

Personal Leadership

FACILITATOR MANUAL



CONTENTS

ACKNOWLEDGEMENTS	3
GENERAL TRAINING TIPS	4
NOTE TO TRAINERS/FACILITATORS	5
ABOUT THIS MANUAL: PERSONAL LEADERSHIP	6
TRAINING PROGRAMME	8
INTRODUCTION TO THE WORKSHOP	8
SESSION 1 - UNDERSTANDING MYSELF	10
SESSION 2 - LEADING AND MANAGING MYSELF	21
SESSION 3 - LEADING OTHERS	35
CLOSE THE WORKSHOP	48
LIST OF HAND-OUTS	49



ACKNOWLEDGEMENTS

The materials used to develop this training manual were developed and compiled by a number of individuals and organisations over the past fifteen years as part of the CBNRM Programme. Acknowledgement is thus given to all contributing NACSO members, NACSO's international development support partners, and the individual and collective experiences of NACSO members and partners who made the production of this manual possible.

The recent supplementary development of this training manual, developed as part of the Sustainable Communities Partnership, was funded by the Morby Family Charitable Foundation through WWF in Namibia.

The cover-, back cover- and spread photo courtesy of NACSO Photo Library

GENERAL TRAINING TIPS



PREPARATION

- Prepare each session in advance.
Ensure that all necessary materials and visual aids are available.
Use visual aids wherever possible to enhance your training.
- Be aware of local customs.
Remember to open and close the training day with a prayer, and give due recognition to any traditional leaders present.
- Provide translation services when necessary.
This will need to be arranged in advance. It may not be appropriate to ask a participant to translate.



GENERAL TRAINING AND PRESENTATION

- Use good time management to ensure every aspect of your training is completed.
- Take into account the possible need for translation, and, if necessary, be prepared to slow down to ensure that all participants understand.
- Maintain good eye contact with the participants.
- Speak clearly.
- Keep your training language simple and appropriate for the participants.
- Bridge one topic to the next.
- Provide clear instructions for activities, and check to see if your instructions have been understood.
- Keep a separate sheet of flipchart paper available to 'park' any issues that need to be revisited at the end of the day.
- Where appropriate, summarise.
- Avoid reading directly from this manual.



VISUAL PRESENTATION

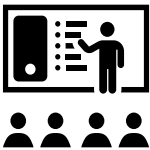
- Write clearly and boldly when using flipchart paper.
- Keep your visual aids visible.
Avoid standing in the way of your visual aids and blocking the participants' view.

INVOLVE THE PARTICIPANTS



- Encourage questions and participation.
- Ask questions to get participants thinking about the topic and the key issues.
- Keep the group focused on the task, but take breaks if participants are tired and begin to lose concentration.
Pay attention to participants' body language for any signs of fatigue.

- The subject matter in this training manual could generate a lot of debate. The process of debate is very valuable, provided you are able to maintain control of the group, and can prevent the discussion from veering off the subject. It is useful to capture any key points during these debates.
- Be patient and courteous with all participants.
- Talk to your participants and not to the flipchart.
- Acknowledge all comments and feedback from participants.



INTRODUCE THE WORKSHOP

Introducing the workshop could include all or some of the following procedures:

- Prayer (at the beginning and end of each training day)
- Welcoming remarks
- An activity to introduce participants and to help them remember names
- Objectives of the workshop
- Participants' expectations and/or concerns regarding the workshop
- Ground rules (e.g. switch cell phones either off or to silent, respect other participants' opinions, one person speaks at a time, every question is a good question, respect appointed time schedules, etc.)
- Housekeeping (e.g. restroom facilities, break times, meal times, etc.)



NOTE TO TRAINERS / FACILITATORS

This manual provides a step by step approach for you to deliver training on personal leadership. The training approach includes a combination of information delivery and participatory activities. The topic (Personal Leadership) has been divided into three sessions, each containing lessons with allocated time durations. These time durations are only a guide, which you may need to adapt as you deliver the training content of this manual.

If possible, it would be advantageous to invite a guest speaker to share positive and negative leadership experiences with the participants.

This presentation should take about 30/40 minutes, with an additional 15 minutes for questions and answers. As you may have to fit this presentation in according to when it is convenient for the speaker, you need to be prepared to adjust the workshop timetable accordingly.

ABOUT THIS MANUAL

PERSONAL LEADERSHIP

OBJECTIVES

People who receive training in this workshop will gain knowledge on:

- understanding themselves and their life purpose;
- leading themselves to achieve their life mission;
- managing themselves to achieve their goals and plans; and
- leading others.

COMPETENCIES

People who receive training in this workshop will be able to:

- describe their personal strengths and leadership style/s;
- create a personal mission statement and personal development plan;
- prioritise and manage their time; develop and track a personal budget; understand and be able to apply professional ethics;
- explain how to build trust in their professional context; how to manage relationships with Conservancy Committees and Traditional Authorities; how to delegate tasks and how to manage conflict;
- explain the qualities of a good public speaker and facilitator; and
- explain the approaches for developing the capacity of others.

This manual is intended for:

- conservancy managers and selected staff.

The duration of this workshop is:

- usually 5 days.



FOR THIS WORKSHOP, YOU WILL NEED THE FOLLOWING MATERIALS:

- ☐ Flipchart stand, at least 2 rolls of flipchart paper, and different coloured marker pens ('kokies')
- ☐ Hand-outs #1-12 (x2 copies of Hand-out #8)
- ☐ Prepared Flipchart Sheets #1-3 (if you prefer to prepare them beforehand)
- ☐ Writing paper/notebooks, pens, pencils, and erasers for the participants (make sure there is enough for everyone)
- ☐ Several Smartphones or computers with Internet access for each participant to complete the questionnaires in SESSION 1, Lesson 1. If there is no computer access available at the workshop venue, participants could complete the questionnaires online in advance and bring their results to the workshop.
- ☐ A big, transparent, empty jar (e.g. a big mayonnaise jar), a handful of stones, a handful of smaller pebbles, and a bottle of sand (for Steven Covey's Bucket demonstration in Session 2, Lesson 2).

The training content of this workshop should generally adhere to the following programme:



INTRODUCTION TO THE WORKSHOP

Introducing each other and the workshop (approx. 1 hour)



SESSION 1 UNDERSTANDING MYSELF

Lesson 1

Identifying my Personal Strengths and Leadership Style/s (approx. 4 hours)

Lesson 2

Creating a Personal Mission Statement (approx. 2 hours)



SESSION 2 LEADING AND MANAGING MYSELF

Lesson 1

Creating a Personal Development Plan (approx. 1 hour)

Lesson 2

Prioritisation and Time Management (approx. 3 hours)

Lesson 3

Managing my Personal Finances (approx. 1.5 hours)

Lesson 4

Professional Ethics and Conflicts of Interest (approx. 3 hours)



SESSION 3 LEADING OTHERS

Lesson 1

Building Trust in Your Team (approx. 2 hours)

Lesson 2

Managing Relationships with the Management Committee and Traditional Authority (approx. 1.5 hours)

Lesson 3

Learning How to Delegate (Making Decisions) (approx. 2 hours)

Lesson 4

Managing Conflict in Conservancies (approx. 3 hours)

Lesson 5

Being an Effective Communicator: Public speaking and facilitation (approx. 2.5 hours)

Lesson 6

Developing the Capacity of Others (approx. 1.5 hours)



CLOSE THE WORKSHOP

Review and Evaluation (approx. 1 hour)

TRAINING PROGRAMME

DAY 1

INTRODUCTION TO THE WORKSHOP

(1 hour)

OPENING ACTIVITIES

(30 minutes)

TAKE NOTE:

- Open with a prayer.
- Introduce yourself.
- Welcome the participants to the workshop.
- Present the housekeeping and ground rules (see General Training Tips).
- Write these up on a sheet of flipchart paper and display them for the duration of the workshop.
- To open the workshop, conduct the following introduction activity with the participants.



INTRODUCTION ACTIVITY

Two Truths and a Lie

- Ask the participants to stand in a circle (outside, if possible).
- Explain the process to the participants:
- Each participant must first briefly introduce themselves (his/her name and which conservancy he/she is from), and then state two true facts and one lie about themselves.
- The other participants must guess which fact is the lie; whoever guesses correctly, goes next.
- Ask for a volunteer to begin the activity.
- Keep the process going until everyone has been introduced.

WORKSHOP OBJECTIVES

(15 minutes)

LIST

- Either display the already prepared Flipchart Sheet or write the **objectives** (see box below) of this training workshop on a sheet of flipchart paper. (This will be referred to as Flipchart Sheet #1).



OBJECTIVES OF THIS TRAINING WORKSHOP

This workshop is divided into three sessions.

You will gain knowledge on the following topics:

- Understanding myself and my life purpose
- Leading myself to achieve my life mission
- Managing myself to achieve my goals and plans
- Leading others

EXPLAIN

Explain the objectives to the participants.

EXPECTED OUTCOMES

(15 minutes)

LIST

Either display the already prepared Flipchart Sheet or write the **expected outcomes** (see box below) of the objectives on a sheet of flipchart paper.

(This will be referred to as Flipchart Sheet #2).

UNDERSTANDING MYSELF AND MY LIFE PURPOSE

- Identify my personal strengths and leadership style
- Develop a Personal Mission Statement



LEADING MYSELF TO ACHIEVE MY LIFE MISSION

- Develop a Personal Development Plan to set goals that are aligned to my life purpose, and create a timeframe for achieving them



MANAGING MYSELF TO ACHIEVE MY GOALS AND PLANS

- Learn to prioritise and manage my time and finances so that my monthly and weekly plans help me to achieve my goals
- Develop approaches to make ethical choices



LEADING OTHERS

- Enhance collaborative skills for leadership: build trust, manage relationships, delegate tasks, manage conflict
- Become an effective communicator: facilitation and public speaking
- Develop the capacity of others



SESSION 1

UNDESTANDING MYSELF

LESSON 1

Identifying my Personal Strengths and Leadership Style/s

(4 hours)

TRAINERS/FACILITATORS

The aim of this lesson is to help the participants build self-awareness, which will enable them to build self-leadership.

For Lesson 1, there are several activity options, all of which are aimed at increasing self-awareness. From these, you need to choose which activities will be most suitable for the participants.

Keep in mind that the 4 hours allocated for this lesson will not allow for all activity options to be conducted.

The activity options include the following:

ACTIVITY OPTION ①: Leadership Styles Questionnaire

ACTIVITY OPTION ②: Leadership Skills Questionnaire

ACTIVITY OPTION ③: Blake Mouton Managerial Grid Application

ACTIVITY OPTION ④: Myers-Briggs Type Indicator (MBTI) and the Clifton Strengthfinder Questionnaires (Option A/B or Option C)

1

EXPLAIN

This lesson will help you to understand yourself better, so that you are able to lead yourself better. In order to lead others, you must be able to lead yourself.

The best leaders possess a strong sense of self; they demonstrate high emotional intelligence (the ability to identify and manage their own emotions as well as the emotions of others); and they are mindful, organised and able to manage their work.

Good leaders are prepared to look at themselves. In order to perform even better, they maximise their strengths and mitigate their weaknesses; they learn from their mistakes rather than repeating them; and they actively seek feedback from their peers and colleagues. One of the key objectives of this workshop is to help you identify your strengths and weaknesses, as well as your preferred leadership style/s.

To help you evaluate yourself in terms of your leadership style, your leadership skills, and your personal strengths and weaknesses, we are going to complete several self-assessment questionnaires.

While working through these questionnaires, it is very important that you are honest with yourself: You need to answer how you **actually** think or act, and not how you **think** you should think or act.



ACTIVITY OPTION ①

Leadership Styles QUESTIONNAIRE

HAND-OUT #1

DISTRIBUTE HAND-OUT

→ Provide the participants with Hand-out #1 (Leadership Styles Questionnaire).

EXPLAIN

The purpose of this questionnaire is to help you learn about the strengths and weaknesses of the way you like to lead: Do you prefer to be at the steering wheel, or can you trust your team?

When you lead for the first time, it can be that you have adopted a certain style of leadership from someone or from somewhere. This questionnaire will help you to find a style that is more fitting for you, and it will help you to explore different approaches and styles that can be used when appropriate. Remember, good leaders are able to adapt their individual styles so that they are suitable for particular situations and the people involved.

TAKE NOTE:

- Read through the Leadership Styles Questionnaire questions, and explain where necessary.
- (Allow the participants 45 minutes to complete the questionnaire.)
- This exercise requires that each participant has access to a Smartphone or computer, and the Internet. The necessary link can be found in the Leadership Styles Questionnaire (Hand-out #1).
- Inform the participants that they must ask questions whenever they are unclear about something.
- Once the participants have completed filling out their questionnaires, explain how they can score their answers and how to find the fitting interpretations thereof.

DISCUSS

- Once the participants have completed this exercise, discuss their outcomes based on the following questions:
 - ↳ 1) How did you find completing the questionnaire: easy / difficult?
 - ↳ 2) What did you discover that is new about yourself?
 - ↳ 3) How do you plan to use these new insights?*(Allow 15 minutes for this discussion.)*



ACTIVITY OPTION ②

Leadership Skills QUESTIONNAIRE

HAND-OUT #2

DISTRIBUTE HAND-OUT

- Provide the participants with Hand-out #2 (Leadership Skills Questionnaire).

EXPLAIN

This questionnaire gives you the opportunity to look more closely at your performance in specific areas of leadership. It will help you to identify those areas where you lead effectively, and those areas where your skills need to be further developed.

TAKE NOTE:

- Read through the Leadership Skills Questionnaire questions, and explain where necessary.
(Allow the participants 45 minutes to complete the questionnaire.)
- This exercise requires that each participant has access to a Smartphone or computer, and the Internet. The necessary link can be found in the Leadership Skills Questionnaire (Hand-out #2).
- Inform the participants that they must ask questions whenever they are unclear about something.
- Once the participants have completed filling out their questionnaires, explain how they can score their answers and how to find the fitting interpretations thereof.

DISCUSS

- Once the participants have completed this exercise, discuss their outcomes based on the following questions:
 - ↳ 1) How did you find completing the questionnaire: easy / difficult?
 - ↳ 2) What did you discover that is new about yourself?
 - ↳ 3) How do you plan to use these new insights?
- (Allow 15 minutes for this discussion.)*



ACTIVITY OPTION ③

Blake Mouton Managerial Grid APPLICATION

HAND-OUT #3

DISTRIBUTE HAND-OUT

- Provide the participants with Hand-out #3 (Blake Mouton Managerial Grid).

EXPLAIN

The purpose of this exercise is to develop your awareness that leadership styles need to consider two important behavioural elements: concern for the people, and concern for results. This exercise will help you to think about your leadership style and its effects on the productivity and motivation of your team.

TAKE NOTE:

- It is advisable that you read the Blake Mouton Managerial Grid hand-out in advance to familiarise yourself with it.
- Work through the Blake Mouton Managerial Grid hand-out with the participants, explaining each section.

