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Management Skills

Training workshop

BALADI CAP (Building Alliances for Local Advancement, Development, and Investment – CAP)

Trainer: Rania Skaine

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Agenda

09:30-09:45	Workshop introduction and pre-tests
09:45-11:00	Presentation: Leadership and management
11.00-11.15	<i>Coffee break</i>
11.15-13.00	Presentation: Team formation and conflict resolution
13.00-14.00	<i>Lunch break</i>
14.00-15.45	Presentation: Decision making
15:45-16:00	Wrap-up and open questions



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Objectives

By the end of the workshop, participants should be able to:

Strengthen their leadership and management abilities

Build effective teams and develop a thorough and educated understanding of team behavior

Resolve conflicts in a structured manner within their teams

Take decisions in a clear manner and learn when to involve others when needed



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Leadership and management

Team formation and conflict resolution

Decision making



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What would you say are qualities of a good leader?



Main characteristics of a leader

- HONEST
- FORWARD-LOOKING
- COMPETENT
- INSPIRING



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Five critical leadership skills for NGOs

I. Lead from Your Values

II. Have an Inspiring (and Shared) Vision

III. Adapt to Change/Seek New Opportunities

IV. Recognize and Reward Others

V. Empower Others



I. LEAD FROM YOUR VALUES

- Values are enduring beliefs
 - Beliefs about *how* things should be accomplished
- Values are guides for our actions
- Values give work purpose and meaning
- Values are not morals; they are neither right or wrong



II. Have an Inspiring (and Shared) Vision

- A vision should
 - Reflect your values.
 - Inspire and be ambitious.
 - Point to a desired future (five, ten, or even twenty years ahead).
 - Represent an *ideal*.
- Align your personal vision with the organizational vision.



III. Adapt to Change/Seek New Opportunities

- **“It isn’t the changes that do you in, it’s the transitions.”**
-- William Bridges, *Managing Transitions*
- Change is an event, but the human response to change is a process



III. Adapt to Change/Seek New Opportunities

- Leaders help their organizations *adapt* to change, seek new opportunities, and *transform* into more dynamic and vibrant organizations.
- When change occurs, people have *emotional* reactions. Leaders must recognize this and help people cope with the change.
- Leaders must *be proactive* to help move the organization from a focus on the past (how things used to be) to an orientation toward the future (how will transformation occur).
- The stages of change are similar whether the change is something happening to the organization (from the outside) or is something organizational leaders initiate.



Stages of the change process – Stage 1

Stage One: Acknowledging the change

- **Characteristics:** Shock, denial, fear
- **Human Need:** Information to understand the event
- **Leadership Imperative:** Clear/consistent communication, information sharing, transparency
- **What Leaders *Should Not Do*:** Withhold information, push for acknowledgment



Stages of the change process – Stage 2

Stage Two: Reacting to the change

- **Characteristics:** Confusion, anxiety, anger, uncertainty, resistance
- **Human Need:** Express emotions and have them validated
- **Leadership Imperative:** Support, listening, acknowledgment
- **What Leaders *Should Not Do*:** Ignore, argue, discount emotions



Stages of the change process – Stage 3

Stage Three: Investigating new possibilities

- **Characteristics:** Openness, excitement, chaos, experimenting, optimism
- **Human Need:** Channel energy to explore new possibilities
- **Leadership Imperative:** Encouragement, vision, reward exploration, involve others in decisions
- **What Leaders *Should Not Do*:** Force choices, make top-down decisions



Stages of the change process – Stage 4

Stage Four: Executing fresh plans

- **Characteristics:** Full acceptance, focus on the future, new commitments
- **Human Need:** Move forward with new plans, sufficient time to implement
- **Leadership Imperative:** Reinforcement, clarify vision/goals, reward performance, empowerment
- **What Leaders *Should Not Do*:** Micromanage, change the rules during execution



Stages of the Change Process

Stage of Change Process	Characteristics	Human Need	Leadership Imperative	What Leaders Should Not Do
Acknowledging	Shock, denial, fear	Information to understand the event	Clear/consistent communication, information sharing, transparency	Withhold information, push for acknowledgment
Reacting	Confusion, anxiety, anger, uncertainty, resistance	Express emotions and have them validated	Support, listening, acknowledgment	Ignore, argue, discount emotions
Investigating	Openness, excitement, chaos, experimenting, optimism	Channel energy to explore new possibilities	Encouragement, vision, reward exploration, involve others in decisions	Force choices, make top-down decisions
Executing	Full acceptance, focus on the future, new commitments	Move forward with new plans, sufficient time to implement	Reinforcement, clarify vision/ goals, reward performance, empowerment	Micromanage, change the rules during execution



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IV. Recognize and reward others

- People desire and look for appreciation and recognition in the work place.
- Leaders understand this need and *devote time* to recognizing contributions.



10 Ways to Recognize and Reward Others

1. Set the context: High standards and expectations
2. Say “Thank You”
3. Make recognition public
4. Be creative and vary awards
5. Use story telling to relate and create organizational history and culture
6. Be on the lookout for great acts
7. Schedule celebrations
8. Measure results and what’s important
9. Get some help (but don’t delegate!)
10. Have fun!!!



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IV. Empower others

- Trust in others.
- Assign challenging and meaningful work.
 - People must know what is expected of them.
 - Provide adequate training and/or support.
 - Help them stay informed and involved; networking is key.
- Modeling.
- Create a learning climate – give feedback.



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Leadership tips

- Stay focused on vision and goals, not just day-to-day process.
- Prioritize, prioritize, prioritize.
 - What's really important?
- Remember that one big step can be accomplished with many small steps.
- Don't be afraid to experiment and take some (reasonable) risks.
- Admit mistakes when you make them.



What do you think when you hear the terms
“management skills” as opposed to
“leadership skills”?



