

# **SADTU**

## **Organisation Building Workshop Report**

**held on 17th November 1995**

**Summary Report on SADTU Organisation Building Workshop held on Friday 17 November - Bellville College of Education:**

There were approximately 40 participants representing the leadership of most SADTU branches in the Region.

As per the programme, the purpose of the workshop was " to develop an organising and recruitment strategy with the aim of building capacity and to resuscitate union structures..."

As with most strategy and organisational building attempts it is often difficult to ascertain what the organisational problems are which are within members/workshop participants own capabilities of solving. From the outset it is important to ensure the distinction between real organisational problems and perceived ones. Failure to ensure this would cause that the participants and the regional leadership could be found wanting, "barking up the wrong tree".

It is for this reason that the opening exercise of the workshop was extremely usefull in ensuring an organisational assessment and isolating key problems.

Participants were divided into five groups, A - E. Their task was to identify which animal most aptly represented SADTU, nationally and especially regionally. The groups were required to debate and reach consensus on the choice of animal and motivate fully. Participants tackled the task with enthusiasm, were very creative and seemed to enjoy the exercise. Groups were then to report back to a plenary session in the form of a drawing of their animals and a list of points motivating their choice. The idea was that the plenary session would debate the choices and try to reach consensus on the most representative animal.

The following emerged from groups during the plenary session:

Group A. (Chose hybrid of Wolf, Lion and Hyena)

- SADTU does not have a strong image presently.
- Appears to be well-fed, resting and tired.
- Lack of cohesion (waste of time, skills, resources)

- ... therefore different parts of different animals.
- Lack of proper communication.
- Sick animal - constipated.
- Changes its character - Lion.
- No longer vibrant, aggressive, not hunting anymore - instead scavenging.

Group B. (Chose hybrid Camel and Snake)

- SADTU is well-known and represents lots of teachers.
- Branches are not working and legs are therefore shaky in sand.
- Only operate in summer and hibernates in winter ie. snake.
- Everybody is scared of snakes but it has no bite. Footsying with the department and other parties are leading SADTU (little man leading the camel).
- Inaccessibility of leaders. Their workload is too big.
- Alignment with who? Who decides on SADTU's direction.
- Camel is being milked for others gain. Members simply milk SADTU and do not stay involved for long.
- No strategies - big body - no strength.
- No feedback - camel hungry.

Group C. (Chose the Earthworm)

- Moving between two worlds.
- Head has broken off - leaders in parliament.
- Lack of accountability of these leaders.
- Body at the back of the earthworm does not want to move (members).
- Segmented body working in different directions.
- Still faced with problems of old S.A. ie. temporary teachers/retrenchments.
- Is SADTU still a union or a professional teachers body? ... especially in the light of members being recruited from Camps Bay.

Group D. (Chose the Lion)

- Like a lion - SADTU is very big with strong leadership.
- Lion forces its opponents to think when approaching it - reflects authority and respect.
- SADTU reproduces - good in recruiting.
- Hunts in a pack - unity and strength.
- Male tends to lead and steps in when there is a problem.

**Bad Points:**

- Communication gap - leaders and members.
- It is a sleeping lion but aware of what is happening around it.
- Reluctant to move.
- Little input from members on the floor.
- Members need to be co-opted into leadership.
- It is more reactive than pro-active.

**Group E. (Chose the Owl)**

- It has wisdom and intellect.
- Lives and stalks from the tree (top - down approach)
- Has the advantage of functioning at night but has vision only at night and therefore reactive.
- Positions which SADTU adopts does not reflect grassroots members.
- Too many committee structures and information is given selectively to members ie. the owl gets back to rest in the morning which is too late for a mandate.

A short input was then given on Developing an Organisational Strategy (see Appendix B).

This was rounded off with an exercise whereby each participant was required to discuss with a partner to what extent SADTU has been successful in fulfilling its objectives, and why ?

From the plenary discussion the following emerged:  
(Ideas for solutions underlined)

**Serving Members:**

- Members are from different organisational traditions ie. benefits and security vs. Education Policy (Political) - "child first."
- Members have lots of self-interest ie. it has to come from somewhere else.
- Fear of victimisation (authority).
- SADTU does serve members, BUT members are lazy and apathetic. Could be overcome by a good induction programme for new members (and old) in future.

