

CAP Mozambique

Strengthening Leading Mozambican NGOs and Networks II

Training Manual on Critical Components of Effective
NGO Management and Leadership



The Strengthening Leading Mozambican Organizations and Networks II Program is made possible through support provided by FHI Development 360 LLC with financing from the United States Government through the U.S. Agency for International Development (USAID) under Associate Cooperative Agreement No. 656-A-00-09-00164-00 (Reference Leader Award No. HFP-A-00-03-00020-00)

Developed by:
Dr Chiku Malunga
CADECO
P.O Box 1884
Blantyre
Malawi

Tel: 265 1 915 723

Cell: 265 8 868624

e-mail: cadeco@sdn.org.mw

With the support of CAP Mozambique funded by USAID (United States Agency for International Development) with funds from President's Emergency Program for AIDS Relief (PEPFAR)

OVERVIEW OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

Exercise 1: Trends in NGO governance and leadership

1. What are your observations about the issues of governance and leadership in the world, Africa and Mozambique in the last 5 years?
2. Why is there a growing interest in issues of governance and leadership and why now?
3. How well are efforts aimed at improving governance and leadership matching improvement in actual practice? Why or why not?

Handout 1: Trends in NGO governance and leadership

Trends shaping governance, leadership and management in Africa and beyond include:

1. Enjoying public trust to having to be accountable
2. Seeking friends to finding professional colleagues
3. Large boards to right sized boards to ensure effectiveness
4. Clearly separating the roles and responsibilities of the board, leadership and management
5. Recruiting names to recruiting valuable skills
6. Orienting board and management members informally to conducting formal orientation
7. From accepting to become board members while being unclear about roles and responsibilities to committing to performance and accountability for results
8. From working without performance appraisals for managers to ensuring all managers, officers and staff are regularly appraised and that the appraisal results are consciously used to improve the effectiveness of the organization
9. From boards holding meetings on trivial issues to strategic meetings and clearly discussing what should be discussed at board and management levels
10. From need for frequent meetings to less meetings because of other improved means of communication
11. From a board working as one entity to boards being divided into sub committees with different tasks to ensure participation by everyone

12. Financial understanding by the treasurer only to the entire board having knowledge and ability to interpret financial information
13. From ignorance to being aware of the legal implications of being board members
14. Serving for life and having to respect term limits especially for the board
15. From boards not being involved in fundraising to being actively involved through own contributions or using other means like influence or the board and management complementing each other in fundraising or financial sustainability efforts
16. Not evaluating the director to structured appraisal of the director's performance

Exercise 2: Reflecting on trends in NGO governance and leadership

1. How do the trends presented compare with practice in our partner organizations?
2. What are the key challenges for use as capacity building service providers in helping our partners to ensure that their governance and leadership are current?

Exercise 3: Understanding governance, leadership and management

1. What is your understanding of the term: governance, leadership and management?
2. In an NGO, who is responsible for governance, leadership and management?

Handout 2: An overview of governance, leadership and management

Every organization has 3 functions. These are governance, leadership and management. Governance is the work of the board. Management is the work of staff. In very simple terms governance means authority and accountability. Management means making good use of resources. Leadership means giving direction and inspiring people to follow the direction to an agreed and desired destination. It is only when the 3 components are functioning well simultaneously that can have an effective organization.

Governance has 4 main responsibilities. These are:

- Being custodians of the organization's vision, mission and values
- Financial oversight
- Performance monitoring and;
- Ensuring financial and organizational sustainability

Management has 3 main responsibilities. These are;

- Translating the vision and mission into work and results

- Establishing the structure needed to make the work possible
- Establishing policies, systems and procedures

Leadership has 2 functions. These are:

- Formulation and communicating the vision, mission and values
- Inspiring and motivating people to work together in realizing the vision and accomplishing the mission – this involves team building and team work.

A significant component of organization development is building the effectiveness of the organization’s governance, management and leadership processes, functions and structures. Governance development involves among other things assessing the effectiveness of the board against the key responsibilities above and finding ways of bridging identified gaps. Management development involves building skills and competences in the establishment and implementation of the key management responsibilities.

Leadership development involves developing an individual’s or a group’s capacity to lead – critical components include developing the individual or group’s ambition, competence and integrity. In practical terms this means developing the individual or group capacity for visioning, learning and developing character.

Hand out 3: Governance/leadership and management

Governance of a non profit organization is the sum total of authority over and accountability for the organization. The governance or board authority comes from its registration under the NGO act. The accountability to the public comes through the same Act’s reporting and other requirements. An NGO’s constitution should clarify the specific authority of the board. It should also articulate clearly how accountability is to be achieved. The constitution should make very clear who is ultimately responsible for the organization’s performance and behavior.

Management exercises its authority on behalf and as directed by the board, but not in its own right.

Leadership is the shared responsibility of the board and management. This is always a grey area that needs continuous negotiation to avoid conflicts between the board and management.

The key functions of the governance, leadership and management tasks are presented in the table below:

The Governance	The Leadership Task	The Management Task
Custodians of the long term vision	Establish and communicate the long term vision	Relate the long term vision to current activities
Custodians of the mission and strategy	Formulate the mission and strategy	Translate the mission and strategy into achievable objectives

Appoint suitable people	Inspire and motivate people to use their creativity	Ensure people can do what is expected of them
Ensure that the organization is adequately staffed	Lead by example	Develop staff through training, briefing and team work
Identify major performance problems	Create more effective systems	Establish procedures and ensure staff know how to use them
Focus on long term overview – going in the right direction	Focus on effectiveness – doing the right things	Focus on efficiency – doing things right at minimum cost
Monitor significant changes in the external environment	Look to the future and create new opportunities	Look at the present and take advantage of current opportunities. Reactively appropriately to the challenges.

Summary handout

The Ten Basic Roles and Responsibilities of an NGO boards

1. Being custodians of the organization's vision and mission
2. Hire and fire the Executive Director and other senior staff
3. Assess the performance of the Executive Director
4. Ensure the organization has an effective strategic plan
5. Ensure the organization has adequate resources
6. Ensure the organization is managing its resources effectively and efficiently
7. Monitor overall organizational performance in relation to the strategic plan
8. Enhance the organization's public image
9. Ensure legal and ethical integrity and maintain accountability
10. Recruit and orient new board members and assess board performance

The Ten basic roles and responsibilities of non – profit management

1. Relate the long term vision to current activities on the ground
2. Translate the mission and strategy into achievable objectives and projects

3. Ensure people can do what is expected of them by providing the needed resources and creating an enabling environment
4. Identifying those parts of the people's traditions, history and culture that can be used as management building blocks; that is to plant imported management concepts in their own cultural soil and make them grow
5. Seek improvements through training, briefing and team work to enable staff and volunteers grow and develop as needs and opportunities change. Management's role is to ensure that training and development never stop in the organization.
6. Establish procedures and ensure that staff know how to use them
7. Coordination of individual and group efforts for synergy
8. Focus on efficiency and economy – doing things right at minimum cost
9. Assess performance of staff and volunteers and use performance results to improve organizational performance. Ensure that the staff and volunteers are results oriented
10. Look at the present and take advantage of current opportunities and react appropriately to the challenges.