Difference between management skills and leadership skills

Management skills – the skills required to manage resources in order to deliver a task, product or service

Leadership skills – the skills required to engage with, motivate, and persuade people to buy-in into a vision, objective, or goal

We manage tasks

We lead people



The table below offers a comparison between management and leadership skills

A manager...	A leader...
Thinks short term	Thinks long term
Thinks tactics	Thinks strategy
Plans how and when	Asks what and why
Looks at the bottom line	Looks to the horizon
Knows the day to day business	Knows the customer
Focuses on improving existing products and processes	Focuses on new products and breakthrough processes
Builds success through quality	Builds success through employees
Supervises	Influences
Gains authority form his/her position	Gains authority by his/her mindset and behavior



Leadership or management

- ‘Leaders’ are expected to provide strategic direction and inspiration, initiate change, encourage new learning, and develop a distinct organizational culture, while ‘managers’ are seen to plan, implement and monitor on a more operational and administrative level.
- As a consequence there is a perception that management is concerned with resolving specific issues and day-to-day challenges, while leadership is about the big picture and promoting change.
- In practice leadership and management are integral parts of the same job. Both these activities need to be balanced and matched to the demands of the situation.
- Leadership is not just restricted to top management. Leadership skills are needed at a departmental and team level. Middle managers are commonly team or project leaders, and as such are crucial to the successful implementation of new strategies.
- Effective leaders have to demonstrate some managerial skills, and good managers display leadership qualities. There is no rigid formula as to the degree that these skills or attributes are used or displayed. In practice it depends on the judgement of the individual involved and the context in which they find themselves.



Leadership and management scenario reasoning (1/2)

A few individuals on your usually high performing team have been underperforming in minor ways for a few weeks but you have said nothing so far. What would you do now?

- A** Call the whole team together to discuss the need for better performance than the past few weeks
- B** Talk to lower performing people on the team individually (one at a time)
- C** Ask one of the more trusted and longer experienced people on team what they think you should do
- D** Do nothing at this stage as performance has yet to really suffer badly



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Leadership and management scenario reasoning (2/2)

You have decided to introduce a new budgeting process for your area (after much argument and dissatisfaction about the efficiency and accuracy of the old one). You would:

- A** Prepare a background paper or report on the new approach you are proposing and why you have chosen it (and circulate it to all team members).
- B** Gather input from every individual on your team on what they would like to see in the new approach before finalizing your thinking by yourself and then presenting your new system in a group meeting.
- C** Talk to other supervisors about which budgeting approaches have tended to work best in their teams (and why) before holding a group brainstorming session on what should be done with your own team.
- D** Ask your own manager what he or she would like to see in place.



Leadership and management

Team formation and conflict resolution

Decision making



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It takes great leadership to build great teams

Definition of a team:

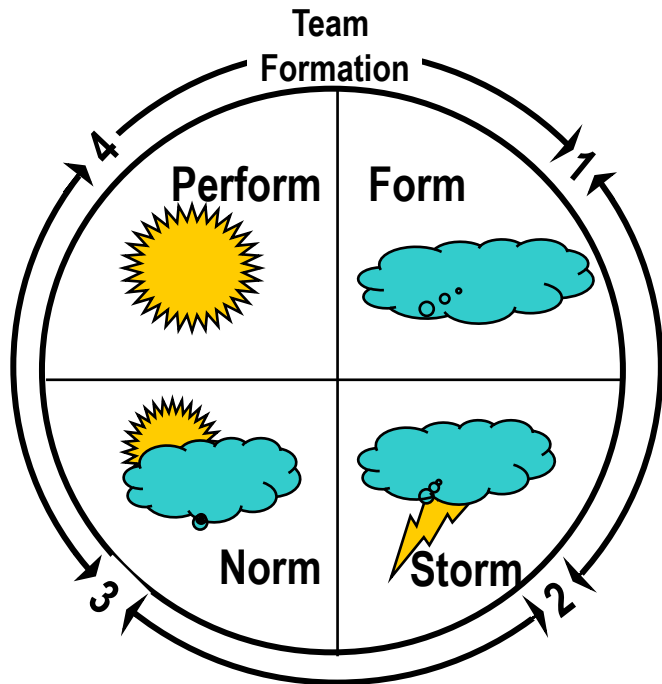
"A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they are mutually accountable."

(Katzenbach and Smith, 1993)



Stages in team formation

Team Growth Stages



Characteristics of High Performing Teams

- Clear goals and objectives
- Clear roles and responsibilities
- Understand relationships
- Work well together
- Procedures and ground rules
- Effective Leadership



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Why teams?

- Improves productivity
- Better results (products, processes, services)
- Better able to handle complex problems
- Can handle many aspects of the business
- Differentiation through diversity of thoughts and ideas
- Improves morale, enthusiasm and creativity
- Networking (broader base, learned experiences)



Exercise: Effective Team Characteristics

Instructions

1. Think about teams you have worked with. On a flipchart, list characteristics of the team that made them effective — and ineffective.
2. Prepare to share some of the characteristics with the group.

Effective Teams

Ineffective Teams



Reasons for team failure

Goals Unclear.....	55%
Changing Objectives.....	55%
Lack of Mutual Accountability.....	51%
Lack of Management Support.....	49%
Lack of Role Clarity.....	47%
Ineffective Team Leadership.....	45%
Low Team Priority.....	40%
No Team-based Pay.....	30%



Characteristics of high performing teams

Teams have a sense of Purpose,
they are Empowered,
they practice good Relationships and Communication,
they exhibit Flexibility,
then try for Optimal Performance,
they Recognize and Appreciate each other
and have high Morale.



Personal styles

All people can be effective with assigned tasks. They just have different preferences or styles. They may see the issue or attack the problem differently than you. Different perspectives can help resolve problems.

