CHALMERS
UNIVERSITY OF TECHNOLOGY

Management of NPO projects - The importance of boards role and effects of its performance in nonprofit organizations

A Case Study of a nonprofit organization in Ghana

Master Thesis in International Project Management

Rita Rodrigues

Klaudia Wybraniec

Rita Rodrigues and Klaudia Wybraniec
Department of Architecture and Civil Engineering
Chalmers University of Technology

Master's thesis ACEX30-19-91

Management of NPO projects - The importance of boards role and effects of its performance in nonprofit organizations

A Case Study of a nonprofit organization in Ghana

Rita Rodrigues
Klaudia Wybraniec

Department of Architecture and Civil Engineering
Division of Construction Management
CHALMERS UNIVERSITY OF TECHNOLOGY
Gothenburg, Sweden 2019

CHALMERS
UNIVERSITY OF TECHNOLOGY

Management of NPO projects - The importance of boards role and effects of its performance in nonprofit organizations
A Case Study of a nonprofit organization in Ghana
RITA RODRIGUES
KLAUDIA WYBRANIEC

Examiner: Martine Buser, Department of Architecture and Civil Engineering

Master's Thesis ACEX30-19-91
Department of Architecture and Civil Engineering
Division of Construction Management
Chalmers University of Technology
SE-412 96 Gothenburg
Telephone +46 31 772 1000

Abstract

Sexual harassment is a widespread problem in Ghana and the number of unreported cases is high. The authors found it interesting to examine how nonprofit organizations (NPOs) in Ghana work with preventing sexual harassment as a part of our master's program in International Project Management. This thesis focuses on the boards of nonprofit organizations and its purpose is to explore the importance and effects of the boards' role and performance, by studying an NPO in Ghana. Furthermore, the research explores how the boards contribute to NPOs and how it affects the organization. In order to analyze and describe how this particular Ghanaian project is managed a case study was performed. The main data collection method in this study is observations that were made in Ghana, in addition to the observations, interviews have been carried out complementary to the observations.

The boards of nonprofit organizations are trusted to perform a certain number of tasks. Some of them are to set clear goals for the organization and acquire the necessary resources. Moreover, the board is supposed to monitor and control the organization to ensure that the organization uses its resources efficiently and fulfills its goals. In order to succeed, the board should choose a CEO that will help them to govern and control the organization and have regular meetings with members of the organization. It is intended that the board contributes to nonprofit projects by giving them a clear direction, guiding them through monitoring and controlling, ready to take the necessary action to ensure efficiency and goal achievement. The study showed a couple of negative effects on the nonprofit organization that was connected to the fact that the board of the organization was not doing its tasks. Since the goals that had been set were not clear enough to follow, the members did not have anything to aim for that motivated them to work efficiently. Moreover, the board was not controlling the organization and as a result, its resources were used inefficiently.

Keywords: Nonprofit Organizations, Board, Efficiency, Control, Resources, Case Study, Ghana

CHALMERS
UNIVERSITY OF TECHNOLOGY

Acknowledgments

We would like to thank our supervisor and examiner Martine Buser for her support during the study. Thank you for sharing your expertise in the field and the feedback we received during our study.

We would also like to thank the Master Card and the Chalmers University of Technology for the scholarship that made our research possible.

We would also like to acknowledge our friend John Dahl, we are gratefully indebted to his very valuable comments on this thesis.

Finally, we would like to thank Kamilla Muszanska for her support and advice both during our time in Ghana and back in Sweden.

Rita Rodrigues and Klaudia Wybraniec, Gothenburg, June 2019

Contents

1. Introduction

The following section provides an informative foundation for this master thesis such as background, the Ghanaian nonprofit organization, preventative child sexual abuse workshops in Ghana, purpose, limitations, research questions, contribution and lastly structure of the thesis.

1.1 Background

We are two students at the Chalmers University of Technology who are studying a master's program in International Project Management. As a part of our master thesis, we have chosen to examine a Ghanaian nonprofit organization that works to prevent sexual harassment. The first reason why we have chosen this project is that we are interested in the management of international projects. Secondly, we believe that nonprofit organizations are quite complex and should be examined further. Lastly, since sexual harassment is a widespread problem in Ghana and the number of unreported cases is high (Ganu & Boateng, 2013; Sam, 2016) we found it interesting to examine how the nonprofit organizations in Ghana work with preventing sexual harassment. Thus, we have decided to go to Ghana in order to do volunteering work at one of the projects that work to prevent sexual harassment, observe the project and interview the members of the organization about the project. In addition, we wanted to volunteer in the project that helps to prevent sexual harassment by educating children. The travel was organized through a Swedish organization that cooperates with the Ghanaian nonprofit organization, who runs the project in Kumasi, Ghana.

1.1.1 Preventative Child Sexual Abuse Workshops in Ghana

Volunteers in this project are a part of a program that visits schools and churches in Kumasi, giving lectures about sexual harassment and how to counter it. In other words, the workshops aim to give the children a chance to decide their own boundaries and learn that their bodies are their own and they do not have to allow anyone to touch them in a way that they do not wish. During the lectures and workshops, the information about who to contact and what to do if someone goes against their will is taught. This project is meant to help make a change in the lives of many harassed and abused children, as well as adults. The project aims to highlight the occurrence of these events, as well as increase self-esteem and awareness of children about these issues.

1.2 Purpose and Research questions

The purpose of this thesis is to explore the importance and effects of the boards' role and how the performance of the boards in nonprofit organizations affects these organizations. The role of the board is described as very important for any organization (Miller, 2002; Preston & Brown, 2004). It is harder to define the performance of a board in a nonprofit organization as the main goal will not be to maximize the profit (Ibid). Thus, it is also harder to measure the performance of the nonprofit board and see if their role is as necessary and important. As the resources in volunteering organizations are usually very limited, it is important for the organization to use them in the most efficient way possible in order to gain the best results (Ibid). In order to help nonprofit organizations, improve their performance the following questions are asked:

RQ1: What is the role of the board in a nonprofit organization?

RQ2: How can the board of nonprofit organizations contribute to their projects?

RQ3: What effects can boards’ failure to perform its tasks have on nonprofit organizations?

1.3 Limitations

As time and financial resources are limited, the information could only be collected for three weeks and had to be limited to one country which was Ghana and to a certain area which was around Kumasi. Due to the limited timeframe and financial resources, the ability to do a follow up to see if the recommendations of this study have a positive effect is restricted.

As this research is a case study it focuses on a certain case with its own unique conditions, we cannot be sure that the same thing will apply for other projects with similar goals in other places.

1.4 Contribution

This thesis contributes in several different ways. The main contribution is to show the importance of the performance of boards in nonprofit organizations by performing a case study in a nonprofit organization in Ghana. Even though this study focuses on only one nonprofit organization, the results are general enough to be applicable to other nonprofit organizations as well. Secondly, the recommendations that this thesis provides could potentially be used by the participants of the project. Lastly, we believe that we are contributing to a better society by volunteering and helping children in Ghana.

1.5 Structure of the Report

The report is built of the following sections: methodology, theory, empirical material, analysis, and lastly the conclusion. An overview of the sections is presented below:

- Methodology: This section presents the methods that have been used in this report and motivates the choices. The methods used are a case study, observations, and semi-structured interviews.
- Theory: The third section contains a literature review on the tasks that boards of nonprofit organizations have, the difficulties and challenges of nonprofit boards, the value, and importance of boards performance, how the board should control the organization and last but not least about whether these boards should be controlled.
- Empirical material: This section contains information that was collected through observations and semi-structured interviews made at the nonprofit organization in Ghana.
- Analysis: This section analyses the results from the empirical part as well as the content from the theory section and compares them in order to find matches and conclude the thesis.
- Conclusion: The last section contains the main results found in the analysis part and concludes the whole research.

2. Methodology

This section describes the methods that have been used to collect information that is necessary to answer the research questions.

In order to be able to answer the research questions, a case study has been performed, which means that one project was examined in the study. The first part describes the meaning of the case study as an overall methodology. The next sections describe the chosen data collection methods, the pros and cons with these, how these were implemented, how the documentation was done and finally the ethical concerns.

2.1 Research Approach

The following section describes the process of the inductive research approach used in the study.

