Leadership and Management of NGOs and CBOs:

A Reference Book for Young and Seasoned NGO Leaders and Managers

SAfAIDS Leadership Master Class Series

Book 1
‘We invest so much time and energy writing proposals and rarely get positive responses. When we are lucky and get funding, the focus is always on the target communities. Very few funders will commit to supporting us to grow as an organisation. However they still expect high quality delivery. I am really frustrated!’

As I sat and listened to these words from a fellow Director of a community-based organisation, the sense of desperation was clear. It struck a chord that is synonymous with many community-based organisations that are doing a lot of good work, but are grappling with leadership challenges, such as conflict, weak reporting and documentation systems, governance and leadership shortfalls, as well as low staff motivation or morale. In this era where we have made great strides in addressing HIV and are looking forward to ending AIDS by 2030, we also need effective leadership within organisations to deliver on these targets. As agents of change, community organisations can only perform when they have the right leadership posture and critical thinking, to stimulate greater community reach. This is only possible when we invest in knowledge and skills building of a new generation of organisation leaders who will spur commitments into action.

This book, *Leadership and Management in NGOs and community-based organisations (CBOs): A reference book for Young and Seasoned NGO leaders and Managers*, is the first publication under the SAfAIDS Leadership Master Class Series. It is a contribution towards a revival of the leadership discourse in the HIV response. We need more critical leaders who are innovative, visionary and proactive, to realistically reach our goal of ending AIDS by 2030.
We hope this book will give leaders of community organisations a head start by enhancing their leadership journeys. It is meant as an icebreaker and we hope that readers will complement this reading with other leadership-related topics available in the public domain and in the SAfAIDS Leadership Master Class Series.

We wish to acknowledge and thank Irish Aid for their financial contribution towards the development of this publication.

Thank you

Mrs Lois B Chingandu
Executive Director, SAfAIDS
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About This Book

Context

This is the first book under the SAfAIDS Leadership Master Class Series. The overall purpose of this book is to enhance leadership competencies in community-based organisations, to help them deliver effectively on their mandates.

The book has been specifically designed to help leadership of community organisations to:

• Gain an in-depth understanding of ‘self’ in framing leadership styles and competencies.
• Appreciate methods, tools and techniques that help one to deliver on their leadership roles and responsibilities.
• Understand the skills and competencies required for one to successfully undertake leadership functions.

After going through this book, the reader is expected to have greater competency in:

• Defining their leadership style, based on objective self assessment,
• Defining and pursuing skills-building to address any identified gaps in their core leadership competencies, and
• Confidently apply tried and tested methods, tools and techniques in performing leadership functions.

Who will benefit from this book?

The primary target group for this book comprises those who exercise leadership functions in community-based organisations, including Directors, Programme Coordinators and Programme Managers.
This book is split into six sections.

**Section 1** Defines the overall leadership framework to help contextualise the information presented in follow up sections.

**Section 2** Focuses on ‘intrapersonal’ aspects of leadership, which means understanding yourself as a leader.

**Section 3** Unbundles basic leadership meaning, concepts and skills.

**Section 4** A how-to on leading and motivating project teams.

**Section 5** Focuses on ‘leading on a rainy day’ – when things are not going to plan, and takes you through the leadership roles and responsibilities required in situations of conflict or crisis.

**Section 6** Highlights the need to keep informed of new developments in management fields other than leadership – including strategic planning and management practice, and gives you some suggestions for further reading.
1. THE LEADERSHIP FRAMEWORK AS APPLIED IN THIS BOOK

The framework we have adopted simplifies what we consider to be the key steps to achieving comprehensive leadership abilities. We have grouped the steps into key themes that you may follow logically to help you enhance your abilities. To illustrate, it is difficult to lead and motivate teams before you have a thorough understanding of yourself and your own motivation. However, understanding yourself is only effective when you know what constitutes leadership and what does not.

The following diagram presents a simple framework that guides the structure of this book.

**Figure 1: Leadership journey framework**

- **Step 1:** Understand leadership concepts, techniques and tools
- **Step 2:** Understand the ‘Me’ in leadership
- **Step 3:** Define and apply leadership philosophy for organisational function
- **Step 4:** Apply leadership concepts, tools and techniques to functional teams
- **Step 5:** Leadership rejuvenation

Keep abreast of current developments in management techniques

**Never stop:** Assessing and evaluating
Step 1: To kick-start your leadership journey, it is important to have a clear understanding of what leadership is. This understanding should address questions such as: what are good leadership qualities; how do I apply such qualities; when do I know I am not succeeding as a leader; and what are the signs of leadership success?

Before we proceed, it is important to mention the notion of service leadership, since we are focusing on leadership of NGOs, which are usually involved in projects aimed at benefiting the community or society at large. The concept of Service Leadership is based on the philosophy of Servant Leadership\(^1\). This term was coined by Robert K. Greenleaf to define a leader who is first, a servant. As he described it, “It begins with the natural feeling that one wants to serve, to serve first, then conscious choice brings one to aspire to lead.” Applying this concept to your work helps you keep your focus on ‘why you are here’ – to be of benefit to your community.

Apart from this master class series, you will find a lot of information freely available on the Internet and in books on management. Take time to read and appreciate what is relevant to your own management journey. If time and funding permits, it also advisable to attend structured leadership seminars and programmes.

Step 2: You cannot succeed in your leadership pursuits if you do not understand yourself. By understanding yourself we do not mean whether you prefer tea or coffee, or enjoy travelling, but rather having an in-depth understanding of your feelings, thoughts and motivation. This has an important bearing on your leadership style and may ultimately ‘make’ or ‘break’ your leadership career. For instance, if you feel strongly that multiple sexual partnerships are a ‘good’ expression of sexual diversity, then it will be difficult for you to lead a team that is advocating for ABC (abstain, be faithful, condomise), in HIV programming.

\(^1\) http://www.kiwanis.org/kiwanisone/youth-students-special-programs/what-s-service-leadership-#.VlwPc98rd3g
Step 3: As a leader, the first call is positioning your organisation to withstand external threats, take advantage of opportunities and remain competitive. This task requires determining your organisation’s direction, with a clear plan of how you will get there. But this alone is not enough. To steer the organisation in this direction, you need to identify and apply a suitable leadership philosophy. Where market demands are constantly changing and decisions need to be made quickly, you may opt to centralise decision making, to ensure that the organisation remains competitive and is not dragged down by over-consultative decision making.

