AMERICAN UNIVERSITY OF BEIRUT

NGO MANAGEMENT & LEADERSHIP COMPETENCY MODEL

by
AFIF YOUSSEF TABSH

A project
submitted in partial fulfillment of the requirements
for the degree of Master of Human Resources Management
to the Suliman S. Olayan School of Business
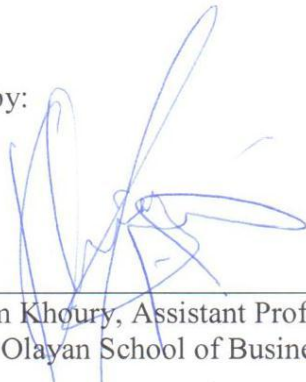at the American University of Beirut

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AMERICAN UNIVERSITY OF BEIRUT

NGO MANAGEMENT & LEADERSHIP
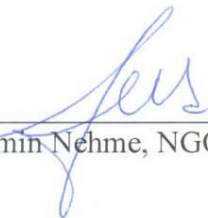COMPETENCY MODEL

by
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ACKNOWLEDGMENTS

AN ABSTRACT OF THE PROJECT OF

Afif Youssef Tabsh   for   <u>Master of Human Resources Management</u>
<u>Major</u>: Human Resources Management

Title: <u>NGO Management & Leadership Competency Model</u>.

An NGO Management & Leadership Model has been developed through this mixed methods study. A literature review was followed with set of surveys and focus groups to identify the competencies needed for individuals in the NGO field in Lebanon.

A set of 20 competencies were identified under three main categories: Technical, Soft Skills and Organizational & Strategic. Moreover, the study included an analysis of common approaches to developing those competencies with a suggested program and approach to developing the necessary training and development programs to build on this study.

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To

My Beloved Family

CHAPTER I

INTRODUCTION

Lebanon has a vibrant civil society with more than 8,000 registered NGOs in country with a population of around 4 million, thus there is almost an NGO for every 500 citizens. Historically, volunteer social service organizations can be traced as early as 1860s in Lebanon (Bennett, 1995). Most of which started as benevolent organizations from wealthy individuals or religious entities (Seyfert, 2014). With millions of dollars' worth of funding, the impact of NGOs in Lebanon is rather considerable. On the other hand, the skills, knowledge set or expertise that those managing NGOs are expected to have is rather vague. This is leading to major discrepancies in the performance of those organizations. In addition, due to numerous man-made disasters over the years in Lebanon, networking between NGOs to share knowledge and collaboration as well as long term planning has been stumped (Abelson, 2003)

Moreover, in Lebanon, a group of citizens with unrelated skills sets or experiences, come together to form an NGO. With their lack of experience in NGO work and usually incompatible management and leadership styles, NGOs are dismantled or become dysfunctional after in-board conflicts, bad management of finances, lack of strategic planning, inconsistency in projects, and turnover of staff as they are usually recruited on a project basis.

In other cases, NGOs become donor-oriented, where they shift their priorities, projects and locations of work based on availability of funds from donors (Seyfert, 2014). This usually leads to going off track from the main objective of the NGO and pursuing a type of work that is neither aligned with the mission of the NGO nor with the

expertise present within the organization.

This, in many cases, is causing a loss of momentum, weak community trust in NGOs, limited incremental knowledge accrual within the organization, not always reaching objectives and unprofessionalism in how the organization is managed (Seyfert, 2014). Those issues have been identified through various discussions and conferences pertaining to NGOs in Lebanon and their relations with donors over the past few years. Yet, there is a shortage in official studies that confirm and quantify those issues.

To tackle those issues, there is a growing need to develop the capacity of NGO leaders and managers to improve their performance in their organizations, improve the return on investment and amplify the impact they are leaving on the community.

Managing NGOs has its own peculiarities in comparison to working in private sector. Individuals working in NGOs have to cater to the needs of two clients, the donors and the beneficiaries, rather than just the one-client model of private sector. NGO team members function in a rapidly changing environment, limited resources, multi-stakeholder participatory approaches and stressful situations. This is perhaps due to the disaster relief nature of a big portion of NGOs in Lebanon.

