Module 3

Leadership

Board Development •
• Leadership Role and Style • Communication
• Team Building • Decision Making • Delegation • Running Effective Meetings • Conflict Management • Managing Change •
Leadership

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Introduction

Before you begin...

Take stock of your leadership style. Are you:

- A **charismatic leader** whose influence derives mainly from personality?
- A **situational leader** whose influence comes from being in the right place at the right time?
- An **appointed leader** whose influence arises directly out of the job position?
- A **functional leader** whose influence is based on performance rather than position?

Determine what your leadership contributes. As a leader, do you:

- Communicate effectively and consistently with your staff?
- Delegate clearly, effectively, and completely?
- Minimize biases, cliques, perceived unfairness, or advantage among staff?
- Articulate and share a vision with staff and invite them to share, comment upon, or critique this vision?
- Reduce barriers, territoriality, and other obstacles to creative collaboration, coordination, and communication?

Assess issues and factors that could make you a more effective leader. Are you burdened by:

- Dysfunctional management systems?
- Poor communication or information flow?
- Lack of longer term strategic or sustainability plans?
- Cumbersome, inefficient, bureaucratic organizational structure or procedures?
- Poor Board–staff relations?
Leadership Roles and Styles

Leaders successfully encourage followers and subordinates to contribute voluntarily to the achievement of group tasks. Leaders cause others to take effective action or responsibility by motivating and inspiring them. Most managers are also leaders. Leadership exists at many levels in the organization (e.g., the Chairman of the Board, the CEO, the Head of Department or Unit or Section). A good leader is also open to the potential for leadership in unexpected places. Even very junior staff can demonstrate leadership under certain circumstances.

Every manager should focus on engendering staff commitment towards organizational goals and objectives. In other words, the manager must be able to exercise appropriate leadership of work groups and influence their behavior.

Leadership is not just based on personality, appointment, circumstances, or accident. It is strongly associated with behavior. In an organization, leadership can be described as a dynamic process whereby the manager influences workers or the team to contribute voluntarily to achievement of group tasks.

Four elements can be identified in this definition:

- **The leader** who should possess appropriate skills, knowledge and personality:
- **The tasks or goals inherent in the organization’s mission.**
- **Subordinates** with appropriate technical skills and motivation.
- **The environment/situation** including external pressures and emerging trends and mandates.

The “formal” leadership structures of most organizations consists of the following: the unit, department, or organization, Program Managers or Directors, Board of Directors, Advisory Committee, a Chief Executive Officer (CEO) or Executive Director and often a Management Committee. To be effective, the Program Manager or Director should be able to oversee or manage day-to-day transactions, and also demonstrate competent use of leadership skills. These skills include using appropriate leadership style, effectively communicating, building teams, making decisions, delegating, running meetings, resolving conflicts, and managing change with the staff and Board of Directors. This module is designed to enable managers to:

- Perform roles and duties credibly in relation to the development and day-to-day management of an organization’s Board of Directors.
- Perform leadership roles and use appropriate leadership style to ensure optimum staff productivity.
- Communicate effectively with staff, Board of Directors, clients, funding agencies, and other stakeholders.
- Build and maintain effective work teams.
- Use rational approaches in making decisions that affect their staff and organization.
- Effectively plan, implement, and follow up delegations to staff.
- Effectively plan and run meetings.
- Use various strategies in resolving interpersonal and organizational conflicts.
- Effectively manage change at the personal, group, organizational, and environmental levels.
**Food for thought...**

A good and effective leader has mastered:
- Participatory decision-making
- Delegation
- Communicate ideas
- Motivate
- Conflict management
- Change management
- Fostering a shared vision
- Team building
- Skills transfer

**Remember...**

The art of leadership is finding the best balance among four elements:
- The leader
- Tasks or goals
- Staff
- The environment in which the organization operates.

A leader is responsible for maintaining group focus on critical tasks and preserving group integrity. The leader also bears responsibility for keeping the organization’s vision and strategy on track, and for scanning the environment to identify, its opportunities and confront its threats.

Demands of good leadership vary depending on the situation. Still, every leader or manager should have a good understanding of the organization and its needs or requirements. This will enable the leader to gauge the extent to which his or her leadership norms contribute to or hinder progress. It is also true that good leaders are often made, not born. Thus, leadership skills must be learned and reinforced consistently and in context. Many organizational difficulties result from leadership’s failure to define, embody, and defend the purposes of the organization, and manage internal conflicts. These tasks can be shared, but generally cannot be completely delegated. It is impossible for leaders to know and do everything, but they should be able to identify trouble spots and know how these may affect the whole organization.
What Do Effective Leaders Do?

Generally the manager’s influence and effectiveness depend on the extent to which his/her behavior leads to achievement of subordinates’ goals and establishment of an enabling climate. Indeed, the manager needs to cope with and resolve potential conflicts and integrate individual goals (such as self-development or esteem) with overall organizational goals of and for staff and stakeholders. Many of these goals are not tangible or easily measured, but leaders must recognize and address them to bolster morale and performance.

Some Common Though often Intangible Expectations

1. **Achievement**: Help staff achieve their work objectives. Most like to do things well. They like to succeed. Their satisfaction comes from achieving what they set out to do. Good leaders help their team members achieve by giving them clear instructions, suitable training, and appropriate facilities and supplies needed to conduct their work. If people fail to achieve, wise leaders are willing to accept their own share of the blame.

2. **Recognition**: Few staff rest contentedly with the knowledge that they have done a good job; most want others to know as well. Leaders should be ready to publicly recognize and praise their co-workers or subordinates.

3. **Responsibility**: To take responsibility is to accept the consequences of both good and bad decisions and actions. Not only should s/he readily accept responsibility, but a leader should also provide opportunity for staff to take increasingly more responsibility. A leader should also not be quick to criticize if things do not always go according to plan. Allowing staff to take responsibility—and providing a role model for taking responsibility—is one way a leader imports useful work skills and increases the number of staff who can constructively lead or contribute to work outputs and goal achievement.
4. **Advancement**: Recognition without reward is not sufficiently fulfilling. Staff prefer tangible incentives such as salary increases and positions with added responsibilities and more freedom to use their initiative. This leads to increased job satisfaction.

5. **Self Improvement**: Staff like to mature and develop as professionals. Many make great sacrifices to improve themselves and their families. Team leaders can help their teams by providing them with concrete opportunities for continuing education or skills development.

Here are two self-assessment exercises that may reveal significant positive and negative aspects of your management style. They may be used interchangeably. Use their results to pinpoint aspects of your leadership “style” you may want to improve or strengthen.

**Exercise A: What is Your Leadership “I.Q”?**

Below are ten descriptions of ways of handling subordinates. How do YOU think your organization’s affairs should be managed?

<table>
<thead>
<tr>
<th>Description</th>
<th>Firmly believe</th>
<th>Favor believe</th>
<th>Disfavor believe</th>
<th>Strongly opposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Closely supervise staff at all times.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Encourage staff to set their own goals and standards.</td>
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<tr>
<td>3. Allow staff to take on increasing responsibility.</td>
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<tr>
<td>4. Make sure staff know punishment for “non-performance” will be severe.</td>
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<tr>
<td>5. Continually push staff to achieve targets.</td>
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<tr>
<td>7. Let staff plan their own work as much as possible.</td>
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<tr>
<td>8. Keep worries about the organization to myself.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>9. Allow staff to make important decisions by themselves.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Always seek ways to develop staff skills, and broaden their contributions.</td>
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</tbody>
</table>

*Adapted from CAFS: Family Planning Programme Management*
Exercise B: Analyzing Your Leadership Style

Scoring: Circle your choice in each column.