Step 4: Teams, either permanent or short lived, make up the engine that steers the organisation towards its goals. To attain optimum team performance you will need to apply the right leadership concepts, tools and techniques. Many tools and techniques focusing on areas such as team building and problem solving, are readily available on the Internet and in management texts.

Step 5: As our environment is continually changing, so are the requirements of leadership. In pursuing leadership, it is important to rejuvenate yourself so that you remain relevant to your organisation and your teams. Lack of leadership rejuvenation can lead to frustrated and poorly functioning teams. At organisational level, ‘stale’ leadership can even lead to the collapse of the organisation. Rejuvenation simply means looking for new knowledge and skills on leadership to help address the ever evolving needs of an organisation or team.

Continual reflection and self assessment: is encouraged throughout all the steps, to help you measure progress. This also helps you apply new measures, if you spot a ‘red flag’ – something that signals a potential problem. Various assessment tools can be applied here, such as observation, focus group discussions, reviewing performance records, or even a survey questionnaire. Even simple conversations with team members can show you negative or positive effects of your leadership style.
2. THE ‘ME’ IN LEADERSHIP: UNDERSTANDING AND MANAGING YOURSELF

Before leading others you need to understand and direct yourself. This is the first principal of leadership. It is only when you know more about yourself that you are able to mould your positive qualities and leadership attributes and exert greater influence in your organisation. Knowing yourself also helps you identify and resolve your ‘blind spots’ – areas where you may not be aware you have a weakness. For example, you may not be good with numbers, so you should hire someone with a strong knowledge of figures to help you with financial monitoring and decision making. Note that knowing yourself does not automatically make you a better leader, but it does give you knowledge about what competencies need to be improved.

But how do you get to know yourself better? Let’s examine some of the methods.

- Regularly completing leadership self reflection and assessment tools. A number of these have been published and are available on the Internet. We have also placed a simple self reflection and assessment tool in this section for you to use. However, one challenge of self assessment is objectivity; your pride may prevent you from scoring yourself honestly!

- Have people who you interact with on a daily basis assess you (peer assessment). As a leader, you must be ready for objective criticism from your team members as they experience your influence on a daily basis. You can do this through holding reflection meetings, but you will need to encourage your teams to be honest.

- If you have a professional mentor, create room for tracking changes that result from the mentorship process. A mentor is usually someone with the skills and knowledge to empower you to enhance your leadership.

Leadership and Management of NGOs and CBOs
skills. The process relies on objective assessment tools to track development in your leadership skills. These are completed by both parties in the mentorship process.

a) Being an emotionally intelligent leader

Sometimes called EQ, emotional intelligence is the ability to recognise, understand and manage our own emotions, and to recognise, understand and influence the emotions of others. It is an important element of becoming a successful human being and leader. A good leader needs to have good people management skills and be sensitive to the emotional vibrations around them; to read the moods and body language of others and adjust actions and responses in a way that does not result in conflict, or harm others. You also need to respond in a suitable manner for the level of the person with whom you are dealing. Employing emotional intelligence will help you build trusting and genuine relationships with your staff as they will not fear emotional unpredictability. People will be able to approach you when they face problems, knowing that you are welcoming and receptive, as opposed to someone who throws temper tantrums when faced with what they perceive as incompetence.

Using emotional intelligence can help you prevent stress and conflict by helping you adapt your emotions to the requirements of a task because when you are feeling anxious and stressed, you are less likely to be creative in problem solving. Reflect on the circumstances that are giving rise to the feelings. For example, when you are in a stakeholder meeting where you are not agreeing on a solution and your stress levels are rising, you will be able to identify this and you can ask for a break from the meeting. This allows you to breathe some fresh air, to calm down and return re-energised and ready for more discussion.

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2 http://www.ihhp.com/meaning-of-emotional-intelligence

Emotional Intelligence is the ability to:
- Recognise, understand and manage our own emotions
- Recognise, understand and influence the emotions of others.
Improving your emotional intelligence and self control can be done in three quick and easy steps:

**Figure 2: Exercising emotional self control**

1. **Step 1:** Identify what you are feeling. Are you happy, sad, anxious, frustrated, stressed, etc.?
2. **Step 2:** Honestly determine what is causing you to feel this way.
3. **Step 3:** Find a way of breaking this cycle of negative emotions such as taking a break, taking exercise or even meditating.

b) **Self awareness**

Self awareness is part of being an emotionally intelligent leader. It is the ability to become the object of your own attention; to actively identify, process and store information about the ‘self’. It means having the ability to look within, to get an objective snapshot of our thoughts, beliefs, emotions and motivations. This is harder than it seems. It is not just being aware, but experiencing a heightened sense of awareness, so you can more easily interpret your thoughts and emotions. This allows you to make the changes you need to make your life better. Once you have become more aware of your ‘self’, you need to be willing to learn more about yourself through self reflection.

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c) Self reflection

This means becoming aware of your own thoughts or feelings in order to gain greater insight, by thinking and analysing your self and your behaviours. Ongoing self reflection keeps you focused on the bigger picture, stops you worrying about things you cannot control, helps you face your fears, identify our weaknesses and strengths and learn how to do things better. Learning self regulation is an important part of this.

d) Self regulation

Self regulation is a critical skill that underlies mindful, intentional, and thoughtful behaviours. It refers to the ability to control one’s impulses, both to stop doing something, when necessary - even if you want to continue doing it - and to start doing something, even if you don’t want to do it. It should not be confused with obedience or compliance. When we truly self-regulate, we behave the same way whether or not we are being watched. It involves delaying gratification and suppressing impulses long enough to think ahead to the possible consequences, and to consider alternative actions that would be more appropriate. It can also apply to other mental activities such as remembering or paying attention.

2.1. The leadership KAPB model

Exemplary leadership is all about having the right knowledge, attitude, practice and behaviour (KAPB). With team working, you often get out what you put in! How does your leadership KAPB look? Use the tool below to get you started in looking at your leadership KAPB.

Your knowledge abilities should be supported by continuous learning and development. Apart from class-based learning, you need to have a positive learning posture and look at every opportunity to learn. A leader adopts a flexible attitude that
allows for optimal performance by her team at any given moment. Such attitudes are not drowned by the challenges of the day, but remain enthusiastic, seeing the positive on the horizon. **Behaviour** patterns revolve around promoting team participation in decision making and problem solving. A good leader adheres to a clear set of ethics and values and sees communication as a two-way process i.e. giving guidance and valuing feedback. Lastly, **practice** emphasises transfer of knowledge and skills to other team members, guided by an understanding of changes in the environment and competitive advantage. A leader always looks at any opportunity to add value by bringing in new thinking and innovation.

