1). You can copy, cut out and distribute the cards amongst the group as needed. For the exercise, ask the members to sort the cards into three groups:

- Very important
- Quite important
- Not important

Identify what is in the three piles and ask the following questions:

- What are the **main reasons** for **consulting young people** and why?
- How do adults and young people's views about this compare?
- What are the implications for how young people will be consulted or involved?

Through this discussion the young people should be able to understand:

- What are the implications for staff and adults?
- What are the implications for other young people?

What is a Charity?[1]

It is important that the young people are clear about the meaning of the term 'charity' in a governance context. It is also important that they are clear about the legalities that are involved and the options that are available. The following section outlines the definition of an non-profit organisation, the public benefit requirement, the registration process, what a trustee is, what they do and why they would like to get involved.

Not all voluntary organisations, however worthy their activities, are charities. To be a charity is a mixture of what you are, what you do and how you do it.

Non-Profit Organisations
Not-for-profit organisations may be better described as not-for-personal-profit as these organisations may make a profit in line with their objects but they don't distribute the profits among the members but rather use the profits to further achieve the purposes of the organisation.

The public benefit requirement
Public benefit is at the heart of what it means to be a charity. The public benefit requirement is defined in the Charities Act (Northern Ireland) 2008 (as amended) and states that to be a charity in Northern Ireland an organisation:

- must have purposes which fall under one of 12 descriptions of purposes listed in the Charities Act and
- the purposes must be for the public benefit.

The public benefit requirement: statutory guidance, is aimed at promoting awareness and understanding of the public benefit requirement for any organisation wishing to be recognised as a charity in Northern Ireland. The guidance is essential to all charities. An accompanying glossary is also available.

Under the Charities Act, charity trustees must have regard to the public benefit statutory guidance produced by the Commission. This means charity trustees must be able to show that they are aware of the guidance and that they have taken it into account in making a decision where the guidance is relevant.

[1] Principle 1: Roles and Responsibilities, *The Code of Good Governance*, DIY Committee Guide (January 2016). For more information: http://www.diycommitteeguide.org/code/principle/roles-and-responsibilities.

<u>Charitable Purposes</u>

There are currently twelve categories of purpose that the law recognises as charitable. These include:

1. the prevention or relief of poverty;
2. the advancement of education;
3. the advancement of religion;
4. the advancement of health or the saving of lives;
5. the advancement of citizenship or community development;
6. the advancement of the arts, culture, heritage or science;
7. the advancement of amateur sport;
8. the advancement of human rights, conflict resolution or reconciliation or the promotion of religious or racial harmony or equality and diversity;
9. the advancement of environmental protection or improvement;
10. the relief of those in need by reason of youth, age, ill-health, disability, financial hardship or other disadvantage;
11. the advancement of animal welfare;
12. any other purposes includes any purposes recognised as charitable purposes under existing charity law or by virtue of section 1 of the Recreational Charities Act (Northern Ireland) 1958; any purposes that may reasonably be regarded as analogous to, or within the spirit of, any purposes mentioned above.

There are a number of clauses in a few of the categories but you can check out the details on the Charity Commission website.

Examples of organisations that are not a charity include:
- a Community Amateur Sports Club (CASC) registered with HMRC (further information on CASCs, produced by HMRC, is available in the useful links section of this guidance)
- a registered Community Interest Company (CIC)
- a political organisation, that is, an organisation affiliated with a political party or established for any political purpose *
- a commercial organisation or non-charitable trading arm
- a non-charitable social enterprise
- a co-operative society.

NB Political purposes **-** An organisation will <u>not</u> be considered charitable if its purposes are political. However, campaigning and political activity can be permitted in the context of supporting or delivering its charitable purposes.

<u>Legal Forms</u>

Appropriate legal forms for a charity include:
- Association (common for small groups)
- Trust
- Company Limited by Guarantee (common for larger organisations)
- Industrial and Provident Society
- Charitable Incorporated Organisation

Charitable status is usually an overlay to these legal forms (e.g. Volunteer Now is a charity and a limited company)

The legal form will be defined in your '**governing document'** or constitution.

<u>Registration</u>
It is compulsory for **all** charities in Northern Ireland to apply for Registration with the Charity Commission for Northern Ireland. This is irrespective of their size, annual income or whether they are registered with HMRC for charitable tax purposes. Some organisations that meet the definition may not previously have thought of themselves as charities. An organisation must apply for registration as a charity in Northern Ireland if:

- it has exclusively charitable purposes

- it is governed by the law of Northern Ireland

- it is an institution, that is, it is an organisation that is an independent body, the hallmarks of which include having control and direction over its governance and resources.

The Charity Commission has produced a wide range of guidance and support to assist charities in completing the registration process. [Registering as a charity in Northern Ireland]*,* aims at setting out the legal requirements, providing best practice advice and supporting organisations in applying to register as a Northern Ireland charity.

The relevant information is also available to read or download in the <u>Registration support</u> section of the Charity Commission's [website].

Governing Bodies[2]

A charity must have a group of people responsible for 'governance'. This is their governing body. Organisations use a variety of names for this group.

The governing body can also be called a committee, council, board of trustees – they all have the same function to make sure that the rules are not broken; the charity is managed properly, is financially sound and are delivering the charities aims and objectives.

Definition of a Trustee

According to the Charities Act (Northern Ireland) 2008, charity trustees are 'the persons having the general control and management of the administration of a charity'.

You are a charity trustee if you are:

a trustee of a charitable trust
a director of a charitable company
a member of the management committee of a charitable unincorporated association.

Trustees under 18
The directors of a **charitable company** are its charity trustees. Under company law (since October 2008), the **minimum age for directors is 16.**

The trustees of a **trust** or of an **unincorporated association** are in a different position because under trust law the **minimum age for trustees is 18**.

What do Trustees do?

- Trustees are responsible for controlling the management and administration of the charity.
- They work together as a team, drawing on the different experiences and specialism's of individual Trustees to benefit the organisation.
- They give their time and commitment to the cause/organisation

For more in-depth guidance about the legal duties of charity trustees and what is useful to know before becoming a trustee, go to the relevant section of the Northern Ireland Council for Voluntary Action (NICVA) site:
http://www.nicva.org/resource/charity-trustees%E2%80%99-duties

---

[2] Principle 1: Roles and Responsibilities, *The Code of Good Governance*, DIY Committee Guide (January 2016). For more information: http://www.diycommitteeguide.org/code/principle/roles-and-responsibilities.

Why would young people get involved?

Young people get involved for lots of reasons and from Volunteer Now's experience they are:

- You get the opportunity to learn about different and exciting projects
- You may get offered the opportunity to take part in activities that you may not otherwise get
- You get the chance to meet new people
- You'll get the chance to learn new skills and put the ones that you already have to good use
- You get to make the decisions that effect what the organisation does
- It can help you get a job, the skills and knowledge that you have can help you stand out.

More and more young people are seeing needs within their communities that they believe they can address and are forming groups to deliver the desired outcomes. Others are encouraged through their youth work settings to take responsibility for areas of delivery and the formation of a structure will enable them to deliver with accountability and credibility.

It would be useful to ask the young people in your group the question to see if their experiences/ideas match those which have been relayed to us and also to gain a wider understanding of how wider organisations can motivate others to become involved.

What young people need to know:

The Charity Commission for Northern Ireland provides a short insightful section on 'Young people as trustees' which can be accessed here: http://www.charitycommissionni.org.uk/start-up-a-charity/trusteeship/young-people-as-trustees/

There are a number of preconceived ideas about the terminology, the legalities and the responsibilities of being a Trustee.

The power point and tutor notes attached encourage you to undertake a true or false game with the participants to emphasise the knowledge and understanding required when becoming involved in governance structures.

You must be over 18 to become a Trustee (T&F)
- No-one under the age of 18 can be the Director of a charitable trust or an unincorporated association. **However** a person aged 16 and above can be a director of a charitable company (the directors are also the charity's trustees).
- Main concern will be whether the individual understands and is able to accept the responsibilities associated. In some cases, parents may have to agree for under 16s, due to liability issues.
- Need also to check the restrictions in the organisation's governing document and any restrictions in relevant insurance policies.

You cannot be a Trustee if you are also a beneficiary or user of the charity's services **(F)**
- As a service user, you can bring a lot of benefits and new perspectives to the Board. However, the Board must carefully consider how to balance this benefit against the potential for conflicts of interest. For example, you may be required to leave the meeting for certain discussions.
- There are other positive ways of involving service users in governance (e.g. as an advisory group), where full Board membership is not appropriate.

See the DIY Guide for more info on the conflicts of interest issue http://www.diycommitteeguide.org/code/principle/conflicts-of-interest. For more in depth discussion, you can use the exercise *'Understanding and Managing Conflicts of Interest'* (p. 18). The quiz and the answers to the quiz are available in Section 4 of the manual (Handout 3).

If you don't agree with a decision you are not responsible for the outcome of the decision **(F)**
- The Board has a joint responsibility for the actions of the charity – even if you don't agree personally, once an action has been agreed by the Board you are responsible for the outcome of any decision made.

You can get reimbursement for out of pocket expenditure **(T)**
- Trustees are required to be volunteers to ensure that they act solely in the best interests of the charity and not for personal gain. However, they can and should be reimbursed for expenses. See the DIY Guide for more info on this issue http://www.diycommitteeguide.org/download/trustee-expenses-and-payments-charity-commission

You have to pay back any money that the charity loses **(possibly TRUE)**
- This is possible and emphasises the importance of being an active Trustee who protects the charity's interests and finances. There are two cases where all Trustees may be asked to cover financial losses:
  1. If you have been neglectful (negligent) of your duties (e.g. not conducting fire safety checks and then the building catches fire)
  2. If the legal structure of the charity doesn't limit your liability (Trustees of a limited company are protected, but Trustees of an unincorporated Association are not). However, this is much less common if the Trustees have taken due care.
  It is advisable that if you are unsure of anything you ask a lot of question so that you feel confident and comfortable before making a decision.

Anyone interested can be a Trustee (F)

You cannot be a trustee if:

- You are disqualified from being a company director
- You have a criminal conviction involving dishonesty or deception, unless the conviction is spent
- You have committed an offence against a child you are prevented from serving as a Trustee on a children's charity
- You are deemed unable to manage your own affairs
- You are declared bankrupt
- You have been removed from Trusteeship of a Charity for misconduct or mismanagement.

Features of a Good Board

According to NI Experts in Charity Governance and the revised Code of Good Governance, there are 5 principles and key elements of good governance for the boards of voluntary and community organisations and they are:

- **Principle 1 - Roles and responsibilities**
- **Principle 2 - Working together**
- **Principle 3 - Delivery of organisational purpose**
- **Principle 4 - Exercising control**
- **Principle 5 - being open and accountable**

The principles of leadership and effectiveness from the original Code have been included as integral elements of each principle rather than as separate principles. In the next section, the suggested exercises aim to assist committees/ boards to enhance their understanding of the principles and to work towards adhering to the Code of Good Governance.

Providing Leadership

Leadership is one of the key roles of any management committee/board. Every voluntary and community group should be led and controlled by a board which ensures delivery of its objectives, sets its direction and upholds its values.

In order to provide leadership the members must set/understand the organisation's **vision, mission and strategic direction**. Within the strategic direction it must set/understand the aims and objectives, how the organisation will monitor and evaluate progress and ensure the management of staff and volunteers as they undertake the work.

Group Participation

It is interesting to ask the young people at this stage if they are aware of the vision and mission of their organisation is. Many organisations 'forget' to inform new members or their volunteers of why the organisation exists and what they aim to achieve through their work.

A number of exercises are outlined below which can emphasise the key learning within this section:

Exercise:

Divide into smaller groups, distribute pens, paper. Ask the group to agree:
- What the vision, mission and aims of their group / project is

As well as a vision an organisation must also have a **mission statement** which sets out what the organisation is trying to achieve and how it will achieve the vision. Everyone involved in the organisation will be responsible for delivering the mission statement and will play a role in achieving the organisations goals. This will include the organisations reason for existing, cover the range of the organisations work and show the direction of the organisation.

- Does anyone want to share their organisation's mission?
- Were you involved in coming up with the mission statement
- Do you agree with it?

Volunteer Now's mission statement is: To increase recognition for volunteering, enable community engagement and maximise the impact of civic involvement

For more information and guidance about vision, values and the reputation of the organisation, you can read the relevant section in the DIY Committee Guide (under Principle 1): http://www.diycommitteeguide.org/code/principle/vision-values-and-reputation-of-the-organisation

Setting Strategic Goals/Aims

Your organisation will have **aims** which give details on how the mission will be achieved. This shapes the direction of the organisation's work and any projects that the organisation becomes involved with should help achieve your vision.

Exercise:

Working together in your groups can you decide what the mission statement of your group should be and come up with the a number of things that your group wishes to achieve (your **objectives**)

Volunteer Now's are:
- To demonstrate the benefits and impact of volunteering, foster civic engagement and increase voluntary participation.
- To increase access to volunteering opportunities, enhance the volunteers experience and the volunteer's contribution to organisations and the community.