Knowing people's styles can help you:

- Improve communication
- Identify and value people's strengths
- Clarify team behaviors
- Help assign tasks
- Predict potential problem areas
- Help deal with conflict

What motivates you? What makes you frustrated?



Myers-Briggs Type Indicator:

Favorite world: Do you prefer to focus on the outer world or on your own inner world?

Extraversion (E)

Directed outward toward
people and things

Change the world
Relaxed and confident
Understandable and accessible

After thinkers

Seeks variety and action
Wants to be with others
Prefers interest that have breadth

Energy

Focus

Orientation

Work Environment

Introversion (I)

Directed inward toward
concepts and ideas

Understand the world
Reserved and questioning
Subtle and impenetrable

Fore thinkers

Seeks quiet for concentration
Wants time to be alone
Prefers interest that have depth



Myers-Briggs Type Indicator

Information: Do you prefer to focus on the basic information you take in or do you prefer to interpret and add meaning?

Sensing (S) ————— Intuition (N)

Five Senses
(reliance on experience and actual data)

Mode of Perception

“Sixth sense”
(reliance on possibilities and inspiration)

Practicality
Reality
Present enjoyment

Focus

Innovation
Expectation
Future achievement

Live life as it is

Orientation

Change, rearrange life

Prefers using learned skills
Pays attention to details
Make few factual errors

Work Environment

Prefers adding new skills
Looks at “big picture”
Identifies complex patterns



Myers-Briggs Type Indicator

Decisions: When making decisions, do you prefer to first look at logic and consistency or first look at the people and special circumstances?

Thinking (T) ————— **Feeling (F)**

Decisions based on the logic
of the situation

Mode of Decision Making

Decisions bases on human
values and needs

Things
Truth
Principles

Focus

People
Tact
Harmony

Solves problems

Orientation

Supports others

Is brief and businesslike
Acts impersonally
Treats other fairly

Work Environment

Is naturally friendly
Acts personally
Treat others uniquely



Myers-Briggs Type Indicator

Structure: In dealing with the outside world, do you prefer to get things decided or do you prefer to stay open to new information and options?

Judging (J) ————— Perceiving (P)