In this context, this research project aims at identifying the competencies needed and optimal approaches to train leaders and managers of NGOs on those competencies. This will eventually lead to a training program to be developed in the future. Accordingly, the program can be implemented at the AUB's Continuing Education Center to cater to the needs of NGOs in building their capacity.

CHAPTER II

LITERATURE REVIEW

Overview on NGOs

NGOs have their peculiarities and differences, yet it is important to mention that not all non-profit organizations or development organizations are to be considered NGOs. In this context, here are some sample definitions for NGOs. According to the UN, an NGO is an "organization created by natural or legal persons" that is independent from the government. The website NGO.com defines NGOs as "any non-profit, voluntary citizens' group which is organized on a local, national or international level", thus missing any aspect specifying its relationship with the government. So further research was done to get more accurate definitions and a website called SIL.com specialized in languages had the following definition for NGOs, it is an organization based on a common interest of individuals or organization but "has no governmental status or function, and is not created by a government, nor is its agenda set or implemented by a government". Thus, SIL's definition clearly defines its relation with the government and clarifying what organizations should be excluded from being considered NGOs. On the other hand, the World Bank defines NGOs as "Private organizations that pursue activities to relieve suffering, promote the interests of the poor, protect the environment, provide basic social services, or undertake community development" but the issue with such a definition is that it lacks any distinction between being a non-profit or for profit organization. Based on the above definition by the World Bank, all private companies that work on social causes, like social enterprises, are considered NGOs, which in reality is not true. Moreover, it does not specify the relation

with government.

The definitions above are rather inconsistent, some miss the fact that NGOs must not include any governmental members nor be founded or managed by any governmental body. While others miss the voluntary and staff base, some others completely disregard the not-for-profit aspect of NGOs.

Based on the aforementioned definitions, and for the purpose of this study, an NGO will be defined according to the following criteria:

- Is a legal entity founded by natural or legal persons?

- Not initiated nor managed by any government.

- Doesn't accept membership of governmental bodies.

- Works to fulfill community needs rather than profit, i.e. not for profit.

- Can be based on voluntary work, paid staff, or both.

In this context, organizations like UNDP, ESCWA, UNESCO, ILO, OPEC, FAO, and the Arab League are not to be considered NGOs in this study as they do not fulfill all of the above criteria, especially the non-governmental component.

The concept of NGOs and the nonprofit sector is not necessarily homogenous globally. For example, Salomon (1997) mentioned different countries around the world and how they view nonprofits in very different ways. Many of the developed countries, like in the US, Canada, Germany, France and others, have a highly regulated nonprofit sector with incentives and support from the state, while many of the developing countries consider nonprofit and NGOs as a threat to state's power like in Egypt, Brazil and many of the countries in the gulf. Thus, countries and cultures have implications on how NGOs function and what kind of roles they play (Anheier, 2001).

Moreover, the field of work of NGOs varies tremendously and goes beyond what many people believe it to be. Many do not realize that many educational,

healthcare, recreational, cultural and professional institutions are considered NGOs or nonprofits (Billis, 2010; Anheier 2005). To reflect it locally, institutions like AUB, Makassed Schools, Al Zahraa Hospital, Lebanese Conservatoire, Iqra' Foundation and many others are all considered NGOs. That is aside from the political parties, which in Lebanon also fall under NGOs, as they are non-state, non-governmental organizations that do not seek profit. So the diversity and volatility of such a sector and its fields of work has made it a challenge for NGO leaders and manager to always succeed in their endeavors as they might not be well equipped to manage an organization in this sector.

On the other hand, many of the underlying competencies and roles of NGO leaders and managers are similar across countries and fields of work (Drucker, 1990). Yet cultural differences and state regulation have an impact on the prioritization of certain competencies and the applicability of those competencies. For example, in countries like Lebanon, with very loose regulation of the sector and weak incentives by government for private sector to finance NGOs like tax cuts and incentives, financing options become quite flexible and challenging. NGOs depend heavily on external donors and funders in Lebanon as their main source of resources. This in turn opens the door for a lot of external intervention in the societal and economic affairs of the country as organizations avoid battling over finite sources of local funding, and seek international support.