For this exercise you will need two bins or buckets and scraps of paper and a packet of sweets as a prize so….
- Split the participants into two teams
- Place the bin for each team on a chair some distance away from a line or a marker on the floor
- Ensure that the bin is far enough away so that teams will not be able to achieve their goals

Teams are required to make balls out of paper and get 20 balls into the bin within 60 seconds and every team member must participate
- After 60 seconds explain to the teams that they can choose to change the goal posts and move the bin wherever they would like but they still have 60 seconds to complete the challenge of getting 20 balls into the bin
- After 1 minute get the group to count their balls and the winner gets a prize.
- Goals need to be motivating, but if they're too far away or too easy then its easy to become demotivated or lose interest, it's also important that everyone has a role to play

Boards are responsible for setting or reviewing the strategic goals (often called strategic planning). They also work with staff to agree operational goals (shorter-term targets which will help achieve the strategic goals).

For more information and guidance about Strategic Planning, you can read the relevant section in the DIY Committee Guide (under Principle 3):
http://live-diy-8.pantheonsite.io/resource/what-strategic-planning

Understanding and Managing Conflicts of Interest

This activity helps your group to understand about the different types of conflicts of interest that might arise within your group and how to manage them.
Step 1 – What is a conflict of interest?

Work in pairs or small groups to complete the 'Conflicts of Interest' quiz. The quiz and the answers to the quiz are available in Section 4 of the manual (Handout 3). It describes a number of common situations that trustees and charity boards face and asks whether each situation is:
fine – it is acceptable to do this
a potential conflict of interest
only allowed with permission

When you have completed the quiz, check through the answers, discuss them and make sure you're clear on the reasons for them.

Step 2 – How do you manage conflicts of interest?

This explains that the key steps regarding conflicts of interest are to;
identify the conflict of interest
manage the conflict of interest
record how the conflict of interest was managed as well as the decision made

Step 3 – Creating your own register of interests

At the beginning of a Board meeting, ask everyone in the group to think about the examples that have already been discussed and ask them to identify any conflicts of interests that they have – write them on a post it note with their name on and stick it on a wall.

Leave the post it notes during the meeting so people can add more they may remember. It also provides a chance for everyone to see them and perhaps prompt others if necessary.

At the end of the meeting, ask someone to take the post it notes and write a register of interests. The new register should be available for future meetings.

Meeting Responsibilities[3]

[3] For more information and guidance about the board's legal responsibilities, you can read the relevant section in the DIY Committee Guide (under Principle 4):

It is important that all members of Boards are aware of their legal responsibilities. The Board are equally responsible in law for their actions and decisions. They are collectively responsible and accountable for ensuring that the organisation is performing well, has enough money to carry out its work and complies with all its legal obligations.

This can only be done if all members play an active role in **all** areas. Just because you have a Treasurer doesn't mean you can leave all the financial monitoring to that one person – everyone shares the responsibility.

Legal responsibilities don't need to be intimidating. It is important that all Board members feel comfortable about asking questions, making their views and voice heard, making suggestions and being willing to take the lead on areas of work so that a few individuals are not left with huge workloads. Volunteer Now have provided an online resource – www.diycommitteeguide.org – which is great for checking things out and links to information and guidance across the sector.

Young people can find the legal responsibilities very daunting but it is important to arm them with the skills, confidence and information on support structures which can provide guidance when required. It is also important for them to remember why they exist, what their goals are and what successes they have achieved to date.

Finances

Financial management can often be the most daunting for a young Board as they are publicly accountable for money which they receive. The whole business of responsibility therefore becomes very serious. For many trustees managing public money can be a new task and as a Board member young people are responsible for protecting the organisations property and assets (human and material).

For organisations who receive funds from public funds it is recommended that the Board meet with the funding bodies, gain a clear understanding of their financial procedures, expectations and reporting mechanisms. All Board members need to agree on what the funds are to be allocated to and be the aware of agreements with the funding body.

Useful Terms

http://live-diy8.pantheonsite.io/code/principle/legal

Some organisations may have two streams of funding: **restricted and unrestricted**. Restricted income can only be spent on specified items and activities and nearly always comes from a grant. Usually a funder will expect you to report back how the money has been spent. On what and what the outcome has been and how it relates to the objectives of your organisation. If your organisation has access to unrestricted income you are able to spend the money on whatever is deemed to be most useful for the organisation.

Budgeting will show you the amount of funds needed and where you can receive it from. Where do you currently get funding from?

Your organisation will also have to have its procedures and expenditure **audited** to ensure that your financial management systems are appropriate to enable the organisation to accurately forecast and record income and expenditure. Audited accounts are normally produced in time for your Annual General Meeting.

The **Income Statement or Statement of Financial Affairs** provides information in relation to income – all the money that is coming into the organisation and expenditure – all the money being spent by the organisation over a set period of time. Example of income may be grants, selling resources, fees and expenditure could be salaries, rent and expenses.

Income and Expenditure Account shows the incoming and outgoing money over a month or sometimes a quarter, shows how changes in the balance sheets and income accounts affect the amount of available cash the organisation has at that point in time. It enables the management and board to prioritise financial decisions.

The **Balance Sheet** shows the value of the organisation by demonstrating its assets – that is how much the company is worth in terms of bank balance and the value of any equipment it may own and liabilities – that is how much the organisation has to pay out, for example staff wages, rent, loans etc.

Developing an Effective Board

This section considers the information that young people need to be armed with in order to develop a Board which has the skills, competencies and knowledge to be effective, professional and understanding to the staff and volunteers which they are responsible for.

The following outlines what we believe makes a management committee/board effective:

- Clear roles there should be role descriptions for all trustees; understand role and responsibilities of officers
- Well-organised, well run and managed meetings are key to an effective board
- Get information and advice when required – know when to ask questions and when to seek expert help
- Diverse skills and experience – remember your perspective may be different from that of other Board members, but that's an asset to the organisation!
- Provide training, development and support – this ensures all members are able to contribute in an informed way
- Proper arrangements for managing staff and volunteers – systems and procedures in line with best practice and legal requirements make this responsibility much easier.

In order to explain the roles and responsibilities in more detail we believe that an exercise may help.

Exercise:

Below a list of the Management Committee Roles is provided.
- Encourages everyone to take part and participate at meetings
- Checks that individual members have done anything they said they would do
- Lets Management Committee members know when and where meetings or activities will be
- Organises a venue for the group
- Chairs meetings
- Speaks at an event on behalf of the group
- Signs cheques if the group has set up a bank account
- Prepares an agenda for meetings. This is a list of what the committee needs to discuss
- Keeps the list of members up to date
- Writes down who says they can't attend a meeting or activity
- Reads out any letters that have been sent to the group
- Writes down the decisions that have been made at the meeting
- Keeps track and writes down any money going out from the group
- Keeps track and writes down any money coming into the group
- Lets everyone know how much money the group has in its bank account
- Finds out if fundraising activities are legal and gets any paperwork needed

The *Management Committee Role Cards* is available in Section 4 of the manual (Handout 4). You can copy, cut out and distribute the cards amongst the group as needed.

Divide the group into 2 or 3 smaller groups (depending on numbers).
Distribute the Management Committee Role Cards, flipchart paper and blu-tac to each group and ask the member to use the paper to record the areas where the cards should be placed. The flip chart paper could be divided into three and the cards stuck to the appropriate section.
Encourage the groups to come to a decision as to which person has the responsibility for each task.

Roles

It is really important that all members on a Board have a written role description. All Boards are different and therefore it is important that members understand their role and the need to understand the expectations of them.

Outlined below are some examples of roles office bearers may have:

Chairperson - The chairperson has a number of roles:
- Provides leadership and direction in developing long term plans for the future of the organisation
- Supports other Board members to carry out their role effectively responsible for running the meetings, approving the agenda, ensuring good decision making
- Making sure the chief executive and members of staff deliver on the decisions made.

Vice Chairperson – Supports the chair and deputises in their absence

Secretary – The secretary keeps the group's paperwork in order:
- Ensuring members know when and where meetings are going to be held
- Notes apologies and keeps minutes (a written record) of meetings and records decisions
- Organises venues for meetings
- Keeps a list of members

Treasurer – The treasurer is responsible for managing and reporting on the organisation's finances

- Keeps a record of income and expenditure
- Signs cheques
- Liaises with the bank
- Lets other members know how much the group has
- Finds out information about funding opportunities

For more information and guidance about the board's overall roles and responsibilities, you can read the relevant section in the DIY Committee Guide (under Principle 1): http://live-diy-8.pantheonsite.io/code/principle/roles-and-responsibilities

Key Skills[4]

There is a set of key skills which all members of a Board should have when they agree to sit on a management committee/Board. However, the Board/management committee should take time when initiated or when new members join to ensure that all members are aware of the skills and possess them so that the Board remains effective and efficient.

Meeting Skills

Before the meeting an agenda will be organised which will state the date, time and place of the meeting. Members will also receive minutes from the last meeting so that their accuracy can be agreed, matters arising; financial information which will include details of expenditure and forecasts of projected expenditure against project budgets and any other business not covered by the agenda.

The Chair is responsible for putting the agenda together and to find out from members of the Board what needs to be discussed at the next meeting.

During the meeting the Chair will introduce the agenda items, ensure that everyone is included and summarise decisions reached. It is acceptable to disagree with a point that someone has made but be sure to keep it professional – don't interrupt or attack the person, calmly illustrate why you don't believe their suggestion is the best course of action. It is everyone's responsibility to keep to the agenda and not to start talking about things that have already been discussed or agreed.

Minutes are a legal requirement for a registered organisation, they are a record of decisions taken and a reminder of what was discussed and any actions that are to be followed up.

After the meeting but before the next meeting all members should receive a copy of the minutes. All members should take time to check them for accuracy and to see if there are any actions that have been agreed to.

Listening Skills
This section starts off with an exercise with the aim of encouraging the participants to think about listening skills and the impact of their listening techniques on others and themselves.

---

[4] For more information and guidance about Key Skills and overall 'Training and Development for the board', you can read the relevant sections in the DIY Committee Guide (under Principle 2):
   a) Key Skills: http://live-diy-8.pantheonsite.io/code/principle/skills-audit.
   b) Training and Development for the board: http://live-diy-8.pantheonsite.io/code/principle/training-and-development-for-board.

Exercise:

Ask for 3 volunteers. The 3 volunteers sit in a circle shape with the others members of the group watching as observers. Take each volunteer aside and explain their individual roles. The volunteers have to do the following:

Volunteer 1 – this volunteer initiates the conversation and their role is to invite others to a party. The volunteer should be excited about the party, perhaps talk about why they are holding it, what entertainment will be there and who else they have invited.

Volunteer 2 – this person doesn't show any interest, they are not allowed to speak only use expressions or movement to show that you are **not** interested. They could text, phone someone, get up and walk away or do anything that informs volunteer 1 that they are not interested.

Volunteer 3 – their role is to talk about themselves no matter what volunteer 1 talks about. They should always bring the conversation back to themselves and do what they can not to reply to the direct invitation to attend the party.

This exercise should last about 5 minutes and once complete Volunteer 1 should illustrate how the experience was for them. Open the discussion up to the group considering how the other volunteers could have shown interest, the need for clarification, agreement on specific questions/decisions that need made and impact of poor listening on those leading the meeting.

Hearing is the beginning of the listening process – but we also use non verbal methods to interpret what is going on. We can further understand from people's tone of voice or body language what they mean. Be careful though! We sometimes hear what we want to hear and if things don't interest us or we don't agree with what is being said we can switch of, it is an active choice to listen.

To hear the message someone is trying to communicate we must pay attention and work out what is important.

Interpret the message

No two people see things the same way! It is exactly the same when it comes to listening the speaker and the listener both need to be aware of what is being said and how it is being interpreted. Remember people don't always mean what they say – if you're not sure you completely understand what is being said don't be afraid to ask for clarification. And don't be afraid to ask the speaker to repeat themselves and ask for confirmation that you have interpreted what they have said correctly.

Evaluate the Message

It is essential that you have all the information before making a decision. We are all guilty of jumping to conclusions based on our personal experiences of the speaker or based on incomplete information. Take a bit of time and reflect on what has been said before reaching your decision.

Respond to the message

Always give the speaker feedback on what they have said, this lets the speaker know that you have heard and understood and allows them to reiterate any points that you may not have understood or realised the significance of,

To develop and improve your listening skills you can:

- Use non verbal body language, nodding or smiling shows the speaker that you are paying an interest in what they are saying
- Take notes, that shows the speaker that you are reacting to what they are saying
- Ask questions and give feedback, this helps you concentrate on what is being said

Talking to a Group

It is important that all members of a committee/Board have the confidence to make their views known and heard within the meetings. Their views need to be recorded and noted not only for the benefit of the decision making process but also for their legal responsibilities as a committee member/Trustee. It is therefore important that the group gel together, that there is a sense of shared responsibility, trust and awareness of members nerves if talking a big group.