This thesis built on an inductive research approach, meaning that the research questions and theory were chosen after the data collection has been completed. The initial intention was to examine how nonprofit organizations in Ghana are being managed. During our time in Ghana, we were able to identify potential issues in the project. The issues that had been identified during the time spent at the project in Ghana were a result of lack of commitment. We started the literature review in order to find theoretical knowledge about the subject and found out that these issues are common results of the board's lack of responsibility. Thus, we decided to write about the importance of boards role and effects of its performance in nonprofit organizations, as we believed that it was an issue in the organization. Moreover, the literature revealed that this issue applies to other nonprofit organizations as well. The reviewed literature was chosen after identifying patterns from our experiences during the case study.

One of the main challenges of performing the study was to identify the source behind the negative results found in the organization and finding the theory that aided in solving the issues identified. In other words, we believe that to perform research where the research questions are set prior to conducting a study, would facilitate and be more time efficient than to be forced to identify issues before choosing relevant research questions.

2.2 Case study

The research questions of this thesis are open questions that need a flexible method which will be able to provide necessary details. According to Patel & Davidson (2011), qualitative methods are a better fit for open questions than quantitative methods. Moreover, Bell (2016) argues that a case study is a good method for researchers that are alone or in a smaller group of, for example, two or three people, who want to do a quite deep study in some area. Since it is only two of us and the research questions that are being asked are open, a qualitative method, a case study is a good choice.

The goal of the case study was to analyze and describe how this Ghanian project is managed. Some sources like Bell (2016), Lee and Baskerville (2003) and Walsham (2006) argue that even if a case study has been executed on one project, it could be generalized, and the results could be helpful for other cases as well. This view has met criticism since there might be many details that differ in the studied project, for the results to be of any help in other cases (Bell, 2016; Walsham, 2006). A lot depends on how the research is performed, if a case study is performed in a proper way, it could be generalized to a certain extent (Bell, 2016; Lee & Baskerville, 2003; Walsham, 2006). The conclusions that are drawn from this case study aim to help other projects that have something in common with the one that has been examined.

2.3 Observations

The main data collection method in this study are observations that were made in Ghana. This section describes this method, how the observations were performed and lastly the pros and cons of this method.

Observations are about observing and listening to what is happening in a certain situation or environment and recording the information that has been observed by, for example, writing it down (Patel & Davidson, 2011; Westbrook, 1990). When the observation is performed on

a person or a group of people, this method can be combined with other methods like interviews, where the researcher can ask questions (Patel & Davidson, 2011). This can help to clarify potential misunderstandings in what happened during the observation as the person or group that was observed gets a chance to explain what happened and the reasons behind it. When observations are made, the results can be analyzed and the potential issues can be identified and feedback on improvements can be given (Patel & Davidson, 2011).

During the three weeks spent in Ghana, observations were made of how the project was managed by the members of the Ghanaian organization and how the workshops were perceived by the recipients. The observations were made through participating in the project as volunteers. The environments where the observations took place, were mostly in the main office and in the schools in which the workshops were held.

In the main office, located in Kumasi, approximately nine hours were spent in during the first two weeks and around six hours during the third week, once the workshops were being held. The day usually started with going to the office and meeting up with the local volunteer, collecting placards used as requisites in the workshops. After collecting the requisites, the volunteers walked to one of the schools where the workshop was supposed to be held. On average, three workshops were held each day the third week, in three different schools, with an age range of the recipients between 6-16 years of age. The number of children each workshop ranged from 20-50 children, depending on whether it was held for one class or a double class.

Apart from performing workshops, a lot of the time was spent in the office where the foreign volunteers were having conversations with the local volunteer or the program coordinator about the Ghanaian culture and other general topics. The only task of the foreign volunteers was to perform workshops, no other activities that would contribute to the project were given or suggested by the members of the organization. As a result, the time spent in the office was more about cooling down rather than working on the project as the temperature in Ghana was very high. In other words, the volunteers, both foreign and local, were not very efficient.

Observations as a method have a couple of challenges (Patel & Davidson, 2011; Westbrook, 1990). One of them is the fact that the person who is observing is usually an unknown person. This might be an issue as this person might not be trusted and the person's presence can change the behavior of the people that are being observed. Therefore, it can be hard to observe the real setting and behaviors of the people that are being observed. Moreover, there are some ethical issues when it comes to observing humans as the observation might penetrate the person's integrity or hurt them in some way. Therefore, it is important to make sure that the people who are being observed agree to contribute to the study and that their information is protected.

2.4 Semi-structured interviews

The other data collection method that has been used in this study are semi-structured interviews which were made in Ghana. This section describes this method and its pros and cons.

In order to complement the information that has been collected by observations, semi-structured interviews were performed. It is common to combine these methods in case studies in order to collect more extensive information that might have been missed otherwise (Patel & Davidson, 2011; Westbrook, 1990). Interviews can be done in several ways, in groups or by interviewing one at a time, face to face or through the phone (Westbrook, 1990). The point of doing semi-structured interviews is to collect information and reflections from people that know more about the subject that the research is about (Patel & Davidson, 2011). The open questions that have been asked made it possible to find out more than what has been found through the observations. The reason behind that is that the people that have been interviewed have participated in the project for a longer time and had more knowledge about the issues that the project and its participants struggle with.

One of the biggest cons of qualitative interviews is that they take a lot of time to perform, both for the people that are asking questions and the people answering them (Bell, 2016). However, in some cases, it might be necessary, especially since the research questions are of an open type it would be very hard to answer without using qualitative methods. The semi-structured interviews are a way of getting information from someone with more knowledge without having to go through the same process which could take years (Bell, 2016; Patel & Davidson, 2011).

2.4.1 The selection of Interviewees

This section presents the Interviewees that have been selected for the interviews in this study. The interviewees were selected based on their close connection to the organization as well as their relevant knowledge and experiences of how the organization and project work.

Interviewee 1: The program coordinator who is also a part of the board. Moreover, he is a co-founder of the Ghanaian nonprofit organization.

Interviewee 2: A local volunteer who has been involved in the organization since 2011. He is responsible for the volunteers and workshops.

Interviewee 3: Previously acted as “field officer”, an unofficial title whose responsibility has varied during the years that he has been involved in the project, since 2012.

Interviewee 4: A Swedish volunteer that participated in the Preventative Child Sexual Abuse Workshops in Ghana for a couple of weeks during 2015.

2.4.2 Dropout

Three other foreign volunteers have been asked to participate in an interview. Unfortunately, they could not participate within the time frame of this study.

2.5 Implementation

The interviews were conducted during approximately 60-minute-long sessions with one interviewee at a time, at the interviewee's own workplace. The purpose of conducting the interviews at the interviewees' workplaces was to talk to the interviewees in an environment where they did not feel vulnerable, which could have influenced their answers (Patel & Davidson, 2011). By talking to them in an environment where they felt comfortable, the interviewees could speak more freely. Each interview began with a researcher describing the purpose of the interview and what was expected of the interviewee. The interviewee was then asked if the information from the interview could be used in the study and if the interview could be recorded through notes. According to Bell (2016) and Walsham (2006), it is important to give the interviewees this information in order to comply with good research ethics standards. Although interviewees do not need to know why a study is being conducted, Walsham (2006) believes that researchers should convey this information to the interviewees, unless it affects the study. Since this study was not affected by informing the interviewees about the purpose of the study, it was deemed appropriate to convey this information.

2.6 Documentation

When it comes to the observation, a diary that contained notes were written every day in order to make sure that none of the observed information would be forgotten. The interviews were not recorded since we did not want the participants to be uncomfortable. During the interviews, one of us was asking the questions while the other one was taking notes.

2.7 Analysis method

This section describes how the material was analyzed in order to draw conclusions that contributed to the answers to the research questions.

Once we returned to Sweden the notes and transcripts from the interviews were rewritten on a computer, sorted and analyzed. Patterns from the interviewees' answers were identified in order to make sure that the information doesn't only come from one single person. In other words, the information from the interviews that has been used is confirmed by at least two interviewees. According to Dubois & Gadde (2002) it is important to have both empirical and theoretical evidence in order to be able to draw trustworthy conclusions. Thus, all empirical material was matched with theoretical information in order to make sure that all conclusions that have been drawn from this study have theoretical support.

2.8 Ethical Concerns

This section brings up the potential ethical concerns of the data collection methodologies that were used in this study and how these concerns were handled.