The basic roles and responsibilities on non profit leadership

1. Defining the organizational mission – the leadership function clarifies the purpose, aims and objectives of this organization. Why the organization's work worthwhile. By doing this leadership establishes the long term vision and formulates the mission.
2. Planning - how are we going to get from where we are now to where we want to be? Leadership looks to the future and create new opportunities. They formulate the organization's strategy.
3. Communication - leadership communicates, to get across to people the mission and the plan. The most important work of leadership is to communicate the organization's vision and mission as clearly as possible.
4. Making sure that all resources and energies are properly harnessed. The ultimate task of leadership is to unleash human energies and the human spirit and vision.
5. Creating more effective systems and focusing on effectiveness – doing the right things
6. Supporting - setting and maintaining organizational and team values and standards. A key responsibility of leadership is to earn trust of the followers by demonstrating integrity where words and actions match.
7. Inspire people to use their creativity.

8. Informing - bringing information to the organization and from the organization (to and from the board and secretariat)

9. Reviewing - establishing and applying the success criteria appropriate to the field

Exercise 4: Assessment of the practice of governance, leadership and management in partner organizations

1. What is our assessment of how generally governance, leadership and management are practiced among our partner organization?
2. What are the key helping and hindering factors in the practice of governance, leadership and management among the partners?

Exercise 5: *Who does what*

Listed below are responsibilities typically carried out in most nonprofit organizations. If the responsibility is carried out primarily by the board, indicate that by writing 'board' in the space provided. If the responsibility is carried out primarily by the staff, indicate that by writing 'staff' in the space provided. If the responsibility is carried out by both the board and the staff, indicate that by writing 'both' in the space provided.

----- Hires, supports and evaluates the director

----- Develops and implements programs

----- Makes a personal, financial contribution to the organization

----- Prepares for board meetings

----- Develops and proposes policy questions about undertaking new programs

----- Identifies, recruits, orients, and involves new board members

----- Ensures adequate financial controls are in place

----- Creates fundraising strategies

----- Develops and monitors adherence to personnel policies

----- Approves the annual budget reflecting the organization's goals and policies

----- Promotes the organization in the community

- Reviews the organization's policies, procedures and by-laws
- Develops a strategic plan and monitors the organization's initiatives against it
- Determines the organization's vision and mission
- Monitors income and expenses on a daily basis
- Serves as a liaison and provides information to board committees

Handout 5: Stages of Organization Development and their Leadership and Governance Requirements

Organizations like living organisms are born and pass through 3 key distinct stages or phases of growth. This exercise helps participant identify the stage at which their organization is: pioneer/dependent phase, independent phase and interdependent phase.

Pioneer Phase

Characteristics of the pioneer phase include:

- Strong vision and values
- Informal and flexible
- No procedures
- Close relationships
- More of a family
- Identity bound with leader
- Operates from a small room
- Values are personalized
- Recognition comes through friendship and mutual understanding

The crisis that drives the organization into the next phase may come as a result of the following among other things:

- Pioneer retires/dies or can not cope with expanding organization
- Need for structures and systems to cope with growth
- Staff no longer content to just follow

Independent phase

Characteristics of the independent phase include:

- Formal structures and systems in place
- Top down, strong at the top

- Minimal interaction, communication on paper
- Authoritative and inflexible
- More technical
- Weak at bottom
- Staff valued for specific contribution
- Loss of close relationship recognition comes from qualification

The crisis that drives the organization into the next phase may come as a result of the following among other things:

- Standardization leads to isolation and alienation
- Division of labor leads to loss of learning, creativity and lack of flexibility.
- Structures and procedures rule
- Departments become separate autonomous and separated from the whole

Interdependent phase/integrated

Characteristics of the independent phase include:

- User friendly
- Flexible and respectful
- Creativity encouraged
- Market purpose oriented
- Work as a team
- Shared leadership throughout organization
- Human and effective
- Recognition comes from performance

Leadership requirements of the phases

In the pioneer phase leadership through direction giving and team building is usually strong. In this phase management is usually weak as informal structures and systems suffice the 'management needs' of the organization. The board may play a more directive role to organizations in this phase.

In the independent phase, the establishment of structures, policies, systems and procedures and the ensuing bureaucracy that these may bring, often suffocate leadership. The organization may become, present, inward and not future and outward oriented. Team spirit and team work often wither away. Usually there are 'turf' tensions between the board and management at this stage of organization development.

In the interdependent phase, the organization becomes 'conscious' of the need for a healthy balance between leadership and management. Because many organizations fail to get this consciousness, they rarely reach this phase of effectiveness. There is

usually a healthy relationship between the board and management at this stage of development.

Exercise 6: Stages of organizational development

1. At what stage of development are most of our partner organizations? How do we know?
2. What are the critical issues they need to address in order to move to the next stage?
3. How well equipped are we to help them address those issues? What competences, skills and attitudes do we need to develop so that we can help them better?

GOVERNANCE

Exercise 1: Dialogue about governance

1. Why do NGOs need boards?
2. What does governance mean?
3. What are the legal requirements for boards?
4. What is the functional purpose of boards?
5. Does the board have a symbolic value? If yes, what is it?

Handout 6: The board development process

Selection, Orientation and appraisal of board members

The board is supposed to develop and become more effective with time. To ensure this, the following process is necessary.

Assessment

The assessment answers the questions: What do we have and what are we missing (skills) and how are we doing as a board?

Who do we need?

Before you think of whom to put on the board, start thinking of where the organization is. Do not just choose people because they have big names, it is important to assess how they fit with the mission and expertise and attributes that we need

How do we get board members?

The board can get new members from a numbers of sources, which might include:

- i. Membership (through AGM)
- ii. Support and referral from other organizations
- iii. Current board identifies additional board members
- iv. Advertise
- v. Interviews
- vi. Director names new members

What do we do with new board members?

New board members must be oriented at 2 levels: the full board and the individual. This is very important. It is wrong to assume that they already know because every board is unique.

Orientation of the board of the introduction to the board manual, which includes:

1. What is expected of the members (job descriptions)
2. Minutes of the previous of the previous meeting
3. A copy of the directors job description
4. Constitution
5. Conflict of interest policy and other policies
6. Organizational biography
7. Plans and brochures
8. Board members profiles
9. Funding status – history (what, how much, when, by whom)

Support from the chair and mentors

Within a stipulated period, the president of the general assembly must follow up on new members and find out if their expectations are being met, this will determine the development activities necessary.

Annual assessment for the board

Those who are successful continue and those not successful should be told to go home. The most successful boards have annual assessment. Those continuing should renew commitment. Terms of tenure must always be respected.

Criteria for board selection

A criterion like the one given below can be used to identify the skills and diversity of people currently available in the board but also the gaps depending on the nature of work the institution is carrying out. Below are the various skills (not exhaustive) that board members will bring

Criteria

Skills in the board?	Names
Access to money and fund development	
Theology, missions	
Financial and general management	

Community development	
Human resources	
Planning	
Legal practitioner	
Marketing	

Diversity

Gender	
Age	
Politics	
Profession	
Place of origin	

Exercise 2: How does the above process compare with our practice of board development? Which aspects do we need to work on in order to improve our practice?

Handout 7: Legal duties of board members

The board governs the life of the organization. As a rule, this means that the board holds ultimate power within the organization. Exception to this rule occurs when the constitution assign ultimate responsibility for certain decisions to the organization’s membership, or in the case of a subsidiary, to the parent organization.

Whether or not a board is accountable to another body, such as the membership or a parent organization, a board is always accountable to the public trust. It is responsible for ensuring that the organization operates within the law. It also has a moral responsibility for safeguarding the NGO’s mission and resources in such a s way as to maintain public trust. When the board neglects its moral and/or legal obligations, the whole NGO sector suffers because the public trust in NGOs in general is weakened.