<table>
<thead>
<tr>
<th></th>
<th>Firmly believe</th>
<th>Favor</th>
<th>Disfavor</th>
<th>Strongly opposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Closely supervise people at all times.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. Encourage people to set their goals and standards themselves.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3. Allow people to take on increasing responsibility.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
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<tr>
<td>4. Make sure people know punishment for “non-performance” is severe.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. Continually push people to make targets.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. Spell out directions in great detail.</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. Let people plan their own work as much as possible.</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
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<td>8. Keeping worries about the organization to myself.</td>
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<td>0</td>
</tr>
<tr>
<td>10. Always seek ways to extend people, and broaden their contributions.</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

TOTAL SCORE

If your score is 16 or above, you have great leadership qualities. If your score is 12-16, you have potential but need to pinpoint areas for improving your leadership skills and working on them. If your score is 11 or below, you may need to continuously assess your style and choices as a leader and aspire to motivate, trust, and respect your staff more fully.
Bright Ideas: Tips on becoming a leader

1. Recognize that leaders are made and not born.
2. Recognize that leadership skills, just like management skills, can be learned.
3. Be willing to take moderate risks when challenging the status quo.
4. Be clear about what is going on in your organization and inform your staff and colleagues.
5. Compensate staff according to their contributions.
6. Be a model of leadership by establishing meaningful one-on-one relationships, as a mentor, to younger employees.
7. View change as an opportunity for doing things better or differently.
8. Believe that most staff have contributions to make and want to make them.
9. Think in terms of the future—that is, think about where you want yourself and your organization to be years from now.

Communication

Communication is one of management’s basic skills. Unfortunately, communication ‘problems’ plague most managers. Communication can be described as the transfer of information (e.g., a message) from one person (the sender) to another person (the receiver). Effective communication, however, is a process in which ‘messages’ are ‘sent’ and ‘received’ and confirmation that they were received and interpreted is communicated by the ‘receiver’.

The purpose of communication in an organisation is to influence actions of work teams and other stakeholders in furtherance of the organization’s welfare. Communication is essential for effective internal functioning, specifically to establish an organization’s mission, goals, strategies, allocation of human and material resources, and effective control over performance. Good communication also enables an organization to relate to its external environment and thus become aware of customer needs, availability of supplies, stakeholder interests and requirements, and government regulations.

Remember...

Effective Communication = Message + Feedback

Some communications send wrong message and choke off meaningful dialogue. As an exercise, review these two draft memos during a staff meetings and finally choosing the one that best facilitates communication (i.e., the one sent by the best leader.) Encourage staff
to share their reactions to each one and describe in their own words how communication could have been improved.

**Memo I.** The last management meeting decided to issue a directive to staff to be punctual. Non-compliance with this directive will result in serious consequences. You are warned!

**Memo II.** Due to frequent lateness by staff, management has decided that as of today May 5, 1998, all staff must report to work no later than 7.30 a.m. daily. All violators will lose their pay for each day they are late. For more information on this issue, you are free to contact the Personnel Manager.

In comparing the two memos above, you should take note of the following:

<table>
<thead>
<tr>
<th>Memo I</th>
<th>Memo II</th>
</tr>
</thead>
<tbody>
<tr>
<td>“You are warned” raises the spectre of danger or retaliation</td>
<td>Clarity of message (e.g., the memo contains all elements of the desired message). Problem: lateness to duty; expected actions: resumption of the starting time 7.30 a.m. Consequences of non compliance: pay withheld are clearly stated.</td>
</tr>
<tr>
<td>Memo does not state the actual problems; message not specific</td>
<td>Openness; opportunity for further discussion (feedback allowed)</td>
</tr>
<tr>
<td>No provision for feedback</td>
<td></td>
</tr>
</tbody>
</table>

**Effective Communication Channels and Methods**

**Process points...**

- **Formal** – an organization's official method of communicating including: faxes, emails, letters, memos, bulletins, and meetings.
  - **Written** e.g., documents to:
    - Convey decisions, policies and guidelines.
    - Serve as reference/permanent records.
    - Assign delegate duties.
    - Pass information through formal channels
  - **Informal** - face to face discussion, telephone calls.
  - **Verbal** - talking e.g. giving oral instructions to subordinate, telephone instructions.
  - **Non-verbal** - e.g. gestures, frowning, turning back on people. Managers should be aware that they may be using non-verbal cues.
  - **One-way** - Top-down with no chance of response or feedback (e.g., policy directives)
There are many forms of communication...such as faxes, memos, e-mail, letters, and bulletin boards. Managers must also develop their writing skills to be able to give clear, accurate, concise, and complete messages for effective communication. However, managers should never rely exclusively on one-way communication.

**One-way communication can become effective if:**

- Feedback is ensured. For example, when sending letters, faxes, and memos, make sure that you solicit and obtain a response. Make additional requests for a response if necessary.
- Memos, letters, and policy directives should be followed up with meetings with relevant individuals and groups.

**Two Way Communication**

![Diagram: Sender - Message - Receiver - Feedback]

Two-way communication offers opportunity for control, better interaction, and feedback. For example, face to face communication, meetings, and committee work all facilitate two-way communication.

**Improving Your Listening Skills!!!**

Communication is truly two-way. It involves not only talking and clear expression, but listening, as well. Listening is the single most important attribute of an effective manager. You can be an effective listener by:

**Tips and Tools**

- Finding areas of interest, - ask ‘what is in it for me?’
- Judging content, not delivery.
- Holding your fire: don’t judge until you fully comprehend what the other is saying.
- Listening for ideas/central themes.
- Being flexible.
- Being empathetic and trying to appreciate the other’s point of view, needs, or problems.
- Resisting distractions.
- Using your powers of comprehension and imagination.
- Keep your mind open.
- Keeping in mind that thought is faster than speech.
Bright ideas...

10 Tips for Effective Communication

- Be concise and clear.
- Listen attentively and alertly.
- Check out assumptions and clarify what is being communicated.
- Write clearly and effectively.
- Avoid being judgmental.
- Maintain eye contact.
- Share ideas, feelings, and opinions.
- Tap and address feelings of others.
- Pull together all ideas and seek agreement.

Summary

Communication is effective when there is feedback

Communication is the vehicle by which managers create motivation and concerted action. The transfer of information between a manager and staff is a necessary process in directing everyone’s efforts towards the attainment of organizational goals.

Team building

Team building is a continual process by which a group of people who work together are assisted in becoming more united as they strive to achieve common goals. Good teams are characterized by members' mutual respect and support for each other, effective communication, and drawing on each others' resources, skills, and experiences. Skill requirements for most organization’s terms fall into three fairly self-evident categories: technical or functional expertise; problem-solving and decision-making; and interpersonal skills. Teams may be further categorized into terms of those that:

- Recommend things.
- Make or do things.
- Run things.

Teams may be large or small, ad-hoc (such as a strategic planning team), or permanent (such as a standing committee or management unit).
Teams do not become effective merely by working together over a period of time. Where individuals come together from different cultures, having different ideas, expectations and feelings about why and how certain things should be done, there is a likelihood of conflict. This may make it difficult for the team to work consistently, discuss matters openly, and reach consensus. Such a dysfunctional team becomes ineffective and can create problems for the manager. The manager therefore must be aware of processes that must be followed to resolve key issues in team building in order to assist when teams get stuck.

**Tips for Setting Up teams**

A “working” checklist:

- Determine the team’s goal. Why set up a team in the first place?
- Determine size of team.
- Determine criteria for participating in the team. Is it:
  - Gender sensitive?
  - Interdepartmental? (department heads).
  - Professional (by occupation).
  - Culturally diverse with members of differing backgrounds.
  - Locally appropriate (that is, someone who is likely to be accepted by the rest of the team to do local norms or practices, or someone who is keenly aware of and sensitive to the local situation).
- Determine life of team. How long should it exist? Is it ad-hoc or permanent?
- See that proposed members are free to participate, and are not already too busy.
- Confirm who is interested.
- Provide adequate information to members (background data readings, analyses or reports,)
- Detail expected outcomes.

**Steps to Building Teams**

Processes for resolving key issues in team building require team members to review or assess goals, roles, and attitudes. There are several steps in helping teams to clarify these matters and re-focus. A similar process can be used in resolving workplace conflicts in general.
Question 1. Team Goals: What do we want to achieve?