As a result of the loose regulation in Lebanon, volatile political situation, regular humanitarian and social crises and weak government services, the Ministry of Interior registers hundreds of NGOs annually with a total exceeding 8,000 registered and active NGOs in Lebanon as of late 2013. This in turn leads to further competition among NGOs to secure support, funding, and volunteers while lacking the knowledge and expertise in this sector to lead their institutions into success. In general, a rather

considerable number of NGOs fall behind on the requirements to be active and some might even become dismantled as per a source in the MoI who prefers to stay anonymous. Many of those cases are due to bad management, lack of funding, inability to secure volunteers and thus falling behind on performing on their mission and vision for the future.

Categorization of NGOs by Geographic Scope

To better understand NGOs, one needs to understand the size of NGOs and the size of their impact. Just like private sector organizations are categorized as local companies, regional companies and multinationals, a similar categorization can be done for NGOs. Below is the suggested categorization based on the geographic scope of the work of the NGOs and the beneficiary groups they serve. This categorization is based on the way many donors differentiate NGOs by their coverage. However, this is not the only way for categorization by donors and other funding agencies, but it will be adopted for the purpose of this study.

- *Community Group*: Organizations that target a narrow geographic scope like a street, a village or small area in a city. Alternatively, they can be targeting a family or a local interest group. Examples of such organization are Family Associations and Village Cultural Clubs.

- *Local NGO (LNGO):* Organizations that target a geographic scope wider than the above type of organizations spanning multiple cities or a country at large. Examples of such organizations are Aie Serve, Kafa, Sesobel, Greenline, Ayadina, Beeatoona and Ibtissama.

- *Regional NGO (RNGO):* Organizations that span multiple countries in a specific region. Usually they refer to regions like Levant, MENA, EMEA, Far East,

Middle East, North America, Europe, EuroMed and the like. Examples of such organizations are MENA Entrepreneurs Summit, Anna Lindh Foundation (EuroMed), African Aid Network, and European Youth Federation.

- *National NGO (NNGO):* Organizations that target a nation or a certain ethnic group or nationality across multiple countries and regions. Examples of such organizations are MentorArabia, Injaz, Safar Fund, Lebanese Diaspora Network and USA Red Cross.

- *International NGO (ING*O): Organizations that work in multiple regions, countries or continents without any limitation to any ethnic group, nationality, religion or the like. Such organizations usually exist in at least 3 continents or receive a title of being international by the UN if they have an office in Geneva and support initiatives globally. Some of those have a consultative or advisory role in UN bodies. Examples of such organizations are SHRM, PMI, World Vision, Red Cross, Rotary, Greenpeace, and Oxfam.

Overview on Competencies

Competencies are behaviors that reflect the individuals' skills, knowledge and abilities that are necessary to be successful in their role within an organization. According to SHL, competencies are about "how knowledge and skills are used in performance, and about how knowledge and skills are applied in the context of some particular set of job requirements". It is essential for organizations to succeed to have individuals with the right competencies in leadership roles. This will allow the individuals in leadership roles to properly perform their duties and know what needs to be done to push their organization forward. Thus, the focus of this section is to highlight the categories of competencies that will be used in this study.

Competencies in this study will be put forth in 3 main categories:

- Technical *(Proposal Writing, Moderating Meetings, Using Software, Industry-specific Knowledge, etc.)*

- Soft Skills *(Leadership, Negotiation, Communication, Team Building, Empathy, etc.)*

- Strategic & Organizational *(Strategic Management, Systems Thinking, Project Management, etc.)*

In this context, this study aims at identifying the competencies required for individuals to excel in their managerial or leadership role in NGOs in Lebanon under the suggested main categories. Here we're taking in consideration the context of Lebanon and the issues that were mentioned earlier as a guideline for the competencies. But to have a better informed approached, a research was done on current training programs for NGO managers and leaders to identify what topics they cover and see if any further competencies can be identified.