ASK

- ➔ Ask the participants to apply the grid to themselves by working through steps 1-3.
- (Allow 45 minutes for this exercise.)*

DISCUSS

- Once the participants have completed this exercise, discuss their outcomes based on the following questions:
 - ↳ 1) How did you find completing the questionnaire: easy / difficult?
 - ↳ 2) What did you discover that is new about yourself?
 - ↳ 3) How do you plan to use these new insights?
- (Allow 15 minutes for this discussion.)*



ACTIVITY OPTION ④

TRAINERS / FACILITATORS

- If the questionnaire (Options A/B) has been completed in advance, this lesson will take approximately 3 hours.

- If the questionnaire (Option C) is completed manually during the workshop, this lesson will take approximately **4 hours**.

The aim of this lesson is to build the participants' self-awareness, in order to build their self-leadership. There are several internet-based questionnaires that could be completed by the participants prior to the workshop. These questionnaires will help them to understand their temperament, personal strengths and leadership styles.

You will need to plan in advance, and ask the participants to complete these internet-based questionnaires prior to this lesson.

OPTION A

The most well-known and reputable questionnaires are the Myers-Briggs Type Indicator (MBTI) and the Clifton Strengthfinder. Neither of these questionnaires is free of charge. The MBTI requires someone who is MBTI-certified in order to interpret the results and produce a report. The Clifton Strengthfinder can be completed online, and the report can also be generated online and sent directly. The report/s could be completed prior to the workshop, and then brought to the workshop for discussion.

OPTION B

There are several suitable free questionnaires that fulfil similar purposes as the MBTI and the Clifton Strengthfinder, and which generate less detailed reports. These questionnaires could be completed prior to the workshop, and the report results brought to the workshop for discussion.

These free questionnaires are listed in the box at the end of this activity (Free Online Alternatives to the MBTI and Clifton Strengthfinder Questionnaires).

OPTION C

If it is not possible for participants to access the Internet to complete the questionnaires prior to the workshop, there are manual questionnaires that can be printed out. These questionnaires can then be completed at the workshop, where the results are also analysed and discussed.

The links for template questionnaires (which you need to print and make enough copies of before the workshop) are included in the box at the end of this activity (Free Online Alternatives to the MBTI and Clifton Strengthfinder Questionnaires).

OPTION A/B

ASK

- Ask the participants to share the results of their reports and what they have learned about themselves.

TAKE NOTE

EITHER:

- Give each participant the opportunity to present a short summary of their report to the entire group.

OR:

- If some participants feel uncomfortable about sharing in front of the entire group, divide the participants into small groups (4-5 people) in which they can discuss their personal results in a more intimate setting.
- Once the groups return to plenary, ask those participants who feel comfortable to share their results and what they have learned about themselves with the entire group.

OPTION C

ASK

- Ask the participants to sit quietly somewhere and complete the questionnaire.

TAKE NOTE

- Once they have completed their questionnaires, help the participants to summarise their results (this will require some time, as you may need to spend time with each participant individually).
- You could also ask the participants to help each other, if appropriate.
- Then:

EITHER:

- Give each participant the opportunity to present a short summary of their report to the entire group.

OR:

- If some participants feel uncomfortable about sharing in front of the entire group, divide the participants into small groups (4-5 people) in which they can discuss their personal results in a more intimate setting.
- Once the groups return to plenary, ask those participants who feel comfortable to share their results and what they have learned about themselves with the entire group.

Free Online Alternatives to the MBTI and Clifton Strengthfinder Questionnaires

1) Free Big Five Variant

<http://www.outofservice.com/bigfive/>

Unlike the MBTI, which focuses on a set of binary results on four dimensions, the Big Five delves into degrees and relative strengths and deals more directly with characteristics that are desirable, or otherwise. Tested subcategories in some variants of the Big Five include 'immoderation', 'depression', 'anxiety', and 'anger'. This Variant provides a raw score readout, percentile ranking against other test-takers, and some basic personality conclusions. The test has a series of questions ranging from how you handle stress, whether or not you break promises, to how much you procrastinate at work.

2) Free Personality Test

<https://www.personalityperfect.com/test/free-personality-test/>

This test is modelled directly on the 16 Personality Types developed by Myers and Briggs, and it draws on their theory that sorts people into 16 categories, organised by four pairs of opposite types. In addition to the insights provided by each individual pair, the four-letter type as a whole can provide additional information when the specific combination of types is taken into consideration.

3) The Four Temperaments Test

Online versions:

<https://www.temperamentquiz.com/> or <https://openpsychometrics.org/tests/O4TS/>

Printable version: <http://www.fcuc.edu.gh/dl/Personality%20Temperament%20Test.PDF>

The idea of the Four Temperaments traces back to the Ancient Greek medical theory of the four humours, which held that there were four fundamental bodily humours (blood, yellow bile, black bile, and phlegm) and that illness was caused by an imbalance in these. The terms sanguine, choleric, melancholic and phlegmatic were coined to describe the effect of these humours on personality. The Four Temperaments have not been a part of medicine or psychology for a hundred years, but they remain popular in the writings of self-help and spirituality authors and the idea remains relatively well-known.

4) Free version of Strengthfinder

<http://richardstep.com/richardstep-strengths-weaknesses-aptitude-test/> or <https://high5test.com/>

The RichardStep Strengths and Weaknesses Aptitude Test (RSWAT) is a tool which helps you to take a better look at who you really are and at how much you could grow in your career and personal development. It includes an assessment of strengths and weaknesses, self-awareness, and life direction.

2

EXPLAIN

Now that you have had some time to reflect on what you have learned about yourself, you now need to record those insights which are significant for you while they are still fresh in your mind. For example: your strengths and weaknesses, and how to address your personal development in the coming months.

We will build on this information later in the workshop.

ASK

- ➔ Ask the participants to record in their notebooks the aspects that they found significant and would like to remember (for example: strengths and weaknesses, and how to address personal development in the coming months.)

(Allow 20 minutes for this exercise.)



ACTIVITY

- Divide the participants into small groups (4-5 people per group).
- Write the seven points below on a sheet of flipchart paper.
- Ask the participants of each group to discuss how knowing oneself better as a leader can help with the following seven points:

1. More effective communication
2. Solving organisational or personal problems
3. Making the most of the conservancy's human resources
4. Assisting with career choices and professional development
5. Improving teamwork
6. Understanding and adapting to differences in management styles
7. Resolving conflict and managing change

(Allow 30 minutes for this activity.)

- Ask each group to present their feedback regarding the 7 points above.

(Allow 5 minutes per group for this feedback process.)

SUMMARISE

Looking at the activities we have done together in Lesson 1, it is clear that different leadership styles and skills have an impact on the way we work together and the way we lead.

Every person is different, and it is these differences that make each one of us a valuable team member because we all have something different to offer. And so, by getting to know a bit more about ourselves, we are able to build our existing areas of strength.

Therefore, through knowing ourselves, evaluating our strengths, and understanding personality differences in others, we become more effective leaders and team members.

Are there any questions before we move on to the next lesson?

LESSON 1

Creating a Personal Mission Statement

(2 hours)

TRAINERS / FACILITATORS

The aim of this lesson is to give the participants the opportunity to develop a personal mission statement. It should not focus only on their role in the conservancy, but also on who they are and what they believe should be their purpose in life.

1

EXPLAIN

Having a personal mission statement will help you to bring focus and purpose into your life. This is not complicated because you most likely have it 'written in your heart' already. But it will be useful to go through the process of writing it down so that you can refer to it when times are tough.

DISTRIBUTE HAND-OUT

→ Provide the participants with Hand-out #4 (Personal Mission Statement).



ACTIVITY

- Read through the eight steps below (which are in Hand-out #4) with the participants.
- Ask the participants to develop a first version of their personal mission statement, using these eight steps to guide them through the process.
- Ask the participants to find a comfortable place somewhere nearby.
- Ask them to sit quietly on their own and reflect upon these steps as they develop the first version of their personal mission statement.

(Allow about 45 minutes for this activity.)

The following are the eight steps you need to consider while developing your personal mission statement:



STEP ONE: Examine the lives of others

Think of the people whom you admire – they can be people from history, or people who feature in your own life.

What are their qualities that you would like to emulate? These qualities can relate to their character, values, achievements, personality, or simply the way they live their lives.



Consider the specific reasons why you admire these people (or person), and make a list of these qualities in detail.



STEP TWO: Determine your ideal self



Define the type of person you want to become and what matters most to you (not just what you want to have or achieve).

This ideal should reflect your core values and your definition of living with integrity. Consider all areas of your life, e.g. as a spouse, friend, employee, parent, etc., and who you want to be in each of these roles. This exercise will help you to clarify your personal operating system, and it will remind you of what you are capable of becoming.

STEP THREE: Consider your legacy



Determine all of your life roles (career, family, community, etc.), and write a short statement of how you would like to be described in each of these roles.

Think about how you would like the important people in your life to remember you and talk about you. This exercise will help you to decide how you want to step into each of the roles in your life, and to clarify in concise words how you want others to perceive you.

STEP FOUR: Determine a purpose



Write a purpose for each of the four fundamental elements of who you are: physical, mental, emotional and spiritual.



For each element, list the most important priority for you.

STEP FIVE: Clarify your aptitudes



What are the talents and skills you possess that are most important to you and that you actually enjoy?

Part of your personal mission statement should reflect your best aptitudes and strengths; these are what create joy and energy in our lives. When we spend our time on what we do well and enjoy, our lives not only have meaning but also vibrancy.



Make a list of all of your personal and professional talents, aptitudes, and skills – even those you may take for granted, like being a good friend or having the ability to organise well. Then circle the skills you enjoy or find fulfilling, and focus on these.

STEP SIX: Define specific goals



Based on everything you have outlined above, what are the related goals you want to achieve in your life? Goals are specific, measurable, achievable, results-focused, and time bound.

As you look at the people who inspired you, the ideal self you have defined, the legacy you want to leave, the purposes you have for the elements of your life, and the aptitudes you want to enjoy, ask yourself: What are the outcomes I want to achieve in my life?

(You might want to create goals for various areas of your life – from your relationships to your hobbies.)



Make a list of these outcomes (goals) you want to achieve in your life.

STEP SEVEN: Craft your personal mission statement



Taking into account steps one to six, you can now begin to craft your personal mission statement.

Keep it simple, clear and relatively brief (this can be a few sentences or a couple of paragraphs). You can write it as a statement that flows or you can design it with bullet points. How you design it is less important than what you want to express. Try to keep your words positive and affirmative. Focus on what you want rather than on what you do not want.

Ultimately, you want a personal mission statement that will guide you in your day to day actions and decisions, as well as your long-term goals.



STEP EIGHT: Refine your draft

Creating a personal mission statement cannot be achieved in one day. It requires introspection, self-analysis and clarity of mind. Often, you will find that you need to develop several drafts before you are ready to settle with a final version. It might take several weeks or even months before you feel really comfortable with your personal mission statement; before you feel that it is a complete and concise expression of your innermost values and directions.



In light of the above, this step needs to be completed after the workshop, in your own time.

ASK

- ➔ Once the participants have completed the activity, ask those participants who are willing to share how they found the process: was it useful, enlightening, difficult / easy?

(Note: They are not expected to share their personal mission statements.)

EXPLAIN

Now that you have developed an outline and an understanding of how to create a personal mission statement, you can continue to refine it at home, in your own time. You could even consider developing mission statements for your work team or family members.

It is important to remember that your personal mission statement is only useful if you actively refer to it every few months. By doing this, you will be able to assess your progress regarding your intended mission, and make changes and updates as the years go by.

SUMMARISE

Are there any questions before we close the workshop for the day?

Close the day with a prayer.

TRAINING PROGRAMME

DAY 2

Open with a prayer.

REVIEW OF DAY 1

(APPROX. 40 MINUTES)

ASK

- ➔ Ask the participants to recall what was covered the previous day.

CAPTURE

- Record the participants' input on the flipchart.

ASK

- ➔ Ask the participants the following question: **"What was the most significant factor you learned yesterday?"**
- ➔ Ask each participant to share this significant factor with the group.

SUMMARISE

Are there any questions before we move on to the next session?



SESSION 2

LEADING AND MANAGING MYSELF

LESSON 1

Creating a Personal Development Plan

(1 hour)

TRAINERS / FACILITATORS

The aim of this lesson is to give the participants the opportunity to develop a personal development plan to guide their career and personal goals.

1

EXPLAIN

In the previous lesson, you developed a personal mission statement to guide the most important priorities and goals in your life.

We will now spend some time working on a personal development plan. Think of your personal mission statement as the guideline for the most important things in your life, and the personal development plan as the 'work plan' for achieving these important things.

To develop your personal development plan, you need to decide on the practical actions you need to take to achieve your main goals in the coming year.

A personal development plan could include plans which extend longer than a year, but for planning, one year is usually a realistic timeframe.

Long-range goals are dreams with deadlines. They provide a link between your life mission and your weekly and daily activities. By organising long-range goals into smaller, more manageable steps, you consistently accomplish what matters most in your life.

To set an effective long-range goal, you need to ask yourself three vital questions:

- What do I want to accomplish?
- Why do I want to do it?
- How will I do it?



ACTIVITY

① DISTRIBUTE HAND-OUT

→ Provide the participants with Hand-out #5 (Personal Development Plan – Template).

②

TAKE NOTE:

→ Write the following two guiding questions and their related action questions on the flipchart.

- Ask the participants to consider the following two guiding questions, and to write their answers to their related action questions in their notebooks.
- Ask the participants to find a comfortable place somewhere nearby.
- Ask them to sit quietly on their own to work on the two guiding questions as they develop their personal development plans.

(Allow about 30 minutes for this activity.)

The two guiding questions and their related action questions:

①

What are my personal goals for this year?

(You could include goals that relate to your spiritual disciplines, family, community, health, finances, or other categories that are important to you.)



- Make a list of these personal goals.
- For each goal, write the answers to the following questions:
 - Why do I want to do it?
 - How will I do it?

②

What are my professional / work goals for this year?



- Make a list of these professional / work goals.
- For each goal, write the answers to the following questions:
 - Why do I want to do it?
 - How will I do it?

ASK

- ➔ Once the participants have completed the activity, ask those participants who are willing to share how they found the process: was it useful, enlightening, difficult / easy?
(Note: They are not expected to share their personal development plans.)

SUMMARISE

As the workshop progresses, you may discover other personal development needs that you choose to work on – feel free to add these to your personal development plan.

Are there any questions before we move on to the next lesson?

LESSON 2

Prioritisation and Time Management

(3 hours)

TRAINERS / FACILITATORS

The aim of this lesson is to help participants assess whether they are placing their energy and time in their priorities, and to give them a tool (Stephen Covey's Time Management Matrix) that will help them to prioritise their time better.