Planful

Lifestyle

Spontaneous

Decisive

Self-regimented

Purposeful

Focus

Curious

Flexible

Adaptable

Exacting

Orientation

Tolerant

Focus on completing task

Makes decisions quickly

Want only the essentials of the job

Work Environment

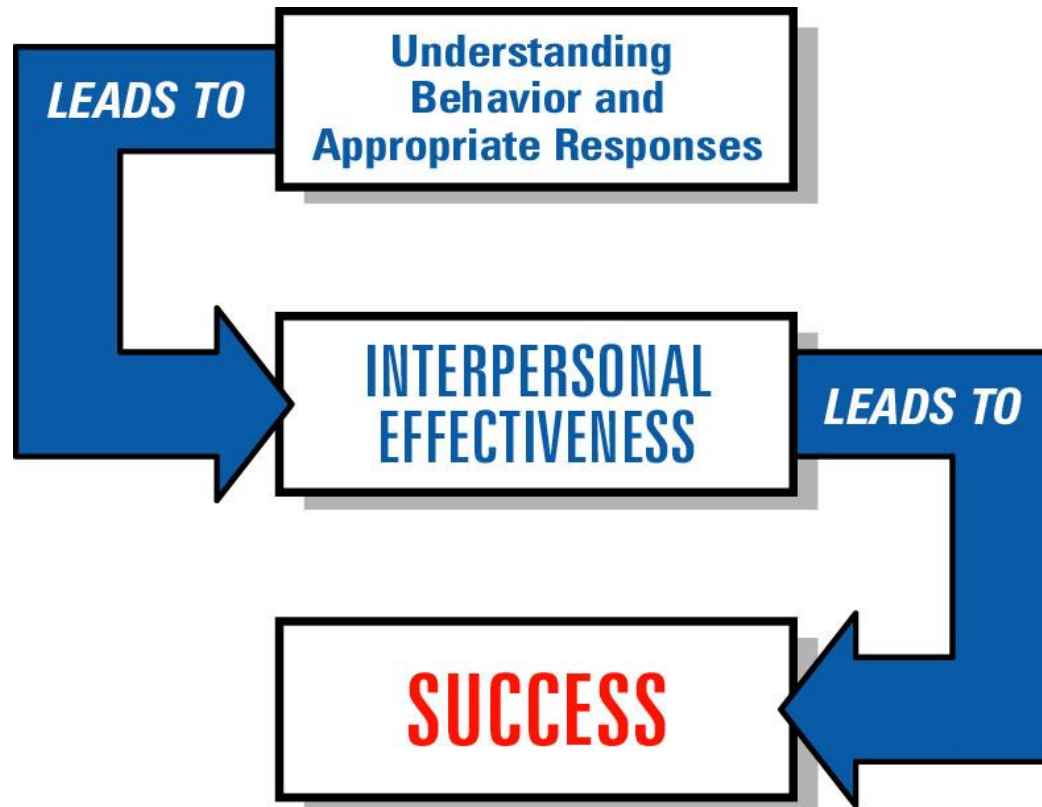
Focuses on starting tasks

Postpones decisions

Want to find out about the job

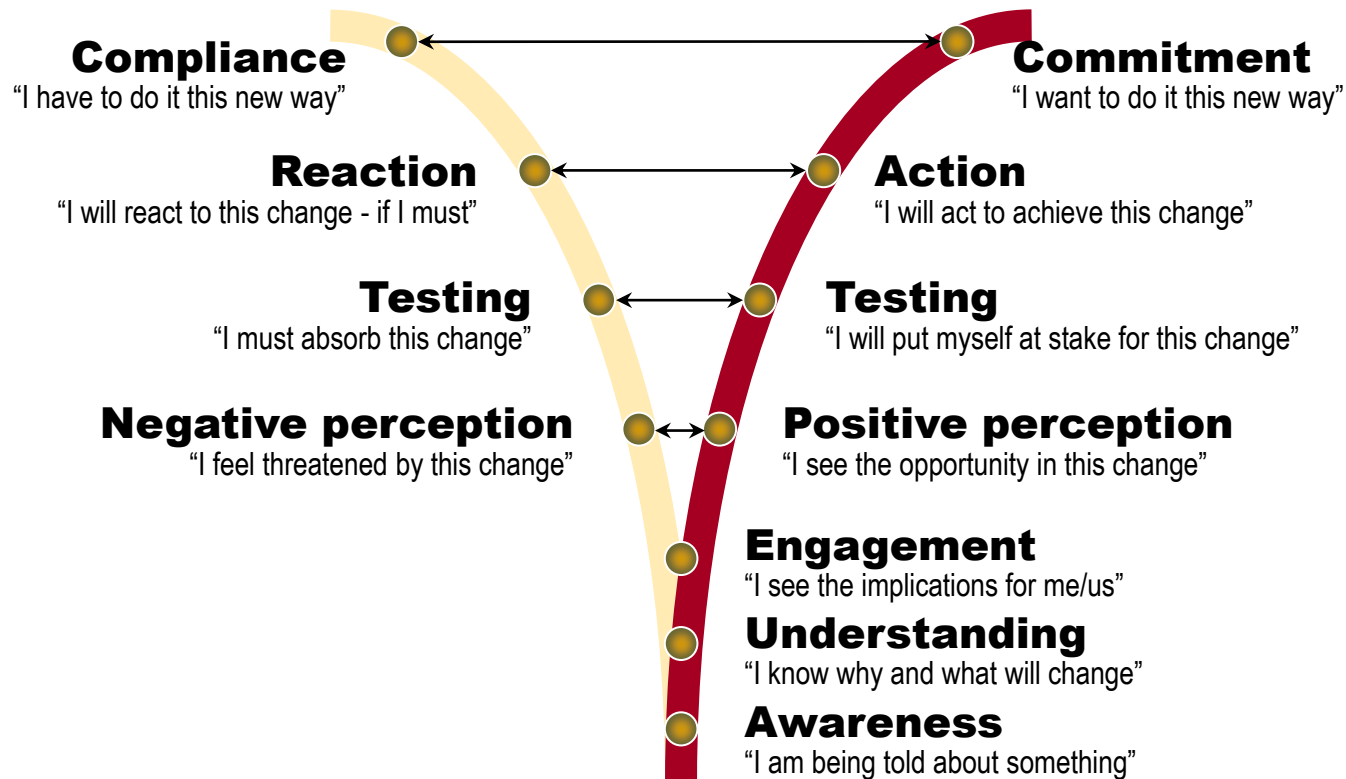


The Success Model





Gain Team Member's Commitment



- Change can be achieved through commitment or compliance.
- While building commitment is usually the goal of the change management effort, it is expensive...

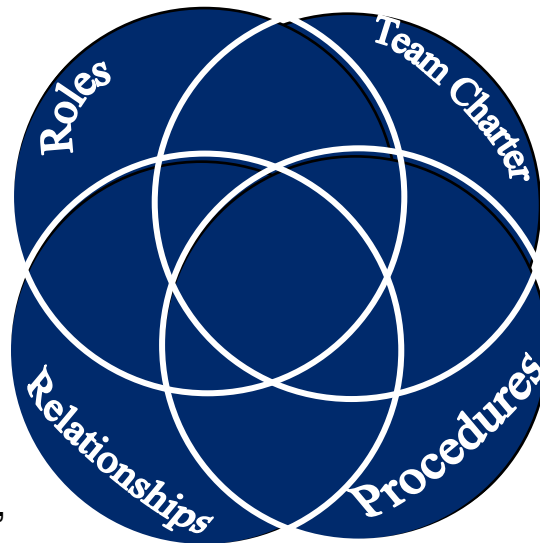


Characteristics of Effective Teams

Effective Teams

Which individuals do which activities or tasks?

How do we feel about each other, talk with each other, and affect each other?

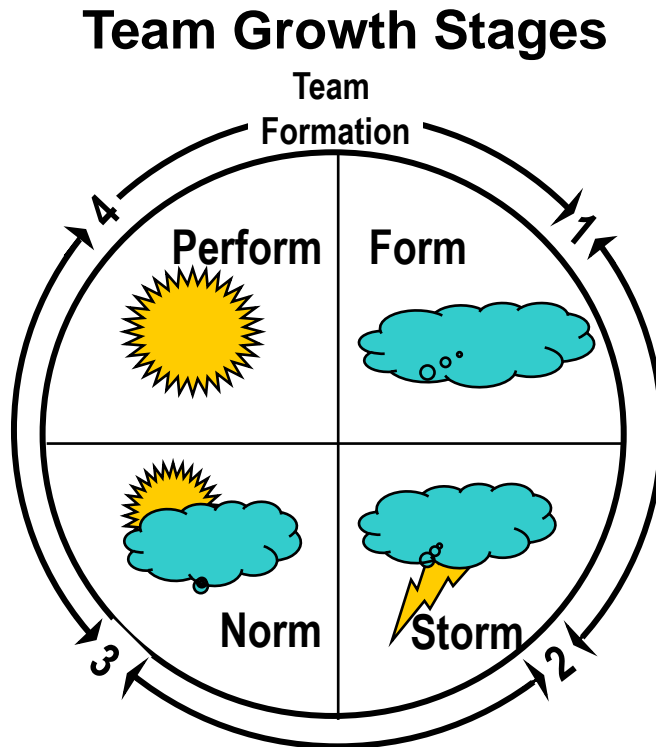


What do we do, intend to do, and why?
(Purpose, Scope, Goals, Selection)

How do we do what we do? What processes and systematic approaches do we use?