**Figure 3: The leadership KAPB model**

- **Knowledge**
  - Constant learning posture
  - Drawing on others experiences
  - Seeking new skills and knowledge

- **Attitude**
  - Seeing positive in challenges
  - Accomodating
  - Flexible
  - Inclusive and open
  - Enthusiastic

- **Practice**
  - Adhering consistently
  - Role modelling
  - Being a team player
  - Mentoring and empowering
  - Reflecting and strategising
  - Innovative

- **Behaviour**
  - Consulting
  - Having a positive influence
  - Resolving
  - Being responsible
  - Value based & ethical
  - Communicative

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4 Rouzeh Eghtessadi, Management Orientation Presentation, 2015
### 2.2. Leadership competence reflection & self assessment tool

#### Table 1: Leadership self assessment questionnaire

<table>
<thead>
<tr>
<th>Leadership characteristic or trait</th>
<th>Never</th>
<th>Rarely</th>
<th>Sometimes</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Strategic visioning and change

1. I constantly look at opportunities for strategically positioning my organisation
2. I talk to all stakeholders and trend setters when developing a vision statement
3. I always track potential risks and threats that may affect our work
4. I always take every opportunity to communicate the organisation’s vision and mission
5. I confidently lead strategic thinking and analysis processes within the organisation
6. I translate the strategic plan into smaller workable chunks of work with clear targets

#### Personal qualities

7. I like honest feedback about my leadership style
8. I always like to see the good in others
9. I am always motivated to do things in a unique and innovative way
10. I really know what I want as a leader and I go out to get it
11. I always like to learn new things in my line of work

#### Communication

12. I always communicate the vision and mission clearly
13. I write my reports with clarity and factual accuracy
14. In every meeting I give time to listening to what the other party is saying
15. I observe non verbal communication in every interpersonal interaction
16. I have a consistent approach to communicating project results and proposals
17. I value communication for the purposes of partnership building

#### Team motivation and leadership

18. I appreciate honest criticism from my team members
19. I create space for team members to contribute to decision making and problem solving
Based on the content presented in this guide, we have developed a simple leadership self assessment questionnaire that you can use to assess your leadership qualities and identify areas for improvement. You can make a conclusion based on the score key presented below:

**Table 2: Leadership reflection & self assessment score key**

<table>
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<tr>
<th>SCORE</th>
<th>COMMENT</th>
</tr>
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<tr>
<td>≥70</td>
<td>You are doing perfectly well and likely exhibit exceptional leadership competencies. However, this is not a passport to relax! You need to think of ways of staying focused and about leadership rejuvenation.</td>
</tr>
<tr>
<td>46-69</td>
<td>You are doing OK in some areas but have weaknesses that need to be addressed. Clearly identify the areas where you are not doing so well and devise a plan for improving your leadership qualities here.</td>
</tr>
<tr>
<td>≤45</td>
<td>You really need to build your leadership competencies. The first step is acknowledging that you are a leader. Apart from seeking knowledge and skills building we encourage you to get a mentor who can help you on the leadership skills journey.</td>
</tr>
</tbody>
</table>
3. UNPACKING LEADERSHIP: MEANING AND CONCEPTS

The objective of this section is to help you build your competencies by deepening your understanding of leadership concepts, techniques and tools.

3.1. What is Leadership?

Leadership means different things to different people and is exercised in different spheres i.e. political leader, revolutionary leader, army general, religious or traditional leader, NGO leader, or even sports team leader (football captain). These different contexts all contribute to our broad understanding and definition of leadership. In this master class, our focus is on leadership within community organisations and as such, all our illustrations will reflect this.

The question remains, what is leadership? On secondary research, we picked up some relevant definitions of leadership, as follows.

“Leadership is influence – nothing more, nothing less.” – John Maxwell, The 21 Irrefutable Laws of Leadership⁵

“Leadership is the capacity to influence others through inspiration motivated by passion, generated by vision, produced by a conviction, ignited by a purpose.” – Dr. Myles Munroe, Spirit of Leadership⁶

“Leadership is the process of influencing the activities of an individual or a group in efforts toward goal achievement in a given situation.” – Hersey, P., Blanchard, K., Dewey, E.J., Management of Organizational Behavior⁷

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⁶ Dr. Myles Munroe, Spirit of Leadership, Whitaker House, January 1, 2005
What we can clearly derive from the preceding definitions is that:

- Leadership is exercised by an individual (male or female) who has been allocated that role;
- Leadership is exercised over groups of people who form an organisation;
- Leaders have a clear vision of where the organisation needs to go and guide the team of people towards achieving that vision;
- The leader has the capacities – be they knowledge, skills or personal competency – that are required to execute leadership tasks effectively;
- The leader harnesses the team’s energy through passionate motivation and not through ‘force’.

For the purpose of this master class, we shall define leadership as:

*A person who is responsible for serving in an organisation to direct it towards its vision by applying leadership tools, techniques and methods that empower and motivate project teams or units to perform within that organisation and serve their community.*

In the same vein, leadership is not:

- A system of rewards, where the ultimate purpose is for the leader to earn more;
- Telling people what to do; it is inspiring people to act;
- Knowing it all; it is about creating a safe space for people to exchange knowledge and grow from it.
- ‘Being the boss’. It means being dynamic and evolving along with the challenges.

3.2. **At What Levels is Leadership Exercised?**

Within the organisational setting, leadership is practiced at three levels, namely:

- **Strategic** – This is mainly organisational leadership, usually practiced by someone responsible for strategic direction, implementation and oversight. This is often the Executive Director of the organisation.
• **Project** – You are responsible for supervising project teams and are ultimately accountable for the achievement of project objectives. This role is played by the Programme Coordinator, Project Officer or Field Coordinator.

• **Unit** – You oversee a few people who make up a unit within the organisation or project. Your role is mainly task supervision. For example, this can be a Monitoring and Evaluation Manager supervising data entry clerks and field data collectors.

### 3.3. Peeling the leadership skills onion

When viewing leadership, there are particular skills that you require to enhance your style. This can be compared to an onion where around the basic core of leadership there are outer layers of skills that need to be acquired. The diagram below presents an outline of the core leadership skills that are required.