EXPLAIN

In the previous lesson, you developed a personal development plan to guide your goals for the year. This lesson will help you to assess whether you are spending your time on the most important things, and to prioritise your daily tasks and to stay focused.

1

To illustrate the importance of doing the most important things first, we will spend some time doing the Steven Covey's Bucket demonstration.



DEMONSTRATION

STEVEN COVEY'S BUCKET

This demonstration illustrates the importance of doing the most important things first.

Resources required:

- big, transparent, empty jar (e.g. a big mayonnaise jar)
- handful of stones
- handful of smaller pebbles
- bottle of sand

Directions for the demonstration:

- ① • Fill the empty jar with the stones.
 - Ask the participants whether the jar is full. (They must agree that it is full.)
- ② • Gently pour the smaller pebbles into the jar.
 - Shake the jar lightly.

The pebbles will roll into the open areas between the stones.
 - Ask the participants, again, whether the jar is full. (They must agree that it is full.)
- ③ • Pour the bottle of sand into the jar.

The sand will fill the open spaces between the stones and pebbles.

EXPLAIN THE DEMONSTRATION

I would like you to recognise that this is your life.

The stones represent the important things in your life, such as your values, your family, and your health. If everything else was lost and only these things remained, your life would still be full.

The pebbles represent the other things that matter, such as your job, your home, and your belongings.

The sand represents everything else, such as the small affairs you spend time on.

If you pour the sand into the jar first, there will be no space for the stones or the pebbles. The same applies to your life. If you spend all your time and energy on the small affairs, you will never have time for the things that are important to you. Pay attention to the things that are most important. Take care of the stones first – the things that really matter. Set your priorities. The rest is just sand.

ASK

- ➔ Ask the participants to write ten things they do on a typical workday in their notebooks.

(Allow 5 minutes for this exercise.)

- ➔ Next, ask them to compare this list with their main goals in their personal development plan.

(Allow 5 minutes for this exercise.)

- ➔ Ask volunteers to share the outcomes/realisations of their comparisons.

Conduct a group discussion during this feedback exercise.

EXPLAIN

Here, the 'light bulb' moment is that you have recognised that we spend time on things that have little or no consequence to our priorities.

2

EXPLAIN

How do we go about identifying whether our lives are satisfying and in balance?

The Wheel of Life is a simple tool that can help you to consider each area of your life, and to assess whether your life is in balance. The Wheel of Life gives a vivid visual representation of how you spend your energy and time. It is called the Wheel of Life because each area of your life is mapped on a circle, like the spokes of a wheel. It helps you to identify the areas in your life that need more attention.

(Acknowledgement: This concept was originally created by Paul J. Meyer, founder of Success Motivation Institute, Inc.).

DISTRIBUTE HAND-OUT

- Provide the participants with Hand-out #6 (Wheel of Life).

TAKE NOTE:

There are two possibilities for completing the Wheel of Life:

1. Use the version that already contains listed categories (in Hand-out #6).

OR

2. Print out an alternative blank version of the Wheel of Life that the participants can fill out themselves (their own priority themes). This alternative version can be sourced at: https://www.mindtools.com/pages/article/newHTE_93.htm.

Note: It will take less time to use option 1, as it already contains listed categories.

EXPLAIN

Let us work through the instructions on how to complete your Wheel of Life (Hand-out #6).

HOW TO COMPLETE YOUR WHEEL

A Review the 8 Wheel Categories

Look at each category. Together, these 8 categories should create a view of a balanced life for you. If necessary, you can split category segments to add something which is missing, or you can rename an area to make it more meaningful for you. Examples of changes include the following:

- 1. Family and Friends:**
Split 'Family and Friends' into separate categories.
- 2. Significant Other:**
Change the category name to 'Dating', 'Relationship' or 'Life Partner'.
- 3. Career:**
Change the category name to 'Motherhood', 'Work', 'Business' or 'Volunteering'.
- 4. Finances:**
Change the category name to 'Money', 'Financial Security', or Financial Well-being'.
- 5. Health:**
This category name could be split or changed to 'Emotional', 'Physical', 'Fitness', 'Spiritual' or 'Well-being'.
- 6. Home Environment:**
This category could be split or changed to 'Work Environment'.
- 7. Fun and Leisure:**
This category name could change to 'Recreation'.
- 8. Personal Growth:**
This category name could change to 'Learning', 'Self-development' or 'Spiritual'.
- Other categories that could be added include 'Security', 'Service', 'Leadership', 'Achievement' or 'Community'.

B Think about what success or satisfaction would feel like for each area.

C Now, you need to rank your level of satisfaction with each area of your life by drawing a line across each segment (see the example in the hand-out).

- Imagine the centre of the wheel is 0, and the outer edge is 10.
- Choose a value (satisfaction score) between 1 (very dissatisfied) and 10 (fully satisfied).
- Then, draw a line and write the number (score) alongside it (see the example in the hand-out).

D To finalise the exercise, you now need to choose the 3 areas you would most like to work on, and identify one action for each area.

(Source: Susan M Barber Coaching & Consulting, LLC)

ASK

- Ask the participants to now fill out their Wheel of Life (Hand-out #6).

TAKE NOTE:

- While the participants fill out their Wheels of Life, make sure that you are available to answer any questions that arise.
- As this is a very personal exercise, it does not need to be shared or discussed with the group. However, if some of the participants are willing to share, you can ask them the questions below.

- ➔ Once they have completed their Wheels of Life, ask those who are willing to share their findings by asking the following questions:
 - Were there any surprises for you?
 - When you looked at your Wheel, how did you feel about your life?
 - Which of the categories would you like to improve?
 - Which change would you like to make first?
 - What help and support would you need from others in order to make these changes?
- ➔ Allow some quiet time for personal reflection.

3

EXPLAIN

We are now going to look at how to manage our time, and we will work with the Stephen Covey Time Management Matrix. This matrix is designed to help you to manage your available time more efficiently and resourcefully. It makes use of four different quadrants. Each quadrant allows you to prioritise tasks in relation to their importance and urgency, which helps you to decide whether you need to address a task immediately or postpone it.

TAKE NOTE:

- ➔ Draw the Stephen Covey Time Management Matrix below on a sheet of flipchart paper (or project it with PowerPoint).

The Stephen Covey Time Management Matrix

	Urgent	Not Urgent
Important	I (MANAGE) <ul style="list-style-type: none"> • Crisis • Medical emergencies • Pressing problems • Deadline-driven projects • Last-minute preparations for scheduled activities 	II (FOCUS) <ul style="list-style-type: none"> • Preparation/planning • Prevention • Values clarification • Exercise • Relationship-building • True recreation/relaxation
	Quadrant of Necessity	Quadrant of Quality & Personal Leadership
Not Important	III (AVOID) <ul style="list-style-type: none"> • Interruptions, some calls • Some mail & reports • Some meetings • Many “pressing” matters • Many popular activities 	IV (AVOID) <ul style="list-style-type: none"> • Trivia, busywork • Junk mail • Some phone messages/email • Time wasters • Escape activities • Viewing mindless TV shows
	Quadrant of Deception	Quadrant of Waste

EXPLAIN the MATRIX

(Local examples have been added for applicability.)

- ☐ **QUADRANT 1** (top left) includes important, urgent tasks and/or responsibilities – they **need to be dealt with immediately**.
For example, game guards report that an elephant has been poached in your conservancy and law enforcement officials need to be called to the scene.
- ☐ **QUADRANT 2** (top right) includes important but not urgent tasks and/or responsibilities – they are important but do not require your immediate attention, and **need to be planned for**.
Covey emphasises that this is the quadrant we should focus on for the long-term achievement of goals.
For example, ensuring that conservancy members are consulted and kept informed regarding conservancy decisions, and ensuring that conservancy finances are well managed on a daily basis.
- ☐ **QUADRANT 3** (bottom left) includes urgent but unimportant tasks and/or responsibilities – they **should be minimised or eliminated**.
For example, unnecessary meetings, or going to town to meet with the MET when you could have telephoned the MET official instead of travelling all the way to town.
- ☐ **QUADRANT 4** (bottom right) includes unimportant as well as not urgent tasks and/or responsibilities – they do not have to be done any time soon and possibly add little to no value. They are often trivial time-wasters and **should also be minimised or eliminated**.
For example, chatting about unimportant things, or playing on your phone/Facebook while you are at work.



ACTIVITY

TAKE NOTE:

- This activity aims to reinforce the '4 quadrants', and to make them relevant and applicable to the participants.

- Stick a clean sheet of flipchart paper on the wall in each of the four corners of the room.
- Head each sheet of paper respectively with the following: Quadrant 1, Quadrant 2, Quadrant 3, Quadrant 4.
- Divide the participants into four groups.
- Ask each group to select and move to one corner.
- Explain to the groups that at each corner, they need to discuss examples of conservancy activities that would fall within each of the four quadrants, and to write them on the flipchart paper.
(Allow 5 minutes at each quadrant.)
- Once the groups have completed the activity, ask a volunteer from each group to read their list of activities for each quadrant.

SUMMARISE

Are there any questions before we move on to the next lesson?

LESSON 3

Managing my Personal Finances

(1.5 hours)

TRAINERS / FACILITATORS

The aim of this lesson is to help the participants consider how they spend their income, and to provide tips on how to develop a budget.

EXPLAIN

In previous lessons, we talked about priorities. Now, we are going to move on to something more practical and which has an impact on all aspects of our lives: How we spend our money.

The way we choose to spend what we earn reflects our priorities. As our incomes increase, so do our expenses – a person who earns a lot of money might have less in the bank than a person who earns far less.

If you cannot learn to manage your own personal income, the responsibility of managing the conservancy's income will be difficult.

1

ASK

- ➔ In a group discussion, ask the participants to explain the following:
- the difference between income (what you earn) and expenditure (what you spend)
 - the difference between gross income (total amount of income from your wages or before any payroll deductions) and net income (the 'take home pay' – the amount which is left after your employer has deducted tax and social security)
 - deductions (income tax and social security)

2

ASK

- ➔ In a group discussion, ask the participants what they think are the most important principles for improving the management of their personal finances.

CAPTURE

- Record the participants' suggestions on the flipchart.
- If the following four principles have not been mentioned, add them to the flipchart and discuss.

Four basic principles that will help improve the way you manage your finances:

1. Spend less than you earn

Avoid debt, keep something aside for emergencies. Spending less than you earn allows you the freedom to save, to prepare for the future, and to deal with the inevitable crises that life throws at you. The bigger the gap between your income and expenditure, the better. Saving should become another 'expense' that you include in your budget. Whenever you receive money, you should immediately put a certain amount of it into an account that you set aside for meeting a long-term financial goal. You may even choose to use this money to make more money (see point 3).

2. Always plan for the future

This plan does not only have to include retirement. You can also save to purchase furniture or a telephone that would have otherwise cost you more had you bought it on credit.

3. Make your money make more money

Properly invested money earns more money over time. Invest in things that will earn you more money than you had before. You could open an investment account; you could start a business (or buy livestock, fruit trees or land); or you could study to attain an education and, as a result, a better paying job.

4. Stick to your budget and monitor your expenditure

Become familiar with your budget categories, and constantly monitor how much you are spending.

TAKE NOTE:

- If you think it useful, ask those participants who have developed a budget to share their budget categories with the group.

3

DISTRIBUTE HAND-OUT

- Provide the participants with Hand-out #7 (Personal Budget Template), and explain.



ACTIVITY

ASK

- ➔ Ask the participants to find a quiet, private place to sit.
- ➔ Ask them to develop their household budget using the Personal Budget Template (Hand-out #7). Those participants who already have one need to review their budget.
- ➔ Ask them to think about what they can do to stay on track with their budget, and to manage and control their spending.

(Allow 30 minutes for this activity.)

- ➔ Once the participants have completed the activity, ask volunteers to share their ideas on how to stay on track with their budget, and to manage and control their spending.

SUMMARISE

Are there any questions before we close the workshop for the day?

Close the day with a prayer.

TRAINING PROGRAMME

DAY 3

Open with a prayer.

REVIEW OF DAY 2 (APPROX. 40 MINUTES)

ASK

- ➔ Ask the participants to recall what subjects/themes were covered the previous day.

CAPTURE

- Record the participants' input on the flipchart.

ASK

- ➔ Ask each participant to share one learning point in answer to the following question: **"What was the most significant thing you learned yesterday?"**

SUMMARISE

Are there any questions before we move on to the next lesson?

LESSON 4

Professional Ethics and Conflicts of Interest

(3 hours)

TRAINERS / FACILITATORS

The aims of this lesson are to prompt the participants to consider what constitutes a conflict of interest or a violation of professional ethics; to encourage them to understand that they are 'prime targets' for bribery; and to encourage them to be careful and to apply sound judgment in their interpersonal interactions and decisions.

1

EXPLAIN

In this lesson, we will consider examples of compromising situations in which conservancy staff members are placed that test their integrity and professional ethics. A quick and useful tool against which to check your decisions is known as the **Ethics-Check Questions**.

Let us look at these Ethics-Check Questions together.

THE ETHICS-CHECK QUESTIONS

1. Is it legal?

Will I be violating Namibian law or conservancy policy?

2. Is it balanced?

Is it fair to all concerned in the short-term, as well as the long-term?

Does it promote win-win relationships?

3. How will it make me feel about myself?

Will I feel good if my decision is published in a newspaper or mentioned on the radio?

Will I feel good if my family knows about it?



ACTIVITY

PAIRED WALK

TAKE NOTE:

For the following paired walk activity:

- make sure that the pairs do not constitute people from the same conservancy or NGO (this is to ensure that different perspectives are brought into the activity discussion);
- print 2 copies of Hand-out #8 (Paired Walk Activity) – to ensure that there are enough for the activity – and cut out all the scenarios individually from one another;
- provide each pair with one scenario from Hand-out #8 (depending on how many participants there are, you may have to issue some pairs with the same scenario);
- Write the Ethics-Check Questions on the flipchart.

ASK

- ➔ Ask the participants to pair up with someone from another conservancy. (NGO staff members should pair up with conservancy staff members.)
- ➔ Ask the pairs to go for a walk. On this walk, they must talk about the scenario they have been given, and to consider the Ethics-Check Questions during their discussion.

(Allow 20 minutes for this activity.)

PAIRED WALK ACTIVITY SCENARIOS

1

The week before a conservancy committee meeting to determine which hunter will be selected to partner with the conservancy, one of the hunters (who is an interested bidder) calls you to invite you to meet him at a local lodge for dinner.

→ **Do you agree to go?**

2

The week before a conservancy committee meeting to determine which hunter will be selected to partner with the conservancy, one of the hunters (who is an interested bidder) calls you to say that he has some extra meat in his freezer from his cattle farm. He would like to drop by your place to give it to you because he does not need it.

→ **Do you accept his offer?**

3

A businessman has indicated his interest in leasing the conservancy campsite. He invites the conservancy committee and staff to a meeting at the campsite to discuss his offer. When you arrive for the meeting, you notice immediately that he has arranged a braai with meat and drinks. The businessman invites you to enjoy the food and drinks before the meeting.