Overview on Available NGO Management Training Programs

There exists few training programs at the level of universities around the world that deliver training programs specialized for NGOs. For example, there is the NGO Management School in Switzerland, American University of Paris, Tufts University Fletcher School, and Harvard's Kennedy School that have either a series of courses, a certificate or a postgraduate diploma (Cass.City.Ac.uk; Harvard.edu; NGOManager.org; AUP.edu; TUFTS.edu). Those universities can provide a useful international perspective on competencies and training topics being offered to NGOs around the globe (Centre4SocialImpact.org). Locally, there is only the Masters in NGO Management offered by La Sagesse University (ULS.edu.lb) which can provide some

useful input on the competencies and training topics from a local perspective.

The NGO Management School in Switzerland provides a long list of training topics from Strategic Planning, to Designing Community Projects to Project Management and Financing of NGOs. Yet from a review of their courses and learning outcomes, it was identified that the topics covered cater more to international organizations and organizations from first-world countries. Thus, these topics do not cover the local context of NGOs functioning in a country like Lebanon with a different culture and very different set of regulations, governmental oversight and community needs.

As for the program of the La Sagesse University, the Master's Program for International Organizations and NGOs, which they have under Political Science and International Relations department, is done in partnership with Francois-Rabelais Tours University of France and Paris-Sud University. Thus, it has two main shortcomings. The first shortcoming is that it is a highly academic program that focuses more on theory and concepts as it falls under their masters' degrees. The second shortcoming is that it is dependent on research and accreditation with 2 universities from France thus adopting more of a Francophonic approach to studying, analysis of NGO needs. Moreover, the topics covered that might not necessarily map to local community needs nor takes into consideration the local culture, regulations, relations with donors and mindsets of beneficiary groups.

Yet all the aforementioned programs provide valuable input on topics that are common across the board in all those institutions. This shows that there is an overlap and thus will be used as a starting point for this research to guide the discussion. After a review of those programs and other standalone training programs by international organizations and training firms, a list of common topics was identified. These topics

are:

- Strategic Planning

- Proposal Writing

- Fundraising

- Project Management

- Human Resources Management

- Community Needs Assessment

- Monitoring & Evaluation

Those topics were used to identify competencies that were later used in the quantitative and qualitative analysis.

Current Study

Research Objectives

Taking the Lebanese context in mind, this exploratory research aims at identifying:

- Key competencies needed by individuals in managerial positions in NGOs.

- Optimal design of the training program based on these competencies.

Research Questions

- What competencies should individuals in managerial roles in NGOs in Lebanon have?

- What are the best training methods needed to build the aforementioned competencies, taking into consideration the Lebanese context?

Methods

Research Sample & Procedure

The research is based on a mixed-method approach. The research included a literature review on the status of NGOs in Lebanon, the competencies needed for NGO leaders and managers in Lebanon, available training programs and most appropriate ways of delivering such a training program. Then it was followed by 2 focus groups, one with individuals from within NGOs and the second with donors, training providers and other individuals external to NGOs. The aim of the 2 focus groups was to get both an internal view of the required competencies and an external view. After the focus groups, a survey was distributed to more than 2,500 people from the NGO community with the aim of securing at least 100 responses. Accordingly, a triangulation was done between the literature, the focus group results and the survey results.

For the survey (Appendix III), 5 types of demographics were used to help in understanding the differences and similarities of the respondents with respect to the competencies we're measuring. Below is an overview of the demographic information that the survey contained:

Table 1

Survey Demographics Description

Type	Options
Role in NGOs	NGO Board Member
	Manager/Coordinator in an NGO (Staff or Volunteer)
	NGO Staff or Volunteer (Non Managerial)
	Donor/Funding Organization Staff Member
	Training Organization Representative
	Consulting Organization Representative
Category of NGO	Community Group
	Local NGO
	Regional NGO
	National NGO
	International NGO

"Table 1

Continued"

Type	Options
Age	70 + years 50 to 69 years 40 to 49 years 30 to 39 years 18 to 29 years
Academic Degree	Ph.D./DBA MS/MA BS/BA Baccalaureate Brevet
Work Location	Beirut Batroun-Jbeil Kesserwen Metn South Metn North Chouf Bekaa North Bekaa Center Bekaa South North Lebanon South Lebanon

For the focus groups, the participants were randomly selected from NGOs across Lebanon and a list of identified stakeholders with 6 participants per focus group. As for the survey, it targeted the following categories of people:

- NGO Founders

- NGO Board Members

- NGO Staff

- NGO Volunteers

- NGO Advisors

- NGO Consultant

- NGO Trainers

- Donors & Funding Agencies

- Organizations that Collaborate with NGOs *(Civic Engagement Centers in Universities, Research Institutes..etc)*

To secure the responses, the target group was contacted via various outlets and with regular reminders over a period of 3 weeks. Below are outlets used to distribute the survey:

- Personalized Emails

- Specialized Platform for NGO Community. (Daleel-Madani)

- Mass Email to NGO Community (LDN)

- Specialized LinkedIn Groups

- Specialized Facebook Groups

- Personal Calls/Messages to Fill Survey

Focus Group Details

The 2 focus groups were done at the AUB's Continuing Education Center (AUB-CEC), lasted for 90 minutes and hosted 6 participants each. During the focus group, there was a co-moderator assisting. The co-moderator took notes and focused on time keeping, ensuring that all questions are answered in the time allocated. The moderator led the session and asked the questions. The sessions were audio recorded for the analysis, future referencing and archiving.

Considering that each question was estimated to take around 10 minutes of discussion, the total number of questions was 9 under 3 main categories: Competencies Identification, Competencies Verification and Training Program Design. Kindly check Appendix I for the list of questions and Appendix II for the list of competencies used for verification.

Survey Details

The survey was developed electronically using a Google Form to collect the results in a reliable and accessible manner. Survey participants were given 2 weeks to respond with regular reminders, and then was followed by a 1-week extension.

The survey was designed to be answered in around 10~15 minutes to ensure a higher response rate and not overwhelm the participants. There were two types of questions; the first was about demographics like age, academic degrees, location of work, role in the organization, and category of their NGO. The second type of questions was about the competencies. The competencies were the same as those used in the focus group to ensure consistency of the results. The survey had a scoring of 1 to 5 for each competency, from the least relevant (1) to and absolute must (5). Kindly check Appendix III for the survey questions.

CHAPTER III

RESULTS

Focus Groups

Internal Stakeholders

As a summary of the Thematic Template Analysis (Appendix IV), the recurrence of the specific codes was used to prioritize the related competencies. Accordingly, the items that were mentioned only once, were considered low priority, those mentioned 2~3 times were considered medium priority and those mentioned 4 or more times were considered high priority.

The logic behind such a prioritization scheme is that the focus group had 6 participants, thus if a point was mentioned only once it probably isn't a major concern, so it got a low priority. Points mentioned 2~3 times, means still less than half of the participants considered it of value, so it got a medium priority. Any point beyond that, not only means that more than half of the participants mentioned it, but perhaps some participants reiterated its importance, thus a score of 4 or above is considered of a high priority (Table 2).

External Stakeholders

As a summary of the Thematic Template Analysis (Appendix IV), the recurrence of the specific codes was used to prioritize the related competencies. Accordingly, the items that were mentioned only once, were considered low priority, those mentioned 2~3 times were considered medium priority and those mentioned 4 or more times were considered high priority. The logic followed here is the same as the previous focus group as the number of participants was equal (Table 3).

Table 2

1st Focus Groups Template Analysis Summary

Broad Code	Specific Code	Recurrence	Priority
Technical	Administrative Skills	1	Low
	Researching	1	Low
Strategic & Organizational	Understanding Context	7	High
	Follow Up	3	Medium
	Strategic Thinking	3	Medium
	Networking & PR	2	Medium
	Ethics	1	Low
	Financial Management	1	Low
	Funding	1	Low
	Legal Management	1	Low
	Planning	1	Low
	Succession Planning	1	Low
Soft Skills	Leadership	8	High
	Communication Skills	7	High
	Team Management	5	High
	Transparency	4	High
	Coaching	2	Medium
	Decision Making	2	Medium
	Delegation	2	Medium
	Accountability	2	Medium
	Conflict Management	1	Low
	EI	1	Low
	Flexibility	1	Low
	Passion	1	Low
	Respect	1	Low
	Stress Management	1	Low
	Trust	1	Low
Learning & Development	Interactive Learning	10	High
	On the Job Learning	4	High
	Coaching & Mentorship	3	Medium
	Self-Directed Learning	3	Medium