**Steps**
- Discuss and clarify goals with members and agree on necessary planning issues or elements.
- Discuss what team members expect as a result of committing their time and energy to work on goal achievement.
- Review the goals to ensure that they are in line with organizational mission, mandate, and strategic directions.

Question 2. Roles: Who will perform what tasks?

**Steps**
- Define the roles that will be required to accomplish the goals.
- Identify all members’ skills and experiences.
- Check to determine if members have interest in particular roles.
- Use members’ skills and experiences to assign roles (not qualifications and positions).
- Assign the best person to each role.
- Orient members to each other roles (to remove misconceptions about each others’ roles).
- Determine that assigned roles will assist in accomplishing the goals.

Question 3. Attitudes: How do we feel about working together on this assignment?

**Steps**
- Allow every member to discuss how they feel about participating (e.g., shy, afraid of not being able to perform, afraid of not being accepted).
- Develop acceptable agreed-upon norms (e.g., Do we call each other by first names? How do we deal with absenteeism? How do we express our anxieties or anger? How do we keep commitments or agreements, etc.?)
- Develop clear, effective decision making processes (e.g., Do we vote openly or secretly? Do we rely on consensus?)
- Decide on how team members communicate with one another (e.g., Do we listen attentively until the member has aired his view and then give proper feedback? Do we respect each others point of view? Do we acknowledge all contributions?)
**Exercise...**

You might want to incorporate this case study in your team’s orientation or as a team building exercise with staff. Pay careful attention to their responses. You may receive vital clues about how to make your team more effective and smoothly functional.

---

**Case Study**

An NGO has won a grant to build a Youth Center and must report on its progress before the launching date and a simultaneous donor visit (by the end of 3 months). The NGO Board mandated the Manager and Program Director to take action. The Manager invited the NGO’s departments of Research, Finance, Administration and key community leaders to a meeting to brief them on the program. She explained the program’s purpose and the deadline to staff members.

Community representatives established an implementation committee. At their first meeting, they elected a chairperson by voting and assigned supervisory roles to committee members with experience in different aspects of center construction. A young secretary from the community volunteered to take minutes. Members prepared budgets and fixed meeting dates for each subsequent Friday.

The Program Manager was designated the committee’s advisor and was present at all meetings, but did not take over the chairperson’s role. At the meetings the committee received progress reports from supervisors, assessed progress, and determined next actions. It mandated a small sub-committee to plan for the launching ceremony and to submit their report for ratification. The chairperson encouraged all members’ inputs in the meetings. It made important decisions by voting.

The committee successfully completed the Youth Center by the deadline and was commended by the NGO, which received a follow-up grant to implement further activities at the Center.

Please answer the following questions:

1. What did the Program Manager do to ensure the program’s success?
2. In your opinion, what role did the Chairperson play in ensuring the team’s effectiveness?
3. How were different functions divided?
4. What are some of the problems that could have arisen to prevent the committee from meeting the deadline?
5. How would you describe the committee members’ performance?
Food for thought...

Sometimes problems occur that may render teams ineffective unless there is intervention. A manager should:

- Review whether the program, approach, or goal was properly established.
- Determine whether there has been a change in team leadership or leadership style.
- Ask the team to address key issues when beginning to work together.
- Clarify if there are new members and have they been initiated into the team (i.e., are they aware of team norms and goals)?
- Identify members’ different skill areas and, if necessary, reinforce the team’s skill mix.

Annex C contains a checklist designed to help a manager pinpoint causes of a team’s dysfunction. It can be used in team meetings as a stimulus for assessing the team’s effectiveness or for problem identification and problem solving.

Remember...

Effective teams share ideas → Effective teams achieve their goals → Effective teams feel fulfilled

An effective team is an important tool for managers
Remember Also...Team Building Can Assist a Manager to Perform More Effectively

It enables employees and management to:

- Work collaboratively.
- Understand each other better.
- Understand each others’ assignments.
- Spend less time managing conflict.
- Reach their goals more quickly.
- Produce better results.

Delegation

A widely accepted attribute of managerial work is that it requires effective delegation - in other words, obtaining results through the efforts of others. Some of an organization's conflicts and problems can be traced to lack of, or poor delegation. Delegation is giving a task to another—usually a subordinate—and ensuring that the task is properly completed by that individual. In other words, delegation is a process by which accountability for results is transferred down an organization's supervisory chain. On an organizational chart, this process is represented by vertical ‘delegation lines’ between the various positions. Delegation requires trusting your subordinates to make decisions for which you will be held accountable. The manager who delegates can produce unlimited results, whereas a manager who refuses to delegate often does not achieve results because the manager is limited by his or her own time.

Delegation is very much concerned with authority. The supervisor who assigns responsibility to a subordinate must also be ready to pass on sufficient authority to act on the manager’s behalf. Note, however, that the supervisor must account for the performance or non-performance of tasks to higher authority. Delegation is not abdication. It is still the manager’s job to ensure subordinates or team have the time, skill, and ability to make and implement good decisions.
**Benefits of Good Delegation**

### Table 2: Delegation

<table>
<thead>
<tr>
<th>Manager</th>
<th>Staff</th>
<th>Organisation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Allows time for more supervision and focus on more strategic duties.</td>
<td>• Creates sense of belonging.</td>
<td>• Helps in achievement of objectives.</td>
</tr>
<tr>
<td>• Improves job satisfaction as goals or tasks can be achieved on time.</td>
<td>• Motivates.</td>
<td>• Ensures timely completion of work.</td>
</tr>
<tr>
<td>• Provides opportunities for continuity during absences.</td>
<td>• Creates job satisfaction.</td>
<td>• Helps identify potential leaders.</td>
</tr>
<tr>
<td>• Helps with appraising staff.</td>
<td>• Allows for career development.</td>
<td>• Grooms future replacement.</td>
</tr>
<tr>
<td></td>
<td>• Gives creative opportunities to learn.</td>
<td>• Ensures more effective use of resources.</td>
</tr>
<tr>
<td></td>
<td>• Builds confidence.</td>
<td></td>
</tr>
</tbody>
</table>

### How to Delegate Effectively...Step by Step...

Every manager should be able to review work periodically and decide what to delegate based on the organization’s policies and regulations. It is important to understand the background of every staff members’ skills, experiences, and commitment. In order of priority, managers should follow the following ten steps in delegating effectively:

- ✔ Review your work and decide which aspects to delegate.
- ✔ Review the organization’s policies and regulations concerning delegation to determine if delegation is encouraged or precluded.
- ✔ Review staff skills and experiences.
- ✔ Select the most suitable person for the task.
- ✔ Discuss the proposed delegation with other staff.
- ✔ Discuss delegation with others and document their responses.
- ✔ Give written authority.
- ✔ Give support but don’t interfere.
- ✔ Follow the agreed upon work program closely.
- ✔ Give instructive feedback periodically.
- ✔ Make adequate technical, financial, or other resources available.

### Levels of Authority/Degrees of Delegation

When delegating, the manager must decide on the scope, freedom and authority that s/he will grant a subordinate (delegatee) in the performance of assigned tasks. There are usually three levels of authority:
Board Development

What is a non-profit Board? *The Board is the policy and strategy setting body of an organization.* It is the apex of the organizational structure. Various types of Boards are detailed below.

Quite often, Chief Executive Officers (CEOs) feel that they do not need a Board because of the erroneous belief that a not-for-profit organization has no monetary benefits to offer Board members. On the other hand, many CEOs fear that a Board may become obstructive or even hijack overall organizational authority. However, the CEO or Executive Director and volunteer Board members can create productive working relationships and thereby jointly guide the organization towards achieving its goals.
Ideally, the Chief Executive or Executive Director should be a paid staff member, with the organization’s founder serving as a non-paid Board member. It is important that the responsibilities of Board and the Chief Executive officer be well delineated. No one should function in both roles.

Why NGOs Need a Board

► For Legal Requirements

These are mandated by local statutes. Most countries require a list of volunteer members to serve as guardians of the public trust that nongovernmental organizations strive to serve.