→ **What do you do?**

4

A trophy hunter who is interested in entering into a joint venture with your conservancy asks for your bank details. He tells you that he just wants to give you a small contribution for your household expenses because he can see that you do not earn much. He says that he would like to help you. Later, you see N\$5 000.00 on your account, and you are not sure where it comes from.

→ **What do you do?**

5

You are the conservancy manager. The conservancy office roof is leaking.

Your brother is a builder. He offers a good price to fix the leaking roof.

→ **What do you do?**

6

A potential joint venture partner (who is in the process of negotiating a contract with the conservancy) arrives at the conservancy office with boxes of commodities for the community game guards (uniforms, shoes and water bottles).

→ **What do you do?**

7

You are the conservancy manager. A game guard has resigned and the position is available. The local Induna approaches you and explains that his son would be the best candidate for the job. The Induna asks that you employ him.

→ **How do you respond?**

8

You are a conservancy staff member. You are in town for conservancy meetings with the Ministry of Environment and Tourism, and you find out that your sister has been admitted to hospital. You stay in town for an extra day so that you can visit your sister.

When you get back to the conservancy, you claim S&T.

→ **Do you claim for the day of meetings, or also for the extra day you were in town?**

9

You receive an order for baskets from the Omba Arts Trust in Windhoek. Your mother, sister and cousin are all basket weavers, and they make baskets of reasonable quality. But, you also know that there are ladies in other villages who also produce baskets.

If you were to arrange a box containing your relatives' baskets and sent them to Windhoek, no-one would ever know...

→ **What do you do?**

10

During a meeting with a joint venture partner (with whom the conservancy has a Joint Venture Agreement), you mention that your wife is studying in Windhoek and that you are struggling to pay her university fees. The joint venture partner asks how much the fees amount to, and then offers to pay the outstanding balance.

→ **Do you accept his offer?**

11

The conservancy vehicle is at your house and the tank is full of fuel. In the evening, you are informed that your uncle is very sick and needs to be taken to the Katima Mulilo Hospital, urgently. Your uncle does not have a vehicle.

→ **What do you do?**

12

Two hunters are interested in obtaining the hunting quota for your conservancy. One of the hunters bumps into you in town. You tell the hunter that you are arranging a tombstone for your deceased father's grave. The hunter informs you that he knows someone in Karibib who can make a nice tombstone, and he offers to pay for it.

→ **What do you say?**

13

The conservancy would like to have an extension to its office built. You need to present three builder's quotes to the conservancy committee. The conservancy committee will then decide which of the three builders to hire.

You have received two quotes from building companies outside the conservancy that you do not know personally. Your friend, who is also a builder, asks whether you could tell him what the other builders have quoted, so that he can quote a lower price in order to get the tender. He is desperate for work, and you know he would do a good job. Besides, he is a conservancy member, and your friend says that it is better for the income to stay in the conservancy rather than giving it to an outside company.

→ **What do you do?**

14

The conservancy would like to have an extension to its office built. You need to present three builder's quotes to the conservancy committee. The conservancy committee will then decide which of the three builders to hire.

You invite your good friend, who is a competent builder, to tender for the job. He hands you three quotes from three imaginary companies, so that he can get the job, and suggests that you just submit all three of them.

You are extremely busy and do not have much time to chase up other companies for quotes.

→ **What do you do?**

15

You are in charge of the conservancy finances and record keeping. A game guard has passed away. No-one has noticed that his name is still on the conservancy payroll, and you know that it is very unlikely that someone would pick this up as you are the only person who deals with these particular files.

You get the idea that you could simply change the account number for the game guard's salary to your own, and no-one would ever know. You feel justified because you earn so little, and you feel that the conservancy should be offering you a better market-based salary in any case.

After doing this for a couple of months, you start to feel guilty. The problem is that if you admit what you have done, it is very likely that you will lose your job. Many family members depend on you for their livelihood, and it would be terribly embarrassing for them to find out that you have been receiving a 'ghost' salary for a couple of months.

→ **What do you do?**

ASK

- ➔ Once the paired walk activity is complete, ask each pair to describe their scenario and to share what they thought would be the right/ethical thing to do.
- ➔ Ask them who would need to be informed and when.
- ➔ After each pair has had a chance to give feedback, ask the participants whether they have any other examples of compromising situations where conservancy or NGO staff members have had their integrity and professional ethics tested.
- ➔ Ask if anyone has anything to share, or lessons they have learned that could help others in dealing with situations where professional ethics are compromised.

SUMMARISE

To summarise, let us revisit the concept of Conflict of Interests: It is when people use their position to secure unwarranted privileges or advantages for themselves or others.

Are there any questions before we move on to the next session?



SESSION 3

LEADING OTHERS

LESSON 1

Building Trust in Your Team

(2 hours)

TRAINERS / FACILITATORS

The remainder of the workshop addresses how leadership of others can be improved.

EXPLAIN

The previous lessons focused on 'leading and managing myself'. Being able to lead yourself is a prerequisite for leading others. For the rest of the workshop, we will focus on how you can improve the ways that you lead others.

In order to lead others, your team needs to trust you. In the old days, people used to consider making an effort to build trust as sentimental and unimportant in a professional context; they believed that if you had authority or a title, then people would automatically trust you. But these days, people have learned that in reality it is trust that creates authority. As you 'walk the talk' and do what you say you will do, your team will begin to trust you.

A team without trust is not really a team: it will be just a group of individuals, working together, who usually make disappointing progress. It could be that they do not share information, do not cooperate with one another, and battle over rights and responsibilities. If trust is not present, these team members may never reach their full potential, irrespective of how capable or talented they are. However, when trust is in place, each individual in the team becomes stronger because he/she is part of an effective, cohesive group. When people trust one another, the group can achieve truly meaningful goals.

1

TAKE NOTE:

The following information boxes contain informative material about building trust.

Steven Covey proposes two essential questions for building trust with your team, as well as 12 points of advice for building trust.

- Discuss the significance of these two questions.
- Explain the 12 points of advice and conduct a group discussion.
- Write the two questions and the 12 points (not their explanations) on the flipchart during the discussion.

EXPLAIN

STEVEN COVEY'S TWO ESSENTIAL QUESTIONS AND 12 POINTS OF ADVICE FOR BUILDING TRUST

Stephen Covey states that building trust with your team boils down to two essential questions:

1 Do I trust myself?

(Do I trust myself to do the right thing, even though it might be difficult, regardless of the consequences?)

2 Am I someone others can trust?

(Am I competent and do I deliver in my work?)

Steven Covey gives the following 12 points of advice for building trust:

TAKE NOTE:

→ For each of the following 12 points: Once you have explained the meaning of each point, ask the participants to give one example of each point in their work environment – add each example under the appropriate point on the flipchart.



1. Talk Straight

Say what is on your mind. Do not hide your agenda. When you talk straight, you tell the truth and leave a true impression.

Participant's example: _____



2. Demonstrate Respect

Treat people the way you want to be treated. Your actions should show that you care; they should be sincere. Lead by example.

Participant's example: _____



3. Create Transparency

Tell the truth; do things in the open where everybody can see; share information.

Participant's example: _____



4. Right Wrongs

To right a wrong is much more than apologising; it involves restitution.

Participant's example: _____



5. Show Loyalty

Give credit to others. As a leader, you need to give credit to the individuals responsible for success. A leader should never take credit for the hard work done by others. Giving credit to others, to those who deserve it, is the right thing to do. It will foster an environment where people are encouraged to be creative and innovative. It will increase trust and have a direct impact on your conservancy. Speak about others as if they were present. Talking to an audience about others behind their backs will decrease that particular audience's trust in you.

Participant's example: _____



6. Deliver Results

The fastest way to build trust amongst your staff and conservancy members is to deliver results. Results

give you instant credibility and trust. Delivering results is based on competence.

Participant's example: _____



7. Get Better

In today's ever-changing environment, one must continue to improve or become obsolete. You cannot learn a skill and ride that one skill for 30 years. You have to constantly improve. When others see you continually learning and adapting to change, they become more confident in your ability to lead them into the future. Covey suggests two ways for improving: first, seek feedback from those around you; and second, learn from your mistakes.

Participant's example: _____



8. Confront Reality

We cannot close our eyes to the tough realities we face. If we are honest about difficult issues and address them head-on, people will trust us.

Participant's example: _____



9. Clarify Expectations

When expectations are not clearly defined up front, trust goes down. A lot of time is wasted because leaders not clearly define expectations. Failure to clarify expectations leaves people guessing. When results are delivered, they fall short and are therefore not valued.

Participant's example: _____



10. Practice Accountability

Great leaders build trust by first holding themselves accountable, then holding others accountable. Holding yourself accountable includes taking responsibility for bad results. It is often our natural response to blame others for failure. When we fail, we need to look in the mirror.

Participant's example: _____



11. Listen First

Listening before prescribing builds trust. Trying to give advice before knowing all the facts is a waste of time and simply not fair. Do not give advice too early.

Participant's example: _____



12. Keep Commitments

When you make a commitment, you build hope. When you keep a commitment, you build trust. Be careful when making commitments: make only the commitments you can keep.

Participant's example: _____

(Source: <http://www.speedoftrust.com/how-the-speed-of-trust-works/book>)



ACTIVITY

- Divide the participants into groups (each group should contain approximately five people).
- Ask them to find a comfortable place to sit, and to discuss the following question: **“As a leader, what can I do to create a culture of trust within my team?”**

(Allow 15 minutes for this exercise.)

ASK

- ➔ Ask each group to give feedback on their ideas of how to create a culture of trust within their team.

2

EXPLAIN

A valuable tool for effective leadership and management development is the One Minute Manager Game Plan. Although it has been around for many years, it is still considered a valuable model which focuses on building trust.

DISTRIBUTE HAND-OUT

→ Provide the participants with Hand-out #9 (One Minute Manager Game Plan).



ACTIVITY

- Explain the steps for the One Minute Manager Game Plan.
- As you progress, ask the participants whether they can think of any examples that they can share.

SUMMARISE

Are there any questions before we move on to the next lesson?

LESSON 2

Managing Relationships with the Management Committee and Traditional Authority

(1.5 hours)

TRAINERS / FACILITATORS

This is a practical lesson, and the aim is that the participants share and learn from their experiences.

1

EXPLAIN

As a conservancy manager or staff member, you have the complex tasks of reporting to the management committee and managing the expectations of the Traditional Authority.

This is not always easy. As the management committee changes every few years, you periodically have to rebuild trust and relationships; and the Traditional Authority may have expectations about their own role or about your role that might be difficult to manage. In addition, you may be expected to engage with conservancy members, and to ensure their support for your decisions and activities.



ACTIVITY

- Ask the participants to pair up with someone whom they know the least.
- Inform the pairs that they will be going for a walk. On this walk, they need to talk about their experiences and challenges with regard to managing relationships with the management committee and Traditional Authorities, and to share advice or lessons they have learned.
- Each person has five minutes to talk.
- When the participants return, ask for volunteers to share what they discussed, focusing on advice and/or lessons learned.

TAKE NOTE:

- As this feedback session will most likely generate a lot of discussion, it is important to keep the focus on the advice and lessons learned so that the participants can learn from each other.

SUMMARISE

Are there any questions before we close the workshop for the day?

Close the day with a prayer.

TRAINING PROGRAMME

DAY 4

Open with a prayer.

REVIEW OF DAY 3 (APPROX. 40 MINUTES)

ASK

- ➔ Ask the participants to recall what subjects/themes were covered the previous day.

CAPTURE

- Record the participants' input on the flipchart.

ASK

- ➔ Ask the participants to answer the following questions in their notebooks:
 - 1) What will you START doing differently?
 - 2) What will you STOP doing?
 - 3) What will you CONTINUE to do?

SUMMARISE

Are there any questions before we move on to the next lesson?

LESSON 3

Learning How to Delegate (Making Decisions)

(2 hours)

TRAINERS / FACILITATORS

The aim of this lesson is to help managers determine when a task is their own responsibility and when they should be delegating.

1

EXPLAIN

It is impossible for leaders to do everything by themselves. As a leader and manager, you have your core responsibilities; however, there are also certain tasks you need to delegate to other staff.

'Effective Delegation in Three Simple Steps' is a useful process that can help you achieve your goals while empowering your staff members to take on greater responsibilities.

DISTRIBUTE HAND-OUT

- Provide the participants with Hand-out #10 (Effective Delegation in Three Simple Steps), and read through and discuss it together.

EFFECTIVE DELEGATION IN THREE SIMPLE STEPS

STEP 1

HAND OVER THE RESPONSIBILITY AND AGREE ON EXPECTATIONS

In handing over responsibility for a project or task, remember the following 5 Ws:

- **What:** Make sure that you and the person you are delegating to have an agreed upon and clear picture of what success looks like.
- **Why:** Explain clearly why the project is important and why you have asked the particular person to do it.
- **Who:** Be clear about the roles of everyone involved in a project, including who the owner is (the person ultimately responsible for the project's success), and who else the owner should pull in as helpers, or people who should be consulted along the way.
- **Where:** Where can this person go for help? Is there something that was done in the past that can serve as a model for the current project?
- **When:** Clearly communicate the deadline. You also may want to meet to review the project at interim stages, such as seeing a piece of the project. Be clear about when these interim stages should happen.
- **...and a little bit of the How:** Although people often think that telling someone how to do a task crosses the line of micro-management, you should still share your thoughts about how something might best be done.

STEP 2

DO NOT DELEGATE AND DISAPPEAR

Do not assume that when you hand over a responsibility that it is just going to happen. Make sure things stay on track. Do not watch over the person's shoulder the whole time; rather check in with the person who is responsible for the project to be sure that he/she can adjust before it is too late.

STEP 3

CREATE LEARNING OPPORTUNITIES

Conduct a debriefing on how the project went. This could be a brief conversation or a committee/staff meeting. Consider asking: “What worked? What did not work? What do we want to remember for next time?”

(Adapted from: https://www.bridgespan.org/insights/library/organizational-effectiveness/effective-delegation-in-three-simple-steps#.VUFT1hPF_8U)

EXPLAIN

We have learned that delegation is a balance between trusting others to get the work done and offering a sufficient amount of support to ensure the assignment is successfully completed.



ACTIVITY

- Divide the participants into groups.
- Provide each group with three sheets of flipchart paper.
- Ask the groups to discuss the following three questions, and to record their answers on the appropriate sheet of flipchart paper.
 1. What are the core responsibilities of conservancy managers?
 2. What are the other tasks required to successfully manage a conservancy?
 3. Who can the other tasks be delegated to in the conservancy?

(Allow 15 minutes for this activity.)

- Once the activity is complete, ask each group to choose someone to present their findings.