**Figure 4: The leadership skills onion**

8 L. Chingandu, Leadership Master Class Power Point presentation, 22 September 2015
a) Visioning and change

A leader has a vision. A vision statement depicts what you see your organisation achieving in the long term. In the development sector, it might be a community free from HIV or every child going to school up to secondary level. To give you a clearer picture, our vision as SAfAIDS is:

*To ensure that all people in Africa realise their sexual and reproductive health and rights (SRHR) and are free from the burden of HIV, TB and other related developmental health issues.*

The vision is an imagined or ideal state that we want to see and contribute towards. A leader conceptualises the vision and understands it. Leaders see a problem that needs to be fixed, or an ideal state that needs to be achieved. It may be something that no one else sees, or simply something that no one else wants to do. Whatever it is, true leaders tackle it with single-minded determination. Whatever the vision, the leader always has a clear target in mind. This is a big picture sort of thing. It is the new product or idea that makes people say ‘*why didn’t I think of that?’*

A leader has an innate drive to see the vision through. It is not enough to just have a vision. Lots of people see things that should be done, things that should be fixed, a great step forward that could be taken. What makes leaders different is that they act. They take the steps needed to achieve their vision.

Is it a passion for the idea, an inner sense of drive, or some sense of commitment? Whatever it is, it is this strength that lets leaders move their vision forward despite the obstacles, despite all the people saying it cannot be done; it is too costly; we tried that before; or a dozen other excuses. The true leader perseveres and moves forward. In a practical sense, acting also involves leading changes within the organisation to effectively drive it towards the vision.

As a leader, you need to have a sound knowledge of the field in which the organisation is operating. This will ensure that you mould a vision that is relevant. For example, if you are involved in
the field of HIV, you need an understanding of the successes and challenges in prevention, care and treatment, as well as knowing about innovations and future directions. This understanding will set your organisation apart.

**Tools for visioning and change processes**

A visioning journey begins with understanding your environment. You can use methods and tools such as the *environmental* 9 scan; *PESTLE analysis* (political, economic, social, technological, legal and environmental); analysing external threats and opportunities and strengths and weakness of your organisation through *SWOT analysis*. You further need to build evidence on the future situation or innovations in your field through secondary *review of documented literature, interviews* with subject experts, or *self generated evidence* based on your experience in the field.

**b) Planning and organising**

The ability to plan and organise is a very important skill-set. Leaders and staff of community organisations tend to multi-task much more than in larger organisations with more staff and more specialised divisions and units. Failing to plan is definitely planning to fail in a CBO!

Knowing what needs to be done starts with the tools we use to structure our projects. Get good at these and you are on the second rung of the leadership ladder. Though there is no rigid formula, typically, planning is done at multiple levels from the strategy down to the team as illustrated on the following page.

Figure 5: Logical planning stages in an organisation

The diagram above shows clearly the relationship between the different levels of planning. It would be risky to start on level 3 without a clear reference point of where the organisation is going. Beginning at this stage may lead to conflict, confusion and lack of clarity. A strategic plan serves as an important guiding document for how you plan to drive towards a vision.

c) Tools and techniques for planning and organising

- Project cycle management is a simple tool to help you systematically plan and organise your projects. All projects can be broken down into simple steps. This helps us to plan. Figure 6 shows five helpful steps all organisations should include in their planning and organisation.
A project leader must always forecast risk and identify assumptions, both at the start of every project and periodically throughout the project cycle.

Work-plan it: Whatever your project management cycle, get the timescale right. It will save a lot of pressure and avoid unnecessary errors during implementation. Consider using the PERT model (program evaluation and review technique), which includes three estimates to help you to plan and to identify the minimum time needed to complete the total project.

- Optimistic time – the shortest time in which the activity can be completed.
- Most likely time – the completion time with the highest probability of being accurate.
- Pessimistic time – the longest time the activity may take.

Know your role as a project leader. There are six key areas. You will need to:

- Define the project: reduce it to a set of manageable tasks; obtain appropriate resources; and build a team to perform the work.
- Set the final goal for the project and motivate the team to complete the project on time.
- Inform all stakeholders of progress on a regular basis.
- Assess, monitor and mitigate risks to the project.
- Learn to adapt to and manage change.
- Always know your outcomes – what do you want daily, weekly, monthly, yearly?

Distinguish between **important and urgent tasks**. A simple rule of thumb when prioritising many tasks is that not everything that is urgent is important, and not everything that is important is urgent. Before you get bogged down by trying to do everything here is a simple model to help you prioritise.

**Figure 7: Task prioritisation quadrant**

1. **URGENT**
   - **Do it now!!**
     - Includes crisis situation, deadline driven projects, and priority decision making for the organisation
   - **Schedule time to do it**
     - Team building, exploring new markets or relationship building

2. **NOT URGENT**
   - **Ask someone to do it**
     - (delegate - don’t relegate!)
     - Simple but pertinent tasks such as flight bookings, and logistical planning for meetings
   - **Do not do it and delete it**
     - Really trivial activities i.e. social media, hosting time wasters, some phone calls or emails and gossip

---

10 Adapted from the Eisenhower box, as presented by http://jamesclear.com/eisenhower-box

*Leadership and Management of NGOs and CBOs*
To help you see where an activity fits in the quadrant, ask yourself the following question:

- Is this task contributing towards my leadership or job objectives and ultimate goal?
- What will happen to the organisation or team if I do not do this task today/tomorrow or this week?

- **Time management:** Important and urgent is all very well, but leaders must also know the value of the work being done. CBOs can be very busy and there can be many, many disruptions at community level that have nothing to do with the project plan, but everything to do with progress and success. Get to know what the high- and low-value activities are for your project. High-Value Activities (HVA) are those that have a direct link to your objective or key performance area. In contrast, Low-Value Activities (LVA) are still important but do not directly result in you attaining your objectives or performance targets. For example, when a Director spends more time writing funding proposals and building new relationships, this may be considered an HVA, since their key performance area is ensuring that the organisation has sustainable funding. An LVA activity for the Director would be participating in all community level activities; this is the task of the Project Officer. This distinction is at the heart of good time management for leaders.

- **Budget development and tracking:** When starting a project, it is difficult to know how much it will cost. Project managers are held to account for their budget estimates. With so much uncertainty in projects, it can be one of the project manager’s greatest challenges. The ability to create an accurate budget is an essential skill. It can be a daunting task, especially for new project managers. However, once you have created your first budget, you will have an approach to use and it will become easier for future projects.
The following **budgeting basics**\(^{11}\) can help you get started. There are two main approaches you can take when creating a budget.

- **Top-down**: deciding how much the project will cost and dividing the amount between the work packages.
- **Bottom-up**: estimating the total cost of the project by costing the lowest-level work packages and rolling up.

Both approaches have their advantages and disadvantages and as a project manager, you will be faced with both at some time in your career. Let’s take a look at each approach in more detail.