► For Promotion and Organizational Causes

The Board serves as the advocacy organ for organizational causes by selling its mission and promoting its goals within the consumer community and the policy making government.

► For Fund Raising

Influential members who constitute a Board can mobilise resources or contributions from a variety of private and business sources for regular financial or inkind support.

Types of Board

Based on specific but varying characteristics, the five types of Boards are:

► Board of Trustees
► Board of Directors
► Community Board
► Advisory Board
► Executive Board
Table 3: Types of Boards

<table>
<thead>
<tr>
<th>Types of Board</th>
<th>Characteristics</th>
</tr>
</thead>
</table>
| 1. Board of Trustees         | - Hold in trust all properties of the organization.  
|                              | - Give financial and legal backing.  
|                              | - Provide advocacy to the NGO.  
|                              | - Size usually ranges from 2 to 5 members.  
|                              | - Can combine governing role.  
|                              | - Usually founding members.                                                                                                                         |
| 2. Board of Directors        | - Size usually ranges from 3 to 15 depending on the organizational development.  
| stage of                     | - Members usually nominated and have a set tenure of office.  
|                              | - Cannot perform the legal duties of the Board of Trustees.  
| Boards:                      | - Determine organization mission and purpose.  
|                              | - Participate in strategic planning.  
|                              | - Set and enforce policy guidelines.  
|                              | - Monitor implementation to ensure success.  
|                              | - Select the Chief Executive.  
|                              | - Ensure accountability.  
|                              | - Support the Chief Executive Officer and assess his/her performance.  
|                              | - Promote organization’s image.  
|                              | - Conduct Board self assessment on a regular basis.  
|                              | - Can establish or function through committees, especially smaller Executive Committees.                                                         |
| 3. Community Board Membership| - Usually established for community based organizations.  
|                              | - Conferred by invitation from organization and nomination by the community.  
|                              | - Role is one of support or advice.  
|                              | - Selection through meetings, consultations, or focus group discussions.                                                                         |
| 4. Advisory Board            | - Function is mainly advisory or to increase an organization’s influence or base of support can be ad-hoc or permanent.                      |
| 5. Executive Board           | - Directors of different Board Committees. Meet periodically to perform Board functions.                                                           |
Creating Your Board

Recruitment

Board recruitment and selection of its members should be planned carefully to ensure outreach beyond an homogenous group. It is important that members are visionaries, possess integrity, and are committed to the organization’s mission, goals and vision. It also helps if they have wealth of experience and are professionals in diverse areas e.g., fund raising, public relations, administration, management, and finance.

Process of Recruitment

1. Constitute nominating committee of founders and influential leaders within the organization’s area of operation.

2. Prepare criteria for recruitment of Board members.
   - Representation - depending on the target group (e.g. youth, women).
   - Individual responsibilities and roles (e.g., finance or accounting background, management experience, relevant technical skills such as law or medicine).
   - Availability - (how much time can they spare).
   - Interest in the organization (the person is interested in the organization’s mission or program).

3. Prepare a profile sheet. To ensure diversity, several factors like those below should be considered.

- Age
- Gender
- Ethnic background
- Location/Region/Zone
- Professional background
  - Administration/Management
  - Finance
  - Health/Medical
  - Agriculture
  - Legal/Law
  - Academic
  - Public Affairs
- Organizational experience - past experience with Boards
- Social position and/or reputation in the community
4. Select members using a step by step approach.

**To Choose Board Members...**

1. Establish a nominating committee.
2. Identify the skills and attributes needed by the Board.
3. Identify the skills and attributes of people you have in mind or those already constituting your Board.
4. Establish and agree upon written criteria. Consider using a checklist or scoring sheet if interviews are set up.
5. Consider having an interview(s) include informal meetings with staff.
6. Select among Board candidates according to criteria.
7. Ascertain interest in performing Board roles.
8. Officially inform those finally selected as members stating clearly terms of reference e.g., tenure of office, job description, meeting schedules.
9. Orient and involve new members in the activities of the Board.
10. Canvass new members to determine if they have talents that are particularly useful (e.g., fund-raising, marketing, research, systems development).
11. Have clear rules about replacing or re-electing individuals as their tenure of office lapses.

**Board Leadership and Structure**

Strong and dynamic leadership is essential for an effective, functional Board. Since Board effectiveness is integrally linked to its leadership, the choice of the Board President or Chairperson is crucial. This person should not be chosen on the basis of seniority or default; strong Board member must chair the Board.

**Characteristics of An Effective Chairperson**

- Integrity
- Commitment
- Independence
- Goodwill
- Good human relations
- Knowledgeable with balanced perspective
- Good leadership skills

**Board Structure and Evolution**

The structure of the Board depends on the type, size and developmental stage of the organization. Like other aspects of institutional growth, increased capacity, and maturity, the Board should develop and become more “sophisticated” to match the organization's growth and efficiency. Table 1 below can be used as guide to determine the best size for your Board. Board types evolve along the following pattern of organizational development:
Table 4: Types of Boards by level of organization.

<table>
<thead>
<tr>
<th>Level of organization</th>
<th>Type of Board</th>
<th>What the Board does</th>
</tr>
</thead>
<tbody>
<tr>
<td>Launching or Emerging/Growth Stage (seed) (2 to 3 years only)</td>
<td>Small group of friends, associates or community volunteers</td>
<td>• Works directly with management staff to carry out daily organizational activities</td>
</tr>
<tr>
<td>Mature Stage (3 - 5 years old)</td>
<td>More formal, Advisory Board or a small Board of Directors from related disciplines</td>
<td>• Oversees the formation of organizational mission, policies and operations, and delegates more completely to management.</td>
</tr>
<tr>
<td>Sustainable Stage with national International affiliations (5 - 10 years old)</td>
<td>Large Board of Directors with established sub-committees of highly influential persons</td>
<td>• Engage in strategic planning and links plan to performance standards • Fund raising • Oversees and evaluates financial and program performance • Hires/fires the Executive Director</td>
</tr>
</tbody>
</table>

Example of a Board Structure

![Board Structure Diagram]

Roles and Responsibilities of Chairperson

- Serves as organization’s chief volunteer officer.
- Works hand-in-hand with the CEO or Executive Director.
- Leads Board of Directors in establishing/updating policies, determining organization’s mission, and articulating the vision.
- Develops Board meeting agenda with CEO or Executive Director and chairs meetings.
- Appoints committee chairpersons.
- Encourages Board participation.
- Serves as “ex officio” member of committees and attends their meetings.
- Discusses issues confronting the organization with the Executive Director or CEO.
- Facilitates effective team work among Board members.
- Evaluates the effectiveness of Board members.
- Performs other responsibilities assigned by the Board and delegates tasks as appropriate.
- Ensures compliance with requirements of regulating authority.
Roles of Members

- Act as chairpersons and members of committees.
- Perform designated roles.
- Attend meetings regularly.
- Communicate directly with chairperson and not with the operating staff.
- Sell the organization's mission, goals, and program to the public.
- Propose changes to public policies that will help the promotion of the organization’s mission.
- Strategic planning.
- Financial accountability.
- Fund raising.
- Appraisal of the Executive Director.
- Evaluation of program performance.

Board Orientation/Board Meetings

Educating Board members is a continuous process. While new members are oriented to the organization’s mission and activities, old members are updated and educated about emerging management and development issues. This may be done through retreats or specific training opportunities, conferences and study tours to visit similar organizations.

Who Orients?

The CEO or Executive Director has the sole responsibility for educating and orienting Board members and staff.

Orientation About What?

- The Board members and staff of the organization.
- Location of the organizational facilities.
- The organization’s history, the present and the future.
- The structure of the Board and job description of Board members.

Members should know the organizational structure and linkages as well as the key staff and their functions.

Members must be taken on a tour of the facilities of the organization or the beneficiary community to enable them have a picture of the organization’s needs.

Members must have an overview of the organization, its founding story, its structure, and the future plans as outlined in the strategic plan.