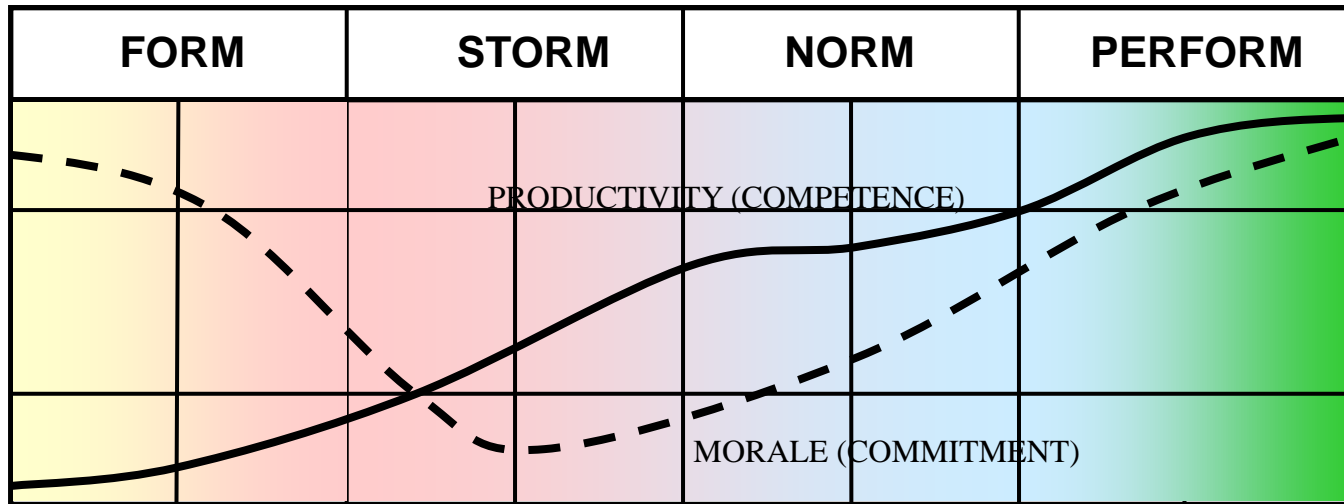
Stages of team growth



All effective teams move through stages of growth. A team must work through four developmental stages to be successful. Team leader and members must understand the different stages and adapt their behavior to maximize team effectiveness.



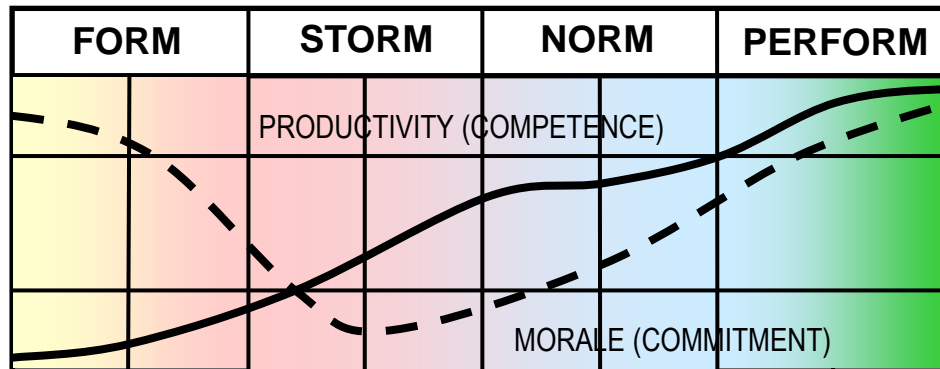
Team development





Forming

During the form stage team members feel excited and optimistic about the prospect of working together. They tend to be shy and tentative around other team members. They also feel anxious and skeptical about the task ahead.



High morale
Low productivity



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Forming

Individuals Asks:

- Why am I here?
- What role will I play?
- How much influence will I have?
- How much am I willing to contribute?
- How will we interact with each other?
- Will I be accepted?

Team Asks:

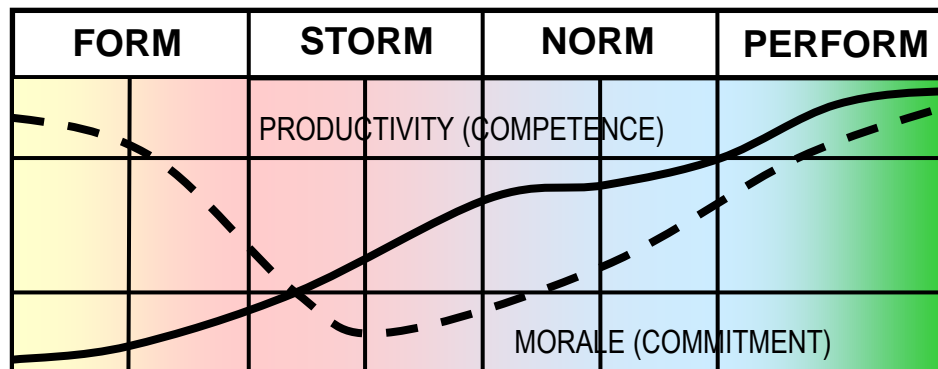
- What is our purpose?
- What procedures will we use?
- What should our scope be?
- Who should be on the team?
- Who should be the team leader?
- Do we have management support?
- How much time do we have?
- Do we have enough time?

TEAMS DON'T EVOLVE, THEY ARE CREATED AND DEVELOPED



Storming

During the Storm stage, conflicts arise, team members start to lose focus, work blockages develop. Recognition of this stage is usually clear because team members begin to disagree and sometimes become uncooperative.



Low morale
Low productivity



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Storming

Individual Asks:

- Do I agree with our purpose?
- How do I feel about the team's power structure?
- Are the benefits of sharing information worth the risks?
- How will my role be decided?
- Do we really have a chance of success?