A board member must meet certain standards of conduct and attention to his or her responsibilities to the organization. These are referred to as: Duty of Care, Duty of Loyalty, and the Duty of Obedience.

- ***Duty of Care:*** Board members must exercise due care in all dealing with the organization and its interests. This includes careful oversight of financial matters and

reading of minutes, attention to issues that are of concern to the organization and raising questions whenever there is something that seems unclear or questionable.

- ***Duty of loyalty:*** Conflict of interest, including the appearance of conflict of interest, must be avoided. This includes personal and professional conflicts of interest or conflict with other organizations with other organizations with which a board member is connected.
- ***Duty of obedience:*** Obedience to the organization's central purposes must guide all decisions

Exercise 3: Legal duties of board members

Duty of care

Boards of our partner organizations carry out these duties by:

- 1.
- 2.
- 3.

Duty of loyalty

Boards of our partner organizations carry out these duties by:

- 1.
- 2.
- 3.

Duty of obedience

Boards of our partner organizations carry out these duties by:

- 1.
- 2.
- 3.

Hand out 8: Conflict of interest

An important responsibility of a board is to ensure accountability for the organization. Actions perceived to involve conflicts of interest (where personal or business benefits rather than the NGO's benefit are placed first) undermine public trust. In contemplating conflict of interest, the following questions focus on specific actions and decisions.

Elements of conflict of interest policy

- Disclosure
- Clear removal from discussion and voting
- Mechanisms for keeping the board chair and director informed

Common dilemmas for boards

A lawyer or accountant provides services to the organization

- Who will do the work?
- Will we be obligated to accept work of less than superior quality?
- Is the price competitive? Have we given others a chance to bid?

A board member becomes a consultant for a project

- Can the awarding of the contract be defended?
- Can the director adequately supervise or assess the work of the board member?
- Are lines of authority clear?
- Should the board member rotate off the board until the work is finished?

The director of a local affiliate serves on the national board of the parent organization

- Which organization does the individual represent in her board service?
- Are there areas which might pose a potential conflict of interest for this board member?

Exercise 4: Conflict of interest

1. What are some of the common conflicts of interest we see among our partners' boards?
2. What are the main causes of these conflicts of interest?
3. How have helped them address these conflicts of interest?
4. How effective have efforts been, why or why not?

Handout 9: How do we safeguard against conflict of interest?

- ***What is conflict of interest?***

When the personal or professional concerns of a board member or a staff member affect his or her ability to put the welfare of the organization before personal benefit, a conflict of interest exists. NGO board members are likely to be affiliated with many organizations in their communities, both on a professional and personal basis, so it is not unusual for actual or potential conflict of interest to arise.

- ***Why must we be concerned with conflict of interest?***

Board service in the NGO sector carries with it important ethical obligations. NGOs serve the broad public good; when board members fail to exercise reasonable care in their oversight of the NGO, they are not living up to their public trust. In addition, board members have a legal responsibility to assure the prudent management of an organization's resources. In fact, they may be held liable for the organization's actions. A 1974 court decision in the USA known as the 'Sibley Hospital Case' set a precedent by confirming that board members can be held legally liable for conflict of interest because it constitutes a breach of their fiduciary responsibility.

- ***Does conflict of interest only involve financial accountability?***

No. Conflict of interest relates broadly to ethical behavior, which includes not just legal issues but considerations in every aspect of governance. A recent statement by Independent Sector describes three levels of ethical behavior: (1) obeying the law, (2) decisions where the right action is clear, but one is tempted to take a different course; and (3) decisions that require a choice among competing options. The third level of behavior can pose especially difficult ethical dilemmas for NGO board members.

- ***What can be done to prevent conflict of interest situations?***

Self-monitoring is the best preventive measure. Institute a system of checks and balances to circumvent actual or potential conflicts of interest, beginning with well-defined operating policies on all matters that might lead to conflict. Most important, create a carefully written conflict of interest policy based on the organization's needs and circumstances. Ask each board and staff member to agree in writing to uphold the policy. Review the policy regularly as part of the board assessment process.

- ***What should be included in a conflict of interest policy?***

1. *Full disclosure* – board members and staff members in decision making roles should make known their connections with groups doing business with the organization. This information should be provided annually.
2. *Board members abstention from discussing and voting* – Board members who have an actual or potential conflict of interest should not participate in discussions or vote on matters affecting transactions between the organization and the other group.
3. *Staff member abstention from decision making* – staff members who have an actual or potential conflict should not be substantively involved in decision making affecting such transactions

- ***What are some examples of actual and potential conflict of interest?***

- Organization policy requires competitive bidding on purchases of more than \$1, 000.00 but a printing firm owned by a board member's spouse receives the \$25,000.00 contract for the annual report and no other bids are solicited.

- A board member serves on two boards in the same community and finds himself or herself in the position of approaching the same donors on behalf of both NGOs
- A staff member receives an honorarium for conducting a workshop for another group in the organization's field of interest.

Should an organization contract with a board member for professional services, such as legal counsel or accounting?

Attorneys, accountants and other professionals can contribute valuable expertise to a board. Due to the potential for conflict of interest, their contributions should be voluntary. At the very least, a board member who is associated with a firm competing for a contract should abstain from discussion and voting in the selection process. If a competitive bidding process results in the selection of that board member's firm, he or she should disclose the affiliation and abstain from voting on future board actions connected with that firm's contract with the NGO.

Hand out 10: Board Responsibility checklist

Attend board meetings regularly

Keep a written, permanent record of all board minutes and official actions; and have them reviewed by a board member who is lawyer or by retained counsel

Exercising general supervision over the organization's affairs

Investigate and audit the organization's decisions

Corporate decisions require knowledge of the subject and a great deal of common sense. If you vote in the minority, make sure your vote is so noted in the minutes.

Pursue the warning signs that come to your attention that something is wrong

Insist on meaningful board meetings with full disclosure of operating results

Require the organization to employ professional auditing services, preferably by a certified public accountant

Require the organization to engage competent legal counsel

Require reports at the board meetings and of all committee meetings

Authorize appropriate corporate indebtedness

Know all the governors and officers of the board

Adopt and follow sound business policies and practices

Avoid self-serving policies

Avoid conflict of interest

Require and review personnel policies

See that the organization maintains a good credit and financial standing

Review the adequacy of the organization's insurance program

Full knowledge of the organization is needed to assume proper responsibility in its effective management and oversight

Exercise 5: Roles and responsibilities of the board

1. From your experience note 3 top responsibilities of an NGO board
2. Share the list informally with colleagues and write the results on flipchart
3. Affirm, seek clarity, and comment on the list e.g make policy – give me an example
4. Ask, what responsibilities are missing
5. Distribute ‘ the 10 basic responsibilities on NGO boards handout’

Handout 11: Basic Responsibilities of NGO boards

1. Determine the organization's vision and mission – it is the board's responsibility to ensure that the organization's vision and mission are in place and to review the statements periodically for accuracy and validity. Each individual board member should fully understand and support the vision and mission statements.
2. Select the director and other senior staff – boards must reach consensus on the director and other senior staff's job descriptions and undertake a careful search to find the most qualified individual for the position.
3. Support the director and review his or her performance. The board should ensure that the director has the moral and professional support he or she needs to further the goals of the organization. The director, in partnership with the entire board, should decide upon a periodic evaluation of his or her performance.
4. Ensure effective organizational planning – as stewards of the organization, boards must actively participate with the staff in an overall planning process and assist in implementing the plan's goals.
5. Ensure the organization has adequate resources – the board should work with the director and staff in fundraising efforts and ensuring that the resources are being managed efficiently