New members must know how the Board is structured, who chairs it, what committees are in place, and what mandates each committee has. It is also very important that the job descriptions of each Board member are shared with the new members.
**Remember...**

Boards of Directors and staff DO NOT have the same functions. No matter how tempting it is to participate in all matters, there is a clear distinction between Board and staff rules and responsibilities.

- **Board Members** provide guidance, set policies, and mobilize resources.
- **Staff** manage and implement programs, supervise, conduct operational planning, and report on progress to the Board and relevant donors.

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**Board Meetings: How Often? How Effective?**

Meetings should be held regularly. Some Boards meet quarterly; some meet monthly. Table 2 below shows activities, component tasks, and persons responsible for activities connected with Board meetings.

**Table 5: Tasks Associated with Board Meetings**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Component tasks</th>
<th>Person responsible</th>
</tr>
</thead>
</table>
| 1. Pre-Meeting Contact/Nomination | • Send letter of invitation  
• Book accommodations or venue  
• Arrange and send tickets or secure reimbursement costs | Board Secretary or the Executive Director or CEO |
| 2. Agenda                       | • Prioritize important issues for discussion at the beginning of meeting       | Board Chairperson/Executive Director or CEO     |
| 3. Sub-Committee Reports        | • Compile sub-committee reports and send out to members at least two weeks before meeting | Executive Director or CEO                       |
| 4. Conduct Meeting              | • Manage timing of items on meeting agenda                                     | Board Chairperson                               |
| 5. Record Keeping               | • Document the minutes on proceedings and file                                 | Board Secretary                                 |
| 6. Implement Decisions          | • Document means, steps to implement decisions                                 | Executive Director or CEO                       |
| 7. Future Dates for Meetings    | • Agree and set specific date, time and venue for next meeting(s)             | Board members                                   |
Exercise: Strengthening Your Board for Better Performance

Review this Case Study...

Women’s Health International which has been incorporated for 10 years, conducts activities and provides community-based STD/HIV prevention information and services in Iloko. The organization’s operations are managed solely by two senior staff. The Board of Trustees constituted for the purpose of registration had remained a “paper tiger”, without apparent authority or influence.

Major reasons for this include:

- High profile membership of people who lack commitment.
- Inaccessible membership.
- Fear of loss of control by management.
- Ignorance of a Board’s appropriate roles in an organization’s development.

How would you reorganize this Board to make it more functional? What would you do to improve Board–staff collaboration?

Annex A contains Board self-assessment formats. These can be used to determine what kind of technical assistance or inputs and training your organization’s Board needs in order to be more effective. These self assessment tools should be used annually or every two years!

Board Assessment

Helpful tools for assessing your Board members include:

1. Job descriptions.
2. Checklist of activities accomplished by Board members annually or during their terms as served as Board members.

Board Recruitment of Chief Executive Officer (CEO) or Executive Director

These are the steps Boards should use in recruiting the most senior staff or manager:

- Prepare a job description.
- Advertise.
Short list.

Interview (using a format for rating each candidate based on selection criteria and desired skills).

Check references.

Select (or if no candidate is acceptable, discuss the process, re-advertise, and create a new shortlist).

Send letters signed by the Board Chairperson to nominees with:
  ✓ Job description.
  ✓ Descriptive package (printed materials about the organization such as a brochure, annual report, constitution, structure, etc).
  ✓ Contract or letter outlining terms and conditions.

Roles of Executive Director Viz a Viz the Board

- Acts as Executive Secretary to the Board.
- Develops periodic updates and presents them for Board approval.
- Prepares job descriptions for all staff.
- Keeps the Board adequately informed about the organization's programs and finances and prepares drafts for proposed policies.
- Works closely with Chairperson in developing agendas for Board meetings and in considering how to strengthen Board functioning.
- Assists in orienting new Board members and prepares packages for each member containing:
  ✓ Information about organization’s mission, goals, and objectives (including strategic and sustainability plans)
  ✓ Update of program activities/initiatives
  ✓ Constraints and problems facing the organization
  ✓ Basic budget for financial information (overall budget, principal donors, income generated/source, last audited statement)

- Provides staff support to Board committees.
- Ensures that accurate financial data and reports are periodically provided to the Board.
- Liaises with the Board and the staff.

Running Effective Meetings

Meetings are very important coordination mechanisms for managers and organizations. They can enhance performance, results, and achievement of goals and objectives. Wherever people gather or associate for a purpose, meetings are needed. There are many reasons for holding meetings.
Purpose of Meeting:

- To plan for the organization.
- To provide or receive information.
- To inform and dispel rumours.
- To give and receive reports on activities.
- To engage in creative problem-solving.
- To coordinate activities.
- To ensure staff commitment.
- To meet statutory requirements.
- To allow for free expression of ideas.
- To allow for feedback from units and departments or stakeholders.

Types of meetings:

Table 6: Characteristics of Formats vs Informal Meetings

<table>
<thead>
<tr>
<th>Formal Meetings</th>
<th>Informal Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Properly constituted with official mandates.</td>
<td>- Have no constitutional mandate.</td>
</tr>
<tr>
<td>- Chair appointed.</td>
<td>- No official set pattern or procedures.</td>
</tr>
<tr>
<td>- Official paperwork mandatory .</td>
<td>- Paperwork not mandatory (e.g., Unit or Departmental meetings), Briefings.</td>
</tr>
<tr>
<td>e.g. minutes, agenda, background documents. (Examples are Board Meetings, Annual General Meeting, Executive, Advisory, Management Committee meetings)</td>
<td></td>
</tr>
</tbody>
</table>
Remember...A manager's role may vary based on the type of meeting

Table 7: Manager's Roles in Various Meetings

<table>
<thead>
<tr>
<th>Types</th>
<th>Managers' Roles</th>
<th>Plan/Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Board Meeting</td>
<td>☞ Coordinates and collaborates with Board Chairperson.</td>
<td>☞ Arrange to produce minutes.</td>
</tr>
<tr>
<td></td>
<td>☞ Serves as Secretary of Board.</td>
<td>☞ Ensure relevant documents for discussion are ready.</td>
</tr>
<tr>
<td></td>
<td>☞ Processes agenda agreed to by Board members.</td>
<td>☞ Contact and notify members.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☞ Arrange logistics (e.g., venue, transportation, or accommodation).</td>
</tr>
<tr>
<td>2. Annual General Meeting</td>
<td>☞ Coordinates with Board Chairperson and Committee heads.</td>
<td>☞ Contact all members.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☞ Prepare agenda.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☞ Arrange venue, etc.</td>
</tr>
<tr>
<td>3. Organizational meeting (e.g., program planning meeting) Evaluation meeting Performance appraisals Program implementation assessment Committee meetings</td>
<td>☞ Manager may or may not be part of this meeting.</td>
<td>☞ Chairperson responsible generally (not necessarily the Manager).</td>
</tr>
<tr>
<td></td>
<td>☞ Constitutes members of committee(s) according to purpose.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☞ Receives reports on committee activities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☞ Terminates committee(s) after assignment completed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☞ Defines terms of reference.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☞ Must not delegate.</td>
<td></td>
</tr>
<tr>
<td>4. Community Meeting</td>
<td>☞ Manager must attend to mobilise, inform or appeal for community support.</td>
<td>☞ Be knowledgeable about “who is who” in community.</td>
</tr>
<tr>
<td>5. Donor/NGO Meeting</td>
<td>☞ Must not delegate.</td>
<td>☞ Donors review program plans, sustainability issues.</td>
</tr>
<tr>
<td></td>
<td>☞ Attends and represents the NGO.</td>
<td>☞ Comprehensive documentation useful.</td>
</tr>
</tbody>
</table>

Preparing for Effective Meetings

An effective meeting is one which is perceived by all present to have achieved its objectives. It also helps if participants perceive they could not have these outcomes reached individually. Effective meetings do not occur by chance. They need to be planned for in advance. The Manager should be clear in his mind the purpose(s) of the meeting.
Tips and tools for being prepared...