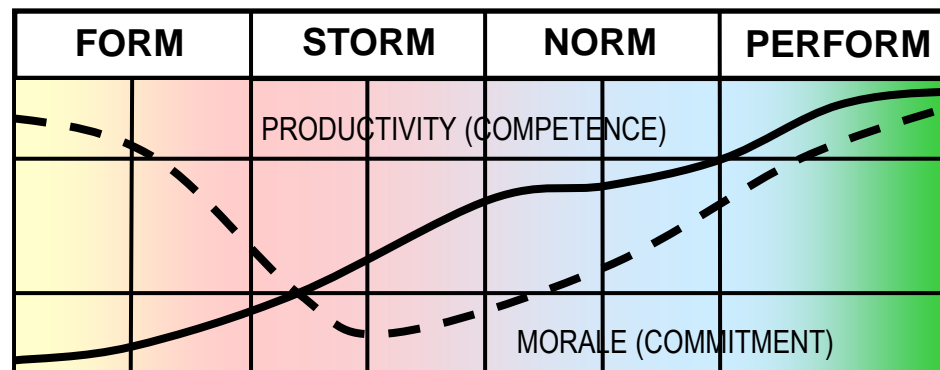
Team Asks:

- How should conflict be resolved?
- How should we deal with team ground rule violations?
- What do we do when we get stuck?



Norming

Teams spend most of their time in the Norm stage, getting the job done in a productive, effective way. How do team members act toward each other during this phase? What procedures or tools are typically being used?



Improving morale
Avg. productivity



Norming

Individual Feels:

- Sense of belonging and accomplishment
- Freedom to express his or her ideas
- Mutual trust

Team Manifests:

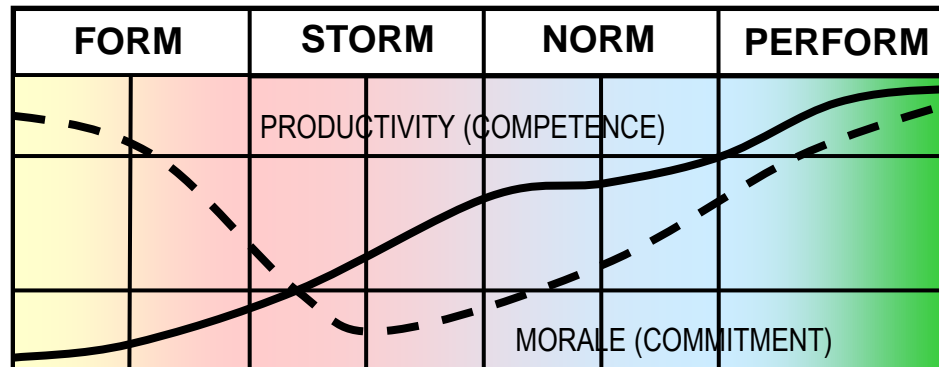
- Sense of unified purpose
- Use of effective procedures
- Productivity
- Honoring team ground rules





Performing

The Perform stage is a temporary “high point” when the team is working especially well. Teams may achieve this, retreat back to Norm or Storm, and then come back to Perform again. The team takes on a life of its own.



High morale
High productivity



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Performing

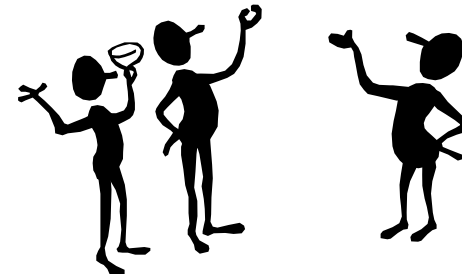
Individual Feels:

- It's fun!
- High trust and friendship
- High creativity and personal inspiration
- Great progress is being made



Team Manifests:

- Effective coordination of activities and abilities
- Exceptional productivity and results
- Excellent communication with the world beyond the team
- High level of mutual support





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Conflict Resolution

- In order for teams to move forward from Storm to Norm, teams must understand:
 - How to identify conflict and how to resolve it
 - How to identify blockages and how to unblock
 - How team blockages affect progress and how to unblock them

When managed correctly, conflict produces new ideas, solves problems, expands capabilities, and improves creativity.