6. Financial oversight - in order to remain accountable to donors and the public, the board must assist in developing the annual budget and ensuring that proper financial controls are in place.
7. Determine, monitor, and strengthen the organization's programs – the board's role in this area is to determine which programs are the most consistent with the organization's mission, and to monitor their effectiveness.
8. Enhance the organization's public standing – the board needs to play a key role in linking the organization to its key stakeholders including the community, donors, government etc. Clearly articulating the organization's mission, accomplishments, and goals to the public and garnering support from the stakeholders are important elements of a comprehensive public relations strategy.
9. Ensure legal and ethical integrity and maintain accountability – the board is ultimately responsible for ensuring adherence to legal standards and ethical norms. Solid personnel policies, grievance procedures, and a clear delegation to the director for hiring and managing employees will help ensure proper decorum in this area. The board must establish pertinent policies and adhere to provisions of the organization's constitution.
10. Recruit and orient new board members and assess board performance – All boards have a responsibility to articulate and make known their needs in terms of member experience, skills, and many other considerations that define a 'balanced' board composition. Boards must also orient new members to their responsibilities and the organization's history, needs and challenges. By evaluating its performance in fulfilling its responsibilities, the board can recognize its achievements and reach consensus on areas needing improvement.

Exercise 6: Roles and responsibilities the board

- What are the actual roles and responsibilities we see the boards of our partner organizations playing in their organizations? List them?
- How do these compare with the roles and responsibilities presented above?
- What are the main strengths and weaknesses of our partner organizations' boards
- What are the helping factors for the strengths and the main causes of the weaknesses?

Exercise 7: Individual board member responsibilities

1. Divide the participants into small groups and ask them to come up with a list of board member responsibilities (10 minutes)
2. Then list their suggestions on flipchart and discuss in plenary

3. Present hand out 8 and discuss what is missing (if any from their presentations)
4. Emphasize that this list should be used in developing job descriptions for the individual board members and as a basis for their annual appraisal.

Handout 12: Individual board member responsibilities

1. Attend all board and committee meetings and functions such as special events
2. Be informed about the organization's mission, services, policies and programs
3. Review agenda and supporting materials prior to board and committee meetings
4. Serve on committees and offer to take on special assignments
5. Make personal financial contribution to the organization
6. Inform others about the organization
7. Suggest possible nominees to the board who can make significant contributions to the work of the board and the organization
8. Keep up to date on developments in the organization's field
9. Follow conflict of interest and confidentiality policies
10. Refrain from making special requests from the staff
11. Assist the board in carrying out its fiduciary responsibilities such as reviewing annual financial statements

Exercise 8: Personal characteristics of board members

Based on the agreed list of individual board member responsibilities, what are the key personal characteristics to look for in recruiting board members in terms of the competencies, practices and attitudes?

Handout 13: Personal characteristics to consider in identifying board members

- Ability to listen, analyze, think clearly and creatively and work well with individuals and groups
- Willingness to prepare for and attend board and committee meetings, ask the right questions, take responsibility and follow through on a given assignment, contribute personal and financial resources in a generous way according to circumstances, open doors in the community and evaluate oneself.

- Willingness to develop certain skills if they do not already possess them, such as to cultivate and solicit funds, cultivate and recruit board members; read, understand and interpret financial statements; learn more about the substantive program area of the organization

Possess honesty, sensitivity and tolerance of differing views; a friendly, responsive and patient approach, community building skills, personal integrity; a developed sense of values; concern for the organization's development; and a sense of humor.

Board

(One) The Board of an association is comprised of the:

- a) General Assembly
- b) Management Council
- c) Fiscal Council

(Two) Other operational boards may be created by agreement of the General Assembly and whenever necessary.

General Assembly

(Nature and constitution)

(One) The General Assembly is the top board of an organization and is comprised of active members in the association with full rights of their statutory rights.

(Two) The General Assembly is comprised of a president, a secretary and a voting member.

(Three) Decisions of the General Assembly when taken in accordance with the law and constitution are binding on all members.

(Functioning)

(One) The General Assembly is considered to have power to act when at least two thirds of members are present or represented, on first call, and any number of members present one hour after the time scheduled for initiating the meeting, on second call.

(General Assembly)

(One) The General Assembly is comprised of a President, a Secretary and a Voting member.

(Two) The President of the General Assembly has the power to summon and direct the General Assembly sessions, appoint Board members and perform other tasks assigned by the General Assembly.

(Three) The General Assembly Secretary is liable for preparing minutes of sessions, organizing the General Assembly correspondence and serves as the scrutiny in voting, unless he/she is applying for a social position.

(Four) The General Assembly Secretary is liable for presenting the work plan and documents prepared during the General Assembly.

(General Assembly Competencies)

The General Assembly has the responsibility to:

- a) Decide on the amendments of the statutes;
- b) Decide on the organization dissolution and on the fate of their assets;
- c) Outline policies of organizational activities;
- d) Decide on resources resulting from the Board discussions;
- e) Decide on the admission, exclusion and readmission of members;
- f) Assign membership of benefactors and honorary members;
- g) Approve and dismiss the holders of the board;
- h) Analyze and vote for the Annual Report, Annual Balance Sheet and Account Report of the Management Council in accordance to the Fiscal Council advice;
- i) Analyze and approve the activity plan for the coming year and approve the respective budget;
- j) Establish amount of member dues and fees;
- k) Consider and vote for any other relevant issues submitted to its consideration which are not exclusively committed to another board.

Management Council

(Nature and constitution)

(One) The Management Council is the executive part of an association and is responsible for the adequate management and administration between the General Assembly sessions.

(Two) The Management Council is comprised of five members, namely: a President, a Vice-president, a Secretary, an Advisor and a Treasurer. They meet once a month and extraordinarily whenever necessary.

(Three) The Management Council acts by the majority vote, and the President is liable for having the casting vote.

(Management Council Competencies)

(One) The Management Council is responsible for managing and administering the organization, and deciding on all issues for which the present statutes or the law do not reserve for another board, especially:

Representing the organization, actively and passively, in court or out of court, in all its actions and agreements;

Structuring the internal organization, creating and regulating portfolios necessary for its effective administration, distributing them to the members and creating committees that prove to be relevant for the good performance and development of the organization;

Defining the strategic guidelines of the organization in accordance to policies established by the General Assembly;

Strengthening enforcement of the law, statutes, regulations and its own decisions and of the General Assembly;

Preparing and submitting the Fiscal Council inputs for approval of the General Assembly Account Report referring to the ending accounting year as well as the activity plan and respective budget for the coming year;

Prepare regulations and submit them for the General Assembly approval;

Temporarily hiring effective members and submitting the General Assembly validation of proposals for allocation of quality of members adjoined and membership fees, as well as accepting applications submitted to it;

Authorizing expense incurring;

Hiring staff needed for organizational activities;

Suspending and proposing to the General Assembly exclusion of members;

Proposing to summon the General Assembly when necessary;

Deciding on programs and projects in which the organization should participate, when as a matter of chance they can not be submitted to the decision of the General Assembly, subject however to its validation;

Promoting and developing all other activities that contribute to the achievement of the organization objectives that do not fall within competency of other organs.

Authorizing programs and signing with the Executive Secretary checks, payment orders and other documents that represent financial obligations of the organization;

Ensuring proper implementation of the Board resolutions.

Fiscal Council

(Nature)

(One) The Fiscal Council is a supervisory organ for the board activities and is comprised of a President, a Secretary and a Voting member.

(Two) The Fiscal Council meets ordinarily once a year, convened by the President, and extraordinarily whenever a member of the Fiscal Council or Management Council requests it.