TAKE NOTE

- Use each feedback session to stimulate questions and additional input with regard to the core roles and responsibilities of conservancy managers, and the responsibilities that can be delegated to other staff members (or committee members).

EXPLAIN

Before we move on to the next lesson, we are now going to briefly discuss the Delegation Styles Matrix. The purpose of this matrix is to assist you when delegating, as well as when trying to support your staff's development.

DISTRIBUTE HAND-OUT

- Provide the participants with Hand-out #11 (Delegation Styles Matrix).

TAKE NOTE

- Explain and discuss the Delegation Styles Matrix, focusing on the 4 styles and the different ways of dealing with staff with different skill and will levels.

SUMMARISE

Are there any questions before we move on to the next lesson?

LESSON 4

Managing Conflict in Conservancies

(3 hours)

TRAINERS / FACILITATORS

This lesson involves acting out role-plays. The aim of these role-plays is to simulate conflict situations in conservancies. The participants need to act out ways in which they can address these conflict situations.

NB: Be sure to take a break between each role-play to conduct a feedback discussion.

1

EXPLAIN

It is impossible to avoid conflict in the workplace. Sometimes, conflict is destructive. However, conflict can also be constructive because it forces difficult issues that need to be addressed out into the open. In this lesson, we are going to role-play various situations.

Role-playing involves acting out situations where you have to step into the mind-set of other people who might be very different from yourself.

ACTIVITY



- Divide the participants into four groups of more or less the same number. Make sure that each group consists of a diverse mix of conservancy and NGO staff (try to group participants who have not been together in a group until now).
- Ask each group to discuss and decide on a realistic conflict scenario in a conservancy.
- Ask each group to prepare a role-play that demonstrates how conservancy staff have handled and tried to resolve this conflict situation in the conservancy.
- It is important that each person in the group has an active role in the role-play.

(Allow 30 minutes for preparation.)

- Once preparation is complete, ask the groups to present their role-plays.
- After each role-play, ask the following questions and discuss:
 1. What was the conflict in this role-play?
 2. How was the conflict resolved?
 3. What do you like and dislike about how the actors handled the conflict?
 4. How would you have handled this conflict situation had it happened in your conservancy?
 5. What lessons have you learned?

SUMMARISE

Are there any questions before we move on to the next lesson?

LESSON 5

Being an Effective Communicator: Public speaking and facilitation (2.5 hours)

TRAINERS / FACILITATORS

The aim of the activity in this lesson is to provide participants with an opportunity to practise public speaking and facilitation, and to learn from each other.

TAKE NOTE

- For the activity in this lesson, you need to select two people who are experienced facilitators or public speakers from the NGO participants to act as two group leaders.
- Do the selection in the morning, or the day before, and explain the activity (see below) to them at the same time.

1

EXPLAIN

In your conservancy management and NGO jobs, you will regularly be expected to speak in front of an audience (colleagues, conservancy members, or sometimes visitors and other stakeholders). You may also need to facilitate a meeting (as either the chairperson or the facilitator). The art of public speaking and facilitation or chairing a meeting are learned skills: the more you do it, the better you become. In this lesson, you will have an opportunity to practise these skills, and to learn from each other through feedback sessions.

Chairing and facilitating are not the same. As the chairperson of a meeting, you have the authority to control and drive the agenda to gain consensus on a desired goal or outcome. Facilitating focuses on the active participation of group members. The facilitator is not necessarily the focus of authority, but has the task of assisting the group to achieve an objective. The focus of facilitation is to promote communication, problem-solving, planning or leading the group towards decision-making. One major point to be aware of is that the facilitator makes no decisions for the group; instead, the facilitator suggests ways that will help the group to move forward. They work in such a way that the people at the meeting are aware that they are in charge, that it is their business that is being conducted, and that each person has a role to play. As a manager, your role might shift between chairing and facilitation, depending on the kind of meeting. In this lesson, we will focus on improving your ability to facilitate.



ACTIVITY

- Ask the two experienced facilitators or public speakers that you have selected as group leaders to divide the rest of the participants into two groups.
- Inform these two selected group leaders that they need to take charge of one group (i.e. be that group's leader).
- The group leaders must ask if there is anyone who would like to learn how to improve their facilitation skills by being a facilitator.
- (If there are no volunteers, the groups can select a facilitator.)
- Each group's volunteer/selected facilitator is responsible for facilitating a process where the remaining group members are given one minute to present the topic: 'THE GREATEST SUCCESSES AND CHALLENGES OF MY CONSERVANCY' to the rest of their group.
- The group leaders are the 'timers'. They are responsible for informing each speaker when their one minute has passed.

- During each presentation, the facilitator must facilitate the process and the group leader must keep time.
- **After each speaker's presentation**, the **facilitator** must ask the participants to give feedback on how the speaker could improve his/her presentation.
- **At the end of the activity** (once all the group members have had a chance to present), the **group leaders** must facilitate a short review of how their group's facilitator managed his/her task (this should include input from the participants as well as the group leaders themselves).
- The participants' feedback must be guided according to the following aspects:

Eye contact	Voice – Projection	Structure
Non-vocal communication (e.g. facial expressions)	Voice – Volume	Rapport
Body movements	Voice – Pace	Asking questions

2

ASK

- ➔ Conduct a group discussion.
- ➔ Ask the participants to share what they learned during the activity with regard to:
 - facilitation; and
 - public speaking.
- ➔ Ask them to describe what they think are important skills or approaches in order to achieve facilitation and public speaking successfully.

TAKE NOTE

- Should you not manage to complete Lesson 5, you need to continue the following morning in place of a review.
- However, you can still ask whether there are any questions before closing for the day.

Close the day with a prayer.

TRAINING PROGRAMME

DAY 5

Open with a prayer.

TAKE NOTE

- If you need to continue with Lesson 5 from the previous day, it is not required that you conduct a review of the previous day.

LESSON 6

Developing the Capacity of Others

(1.5 hours)

TRAINERS / FACILITATORS

The aim of this lesson is to explore the process of developing capacity in other people.

1

EXPLAIN

Great leaders understand that an important part of being a great leader is that you have to build the capacity of others.

The two assertions that guide this process are: **1) All people have the capacity to develop, and 2) All people can learn and change.** If you do not believe these assertions, then you will be unable to develop other people's capacities. The key lies in your attitude towards learning, certain personal attributes, as well as the enabling environment you create for learning to occur.

TAKE NOTE

- The questions for the following activity need to be written on the flipchart. (This is referred to as Flipchart Sheet #3)



ACTIVITY

- Either display the already prepared Flipchart Sheet #3, or write the following questions on the flipchart.
- Ask the participants to sit quietly and answer these questions in their notebooks.

(Allow 20 minutes for this activity.)

Flipchart Sheet #3



1. Do I believe my people (the people I supervise or my colleagues) can learn and develop?
2. Do my people believe they can learn and develop?
3. Do they have the self-awareness required to identify their own strengths and weaknesses?
→ If not, what can I do to help them acquire this self-awareness?
(Perhaps you could start by having regular one-on-one meetings with your subordinates or colleagues to give them honest feedback about their performance.)
4. Are my people motivated to make a change?
→ If not, what could I do to increase their motivation?
5. Am I leading by example?
6. Am I looking for the hidden potential in my people?
7. Am I providing the right support?
8. How do I approach mistakes and failures? Do I encourage people to learn from their mistakes/failures?

2

ASK

- ➔ Once the participants have completed the activity, ask for volunteers to share their ideas on how conservancy managers could promote a culture of learning, reflection and feedback (both positive and negative) in their conservancies.

TAKE NOTE

- ➔ If time permits, suggest to the participants that they review their personal development plans to 1) look at what they have written and, if necessary, to sharpen it, and to 2) add any additional points that have occurred to them since Day 1.
- ➔ Remind the participants to share their personal development plans with their supervisors, so they can support them and review their progress on a regular basis.

CLOSE THE WORKSHOP

(1 hour)

REVIEW

EXPLAIN

We have now reached the end of the workshop, but before we close, let us review the workshop objectives and the expected outcomes.

ASK

Display Flipchart Sheet #1 (Workshop Objectives).

- ➔ Ask the participants the following question: **“Have we met the workshop’s objectives?”**

Display Flipchart Sheet #2 (Expected Outcomes).

- ➔ Ask the participants the following question: **“Have we met the expected outcomes?”**

EVALUATE

ASK

- ➔ Provide the participants with Hand-out #12 (Workshop Evaluation Form), and ask them to complete it.
- ➔ Once the participants have completed their Evaluation Forms, ask them to gather outside and to form a circle.
- ➔ In the circle, ask each participant to share their favourite moment during the workshop, and to mention one thing that they are thankful for.

Close the workshop with your final remarks, and a prayer (if appropriate, you could ask for a volunteer to close the workshop with a prayer).

LIST OF HAND-OUTS

HAND-OUTS #1-12

Hand-out #1:	Leadership Styles Questionnaire
Hand-out #2:	Leadership Skills Questionnaire
Hand-out #3:	Blake Mouton Managerial Grid
Hand-out #4:	Personal Mission Statement
Hand-out #5:	Personal Development Plan Template
Hand-out #6:	Wheel of Life
Hand-out #7:	Personal Budget Template
Hand-out #8:	Paired Walk Activity
Hand-out #9:	One Minute Manager Game Plan
Hand-out #10:	Effective Delegation in Three Simple Steps
Hand-out #11:	Delegation Styles Matrix
Hand-out #12:	Workshop Evaluation Form

TRAINER/FACILITATOR TAKE NOTE

- Go to: <https://www.mindtools.com/pages/article/leadership-style-quiz.htm> for this questionnaire (see below).
- During the workshop, ask the participants to complete this questionnaire using a Smartphone with Internet access.

What's Your Leadership Style? Questionnaire

Learn About the Strengths and Weaknesses of the Way You Like to Lead



© iStockphoto - Jacob_Ammentorp_Lund

Do you like to be at the controls or can you trust your crew?

When we lead for the first time, we might adopt a style of leadership that we've experienced from someone else, or that we've heard or read about. If it seems to work, we'll likely stick with it – in effect, it becomes “our” style.

But there are many approaches available to us, and a good leader is able to adapt his or her style according to the situation and the people involved.

This quiz helps you to become aware of the style that you naturally lean toward, the alternatives that you might find it helpful to develop, and the occasions when those styles may be appropriate. We've based it on psychologist Kurt Lewin's Leadership Styles Framework – a model developed in the 1930s that is still popular and useful today.

12 Statements to Answer	A	B	C
1 If there is serious conflict within my team: A. I remind everyone that we have goals to meet. B. I bring my people together so that we can talk it through. C. I let them work by themselves so that they don't have to bother one another.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 I trust my team members: A. Very much. B. A fair amount. C. Not at all.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Some of my people are highly skilled and motivated. They: A. Can be set free to weave their magic. B. Often hold creative planning sessions with me. C. Are subject to the same workplace strategies and processes as everyone else.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12 Statements to Answer	A	B	C
4 The best way for me to ensure that my team meets its goals is to: A. Lead from the front. B. Encourage participation from everyone. C. Delegate often and widely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 We have an eight-hour deadline for a project that I think requires 16 hours, so I: A. Relay the deadline and let everyone get on with it. They know what they're doing. B. Ask my team members what they feel is the fastest way to complete it. C. Issue instructions and deadlines to each team member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 Poor performance should be: A. Punished, so that it doesn't happen again. B. Talked through with the individual, so that we can learn. C. Left. It will work itself out.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 I need to develop and apply a new social media strategy, so I: A. Draw up the strategy myself and then sell it to the team. B. Tell my team what the challenge is and ask for suggestions on how to meet it. C. Hand over the project to my team members and ask them to come back with a plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 I like to: A. Let my team make the decisions. B. Make a decision but not until my team has had input. C. Make a decision but not until I have told the team my rationale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 I have a new starter in my team, so I: A. Let him discover the best way of working. B. Invite him into team collaborative meetings. C. Sit with him until he understands the processes and the quality that I expect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 I think that great leaders: A. Know best. That's why they're leaders. B. Are humble and understand that a team works best collectively. C. Give their team members plenty of space to let them get on.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 When asked whether I like to serve my team, I: A. Am not sure. B. Say yes, wholeheartedly. C. Frown.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12 I notice that a member of my team is demotivated, so I: A. Closely manage each of her tasks to ensure that she is following procedures correctly. B. Make an extra effort to ensure that she is involved in team discussions. C. Back off, as she probably needs some space.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What's Your Leadership Style?

Instructions

For each question, complete the statement by choosing one of the three options: A, B or C. Please answer according to how you would behave in reality, rather than how you think you should. When you're finished, please click the "Calculate My Total" button at the bottom of the test, and go on to read the guidance that follows

Score Interpretation

Score	Comment
12-20	<p>You most commonly adopt an authoritarian or autocratic leadership style. You rarely consult your team members and, instead, tend to tell them what you want, when you want it, and how you want it done.</p> <p>This style works well in a crisis, when a task must be completed quickly. However, you'll likely demoralize, demotivate and aggravate people if you use it all the time. This can translate into high absenteeism and turnover rates. You'll also miss out on a wealth of ideas, thereby stifling innovation and creativity. Read more below.</p>
21-27	<p>You lean toward a democratic or participative style of leadership. You tend to set the parameters for the work and have the final say on decisions, but you actively involve your team members in the process.</p> <p>This style can build trust between you and your people, as they'll likely feel engaged and valued. But it's not great in a high-pressure situation that requires a fast turnaround, as it will slow you down. And, if you dislike disagreement or conflict, you might struggle with how people respond to consultation. Read more below.</p>
28-36	<p>Your default leadership style is probably delegating or "laissez faire." You give your team members free rein in how they work toward their goals.</p> <p>This is an ideal approach when your people are highly skilled and motivated, and when you're working with contractors and freelancers who you trust. But if a team member is inexperienced or untrustworthy, or if you lose sight of what's going on, this approach can backfire catastrophically. Read more below.</p>

Do you believe that you can adapt your style? **Ron Heifetz** and **David Rooke and William Torbert** say that you can. So let's look in more depth at Lewin's leadership styles, their strengths and risks, and how you might become more skillful in using them.

Authoritarian, Autocratic Leadership

This approach is helpful when your team needs to follow a process "to the letter," to manage a significant risk. We also **recommend** being hands-on with employees who miss deadlines, in departments where conflict is an issue, or in teams that rely on quick decisions being made.

But you need to be aware that relying on control and punishment to maintain standards will drive people away, eventually. Similarly, if you always demand that your team works at top speed, you can end up exhausting everyone.

Instead, you can show respect for team members by providing the rationale for your decisions. And they will more likely comply with your expectations if you take the trouble to explain **Why the Rules Are There** .

You can improve your ability to “lead from the front” by **Planning for a Crisis** , **Thinking on Your Feet** , and **making good decisions under pressure** . But be sure to balance these skills with an awareness of their potential negative impact on creativity, ideas gathering, motivation, and trust within the team. Being too autocratic can also mean that you’ll find it hard to stand back from the detail and take a wider, more strategic view.