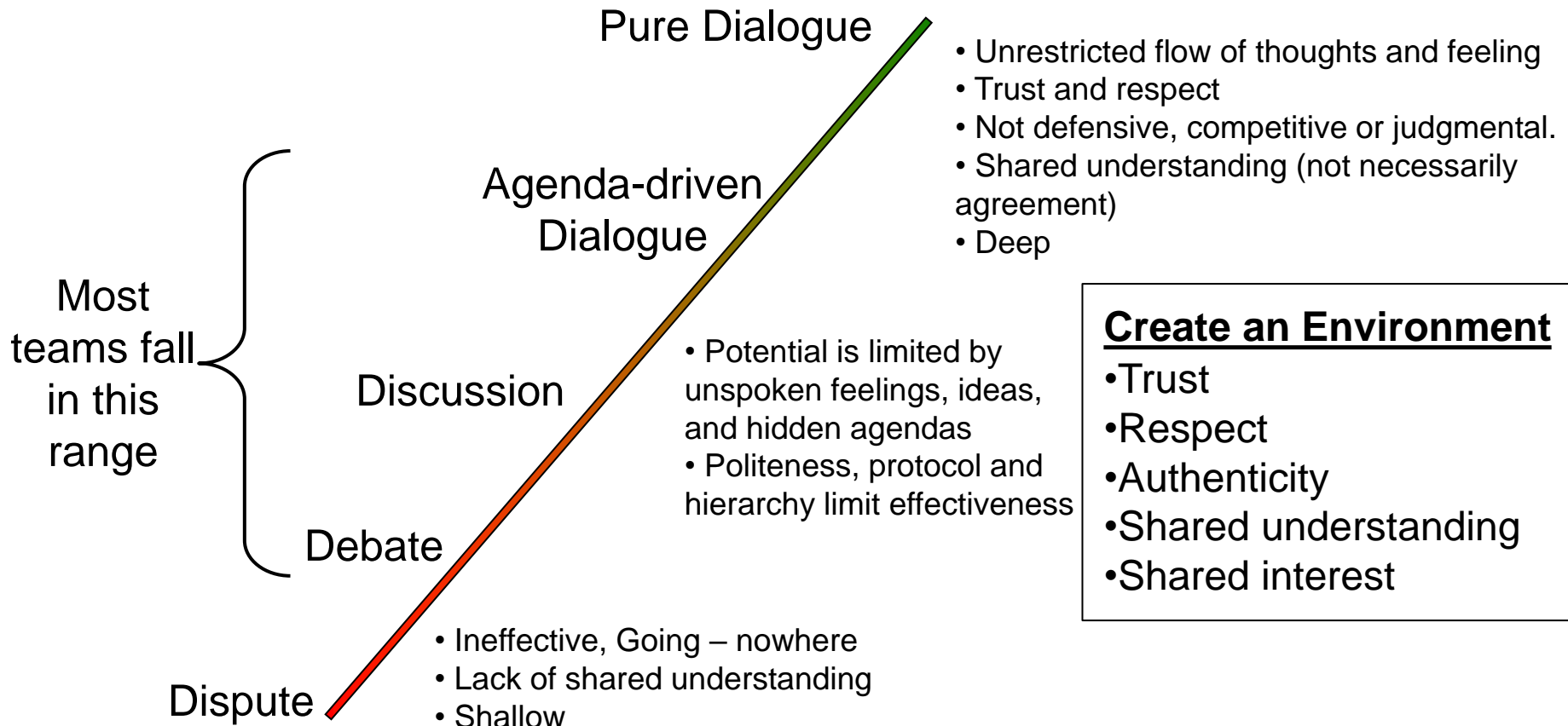
Helping Teams with Conflict



- Clarify and summarize different points of view
- Ask for points of agreement and disagreement
- Look at situation from customer's points of view
- Get data
- Place yourself in the other person's position
- Ask how to resolve differences



Levels of Communication





Facilitate for Results

- 1. Prepare the group**

Agenda. Participants. Time. Note taking. Review ground rules. Provide key information.
- 2. Encourage diverse points of view**

Encourage and value ideas, opinions and questions. Ask open ended questions. Focus on ideas not people. Use positive reinforcement.
- 3. Keep the group focused and moving**

Manage flow of meeting. Stay on track. Monitor the pace depending on the activity. Summarize key points and ask for agreement. Help group reach conclusions.
- 4. Make sure action items are planned**

Assign action items and review at end of meeting. Decide on next steps. Make specific assignments. Summarize accomplishments. Thank team. Plan and monitor action items. Evaluate meeting.



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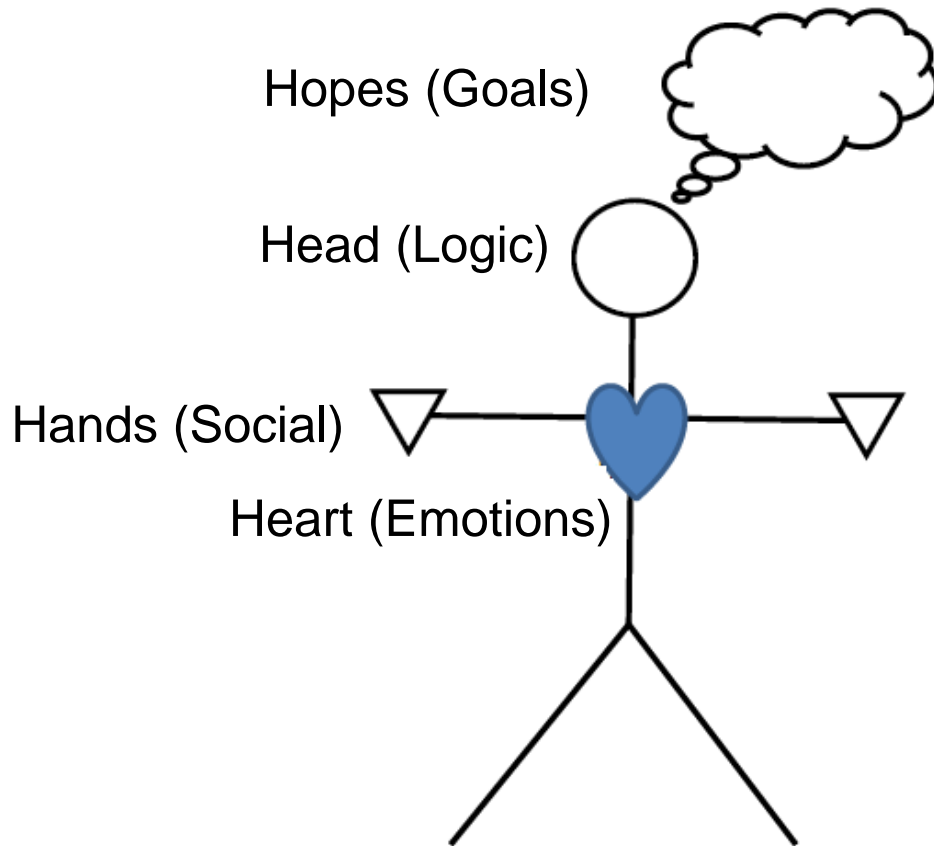
Leadership and management

Team formation and conflict resolution

Decision making



Factors influencing decision making



Head

Is it right?
Does it make sense?
What does my experience tell me about this?
How much does it cost?
Is it safe?