The **top down budget** decision about the total project cost, is often made by senior management. This sum is divided between the work packages.

Keep in mind that this approach is more than guessing; you need to explain how you will do the work within the allocated budget amount for each work package.

The **bottom up budgeting approach** usually involves the project team members coming up with the budget. The project is based on the lowest-level work packages and rolled up to arrive at the total project cost.

There are two cost types that concern project managers when creating budgets: **direct costs** and **indirect costs**. Direct costs can easily be attributed to the project and are charged to it on an item-by-item basis, e.g. labour and procurement of equipment. Indirect costs are items that benefit more than one project, and only a proportion of their total cost is charged to the project, e.g. telephone and office space.

The direct and indirect costs need to be calculated for each work package.

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11 Adapted from: https://www.projectsmart.co.uk/creating-a-project-budget-what-you-need-to-know.php
Figure 8: Sample budget format\textsuperscript{12}

\begin{verbatim}
PROPOSAL BUDGET FORMAT

BUDGET SUMMARY

Funding organizations typically request information such as that requested below. This budget is an example provided by the Carnegie Corporation of New York. Contact your funding organization for guidelines.

Applying Organization: 
Project Title: 
Project Director: 
Financial Officer: 
Organization’s Fiscal Year: 

Beginning and Ending dates of requested funding (e.g., June 1, 2004 to May 31, 2005) 

1st Year Project Budget 

From: 
To: 

1st Year Requested from Foundation 

From: 
To: 

2nd Year Project Budget 

From: 
To: 

2nd Year Requested from Foundation 

From: 
To: 

3rd Year Project Budget 

From: 
To: 

3rd Year Requested from Foundation 

From: 
To: 

DIRECT COSTS:

Salaries: $0 $0 
Fringe Benefits: $0 $0 

SUBTOTAL: $0 $0 $0 $0 $0 $0 $0 $0 $0 $0 $0 $0

Consultants: $0 $0 
Conferences/Meetings: $0 $0 
Multimedia Publications: $0 $0 
Equipment Purchase: $0 $0 
Office Expenses: $0 $0 
Travel: $0 $0 
Other (list individual items that cost $5,000 or more below): $0 $0 

TOTAL DIRECT COSTS: $0 $0 $0 $0 $0 $0 $0 $0 $0 $0 $0 $0 $0 $0 $0

INDIRECT COSTS

TOTAL INDIRECT COSTS: $0 $0 $0 $0 $0 $0 $0 $0 $0 $0 $0 $0 $0 $0 $0

GRAND TOTAL: $0 $0 $0 $0 $0 $0 $0 $0 $0 $0 $0 $0 $0 $0 $0

Signature of Project Director: 
Signature of Financial Officer: 
Date: 
Date: 

Please provide the following information: (university applicants specify organizational unit, e.g., school, department, or center)

Total amount of your organization’s or unit’s annual budget
Amount of proposed project as percentage of your organization’s or unit’s annual budget
Requested foundation grant as percentage of your organization’s or unit’s annual budget

* The beginning and ending dates of requested funding and the total amount requested from Carnegie should match the dates and amount requested in the proposal.
\end{verbatim}

d) Motivation

Creating and sustaining an organisation involves a bit of forecasting, especially at the start; inspiring your team to see your vision of success is vital. Teams should feel invested in the organisation, so they need to see their efforts in it. Acknowledge the work that everyone has put in and commend the team members on each of their efforts. It is your job as a leader to keep spirits up, and that begins with an appreciation of hard work and a positive attitude!

To be a good motivator means you must begin with your own attitude, and interpersonal skills and, of course, being able to handle challenges when they arise. We will discuss motivation in greater detail under the ‘self’ and ‘team’ sections.

e) Effective communication

This is not easy to do effectively and generally requires some conscious effort for all leaders. Leaders are involved in many types of communication.

The simplest message on effective communication for leaders is ‘tell, ask, and listen’.

Yes, great communicators give compelling speeches, but they also ask pointed questions to ensure others understand their messages.
They also listen carefully for what is said and what is not said in an interaction.

Words are very powerful, so we must always be careful what we say. Yet not everything has to be said! Have you ever heard anyone say: ‘They told you, you just weren’t listening?’

Interpersonal communication

For deeper, more meaningful interpersonal interaction, a leader needs to have traits that foster a deeper relationship with team members. These traits help empower the team members around you. A leader should exhibit the following traits:

- **Genuineness**: Being genuine is matching what you say and do with what you truly feel and mean. When you are not genuine, sooner or later, subordinates will see this and distance themselves from you. When you are genuine, you easily express honesty and sincerity in your communication. Imagine someone saying you look smart, with a frown or disgusted look. How would you interpret that?

- **Respect**: In most instances you are expected to lead people with different opinions, feelings, value systems, and even social alignment. In its simplest form, respect is a positive regard for the other person’s views regardless of what you think. You do not necessarily have to share their view, but do not look down on your team members because of their value systems. For example, the effect of lack of respect has been visible in the discourse on HIV and key populations, where faith-based organisations have not targeted groups such as sex workers in fighting HIV, because of the faith-based groups’ views about morality.
• **Empathy:** You are more likely to correctly understand what a team member is experiencing if you try to place yourself in their shoes. This will help you appreciate the situation better and make more appropriate decisions. It also helps you avoid the bias that results when you interpret what someone is saying from your own point-of-view.

• **Content:** Deeper interpersonal communication is also about the specifics of what you say. Teams are only effective when they receive information that is accurate, factual, specific and clear. When you relay ambiguous information to your team you leave them guessing about what is supposed to be done. As a rule of thumb, always give clear messages when communicating with team members.

**Communicating your project intentions and results**

Speaking and writing are the two most important ways of communicating your project’s intentions and results. As a leader, being able to communicate about your project is a prerequisite. It is the only way for your stakeholders to appreciate the organisation’s work and to increase the potential for project funding.

**Writing for quality outputs:** The better the writing skills of project leaders, the more effective the project will be. You should have the ability to explain what you intend to do clearly; the ability to report effectively will keep resources on track; the ability to communicate results will ensure continued support for your project.
Don’t be afraid – you CAN write!

Read, read and read even more!

Note wording, phrases, formatting, styles and presentation of different types of documents

Seek inputs from already identified strong writers in your work or social circles.

If your organisation does not have a writing style guide, invest in one.

If your organisation does not have a communication strategy or branding document, invest in them.

As a project leader, the information you create and share about the project is critical.