The following is a list of tips which may help overcome nerves:

- Talk slowly and clearly
- Emphasise key words
- Use your hands to emphasise what you are saying and to express points that you are trying to make. It is important that arms are not waved about as they could be a distraction preventing others from listening accurately.
- Make eye contact.
- Stay in the one place. Try not to move about too much as again this is a distraction to those listening.

It is important to remember that people listen through watching you as you talk. They will be looking at your body language so your facial expressions, enthusiasm and passion all come across and are important in saying what you need them to hear.

Think about what needs to be said before it is said. Think about the beginning, middle and end of the argument and prepare as much as possible by reading the paperwork beforehand or by having examples that can be referred to. Many meetings have full agendas and therefore it is important that the argument is kept succinct and meaningful.

Other members will be more likely to listen and accept the argument if it is delivered keeping in mind the points mentioned above:

- Keep eye contact
- Speak clearly
- Consider your tone of voice, passion and enthusiasm
- Involve everyone in the discussion
- Keep it clear and to the point

Negotiation Skills

Negotiation is about reaching an agreement with someone else where both parties are content with the solution. Negotiation involves considering the 'wants' of others and working to ensure that the outcome is a 'win win'. The aim is also to avoid achieving a 'lose lose' situation or even a 'win lose' as the impact of both will undoubtedly have a detrimental impact on the perception of the organisation.

Volunteer Now recommends that the group think about negotiations that they may have been involved in, how these have resulted and what the impact has been on both parties. The following exercise demonstrates how difficult and challenging negotiation can be but also how rewarding if it is undertaken well.

Exercise:

The scenarios for this exercise can be found in Section 4 of the manual (*Handout 5: Negotiation Skills Exercise*). You can copy, cut out and distribute amongst the group as needed.

The group is split into two groups. 10 minutes is given to each group to prepare their case and they are given a scenario each.

Ask the group to identify a lead negotiator and once the 10 minutes are up the negotiations should begin. Once complete encourage all members to give their views. Was it a 'win win' outcome? Did the negotiator stick to the groups' agreement? Do all members feel happy with the decision? What could have been done better?

Openness

All management committees/Boards/Trustees within the community and voluntary sector must adhere to the principals of transparency and accountability. To achieve this the organisation must be open, responsive and accountable to their stakeholders.

Stakeholders are members, users, beneficiaries, partners, funders and anyone interested in what you do.

How can this be done?

- Consultations – find out what people want; inform them about any changes which may be planned
- Distribute information – annual reports, financial statements, community newsletters, press releases, personal stories/testimonies
- Involve – encourage volunteer involvement, ask for support, recognise achievements, invite to events, activities etc

In order to encourage the inclusion of stakeholders within the mindset of management committees Volunteer Now suggests an exercise. Divide the group into three and give each group a scenario. Once read and discussed encourage group discussion.

For more information and guidance about 'Being open and accountable', you can read the relevant section in the DIY Committee Guide (Principle 5): http://live-diy-8.pantheonsite.io/code/principle/being-open-and-accountable

Exercise:

The scenarios for this exercise can be found in Section 4 of the manual (*Handout 6: Openness Exercise*). You can copy, cut out and distribute amongst the group as needed.

Divide the group into three and give each group a scenario. Once read and discussed encourage group discussion. By the end of the discussions Volunteer Now hopes that the young people will have a better understanding of stakeholders, their roles and responsibilities towards them.

What Makes a Good Trustee?

This is the last part of the training and in this section Volunteer Now hopes that the participants have a clear understanding of their roles, skills they require, confidence to undertake their roles and the enthusiasm to take the responsibility and have fun.

As a final exercise Volunteer Now recommends that you ask the participants, in groups of 2 or 3, to draw their perfect Trustee. Encourage them to consider the characteristics they would have and how this would come across to their peers.

Conclusion

Volunteer Now hopes that the manual, teacher notes and power point presentation has enabled the delivery of training to meet the needs of the young people. The aim and objectives were to:

Aim:

The aim of this session is to provide an overview of the role and responsibilities of boards/management committees, in order to equip young people with sufficient knowledge and understanding to play an active role in charity governance.

Objectives:

By the end of the training the young people will be able to:
- Describe the role played by members of management committees/Boards
- Identify the seven features of good governance in the Code of Good Governance
- Describe how the management committee/Board provides good leadership
- Explain the purpose and format of meetings
- Identify the range of communication skills that support good governance
- Understand common terms used in managing charity finances
- Identify the characteristics that make a good management committee/Board member

Your Views!

Volunteer Now has included a feedback sheet. This is for use by the group who have completed the training but the youth team would be interested in hearing the views of the young people and the trainer also.

The feedback sheet needed for this exercise can be found in Section 4 of the manual (Handout 7: Feedback). You can copy and distribute amongst the group as needed.

	Jump On Board Power Point Presentation (Tutor) Notes
	Guidance
	The aim of these notes is to provide guidance through the presentation of the PowerPoint. These notes are meant as a guide only and can be adapted by the person presenting depending on his/her own knowledge and the make up of the group present.
	The guidance below recommends when to introduce each slide and the content of the slide material. If there is an activity associated with the slide then this will indicated along the side. Copies of the Handouts are included within Section 4 of the training pack or on the CD.
	Volunteer Now recommends that the training is initiated with a round of introductions followed by the development of ground rules.
	PP1 Jump on Board
	Welcome the group
Activity	Ask everyone to take as many m&m's as they would like: Depending on the colour and number selected they must share the following information:
	Red – favourite hobby Green – favourite food Yellow – favourite movies Orange – favourite place to travel Brown – most memorable or embarrassing moments Blue – wildcard, share whatever you would like
Activity	Tell us three statements about yourself. Two of them should be true and one of them false, then we have to decide what you're lying about and what is the truth. Tutor begin the activity
	Ask everyone in the group 'Are you involved in a management committee?' CLICK
	Now we will look at what we hope to achieve today. This training is designed to…
	CLICK ---
	PP2 Aims and Objectives (Read from slide)
	CLICK

PP3 Agenda

More specifically today we're going to….

Read slide

CLICK

First of all can everyone take a second and think of one word that you would use to describe governance

PP4 click What is Governance

According to the revised Code of Good Governance, an effective board will provide good governance and leadership by:

Click 'understanding its role and responsibilities (Principle 1)'
Click 'working well both as individuals and as a team (Principle 2)'
Click 'ensuring delivery of organisational purpose (Principle 3)'
Click 'exercising appropriate control (Principle 4)'
Click 'behaving with integrity and by being open and accountable (Principle 5)'

Click 'Leadership and effectiveness are integral elements of each principle'.

Principle 1: An effective board will provide good governance and leadership **by understanding its role and responsibilities.**

The members of the board are equally responsible in law for board actions and decisions. They are collectively responsible and accountable for ensuring that the organisation is performing well, is solvent and complies with all its obligations in terms of:

- Setting and safeguarding the vision, values and reputation of the organisation.
- The rules set out in the governing document.
- Their legal duties.
- Their stewardship of assets.
- The organisation's operating environment.
- The structure of the organisation.
- Overseeing the work of the organisation.

Principle 2: An effective board will provide good governance and leadership **by working well both as individuals and as a team**.

The board will have a range of appropriate policies and procedures, knowledge, attitudes and behaviours to enable both individuals and the board to work effectively. The board will plan for its own development and renewal by:

- Finding and recruiting new board members to meet the organisation's changing needs in relation to skills, experience and diversity.
- Providing suitable induction for new board members.
- Providing all board members with opportunities for training and development according to their needs.
- Periodically reviewing their performance both as individuals and as a team.

Principle 3: An effective board will provide good governance and leadership by **ensuring delivery of organisational purpose.**

The board has ultimate responsibility for directing the activity of the organisation and delivering its stated purposes. It will do this by:

- Ensuring organisational purposes remain relevant and valid.
- Providing public benefit.
- Developing and agreeing a long term strategy.
- Developing operational plans and budgets.
- Monitoring progress and spending against agreed plans and budgets.
- Amending plans and budgets as appropriate.
- Evaluating results, assessing outcomes and impact.
- Maintaining a positive working relationship with volunteers and staff including the most senior member of staff.

Principle 4: An effective board will provide good governance and leadership by **exercising appropriate control.**

As the accountable body, the board will maintain and regularly review the organisation's system of internal controls, performance, and policies and procedures, to ensure that:

- The organisation understands and complies with all legal and regulatory requirements that apply to it.
- The organisation has appropriate up to date internal financial and management controls.
- It regularly identifies and reviews the major risks to which the organisation is exposed and has systems to manage those risks.
- Delegation to committees, staff and volunteers (as applicable) works effectively and the use of delegated authority is properly supervised.

	• Proper arrangements are in place for the recruitment, supervision, support, appraisal and remuneration of all staff including the most senior member of staff. • Volunteers are managed and supported. Principle 5: An effective board will provide good governance and leadership by **behaving with integrity and by being open and accountable.** The board will be open, responsive and accountable, acting at all times with integrity, in the interest of the organisation and its beneficiaries. The board will: • Act according to high ethical standards. Identify, understand and manage conflicts of interest and loyalty. • Maintain independence of decision making. • Ensure open communication by informing and consulting people about the organisation and its work. • Listen and respond to the views of beneficiaries, service users, funders and supporters with an interest in the organisation's work. • Handle complaints constructively, impartially and efficiently. • Consider organisational responsibilities to the wider community, society and the environment. • Consider organisational responsibility in promoting equality and good relations CLICK
Activity Handout 1	**PP5 – Why Involve Young People?** There are many reasons for organisations involving young people in their work. It is important that organisations are clear from the start about why they are involving young people to enable them to structure their work more effectively. Some reasons for involving young people are better than others, doing it because someone has told the organisation to do so is probably going to lead to half hearted attempts! Using peer educators to deliver adult defined messages or using young people as a form of cheap labour or to input into decisions that have already been made is exploitative. This contrasts with work which actually takes account of young peoples needs and is committed to enhancing their skills and confidence and to developing more relevant and effective services. A good question to ask is 'whose agenda is it?' We are going to do an exercise about why organisations consult young people. Read list: To help plan new or existing services for young people

	To enable young people to grow in confidence and develop new skills
	To make young people feel valued
	To give young people a sense of ownership
	To cut costs by using young people as volunteers
	To support young people through the challenges of their lives
	To enable young people to get a qualification
	As a stepping stone for future careers for young people
	Because it is a trendy thing to do
	Because young people have asked to be consulted or involved
	Because no one listens to young people
	To find out what young people think and feel
	To give young people a voice and a say
	Because funders have told organisations to do it
	Because young people understand their peers better than adults
	Because young people have more credibility with other young people than adults
	Because young people will not listen to adults but they may listen to their peers
	To break down barriers between young people and adults
	Because young people are easier to get on with than adults
	Because young people would do a better job than adults
	To bring new energy to the group
	To increase charity's networking opportunities
	Hand out the cards **(Handout 1)**
	Break into three groups
	Go through the cards that I've just handed out to you and put into three piles:
	Very important
	Quite important
	Not important
	Identify what is in the three piles and ask the following questions:
	Look through the three piles and consider three things
	What are the main reasons for consulting young people and why
	How do adults and young people's views about this compare?
	What are the implications for how young people will be consulted or involved?
	Summarise by asking – what are the main reasons for consulting or involving young people?
	What are the implications for staff and adults?
	What are the implications for other young people
Activity Handout 2	
	To further encourage the discussion about the contribution of young people to a trustee board, you can also use the Case Studies: Young

	People as Trustees Cards included in Section 4 of the manual (**Handout 2**). You can distribute the cards amongst the group as needed.
	CLICK
	--
	PP6 What is a charity
	If you are going to be involved in charity governance, it is important to understand what makes your organisation a charity in the first place.
	Why do you need to know this? The Management Committee needs to protect the charitable status. Changes to activities or legal structures must be kept in line with this.
	What is a charity?
	Not all voluntary organisations, however worthy their activities, are charities. To be a charity is a mixture of what you are, what you do and how you do it.
	Tutor notes:
	1. Non-Profit Organisations - Not-for-profit organisations may be better described as not-for-personal-profit as these organisations may make a profit in line with their objects but they don't distribute the profits among the members but rather use the profits to further achieve the purposes of the organisation.
Activity	
	2. The public benefit requirement
	Public benefit is at the heart of what it means to be a charity. The public benefit requirement is defined in the Charities Act (Northern Ireland) 2008 (as amended) and states that to be a charity in Northern Ireland an organisation:
	• must have purposes which fall under one of 12 descriptions of purposes listed in the Charities Act and
	• the purposes must be for the public benefit.
	3. Charitable Purposes – There are currently twelve categories of purpose that the law recognises as charitable. These include:
	1. the prevention or relief of poverty;
	2. the advancement of education;
	3. the advancement of religion;
	4. the advancement of health or the saving of lives;
	5. the advancement of citizenship or community development;
	6. the advancement of the arts, culture, heritage or science;
	7. the advancement of amateur sport;
	8. the advancement of human rights, conflict resolution or reconciliation or