The people that were interviewed agreed that the information that they are sharing will be used for the research and in this thesis. The members of the Ghanaian nonprofit organization were aware of the fact that we were there to collect information to our research which is about managing nonprofit organizations. All names of participants and the organizations are anonymous in order to protect the interviewees of the organizations that have been involved.

Since the members of the organization were aware of the situation it is important to acknowledge the possibility that the members might not have been willing to tell us all the details or some facts (Patel & Davidson, 2011). One reason behind that could hurt a fear of hurting their reputation or the organization's reputation (Ibid). There was also a potential risk for misunderstandings and misinterpretations since we do not have the same mother tongue as the Ghanaian members of the organization. Therefore, the interviews were combined with observations in order to minimize this occurrence.

3. Theory

This section contains the theoretical parts used to answer the research questions. The section starts with describing the role and responsibilities of boards in non-profit organizations and the challenges of these tasks. The next part of the section describes the importance of the board performing its tasks efficiently and brings up the potential results if the board fails to perform its tasks. The second to last part brings up the topic of controlling the boards. The last part is a summary of the findings in this section.

3.1 The board of nonprofit organizations

This section contains a definition and the functions of nonprofit organizations, the role, and tasks of boards of nonprofit organizations and the challenges of these tasks.

3.1.1 Definition and functions of nonprofit organizations

Nonprofit organizations are accountable to several stakeholders and do not act for the interest of private owners' benefits, this is a key characteristic of NPOs (Callen et al., 2010). One of the main differences is that the nonprofit organization are not supported by a single donor but rather by the public. Since nonprofit organizations are not aiming to earn money, other measurements of performance than profit maximization should be selected for these organizations (Callen et al., 2010). Another important aspect is that the needs of the stakeholders must be fulfilled (El-Gohary et al., 2006; Tunnicliffe et al., 2018). With a large number of stakeholders, which can be individuals or other actors that have an interest in the organization (El-Gohary et al. 2006), types and confounding ideological concerns, nonprofit boards face a more complex and heterogeneous set of goals than for-profit boards do (Callen et al., 2010).

3.1.2 The tasks and challenges of nonprofit boards

This section describes the tasks that the boards of nonprofit organizations are trusted to perform and the challenges that come with them.

There are several tasks that the boards of nonprofit organizations are trusted to perform (Miller, 2002; Preston & Brown, 2004). Some of the tasks are to assure that the organization remains true to its mission and set goals in order to be able to achieve it. Furthermore, the board is responsible for acquiring necessary resources and to ensure that these are used in a responsible and efficient way, by monitoring and controlling the organization. The board plays a crucial role as the members of the board need to govern the organization and make sure that the organization is efficient, follow the law and acts ethically (Cornforth, 2002; Miller, 2002; Preston & Brown, 2004).

Setting goals is a very important part of the board's role as it is a way of showing a general direction (Tunnicliffe et al., 2018). Goals can be seen as statements of the required results. The reason why organizations have goals and objectives is to make it easier to follow the strategic directions that have been set. One commonly used framework to create clear goals that can make the organization incrementally successful is to create SMART goals (Smithfield, 2018). According to Smithfield (2018), SMART stands for: Specific, Measurable, Attainable, Relevant and Time-based. It is a simple framework that helps the organization to create goals that can be controlled (Ibid). The effectiveness of an organization is defined by how well it is achieving its goals (Nwachukwu & Chladkova, 2018). Therefore, it is important to control whether the goals are being fulfilled or not in order to be able to take actions and make sure that the organization is heading in the right direction (Smithfield, 2018; Wysocki, 2011).

The goals that the board has set will require resources (Nwachukwu & Chladkova, 2018; Wysocki, 2011), that the board is responsible for obtaining (Miller, 2002; Preston & Brown, 2004). The necessary resources might vary, the goals might require anything from human resources to money. When it comes to volunteering organizations, human resources, in the form of volunteers is a very valuable resource that should be used efficiently. Measuring efficiency regarding the use of resources can be executed by weighing the performance of organizational goal fulfillment against the number of resources used (Boe & Kvalvik, 2015).

When the goals have been set and the board has obtained the necessary resources, it will be possible to control how the organization is performing (Smithfield, 2018). It is crucial for the goals to be clear and measurable in order for the board to be able to monitor and control the organization, which is an important part of the board's job (Miller, 2002; Preston & Brown, 2004). Control has at least a couple of different definitions, one states that control is checking whether the process is following the rules or standards that have been decided (Burkov et al., 2015). However, control is not only about monitoring but also about making certain decisions and acting on them once the monitoring process is complete. Another important responsibility that the nonprofit board of directors has, is to assure donors that the organization will use their contributions and that organizational decision makers will not expropriate the funds (Miller, 2002). In order for the board to be able to control an organization, a chief executive's (CEO) should be selected (Ibid). It is important that the CEO who is chosen shares the values of the board, will work towards the goals and is experienced in the field, as the organization is going to be accountable to this person. However, it is important to notice that the board should not give all the responsibility to the CEO since the CEO is supposed to help the board, not replace it. If the board will not perform its tasks, the job of the CEO will be harder and less valuable. Some of the common ways of controlling the project are setting schedules, plan the use of the resources and regularly checking whether the plan is being followed (Kerzner, 2009). The board members are responsible for performing these tasks in order to be able to control the organization.

One of the main challenges of the nonprofit boards is that performance or organizational effectiveness is difficult to define in these organizations (Callen et al., 2010). The boards of the profit organizations can measure performance by the profit, which is something that can be quite easily measured compared to other aspects. As nonprofit organizations, just like the name says, do not focus on profit, the performance must be measured in another way. Another challenge of measuring how well an organization is performing is that effectiveness can be measured in several ways. A common way of measuring it is to see how much value is created with the smallest possible amount of resources (Boe & Kvalvik, 2015; Callen et al., 2010).

In summary, the board needs to make sure that the organization has clear goals (Smithfield, 2018), gain resources that are necessary to achieve the goals, make sure that the resources are used in an efficient way. Last but not least monitor and control the organization (Miller, 2002; Preston & Brown, 2004), in which a CEO is a crucial part (Miller, 2002). Once this is completed, there is a possibility of improvement which can make the organization more efficient.

3.2 The importance of boards performance

This section brings up the importance of the tasks that the board is performing, the importance of doing these tasks efficiently and some of the potential risks with the board not performing their tasks.

It is very important for the boards not only to perform its tasks but also to be committed and perform these in an efficient way (Preston & Brown, 2004). They argue that one of the reasons behind it is that committed board members who perform their tasks efficiently are perceived as more engaged and valuable. Volunteers want to be able to feel that their contribution matters and it has been shown to be one of the things volunteers value the most (Ibid). Thus, the organization should make sure that the volunteers get a chance to make a difference by working efficiently and being able to see these results. In other cases, the nonprofit organization might lose one of the most valuable resources which in this case is volunteers. Since all organizations have limited resources, and some of the resources might be hard or expensive to gain, it is important to use the resources in possession in the most efficient way possible (Nwachukwu & Chladkova, 2018; Wysocki, 2011).

Using a minimal amount of resources, yet maximizing the value creation based on these, is efficiency (Boe & Kvalvik, 2015). This value is measured through how well the set goals have been fulfilled. The harder it is to gain the necessary resources, the more important it becomes to use them efficiently (Nwachukwu & Chladkova, 2018; Wysocki, 2011), which is

often the case for nonprofit organizations (Miller, 2002). The board is supposed to be a role model, setting a good example for the organization to follow and making sure they do, as this is an important factor to enable and achieve an efficient environment. If the board fails with its tasks, there is a risk that the volunteers will lose interest in the organization and there will not be any more contribution. Therefore, it is important for the board members not only to perform their tasks but also to do it in an efficient way (Miller, 2002; Preston & Brown, 2004). Moreover, Miller (2002) and Preston & Brown (2004) argue that the behavior spreads to other actors in the organization, like the volunteers. Thus, if the board is motivated and performing, it is more likely for the volunteers to do the same.