Project report writing: Reports need to be well thought out, well-structured and part of the overall work plan for any project. Reports should never be a surprise and should be the result of information collected regularly and in line with what is needed for the report.
Most project funders have report formats that you can follow. If not, here is a general example of what most project reports contain.

- Cover page
- Summary table
- Contents page
- Abbreviations and acronyms
- Introduction
- Overview of project
  - Goal
  - Objectives
  - Target, beneficiary
  - Geographic coverage
  - Time frame
  - Implementation approach or model
- Progress or achievements (by objective and planned activity) include captioned photos, anecdotes and quotes fully referenced
- Results (looking at agreed or expected change or impact)
- Challenges and counter strategies
- Lessons learnt
- Sustainability and risk management
- Way forward
- Annexes: Success stories, media visibility, photos of products, feedback emails, etc.

**Proposal writing:** A proposal presents a picture of the project you intend to implement, with specifics such as who you intend to reach, the objectives and justification for that project, as well as the implementation plan. It is submitted to potential funding partners and may be either a solicited call or an unsolicited submission.
Whilst solicited calls usually have a specific format, you may use the following simple outline should this not be provided.

- Cover page
- Executive summary
- Table of contents
- Introduction
- Rationale for the project
- Goals and objectives
- Target beneficiaries
- Geographic coverage
- Theory of change
- Activities to be implemented
- Work-plan
- Risk management
- Project management structure
- Capacity statement of the organisation

Communicating your organisation as a brand

A good leader is not afraid to communicate their organisation to the world. See, your organisation as a brand; recognition of your work can only be achieved when you communicate who you are to the world. There are specific methods that apply to organisational communication, other than writing project reports and proposals.

Developing an organisational communication and visibility plan is the first step to increasing your visibility. A communication and visibility plan is a simple ‘how to’ that spells out: what your brand looks like; how it is packaged and communicated to stakeholders; and who will do what in this process. The plan gives structure to the communication of what actions you will do and what you will not do. It is important to note here that when communication is not handled well it can lead to the demise of the organisation.

Do not crack your head when it comes to developing a communication and visibility plan. Below we have given you a simple how-to.

### Table 3:
Communication and visibility plan structure and writing tips

<table>
<thead>
<tr>
<th>Structure of the plan</th>
<th>What to focus on</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose of the communication and visibility plan</strong></td>
<td>This is a concise statement of why you have developed the plan and who will benefit from using it. It lays the foundation for readers to understand why they should use the plan and its relevance to their work.</td>
</tr>
<tr>
<td><strong>Our vision, mission statement and values</strong></td>
<td>This is your identity as an organisation and defines who you are. The reason you start here is to ensure that any communication and visibility actions are contributing towards your vision and mission. Communications should not run contrary to your value system. If you are an organisation built on Christian principles, you would not wish to dilute your brand with messages that run contrary to your principles or value system.</td>
</tr>
<tr>
<td><strong>Where should our branding appear?</strong></td>
<td>There are so many avenues where you can communicate your organisation. These include branding project events, using media platforms, social media platforms such as twitter, and even branding assets, such as cars and computers. The reason why you brand here is to link a particular message to the organisation.</td>
</tr>
<tr>
<td><strong>Our logo</strong></td>
<td>People are more likely to recognise you through your logo than through mission and vision statements. If you work in the community you will probably know what we mean. When coming up with an organisational logo you need to think about the colours and visuals that symbolise your work. The logo also has to be distinct and communicate a clear message.</td>
</tr>
<tr>
<td><strong>Tag line</strong></td>
<td>A tag line is a ‘catch phrase’ that accompanies your logo and sells what you do. At SAfAIDS, our tag line is ‘Knowledge for action: The power to make a difference.’ We believe that by imparting knowledge we are equipping communities with the power to make a positive difference to their lives.</td>
</tr>
</tbody>
</table>
A standard and consistent writing style is required to ensure the quality of information and communication products. This specifies the organisation’s writing style and covers areas such as language, abbreviations, grammar, use of photos, captions and even avoiding sexism.

| Writing style | A standard and consistent writing style is required to ensure the quality of information and communication products. This specifies the organisation’s writing style and covers areas such as language, abbreviations, grammar, use of photos, captions and even avoiding sexism. |
| Structure of the plan | What to focus on |
| Use of photography and video | Photos and videos communicate a thousand words about what you do. However, for effective use of photography and video you need to set standards on the quality of video and photo, what themes should be captured and lastly, how your organisation should be recognised through that photo or video. Have you noticed how video documentaries always end with the caption, ‘Proudly brought to you by xxx’? This is a simple way of linking the documentary with your organisation. |
| Role of project team members | Ideally it is the role of every member of the organisation to ensure that the communication and visibility actions are done. As a leader you must motivate your team to prioritise organisational communication and visibility actions. However, a must-do is to set aside an annual budget for them. |

Once your communication and visibility plan is ready, create space and time to orient staff, any consultants who will write or produce videos on behalf of the organisation, and any other organisations you work with. As a leader, your role is to monitor implementation of this plan. You may conduct random checks on project reports, published materials or even observe community events.

Lastly, we encourage you to rejuvenate your image so that what you communicate about the organisation remains relevant to changes in the external environment. Do not be afraid to rejuvenate, as this shows that you are also evolving with the environment in order to remain relevant. Rejuvenation can take many forms, such as revisiting your vision, logo and even your corporate brand.

*Leadership and Management of NGOs and CBOs*
4. LEADING AND MOTIVATING PROJECT TEAMS: TOOLS AND TECHNIQUES

4.1. What are teams?

A team is a group of two or more people that is formed to meet a particular goal. In an organisation, formal teams can include project delivery teams, procurement committees, disciplinary committees, monitoring and evaluation groups and senior management teams. Informal teams are those that are formed to meet social needs, such as to travel to work together, or eat lunch together. For the purpose of this master class, we will talk about formal teams.

Usually, work teams are short lived and disband immediately after they have met the specific goal for which they were formulated.

4.2. Stages of team formation and leadership roles

Traditionally, teams go through five phases of development. These are forming, storming, norming, performing and deferment. At each stage, as team leader, you have a role to play to ensure that your team performs effectively.

Table 4:

Stages of team development and expected leadership roles

<table>
<thead>
<tr>
<th>Forming</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What happens?</strong></td>
</tr>
<tr>
<td><strong>Your leadership role</strong></td>
</tr>
</tbody>
</table>

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14 Adapted from MindTools, Forming, Storming, Norming, and Performing Understanding the Stages of Team Formation, article accessed on https://www.mindtools.com/pages/article/newLDR_86.htm
Storming

What happens? Conflict is the main characteristic at this stage and rotates around control of the group. People express dissent towards the appointed group leader, either directly or indirectly.