(Fiscal Council Competencies)

(One) The Fiscal Council has the following competencies:

- a) Analyze the records, proposed activity plan and budget for the following and other documents of the association, presenting the respective insight;
- b) Verify the use of funds in the statutory parameters and business plans;
- c) Ensure compliance of legal, statutory and regulatory requirements;
- d) Ensure that the registration of the organization is organized and filed in accordance to accounting principles;
- e) Request to convene the General Assembly when deemed appropriate;
- f) Give feedback on the Management Council financial reports to be submitted to the General Assembly.

Handout 16: How your board can govern more and manage less

1. Develop a strategic plan and adhere to it
2. Link the current agenda to the strategic agenda
3. Monitor the success of the organization's initiatives
4. Develop clear expectations and a plan of action for the board
5. Encourage the director to think strategically
6. Prepare materials and structure meetings to direct the board's attention to matters of policy and strategy
7. Develop and use a consent agenda
8. Determine priorities and organize the agenda accordingly
9. Assess the performance of the board on a regular basis
10. Focus on policy objectives, organizational strategy, and the relationship between the budgets and priorities
11. Assess the director

Handout 17: Stages of board development

Stage 1: The pioneer phase (the founding board)

An organization is usually started by an individual who has an idea to transform an aspect of society. The individual gets some friends who support the idea. Usually the work is done on purely voluntary basis. This group of people does both the work of the board and management because usually they cannot employ staff. This group is usually called an executive committee or trustees. These are the people who are responsible for the legal registration of the organization. As the organization grows and gets capacity to start employing staff a need arises to separate the original group of people into a board and management. The pioneer board therefore is the board of an organization in its early stages. There are two types of pioneer boards. These are following and leading boards.

Following Board

- Board members who are selected by a pioneer leader.
- A homogenous board with little or no diversity therefore not representative of all stakeholders.
- A passive board and not active in fundraising as the leader does everything for the organization.
- No opposition within the board and to the director or founder

Boards with the above characteristics are called ‘following boards’ because they follow rather than lead management.

Leading Board

Sometimes when the original group decides to remain as the board and employ staff, the board may become too committed or too careful that the new members of staff may mess things up. This may lead to over involvement of the board in management activities. They ‘micro-manage’ rather than provide governance. Boards with the preceding characteristics are called ‘leading boards’ because they overstep their normal governance boundaries.

As the board and staff are growing and developing a crisis is inevitable. This crisis may kill the board or usher it to the second phase depending on how the board manages it. The crisis often comes in the form of:

- Increasing demand for the board to become serious in its fiduciary responsibilities.
- Tension in staff board relationships.
- Decline in blind loyalty to the founder. Board members begin challenging the director and management.

According to Smillie and Hailey (2001) in most cases as long as the pioneer leader is around boards do not move to second phase and therefore remain ineffective.

Stage 2: The independent phase (the governing board)

In this stage the board becomes more conscious of and practices its governance responsibility. The board is characterized by effective involvement in:

- Direction setting
- Oversight
- Financial and organizational sustainability
- Building the image of the organization
- Better staff/board relationships
- Committees carrying out specific board assignments

Most non profit organizations will have their boards at this stage for their entire life time. In specific circumstances situations may force the board to move to the next and higher level of development. This is usually preceded by a crisis. The crisis may come in the form of:-

- A dramatic increase in the growth of the non-profit organization and its program leading to more demands on the board.
- Geographical expansion of the organization needing representation from the different places the organization is working.

Stage 3: The interdependent phase (the institutional board)

Growth in the size of the organization may lead to too much work for the board. This will necessitate increasing board member numbers and board committees. Boards at the interdependent phase therefore tend to be large with high levels of professionalism. Boards of such institutions as UN bodies, large research institutes are typical examples. When a local non profit organization grows and becomes an international organization the board may also shift to become an interdependent board. In these organizations the staff are usually well trained with high level of professionalism. This leads to clear demarcation of governance and management tasks.

Exercise 10: Stages of board development

1. At what stage of development are most of our partner organizations? How do we know?
2. What are the critical issues they need to address in order to move to the next stage?
3. How well equipped are we to help them address those challenges?
4. What competencies, skills and attitudes do we need to develop so that we can help our partners better in their board development efforts?

Handout 18: Assessment of the board (template)

Major area of responsibility	Specific responsibility	Rate 0 – 5	Explanation
Mission	Determine, review, revise, change the mission statement		
Director	Hire, support, appraise performance and if necessary dismiss		
Program	Plan		
	Monitor		
	Evaluate		
	Promote		
Finances	Ensure adequate resources		
	Approve financial plans		
	Oversee financial management		
Policies	Commission formulation, adopt or approve major organizational policies (bylaws, personnel, conflict of interest, risk management etc)		
	Review and revise policies as needed		
	Ensure compliance with organizational policies and applicable laws (e.g. employee tax withholdings are not used to pay bills during a cash crunch)		
Board	Plan and carry out its work in an effective manner		
	Ensure its own healthy continuance: identify, recruit and train new members		
	Assess its own performance		

Rate the effectiveness of our partner boards in general using the template below 0 = non-existent, 5 = excellent

What are the strengths of our partners' boards?

Circle three areas where the boards are strongest

1. Understanding and supporting the mission
2. Relationship with the director
3. Evaluation of programs
4. Fundraising
5. Financial oversight
6. Strategic planning
7. Selection and orientation of board members
8. Board and staff relations
9. Public relations and advocacy
10. Board structure and organization

Others (specify)

LEADERSHIP

The meaning of leadership

Exercise 1: Understanding leadership

1. As a leader, who are your models (2)?
2. What do you admire in them (knowledge, skills or competencies, and attitudes or values)?
3. How do you compare with those things that you admire in them?
4. What do you not admire about the models?

Handout 17: Leadership principles to apply to NGOs

The six competencies of leaders

1. They know themselves and they invent themselves
2. They know the world and they have a sense of where the culture is going to be, which then allows them to create the future
3. They manage change effectively, within and outside themselves, and equate it with growth

4. They get people ‘on their side’ through empathy, persuasion, inspiration, influence and team building
5. They empower their followers by removing obstacles; presenting clear responsibilities, expectations, and accountability; and allowing them the maximum degree of freedom to act.
6. They develop their skill to cope with the conflict requirements of multiple constituencies

Ingredients of leadership

- A guiding vision and the strength to persist
- The ability to think and act beyond boundaries
- A passion for the promises of life, combined with a passion for a vocation, a profession, a cause
- Integrity in its four essential elements: self-knowledge, value of the common good above personal aggrandizement or profit, honesty and maturity, and a tendency to think in terms of renewal
- Curiosity, daring, optimism, and willingness to take risks
- Hard work and determination

Handout 19 Leadership and Management

Peter Drucker observed that within a few years of their establishment, most organizations lose sight of their mission and essential role and become bogged down with methods or efficiency or doing things right rather than effectiveness in doing the right thing. This is often due to the confusion between their understanding and practice of leadership and management. Leadership is what gives the organization its birth and momentum. Management often comes later. Many times the emergence of management unconsciously replaces leadership.

Leadership deals with direction – making sure the ladder is leaning against the right wall. Management deals with speed. Doubling ones speed in the the wrong direction is the very definition of foolishness – what is the point of running so fast when you are on the wrong road? Leadership deals with vision – with keeping the mission in sight and with effectiveness and results.