☛ Be clear about purpose of meeting and its intended results and outcomes.
☛ Prepare a draft agenda (see Annex E).
☛ Ensure information about the meeting (e.g. time, location, brief agenda, background materials) reaches all members at least one week in advance.
☛ Solicit and integrate inputs into the agenda.
☛ Develop a final agenda after comments and distribute.

Conducting Effective Meetings

It is the responsibility of the chair (or convener) to ensure that the meeting runs smoothly and achieves its purposes, and that everyone has a fair opportunity to participate fully.

Table 8: Factors in Effective Meetings

<table>
<thead>
<tr>
<th>Presiding Officer’s Role</th>
<th>Meeting Participant’s Role</th>
<th>Controlling the Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Ensure venue is prepared and conducive.</td>
<td>➢ Read background materials before meeting (e.g., minutes).</td>
<td>1. Keep focused on meeting purposes.</td>
</tr>
<tr>
<td>➢ Make sure materials are on hand (e.g., writing materials, markers, public address system, water, audiovisuals, etc.).</td>
<td>➢ Arrive for meetings on time.</td>
<td>2. Keep discussions on track and emphasize issues not persons.</td>
</tr>
<tr>
<td>➢ Identify the meeting Secretary.</td>
<td>➢ Do not engage in side conversation.</td>
<td>3. Ensure all have opportunity to participate, and encourage weak and silent members.</td>
</tr>
<tr>
<td>➢ Review agenda with members and set time limit for each item.</td>
<td>➢ Air your views in a democratic, mutually respectful manner.</td>
<td>4. Generally, comments should be addressed to the chair.</td>
</tr>
<tr>
<td>➢ Ensure all information, papers and minutes of meeting are on hand and copies available to members.</td>
<td>➢ Fulfil personal assignment.</td>
<td>5. Establish the norms and ground rules of meeting early on.</td>
</tr>
<tr>
<td>➢ Ensure all members have opportunity to air their views.</td>
<td>6. Do not allow one person to dominate a meeting.</td>
<td>6. Establish the norms and ground rules of meeting early on.</td>
</tr>
<tr>
<td>➢ Start on time, stop on time.</td>
<td>7. Chairpersons should be less authoritarian and more facilitative.</td>
<td>7. Chairpersons should be less authoritarian and more facilitative.</td>
</tr>
<tr>
<td>➢ Summarize decisions and ensure everyone understands their assignment(s). Follow up with written minutes distributed to participants.</td>
<td>8. During clashes remind combatants gently that all have the same mission.</td>
<td>8. During clashes remind combatants gently that all have the same mission.</td>
</tr>
<tr>
<td>➢ Thank members for attending.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Follow up activities after meetings

Expedite minutes to all members and try to distribute them within a week. Minutes should be concise, include any decisions, persons responsible and agreed-upon deadlines. (See Annex F for a meeting evaluation checklist).

Conflict Management

Conflicts can be caused by misconceptions between individuals (interpersonal) or groups (inter-group). Conflict occurs when thoughts, feelings, beliefs, values and ideas between these two appear to be incompatible and thus preventing staff or others from moving forward in the same direction. Conflicts may be social or work-related, and could be employee-to-employee (peers), supervisors-to-subordinates, or between a manager and other staff. Sometimes departments of the same organization are in conflict.

Because different people have different viewpoints, conflicts are inevitable. This is particularly so in work groups or organizations where group members see the needs of the organization differently because of their different job orientation. Since a certain degree of conflict is natural, the goal of a group or manager is not to eliminate conflict, but to view it as essentially healthy. That is, if conflict is handled and resolved constructively, it may spark creativity or greater consensus.

Why is Conflict a Concern for Managers?

Organizations have goals and objectives whose achievement require that every member or unit of the organization contribute and coordinate their efforts with those of others. The manager is the link, coordinator, and interlocutor of group efforts. Inter-personal and inter-group conflicts can negatively affect organizational goals if not properly handled and resolved. The manager must develop the will and skills to quickly identify and resolve unhealthy conflicts, tension or friction between or among staff and departments.

Common Causes of Conflicts

Human beings are at the center of virtually every conflict. Individual differences play a very big role. Different people perceive the same thing in different ways, react to situations differently, adopt different procedures to achieve the same thing, and accept responsibilities differently. What positively motivates Mrs. A to do something positively may differ from Mrs. B. For instance, recognition may be a motivation factor for Mrs. A, whereas Mrs. B expects to be motivated by a salary increase. Moral values, justice and fairness may be different based on ethical differences. In NGOs major contributing factors could be:

- Misconception of facts
- Competition/rivalry
- Poor motivation and reward system
Limited opportunities
Lack of transparency
Limited accountability
Favouritism
Poor delegation
Poor communication
Poor relationships
Poor leadership style
Lack of commitment
Jealousy

Addressing Conflict Constructively

Administrative Change Strategies

This is an approach in which the people involved in the conflict are separated from working together either by posting one to a different program (or unit) or even laying off the concerned employee(s). Work boundaries can also be redefined or authority relationships enforced. In most cases, this approach will not work because the basic conflicting factors have not been adequately addressed. Another administrative approach is an “avoidance strategy” in which parties concerned agreed to smooth things out due to managerial intervention. This shifts causes of conflict to focus on communication gaps and often persuades both parties to disregard the issue. Lastly, compromise, in which both parties decide to give and take, can be used, but it often does not address underlying issues that can flare up again and impede working relationships.

Attitude Change Strategies

This strategy confronts the real issues. A manager needs energy (both emotional and intellectual) as well as diagnostic and interpersonal skills. Conflicts often reach and involve the manager at the crisis stage. The effectiveness of “open confrontation strategy” depends largely on the fact that both parties involved have equal power over each other and over the situation in which they find themselves. Their willingness to confront and make sacrifices increases the confrontation approach’s effectiveness.

Tips and Tools in Resolving Conflicts

1. **Identify causes of conflict.** The manager must be able to interview the parties concerned individually and clearly determine what each person feels.
   - What are the causes?
   - How does the person feel about the situation?
   - What suggestions for possible solutions are advanced?
2. **Initiate and chair a face-to-face meeting between the parties.** After giving an overview of reasons for the meeting, the manager should listen carefully to each presentation including and encouraging suggestions, and remaining non-judgmental throughout. The manager should clearly articulate organizational goals, and the cause(s) of conflicts after diagnosis. Each individual involved should be helped to understand the other person’s concerns, think rationally, and make suggestions for resolution.

3. **Establish a working contract between or among those involved in conflict.** The disputants should be encouraged to admit each other’s positive ideas and channel them towards improving working relationships. Managers and conflicting groups should have structured opportunities to evaluate the situation after some time, and to change or modify agreed upon actions as need be.

### Guidelines for Preventing or Reducing Conflicts

- Have clear, written, well understood job descriptions for everybody.
- Distribute tasks fairly.
- Delegate duties with appropriate authority.
- Have clear line of lateral and vertical relationship.
- Hold frequent, but purposeful, meetings.
- Recognize everyone’s positive inputs.
- Direct people towards goal achievement.
- Expose the group to different group based activities.
- Establish reward systems to motivate staff.
- Don’t show favouritism.
- Don’t intrude in personal affairs, unless invited.
- Avoid gossiping with or about others.

### Remember...

- Managers direct different people with different or varying values, attitudes, skills, and working styles. This makes conflicts inevitable.
- Conflict has its merits and demerits. It may bring out new ideas or new techniques which can lead to optimal achievement of organizational goals. Conversely, poor interpersonal relationships may lead to an individual’s failure to contribute, decreased productivity, and inability to achieve goals.
- Managers should learn to resolve conflicts immediately and appropriately and not to suppress them.
- Responsibility for resolving conflicts rests with both disputants. A manager is only a link, coordinator, and facilitator for conflict resolution. A manager’s intervention should ensure that both parties are allowed to express their sides of the story.
Managing Change

Nothing is ever static. Organizations are no different. In this age of new technologies, new knowledge and skills, new markets and competition, change is a necessary ingredient for survival. Changes are necessitated by external (e.g., changes in legislation, funding, socio-cultural trends, or competition) and internal forces (e.g., changes in leadership styles, mission or structure). Whatever the reasons for change, the manager must be well equipped to assist subordinates and organization as a whole in surviving the transition and emerging even stronger. A good manager is a true change agent and inspires others to follow suit.