Activity	the promotion of religious or racial harmony or equality and diversity; 9. the advancement of environmental protection or improvement; 10. the relief of those in need by reason of youth, age, ill-health, disability, financial hardship or other disadvantage; 11. the advancement of animal welfare; 12. any other purposes includes any purposes recognised as charitable purposes under existing charity law or by virtue of section 1 of the Recreational Charities Act (Northern Ireland) 1958; any purposes that may reasonably be regarded as analogous to, or within the spirit of, any purposes mentioned above. There are a number of clauses in a few of the categories but you can check out the details on the Charity Commission website. Examples of organisations that are not a charity include: • Community Amateur Sports Club (CASC) registered with HMRC (further information on CASCs, produced by HMRC, is available in the useful links section of this guidance) • a registered Community Interest Company (CIC) • a political organisation, that is, an organisation affiliated with a political party or established for any political purpose * • a commercial organisation or non-charitable trading arm • a non-charitable social enterprise • a co-operative society.
Activity	***NB** Political purposes **-** An organisation will <u>not</u> be considered charitable if its purposes are political. However, campaigning and political activity can be permitted in the context of supporting or delivering its charitable purposes. **4. Legal Forms** – Legal Forms Appropriate legal forms for a charity include: • Association (common for small groups) • Trust • Company Limited by Guarantee (common for larger organisations) • Industrial and Provident Society • Charitable Incorporated Organisation Charitable status is usually an overlay to these legal forms (e.g. Volunteer Now is a charity and a limited company). The legal form will be defined in your '**governing document'** or constitution. (Could provide more info or circulate examples). **5. Registration** – It is compulsory for all charities in Northern Ireland to apply for **Registration with the Charity Commission for Northern Ireland**. This is irrespective of their size, annual income or whether they

are registered with HMRC for charitable tax purposes. Some organisations that meet the definition may not previously have thought of themselves as charities.

An organisation must apply for registration as a charity in Northern Ireland if:
•   it has exclusively charitable purposes
•   it is governed by the law of Northern Ireland
•   it is an institution, that is, it is an organisation that is an independent body, the hallmarks of which include having control and direction over its governance and resources.

If set up in England or Wales, the charity must be registered with and approved by the Charity Commission for England and Wales.

 CLICK

PP7 What is a Governing Body?

A charity must have a group of people responsible for 'governance'. This is their governing body. Organisations use a variety of names for this group - what's yours called?

The governing body can also be called: a committee, council, board of trustees. They all have the same function to make sure that the rules are not broken; the charity is managed properly, is financially sound and are delivering the charities aims and objectives.

CLICK

PP8 – What is a Trustee?

READ SLIDE

According to the Charities Act (Northern Ireland) 2008, charity trustees are 'the persons having the general control and management of the administration of a charity'.

Trustees work together as a team, drawing on the different experiences and specialisms of individual Trustees to benefit the organisation. You don't have to know everything, just be willing to give your commitment to the organisation and get involved.

You are a charity trustee if you are:
a trustee of a charitable trust
a director of a charitable company
a member of the management committee of a charitable unincorporated association.

	Trustees can also be called: Management Committee Members, Board members, Council members, Governors, Directors. What are you called? (Ask the group) I've used the term trustee but trustees are also known as directors, board members, committee members or governors. CLICK --- **PP9 – Why would I want to become involved?** Can anyone think why young people would want to become involved with the Board of an organisation? TAKE FEEDBACK You get the opportunity to learn about different and exciting projects You may get offered the opportunity to take part in activities that you may not otherwise get You get the chance to meet new people You'll get the chance to learn new skills and put the ones that you already have to good use You get to make the decisions that effect what the organisation does It can help you get a job, the skills and knowledge that you have can help you stand out. CLICK --- **PP10 Being a Trustee some things you should know** True or False game – Read the following statements to the group and ask them if they think its true or false – take feedback ***You must be over 18 to become a Trustee (T&F)*** • No-one under the age of 18 can be the Director of a charitable trust or an unincorporated association. **However** a person aged 16 and above can be a director of a charitable company (the directors are also the charity's trustees). • Main concern will be whether the individual understands and is able to accept the responsibilities associated. In some cases, parents may have to agree for under 16s, due to liability issues. • Need also to check the restrictions in the organisation's governing document and any restrictions in relevant insurance policies. ***You cannot be a Trustee if you are also a beneficiary or user of the charity's services (F)*** • As a service user, you can bring a lot of benefits and new perspectives to the Board. However, the Board must carefully consider how to balance this benefit against the potential for
Activity	

conflicts of interest. For example, you may be required to leave the meeting for certain discussions.
- There are other positive ways of involving service users in governance (e.g. as an advisory group), where full Board membership is not appropriate.

See the DIY Guide for more info on the conflicts of interest issue http://www.diycommitteeguide.org/code/principle/conflicts-of-interest.

If you don't agree with a decision you are not responsible for the outcome of the decision (F)
- The Board has a joint responsibility for the actions of the charity – even if you don't agree personally, once an action has been agreed by the Board you are responsible for the outcome of any decision made.

You can get reimbursement for out of pocket expenditure (T)
- Trustees are required to be volunteers to ensure that they act solely in the best interests of the charity and not for personal gain. However, they can and should be reimbursed for expenses. See the DIY Guide for more info on this issue http://www.diycommitteeguide.org/download/trustee-expenses-and-payments-charity-commission

You have to pay back any money that the charity loses (possibly TRUE)
- This is possible and emphasises the importance of being an active Trustee who protects the charity's interests and finances. There are two cases where all Trustees may be asked to cover financial losses:
  1. If you have been neglectful (negligent) of your duties (e.g. not conducting fire safety checks and then the building catches fire)
2. If the legal structure of the charity doesn't limit your liability (Trustees of a limited company are protected, but Trustees of an unincorporated Association are not). However, this is much less common if the Trustees have taken due care.
It is advisable that if you are unsure of anything you ask a lot of question so that you feel confident and comfortable before making a decision.

Anyone interested can be a Trustee (F)
You cannot be a trustee if:
- You are disqualified from being a company director
- You have a criminal conviction involving dishonesty or deception, unless the conviction is spent
- You have committed an offence against a child you are prevented from serving as a Trustee on a children's charity
- You are deemed unable to manage your own affairs
- You are declared bankrupt

- You have been removed from Trusteeship of a Charity for misconduct or mismanagement.

CLICK

PP11 – What makes a good board?

Read slide

According to NI Experts in Charity Governance and the revised Code of Good Governance, these are the 5 principles and key elements of good governance for the boards of voluntary and community organisations.

We're going to look at some of these areas through more practical activities to give you a sense of what it means to carry out these roles

CLICK

PP12 – Providing Good Leadership

Leadership is one of the key roles of any management committee / board. Every voluntary and community group should be led and controlled by a board which ensures delivery of its objectives, sets its direction and upholds its values.

- Monitoring activities of the organisation to ensure they are keeping with the founding principles, objects and values – the board are responsible for making sure the group continues to do what it was formed to do
- They set the strategic direction, by this we mean that the board is responsible for planning what the organisation is going to do in the future and the steps that need to be taken to get there
- Ensure effective management of the organisation and its activities – the board are responsible for making sure that there is enough money, staff, volunteers and resources to make their plans happen

Ask the group =

What organisation are you here representing?
If you are involved in an organisation – you must know why the charity exists?

In order to achieve its work the charity will need to have a vision of its goals and long term aims, which are shared by everyone to ensure everyone is committed to working towards the common goal

	Divide into smaller groups, distribute pens, paper. Ask the group to agree: What the vision, mission and aims of their group / project is As well as a vision an organisation must also have a mission statement which sets out what the organisation is trying to achieve and how it will achieve the vision. Everyone involved in the organisation will be responsible for delivering the mission statement and will play a role in achieving the organisations goals. This will include the organisations reason for existing, cover the range of the organisations work and show the direction of the organisation. **Does anyone want to share their organisation's mission?** **Were you involved in coming up with the mission statement** **Do you agree with it?** The mission statement of my organisation is: To increase recognition for volunteering, enable community engagement and maximise the impact of civic involvement Your organisation will have aims which give details on how the mission will be achieved. This shapes the direction of the organisation's work and any projects that the organisation becomes involved with should help achieve your vision. **Exercise:** **Working together in your groups can you decide what the mission statement of your group should be and come up with the a number of things that your group wishes to achieve (your objectives)** Volunteer Now's are: To demonstrate the benefits and impact of volunteering, foster civic engagement and increase voluntary participation. To increase access to volunteering opportunities, enhance the volunteers experience and the volunteer's contribution to organisations and the community. **Exercise – Setting Goals** • Exercise – for this you will need two bins or buckets and scraps of paper and a packet of sweets as a prize – • Split the participants into two teams • Place the bin for each team on a chair some distance away from a line or a marker on the floor • Ensure that the bin is far enough away so that teams will not be able to achieve their goals • Teams are required to make balls out of paper and get 20 balls into the bin within 60 seconds and every team member must participate
Activity	

Activity Handout 3	• After 60 seconds explain to the teams that they can choose to change the goal posts and move the bin wherever they would like but they still have 60 seconds to complete the challenge of getting 20 balls into the bin • After 1 minute get the group to count their balls and the winner gets a prize. • Goals need to be motivating, but if they're too far away or too easy then its easy to become demotivated or lose interest, it's also important that everyone has a role to play Boards are responsible for setting or reviewing the strategic goals (often called strategic planning). They also work with staff to agree operational goals (shorter-term targets which will help achieve the strategic goals). **Exercise – Understanding and Managing Conflicts of Interest** This activity helps your group to understand about the different types of conflicts of interest that might arise within your group and how to manage them. Step 1 – What is a conflict of interest? Work in pairs or small groups to complete the 'Conflicts of Interest' quiz. The quiz and the answers to the quiz are available in Section 4 of the manual (Handout 3). It describes a number of common situations that trustees and charity boards face and asks whether each situation is: fine – it is acceptable to do this a potential conflict of interest only allowed with permission When you have completed the quiz, check through the answers, discuss them and make sure you're clear on the reasons for them. Step 2 – How do you manage conflicts of interest? This explains that the key steps regarding conflicts of interest are to; identify the conflict of interest manage the conflict of interest record how the conflict of interest was managed as well as the decision made Step 3 – Creating your own register of interests At the beginning of a Board meeting, ask everyone in the group to think about the examples that have already been discussed and ask them to identify any conflicts of interests that they have – write them on a post it note with their name on and stick it on a wall.

Leave the post it notes during the meeting so people can add more they may remember. It also provides a chance for everyone to see them and perhaps prompt others if necessary.

At the end of the meeting, ask someone to take the post it notes and write a register of interests. The new register should be available for future meetings.

CLICK

PP13 – Meeting Your Responsibilities

READ SLIDE

The Board are equally responsible in law for their actions and decisions. They are collectively responsible and accountable for ensuring that the organisation is performing well, has enough money to carry out its work and complies with all its legal obligations

This can only be done if all members play an active role in all areas. Just because you have a Treasurer doesn't mean you can leave all the financial monitoring to him – everyone shares the responsibility.

Legal responsibilities don't need to be intimidating. The key thing is to know when to ask for more information – there are plenty of resources around and other Board members will be happy to help. We have provided an online resource – www.diycommitteeguide.org – which is great for checking things out and links to information and guidance across the sector.

If you find all this a bit much, remember why your organisation wants to involve more young people in governance. They don't expect you to be the most experienced member in these areas. But they value your fresh thinking, different perspective and new skills – they can't be learnt!

CLICK

PP14 – FINANCE: A BEGINNERS GUIDE

For many Trustees managing money can be a new and challenging task. You will not be alone if you don't understand every spreadsheet or term that is thrown at you! We aren't going to go into a lot of detail here, just demystify some of the terms you will come across.

As a member of the Board you are responsible for protecting the organisation's property and assets. That means planning, keeping track of finances and reporting on spending.

This will include:

Activity	Planning spending – you are responsible for working on or approving expenditure for specific activities.

Budgeting will show you the amount of funds needed and where you can receive it from. Where do you currently get funding from? Fundraising? Grants? Donations?

You are accountable to your funders so you have to know not only where money comes from but where it has been spent – funders like to know that you have spent their money wisely and the organisation will need to formally report and demonstrate that it is achieving this.

Your organisation will also have to have its procedures and expenditure audited to ensure that your financial management systems are accurate to enable the organisation to accurately forecast and record income and expenditure.

Most organisations have two streams of funding – restricted and unrestricted and in their annual report they must declare how much they have received and spent in each category

Restricted income can only be spent on specified items and activities and nearly always comes from a grant. Usually a funder will expect you to report back how the money has been spent. On what and what the outcome has been and how it relates to the objectives of your organisation.