Management deals with establishing structure and systems to get those results. It focuses on efficiency, cost-benefit analysis, logistics, methods, policies and procedures. Leadership focuses the vision. Management focuses on translating the vision into results. Leadership derives its power from values and correct principles. Management organizes resources to serve selected priorities to produce results.

Leadership and management are not mutually exclusive. In fact, it may be said that leadership is the highest form of management. Leadership can be broken into two parts: one having to do with vision, direction, values and purposes and the other with inspiring and motivating people to work together with a common vision and purpose. Some leaders have vision but lack team building talents. Others inspire people and build teams but lack vision.

The key differences between leadership and management are summarized below:

Leadership	Management
Creates/innovates	Administers
Focuses on people	Focuses on systems and structures
Inspires trust	Relies on control
Long range perspective	Short range view
Asks what and why	Asks how and when
Eye on horizon	Eye on results (in the short term)
Originates	Imitates
Challenges status quo	Accepts status quo
Does the right thing	Does things right

Handout 20: Sharing NGO leadership

Leadership is a shared responsibility between the board and management. The following are examples of typical board and staff leadership roles in NGOs:

The board takes the lead for example, when it

- Articulates the guiding values of the organization through policies that put the organization's mission into action
- Hires, supports and evaluates the director
- Opens the doors to fundraising for the organization
- Monitors fiscal management, approves the annual budget, and ensures that there is an annual audit; and
- Selects, recruits and orients new board members

The director takes lead when he or she

- Develops and proposes policy questions for the board's consideration
- Hires, supervises and motivates staff; and
- Develops and implements programs

The board chair and the director and staff share the lead when they

- Develop a strategic plan
- Create a fundraising plan and strategies
- Initiate and implement periodic organizational evaluations; and
- Prepare for board meetings

Exercise 2: The making of a leader

Group and plenary discussion on:

Can just anyone be a leader? If yes, why, if not why not?

Handout 21: Theories of leadership

There are 8 main theories of leadership that have evolved over time. These are:

1. Great man theories

Great man theories assume that their capacity and leadership is inherent – and that great leaders are born, not made. They often portray great leaders as heroic, mythic and destined to rise to leadership roles when needed. The term great man was used because at that time, leadership was thought primarily as a male quality, especially in terms of military leadership.

2. Trait theories

Similar in some ways to the great man theory, trait theories assumed that people inherit certain qualities and traits that make them better suited to leadership. Trait theories can identify particular personality or behavioral characteristics shared by leaders. But if particular traits are key features of leadership, how do we explain people who possess those traits but are not leaders? This question is one of the difficulties in using trait theories to explain leadership.

3. Contingency theories

Contingency theories focus on particular variables related to the environment that might determine a particular type of leadership which is best suited for the situation. According to this theory, no leadership style is best in all situations. Success depends on a number of variables including the leadership style, qualities of the followers and aspects of the situation.

4. Situational theories

Situational theories propose that leaders choose the best course of action based upon situational variables. Different styles of leadership may be more appropriate for certain types of decision making and balancing polarities.

5. Behavioral theories

These are based upon the belief that great leaders are made, not born. Rooted in behaviorism, this leadership theory focuses on the actions of leaders, not on mental faculties or internal state. According to this theory, people learn to become leaders through teaching and observation.

6. Participative theories

These suggest that the ideal leadership style is one that takes the input of others into account. These leaders encourage participation and contributions from group members and help group members feel more relevant and committed to the decision making process. In participative theories, however, the leader retains the right to make the final decisions and take responsibility of those the results of those decisions.

7. Transactional theories

Transactional theories focus on the role of supervision, organization and group performance. These theories are based on systems of reward and punishment. Transactional theories are often used in business; when employees are successful, they are rewarded; when they fail; they are reprimanded or punished.

8. Transformational theories

Transformational theories focus upon the connection between leaders and followers. These leaders motivate and inspire people by helping group members see the importance and higher good of the task. Transformational leaders focus on the performance of group members, but they also want each person to fulfil their potential. These leaders often have high ethical and moral standards.

In summary the early leadership theories focused on what qualities distinguished between leaders and followers, while subsequent theories looked at other variables such as situational factors and skill levels. While many different leadership theories have emerged, most can be classified as one of the eight broad categories of theories above.

Handout 22: Leadership development best practices

The following are some of the best practices and possible components of a comprehensive leadership development program for staff in an organization.

- Leadership development accounts (funds for staff to attend conferences, workshops, courses, membership and subscriptions)

- Developmental or stretch assignment for staff, deliberate assignments of special projects or tasks
- Staff leadership and performance assessment tools standardized or homegrown depending on purpose, performance review and work plans
- Debriefing and Peer assists
- Observation, field trips, executive tag along, sight visits (to see real human problems and innovative solutions)
- Training incentives, experiential learning, scenario based learning, simulations, practical skills, focused coaching, role playing
- Plenaries
- Inspirational/motivational elements (videos, speeches) presentation, quotations, stories, essays, humor
- Reading - books, articles, case studies
- Large/small group discussions, round tables, information desks
- Inclusion in meetings to observe how decisions are made, to develop executive sensitivities and sensibilities (instinct and judgment)
- Multicultural foci
- Formal mentoring and coaching programs
- Peer to peer support, staff interest groups
- Authorship, publication opportunities (reports, articles, concept papers and fact sheets)
- Public speaking opportunities, giving presentations
- Opportunities to facilitate meetings and task forces
- Personal reflection exercises, journaling and others
- Networking, participation in coalitions, exhibiting at conferences
- Opportunities to interview leaders in the field
- Managing a 'portfolio of collaboration' – being the liaison or point person for particular organizational relationships

- Learning and applying new technologies, training others in the use of the new technologies
- Resource library, resource advisories, opportunity advisories, external and internal list serve management; contact sharing or social networking
- Community service projects
- Informal conversations – ‘accidental remarks’
- Recreation, renewal, refreshments, celebration, staff retreat, picnic , party

Handout 23: The leadership role of the board (--presidente do conselho de direcção)

1. Build participation

Share information with officers, committee chairs and others in leadership positions. Create a relaxed, natural environment in meetings and other exchanges. Involve and support staff.

2. Acquire and communicate information

Stay informed
Keep others informed
Communicate concisely accomplishments and failures

3. Evaluate performance

Assess performance of the board
Coordinate and participate in the performance evaluation of the director
Recognize good performance

4. Delegate

Know the board’s role and the staff’s role and delegate accordingly
Expect reports and periodically assess progress
Share the credit and share the risk

5. Raise funds

Be a role model for staff and other board members
Provide leadership in activities and events
Personally contribute

6. Be visible in the community

Attend social functions
Speak in public on behalf of the organization
Be a consistent and open advocate for the cause

7. Develop board leaders

Help identify his or her successor
Designate and serve as a mentor to committee chairs
Provide guidance and leadership to rising stars on the board

Leadership and change management

Exercise 6: Change and Change management

Purpose: To reflect on one of your experiences of a time of a proposed change
To consider how people reacted or resisted
To draw out learnings from the experience

Hints: choose an example of change with which all participants are familiar
Choose an example that is not so fresh or controversial that it will lead to resurfacing of conflict or blaming.

Steps:

1. Reflect on your own organization. Identify an instance where a change was proposed
2. Write down answers to the following questions:

- What was the proposed change?
- Who proposed it?
- Who was involved in the change?

How did each person respond to the proposed change?
Were there resisters? How did they resist? Why?
Who challenged the change publically?
Who 'whispered' in the corridors?
Were there some who accepted without question? Why?