Tip: Did you achieve your leadership role thanks to your technical expertise? If so, you’ll likely be used to getting things right, adding value, and having people’s respect. But your soft skills might be lacking, so don’t be afraid to listen and collaborate more.

Democratic, Participative Leadership

With this approach, you set goals, guide team discussions, and make the final decision. But you also acknowledge that your people can have valuable insight into a problem or process, so you actively consult them. As a result, you’ll likely gain creative input and fresh ideas that you wouldn’t have come up with if you were working alone.

You might wonder how to manage differing opinions in the team, once you’ve invited participation in this way. Your goal is to build a culture in which people can have healthy debates with one another. So:

- Set an example by being open and flexible yourself.
- Make **managing mutual acceptance** a priority, to ensure everyone’s participation.
- Learn some **Conflict Resolution** skills.
- Read our article on **Managing Emotion in Your Team** .

Be aware that processes could become dangerously slow if you involve your team members in every decision. You’ll need to **judge carefully** when to adopt a more autocratic approach, even if it’s only briefly.

The Delegating, “Laissez Faire” Leader

“Laissez faire” is a French phrase adopted into English that means, “Let (people) do (as they choose).” It describes a policy of leaving situations to run their own course, without interfering.

By adopting this style of leadership, you empower your team to make decisions and to organize its own processes, with little or no guidance. The danger of this approach is that situations can collapse into chaos if your people have low motivation or poor skills. It **can** work, however, if they are experienced, knowledgeable, confident, creative, and driven, or if deadlines are flexible and processes are simple.

Be in no doubt, though – you will still be held accountable for the outcome. So you might want to **organize team decision making** processes to support your people during your near-absence. Just be sure to **delegate** the right task to the right person, as a mismatch could mean that the whole team fails.

Avoid becoming too remote, even with a high-performing, highly autonomous team. **Change** can occur at any time in business, so your organization’s requirements for your team might shift after your initial brief. Be sure to stay in touch, and to communicate clearly and promptly if this happens. Remember, you can offer your support without becoming a micromanager!

Tip 1:

Consistently excellent and long-lasting teams tend to have **transformational leaders** . These leaders have high expectations for, and set a fine example to, their people. And they inspire them to reach for the seemingly impossible.

Tip 2:

Other leadership style models that you might find helpful are:

- Eric Flamholtz and Yvonne Randle's **Leadership Style Matrix** .
- The Blake-Mouton **Managerial Grid** .
- Robert House's **Path-Goal Theory** .
- Goleman et al's **Six Emotional Leadership Styles** .
- Tannenbaum and Schmidt's **Leadership Continuum** .
- Rath and Conchie's **Strengths-Based Leadership** .
- Greenleaf's **Servant Leadership** .
- Collins' **Level 5 Leadership** .

Key Points

We all tend toward one leadership style more than another, due to our personal preferences, abilities, role models, and more. But one approach doesn't fit all scenarios: some situations and people call for a fast, firm, top-down approach, while others flourish with shared responsibilities and the freedom to plan, decide and act.

You and your team will likely perform better if you develop a wide set of styles to apply as appropriate.

Kurt Lewin's model expresses this range of styles in relatively simple terms, from Authoritarian or Autocratic, through Democratic or Participative, to Delegating or "Laissez Faire."

Transformational leadership is the best approach for most situations.

TRAINER/FACILITATOR TAKE NOTE

- Go to: https://www.mindtools.com/pages/article/newLDR_50.htm for this questionnaire (see below).
- During the workshop, ask the participants to complete this questionnaire using a Smartphone with Internet access.

HOW GOOD ARE YOUR LEADERSHIP SKILLS? Questionnaire

Who do you consider to be a good leader?

Maybe it's a politician, a famous businessperson, or a religious figure. Or maybe it's someone you know personally – like your boss, a teacher, or a friend. You can find people in leadership roles almost everywhere you look.

However, simply having the responsibilities of a leader doesn't necessarily make a person an effective leader. This is a shame because, with a little study, humility and hard work, all of us can learn to lead effectively.

So, how can you do this?

You can start by analyzing your performance in specific areas of leadership. Watch our video, and then complete the quiz below to identify where you already lead effectively, and to explore where your skills need further development. In the analysis sections underneath, we'll direct you to the resources you need to be an exceptional leader.

18 Statements to Answer	Not at All	Rarely	Sometimes	Often	Very Often
1 When assigning tasks, I consider people's skills and interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 I doubt myself and my ability to succeed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 I expect nothing less than top-notch results from people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 I expect my people to work harder than I do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 When someone is upset, I try to understand how he or she is feeling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 When circumstances change, I can struggle to know what to do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 I think that personal feelings shouldn't be allowed to get in the way of performance and productivity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18 Statements to Answer	Not at All	Rarely	Some-times	Often	Very Often
8 I am highly motivated because I know I have what it takes to be successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 Time spent worrying about team morale is time that's wasted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 I get upset and worried quite often in the workplace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 My actions show people what I want from them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12 When working with a team, I encourage everyone to work toward the same overall objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13 I make exceptions to my rules and expectations. It's easier than being the enforcer all the time!	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14 I enjoy planning for the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15 I feel threatened when someone criticizes me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16 I make time to learn what people need from me, so that they can be successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17 I'm optimistic about life, and I can see beyond temporary setbacks and problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18 I think that teams perform best when individuals keep doing the same tasks and perfecting them, instead of learning new skills and challenging themselves.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How Good Are Your Leadership Skills?

For each statement, click the button in the column that best describes you. Please answer questions as you actually are (rather than how you think you should be), and don't worry if some questions seem to score "in the wrong direction." When you are finished, please click the "Calculate My Total" button at the bottom of the test.

Score Interpretation

Score	Comment
18-34	You need to work hard on your leadership skills. The good news is that if you use more of these skills at work, at home, and in the community, you'll be a real asset to the people around you. You can do it – and now is a great time to start! (Read below to start.)
35-52	You're doing OK as a leader, but you have the potential to do much better. While you've built the foundation of effective leadership, this is your opportunity to improve your skills, and become the best you can be. Examine the areas where you lost points, and determine what you can do to develop skills in these areas. (Read below to start.)
53-90	Excellent! You're well on your way to becoming a good leader. However, you can never be too good at leadership or too experienced – so look at the areas where you didn't score maximum points, and figure out what you can do to improve your performance. (Read below to start.)

There are many leadership skills and competencies that, when combined and applied, go toward making you an effective leader. You have the ability to develop each of these skills within yourself. Read on for specific ideas on how you can improve your leadership skills!

Personal Characteristics

Successful leaders tend to have certain traits. Two keys areas of personal growth and development are fundamental to leadership success: self-confidence and a positive attitude.

Self-confident people are usually inspiring, and people like to be around individuals who believe in themselves and in what they're doing. Likewise, if you're a positive and optimistic person who tries to make the best of any situation, you'll find it much easier to motivate people to do their best.

Self-Confidence

(Questions 2, 8)

Self-confidence is built by mastering significant skills and situations, and by knowing that you can add real value by the work you do. One of the best ways to improve your confidence is to become aware of all of the things you've already achieved.

Our article on [Building Self-Confidence](#) explains what you can do to understand yourself better and build your self-confidence. From there, you'll begin to make the most of your strengths and improve your weaknesses. Explore this further with our Bite-Sized Training session on [Personal SWOT Analysis](#).

Positive Attitude and Outlook

(Questions 10, 17)

A positive mindset is also associated with strong leadership. However, being positive is much more than presenting a happy face to the world: you need to develop a strong sense of balance, and recognize that setbacks and problems happen - it's how you deal with those problems that makes the difference.

Positive people approach situations realistically, prepared to make the changes necessary to overcome a problem. Negative people, on the other hand, often give in to the stress and pressure of the situation. This can lead to fear,

worry, distress, anger and failure.

Stress management techniques, including getting enough Rest, Relaxation and Sleep as well as physical exercise, are great ways of getting rid of negative thoughts and feelings. Understanding your thinking patterns, and learning to identify and eliminate negative thinking, are key. You can learn how to do this in our article on **Thought Awareness, Rational Thinking and Positive Thinking** , and you can find out how to become more optimistic in our Book Insight on **Learned Optimism**.

Emotional Intelligence

(Questions 5, 15)

The concept of emotional intelligence used to be referred to as “soft skills,” “character,” or even “communication skills.” The more recent idea of **Emotional Intelligence** (EQ) offers a more precise understanding of a specific kind of human talent. EQ is the ability to recognize feelings - your own and those of others - and manage those emotions to create strong relationships.

Learning to develop **Empathy** is essential for emotional intelligence, as is communicating effectively, and practicing **Empathic Listening**. These all help you really understand the other person’s perspective.

Our Leadership area has a section on **emotional intelligence in leadership**.

Transformational Leadership

Transformational leadership is a leadership style where leaders create an inspiring vision of the future, motivate their followers to achieve it, manage implementation successfully, and develop the members of their teams to be even more effective in the future. We explore these dimensions below.

Providing a Compelling Vision of the Future

(Questions 6, 14)

This is your ability to create a robust and compelling **vision of the future** , and to present this vision in a way that inspires the people you lead.

The first part of being able to do this is to have a thorough knowledge of the area you’re operating in. See our Bite-Sized Training session on **Building Expert Power** to find out how to develop this.

From there, good use of strategic analysis techniques can help you gain the key insights you need into the environment you’re operating in, and into the needs of your clients. See our **Strategy** section for more than 50 powerful techniques that give you these insights.

With these tools, you can explore the challenges you face and identify the options available to you. You can identify the best of these with good use of **prioritization skills** and appropriate **decision-making techniques** .

Finally, to sell your vision, you need to be able to craft a compelling and interesting story. Our article, **Powers of Persuasion** , can help you open closed minds, so that people consider your ideas fairly. Another great way of inspiring people is to use vivid stories to explain your vision: find out more about this in our Expert Interview with Annette Simmons, titled **Whoever Tells the Best Story Wins**.

Motivating People to Deliver the Vision

(Questions 9, 12)

This is closely related to creating and selling a vision. You must be able to convince others to accept the objectives you’ve set. Emphasize teamwork, and recognize that when people work together, they can achieve great things. To provide effective leadership by linking performance and team goals, use **Management by Objectives (MBO)** and **Key Performance Indicators (KPIs)** .

Ultimately, you need to motivate people to deliver your vision. To better understand your ability to motivate, complete our quiz [How Good Are Your Motivation Skills?](#) , and explore our articles on [Herzberg's Motivators and Hygiene Factors](#) and [Sirota's Three Factor Theory](#) .

Being a Good Role Model

(Questions 4, 11)

Good leaders **lead by example** . They do what they say, and say what they do. These types of leaders are trustworthy, and show integrity. They get involved in daily work where needed, and they stay in touch with what's happening throughout the organization. Great leaders don't just sit in their offices and give orders - they demonstrate the actions and values that they expect from the team.

As with building vision, above, a key part of being a good role model is leading from the front by developing **expert power** . A leader can't rely on position alone: by keeping current, and staying relevant within the organization, you'll inspire people because you're worthy of your power and authority, not just because you're the boss.

Managing Performance Effectively

(Questions 3, 13)

Effective leaders manage performance by setting their expectations clearly and concisely. When everyone knows what's expected, it's much easier to get high performance. There's little uncertainty, therefore you can deal with performance issues quickly. And if things have already started to slide, our article on [Re-Engaging Team Members](#) offers some excellent tips for turning a negative situation back to a positive one.

As you create rules, help your team members to understand **why the rules are there** . Involve them in the rule-making process, and make sure that your expectations align with the resources and support available. Apply rules fairly and consistently.

Providing Support and Stimulation

(Questions 1, 7, 16, 18)

To be highly motivated at work, people need more than a list of tasks to be completed each day. They need challenges and interesting work. They need to develop their skills, and to feel supported in their efforts to do a good job.

Think about your approach to [Task Allocation](#) , and look for opportunities to match people with jobs and responsibilities that will help them to grow and develop. Use [Heron's Six Categories of Intervention](#) to decide when and how to help them to shine. Regularly perform [Training Needs Assessments](#) to determine what your team needs to be successful. Remember that emotional support is also important. The [Blake-Mouton Managerial Grid](#) is a great tool for thinking about the right balance between concern for people and productivity.

Key Points

To be successful in your career, regardless of your title or position, focus on developing your leadership skills.

Effective leaders can add value simply by being present on teams. They are inspirational and motivating. They know the right things to say to people to help them understand what's needed, and they can convince people to support a cause.

When you have talented and effective leaders in your organization, you're well on your way to success. Develop these leadership skills in yourself and in your team members – and you'll see the performance and productivity of your entire team improve.

This site teaches you the skills you need for a happy and successful career; and this is just one of many tools and resources that you'll find here at Mind Tools. Subscribe to our [free newsletter](#), or [join the Mind Tools Club](#) and really supercharge your career!

The Blake Mouton Managerial Grid

Leading People and Producing Results

When you recruit a new team member, what's your priority? Is it to focus on tasks by explaining the first year's objectives to him or her? Or, do you spend time understanding his strengths and interests so you can give him tasks that he'll enjoy?

No one leadership style is best for all situations, but it's useful to understand what your natural approach is, so you can develop skills that you may be missing. It's unwise to neglect either tasks or people. But, equally, a compromise between the two approaches will likely result in only average team performance, because you neither meet people's needs nor inspire excellent performance.

In this article, we look at the Blake Mouton Managerial Grid, a popular framework for thinking about a leader's "task versus person" orientation.

Also known as the Managerial Grid, or Leadership Grid, it was developed in the early 1960s by management theorists Robert Blake and Jane Mouton. It plots a manager's or leader's degree of task-centeredness versus her person-centeredness, and identifies five different combinations of the two and the leadership styles they produce.

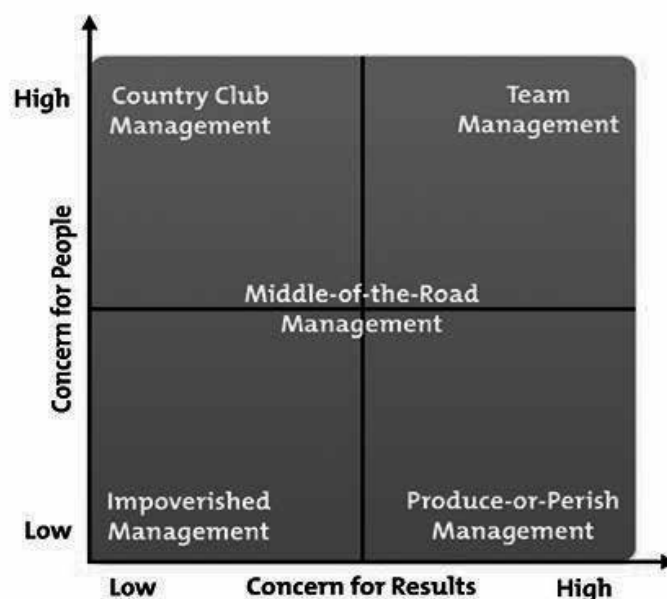
Understanding the Model

The Blake Mouton Managerial Grid is based on two behavioural dimensions:

- **Concern for People:** this is the degree to which a leader considers team members' needs, interests and areas of personal development when deciding how best to accomplish a task.
- **Concern for Results:** this is the degree to which a leader emphasizes concrete objectives, organizational efficiency and high productivity when deciding how best to accomplish a task.