If your organisation has access to unrestricted income you are able to spend the money on whatever is deemed to be most useful for the organisation.

The Income statement or Statement of Financial affairs provides information in relation to income – all the money that is coming into the organisation and expenditure – all the money being spent by the organisation over a set period of time.

Example of income may be grants, selling resources, fees and expenditure could be salaries, rent and expenses

This shows the incoming and outgoing money over a month or sometimes a quarter, shows how changes in the balance sheets and income accounts affect the amount of available cash the organisation has at that point in time. It enables the management and board to prioritise financial decisions.

The Balance sheet shows the value of the organisation by demonstrating its assets. – that is how much the company is worth in terms of bank balance and the value of any equipment it may own and liabilities – that is how much the organisation has to pay out, for example staff wages, rent, loans etc |

	CLICK

	PP15 – Board Effectiveness
	What makes a management committee/Board effective?
	- Clear roles there should be role descriptions for all trustees; understand role and responsibilities of officers
	- Well-organised – well-run and managed meetings are key to an effective board
	- Get information and advice when required – know when to ask questions and when to seek expert help
	- Diverse skills and experience – remember your perspective may be different from that of other Board members, but that's an asset to the organisation!
	- Provide training, development and support – this ensures all members are able to contribute in an informed way
	- Proper arrangements for managing staff and volunteers – systems and procedures in line with best practice and legal requirements make this responsibility much easier.
Activity	We're going to use a couple of practical activities to help you see what this means in practice for a management committee/Board.
	CLICK

	PP16 – Who's Who?
	When you join a management committee/Board, it's helpful to have an idea who does what.
	Depending on the group's knowledge and time, you could run the exercise first and then fill in the detail after.
Activity Handout 4	This activity will give you an opportunity to get a better idea of what roles are carried out.
	Divide into 2 or 3 groups (depending on numbers)
	Distribute cards **(Handout 4)**, flipchart paper and blu-tac to each group.
	Ask the group to use the paper horizontally and write the words Chair, Secretary and Treasurer
	Your task is to read each card and decide if the task is best suited under the role of chairperson, treasurer or secretary. If you're not sure discuss and see if you can come to an agreement.

Ask one group to give feedback and ask the others if they have anything to add or if they came to any different conclusions?

If different point out that each organisation and Board is different and it's up to them to decide how to best work among themselves.
Also point out that it is good practice for everyone (both officers and other Trustees) to have a written role description suitable for that organisation.

Here's some roles you may come across:

Chairperson - The chairperson has a number of roles:
- Provides leadership and direction in developing long term plans for the future of the organisation
- Supports other Board members to carry out their role effectively
- responsible for running the meetings, approving the agenda, ensuring good decision making
- Making sure the chief executive and members of staff deliver on the decisions made.

Vice Chairperson – supports the chair and deputises in their absence

Secretary – The secretary keeps the group's paperwork in order:
- ensuring members know when and where meetings are going to be held
- notes apologies and keeps minutes (a written record) of meetings and records decisions
- organises venues for meetings
- Keeps a list of members.

Treasurer – the treasurer is responsible for managing and reporting on the organisation's finances
- keeps a record of income and expenditure
- signs cheques
- liaises with the bank
- lets other members know how much the group has
- finds out information about funding opportunities

CLICK

PP17 Meeting Skills

Before the meeting an agenda will be organised which will state the date, time and place of the meeting (ask the group who is responsible for this?) You will also receive minutes from the last meeting so that their accuracy can be agreed, matters arising; financial information (who does this?) which will include details of expenditure and forecasts of projected expenditure against project budgets and any other business not covered by the agenda.

Activity	The Chair is responsible for putting the agenda together and to find out from members of the board what needs to be discussed at the next meeting.
	
	During the meeting the Chair will introduce the agenda items, ensure that everyone is included and summarise decisions reached. It is ok to disagree with a point that someone has made but be sure to keep it professional – don't interrupt or attach the person, calmly illustrate why you don't believe their suggestion is the best course of action.
	
	Make sure you keep to the agenda and don't start talking about things that have already been discussed or agreed. It may be helpful for you to take notes so that you can report back to other groups or colleagues before the next minutes are distributed.
	
	Minutes are a legal requirement for a registered organisation, they are a record of decisions taken and a reminder of what was discussed and any actions that are to be followed up.
	
	After the meeting but before the next meeting you will receive a copy of the minutes, take time to check them for accuracy and to see if there are any actions that you have agreed to do.
	
	CLICK
	
	--- 	
	PP18 – Listening Skills
	
	Being part of the Board means that you have to make the decisions concerning the organisation. This involves listening to the perspectives of:
	    1. Other Board members – you are part of a team and will be jointly responsible for all actions and decisions made
	    2. Those who will be affected by the decisions the Board makes.
	
	Listening is a skill – you have to hear and select the information that you need, decide how you feel about it and what your response will be – all in a matter of seconds.
	
	Ask for 3 volunteers – volunteers have to do the following
	Volunteer 1 – invite others to a party
	Volunteer 2 – don't show any interest, you are not allowed to speak only use expressions or movement to show that you are not interested)
	Volunteer 3 – Only talk about yourself no matter what volunteer 1 talks about.
	
	(introduce the role play and ask the first volunteer to start the conversation)

Ask volunteer 1 if they felt listened to? How did you feel when you weren't listened to?

How could the other 2 have shown interest (make eye contact, listen and show interest by nodding, not interrupting, asking questions etc)

Explain to the group what they were asked to do

CLICK

PP19 - Listening Skills

Hearing is the beginning of the listening process – but we also use non verbal methods to interpret what is going on. We can further understand from people tone of voice or body language what they mean. Be careful though! We sometimes hear what we want to hear and if things don't interest us or we don't agree with what is being said we can switch of, it is an active choice to listen.

To hear the message someone is trying to communicate we must pay attention and work out what is important

Interpret the message
No two people see things the same way! It is exactly the same when it comes to listening the speaker and the listener both need to be aware of what is being said and how it is being interpreted. Remember people don't always mean what they say – if you're not sure you completely understand what is being said don't be afraid to ask for clarification. And don't be afraid to ask the speaker to repeat themselves and ask for confirmation that you have interpreted what they have said correctly.

Evaluate the Message
It is essential that you have all the information before making a decision. We are all guilty of jumping to conclusions based on our personal experiences of the speaker or based on incomplete information. Take a bit of time and reflect on what has been said before reaching your decision.

Respond to the message
Always give the speaker feedback on what they have said, this lets the speaker know that you have heard and understood and allows them to reiterate any points that you may not have understood or realised the significance of,

To develop and improve your listening skills you can:
Use non verbal body language, nodding or smiling shows the speaker that you are paying an interest in what they are saying
Take notes, that shows the speaker that you are reacting to what they are saying

	Ask questions and give feedback, this helps you concentrate on what is being said
	CLICK

	PP20 – Talking to the Group
	Most of us don't like having to talk in front of a group. If you dread it, don't think you're alone! Hopefully the following tips will help you overcome your nerves.
	People aren't just listening to you, they're looking at you too, your body language plays an important part so here are some tips to make the most of it!
	Talk slowly and clearly
	Emphasise key words
	Use your hands to emphasise what you are saying and to express points that you are trying to make
	Make eye contact.
	There are some things that you should avoid too: Don't wave your arms about too much, if you're standing don't pace up and down and try not to make funny facial expressions
	Before you speak think about what you are going to say and who you are speaking to – if you have to make a presentation or a long speech divide it into three sections
	The beginning – tell people what you are going to talk about
	The middle – talk about the subject
	The end – sum up what you have just said
	It can be nerve wrecking having to speak out to the group particularly if they are all older than you, it really will help to be prepared beforehand, read all the papers sent to you and if it helps make notes or underline key points.
	CLICK

	P21 – Tips for Talking to Groups
	READ SLIDE
	CLICK
Activity	---
	P22 Negotiation Skills
	It's easy to think of negotiation as something very sophisticated and high powered but it's not really its something most of us do every day. Negotiation is simply reaching agreement with someone else and finding a solution that everyone can to some degree be happy with.
	How many of you have been involved in a negotiation recently?

	It can be about something simple, like whose turn it is to wash the dishes or maybe getting to stay out later but even when it comes to negotiating a hostage release the basic principles are the same
	In pairs very quickly come up with examples of negotiations that you have been involved in What was the situation What tactics did you use What was the outcome
	Take feedback We all use a lot of tactics to get what we want
Activity Handout 5	CLICK --- **PP23 Negotiation Skills**
	Desires are what we would like in an ideal world but know realistically that they're not achievable.
	Negotiation involves considering the wants of others as well as ourselves and generally meeting somewhere in the middle i.e. compromising Avoid getting into a lose lose situation – don't argue, particularly over petty things and don't let personalities take over, it's better to focus on what you are trying to achieve rather than the other person.
	We are going to do an activity that will involve testing your negotiation skills. Split into two groups and pass out the cards **(Handout 5)**. You have 10 minutes to prepare your case – think about what you will say, identify where you are willing to compromise and identify your lead negotiator. After 10 minutes you will meet to negotiate your solution.
	Feedback
	CLICK --- **PP24 Openness**
	It is easy for Management Committees/Boards to become focused on themselves, the organisation and their responsibilities.
	The Management Committee or Board should be open, responsive and accountable to all its stakeholders – that means its members, users, beneficiaries, partners, funders and anyone with an interest in your work.

Activity Handout 6	As new members, possibly with experience as a service user or beneficiary, you can help improve the openness of your Management Committee/Board.

How could you do this? *(Depending on group and time, you can ask for ideas or just state)*
Communicate with your stakeholders by:
– producing and distributing your Annual Report
  - consulting with them about any changes the organisation thinks should be made
  - making sure you involve people in the issues that matter to them

EXERCISE
We are going to do a short exercise on accountability. Divide the group into 3 and pass out the scenarios cards **(Handout 6)** –
What I would like you to do is read the scenarios and discuss

Who you think this group is accountable/responsible to and why
FEEDBACK

Scenario 1

You are responsible to the council as they are relying on you to spend their money as agreed. You are also responsible to the members of your group; they're depending on you to make good use of their money!
The public, council money is public money so the wider community will want to know that it has been put to good use

Scenario 2
You're responsible to the community association, they're expecting you to pay for your training, you are responsible to members of your group – you're relying on them to sell the tickets so you're responsible to each other.
The public and the hotel – They're relying on you to carry out the raffle, use the money for what you say you will and notifying the winner

Scenario 3
You are responsible to the community/public/other young people they're relying on you to ensure that you activities are run responsibly and within the law.

CLICK

PP25 What makes a Good Trustee

EXERCISE: In groups of 2-3 Draw the perfect trustee – what qualities does she / he have? Why did you decide this? |

| | What are the characteristics of a good trustee?
Committed to the organisation
Good listening skills
Contributes to future planning
Team Player
Makes time for the organisation
Aware of liabilities
Promotes the organisation

TAKE FEEDBACK **(Handout 7)**

CLICK

PP26 Review of Aims and Objectives

This brings us to the end of our training. I want to recap what we've discussed and answer any questions that you may have.

• Describe the role played by members of management committees/Boards
• Identify the seven features of good governance in the Code of Good Governance
• Describe how the management committee/Board provides good leadership
• Explain the purpose and format of meetings
• Identify the range of communication skills that support good governance
• Understand common terms used in managing charity finances
• Identify the characteristics that make a good management committee/Board member |
| | **Evaluation – we recommend that you evaluate the training that was undertaken.** |

Slide 1

Welcome the group and ask everyone to take as many m&m's as they would like:
Depending on the colour and number selected they must share the following information:

Red – favourite hobby
Green – favourite food
Yellow – favourite movies
Orange – favourite place to travel
Brown – most memorable or embarrassing moments
Blue – wildcard, share whatever you would like

Next icebreaker – tell us three statements about yourself. Two of them should be true and one of them false, then we have to decide what you're lying about and what is the truth

Slide 2

AIM: To provide an overview of the role and responsibilities of boards/management committees, in order to equip you with sufficient knowledge and understanding to play an active role in charity governance .

OBJECTIVES:
By the end of this session, with reference to handouts, you will be able to:

• Describe the role played by members of management committees/Boards
• Identify the five features of good governance in the Code of Good Governance
• Describe how the management committee/Board provides good leadership
• Explain the purpose and format of meetings
• Identify the range of communication skills that support good governance
• Understand common terms used in managing charity finances
• Identify the characteristics that make a good management committee/Board member

Slide 3

AGENDA

What is governance?

What is a charity?

What is a trustee?

What makes a good management committee/Board?
- Providing good leadership
- Meeting your responsibilities
- The effective Board
- Who's who? – understanding roles
- Meeting skills – Listening, talking and negotiation
- Openness

What makes a good trustee?

Review and close

[The separate elements in this page should come in on the click of a mouse]

Ask everyone in the group to define governance in one word

The Code of Good Governance., it is a best practice guide for charities in Northern Ireland, which Volunteer Now helped to develop with other local organisations, with expertise in governance.