Roles in Organizational Change

☛ Change Sponsor

Usually upper level management who determine and legitimize change.

☛ Change Agent

Usually middle and lower level management who are implementors.

☛ Change Target

Usually individuals and groups (or stakeholders) who must change modes of operation and or acquire additional skills.

NOTE: While changes can be initiated at any level, generally the approval of upper level management is needed.

In addition, management of the transition falls on the manager whose role may change. A good manager must assist his subordinates to:

- Accept the changes
- Acquire more skills
- Deal with personal problems arising from change
- Deal with feelings or anxieties that arise.
Skills for Managing Change

A manager must ensure that the organization and entire staff weather storms resulting from changes successfully by using major skills: empathy, communication, and participation.

<table>
<thead>
<tr>
<th>Empathy Skills</th>
<th>Communication Skills</th>
<th>Participation Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I were my subordinate what would be my major concerns?</td>
<td>Sending messages through the right channels at the right time and receiving feedback.</td>
<td>Use different methods of getting your subordinates involved in change process.</td>
</tr>
<tr>
<td>Put yourself in the other’s shoes.</td>
<td>Important to package messages tactfully and appropriately.</td>
<td>Include them in at all levels.</td>
</tr>
</tbody>
</table>

Exercise: Recognizing the Need for Affirmative Change Management

Within organizations, changes can occur at four different levels: the personal level, the group level, the organizational level and the environmental level. A manager must be prepared to be both proactive and sensitive. Here are some pertinent examples of potential changes. Ask yourself: How would you manage these changes?

PERSONAL LEVEL

A subordinate has been given a letter deferring his increment for two years. His wife has recently had a baby. He has concerns about how to meet family obligations since his wife is on half pay and there is an extra mouth to feed. He is also concerned that he has lost his chance of being promoted.

GROUP LEVEL

When an NGO team is executing a project in a very rural community with limited infrastructure, individual concerns become group concerns, (e.g., accommodation, transport, safety, acceptance, feasibility).

ORGANIZATIONAL LEVEL

NGO’s funding has declined and some staff must be laid off. The manager must preside over re-structuring the organization and also address concerns of remaining staff members including: fear about the NGO’s future, insecurity, possible changes in position, etc.
ENVIRONMENTAL LEVEL

The Government has promulgated new regulations for NGOs and all NGO's must re-register. The manager must anticipate potential changes, and the consequent effects on the organization and its staff.

*Remember...* By far the most important challenge the manger faces, is the resistance of subordinates to change.

### Why People Resist Change

1. **Fear of:**
   - The unknown
   - Loss of power
   - Building new relationships
   - Additional responsibility

2. **Ignorance of:**
   - Proposed changes
   - Change processes
   - Benefits of changes

3. **Others reasons:**
   - Happy with status quo
   - Poor interpersonal relationships predominate
   - Not consulted before decided on changes

### How to Recognise Resistance to Change

- Reduced output
- Poor work quality
- Increased absenteeism
- Attitude changes
- Increased complaints
- Side meetings
- Orders not executed

### Tips and tools for managing change...

*Get subordinates to:*

- Suggest some new ideas.
- Establish their own goals for achieving success.
- Start to appraise their own performances through systematic self-assessment.
- Rotate chairmanship of meetings.
- Recommend adaptations.
- Assist in decision making.
- Try problem-solving.
- Emphasize interdependency.
Summary

Managing change is a great challenge for a manager. Change is inevitable in any organization because of the ever-evolving nature of environments and the pressures they exert on organizations. However, an effective manager must understand that individuals perceive changes differently. Although individual concerns may differ from group concerns and organizational concerns, all must be acknowledged and accommodated. Environmental concerns affect groups and individuals operating within a specific context, and so may actually provide a unifying means of recognizing and managing change positively and effectively.

Bright ideas...

The Manager must:

- Recognize his role as change agent.
- Use empathy, communication and participation skills.
- Recognize that changes occur at different levels.
- Know why people resist changes.
- Recognize signs of resistance.
- Use appropriate methods in dealing with change, especially those that seem relevant in the specific organizational setting.
- Acquire other useful skills (e.g., team building and decision making).

Change if well managed can strengthen an organisation and lead to sustainability

Learn to recognise those things you cannot change and find ways to deal with them.
Decision making

“It is better to take a decision and make mistakes than not take any decision at all”.

Everyone, at one time or another, faces situations in which decisions must be made. Making decisions is a major managerial responsibility because of overall accountability to superiors for unit, department, or organizational performance as well as need to provide leadership for subordinates and mould them into an effective, contented, and forward-looking team. A manager’s ability to make more judicious and satisfactory decisions increases his or her effectiveness.

Decisions may be required to resolve conflicts, respond to organizational or environmental changes or stakeholders demands, improve services, or allocate resources in furtherance of strategic goals or directions. Decision making involves choosing a best course of action or a satisfactory solution among a range of alternatives; resolving difficulties or disharmony must be factored in. Several steps are needed for proper decision-making including:

- Assessing the magnitude of the tasks.
- Determining resources needed, whether they are readily available, and sources of additional support if needed.
- Reviewing previous experiences in comparable situations.
- Acknowledging the respective views, interests, perceptions, and positions of all key players.
- Conducting simple cost-benefit analyses (i.e., who is advantaged or disadvantaged? What are the significant costs and are they outweighed by probable benefits? What are the short-, medium-, and long-term implications? How does this affect the organization’s niche, image, influence, or collaborative relationships? Is it consistent with the organization’s mission and goals?

Who Is Involved in Decision-Making

Every manager and supervisor, and all other staff members in an organization, are responsible for making decisions and responsibilities. Here are some good steps to follow in arriving at decisions with positive effects.

Steps in Decision Making:

- **Gathering facts.** A manager must constantly and thoroughly identify real or potential problems. A manager must fully comprehend what the problem is and why it exists.
- **Consult** with those affected and with those whose inputs, ideas, and opinions will be useful in making a good decision (e.g., employees or clients). Weigh the different options presented, including postponement, finding additional technical resources, and reassigning responsibilities.
- **Prepare** an appropriate implementation plan.
- **Communicate** the decision to those affected, whether staff, clients, or community members.
- **Follow-up** the decision by ensuring it is fully implemented.
- **Constantly review** the decision and take necessary corrective action if implementation is not proceeding according to plan.
Tools and Tips for Effective Decision-Making

- Be sensitive to relevant environment, people, interactions, and attitudes.
- Maintain good work relationships.
- Seek inputs at all levels.
- Avoid undue worship of past successes.
- Acquire and use administrative skills!
- Use or seek technical competence in the operational area or field affected by the decision.
Annex A: Board Self-Assessment Forms

Sample checklist

Name ___________________________ Assessment Period ______________________
Date/Month/Year________________________
As a Board member of __________________________
Mark 1 for activities accomplished
Mark 2 for activities yet to be accomplished or unaccomplished

1. Activity related to the NGO’s mission and the purpose of the organization
   ———— Read printed materials about the organization
   ———— Read organization’s manual
   ———— Attended meetings regularly

2. Activity which supports the Executive Director:
   ———— Visited the Executive Director to hear more about progress
   ———— Provided constructive feedback about Executive Director’s performance

3. Activity which helps to ensure adequate resource for the NGO:
   ———— Sold the organization’s ideas to community
   ———— Involved in fund-raising effort.