Blake and Mouton defined five leadership styles based on these, as illustrated in the diagram below.

Figure 1 – The Blake Mouton Managerial Grid



The Leadership Grid® figure from [“Leadership Dilemmas – Grid Solutions,”](#) by Robert R. Blake and Anne Adams McCanse (formerly the Managerial Grid by Robert R. Blake and Jane S. Mouton). Houston: Gulf Publishing Company, Copyright 1991 by Grid International, Inc.
Let’s take a look at each quadrant in detail.

Impoverished Management – Low Results/Low People

The Impoverished or “indifferent” manager is mostly ineffective. With a low regard for creating systems that get the job done, and with little interest in creating a satisfying or [motivating team environment](#) , his results are inevitably disorganization, dissatisfaction and disharmony.

Produce-or-Perish Management – High Results/Low People

Also known as “authoritarian” or “authority-compliance” managers, people in this category believe that their team members are simply a means to an end. The team’s needs are always secondary to its productivity.

This type of manager is autocratic, has strict work rules, policies and procedures, and can view punishment as an effective way of motivating team members. This approach can drive impressive production results at first, but low team morale and motivation will ultimately affect people’s performance, and this type of leader will struggle to retain high performers.

She probably adheres to the Theory X approach to motivation, which assumes that employees are naturally unmotivated and dislike working. A manager who believes people are self-motivated and happy to work is said to follow Theory Y. You can learn more about these theories in our article, [Theory X and Theory Y](#) .

Middle-of-the-Road Management – Medium Results/Medium People

A Middle-of-the-Road or “status quo” manager tries to balance results and people, but this strategy is not as effective as it may sound. Through continual compromise, he fails to inspire high performance and also fails to meet people’s needs fully. The result is that his team will likely deliver only mediocre performance.

Country Club Management – High People/Low Results

The Country Club or “accommodating” style of manager is most concerned about her team members’ needs and feelings. She assumes that, as long as they are [happy](#) and secure, they will work hard.

What tends to be the result is a work environment that is very relaxed and fun, but where productivity suffers because there is a lack of direction and control.

Team Management – High Production/High People

According to the Blake Mouton model, Team management is the most effective leadership style. It reflects a leader who is passionate about his work and who does the best he can for the people he works with.

Team or “sound” managers commit to their organization’s goals and mission, motivate the people who report to them, and work hard to get people to stretch themselves to deliver great results. But, at the same time, they’re inspiring figures who look after their teams. Someone led by a Team manager feels respected and empowered, and is committed to achieving her goals.

Team managers prioritize both the organization’s production needs and their people’s needs. They do this by making sure that their team members understand the [organization’s purpose](#) , and by involving them in determining

production needs.

When people are committed to, and have a stake in, the organization's success, their needs and production needs coincide. This creates an environment based on trust and respect, which leads to high satisfaction, motivation and excellent results. Team managers likely adopt the Theory Y approach to motivation, as we mentioned above.

Note:

Blake and his colleagues added two more leadership styles after Mouton's death in 1987, although neither appears on the grid itself, for the reasons explained below.

- **Paternalistic Management.** A Paternalistic manager will jump between the Country Club and Produce-or-Perish styles. This type of leader can be supportive and encouraging, but will also guard his or her own position – and paternalistic managers don't appreciate anyone questioning the way they think.
- **Opportunistic Management.** This doesn't appear on the grid because this style can show up anywhere within it. Opportunistic managers place their own needs first, shifting around the grid to adopt whichever style will benefit them. They will manipulate and take advantage of others to get what they want.

Applying the Blake Mouton Managerial Grid

It is important to understand your management or leadership style, so that you can then identify ways of reaching the target position of Team manager.

Step One: Identify Your Managerial Style

- List five or six recent situations where you were the leader.
- For each situation, place yourself on the grid according to where you believe you fit.

Step Two: Identify Areas Where You Can Improve and Develop Your Leadership Skills

- Look at your current approach. Are you settling for "Middle-of-the-Road" because it's easier than reaching for more? Think about whether your style suits the situation you are in.
- If you feel that you are too task-oriented, then you can try to involve your team members in creative problem solving, improve how you communicate with them, or work on your mentoring skills. Or, if you tend to focus too much on people, it may mean becoming clearer about scheduling and monitoring project progress, or improving your decision making.
- Continually monitor your performance and watch for situations where you slip back into bad old habits.

Step Three: Put the Grid in Context

The Team management style is often the most effective approach, but there are situations that call for more attention to one area than the other. For example, if your company is in the middle of a merger or some other significant change, then it can be acceptable to place a higher emphasis on people than on production, to guide them and reassure them through a potentially difficult time. Likewise, when faced with an emergency, an economic hardship, or a physical risk, concerns about people may be put to one side, for the short term at least, to achieve good results and efficiency.

Note:

Theories of leadership have moved on a certain amount since Blake and Mouton proposed their model half a century ago. In particular, the context in which leadership occurs is seen as an important driver of **leadership style**. And in many situations, the Team manager as an ideal has shifted towards the **“Transformational Leader.”** So use the Managerial Grid as a helpful model for identifying your basic leadership style, but don’t treat it as an “eternal truth.”

Key Points

The Blake Mouton Managerial Grid helps you to think about your leadership style and its effects on your team’s productivity and motivation.

By plotting “concern for results” against “concern for people,” the grid highlights how placing too much emphasis on one area at the expense of the other leads to poor results. It also discourages a vague Middle-of-the-Road compromise.

The model proposes that, when concern for both people and results are high, employee engagement and productivity will likely be excellent.

While the grid does not entirely address the complexity of “which leadership style is best?,” it certainly provides an excellent starting point for thinking about your own performance and for improving your general leadership skills.

Developing your Personal Mission Statement

The following are the eight steps you need to consider while developing your personal mission statement:

STEP ONE: Examine the lives of others

Think of the people whom you admire – they can be people from history, or people who feature in your own life. What are their qualities that you would like to emulate? These qualities can relate to their character, values, achievements, personality, or simply the way they live their lives.



Consider the specific reasons why you admire these people (or person), and make a list of these qualities in detail.

STEP TWO: Determine your ideal self



Define the type of person you want to become and what matters most to you (not just what you want to have or achieve).

This ideal should reflect your core values and your definition of living with integrity. Consider all areas of your life, e.g. as a spouse, friend, employee, parent, etc., and who you want to be in each of these roles. This exercise will help you to clarify your personal operating system, and it will remind you of what you are capable of becoming.


STEP THREE: Consider your legacy



Determine all of your life roles (career, family, community, etc.), and write a short statement of how you would like to be described in each of these roles.

Think about how you would like the important people in your life to remember you and talk about you. This exercise will help you to decide how you want to step into each of the roles in your life, and to clarify in concise words how you want others to perceive you.

STEP FOUR: Determine a purpose


-  Write a purpose for each of the four fundamental elements of who you are: physical, mental, emotional and spiritual.

For each element, list the most important priority for you.

STEP FIVE: Clarify your aptitudes

What are the talents and skills you possess that are most important to you and that you actually enjoy?

Part of your personal mission statement should reflect your best aptitudes and strengths; these are what create joy and energy in our lives. When we spend our time on what we do well and enjoy, our lives not only have meaning but also vibrancy.


-  Make a list of all of your personal and professional talents, aptitudes, and skills – even those you may take for granted, like being a good friend or having the ability to organise well. Then circle the skills you enjoy or find fulfilling, and focus on these.

STEP SIX: Define specific goals


Based on everything you have outlined above, what are the related goals you want to achieve in your life? Goals are specific, measurable, achievable, results-focused, and time bound.

As you look at the people who inspired you, the ideal self you have defined, the legacy you want to leave, the purposes you have for the elements of your life, and the aptitudes you want to enjoy, ask yourself: What are the outcomes I want to achieve in my life?

(You might want to create goals for various areas of your life – from your relationships to your hobbies.)

-  Make a list of these outcomes (goals) you want to achieve in your life.

STEP SEVEN: Craft your personal mission statement

-  Taking into account steps one to six, you can now begin to craft your personal mission statement.

Keep it simple, clear and relatively brief (this can be a few sentences or a couple of paragraphs). You can write it as a statement that flows or you can design it with bullet points. How you design it is less important than what you

want to express. Try to keep your words positive and affirmative. Focus on what you want rather than on what you do not want.

Ultimately, you want a personal mission statement that will guide you in your day to day actions and decisions, as well as your long-term goals.

STEP EIGHT: Refine your drafts

Creating a personal mission statement cannot be achieved in one day. It requires introspection, self-analysis and clarity of mind. Often, you will find that you need to develop several drafts before you are ready to settle with a final version. It might take several weeks or even months before you feel really comfortable with your personal mission statement; before you feel that it is a complete and concise expression of your innermost values and directions.



In light of the above, this step needs to be completed after the workshop, in your own time.

Personal Development Plan

Name: _____ Date: _____

Review Dates: _____

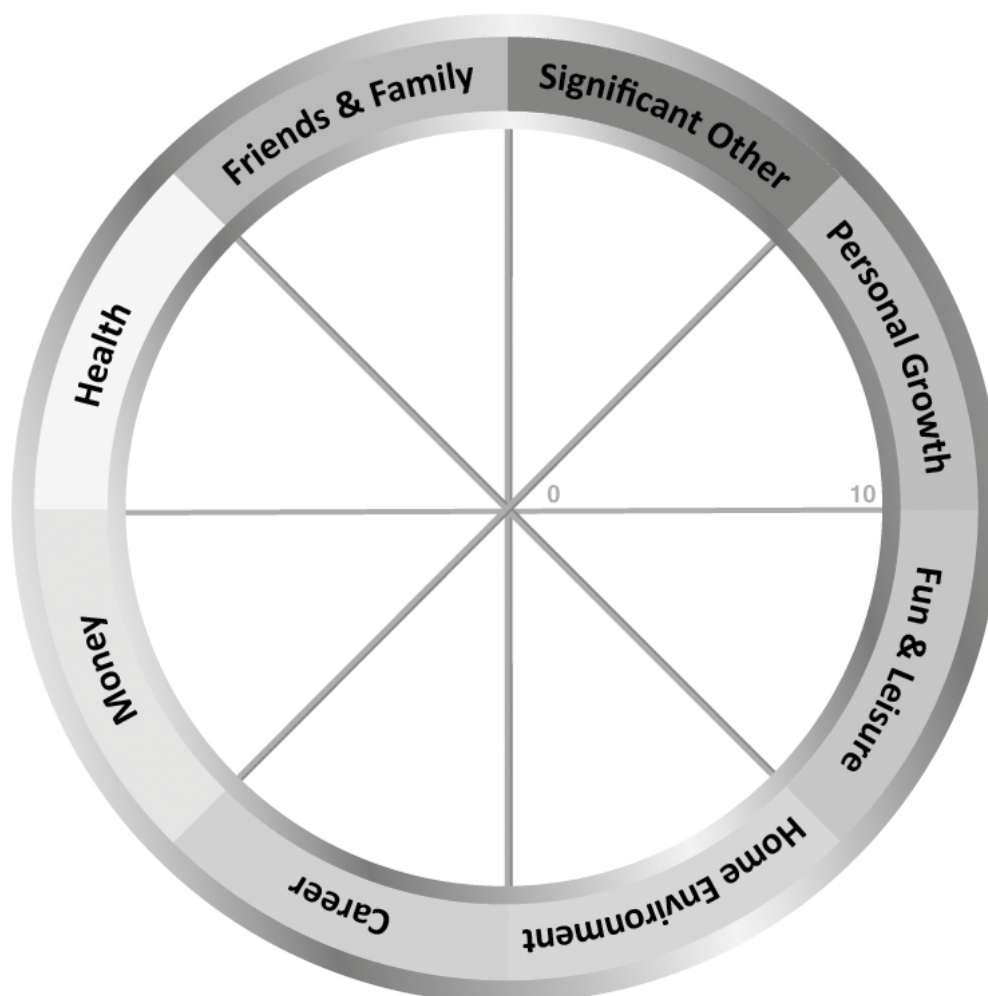
Summary of Goals:

GOALS	ACTIVITIES	RESOURCES REQUIRED	BY WHEN	COMMENTS

YOUR WHEEL OF LIFE

YOUR NAME: _____

TODAY'S DATE: _____

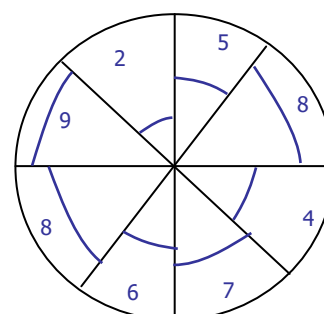


COMPLETE THE WHEEL:

1. Review the 8 Wheel Categories - think briefly what a satisfying life might look like for you in each area.
2. Next, draw a line across each segment that represents your satisfaction score for each area.
 - Imagine the centre of the wheel is 0 and the outer edge is 10
 - Choose a value between 1 (very dissatisfied) and 10 (fully satisfied)
 - Now draw a line and write the score alongside (see example above)

IMPORTANT: Use the FIRST number (score) that pops into your head, not the number you think it should be!

EXAMPLE



DETAILED INSTRUCTIONS - HOW TO COMPLETE YOUR WHEEL

① Review the 8 Wheel Categories

Look at each category. Together, these 8 categories should create a view of a balanced life for you. If necessary, you can split category segments to add something which is missing, or you can rename an area to make it more meaningful for you.

Examples of changes include the following:

- 1) **Family and Friends:**
Split 'Family and Friends' into separate categories.
- 2) **Significant Other:**
Change the category name to 'Dating', 'Relationship' or 'Life Partner'.
- 3) **Career:**
Change the category name to 'Motherhood', 'Work', 'Business' or 'Volunteering'.
- 4) **Finances:**
Change the category name to 'Money', 'Financial Security', or Financial Well-being'.
- 5) **Health:**
This category name could be split or changed to 'Emotional', 'Physical', 'Fitness', 'Spiritual' or Well-being'.
- 6) **Home Environment:**
This category could be split or changed to 'Work Environment', for career or business clients.
- 7) **Fun and Leisure:**
This category name could change to 'Recreation'.
- 8) **Personal Growth:**
This category name could change to 'Learning', 'Self-development' or 'Spiritual'.
- 9) **Other categories** that could be added include 'Security', 'Service', 'Leadership', 'Achievement' or 'Community'.