Slide 5

Why Involve Young People?

If you are going to be involved in charity governance, it is important to understand what makes your organisation a charity in the first place.

Why do you need to know this? The Management Committee needs to protect the charitable status. Changes to activities or legal structures must be kept in line with this.

What is a charity?
Not all voluntary organisations, however worthy their activities, are charities. To be a charity is a mixture of what you are, what you do and how you do it.

Tutor notes:
- **Non-Profit Organisations** Not-for-profit organisations may be better described as not-for-personal-profit as these organisations may make a profit in line with their objects but they don't distribute the profits among the members but rather use the profits to further achieve the purposes of the organisation.
- **The public benefit requirement-** Public benefit is at the heart of what it means to be a charity. The public benefit requirement is defined in the Charities Act (Northern Ireland) 2008 (as amended) and states that to be a charity in Northern Ireland an organisation:
- Must have purposes which fall under one of 12 descriptions of purposes listed in the Charities Act and
- The purposes must be for the public benefit.

3.Charitable Purposes - There are currently four categories of purpose that the law recognises as charitable. These are:
- The relief of poverty
- The advancement of education
- The advancement of religion
- Other purposes beneficial to the community.

*NB Political purposes - An organisation will <u>not</u> be considered charitable if its purposes are political. However, campaigning and political activity can be permitted in the context of supporting or delivering its charitable purposes.

4. Legal Forms - Appropriate legal forms for a charity include:
- Association (common for small groups)
- Trust
- Company Limited by Guarantee (common for larger organisations)
- Industrial and Provident Society
- Charitable Incorporated Organisation

Charitable status is usually an overlay to these legal forms (e.g. Volunteer Now is a charity and a limited company)

The legal form will be defined in your '**governing document'** or constitution. (could provide more info or circulate examples).

Registration –

It is compulsory for all charities in Northern Ireland to apply for Registration with the Charity Commission for Northern Ireland. This is irrespective of their size, annual income or whether they are registered with HMRC for charitable tax purposes. Some organisations that meet the definition may not previously have thought of themselves as charities. An organisation must apply for registration as a charity in Northern Ireland if:
- it has exclusively charitable purposes
- it is governed by the law of Northern Ireland
- it is an institution, that is, it is an organisation that is an independent body, the hallmarks of which include having control and direction over its governance and resources.

If set up in England or Wales, the charity must be registered with and approved by the Charity Commission for England and Wales.

What is a Governing Body?

A charity must have a group
of people responsible for 'governance'.
This is their **governing body**.

Organisations use a variety of names for this group. The
governing body can also be called: a committee, council, board
of trustees.

They all have the same function to make sure that the rules are
not broken; the charity is managed properly, is financially sound
and are delivering the charities aims and objectives.

Trustees under 18
The directors of a **charitable company** are its charity trustees. Under company law (since October 2008), the **minimum age for directors is 16.**

The trustees of a **trust** or of an **unincorporated association** are in a different position because under trust law the **minimum age for trustees is 18**.

What do Trustees do?

- Trustees are responsible for controlling the management and administration of the charity.
- They work together as a team, drawing on the different experiences and specialism's of individual Trustees to benefit the organisation.
- They give their time and commitment to the cause/organisation

Slide 9

Why would you want to become involved?

- You get the opportunity to learn about different and exciting projects
- You may get offered the opportunity to take part in activities that you may not otherwise get
- You get the chance to meet new people
- You'll get the chance to learn new skills and put the ones that you already have to good use
- You get to make the decisions that effect what the organisation does
- It can help you get a job, the skills and knowledge that you have can help you stand out.

True or False

You must be over 18 to become a Trustee (T&F)
No-one under the age of 18 can be the Director of a charitable trust or an unincorporated association. **However** a person aged 16 and above can be a director of a charitable company (the directors are also the charity's trustees). Main concern will be whether the individual understands and is able to accept the responsibilities associated. In some cases, parents may have to agree for under 16s, due to liability issues.
Need also to check the restrictions in the organisation's governing document and any restrictions in relevant insurance policies.

You cannot be a Trustee if you are also a beneficiary or user of the charity's services (F)
As a service user, you can bring a lot of benefits and new perspectives to the Board. However, the Board must carefully consider how to balance this benefit against the potential for conflicts of interest. For example, you may be required to leave the meeting for certain discussions.
There are other positive ways of involving service users in governance (e.g. as an advisory group), where full Board membership is not appropriate.

See the DIY Guide for more info on the conflicts of interest issue http://www.diycommitteeguide.org/code/principle/conflicts-of-interest. For more in depth discussion, you can use the exercise *'Understanding and Managing Conflicts of Interest'* (p. 18). The quiz and the answers to the quiz are available in Section 4 of the manual (Handout 3).

If you don't agree with a decision you are not responsible for the outcome of the decision (F)

The Board has a joint responsibility for the actions of the charity – even if you don't agree personally, once an action has been agreed by the Board you are responsible for the outcome of any decision made.

You can get reimbursement for out of pocket expenditure **(T)**
Trustees are required to be volunteers to ensure that they act solely in the best interests of the charity and not for personal gain. However, they can and should be reimbursed for expenses. See the DIY Guide for more info on this issue
http://www.diycommitteeguide.org/download/trustee-expenses-and-payments-charity-commission

You have to pay back any money that the charity loses **(possibly TRUE)**
This is possible and emphasises the importance of being an active Trustee who protects the charity's interests and finances. There are two cases where all Trustees may be asked to cover financial losses:
1. If you have been neglectful (negligent) of your duties (e.g. not conducting fire safety checks and then the building catches fire)
2. If the legal structure of the charity doesn't limit your liability (Trustees of a limited company are protected, but Trustees of an unincorporated Association are not). However, this is much less common if the Trustees have taken due care.
It is advisable that if you are unsure of anything you ask a lot of question so that you feel confident and comfortable before making a decision.

Anyone interested can be a Trustee **(F)**
You cannot be a trustee if:
You are disqualified from being a company director
You have a criminal conviction involving dishonesty or deception, unless the conviction is spent
You have committed an offence against a child you are prevented from serving as a Trustee on a children's charity
You are deemed unable to manage your own affairs
You are declared bankrupt
You have been removed from Trusteeship of a Charity for misconduct or mismanagement.

Slide 11

What makes a good Board?

According to NI Experts in Charity Governance and the revised Code of Good Governance, there are 5 principles and key elements of good governance for the boards of voluntary and community organisations.

Principle 1 - Roles and responsibilities
Principle 2 - Working together
Principle 3 - Delivery of organisational purpose
Principle 4 - Exercising control
Principle 5 - being open and accountable

The principles of **leadership** and **effectiveness** from the original Code have been included as integral elements of each principle rather than as separate principles.

According to NI Experts in Charity Governance and the revised Code of Good Governance, these are the 5 principles and key elements of good governance for the boards of voluntary and community organisations

We're going to look at some of these areas through more practical activities to give you a sense of what it means to carry out these roles

Leadership is one of the key roles of any management committee / board. Every voluntary and community group should be led and controlled by a board which ensures delivery of its objectives, sets its direction and upholds its values.

- Monitoring activities of the organisation to ensure they are keeping with the founding principles, objects and values – the board are responsible for making sure the group continues to do what it was formed to do
- They set the strategic direction, by this we mean that the board is responsible for planning what the organisation is going to do in the future and the steps that need to be taken to get there
- Ensure effective management of the organisation and its activities – the board are responsible for making sure that there is enough money, staff, volunteers and resources to make their plans happen

EXERCISE– Understanding founding principles, objectives and values

What organisation are you here representing?

If you are involved in an organisation – you must know why the charity exists?

In order to achieve its work the charity will need to have a vision of its goals and long term aims, which are shared by everyone to ensure everyone is committed to working towards the common goal

What is the vision of your organisation?

As well as a vision an organisation must also have a mission statement which sets out what the organisation is trying to achieve and how it will achieve the vision. Everyone involved in the organisation will be responsible for delivering the mission statement and will play a role in achieving the organisations goals. This will include

the organisations reason for existing, cover the range of the organisations work and show the direction of the organisation.

Does anyone want to share their organisation's mission? Were you involved in coming up with the mission statement – do you agree with it?

The mission statement of my organisation is: To increase recognition for volunteering, enable community engagement and maximise the impact of civic involvement

Your organisation will have aims which give details on how the mission will be achieved. This shapes the direction of the organisation's work and any projects that the organisation becomes involved with should help achieve your vision.

Does anyone want to share their organisation's aims?

Volunteer Now's are:
To demonstrate the benefits and impact of volunteering, foster civic engagement and increase voluntary participation.
To increase access to volunteering opportunities, enhance the volunteers experience and the volunteers contribution to organisations and the community.

Exercise – Setting Goals
- Exercise – for this you will need two bins or buckets and scraps of paper and a packet of sweets as a prize –
- Split the participants into two teams
- Place the bin for each team on a chair some distance away from a line or a marker on the floor
- Ensure that the bin is far enough away so that teams will not be able to achieve their goals
- Teams are required to make balls out of paper and get 20 balls into the bin within 60 seconds and every team member must participate
- After 60 seconds explain to the teams that they can choose to change the goal posts and move the bin wherever they would like but they still have 60 seconds to complete the challenge of getting 20 balls into the bin
- After 1 minute get the group to count their balls and the winner gets a prize.
- Goals need to be motivating, but if they're too far away or too easy then its easy to become demotivated or lose interest, it's also important that everyone has a role to play

Boards are responsible for setting or reviewing the strategic goals (often called strategic planning). They also work with staff to agree operational goals (shorter-term targets which will help achieve the strategic goals).

Exercise - Understanding and Managing Conflicts of Interest

This activity helps your group to understand about the different types of conflicts of interest that might arise within your group and how to manage them.

Step 1 – *What is a conflict of interest?*
Work in pairs or small groups to complete the 'Conflicts of Interest' quiz. The quiz and the answers to the quiz are available in Section 4 of the manual (Handout 3).

It describes a number of common situations that trustees and charity boards face and asks whether each situation is:
1. Fine – it is acceptable to do this
2. A potential conflict of interest
3. Only allowed with permission

When you have completed the quiz, check through the answers, discuss them and make sure you're clear on the reasons for them.

Step 2 – *How do you manage conflicts of interest?*
This explains that the key steps regarding conflicts of interest are to;
1. Identify the conflict of interest
2. Manage the conflict of interest
3. Record how the conflict of interest was managed as well as the decision made

Step 3 – *Creating your own register of interests*
At the beginning of a Board meeting, ask everyone in the group to think about the examples that have already been discussed and ask them to identify any conflicts of interests that they have – write them on a post it note with their name on and stick it on a wall.

Leave the post it notes during the meeting so people can add more they may remember. It also provides a chance for everyone to see them and perhaps prompt others if necessary.

At the end of the meeting, ask someone to take the post it notes and write a register of interests. The new register should be available for future meetings.

Slide 13

Meeting your responsibilities

- Comply with relevant laws, e.g.
  - Charity law
  - Health & safety
  - Company law
  - Child protection legislation
- Make sure you have good internal policies and procedures
- Respect equality and diversity
- Protect the organisation's assets and property
- Review and manage risk
- Apply good practice in staff and volunteer recruitment and management

The Board are equally responsible in law for their actions and decisions. They are collectively responsible and accountable for ensuring that the organisation is performing well, has enough money to carry out its work and complies with all its legal obligations

This can only be done if all members play an active role in all areas. Just because you have a Treasurer doesn't mean you can leave all the financial monitoring to him – everyone shares the responsibility.

Legal responsibilities don't need to be intimidating. The key thing is to know when to ask for more information – there are plenty of resources around and other Board members will be happy to help. We have provided an online resource – www.diycommitteeguide.org – which is great for checking things out and links to information and guidance across the sector.

If you find all this a bit much, remember why your organisation wants to involve more young people in governance. They don't expect you to be the most experienced member in these areas. But they value your fresh thinking, different perspective and new skills – they can't be learnt!

Slide 14

For many Trustees managing money can be a new and challenging task. You will not be alone if you don't understand every spreadsheet or term that is thrown at you! We aren't going to go into a lot of detail here, just demystify some of the terms you will come across.

As a member of the Board you are responsible for protecting the organisation's property and assets. That means planning, keeping track of finances and reporting on spending.

This will include:
Planning spending – you are responsible for working on or approving expenditure for specific activities.

Budgeting will show you the amount of funds needed and where you can receive it from. Where do you currently get funding from?
Fundraising? Grants? Donations?

You are accountable to your funders so you have to know not only where money comes from but where it has been spent – funders like to know that you have spent their money wisely and the organisation will need to formally report and demonstrate that it is achieving this.

Your organisation will also have to have its procedures and expenditure audited to ensure that your financial management systems are accurate to enable the organisation to accurately forecast and record income and expenditure.