- Problem of person-power and time for union organising and servicing. Could consider more secondments and re-look at staffing.
- Appears to be a problem of leadership accountability/information sharing and communication.
- No recruitment (who is responsible and how?).
- Finance not utilised properly - needs to be re-prioritised.
- Structures, in particular, the Provincial Executive Committee, is not sufficiently addressing members concerns.
- Victories and achievements of the union are not being propagated.
- There appears to be a link between the union's ANC affiliation and its "lame-duck and non-fighting" approach.
- The rank and file is not being taken along in union struggles and campaigns.
- Approach to Collective Bargaining is weak.
- Structures are weak and not functioning with excessive demands on SADTU during this transition to democracy. This could be overcome by proper planning and timeous strategising. SADTU could work towards a very representative annual Collective Bargaining conference which would adopt a wage policy, wage demands and a campaign strategy after preparatory work at site, branch, regional, provincial and national level.

Thereafter another input was given, focussing on the relationship between membership and leadership in affecting any organisational strategy. (Appendix C.)

The other major part of the workshop was spent on the issue of RECRUITMENT, which appears to be vital for the future viability of SADTU in the region. Whilst the overall regional membership does constitute a significant number, 2 points are worth noting:

- the average proportional membership is very low in relation to overall employee numbers.
- that the rival union, CTPA, officially has an almost equal number of members.

The session was introduced by a detailed input on recruitment (Appendix D.)

Thereafter, the same groups who worked together on the animal exercise were required to develop a strategic plan with a clear Programme of Action on RECRUITMENT. Participants were encouraged to draw on union resolutions for recruitment purposes.



Due to time constraints and the need to discuss other union business, only one group reported back. Also the groups were constrained by the fact that they were from different branches and therefore were unable to be very specific in terms of a Programme of Action. The exercise did however serve to acquaint the participants with the method of strategising and planning. Everyone undertook that they would use the guidelines and concretely plan for their own branches.

**Summary and Way Forward:**

The initial exercise (choosing the SADTU animal) which together with the follow-up exercise was very valuable in allowing the participants to identify more clearly their organisational problems in a way which allowed them to start coming up with solutions.

I recommend that this be followed up by a full-day meeting/workshop where the same group in the presence of the regional and provincial leaders, begin to plan more concretely/specifically solutions to the many organisational problems - with time-frames and recording who assumes responsibility for the tasks.

What must be adopted there as standard practice is a system of monitoring organisational work - ie. written reports and items for discussion in meetings. In this regard already two things need to be monitored ie. the organisational tasks which emerge from the follow-up workshop, as well as the branches tasks on RECRUITMENT. SADTU also needs to consider the issue of staffing of the union to ensure consistent and professional servicing of members.

**Workshop facilitated and Report compiled by Martin Jansen.**

**November, 1995**

## BUILDING ORGANISATION

Steps: 1. Why does SADTU exist?

- \* Serve & promote members' interests
- \* Social role player ie. Teachers.



EDUCATION

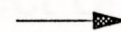
2. How does SADTU fulfill their role?

Generally

- \* NATIONAL union
- \* Members involvement + strength



GROWTH



Recruitment

More specifically:

- \* Taking up members' problems...
  - Grievances / disciplinary
- \* Collective bargaining
- \* Education policy

**Up to now - How successfull?**

# ORGANISATIONAL STRATEGY

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## Membership & Leadership

**Leadership** - to lead / catalyst / direct organisations in such a way that it fulfills the organisational objectives based on principled organisational guidelines:

- \* Democratic members control / involvement
- \* Non - racialism
- \* Non - sexism