Table 3

2nd Focus Groups Template Analysis Summary

Broad Code	Specific Code	Recurrence	Priority
Technical	Branding	1	Low
	Proposal Writing	1	Low
	Specialization	1	Low
	Technical Skills	1	Low
Strategic & Organizational	Strategic Thinking	8	High
	Understanding Context	5	High
	Funding Skills	5	High
	Networking	3	Medium
	Institutionalization	2	Medium
	Management Skills	2	Medium
	Partnership Building	1	Low
	Planning Skills	1	Low
	Succession Planning	1	Low
	Ethics	1	Low
	Follow Up	1	Low
Soft Skills	Team Management	6	High
	Communication Skills	4	Medium
	Leadership Skills	3	Medium
	Transparency	3	Medium
	Conflict Management	1	Low
	Creativity	1	Low
	Credibility	1	Low
	Critical Thinking	1	Low
	Dedication	1	Low
	Motivation Skills	1	Low
	Open Mindness	1	Low
	Passion	1	Low
	Time Management	1	Low
Learning & Development	Interactive Learning	9	High
	On the Job Learning	3	Medium
	Self-Directed Learning	2	Medium
	Coaching & Mentoring	1	Low

Survey

The survey target group was around 2,500 individuals whereby 1,300 individuals were reached and out of them around 113 responded. This led to a response rate of 8.7% from those who received the message and an overall 4.5% of the overall target group.

In the proposal made, a threshold of 100 respondents was considered to improve reliability and representativeness of the study, with a suggested target group of 500 people. Yet as the survey was published, the response rate was much less than the expected and thus further outreach for the survey was done with an extension to the deadline to ensure a sufficient number of responses.

Demographics

The survey included five demographic categorization of respondents to assist in the analysis of the competencies and their relevance to different stakeholder groups. The categories covered are:

- Position in Organization

- Age Group

- Category of NGO

- Highest Academic Degree

- Office Location

The full demographic information is provided in Tables 4-8.

Figure 1

Survey Responses: Position in Organization

- Manager/Coordinator in an NGO (Staff or Volunteer)
- NGO Board Member
- NGO Staff or Volunteer (Non Managerial)
- Training Organization Representative (Owner, Trainer, Management, Staff...etc.)
- Consulting Organization Representative (Owner, Consultant, Management, Staff...etc.)
- Donor/Funding Organization Staff Member
- Consultant to NGO Board
- Environmental Engineer
- Expert in development
- None member

Figure 2

Survey Responses: Age

- 18 to 29 years
- 30 to 39 years
- 50 to 69 years
- 40 to 49 years
- 70 + years
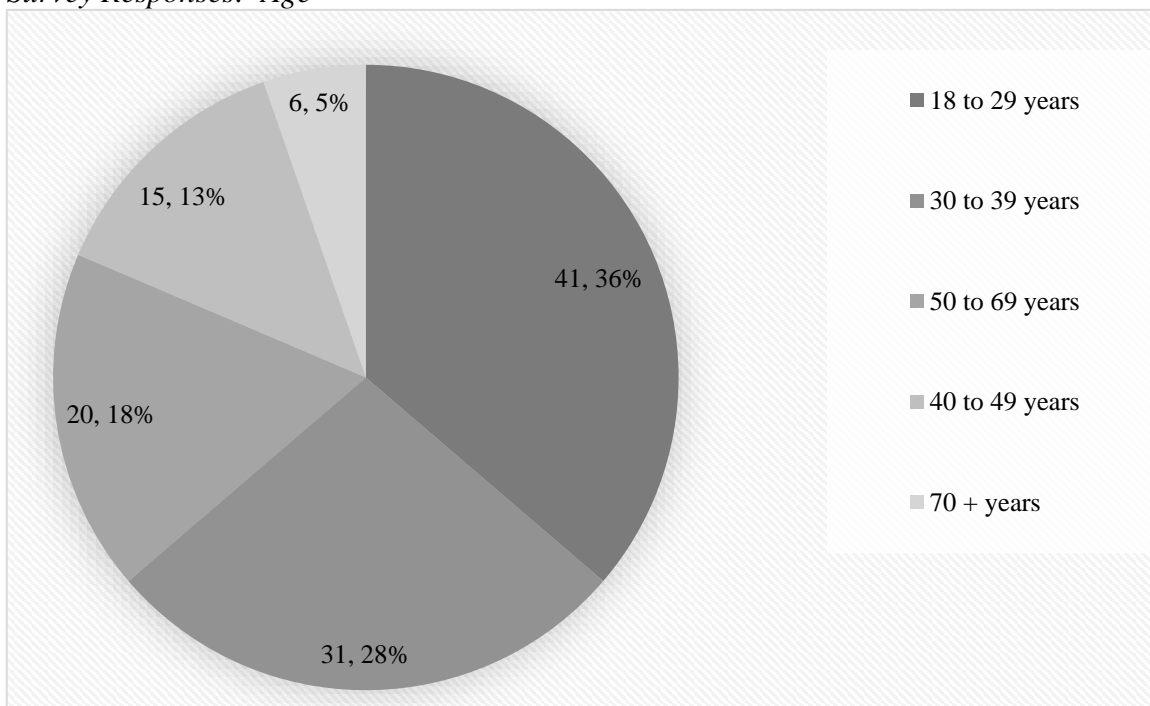
Figure 3