Your leadership role You propose the team structure and decision making, and roles for each team member. Identify any hidden power conflict issues and resolve them at this stage.

Norming

What happens? Here, the team begins to find its feet in working together. A set of rules and norms – either explicit (i.e. what each person should accomplish) or implicit (i.e. no gossip; people should communicate openly) – are established.

Your leadership role You take a proactive role in helping teams to deliver their tasks. This involves delegation of authority and supportive supervision. The team agrees on processes for reporting progress and challenges, i.e. routine meetings or email updates.

Performing

What happens? The group is fully functional and accomplishes its task according to the rules and procedures that have been universally agreed.

Your leadership role Here, you perform continuous monitoring of the team’s performance. At this stage, you can troubleshoot problems and conflicts for quick remedy. An effective leader keeps the team motivated and engaged in the task.

Deferment

What happens? The group has completed its task and members leave to focus on other tasks. At this stage, the objective has been met and the group breaks up.

Your leadership role Celebrate your successes and reflect on lessons learnt. Report back to the team, and close out, are usually done at this stage.

Just a quick note that while these team development phases are the ideal, a team may not follow the sequence logically and some phases may overlap or be skipped altogether.

Leadership and Management of NGOs and CBOs
4.3. Components of an effective team

A major contributor of leadership failure when it comes to teams is focusing all attention on one aspect of the team’s function. Leaders who are driven by the desire to achieve objectives, at times place so much attention on the end product that they forget to address other components that affect team function, such as proper analysis of required skills. To help you approach team formation and leadership from a comprehensive point-of-view, you need to understand the components of an effective team.

The following are important elements of team functioning:

- Clearly defined goals and objectives.
- Relevant and comprehensive skills among members to meet the group’s goal and objectives.
- Roles and responsibilities are clear and are understood by all team members.
- The group has a clear agreement on how work will be done i.e. decision making procedures.
- Quality interpersonal relationships, where people feel ‘positive’ about each other.
- There are rewards for good work performance.
- The relationship of the group to the organisation is clear and well stated from the start.

4.4. People management skills and teams

How well you, as a leader, exercise people management skills to a great extent, determines motivation within your team. “People skills come down to how people interact with each other, from a verbal and/or non-verbal perspective; they are non-technical in nature. When we think of people skills, words such as personality, empathy, and tonality come to mind. Having good people skills means maximising effective and productive human interaction to everyone’s benefit.”

The following are **20 ‘people skills’ and attributes** you will need to succeed!

1. The ability to relate to others.
2. Strong communication skills. Remember that as you speak to others, they do not have the same mindset and are not processing things exactly as you would.
3. Patience with others. Always be kinder than you feel.
4. The ability to trust others. You can only accelerate your career if you trust and are trustworthy.
5. Knowing how and when to show empathy. Things are not always black and white. In order to have effective relationships with others, you need to show compassion where appropriate.
6. Active listening skills. ‘We were given two ears and one mouth’ speaks volumes. Be a good listener and reflect back what you have understood for clarity.
7. Take a genuine interest in others.
8. Flexibility. If you can bend your own rules and beliefs, you are by definition a ‘good people person.’
9. Good judgment. ‘Pay attention to your gut’ – it often has something valuable to say. This allows you to wisely select friends and associates, determine reactions and responses, and make sound decisions.
10. The ability to persuade others.
11. Negotiation skills.
12. The ability to keep an open mind. In order to create trust and respect in others, people need to know that their point of view and feedback will be considered and used.
13. A great sense of humour.
14. Knowing your audience. Knowing what, how, and when to say things to others is critical.
15. Honesty. The saying, ‘honesty is the best policy’ is not only true, it is essential in building trust among your colleagues.
16. Awareness of body language. The reality is we are communicating with people all the time, even when we are not speaking. Being mindful of what your gestures, expressions, voice, and appearance are communicating, can greatly help your people skills.

17. Proactive problem solving. Work is a series of problem solving situations.

18. Lead by example.

19. Good manners. Using ‘please’ and ‘thank you’ goes a long way in the realm of people skills.

20. Be supportive of others and motivate them.

4.5. Keeping your team motivated

For effective functioning, it is important to keep your team motivated. Here are some tips for team motivation.

- **Have a clear system of rewards:** Rewards can be provided in different forms, such as: acknowledging team member’s performance; recognition for contributing to the final outcome; and a simple thank you. A ‘Thank you team, great effort!’, means a lot to team members who commit all their energy to achieving the goal. It can also be related to performance systems, such as improved performance appraisal, or performance bonus. Don’t underestimate the importance of public recognition; look for opportunities to give employees positive exposure.

- **Make sure each person clearly understands what is expected of them:** Team members function better when they know what they are supposed to do, so avoid role conflict, confusion and ambiguity. The delegated role should ideally fit within their skills ability.

- **Avoid micromanaging:** A team member performs better when they are given room to make decisions and grow. This shows that you have confidence in their abilities. Micromanaging is the exact opposite and is usually shown by you monitoring every aspect of their work.
• **You are not a policeman**: Teamwork is not about finding fault, but rather building on strengths. A policeman is constantly looking for faults and arresting the guilty party. This is a no-no for an effective leader.

• **Stop dreaming and be realistic** in terms of your expectations of what the team will do and deliver. When people start projects they may be overexcited and forget to remain realistic when projecting. Unrealistic targets will lead to stress, burnout and frustration within project teams.

• **Build on the strengths and address the weaknesses of each team member**: Each person, regardless of their professional level, has certain strengths and weaknesses that influence how they perform in a team setting. Know where to place a person in a team on this basis, i.e. an introvert is unlikely to enjoy roles that require people engagement. Thus, you may opt to pair an introvert with an extrovert to undertake a task together. If you ‘force’ a team member to undertake a task that emphasises their weakness, without a clear solution, you are only contributing to demotivation and under performance.

• **Remember communication is two way**: Encourage your staff to express themselves and allow for bi-directional feedback.

### 4.6. A model for problem solving in teams

When diagnosing problems in teams, it is important to have a clear path for identifying root causes. As a leader, this helps you move away from solving the symptoms of problems. In using the model below, before you focus on addressing procedural issues it is important firstly to know that the team objectives are clear and that everyone’s roles are clearly defined and not conflicting.