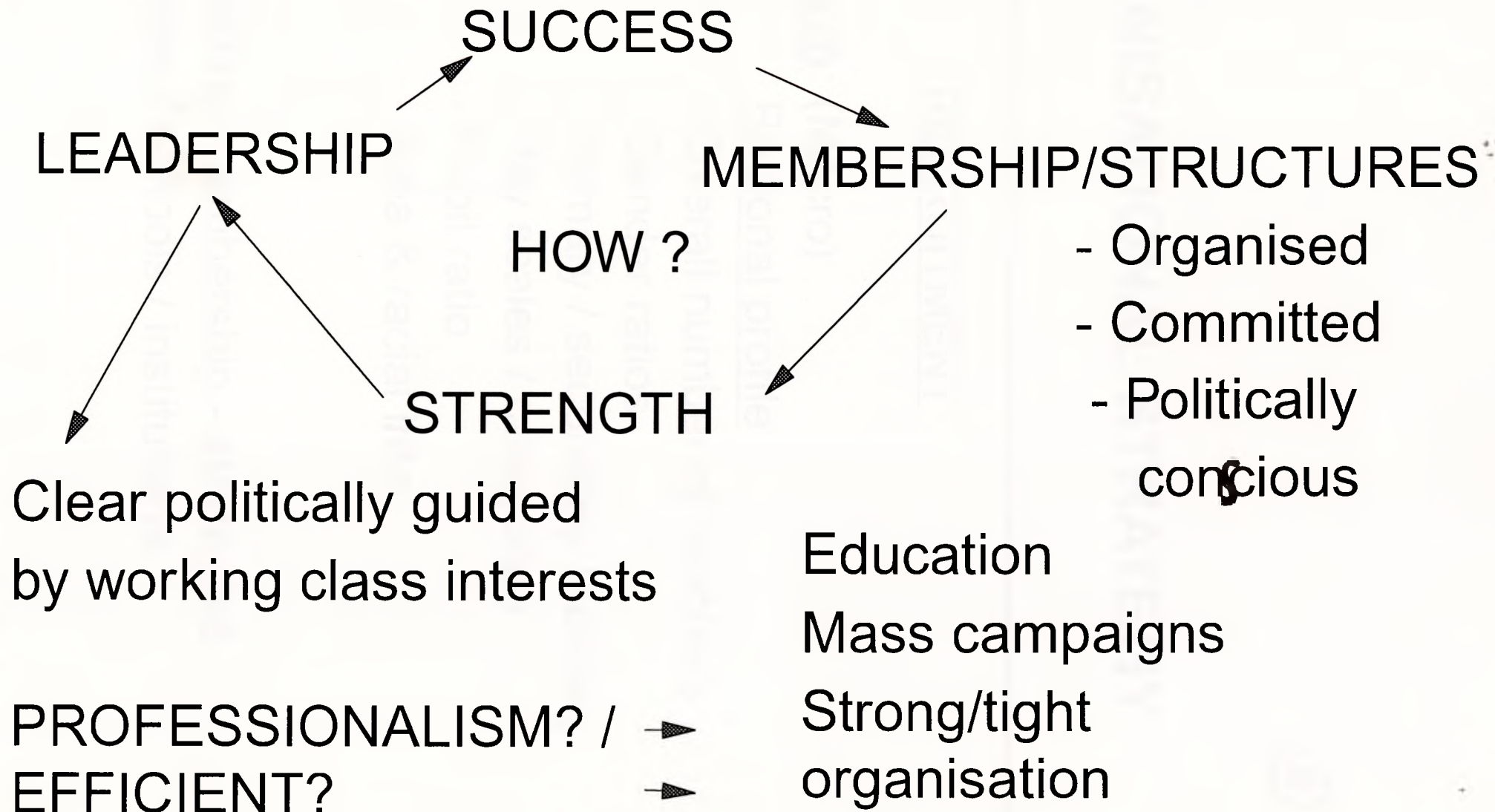
## **Guided by National Resolutions**

### Congress

- \* Educational Issues
- \* Gender equality
- \* Collective Bargaining / negotiations
- \* Organisational Restructuring
- \* International Relations



# ORGANISATIONAL STRATEGY



# ORGANISATIONAL STRATEGY

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## RECRUITMENT

### 1. Research: (Macro)

#### Regional profile:

- Overall number of teachers
- Gender ratios
- Primary / secondary / tertiary
- Pay scales / categories
- Pupil ratio
- Area & racial info

Analyse existing membership - strategise  
Targeting sites / schools / institutions

# ORGANISATIONAL STRATEGY

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## RECRUITMENT

### 2. Ananlysing / researching the site:

- \* Number of teachers
- \* Conditions at school
- \* Gender
- \* Salary rates
- \* Working conditions
- \* How school operates?
- \* Key problems
- \* Structures at school
- \* Personal ties / links with teachers
- Contacts
- \* Political tradition / history of school