- How did the person or group proposing the change deal with different people's responses? For example: by force, offering incentives, cajoling, listening, etc
3. In light of what you have learnt about leadership in this course, do you have any new ways of viewing how the people responded?
 4. What would you have done differently if you were encouraging or leading this change?

Hand out 23: Leadership and change management

This section offers two components:

- A framework for understanding what a person (or organization) goes through in working with change
- An approach for leaders in working with change and resistance

A framework for working with change

In many instances people and organizations have awareness and capability to cope with various forms of change, whether triggered internally or externally. They absorb or assimilate the effects of change and steadily improve their condition rather than allow change to disrupt or reverse past achievements. This is called *first order change*.

Sometimes however, there is a challenge to go through a dramatic shift. Many would this transformation – to change the boundaries of understanding and ways of doing things or a crisis – it is so new or extensive that it challenges our current, valued ways of being and consequent practices; our very world views or way of understanding ‘reality’. This is more painful, takes longer to deal with, and is difficult to plan logically. It is called *Second Order Change*. Second Order Change has four phases. These are: decline or crisis, transformation, transition and development.

There are a number of personal and organizational behaviors that take place during each of these phases.

1. Decline/ crisis (muddle through)

When decline sets in (whether around income, number and quality of staff, quality or effectiveness of work), it often leads to a crisis. The organization’s first response is usually to *deny* that this is serious- that a major change is required. This leads organizations and their members to *avoid* or *resist* the change.

‘we can get by’

‘what’s worked in the past will work again’

‘we just need to tighten up the systems’

The main signs of this stage are *denial*, *avoidance*, *resistance* and *procrastination* about change.

Eventually though, transformative change is ‘triggered’ by one of the crises. This, however can only happen under certain conditions. There needs to be a transformative leader/s in the organization – a person or people willing and able to lead the process of change to a new vision. People with power in the organization need to be willing to endure change. There needs to be some ‘surplus resources’ to enable the organization manage the change (this could be people, time, funding etc).

2. Transformation

In this phase, a new worldview or set of assumptions emerges as the organization's dominant way of seeing. In most cases, a new vision is first seen by a small group of people or by an individual. During the transformation phase, this new perspective must become more widely accepted and gain formal approval. This often happens by deciding to 'incarnate' the new perspective into a project or program. Getting to this process is usually a political process – in most cases there will be some resistance to a fundamental change in the way the world is seen. Behaviors associated with this phase include *building awareness* of a major change, *accepting the change*, *reframing* the organization (looking at it from a new world view), *letting go* of the old that will be left behind, and the development of informal and formal commitment to the change.

3. *Transition*

Transition is about institutionalizing the change – making it part of policy, practice and organizational structure. The behaviors required for this phase include *planning*, *training*, *managing* and *implementing*. The shift from transformation to transition is not always straightforward, people might need time and experience of the new way of seeing and working before they can allow themselves to trust the change. Different parts of the organization may transform at different times – and indeed, might need to go through the same cycle of *second order change*.

4. *Development*

By the time this phase has been reached, the new way of being and seeing has spread through most aspects of the organization's work and structure. Behaviors associated with this phase are *stabilizing*, *improving* and *developing*. It is at this stage that the change may be threatened by other players like donors. Donors will often allow new or creative approaches as long as they get good press.

The idea that second order change is cyclical suggests that neither organizations nor people can ever be *done* or *finished* with change. Assuming the organization lives, another organization will arise when it will be obliged to deal with transformative change.

An approach for leaders when working with change and resistance

Firstly, take stock of what *is* happening

- What kind of change is this?

In your view it might be a small improvement to current practice that you believe other will adapt to easily. For others, this might be a crisis. It is big, dramatic and they feel deeply challenged and afraid.

- *What is the current culture of the organization?*

Is it one where people challenge each other openly?

Is it one where the 'workers' (or lower levels in the organization) expect to be told what to do and consequently do not believe that their voice counts?

Is it one where *action* is more highly valued than the reflection needed to recognize the need for change?

Is it one where people say ‘we all have responsibility’ but either they are not encouraged to take up these responsibilities, or the truth is that the leader decides!

So, what are the typical responses you would expect from people with regard to change, considering the current culture in the organization?

- *How do people in your organization typically respond to change?*

Who resists? Who doesn't? and Why?

Is that resistance healthy? Are there forms of unhealthy resistance that you recognize?

Which ones of these are rooted in unawareness?

- *What are you, as a change leader, doing?*

Are you pushing people from behind?

Are you dragging people from the front with tasty incentives?

Are you sure this is the best way to go? Why?

People’s responses and therefore their resistances come from different places

The table below helps you interpret whether the resistance is deep seated or closer to the top.

Source of resistance	Manifestation
Actions	These are always under review and can change the most easily
Perceptions	These are what we select to see from our perspective at a point in time
Attitudes	These may be superficial and therefore easily changeable, or they are closer to values and more difficult to change
Beliefs	These are based on information we receive and are close to values
Values	These are absorbed through socialization and are deeply embedded in ourselves

As one moves from actions to values, the resistance becomes more and more entrenched and difficult to deal with. Values are not easy to change. It is at the level of action or behavior, perceptions and attitudes that we can change.

We can challenge a behavior or action that has a negative effect on the organization (e.g. coming to work while drunk, careless driving, shouting at people, ignoring feedback, being consistently late etc)

We can challenge another person’s perception as there is no one true perception – two people witnessing an event may have different perception of what actually happened.

Sometimes attitudes are closely tied to values and thus hard to shift – ‘a woman’s place is in the home’, there will always be poor people, shoes are not for everybody – but often these attitudes don’t hold true in experience. If attitudes are more superficial and not linked to values, a good debate can clear the air.

The table above can help clarify the root cause of resistance – how deep seated it is or how superficial it is.

If you are fairly clear that this is the right change to make to increase the organization’s impact, or to ensure organizational sustainability, then the following ideas can help in taking the process forward:

There are three elements to consider:

- You and how you are approaching change
- Other people in the organization
- The nature of the change and how it is being approached or implemented

These are all interrelated. Rather than listing issues under each heading, lets explore some steps and see how you, them and it (the change process) relate to one another

Some clues for working with change and resistance

5. Make the reasons for the change explicit

- Putting things on the table (we are running out of money, the project is not making the change we hoped for, people are losing interest and not pulling their weight..)
- Explain why from your perspective the change is needed. Ensure that as far as possible you explain WHY you are proposing the change

6. Help people to see the big picture

- If the reasons for the change are clear and people are still listening, try to draw the larger picture of where change needs to start, what it will affect (as you see it) and what the benefits are to the whole organization and its work.
- People need to understand the whole picture and then see where they, and their work, fits and how they will be affected. An important message here is that all the elements of the organization interrelate and any significant change will ripple through the organization and effect everyone in a lesser or greater way.
- Each person needs to see with whom they must relate most closely and around what issues to enable a smoother process. Now having drawn out the larger picture, focus on the key issues.

7. Focus on the key issues

- Don’t try to write a thesis on the complexity of the change. Find the key issues that directly affect people and their work, and focus on these.

- Leave out the intellectual and extraneous issues for now. This is not because you want to hide anything, but rather that people need to know what the key issues are, rather than to be clouded up in detail. The other detail can be worked out later in the process once people are clear on the central matters.

8. Recognize dissatisfaction

- Don't ignore anger or resistance. Listen to it. It indicates energy. And one thing you need in the change process is energy. Your challenge is to turn negative energy into a new purpose. So listen to the discontent; don't judge or deny it. By listening to and accepting other's perceptions you can open up space for the frustration to be expressed and thereby release the energy.