② Think about what success or satisfaction would feel like for each area.

③ Now, you need to rank your level of satisfaction with each area of your life by drawing a line across each segment (see the example in the hand-out).

- Imagine the centre of the wheel is 0, and the outer edge is 10.
- Choose a value (satisfaction score) between 1 (very dissatisfied) and 10 (fully satisfied).
- Then, draw a line and write the number (score) alongside it (see the example in the hand-out).

④ To finalise the exercise, you now need to choose the 3 areas you would most like to work on, and identify one action for each area.

(Source: Susan M Barber Coaching & Consulting, LLC
<http://susanmbarber.com/>)

Personal Budget Template

BUDGET 2020

Income	January	February	March	April	May	June
Pay						
Interest						
Other Income						
Total Income						

Expenses	January	February	March	April	May	June
Tithe/charitable donations						
Rent/Mortgage						
Electric						
Water						
Transport						
Cellphone						
School expenses						
Car Payment						
Car Repairs						
Car Insurance						
Food						
Loan Repayment						
Savings						
Farming expenses						
Bank Charges						
Misc.						
Total Expenses						

Net Income	January	February	March	April	May	June
Total Income						
Total Expenses						
Total Net Income						
Cumulative Net Income						


July	August	September	October	November	December	Total for Year



July	August	September	October	November	December	Total for Year

July	August	September	October	November	December	


Professional Ethics and Conflicts of Interest
PAIRED WALK ACTIVITY SCENARIOS



1. The week before a conservancy committee meeting to determine which hunter will be selected to partner with the conservancy, one of the hunters (who is an interested bidder) calls you to invite you to meet him at a local lodge for dinner.

 **Do you agree to go?**

............

2. The week before a conservancy committee meeting to determine which hunter will be selected to partner with the conservancy, one of the hunters (who is an interested bidder) calls you to say that he has some extra meat in his freezer from his cattle farm. He would like to drop by your place to give it to you because he does not need it.

 **Do you accept his offer?**

............

3. A businessman has indicated his interest in leasing the conservancy campsite. He invites the conservancy committee and staff to a meeting at the campsite to discuss his offer. When you arrive for the meeting, you notice immediately that he has arranged a braai with meat and drinks. The businessman invites you to enjoy the food and drinks before the meeting.

 **What do you do?**


............


4. A trophy hunter who is interested in entering into a joint venture with your conservancy asks for your bank details. He tells you that he just wants to give you a small contribution for your household expenses because he can see that you do not earn much. He says that he would like to help you. Later, you see N\$5 000.00 on your account, and you are not sure where it comes from.

 **What do you do?**


............



5. You are the conservancy manager. The conservancy office roof is leaking.
 Your brother is a builder. He offers a good price to fix the leaking roof.

 **What do you do?**


............



6. A potential joint venture partner (who is in the process of negotiating a contract with the conservancy) arrives at the conservancy office with boxes of commodities for the community game guards (uniforms, shoes and water bottles).

 **What do you do?**

............


7. You are the conservancy manager. A game guard has resigned and the position is available. The local Induna approaches you and explains that his son would be the best candidate for the job. The Induna asks that you employ him.



 **How do you respond?**

............

8. You are a conservancy staff member. You are in town for conservancy meetings with the Ministry of Environment and Tourism, and you find out that your sister has been admitted to hospital. You stay in town for an extra day so that you can visit your sister.


When you get back to the conservancy, you claim S&T.

 **Do you claim for the day of meetings, or also for the extra day you were in town?**

.....   ..

9. You receive an order for baskets from the Omba Arts Trust in Windhoek. Your mother, sister and cousin are all basket weavers, and they make baskets of reasonable quality. But, you also know that there are ladies in other villages who also produce baskets.


If you were to arrange a box containing your relatives' baskets and sent them to Windhoek, no-one would ever know...

 **What do you do?**


.....   ..


10. During a meeting with a joint venture partner (with whom the conservancy has a Joint Venture Agreement), you mention that your wife is studying in Windhoek and that you are struggling to pay her university fees. The joint venture partner asks how much the fees amount to, and then offers to pay the outstanding balance.

 **Do you accept his offer?**


.....   ..



11. The conservancy vehicle is at your house and the tank is full of fuel. In the evening, you are informed that your uncle is very sick and needs to be taken to the Katima Mulilo Hospital, urgently. Your uncle does not have a vehicle.

 **What do you do?**

.....   ..


12. Two hunters are interested in obtaining the hunting quota for your conservancy. One of the hunters bumps into you in town. You tell the hunter that you are arranging a tombstone for your deceased father's grave. The hunter informs you that he knows someone in Karibib who can make a nice tombstone, and he offers to pay for it.


 **What do you say?**

.....   ..

13. The conservancy would like to have an extension to its office built. You need to present three builder's quotes to the conservancy committee. The conservancy committee will then decide which of the three builders to hire.

You have received two quotes from building companies outside the conservancy that you do not know personally. Your friend, who is also a builder, asks whether you could tell him what the other builders have quoted, so that he can quote a lower price in order to get the tender. He is desperate for work, and you know he would do a good job. Besides, he is a conservancy member, and your friend says that it is better for the income to stay in the conservancy rather than giving it to an outside company.


 **What do you do?**


.....   ..

14. The conservancy would like to have an extension to its office built. You need to present three builder's quotes to the conservancy committee. The conservancy committee will then decide which of the three builders to hire.

You invite your good friend, who is a competent builder, to tender for the job. He hands you three quotes from three imaginary companies, so that he can get the job, and suggests that you just submit all three of them.

You are extremely busy and do not have much time to chase up other companies for quotes.


 **What do you do?**

.....   ..

15. You are in charge of the conservancy finances and record keeping. A game guard has passed away. No-one has noticed that his name is still on the conservancy payroll, and you know that it is very unlikely that someone would pick this up as you are the only person who deals with these particular files.

You get the idea that you could simply change the account number for the game guard's salary to your own, and no-one would ever know. You feel justified because you earn so little, and you feel that the conservancy should be offering you a better market-based salary in any case.

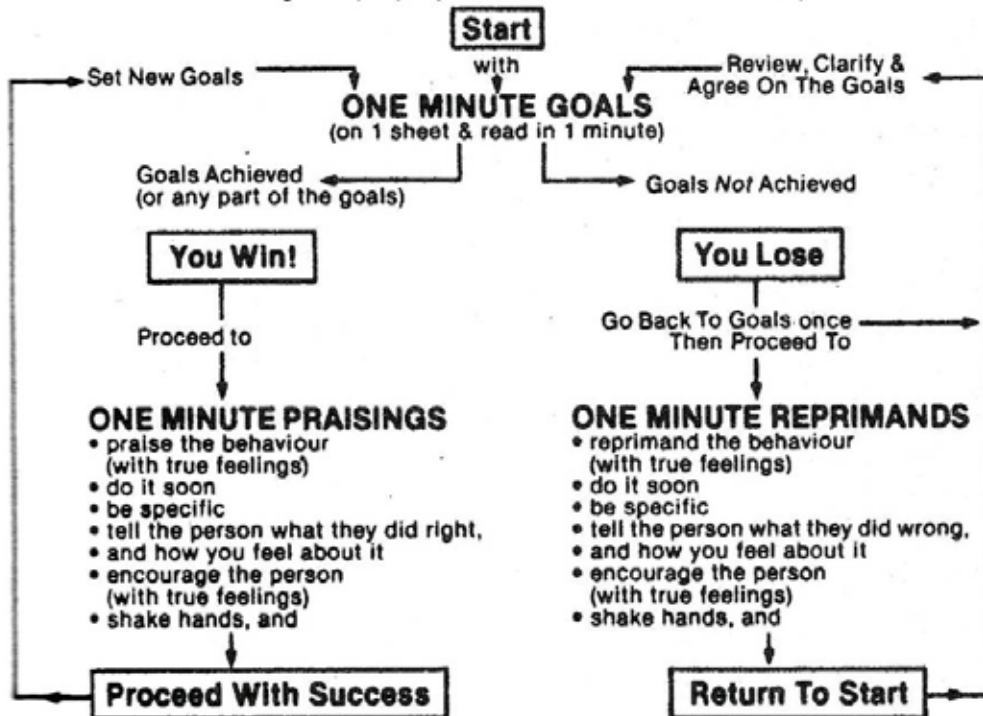
After doing this for a couple of months, you start to feel guilty. The problem is that if you admit what you have done, it is very likely that you will lose your job. Many family members depend on you for their livelihood, and it would be terribly embarrassing for them to find out that you have been receiving a 'ghost' salary for a couple of months.

 **What do you do?**



One Minute Manager Game Plan

A very brief summary of
THE ONE MINUTE MANAGER'S "GAME PLAN"
How to give yourself & others 'the gift' of getting greater results in less time.
 SET GOALS; PRAISE & REPRIMAND BEHAVIOURS; ENCOURAGE PEOPLE;
 SPEAK THE TRUTH; LAUGH; WORK; ENJOY
 and encourage the people you work with to do the same as you do!



(Source: <https://www.kapleronline.com/wp-content/uploads/2015/01/one-minute-manager-game-plan.jpg>)

EFFECTIVE DELEGATION IN THREE SIMPLE STEPS

'Effective Delegation in Three Simple Steps' is a useful process that can help you achieve your goals while empowering your staff members to take on greater responsibilities.

These three steps include the following:

STEP 1

HAND OVER THE RESPONSIBILITY AND AGREE ON EXPECTATIONS

In handing over responsibility for a project or task, remember the following 5 Ws:

- **What:** Make sure that you and the person you are delegating to have an agreed upon, clear picture of what success looks like.
- **Why:** Explain clearly why the project is important and why you have asked the particular person to do it.
- **Who:** Be clear about the roles of everyone involved in a project, including who the owner is (the person ultimately responsible for the project's success), and who else the owner should pull in as helpers, or people who should be consulted along the way.
- **Where:** Where can this person go for help? Is there something that was done in the past that can serve as a model for the current project?
- **When:** Clearly communicate the deadline. You also may want to meet to review the project at interim stages, such as seeing a piece of the project. Be clear about when those interim stages should happen.
- **...and a little bit of the How:** Although people often think that telling someone how to do a task crosses the line of micro-management, you should still share your thoughts about how something might best be done.

STEP 2

DO NOT DELEGATE AND DISAPPEAR

Do not assume that when you hand over a responsibility that it is just going to happen. Make sure things stay on track. Do not watch over the person's shoulder the whole time; rather check in with the person who is responsible for the project to be sure that he/she can adjust before it is too late.

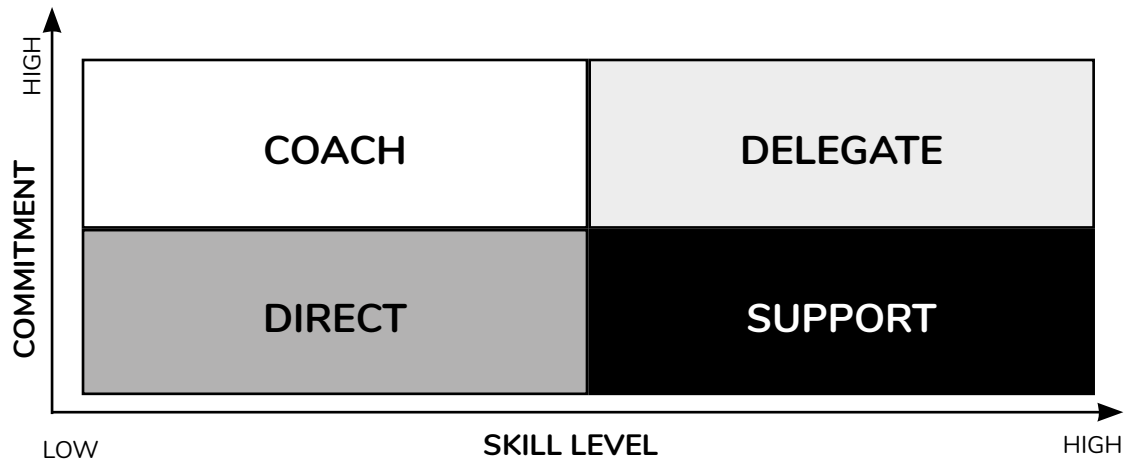
STEP 3

CREATE LEARNING OPPORTUNITIES

Conduct a debriefing on how the project went. This could be a brief conversation or a committee/staff meeting. Consider asking: "What worked? What did not work? And what do we want to remember for next time?"

(Adapted from: https://www.bridgespan.org/insights/library/organizational-effectiveness/effective-delegation-in-three-simple-steps#VUFT1hPF_8U)

DELEGATION STYLES MATRIX

**Coach/Guide (low skill, high will)**

- Invest time early on
 - Coach and train
 - Answer questions/explain
- Create a risk-free environment to allow early 'mistakes'/learning
- Relax control as progress is shown

Delegate (skill and will are both high)

- Provide freedom to do the job
 - Set objective, not method
 - Praise, don't ignore
- Encourage coachee to take responsibility
 - Involve in decision-making
 - Use 'You tell me what you think'
- Take appropriate risks
 - Give more stretching tasks
 - Don't over-manage

Direct (skill and will are both low)

- First build the will
 - Provide clear briefing
 - Identify motivations
 - Develop a vision of future performance
- Then build the skill
 - Structure tasks for 'quick wins'
 - Coach and train
- Then sustain the will
 - Provide frequent feedback
 - Praise and nurture
- **But** supervise closely with tight control and clear rules/deadlines

Support/Excite (high skill, low will)

- Identify reason for low will – e.g., task/management style/personal factors
- Motivate
- Monitor, feed back

PERSONAL LEADERSHIP

Conservancy Manager Development Programme

WORKSHOP EVALUATION FORM

Venue: _____ **Date:** _____

Facilitator/s: _____

 1. On a scale of 0 to 10 (0 = very low | 10 = very high), please rate the overall quality of your experience in this week's workshop:

2. On a scale of 0 to 10 (0 = very low | 10 = very high), rate the quality of your experience in each of this week's sessions:

 a) **Understanding Myself** and my life purpose (my temperament and strengths; my Personal Mission Statement):

 b) **Leading Myself** to achieve my life mission (my Personal Development Plan):

 c) **Managing Myself** to achieve my goals and plans (prioritising and managing my time and finances; professional ethics):

 d) **Leading Others** (building trust; managing relationships with the Conservancy Committee and Traditional Authority, delegation; managing conflict; facilitation and public speaking; developing the capacity of others):

 3. On a scale of 1 to 5, how has this experience expanded your range and helped you to grow and develop as a leader?

 4. On a scale of 1 to 5, to what extent do you understand your strengths and weaknesses as a leader?

 5. To what extent did this experience contribute to your understanding of how to address your conservancy/ NGO's challenges? (0 = not at all | 10 = greatly).

 6. Which aspect (or aspects) of the workshop did you find the most valuable, and why?