Organizational members do not always follow the intended path, hence, sometimes they do things in a different way than the board intended. Therefore, it is crucial for the board to control the organization (Miller, 2002). A risk with a board not controlling an organization is that it leaves room for insubordination which actions can go against law requirements to go unseen (Arshad et al., 2015). As there are laws and regulations that the nonprofit organizations must comply with, the board can be punished if the members won’t make sure that the laws are being followed. Thus, it is in the board's interest that the organization is acting in a legal and ethical way. However, tracking and controlling the funds might not always be an easy job for the boards of nonprofit organizations as many of these organizations work in cash-intensive environments. Therefore, the board should make sure that the organization has its own budget plan and cash control plan that is being implemented which will help to manage the resources in an efficient way. If there is a lack of planning and control, the risk of the organization being mismanaged increases (Arshad et al., 2015). A way for the board to stay in control is to have regular meetings where information can be exchanged and feedback both given and received (Albertos & Mareels, 2010; Preston & Brown, 2004).

3.3 Control of the nonprofit board

This section points out the importance of the nonprofit board being controlled by other actors like donors.

Nonprofit organizations have unique characteristics that make them more prone to risk than profit organizations (Arshad et al., 2015). Some of the unique characteristics of nonprofit organizations are the possibility to access considerable sources of funds, being cash-intensive, having high levels of trust among the public and having little or no governmental oversight compared to for-profit organizations. Thus, monitoring of the organization and the board is crucial for nonprofit organizations (Miller, 2002). However, even though the role of the board of nonprofit organizations is very important, scholars know little about how the board's tasks are performed (Miller, 2002). The wealth of the stakeholders and the performance of the organization is usually maximized when an independent board of directors chose a CEO who has no personal interest in the organization. However, the board still needs to monitor and control both the organization and the CEO in order to ensure that the resources are used efficiently and for the right purposes (Arshad et al., 2015; Miller, 2002).

The board is responsible for gaining resources for the non-profit organization and making sure that the resources that have been given are used in a responsible and efficient way (Miller, 2002). The same way as the board needs to monitor and control the organization in order to make sure that the tasks will be performed efficiently, in an ethical way, etc. the board should be controlled by the actors who donate money and the government in order to make sure that the board is doing its job well. At an organizational level, the board or the trustees are responsible to ensure that good governance is being practiced. Good governance promotes compliance with the law, transparency and the overall effectiveness of the NPOs. This infers an important link between the governing body of NPOs, the board and organizational effectiveness (Arshad et al., 2014). The board's job would be apparent and more efficient if the donors were clear about the requirements that they have in order to give away money, this would also motivate the board to perform better, which would result in better performance of the organization (Miller, 2002). Moreover, as nonprofit organizations are often facing funding cuts, it is necessary for them to perform and show the accomplishments to the donors in order to be able to keep the funds, which are a crucial resource (Arshad et al., 2014). One way for the board to perform better is to organize and attend meetings regularly, where the members of the board collect information about the actions and performance of the organization (Preston & Brown, 2004). During the meeting, the board and the organization can exchange information and give each other feedback. Exchanging information and giving feedback is an important part in order to be able to control the performance of the organization (Albertos & Mareels, 2010; Preston & Brown, 2004).

3.4 Summary of the theory

This section summarizes the main findings from the theory.

One of the main findings that have been identified in the theoretical part is the role and tasks of the board in nonprofit organizations. The main tasks are to set clear goals and obtain resources that are necessary for the organization to achieve these, to monitor and control the organization (Miller, 2002; Preston & Brown, 2004; Tunnicliffe et al., 2018) and last but not least to choose a CEO who will help with these tasks (Miller, 2002). The reason why it is important for the board to perform these tasks is that the organization needs clear goals in order to be able to perform (Tunnicliffe et al., 2018), it also needs resources to make it possible and the board has to control the actions of the organization in order to be able to guarantee that the resources are used responsibly and efficiently (Miller, 2002; Preston & Brown, 2004). This can be performed through var of the common ways of controlling the project are setting schedules, plan the use of the resources and regularly checking whether the plan is being followed (Kerzner, 2009). In other cases, the donors might not be willing to donate more resources, the volunteers might lose the motivation to engage and there might also be legal consequences due to misbehavior (Miller, 2002).

Another finding is that it is not only crucial for the board to do its tasks but also to set a good example and perform them efficiently in order to create an efficient environment where volunteers will feel like they are making a difference. Lastly, the issue of controlling the board itself was brought up. The reason behind that is that the importance of the board's job has been proved, however, little is known about how the boards perform their jobs and how to control whether the job is actually performed since the nonprofit organizations are complex and often have a lot of trust from others (Miller, 2002).

4. Empirical Material

The first part of this section shortly describes the Ghanaian nonprofit organization and its project against child sexual abuse. The second part gives an overview of the projects structure, the different actors involved and their roles as well as their cooperation with one another. Part three will describe how the project was supposed to operate according to the descriptions on the homepages and the information received, followed by a description of how the process worked in reality. The very last part of the section summarizes the sections findings based on both observations and interviews.

4.1 The Ghanaian nonprofit organization

The Ghanaian nonprofit organization has developed its operations from one to several projects, with a focus on the wealth of exposed children. However, this thesis will only focus on one project which is called: Preventative child sexual abuse workshops. The aim of the organization is the welfare of disadvantaged children and children in need, as well as a focus on community and humanitarian services. The Ghanaian NPO is built up from a couple of different segments with different actors who are cooperating with each other in order to be able to fulfill the aim of the organization.

4.1.1 Preventive Child Sexual Abuse Workshops

The Preventative Child Sexual Abuse Workshops program was formed as a response to the high cases of child sexual abuse in Ghana. The project's goals are; to create awareness, give the children safety skills and informing the children about the support system (Interviewees 1, 2 & 3). Its purpose is to create awareness mainly among the exposed target group, which is children, about sexual abuse and that it is a crime. It is also supposed to inform through a workshop what sexual abuse is, that every person's right to be free of sexual abuse, how to recognize warning signs and what to do if the children are sexually abused. The program offers help and support in terms of advice and guidance to victims who have been sexually abused. The project started its workshops in schools in 2010 and has since reached out to over 20, 000 children in the Ashanti Region. Figure 1 shows the geographical location in

Ghana, where the Ghanaian NPO and the project run its operations, which is Kumasi in the Ashanti Region.

Figure 1. Map of the location where the Ghanaian NPO is based (Biofocuscommunicatie, 2018).

4.2 The Structure of the Organization

This section contains the description and the tasks of the board of the Ghanaian nonprofit organization, the operational part of the Ghanaian nonprofit organization, the Swedish partner organization, hereinafter referred to as the SPO, and describes the cooperation between these actors.

4.2.1 The Board of the Ghanaian NPO

The board of the Ghanaian nonprofit organization consists of six members originating from various nationalities. Once a year the whole board gathers for a meeting to discuss the organization. As only one of the members lives in Ghana, most of the board members usually join via video meetings. The board has the last word and is responsible for the strategic decisions of the organization. Two of the members are the founders of the organization. One of them is also the program coordinator, which means that he is also a member of the operational part of the organization which is physically placed in Kumasi in the Ashanti Region in Ghana.

4.2.2 The Swedish partner organization

The SPO is a travel agency that offers volunteering trips in Sweden. They have been active for 12 years offering the possibility to work as a volunteer in a selection of approximately 100 projects in 30 different countries. The SPO claims that frequent check-ups of the projects are performed in order to assure their customers, which in this case are the Swedish volunteers, that the projects keep reasonable standards.

The Ghanaian nonprofit organization is cooperating with different actors like the Swedish partner organization (SPO). The organizations keep in contact via email exchanging necessary information whenever the need arises. The SPO is responsible for the marketing in Sweden as well as the Swedish volunteers whom they help recruit to the Ghanaian organization. The Swedish partner organization offers the Swedish volunteers help with various things like visa, booking flight tickets and run around-the-clock support for the Swedish volunteers who go to Ghana.

4.2.3 Foreign and Local Volunteers

Since the Ghanaian NPO is a volunteering organization, it is highly depending on its volunteers who are a valuable human resource. The program coordinator is responsible for making sure that the organization recruits enough volunteers. When it comes to the management of the recruiting and selecting process of the foreign volunteers, the Ghanaian NPO relies solely on its partners, such as the SPO (Interviewees 1 & 2).

The task of the volunteers in the organization is to perform the operational part of its projects, which is visiting the schools and churches in order to educate by having workshops. Some of the foreign volunteers are students who use the project to collect information for their thesis. Foreign volunteers also contribute to financial resources as they pay for their own volunteering and a part of this sum is given to the organization. What both the local and the foreign volunteers have in common is the willingness to spread knowledge and to help reduce the number of children who are being sexually abused.