Most organisations have two streams of funding – restricted and unrestricted and in their annual report they must declare how much they have received and spent in each category

Restricted income can only be spent on specified items and activities and nearly always comes from a grant. Usually a funder will expect you to report back how the money has been spent. On what an what the outcome has been and how it relates to the objectives of your organisation.

If your organisation has access to unrestricted income you are able to spend the money on whatever is deemed to be most useful for the organisation.

The Income statement or Statement of Financial affairs provides information in relation to income – all the money that is coming into the organisation and expenditure – all the money being spent by the organisation over a set period of time.

Example of income may be grants, selling resources, fees and expenditure could be salaries, rent and expenses

This shows the incoming and outgoing money over a month or sometimes a quarter, shows how changes in the balance sheets and income accounts affect the amount of available cash the organisation has at that point in time. It enables the management and board to prioritise financial decisions.

The Balance sheet shows the value of the organisation by demonstrating its assets. – that is how much the company is worth in terms of bank balance and the value of any equipment it may own and liabilities – that is how much the organisation has to pay out, for example staff wages, rent, loans etc

Slide 15

Board Effectiveness

- Clear roles
- Well-organised (especially for meetings)
- Get information and advice when required
- Diverse skills and experience
- Provide training, development and support
- Proper arrangements for managing staff and volunteers

What makes a management committee/Board effective?
- Clear roles – role descriptions for all trustees; understand role and responsibilities of officers
- Well-organised – well-run and managed meetings are key to an effective board
- Get information and advice when required – know when to ask questions and when to seek expert help
- Diverse skills and experience – remember your perspective may be different from that of other Board members, but that's an asset to the organisation!
- Provide training, development and support – this ensures all members are able to contribute in an informed way
- Proper arrangements for managing staff and volunteers – systems and procedures in line with best practice and legal requirements make this responsibility much easier.

We're going to use a couple of practical activities to help you see what this means in practice for a management committee/Board.

Who's who?

- Chairperson
- Vice-Chairperson
- Secretary
- Treasurer

When you join a management committee/Board, it's helpful to have an idea who does what.

Note:
Depending on the group's knowledge and time, you could run the exercise first and then fill in the detail after.

Here's some roles you may come across:

Chairperson - The chairperson has a number of roles:
- Provides leadership and direction in developing long term plans for the future of the organisation
- Supports other Board members to carry out their role effectively
- responsible for running the meetings, approving the agenda, ensuring good decision making
- making sure the chief executive and members of staff deliver on the decisions made.

Vice Chair Person – supports the chair and deputises in their absence

Secretary – The secretary keeps the group's paperwork in order:
- ensuring members know when and where meetings are going to be held
- notes apologies and keeps minutes (a written record) of meetings and records decisions
- organises venues for meetings
- keeps a list of members.

Treasurer – the treasurer is responsible for managing and reporting on the organisation's finances
- keeps a record of income and expenditure

- signs cheques
- liaises with the bank
- lets other members know how much the group has
- finds out information about funding opportunities

Exercise – word matching (page 17 session 2)

This activity will give you an opportunity to get a better idea of what roles are carried out>

Divide into 2 or 3 groups (depending on numbers)

Distribute cards, flipchart paper and blu-tac to each group.

Ask the group to use the paper horizontally and write the words Chair, Secretary and Treasurer

Your task is to read each card and decide if the task is best suited under the role of chairperson, treasurer or secretary. If you're not sure discuss and see if you can come to an agreement.

Ask one group to give feedback and ask the others if they have anything to add or if they came to any different conclusions?

If different point out that each organisation and Board is different and its up to them to decide how to best work among themselves.
Also point out that it is good practice for everyone (both officers and other Trustees) to have a written role description suitable for that organisation.

Before the meeting an agenda will be organised which will state the date, time and place of the meeting (ask the group who is responsible for this?) You will also receive minutes from the last meeting so that their accuracy can be agreed, matters arising; financial information (who does this?) which will include details of expenditure and forecasts of projected expenditure against project budgets and any other business not covered by the agenda.

The chair is responsible for putting the agenda together and to find out from members of the board what needs to be discussed at the next meeting.

During the meeting the chair will introduce the agenda items, ensure that everyone is included and summarise decisions reached. It is ok to disagree with a point that someone has made but be sure to keep it professional – don't interrupt or attach the person, calmly illustrate why you don't believe their suggestion is the best course of action.

Make sure you keep to the agenda and don't start talking about things that have already been discussed or agreed. It may be helpful for you to take notes so that you can report back to other groups or colleagues before the next minutes are distributed.

Minutes are a legal requirement for a registered organisation, they are a record of decisions taken and a reminder of what was discussed and any actions that are to be followed up.

After the meeting but before the next meeting you will receive a copy of the minutes, take time to check them for accuracy and to see if there are any actions that you have agreed to do.

Slide 18

Being part of the Board means that you have to make the decisions concerning the organisation. This involves listening to the perspectives of:

- Other Board members – you are part of a team and will be jointly responsible for all actions and decisions made
- Those who will be affected by the decisions the Board makes.

Listening is a skill – you have to hear and select the information that you need, decide how you feel about it and what your response will be – all in a matter of seconds.

Ask for 3 volunteers – volunteers have to do the following
Volunteer 1 – invite others to a party
Volunteer 2 – don't show any interest, you are not allowed to speak only use expressions or movement to show that you are not interested)
Volunteer 3 – Only talk about yourself no matter what volunteer 1 talks about.

(introduce the role play and ask the first volunteer to start the conversation)

Ask volunteer 1 if they felt listened to? how did you feel when you weren't listened to?

How could the other 2 have shown interest (make eye contact, listen and show interest by nodding, not interrupting, asking questions etc)

Explain to the group what they were asked to do

Hear the Message

Hearing is the beginning of the listening process – but we also use non verbal methods to interpret what is going on. We can further understand from people tone of voice or body language what they mean. Be careful though! We sometimes hear what we want to hear and if things don't interest us or we don't agree with what is being said we can switch of, it is an active choice to listen.

To hear the message someone is trying to communicate we must pay attention and work out what is important

Interpret the message

No two people see things the same way! It is exactly the same when it comes to listening the speaker and the listener both need to be aware of what is being said and how it is being interpreted. Remember people don't always mean what they say – if you're not sure you completely understand what is being said don't be afraid to ask for clarification. And don't be afraid to ask the speaker to repeat themselves and ask for confirmation that you have interpreted what they have said correctly.

Evaluate the Message

It is essential that you have all the information before making a decision. We are all guilty of jumping to conclusions based on our personal experiences of the speaker or based on incomplete information. Take a bit of time and reflect on what has been said before reaching your decision.

Respond to the message

Always give the speaker feedback on what they have said, this lets the speaker know that you have heard and understood and allows them to reiterate any points that you may not have understood or realised the significance of,

To develop and improve your listening skills you can:

Use non verbal body language, nodding or smiling shows the speaker that you are paying an interest in what they are saying
Take notes, that shows the speaker that you are reacting to what they are saying
Ask questions and give feedback, this helps you concentrate on what is being said

Most of us don't like having to talk in front of a group. If you dread it, don't think you're alone! Hopefully the following tips will help you overcome your nerves.

People aren't just listening to you, they're looking at you too, your body language plays an important part so here are some tips to make the most of it!

- Talk slowly and clearly
- Emphasise key words
- Use your hands to emphasise what you are saying and to express points that you are trying to make
- Make eye contact.
-

There are some things that you should avoid too: Don't wave your arms about too much, if you're standing don't pace up and down and try not to make funny facial expressions

Before you speak think about what you are going to say and who you are speaking to – if you have to make a presentation or a long speech divide it into three sections

The beginning – tell people what you are going to talk about

The middle – talk about the subject

The end – sum up what you have just said

It can be nerve wrecking having to speak out to the group particularly if they are all older than you , it really will help to be prepared beforehand, read all the papers sent to you and if it helps make notes or underline key points.

- Think about how you want people to see you? Make sure the message you're sending our reflects this
- Make eye contact will make you appear more confident, make sure you look around at everyone
- Most meetings normally last between 1.5 and 2 hours and there usually is a lot to get covered, so sometimes items may be left off the agenda or not as much time dedicated to an item as you would like!
- I know our facial expressions are natural so this is difficult to control
- Don't speak too quickly, or too loudly as you may sound aggressive and don't speak too quickly either as this may make you appear unsure of yourself

Slide 22

Negotiation Skills

Photo credits: www.lumaxart.com

It's easy to think of negotiation as something very sophisticated and high powered but its not really its something most of us do every day. Negotiation is simply reaching agreement with someone else and finding a solution that everyone can to some degree be happy with.

How many of you have been involved in a negotiation recently?

It can be about something simple, like whose turn it is to wash the dishes or maybe getting to stay out later but even when it comes to negotiating a hostage release the basic principles are the same

In pairs very quickly come up with examples of negotiations that you have been involved in
- What was the situation
- What tactics did you use
- What was the outcome

Take feedback
We all use a lot of tactics to get what we want

It is easy for Management Committees/Boards to become focused on themselves, the organisation and their responsibilities.

The Management Committee or Board should be open, responsive and accountable to all its stakeholders – that means its members, users, beneficiaries, partners, funders and anyone with an interest in your work.

As new members, possibly with experience as a service user or beneficiary, you can help improve the openness of your Management Committee/Board.

How could you do this? *(Depending on group and time, you can ask for ideas or just state)*
Communicate with your stakeholders by:
- producing and distributing your Annual Report
- consulting with them about any changes the organisation thinks should be made
- making sure you involve people in the issues that matter to them

EXERCISE (Handout 6)
We are going to do a short exercise on accountability. Divide the group into 3 –
What I would like you to do is read the scenarios and discuss

Who you think this group is accountable/responsible to and why

EXERCISE: In groups of 2-3 Draw the perfect trustee –
What qualities does she / he have? Why did you decide this?

What are the characteristics of a good trustee?

- Committed to the organisation
- Good listening skills
- Contributes to future planning
- Team Player
- Makes time for the organisation
- Aware of liabilities
- Promotes the organisation

AIM: To provide an overview of the role and responsibilities of boards/management committees, in order to equip you with sufficient knowledge and understanding to play an active role in charity governance .

OBJECTIVES:
By the end of this session, with reference to handouts, you will be able to:

• Describe the role played by members of management committees/Boards

• Identify the seven features of good governance in the Code of Good Governance

• Describe how the management committee/Board provides good leadership

• Explain the purpose and format of meetings

• Identify the range of communication skills that support good governance

• Understand common terms used in managing charity finances

• Identify the characteristics that make a good management committee/Board member

Handout 1: Why Involve Young People Discussion Cards

To help plan new or existing services for young people

To enable young people to grow in confidence and develop new skills

To make young people feel valued

To give young people a sense of ownership

To cut costs by using young people as volunteers

To support young people through the challenges of their lives

To enable young people to get a qualification

As a stepping stone for future careers for young people

Because it is a trendy thing to do

Because young people have asked to be consulted or involved

Because no one listens to young people

To find out what young people think and feel

To give young people a voice and a say

Because funders have told organisations to do it

Because young people understand their peers better than adults

Because young people have more credibility with other young people than adults

Because young people will not listen to adults but they may listen to their peers

To break down barriers between young people and adults

Because young people are easier to get on with than adults

Because young people would do a better job than adults

To bring new energy to the group

To increase charity's networking

Handout 2: Young People as Trustees Cards[5]

Case study 1.

20 year-old Chris is a part-time student studying Automotive Engineering Design; he also works part time selling spares for classic cars. Chris is a trustee for a local Scout group.

Chris's local group works with children and young people aged between 6 and 25. As well as his trustee role, Chris also gets directly involved in running 1.5-2hr sessions one night a week for Cubs aged 8 to 11.

When it comes to his trustee role, Chris has found that age has been on his side, having been a Scout much more recently and understanding the minds of young people better than older people in the charity, As one of the younger leaders in his group, he finds he brings a different perspective from that of some of the older trustees. He cites the need for patience and determination in his role and he finds that fitting his scouting commitments into his busy schedule does not cause him too much of a problem. Chris has also found that his wide-ranging involvement has benefited him personally.

'It's given me a position of responsibility which makes me feel more grown up. Dare I say, it gives me a brief insight into the potential 'joys' of parenthood! It's a boost to give something back. No matter how rubbish my day has been, they always seem to cheer me up! I'm not sure how much of an effect it has, but I think it helps my CV a bit.'

[5] *A Breath of Fresh Air: Young people as charity trustees.* (Charity Commission, 2010).

Case study 2.
'Definitely do it, but find your feet first...'

Gurpreet Kaur Cheema is 24 years' old and works full time as an analytical chemist. In her spare time, she is also a trustee of a charity that serves the local community, both young and old.

Gurpreet's charity provides study support for younger people, evening youth clubs, and, during the summer holidays, a play-scheme for children. To help improve the employment prospects of adults, the charity also offers a wide range of courses, provides help with interview skills and CV-building, as well as providing help with job search itself.