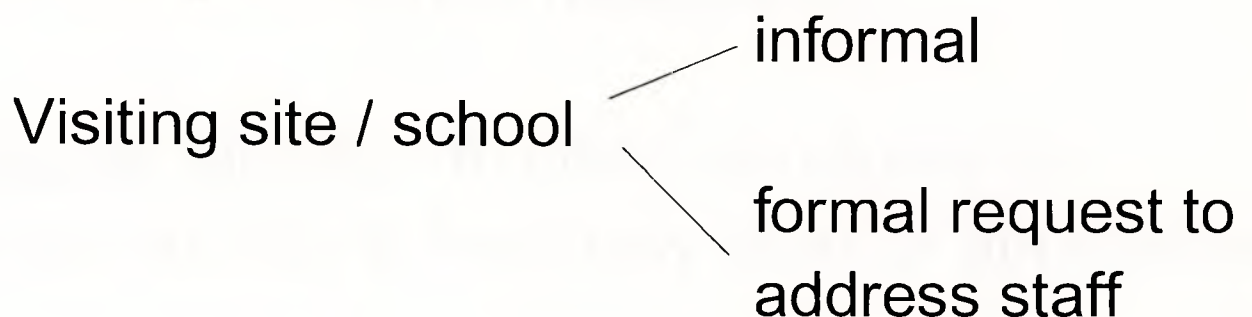
# ORGANISATIONAL STRATEGY

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## RECRUITMENT

3. Organising committees / teams  
eg Branch exec. + volunteers.

4. Making contact:



# ORGANISATIONAL STRATEGY

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## RECRUITMENT

### 5. Follow-up work:

- \* Regular visits
- \* Target problems + assist teachers
- \* Co-opt contacts into organising
- \* Organise more general meetings
- \* House visits ?
- \* Propaganda - pamphlets (example)
  - local newspapers

### 6. Regular reports - To other structures for accountability & fresh/new ideas or approaches.



# ORGANISATIONAL STRATEGY

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## RECRUITMENT

### 7. Recruitment administration:

#### FILE (lever arch)

- \* Initial research info
- \* Relevant legislation
- \* Wage / service agreements
- \* Copies of pamphlets
- \* Incoming joining forms

NB. Keep handy copies of standard union literature  
ie. constitution, newsletters, booklets etc.

**THE**

# **CAPE TOWN TRADE UNION LIBRARY**

**ILIBRARY YEEMANYANO ZABASEBENZI BASEKAPA**

**DIE KAAPSE VAKUNIE-BIBLIOTEEK**

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**strata** ('strætə) *n.* a plural of **stratum**.

▷ **Usage.** In careful usage, **strata** is the standard plural of **stratum** and is not treated as a singular noun.

**stratagem** ('strætɪdʒəm) *n.* a plan or trick, esp. one to deceive an enemy. [C15: ultimately from Greek *stratēgos* a general, from *stratos* an army + *agein* to lead]

**strata title** *n.* *Austral.* a system of registered ownership of space in multistorey buildings, to be equivalent to the ownership of the land of a single-storey building. *N.Z.* equivalent: **stratum title**.

**strategic** (strə'ti:dʒɪk) or **strategical** *adj.* 1. of, relating to, or characteristic of strategy. 2. important to a strategy or to strategy in general. 3. (of weapons, attacks, etc.) directed against an enemy's homeland rather than used on a battlefield: a *strategic missile*: *strategic bombing*. —*stra'tegically* *adv.*

**strategies** (strə'ti:dʒɪks) *n.* (*functioning as sing.*) strategy, esp. in a military sense.

**strategist** ('strætɪdʒɪst) *n.* a specialist or expert in strategy.

**strategy** ('strætɪdʒɪ) *n., pl. -gies.* 1. the art or science of the planning and conduct of a war; generalship. 2. a particular long-term plan for success, esp. in business or politics. Compare **tactics** (sense 2). 3. a plan or stratagem. [C17: from French *stratégie*, from Greek *stratēgia* function of a general; see **STRATAGEM**]

**Stratford-on-Avon** or **Stratford-upon-Avon** ('strætʃəd) *n.* a market town in central England, in SW Warwickshire on the River Avon: the birthplace and burial place of William Shakespeare and home of the Royal Shakespeare Company; tourist centre. Pop.: 20 858 (1981).

**strath** (stræθ) *n.* *Scot.* a broad flat river valley. [C16: from *Scot.* and Irish Gaelic *srath*, Welsh *ysrad*]

## BUILDING ORGANISATION

Steps: 1. Why does SADTU exist?

- \* Serve & promote members' interests
- \* Social role player ie. Teachers.



EDUCATION

2. How does SADTU fulfill their role?

Generally

- \* NATIONAL union
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GROWTH



Recruitment

More specifically:

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Up to now - How successful?



# ORGANISATIONAL STRATEGY

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## **Guided by National Resolutions**

### **SADTU Congress**

- \* Educational Issues
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# ORGANISATIONAL STRATEGY



# ORGANISATIONAL STRATEGY

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# ORGANISATIONAL STRATEGY

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## RECRUITMENT

3. Organising committees / teams  
eg Branch exec. + volunteers.

4. Making contact:

Visiting site / school

- informal
- formal request to address staff

# ORGANISATIONAL STRATEGY

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## RECRUITMENT

### 5. Follow-up work:

- \* Regular visits
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# ORGANISATIONAL STRATEGY

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