4.2.4 The cooperation of the actors

According to the description of how the organization works there is a cooperation between the board, the operational part of the organization in Ghana and the SPO. The board is the top management who makes strategic decisions. One of the board members is also the Program Coordinator who is a member of the operational part of the organization. His task is to make sure that the operational part is working well and to keep the rest of the board updated. The operational part of the organization is charged with running the different projects and daily activities involved in the organization. The SPO is an example of an external actor who helps the operational organization to find foreign volunteers and organize their trip to Ghana by doing marketing in Sweden.

Figure 2 shows the information exchange between the foreign volunteers, the SPO, the Ghanaian organization, the board, and the local volunteers. The foreign volunteers contact and book their trip via the SPO who contact the Ghanaian organization. The Ghanaian organization prepare for the arrival of the foreign volunteers and keep in contact with local volunteers who communicate directly with the Ghanaian organization. Once the preparations are finished, the Ghanaian organization forward necessary information to the SPO who pass it on to the foreign volunteers. The board informs the Ghanaian organization about the organizational guidelines and the Ghanaian organization updates the board of the current situation in the organization. The arrows illustrate how the information exchange flows.

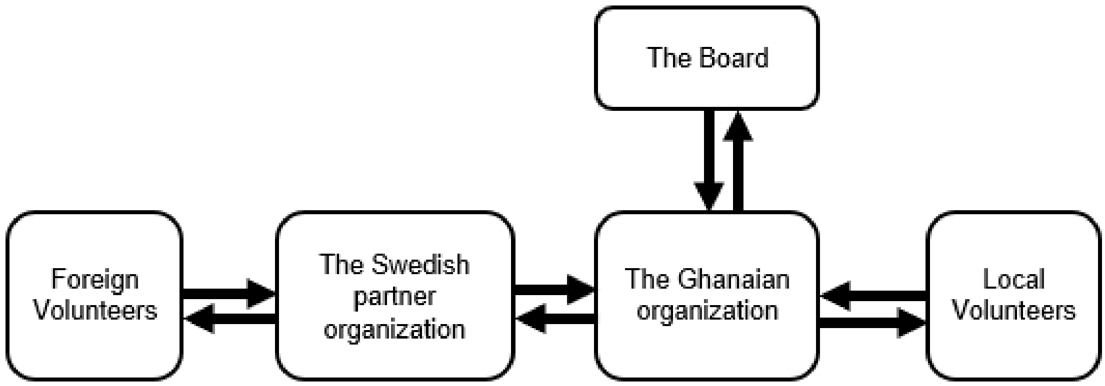

Figure 2. A flow of the information exchange between the foreign volunteers, the SPO, the Ghanaian NPO the board and the local volunteers.

4.2.5 Structure of the Ghanaian NPO

Figure 3 shows the internal structure and hierarchy of the organization, which is depended on different actors. The actor which is the highest one in the hierarchy is the board of directors. Only one of the members of the board lives in Ghana, the rest of them are situated in different countries. Below the board of directors is the executive director whose responsibility is to sign important documents and to make sure that the actions of the program coordinator and the actors below follow the directions of the board. However, the executive director is shown in red since the organization no longer have an executive director, this role is currently replaced by the program coordination who is also a part of the board. The role of the program coordinator is to plan the tasks, organize the volunteers, divide the tasks and make sure that these are being performed. The program coordinator has a project assistant who is the right hand of the program coordinator and helps with the necessary tasks. Usually, there is also a counselor that the children can contact if there is a need for such a service. The finance officer is responsible for keeping track of the economy in the organization and performing tasks related to accounting. The janitor and the volunteers, both local and foreign, are a part of the lowest section of the hierarchy.

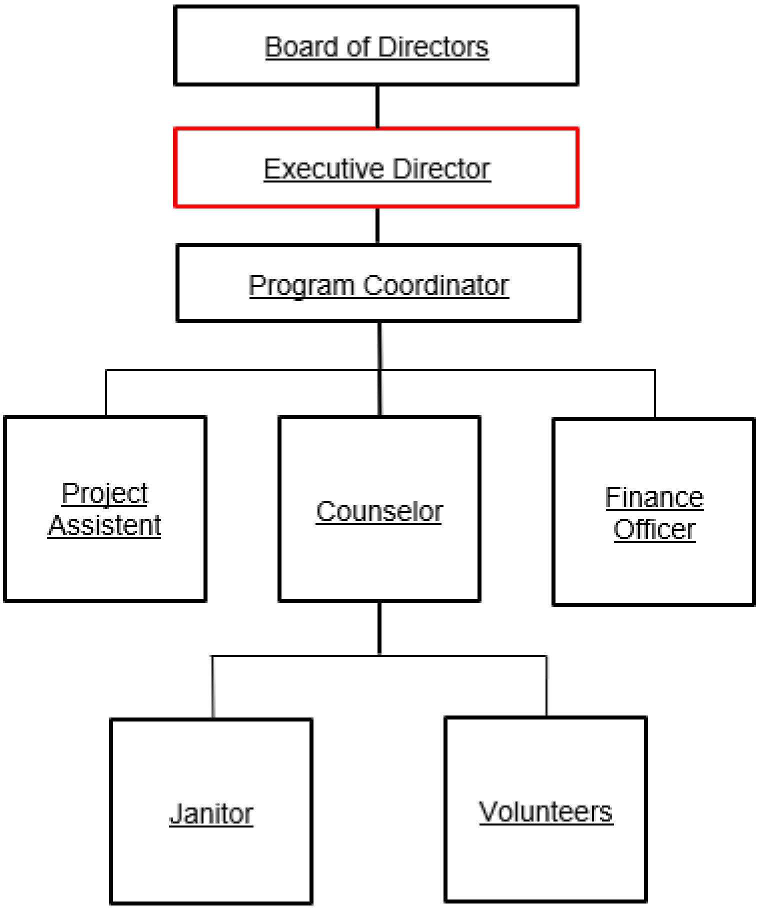

Figure 3. The internal structure of the Ghanaian NPO (Interviewees 1 & 3)

4.3 Project process

The project is dependent on the financial support that derives from when foreign volunteers come and work. Usually through agencies or partners like the SPO. Volunteers often book their trip months in advance, which allows the Ghanaian NPO to send preparing information like the workshop script and to prepare a host family as well as to book schools. Figure 4 shows a timeline, which displays the different events in a typical project cycle from when foreign volunteers book their trip until they leave the project.

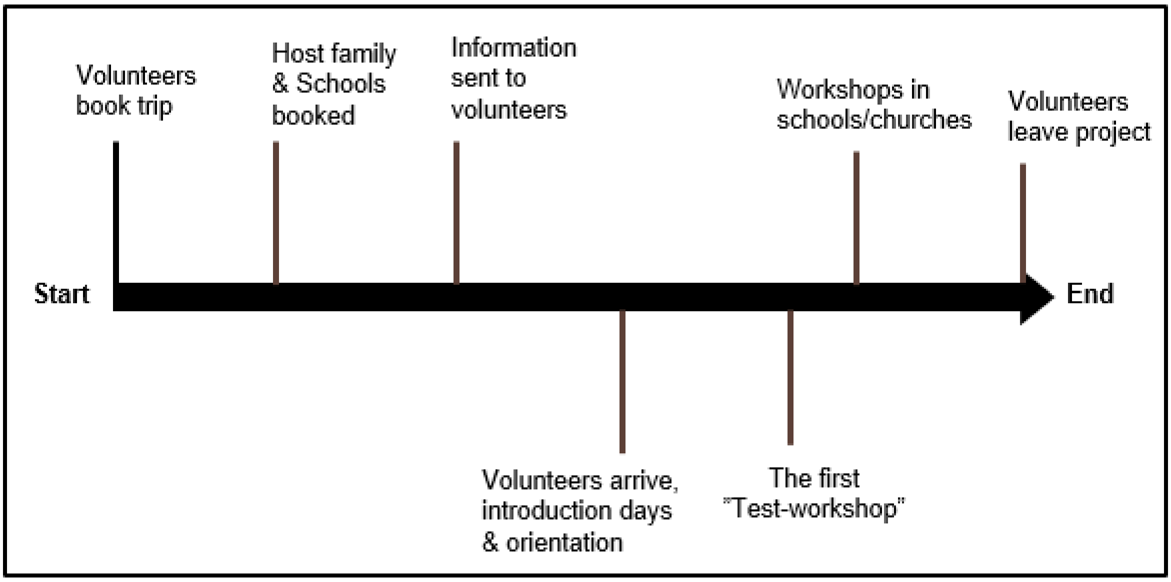

Figure 4. A timeline of the project with foreign volunteers from start to finish.