Heart

How do I feel about it?
Do I have pains in my stomach when I think about this decision?
What are my instincts telling me?

Hands

Who might be affected by my decision?
What do other people expect?
Who will approve or disapprove?

Hopes

How it will affect me in the long term?
Will it help me reach my goal?
Will it help me be a better person?



Steps for decision making

PAUSE

What is the decision?

ASK

What are the options?

UNDERSTAND

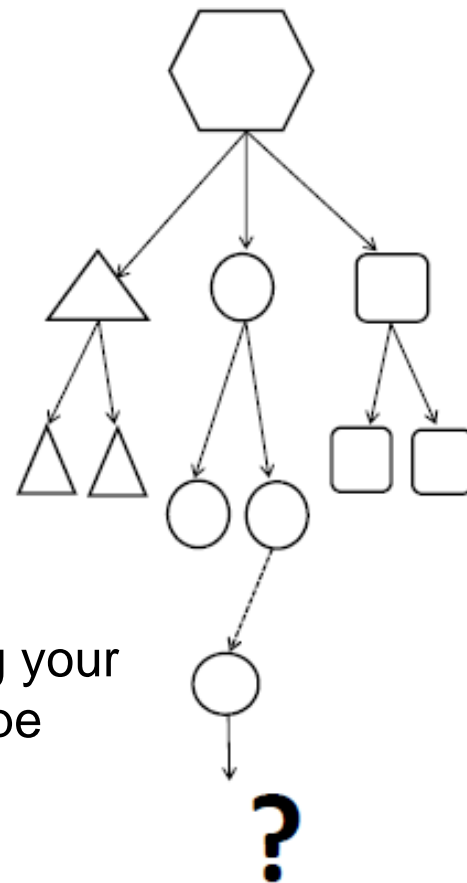
What are the consequences?

SELECT

Choose an option using your Head, Heart, Hands, Hope

EVALUATE

How well did it turn out?





PAUSE for better decisions

P is for Pause – what is the decision? (Sometimes we don't realize that there is a decision to be made. Slow down. It might be difficult to realize that we can take charge and be in control.)

A is for Ask yourself – what are the options? (List as many choices as possible. Try to notice those choices you can make and those where you have no control.)

U is for Understand the consequences (Try to guess what will happen as a result of each choice. This is a mental activity that is difficult for adolescents given their growing brains, but you can get better with practice.)

S is for Select an option – use your Head, Heart, Hands, Hope (Check in with yourself on all levels; consider them all. How do the options fit logically, emotionally, socially, and in terms of your goals?)

E is for Evaluate the outcome (Make a plan to review your decision and make sure it's still what you want. Often we think a decision will be final; that there is no going back. Fortunately, most decisions can be changed and often, over time, new options present themselves as solutions that we had not seen before.)”



Practice on PAUSE

- Lara is a project manager at a prestigious NGO in Beirut since 10 years. Lara earns a competitive salary and works on exiting projects. However, the situation is not as it used to be. The NGO lost its leadership and are now facing serious challenges in securing employee salaries and even getting funds for new projects. They are now giving Lara 75% of her original salary, however the NGO board plans a complete restructuring of the NGO in the near future. A new NGO headhunted Lara and offered her a job with the same salary she used to make.
- **Help Lara take the decision using PAUSE technique**



Approaches to Decision Making

1. **Autocratic** – Leader decides on his/her own.
2. **Consultative** (with individuals or team) – Leader decides with input from others.
3. **Agreement** – Group decides by *majority* or some other predetermined portion of the group.
4. **Consensus** – Group decides when *all* members agree with the course of action.



Approaches to Decision Making

1. Autocratic – Leader decides

Pros: Decision can be made quickly and the leader remains in control.

Cons: Decision may not be well informed and buy-in to decision may be lacking.

When to use: Decision must be made quickly and the group is likely to support it anyway.



Approaches to Decision Making

2. Consultative (with individuals or team) – Leader decides.

Pros: Leader can obtain more information and still does not require group meeting.

Cons: Group members who are not asked for input may feel excluded and may not support the decision.

When to use: Need expert opinions; group interests are represented by select individuals.



Approaches to Decision Making

3. Agreement – Group decides (e.g., majority)

Pros: Group actively participates; leads to faster implementation as all are already informed.

Cons: Takes more time and requires group meeting; may surface issues or conflicts.

When to use: Need expertise and input from entire team; importance of decision requires involvement of entire group.



Approaches to Decision Making

4. Consensus – Group decides







Pros: Group actively participates; usually results in high level of support for the decision.

Cons: May take a long time to reach decision; requires collaborative skills on the part of team members.

When to use: Decision requires complete understanding and buy-in from the team; team members have skills/experience in consensus process.



Summary - Approaches to Decision Making

APPROACH	APPROPRIATE FOR E.D. WITH STAFF/ VOLUNTEERS?	APPROPRIATE FOR BOARD?
Autocratic		
Consultative		
Agreement		
Consensus		



Decision Making - Exercise

For each of the scenarios listed below, consider:

- 1) which decision-making approach you would use, and;
- 2) who would be involved (Board, Executive Director, Staff, Volunteers)?
 - a. Setting organizational goals
 - b. Deciding on when and how often to have board meetings.
 - c. Deciding on when and how often to have staff meetings
 - d. Assessing the success of one of your projects
 - e. Making decisions on which groups of people will be assisted by a project
 - f. Determining whether to close your NGO office based on the possibility of a large demonstration being held later in the day on your street





Tips for Effective Decision Making

Tips for effective decision-making processes

- Encourage inquiry, discourage advocacy
- Conflict/debate over ideas is constructive; personal conflicts are not
- Considering others' ideas and input often leads to better decisions
- Manage the process
- Plan your agenda (what are your objectives)