9. Recognize the importance of emotions

- People are not only rational – there is far more to a person than a head! Listen to the feelings, why they are there and why they are expressed as they are
- Allow feelings into the discussion and acknowledge them. Sometimes as leaders of change we prefer to leave feelings out of things ('they don't belong to the workplace'). They certainly do and they are there whether we like it or not. It is important therefore to listen to the whole person.

10. Link the change process to people's aspirations

- When a change agenda shifts from generalities and 'management speak' to individual hopes and fears, expresses in people's own words, then it comes alive and has power
- Release the energy of the group by legitimizing expressions of individual expression. Most often a lot of common ground is found (Oh you want to do that too.. so I am not alone in this!)

11. Encourage a framework that says, uncertainty is normal'

- If all people are being brought into the process and they are bringing themselves, not only their intellectual part, then it will be messy and uneven – and uncertainty is the order of the day
- People will not move at the same pace or with the same energy. Let go of trying to control the process and allow those who are moving go ahead to demonstrate the value of the change.
- Let go also of the 'big plan' for change. Rather be ready to prepare for change at any given moment in response to shifts that occur in the process.. and be flexible in how you deal with these opportunities. 'Messiness is okay!'

12. Encourage self-awareness

- If people are brought into the process, the reasons for change are on the table, the key issues articulated, and people are beginning to feel part of it, encourage them to personally explore what they want out of, and will put into, the process. Encourage

that each person becomes self-aware of what change means for him or her and their work. Encourage a conscious response, rather than a reactive one, to the change.

13. Encourage self-responsibility

- For change to ‘take’ everyone needs to take some responsibility. For some this might mean nothing more than understanding it and its implication. Others need to take responsibility for taking action, for raising problems or concerns on the way, and for identifying strategies to deal with these. If the leader has opened the process, it is important that others are enabled and encouraged to take and share responsibility for it.

14. Create conditions for regular interaction

- While some people are taking some personal responsibility in the process, this should not be allowed to splinter into isolated nodes of activity that do not relate. Some ideas for ensuring interaction include: forming appropriate teams around certain areas of work, organizing regular reflection sessions to review how things are going, encouraging informal discussions between people working in different parts of the organization; and putting up a pin board for people to share achievements and questions

15. Give change the time that it needs

- Speeding up the pace of change beyond what people and the systems as a whole can take can mean losing to all the gains made up to now. Don’t shoot yourself in the foot
- Better that the process is slower, than that it doesn’t happen at all, or causes undue stress or withdrawal
- Some people can move faster. Let them. But encourage them to share the gains they are making with the intention of encouraging others rather than showing off or competing.
- For those who are moving more slowly, offer them support and encouragement rather than rushing them or threatening them with unrealistic deadlines

16. Expect there are multiple realities

- Each person has his/her way of seeing the world and perceiving what the change means – for the organization and for himself. Don’t box people into your reality. Listen carefully and encourage an exchange between people to test their views and attitudes
- Another person’s reality is not your problem; rather your challenge to hear it all, acknowledge it, and work from there. After all, if there was only one reality, there would be little cause for change and the world would be very dull.

17. And last, but not least, find and use the energy

- Change needs energy. There is energy in the will to change and also in people's resistance to change. Work with it all and create the conditions to bring energy to the new purpose and the envisaged benefits that the change will bring.
- Use your own power and energy to release, rather than block, others'. The more constructively the energy is channeled, the greater the chance for effective change.

Finally, the central message is, embrace change, listen to resistance; and bring people into the process.

Handout 25: The leadership capacity template

Using the template below, assess the general effectiveness of leadership in our partner organizations

0 – 5, 0 = non existent 5 = excellent

note that leadership is supposed to be a shared function between the board and management

Area of responsibility	Rate	Explanation
1. The leadership defines and establishes the long term vision and formulates the mission.		
2. The Leadership formulates the organization's strategy.		
3. Communication - leadership communicates, to get across to people the mission and the plan. People have understood and internalized the vision and mission of the organization.		
4. All resources and energies are properly harnessed. The leadership manages to unleash human energies and the human spirit and vision.		
5. The organization has more effective systems and is focusing on effectiveness – doing the right things		
6. Supporting - setting and maintaining organizational and team values and standards. The leaders have earned the trust of the followers by demonstrating integrity where words and actions match.		

7. People are motivated and inspired to use their creativity.		
8. There is efficient flow of communication between the board and staff		
9. There is a clear success criteria (a monitoring and evaluation system with clear targets and indicators) that is consciously being adhered to.		

Handout 26: Designing contextually relevant Leadership Development Programs

Leadership is a process of leading people to a desired situation. The desired situation determines the type of leadership required. Leadership is an individual responsibility but a collective effort.

Leadership development efforts have five main goals. These are: to build the visioning capacity of individuals and groups, motivating individuals and groups to strive to be the best in their areas of work, encouraging team building and team work, cultivating the integrity of the individuals and groups; and finally putting in place systems and procedures for constructive feedback.

According to a recent INTRAC research report on leadership development efforts in Malawi, Tanzania, Kenya and Uganda, the main findings indicated that:

- Leaders do not have a coherent and consistent underlying understanding of leadership. Their perspectives on leadership are hybrids, influenced by traditional cultural expectations of (male) leadership, or political ‘neo- patrimonial role models and Western Management theory. Leadership behavior tends to oscillate between these models depending on convenience and circumstances rather than conscious choice.
- NGO leaders have very congested lives as they simultaneously inhabit 3 different worlds: the international aid system with its accountability and information demands; the urban organizational world of staff/board expectations; and the rural context of extended families. Keeping such diverse demands satisfied leaves leaders with little time to reflect and learn.
- Women leaders face tougher realities, confronting cultural expectations of women being followers; not leaders; and facing even greater demands from their families
- HIV and AIDS is making the leadership function even more challenging through its destructive impact on organizations and families

Key triggers of change among NGO leaders included:

- Change in the leadership role

- An organizational crisis
- Negative feedback from staff, board members; peers or mentors
- Positive role models
- New knowledge from a training

For leadership development programs to be effective, if they:

- They are personalized, allowing leaders to internalize the need for change
- Assist leaders to develop their own coherent guiding theory of leadership
- Recognize the congestion in leaders' lives and help them to think through their different roles in life, and in particular the gender implications
- Actively reinforce the identified catalysts of change
- Ensure that the workshop and training create space for reflection and peer feedback, take on an experiential learning approach, provide new knowledge and use role models
- Use mentoring and peer learning as follow through and as stand alone leadership development inputs in their own right
- Are rooted within the organization, so that the followers and the board members can be supportive of the change process

For capacity building service providers, this would mean:

- Adjusting both the content and process of their leadership development programs to reflect the factors that inhibit or promote change
- Developing skills to deliver these different services, such as being able to provide counseling and coaching support to leaders
- Challenging donors on the type of leadership development programs they support and effective roles and boundaries in stimulating and reinforcing leadership change.
- Practicing what they preach by having constructive feedback; time for reflection, and placing values at the heart of their own practice.

In practical terms, critical components and considerations in developing a leadership development program would include:

- Establishing a collective organizational ideal picture
- Establishing a management team
- Putting in place a learning system for collective and individual reflection and learning on the journey towards the ideal picture

- Putting in place a performance appraisal system for the team and individuals and rewarding performance, punishing non-performance

- Organize different leadership development opportunities and practices

Exercise 5: Giving and receiving leadership feedback

Each participant writes a note to all the other participants in the workshop on the following:

To be a better leader,

- You must do more of (list 3 things)
- You must do less of(list 3 things)