Often, we see a break down in interpersonal relationships and view this as a person problem. A deeper analysis can reveal root causes that lie elsewhere. As an example, when team members disagree, it may be a result of poorly defined roles and overlapping of tasks. As a leader, your solution lies in re-assessing individual roles and responsibilities to improve team functioning.
Next time, you see a problem in your team, follow these simple logical analysis steps and you will definitely find the root cause.

On a parting note, remember that you will need to use different methods to collect your evidence, i.e. interviews with team members, group discussions or even observation.

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5. HOW TO LEAD ON A RAINY DAY

We have written a lot about how leadership is practiced, with a strong belief that good leadership styles will lead to effective and motivated teams and ultimately contribute to competitive organisations. However, there are days when it will be rough in the leadership house and you are faced with numerous challenges. This is when your leadership abilities are needed more than ever. Problem solving is one of the key leadership tenets that you require. Here we will talk briefly about leading on a rainy day.

When faced by challenges the first step is, **ALWAYS REMAIN CALM!!** Do not panic. YOU are in charge.

5.1. Problem solving methods and techniques

You need to have a clear and rationale method for problem solving, with a calm state of mind. You may follow the guide outlined below:

- Gather all perspectives; consult and be OPEN to all options!
- Draw on past experiences of what works and what doesn’t.
- Detach from personal sentiments and biases.
- Re-look at the scenario through the lens of organisational well-being.
- Avoid blame and reprimand during the problem solving process (address this later in other settings, for example, as feedback, formal disciplinary measures, mentoring etc.).
- Ensure a mitigation plan is in place, even after the problem is solved. Don’t relax, as it may come back and this time multiple-fold!
- Be creative and think critically!
Below we have placed a simple problem solving model to help you as a leader:

**Figure 10: Problem solving steps**

1. Identify the problem
2. Develop alternatives
3. Select the best alternative
4. Implement
5. Assess / evaluate
6. Did the solution work?

Continuous Monitoring

If no, re-identify the problem and start cycle again

If yes, you exit here
Step 1 Identify the problem: the identification stage. Usually, you will see particular symptoms, such as missing of performance targets, an increase in disciplinary cases, or conflict between managers and subordinates. It is important to fully unpack the problem before you move to the alternatives stage. There is need to further investigate the problem, i.e. who is most affected; when did it start being a problem; what are the influencers; what are the other dimensions of the problem; and any related environmental factors that contribute. This can be done through basic data collection techniques, such as interviews with staff involved, group discussion, review of reports or records, and even observing work processes.

Step 2 Develop alternatives: Identify possible solutions to the problem jointly with team members. Generating alternatives of what may work can be done through simple brainstorming techniques. Each person gives an alternate solution, which is written down on a flip chart.

Step 3 Select the best alternative: The team assesses each alternative based on feasibility, cost and likely impact, until they agree on one suitable alternative.

Step 4 Implement: This is the step of implementing the alternatives and usually involves different actors. It is important to ensure that you target the right people; those who own the problem, and those who are affected by the problem. Implementation should be guided by a target indicating what should change when the problem is finally solved i.e. performance targets beginning to improve.

Step 5 Assess and evaluate: At this state you should be able to assess whether the symptoms of the problem have disappeared as a result of your interventions. If they have gone, then you may exit here. If not, this may mean wrong diagnosis of the problem, or you selected an ineffective alternative. You need to go back to the drawing board.
5.2. Handling conflict: methods and techniques

Conflict is a situation of animosity arising from real or perceived differences between two parties. As a leader, part of your people management time will go towards handling conflict in the organisation. You need to have the correct skills and tools to resolve conflicts.

For you to recognise conflict you need to look out for the following:

- **Where is it taking place?** – is it horizontal – between members in the same unit? Is it vertical – between a supervisor and subordinate; is it at governance level – between Board members and management; is it socially related, etc.
- **How is it expressed?** – Is it through physical altercation, verbal sparring or even insubordination?
- **What are the drivers?** – disagreements; competitive natures; poor communication; unmet needs; untrue perceptions; misunderstood actions; incompatible styles; performance deficiencies; limited human/fiscal/technical resources; ambiguity; failure to adhere to team norms; unacceptable behaviour and betrayal?
- **What is your role in the situation?** Are you required as a mediator, are you an interested party, or are you an enforcer of the organisational code of ethics, etc.?

Understand the emotions of both parties. Do not avoid and assume it will go away! Seek mediation or advice and consult policies. Consider these three steps:

- **First**, engage in individual self-management, or “the ability to examine and transform the thoughts and feelings that hijack one’s ability to reason calmly when conflicts heat up”.\(^\text{18}\)
- **Second**, mutually manage conversations, so that taboo topics and feelings can be raised without fear of emotional eruptions. That requires a willingness to find the concerns beneath seemingly irrational comments.
- The first two practices support a third skill: managing **team relationships** for the long term, which requires trust building and investing in the key individual relationships.

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\(^\text{18}\) Harvard Business School Case Study of Conflict Management – *Resolving Conflict Using 3 Specific Dispute Resolution Skills*, 2015
6. YOU ARE READY TO LEAD, WHAT’S NEXT?

After reading this text we believe you have:

- Learned about core leadership skills;
- Looked at yourself in the mirror and seen where you are strong and where you need to improve in the leadership ladder,
- Understood what it means to lead teams and how this can be done; and
- Explored how leadership plays a key role in challenging times.
- Accepted that your leadership journey is one of continuous learning that demands constant reflection and fine-tuning to adapt to its ever-changing circumstances.

You have the tools to start your leadership journey. You now need to build your competencies by assessing yourself regularly and also enhancing your technical skills to lead your team. Whilst the core focus on this book has been on leadership, you also need to deepen your knowledge on functional tools, such as strategic planning, documentation and communication, board governance, management practice, etc.. We encourage you to further your reading in these areas.

To kick-start your journey, we have placed below links to available materials on communication and documentation that are available for your reading.
<table>
<thead>
<tr>
<th></th>
<th>Material title</th>
<th>Web link</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Sharing Documentation and Developing Dissemination Strategies: SAfAIDS e-learning Module</td>
<td><a href="http://www.safaids.net/content/5-sharing-documentation-and-developing-dissemination-strategies">http://www.safaids.net/content/5-sharing-documentation-and-developing-dissemination-strategies</a></td>
</tr>
<tr>
<td>5</td>
<td>Overview of Documentation and Communication: SAfAIDS e-learning module</td>
<td><a href="http://www.safaids.net/trainings/lectures/best-practice/1">http://www.safaids.net/trainings/lectures/best-practice/1</a></td>
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