Attention to detail, problem-solving skills, and working on her own initiative, are just some of the key skills that Gurpreet says she has been able to bring from her day-job to her trustee role.

Gurpeet's advice to would-be young trustees is:

'Definitely do it, but find your feet first. Take your time to find out how your charity works, asking questions about how they apply for funding and so forth. Never be scared to ask questions, even if they seem silly: they could be extremely vital.'

Having the chance to solve problems, to introduce new ideas and to have a say in how the centre is run all feature highly on Gurpreet's list of enjoyable activities during her time as a young trustee. In turn, the role has also helped to increase her confidence and leadership skills.

Handout 3: Understanding and Managing Conflicts of Interest Quiz

Quiz: Understanding Conflicts of Interest

Consider each situation and decide whether it is:
fine – it is acceptable to do this
a potential conflict of interest
only allowed with permission (for example, permission given by your governing document or by the Charity Commission)

	Situation	Fine	Potential conflict of interest	Only allowed with permission
A	A solicitor who is a trustee is paid for providing legal advice to the charity.			
B	A trustee is paid the costs of nursery fees for childcare for her toddler while she attends the daytime Board meeting.			
C	A trustee is paid a small fee for attending Board meetings as they have to leave work early to attend.			
D	A trustee of a faith charity is also a trustee of a conservation charity.			
E	The charity has received funding and advertises their first paid post for a part-time Co-ordinator, and one of the trustees resigns and applies for the job.			
F	A trustee of a community centre is employed at the Council for Voluntary Service in the town.			
G	The Chair has established a mentoring relationship with the Chair of a bigger charity and is paid the train fare for first meeting.			
H	A disability charity offers a small independent living grant for individuals with disabilities, and the daughter of one of the charities trustees applies.			

	Situation	Fine	Potential conflict of interest	Only allowed with permission
I	The charity employs the spouse/ partner of a trustee as an administrator (or cleaner) for the charity.			
J	An older person who is the trustee foe a luncheon club that they attend is involved in making a decision about the future fees that they charge.			
K	A pre-school charity offers a free nursery place to the charity trustees.			
L	A Friends of the local park group has a councillor as one of their trustees as they find it helpful to know what is happening in local authority.			
M	A trustee is paid for storing charity property and paperwork at their house.			
N	The Director of a social enterprise (not a charity) that needs work done on its premises is also a director of a building firm.			

Quiz: Understanding Conflicts of Interest – Answers

	Situation	Fine	Potential conflict of interest or loyalty	Only allowed with permission	Guidance from the Charity Commission
A	A solicitor who is a trustee is paid for providing legal advice to the charity.			x	This is a financial benefit for the trustee and any such payment will need to be authorised by a clause in the governing document, or the Charity Commission or by law
B	A trustee is paid the costs of nursery fees for childcare for her toddler while she attends the daytime Board meeting.	x			Any reasonable costs that allow the trustee to carry out their duties are allowed expenses including childcare costs.
C	A trustee is paid a small fee for attending Board meetings as they have to leave work early to attend.			x	This is a financial benefit for the trustee and any such payment will need to be authorised by clause in governing document, or Charity Commission.
D	A trustee of a faith charity is also a trustee of a conservation charity.		x		This may be a conflict of loyalty **The other trustee position should be added to the register of interests.**

	Situation	Fine	Potential conflict of interest or loyalty	Only allowed with permission	Guidance from the Charity Commission
E	The charity has received funding and advertises their first paid post for a part-time Co-ordinator, and one of the trustees resigns and applies for the job.			x	This is seen as a financial benefit for the trustee. The conflict of interest is not overcome by the trustee's resignation. However if the trustee had no significant involvement in creation of post or the recruitment process, AND if they resigned in advance of the open recruitment for it then it is acceptable.
F	A trustee of a community centre is employed at the Council for Voluntary Service in the town.		x		This may be a conflict of loyalty. **Their employment should be added to the register of interests.**
G	The Chair has established a mentoring relationship with the Chair of a bigger charity and is paid the train fare for first meeting.	x			Any reasonable costs that allow the trustee to carry out their duties are allowed expenses including travel costs for charity business.
H	A disability charity offers a small independent living grant for individuals with disabilities, and the daughter of one of the charity's trustees applies.		x		This is a conflict of loyalty or may be a conflict of interest if the trustee supports the daughter financially **That her daughter uses the charities services should be added to the register of interests. This is a direct interest and the trustee should be asked to leave the room while a decision is made.**

	Situation	Fine	Potential conflict of interest or loyalty	Only allowed with permission	Guidance from the Charity Commission
I	The charity employs the spouse/ partner of a trustee as an administrator (or cleaner) for the charity.			x	This is seen as indirect financial benefit for the trustee. This is because they are involved in appointing or paying their spouse/partner to the post and the payment contributes to their joint income.
J	An older person who is the trustee of a luncheon club that they attend is involved in making a decision about the future fees that they charge.		x		This is a conflict of interest as the decision indirectly affects the trustee. **That they are a user of the charity should be added to the register of interests. This is an indirect interest as it is a general policy decision that affects all users. The declaration of interest should be noted in the minutes but the trustee can participate in discussion and decision.**
K	A pre-school charity offers a free nursery place to one of the charity trustees.			x	This is a financial benefit for the trustee and any such payment will need to be authorised by clause in governing document, or Charity Commission.
L	A Friends of the local park group has a councillor as one of their trustees as they find it helpful to know what is happening in local authority.		x		This is a conflict of loyalty. **Their political role as local councillor should be added to the register of interests.**

	Situation	Fine	Potential conflict of interest or loyalty	Only allowed with permission	Guidance from the Charity Commission
M	A trustee is paid for storing charity property and paperwork at their house.			x	This is a financial benefit for the trustee and any such payment will need to be authorised by clause in governing document, or Charity Commission.
N	The Director of a social enterprise (not a charity) that needs work done on its premises is also a director of the building firm tendering for the work		x		This is a conflict of interest. **Their other director position should be added to the register of interests.** **The director should declare an interest in this issue. However as a social enterprise they can make payments to directors, within their own financial procedures. It is acceptable for the director to be involved to inform the discussion but not the final decision. All this should be appropriately recorded in the minutes.**

Encourages everyone to take part and participate at meetings

Checks that individual members have done anything they said they would do

Lets Management Committee members know when and where meetings or activities will be

Organises a venue for the group

Chairs meetings

Speaks at an event on behalf of the group

Signs cheques if the group has set up a bank account

Prepares an agenda for meetings. This is a list of what the committee needs to discuss

Keeps the list of members up to date

Writes down who says they can't attend a meeting or activity

Reads out any letters that have been sent to the group

Writes down the decisions that have been made at the meeting

Keeps track and writes down any money going out from the group

Lets everyone know how much money the group has in its bank account

Finds out if fundraising activities are legal and gets any paperwork needed

Handout 5: Negotiation Skills Exercise

Exercise:

The group is split into two groups. 10 minutes is given to each group to prepare their case and they are given a scenario each.

Ask the group to identify a lead negotiator and once the 10 minutes are up the negotiations should begin. Once complete encourage all members to give their views. Was it a 'win win' outcome? Did the negotiator stick to the groups' agreement? Do all members feel happy with the decision? What could have been done better?

You are the members of the youth dance group and you are holding a performance in the town hall next Saturday. You turn up for your rehearsal at 10.30am to find that the members of the Community Association are setting up the hall for their Community Fair this evening. It seems the hall has been double booked but the person responsible can't be contacted to resolve the issue.

There is a smaller room out the back that you could use but you would really like to use the big stage as you've only a week to the big performance.

Try to negotiate a solution with the Community Association

You are the members of the village community association. Your community fair which you have been planning for months is being held today and starts at 3pm. You are busy with preparations when the youth dance group turn up and they've booked the hall for a rehearsal too.

There is a smaller room at the back which you could use but the community fair would be too cramped in there.

Try and negotiate a solution with the dance group.

Handout 6: Openness Exercise

Exercise:

Divide the group into three and give each group a scenario. Once read and discussed encourage group discussion. By the end of the discussions Volunteer Now hopes that the young people will have a better understanding of stakeholders, their roles and responsibilities towards them.

Scenario 1:

You are part of the youth forum and have been given a start up grant of £2000 from the local council. You can use the money for running activities in your group.

The letter also says that you have to send the council receipts and a description of how your group has used the money. You must send this within 3 months.

- Who is this group accountable to and why?
- What would happen if you weren't able to provide receipts of show evidence of how you've spent the money?

Scenario 2

Your youth forum has asked the local community association about computer training.

The community association are happy to provide their training room and their computers free of charge, but the forum will have to raise £200 to pay the tutor.

You agree and decide to hold a raffle. A hotel donates a weekend getaway package. The group will sell tickets until they have raised £200 and will then hold the draw.

- Who is the group accountable to and why?
- What are the issues associated with this?

Scenario 3:

Your youth forum is open to all young people in the area. You presently have 15 members and everyone willingly volunteers their time.

Some organise fundraising events, others organise activities that are held on Friday evenings and others write articles for the weekly community news section of the local paper to promote what you're doing.

- Who is the group accountable to and why?
- What are the issues associated with this?

Handout 7: Feedback

What went well?	How would you make it even better?
What didn't go well?	How would you make it better?

Additional Support Information

Volunteer Now

Did you know that there are over 27,000 volunteers are involved in management committees in Northern Ireland. Committee members play a vital role in overseeing an organisation's work by ensuring the proper procedures and policies are in place to manage a charity effectively.

The DIY Committee guide http://www.diycommitteeguide.org/ provides an online resource for management committees in Northern Ireland. It follows the structure of the Code of Good Governance http://www.diycommitteeguide.org/code/principle/introducing-code which is intended to help and support management committees, executive committees, board of directors/ trustees or any other type of governing body in the voluntary and community sector.

A governance healthcheck http://www.diycommitteeguide.org/resource/governance-health-check is available to download which is a self assessment tool designed to assist organisations to benchmark their current practices, plan for improvements and demonstrate a commitment to quality.

In recognition and support of the crucial role management committee's play, Volunteer Now has developed an information sheet exploring the roles and responsibilities of Management Committees. Those of individual committee members and officer bearer roles. It also highlights key areas for volunteers to be aware of when taking up a Management Committee role so that they can be informed and effective.

Download a copy of the information sheet http://www.volunteernow.co.uk/fs/doc/publications/volunteer-management-committee-members-info-sheet-final.pdf

The Charity Commission NI

The Charity Commission for Northern Ireland (CCNI) is the new independent regulator of charities in Northern Ireland.

We are responsible for ensuring Northern Ireland has a dynamic and well governed charities sector, in which the public can have confidence.

For more information visit: http://www.charitycommissionni.org.uk

NICVA

NICVA, the Northern Ireland Council for Voluntary Action, is a membership and representative umbrella body for the voluntary and community sector in Northern Ireland. Its membership reflects the make-up of the sector in terms of both thematic (issue based) and geographical representation. NICVA offers a range of services including advice (governance and charity advice, HR), fundraising, research, policy, training and resources).

Our Governance and Charity Advice Service offers information and practical help about good governance for charities on a wide range of topics.

http://www.nicva.org/content/governance-and-charity-advice

National Children's Bureau (NCB)

NCB is the leading national charity supporting children, young people, their families and those who work with them.

NCB hosts many single-issue or single client groups, networks, fora, councils and partnership programmes, and provides essential information on policy, research and best practice for the whole sector.

NCB reach, support and inform those working with and on behalf of children, young people and their families and carers, but also through our young member's scheme, Young NCB, children and young people themselves.

For further information on NCB visit http://www.ncb.org.uk

Participation Works

Participation Works is a partnership of seven national children and young people's agencies that enable organisations to effectively involve children and young people in the development, delivery and evaluation of services that affect their lives. NCB (office in Belfast) is part of this network.

For further information on participation works visit:
http://www.participationworks.org.uk/topics/governance

Additional Networks

Further information on the involvement of young people in community and voluntary sector can be found within other youth focussed organisations such as the NI Youth Forum (www.niyf.org) and Youth Action (www.youthaction.org). The Education Authority in NI (www.eani.org.uk) also provide valuable links and resources to the

youth involving sector in Northern Ireland along with the Department of Education (www.education-ni.gov.uk).

Young Charities Trustees (YCT) exists to encourage more young people to be Trustees and to support those who have already taken on Trusteeship. They have a great website with lots of useful information. Visit: http://alexswallow.com/social-good/young-charity-trustees

Opportunities

There are also plenty of opportunities for individuals to join Boards of other organisations many of which can be found on our website: www.volunteernow.co,uk but other public body sites include (to name only a few!):

Public Appointments NI: https://www.executiveoffice-ni.gov.uk/articles/public-appointments
Public Appointments UK: http://publicappointments.cabinetoffice.gov.uk/
School Governors NI: https://www.education-ni.gov.uk/publications/guide-governor-roles-and-responsibilities

This manual was revised and updated with the support of the
Education Authority for Northern Ireland (EANI)