4. Activity which monitors our program:

5. Activity which enhances our public image:
   ———— Educate public about the organization.

6. Other activities (specify)

Annual Board Assessment Issues

1. How often did the Board meet?

2. Which of these activities did the Board undertake? Please tick appropriately:
   ▶ Review of goals and objectives
   ▶ Assessment of its governance roles
   ▶ Appraisal of the role of the Board
   ▶ Periodic assessment of the Executive Director
   ▶ Others (specify)
   ▶
   ▶
3. Have adequate resources been secured for the organization’s activities? Please tick.
   Yes ☐
   No ☐

Worksheet on Basic Responsibilities of the Board

Note: Work through this exercise to determine how your Board presently supports you with regard to its responsibilities.

Name of organization

1. Determine the organization’s mission and purpose. My Board supports this by:

_______________________________________________________________________________

2. Select the executive
   My Board supports by: ___________________________________________________________

3. Support of the executive and the review of his or her performance
   My Board supports by: ___________________________________________________________

4. Ensuring effective organizational planning
   My Board supports by: ___________________________________________________________

5. Ensuring adequate resources are mobilised:
   My Board supports by: ___________________________________________________________

6. Managing resources effectively:
   My Board supports by: ___________________________________________________________

7. Determining and monitoring the organization’s programs and services
   My Board supports by: ___________________________________________________________

8. Enhancing the organization’s public image
   My Board supports by: ___________________________________________________________

9. Carefully selecting, orienting and involving new Board member
10. Assessing its own performance
    My Board supports by: ___________________________________________________________
Improving the Effectiveness of your Board !!!

Use information obtained from analysis of BOARD ASSESSMENT, ANNUAL BOARD ASSESSMENT ISSUES AND BASIC RESPONSIBILITIES OF THE BOARD above to develop a 6-month workplan of how you will assist your Board to improve its effectiveness.

Use or adapt the format provided below:

<table>
<thead>
<tr>
<th>Board Enhancement Activity</th>
<th>Duration/Date</th>
<th>Person Responsible</th>
<th>Resources Needed</th>
</tr>
</thead>
</table>

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</table>
## Annex B

**Exercise: Assessing Your own Communication Skills**

Do you as a manager do any of the following activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disseminate written information about organisation activities.</td>
<td>🆑</td>
<td>🆑</td>
</tr>
<tr>
<td>Hold informal discussions with staff from time to time.</td>
<td>🆑</td>
<td>🆑</td>
</tr>
<tr>
<td>Hold formal meetings with staff.</td>
<td>🆑</td>
<td>🆑</td>
</tr>
<tr>
<td>Provide forums/fora for staff to express their ideas, views, and opinions on issues.</td>
<td>🆑</td>
<td>🆑</td>
</tr>
<tr>
<td>Observe staff reactions/expression, during meetings and other interactions.</td>
<td>🆑</td>
<td>🆑</td>
</tr>
<tr>
<td>Assign/delegate jobs is assigned/delegated in writing, not verbally.</td>
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<td>🆑</td>
</tr>
<tr>
<td>Interrupt frequently when talking with staff.</td>
<td>🆑</td>
<td>🆑</td>
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<tr>
<td>Ensure reporting systems are clearly stated.</td>
<td>🆑</td>
<td>🆑</td>
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<tr>
<td>Initiate and maintain production of newsletters, bulletins.</td>
<td>🆑</td>
<td>🆑</td>
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<tr>
<td>Summarize discussion to ensure clarity and agreement.</td>
<td>🆑</td>
<td>🆑</td>
</tr>
</tbody>
</table>
Annex C

Tick ✔ if skills are good and mark ✗ if deficient.

Checklist for assessing and re-assessing team effectiveness:

<table>
<thead>
<tr>
<th></th>
<th>Good</th>
<th>Deficient</th>
</tr>
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<tbody>
<tr>
<td>Leadership Style</td>
<td></td>
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<tr>
<td>Communication</td>
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<td>Motivation</td>
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<td>Listening</td>
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<td>Collaboration</td>
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<td>Coordination</td>
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<td>Time Consciousness</td>
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<tr>
<td>Decision Making</td>
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<tr>
<td>Trust</td>
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<tr>
<td>Commitment to Goals</td>
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<tr>
<td>Free expression of feelings</td>
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<tr>
<td>Competence/technical skill</td>
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Annex D

A Tool for Improving your Delegation Effectiveness’

You can improve your effectiveness as a manager by adopting the A-B-C delegation tool described below:

Steps

1. Develop a list of the key tasks in your department or section.
2. List these tasks at the top of your chart as indicated below.
3. List the names of your key subordinates on the left-hand side of the chart.
4. Check (✔) appropriate box if the subordinate can perform a task competently.
5. Cross (✖) in the box where a subordinate is in the process of learning a task and indicate the level of authority (A, B or C) mandated.

<table>
<thead>
<tr>
<th>Task No. 1</th>
<th>Task No. 2</th>
<th>Task No. 3</th>
<th>Task No. 4</th>
<th>Task No. 5</th>
<th>Task No. 6</th>
<th>Task No. 7</th>
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<td>Ngozi</td>
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<td>Hassan</td>
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<td>Tony</td>
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KEY: ✔ = Can perform task competently.
✖ = In process of being trained.
A) Bj = Level of authority given.
Cj

NOTE: The above model chart shows you who is learning on the job, and who is underworked and ready for more delegation. Develop your own delegation chart.
Annex E

The following are tools that may help you to conduct more effective meetings.

1. Sample agenda

- Purpose of meeting (also indicate intended outcomes)
- Topics in order of consideration (provide sufficient information or background papers, or minutes of the previous meeting)
- Convener of meeting
- Allow time (if necessary) for any other business (AOB)

Agenda

Finance/Budget Planning Committee Meeting

Date: 06/11/2000
Venue: Conference Room
Time: 11:00 am

ITEMS

1. Opening Prayers
2. Introductions
3. Negotiation of agenda (if necessary)
4. Reading of minutes, discussion of minutes
5. Discussion of report on financial sustainability
6. Any other business
7. Chairperson Summary
8. Closing

Dr. (Ms) Esther Obadiah
Secretary, for: Chairman
2. Sample Letter of Invitation

Letter of Invitation to Meeting

Society for Women Against Aids in Nigeria (SWAAN)
11 Anderson Street, Calabar
Cross River State

6th November, 2000

Barrister (Mrs) Agnes John,
2 Adam Duke Street,
Akamkpa, CRS.

Dear Madam,

Invitation to Finance/Budget Planning Meeting

I am writing to invite you to attend the meeting of the Finance/Budget Planning Committee. As you are aware, our organisation is under pressure from our donors to submit our Financial Plan before December 1, 2000.

The purpose of this meeting is to discuss the report on ‘Financial Sustainability’ submitted by our consultant.

Date of Meeting: 06/11/2000
Time: 11:00 am
Venue: Conference Room

We look forward to your valued contributions.

Attached: Copy of Report on Financial Sustainability
Draft Agenda of Meeting

Signed: Dr. (Mrs) Esther Obadiiah
for: Chairman

Copies To: (List all participants)
Annex F

Meeting Evaluation Checklist

This questionnaire can be distributed periodically at the end of meetings. The collated responses could be used by the manager to plan future meetings and to discuss with members how to strengthen meetings.

1. The issues covered today were:
   Less important 1 - 2 - 3 - 4 - 5 Essential

2. Materials provided were:
   Not helpful 1 - 2 - 3 - 4 - 5 Indispensable

3. Today’s discussion concerned primarily
   Operations 1 - 2 - 3 - 4 - 5 Finance and Budget.

4. What might we have done to improve our meeting today?

5. Did our meeting contribute to overall organizational welfare and goals?
   Yes ☐ No ☐

6. Did we use the time allotted for the meeting wisely?
   Yes ☐ No ☐

7. In light of today’s meeting, what are the most important topics we should address at our next meeting?

Adapted from: How to help your Board govern and manage National Centre Non-Profit Boards.
References

1. Publications of the National Centre for Nonprofit Boards, Washington DC.
10. Murvin R. Weisburd. Organizational Diagnosis - A wordbook of Theory and Practice
11. On Being In Charge, op. cit