A couple of weeks before leaving for Ghana, foreign volunteers get information about the host family, such as the address and names and ages of the family members. The volunteers also receive the script in order to be able to prepare for the workshops at the schools which are supposed to be booked before the volunteers arrive. During the stay, foreign volunteers are placed in a local host family in order to see more of the local culture and learn more about Ghana and how the Ghanaian people live. The host families offer a room for the volunteers to stay and three meals a day during the whole week, in return, these families get an allowance.

During the three weeks of the stay in Ghana, the first 3-4 days are planned for orientation and to learn the workshop script. The length of a workshop is between 40-60 minutes and requires at least two volunteers due to the roleplays. Usually, one- two classes participate in a workshop. The Introduction day is followed by a “test workshop” which is going to a school and holding one workshop in order to see whether the foreign volunteers are fully ready or not to start holding the workshop in schools. During the remaining two weeks the volunteers are supposed to go to school every Monday to Friday. The weekends are free for volunteers since there is no school.

4.3.1 Project process vs. reality

In order to become volunteers in the project, we have booked the trip two months in advance. About one month in advance, the SPO sent an email with the preparing information. The information that was sent was incorrect and the correct information was not sent in time. We asked multiple times about these details but the SPO was not able to give an answer. As a result of this, we went to Ghana without information about where or with whom to stay. Figure 5 shows a timeline, which displays the different events in the project starting from booking until leaving the project. The red lines indicate which events issues were encountered.

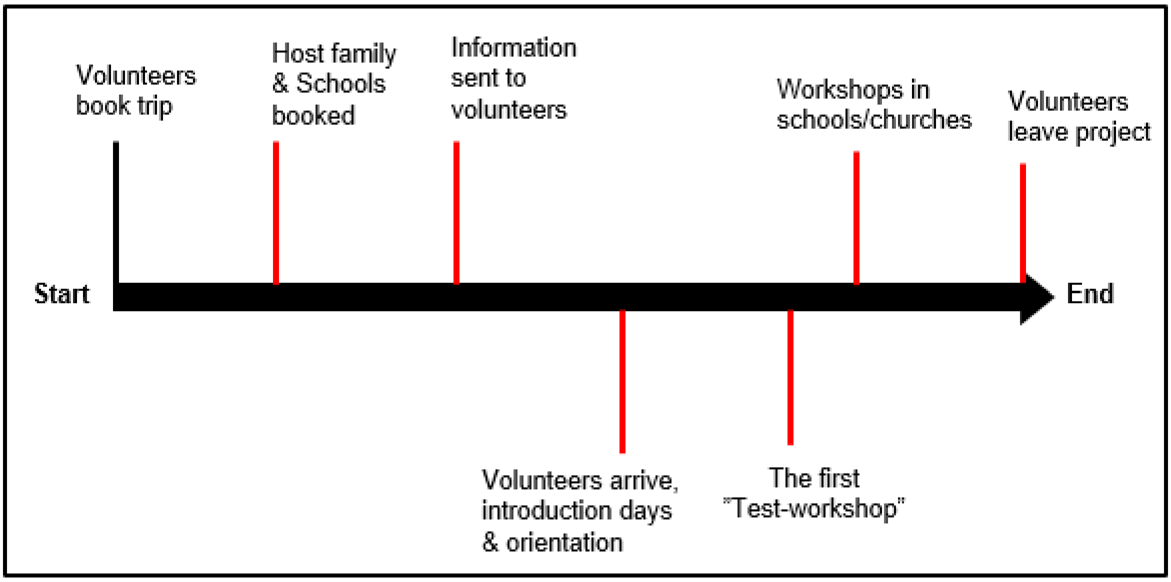

Figure 5. Timeline of the project from start to finish, showing in red where issues occurred during our time at the project.

The introduction days started with going through the script with a local volunteer from the organization. It turned out that the script that had been sent in advance was outdated and incorrect. It took another two days as well as more opinions, from another local volunteer and the program coordinator, who had disagreements about the content of the script, before the script was eventually remodeled after a previously recorded workshop. The first workshop was supposed to be held on Thursday the week of arrival, however, the dates kept changing and due to severe sickness of one of us the first weekend, the date got postponed. When it was finally time for what was called the first test-workshop, it turned out to be three workshops at two different schools instead of one workshop as communicated. There was a lot of miscommunications and a quick change of plans due to lack of preparations. One example is a situation when we were specifically told by the local volunteer that no school was booked for the following day, however, the next morning the project coordinator told us that we had a workshop in one hour.

During the first two weeks approximately nine hours were spent in the office, one the third week when workshops were held, about six hours, time was spent in the office doing nothing that contributed to the project. This time was spent conversing with the local volunteer or the program coordinator about the Ghanaian culture and other general topics. Workshops were usually held in the morning and early afternoon. On average three workshops a day were performed, with 20-50 children participating in each workshop. The age range of the participating children was between 6-16 years.

When a schedule of schools and workshops was requested, the program coordinator said there was one available with the local volunteer. The local volunteer said he had forgotten to bring the schedule with him that day. The same volunteer later claimed, when the project coordinator was no longer present, that there were no schools booked beforehand and no schedule. When visiting the schools it became clear that the schools, in fact, had not been booked. School employees were not informed about the visit, the identities of the volunteers or even that there was to be a workshop that day. This led to annoyed and confused school employees as well as delays due to discussions with the school. It became clear that there was a lack of information, plans, and commitment. Altogether, three schools and no churches were visited.

4.4 Summary of findings from the empirical material

This section brings up the issues identified through the observations and interviews made.

The current goals for the project in the organization are very unclear and it is hard to know when these are fulfilled. The empirical material also shows that there are severe inefficiencies, a lot of time is being wasted due to unclarities and unpreparedness. The workshop script was outdated and incorrect, schools were not booked, and the foreign volunteers were not contributing during two-thirds of their time at the project. The local volunteers often must repeat or translate what the foreign volunteers say during the workshop which can be inefficient. The organization does not have any specific requirements when it comes to recruiting both local and foreign volunteers, foreign volunteers not even recruited by the organization but through external organizations, with their own requirements.

5. Analysis

This section starts with a presentation and analysis of the empirical results with the help of the theory that has been provided in order to answer the research questions. The second part presents a reflection of the study that has been performed. Last but not least, suggestions for future research are presented.

5.1 The analysis of empirical results

This section analyses the results from the empirical findings with the use of the theory that has been presented in the theory section.

5.1.1 The tasks of the board

This section describes the overall tasks of the board.

The theory shows that boards of nonprofit organizations are trusted to perform several tasks (Miller, 2002; Preston & Brown, 2004). Some of the tasks are to make sure that the organization remains true to its mission and set goals in order to achieve it, make sure that the organization follows the laws and acts ethically. The board is also responsible for making sure that there are enough people involved in the project, by e.g. recruiting volunteers. The board has assigned the recruitment of foreign volunteers to the Ghanaian NPO itself. However, the Ghanaian NPO has outsourced this task to other organizations. Currently, the SPO is solely in charge of the selection and recruitment process of Swedish volunteers and there was no indication of the board controlling this process through any specific criteria. Although this task has been assigned to the SPO, the members of the board should have control over the recruitment process as they are responsible for the members and resources of the organization. However, the current situation results in the board to a large extent handing over the control of the process. Moreover, the board is supposed to obtain all necessary resources and to make sure that the resources are used in a responsible and efficient way by monitoring and controlling the organization (Ibid). The control can be performed by setting schedules, planning the use of the resources, and regularly checking the project to assure that activities are executed according to plan (Kerzner, 2009). It is also important that the board perform its tasks efficiently, in the same way as the rest of the organization should be efficient. Especially, since the board is responsible for the use of the resources and need to assure donors that the organization will use their contributions and that organizational decision makers will not expropriate the funds (Miller, 2002).

5.1.2 Goal Setting

This section focuses on the importance of the board's task to set goals and the reality of how the board performs this task.

It is crucial for organizations that the board deliver SMART goals which will be specific, measurable, attainable, relevant and time-based enough to achieve (Smithfield, 2018) and make decisions which will help to achieve these and evaluate the results to ensure that the resources are used efficiently (Tunnicliffe et al., 2018). It becomes clear that the board is not doing its job to set SMART goals. The goals that the employees had was to create awareness, give the children safety skills and informing the children about the support system. These goals are not specific, measurable or time-based.

As it only takes one person to be informed of the program to achieve the instruction to create awareness the goals are not motivating and can't really be controlled by the board. In order to make goals specific enough, a target group should be selected, e.g. children in a specific age range that live in the Ashanti region. The organization should then find out of how many schools there are in the Ashanti region and how many classes with children that are in the target group each school has. Once this information is available, the organization will be able to see how many workshops and volunteers are necessary in order to cover the whole target group. This will not be a challenge as it is known that each workshop takes between 40-60 minutes and requires at least two volunteers to perform. When the board has this information, it should be estimated how many volunteers are necessary to participate during a time period, e.g. a year.

Once the members of the board know how many workshops are required and how much resources that need be obtained, SMART goals should be created, an example of such goal could be “the organization should visit x amount of classes this year”. However, as SMART goals must be realistic it is important to take into the consideration that the goals must be adjusted to the organization's possibility to recruit volunteers and acquire other necessary resources in order to fulfill these goals. Once SMART goals are set the board can control the organization. Moreover, it will be easier for the board to assure the donors and other actors that the resources are used responsibly.

5.1.3 Obtaining resources

This section focuses on the importance of the board's task to obtain resources which are necessary for the organization in order to achieve the goals that have been set.

The goals the board has set will require resources (Nwachukwu & Chladkova, 2018; Wysocki, 2011), that the board is in charge of obtaining (Miller, 2002; Preston & Brown, 2004). The necessary resources might vary, the goals might require anything from human resources to money. Research shows that the possession and efficient use of human and financial resources has a positive and significant relationship with strategic performance (Nwachukwu & Chladkova, 2018). One way of measuring how efficiently the organizational resources have been used is to measure how well the organizational goals have been fulfilled compared to resources used (Boe & Kvalvik, 2015). The observations show a clear lack of human resources in the organization as few schools are being visited each year compared to how many could have been visited if there were more volunteers. However, it is quite hard to say how much is needed or which resource is more valuable without having clear goals. Thus, the board has to first set the SMART goals in order to be able to know what resources need to be obtained in order to make it possible for the members of the organization to fulfill the goals. Otherwise, the board might waste its time on obtaining resources that are not necessary for the goals or not be able to acquire enough of the necessary resources.

5.1.4 Monitoring and control

This section focuses on the importance of the board's task to monitor and control the organization and the reality of how the board performs these tasks.

Monitoring and control are important parts of the board's job (Miller, 2002; Preston & Brown, 2004). One of the reasons why it is important for the board to control the organization is that it can be presumed that the employees will not always act in ways that are consistent with the boards, and therefore the donors' expectations (Miller, 2002). Thus, since the board has a responsibility to ensure that the resources are used efficiently and to achieve the goals that have been set, the board should also control that the organization is acting this way. Control is not only about monitoring as it is also about making decisions and acting on the observations found during the monitoring. If controlling and monitoring is correctly performed, there is a possibility of improvement which can make the organization more efficient (Boe & Kvalvik, 2015). Another reason for why it is important for nonprofit boards of directors to monitor and control the organization is their responsibility when it comes to assuring donors about an organizational use of their contributions and no expropriation of the funds by organizational decision makers (Miller, 2002).

The observations show that the board does not monitor or control the organization as the organization was very inefficient. Some examples of that are the fact that it turned out that the script that had been sent was outdated and incorrect. There was a lot of disagreements and time before the script was considered good enough to be practiced and performed in workshops. If the board would have assigned a person who is responsible for the content of the workshops it would be possible to check with the person who is responsible whether the task has been performed. The responsible person would then have to update the script and make sure that the content is clear for all the volunteers that are participating in the workshops. The schools were not booked in time and there was no schedule. This is another thing that, if it would have been monitored and controlled by the board, would not have happened. Workshops were not held until the third week, which was a result of sickness, but mainly due to the outdated script, and the inefficiency of the organization. The foreign volunteers time was mostly spent in the office, not contributing to the project. If monitored and controlled, their time would have been used more productively, spending this time actually contributing to the project, hence, making more efficient use of this resource. All of this resulted in very only three schools being visited and no churches.

In order for the board to control an organization, a trustworthy chief executive's (CEO) should be chosen. It is important that the chosen CEO shares the values of the board and works towards the goals and is experienced in the field, as the organization is going to be accountable to this person. The organization used to have a CEO (the executive director), however, now this role is currently replaced by a board member who is both a program coordinator and a member of the board. This solution can work if the person is reliable and shares the values of the board (Miller, 2002). Otherwise, a lack of a CEO that is controlled by the board is a potential risk for the organization. From what could be observed, the program coordinator was very trusted and was not monitored or controlled. It is important to remember that the board should not give all responsibility to the CEO since the CEO is supposed to help the board, not replace it. If the board will not perform its tasks by setting goals, obtaining resources and controlling the organization, the job of the CEO will be harder and less valuable.
Another important activity for the board to perform in order to have control is to have regular meetings where information can be exchanged and feedback both given and received (Albertos & Mareels, 2010; Preston & Brown, 2004). However, the information from observations and interviews show that the board meets only once a year and the members, except for the program coordinator, visit the project even lesser. Since there is currently no CEO at the project who can support the board and the board has few meetings and rarely visits the project, it is hard for the board to stay in control. It poses a risk for the organization and the board itself. Especially, since the nonprofit boards of directors have to make sure that the organization will use their contributions responsibly and that organizational decision makers will not expropriate the funds (Miller, 2002). The board could

have more meetings, depending on the time frame of the goals that have been set. This would allow them to monitor how the organization is performing and enable the possibility to act if needed, to ensure that the goals will be successfully met before the end of the time frame of the goal. For example, if the goals have a time limit of one year, the meetings could be every quarter or at least twice a year in order to give the organization a possibility to evaluate the progress and check if there are any necessary changes that need to be performed.

5.1.5 Efficiency

This section focuses on the importance of the efficiency of the organization and the board itself.

It is very important for organizations to be efficient and use the resources efficiently since organizations have limited resources (Nwachukwu & Chladkova, 2018; Wysocki, 2011). This is the case for all kinds of resources, material, money, and human resources. Efficiency is about creating as much value as possible with the smallest amount of resources (Boe & Kvalvik, 2015). The value of the outcome is measured by how well it fulfills the goals that have been set. The harder it is to gain the necessary resources, the more important it becomes to use them efficiently (Wysocki 2011). However, it is not enough that the organization itself performs its tasks efficiently, the board members also need to be committed and efficient in order for the organization and its workers and volunteers to become committed and efficient (Miller, 2002; Preston & Brown, 2004). Otherwise, the volunteers might lose interest in engaging in the project which would result in the organization losing even more resources. As the organization in Ghana was inefficient, and the board did not put any pressure on the organization, many resources were wasted or used inefficiently. The main example found during the observations and from the interview with Interviewee 4 who was a previous volunteer, was that the volunteers were wasting a lot of time. The script was not completed, the schools were not booked and most of the time was spent in the office doing nothing that would contribute to the project. The consequences of this, in the reviewed case study, led to delivering poor results as only three schools and no churches were visited. If the board sets goals that would put some pressure on the organization in Ghana, the employees and volunteers would have to be more efficient and perform more, resulting in better use of the resources. Moreover, the volunteers would probably feel like they are contributing more and making a difference which is very important for them in order to be willing to engage.

5.2 The reflection of the study

This section brings up the potential pros and cons of how the study has been performed.

A case study has been performed by volunteering in and observing the Ghanaian nonprofit organization. Collecting information about how the organization is performing, through interviewing actors which have been involved in the organization. However, these methods are not flawless, the observations were quite short and the people that have been interviewed might not have shared the whole picture in order to protect themselves or the organization (Patel & Davidson, 2011). On the other hand, combining these methods should give enough information to draw some conclusions (Patel & Davidson, 2011; Westbrook, 1990). Due to the limited time and resources, certain limitations had to be made. However, findings that could not be explored are added in the next section which is "suggestions for future research". Another important aspect is the fact that the information has been collected from only one organization, which might not give a full picture of how nonprofit organizations works. Nevertheless, the collected material, along with the theoretical findings, will suffice to answer the research questions asked in this thesis.

5.3 Suggestions for future research

This section presents suggestions for potential ways of continuing the study.

This study shows the importance of the role of the boards' of nonprofit organizations and control. The performance of NPO boards is difficult to define and to measure (Callen et al., 2010) and little is known about how the boards are performing its tasks and how the boards are controlled. Moreover, there is a possibility of a goal conflict between the donors of the money and the board (Miller, 2002). Therefore, it could add value to the research to perform a more extensive study that focuses on finding a framework that could be used to measure the performance of nonprofit organizations and its boards and how to control the boards in order to make sure that its members will perform the given tasks in a correct and efficient way. Moreover, this study could be continued by examining how applying the suggestions from this research affects the organization and whether other recommendations can be found.

6. Conclusions

This section presents the answers to the research questions and other conclusions that have been found in the study.

The aim of the study was to contribute to the research about the importance of the boards' role and the effects of its performance in nonprofit organizations by answering the following research questions:

RQ1: What is the role of the board in a nonprofit organization?

RQ2: How can the board of nonprofit organizations contribute to their projects?

RQ3: What effects can boards' failure to perform its tasks have on nonprofit organizations?

The board is trusted to set clear goals that help the organization achieve these by gaining necessary resources and monitoring and controlling the organization to make sure that the organization uses the resources efficiently and fulfills the goals. Moreover, the board should choose a CEO that will help them to govern and control the organization and have regular meetings where information and feedback can be exchanged. The board contributes to nonprofit organizations by giving them a clear direction, guiding them through monitoring and controlling, ready to take the necessary action to ensure efficiency and goal achievement.

The study showed a couple of negative effects on the nonprofit organization which was connected to the fact that the board of the organization was not doing its tasks. Since the set goals were not clear enough to follow, the members did not have anything to aim for that motivated them to work efficiently. Moreover, resources were not used efficiently since the board was not controlling the organization. The fact that there was a difference between how it was supposed to be and how it actually worked, showed that the board had not performed its job to monitor and control the organization. Thus, there might be a need for the board to be controlled in order to make sure that the members will perform their tasks.

References

Albertos P., Mareels I. (2010) Feedback. In: Feedback and Control for Everyone. Springer, Berlin, Heidelberg

Arshad, R., Asyiqin, W., Razali, W., Bakar, N. (2015). Catch the “Warning Signals”: The Fight against Fraud and Abuse in Non-Profit Organisations. *Procedia Economics and Finance*, 28, pp.114-120.

Arshad, R., Razak, H., Bakar, N. (2014). Assessing the Self-governance and Value Creation in Non-profit Organisations. *Procedia - Social and Behavioral Sciences*, 145, pp.286-293.

Bell, J. (2016). INTRODUKTION TILL FORSKNINGSMETODIK. 5. uppl., Lund: Studentlitteratur AB.

Biofocuscommunicatie (2018). *Kumasi Africa Map.* http://biofocuscommunicatie.nl/kumasi-africa-map/ [2019-06-13]

Boe, O., Kvalvik, Ø. (2015). Effective Use of Resources in the Public Management Sector in Norway. *Procedia Economics and Finance*, 26, pp.869-874.

Burkov, V., Goubko, M., Korgin, N., Novikov, D. (2015). *Introduction to Theory of Control in Organizations*. Hoboken: Taylor and Francis.

Callen, J., Klein, A., Tinkelman, D. (2009). The Contextual Impact of Nonprofit Board Composition and Structure on Organizational Performance: Agency and Resource Dependence Perspectives. VOLUNTAS: *International Journal of Voluntary and Nonprofit Organizations*, 21(1), pp.101-125.

Cornforth, C. (2002). *The governance of public and non-profit organizations*. London: Routledge.

Dubois, A., & Gadde, L.-E. (2002). Systematic combining: an abductive approach to case research. *Journal of Business Research*, 55(7), 553–560.

El-Gohary, N., Osman, H., El-Diraby, TE. 2006, 'Stakeholder management for public private partnerships' *International Journal of Project Management*, vol. 24, no. 7, pp. 595-604.

Ganu, J., & Boateng, P. (2013). Examining Sexual Harassment Experiences in the Ghanaian Work Environment: Behavioural Responses and Effects on both Women and Men. *Nigerian Journal of Management Sciences*. 3. 1-12.

Kerzner, H. (2009), *Project management: a systems approach to planning, scheduling, and controlling*, 10th edn, John Wiley & Sons, Inc, Hoboken, New Jersey

Lee, A., Baskerville, R. (2003). Generalizing Generalizability in Information Systems Research. *Information Systems Research*, 14(3), ss. 221-243.

Miller, J. (2002). The Board as a Monitor of Organizational Activity: The Applicability of Agency Theory to Nonprofit Boards. *Nonprofit Management and Leadership*, 12(4), pp.429-450.

Nwachukwu, C., Chladkova, H. (2019). FIRM RESOURCES, STRATEGIC ANALYSIS CAPABILITY AND STRATEGIC PERFORMANCE: ORGANISATIONAL STRUCTURE AS MODERATOR. *International Journal for Quality Research*, 13(1), pp.75-94.

Patel, R., Davidson, B. (2011). Forskningsmetodikens grunder – Att planera, genomföra och rapportera en undersökning. 4. uppl., Lund: Studentlitteratur AB.

Preston, J., Brown, W. (2004). Commitment and performance of nonprofit board members. *Nonprofit Management and Leadership*, 15(2), pp.221-238.

Sam, S. (2016). SEXUAL HARASSMENT AGAINST WOMEN IN THE SECURITY FORCES: THE CASE OF WOMEN IN GHANA. Conference: Women In International Security-Canada 9th Annual Conference, At Halifax.

Smithfield, T. (2018). Be SMART: Targeting Your Goals. *The Shooting Industry*, vol. 63, no. 12, pp. 28-29.

Tunnicliffe, V., Metaxas, A., Le, J., Ramirez-Llodra, E., Levin, L. (2018). Strategic Environmental Goals and Objectives: Setting the basis for environmental regulation of deep seabed mining. Marine Policy.

Walsham, G. (2006). Doing Interpretive Research. *European Journal of Information Systems*, 15, ss. 320-330.

Westbrook, L. (1990). Evaluating reference: An introductory overview of qualitative methods. *Reference Services Review*, 18(1), 73–78.

Wysocki, R.K. (2011). Effective Project Management: Traditional, Agile, Extreme. 6th Edition. New Jersey: John Wiley & Sons.

Appendix A

Interview questions for the members of the Ghanaian NPO:

1. Can you summarize to us what the project is about?
2. What is the main goal of the project?
3. What is your role in this project?
4. How were you chosen/selected for this role?
5. How long have you been in that role?
6. How long have you been involved in this specific project?
7. Tell us what you do during a regular business day on the project?
8. How is the project organized? Could you draw it for us?
9. Where are you in the organization?
10. How do you choose the actors? I.e. how do you choose volunteers, places to go, target group etc?
11. How do you choose schools and churches to visit? Is it always the same places? Do you come back to the same ones?
12. What do you think has been successful in this project? What are you proud of?
13. Has the project encountered any challenges or problems so far? If yes, tell us more about it.
14. Have these challenges or problems been solved? If so, how?
15. Is there something that you wish could be done or done differently?
16. How do you measure the effectiveness of the project? Do you follow up? How? What is the result of your follow-up?

Appendix B

Interview questions for the foreign volunteers:

1. Can you summarize to us what the project is about?
2. What is your role in this project?
3. How long have you worked at this specific project?
4. What is the reason that made you apply for this role?
5. How were you selected for this role?
6. Did you feel prepared enough when you started your work tasks?
7. Was there anything that you felt you lacked, such as materials, education, information, etc?
8. How did you experience the work as a volunteer?
9. How did you experience the response from the participants?
10. Did you experience any other challenges or issues during the work? If so, how was it solved?
11. Which things do you feel worked well in the project and which one(s) could be improved?
12. Is there anything you wish could be done or could have been done differently in the project?
13. Do you feel like you have been able to help with the project?
14. Do you feel like you were able to achieve your goal by joining this project?
15. Is there anything more you would like to add?