Survey Responses: Category of NGO

Local NGO (an NGO that serves all Lebanon)

International NGO

Community Group (local village group, family association, or geographic scope limited to certain area in Lebanon)

National NGO (an NGO that works with many Arab countries)

Regional NGO (an NGO that has services/offices in more than 1 country in the region)

Non-NGO Participants
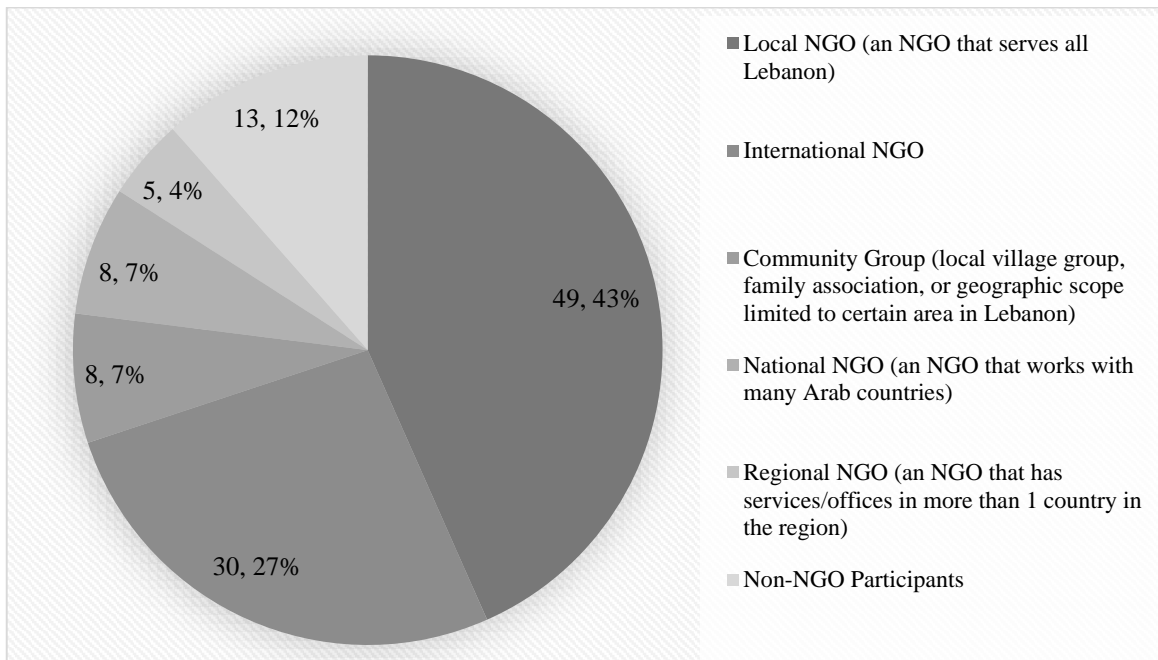
Figure 4

Survey Responses: Academic Degrees

MS/MA

BS/BA

Ph.D./DBA

Baccalaureate
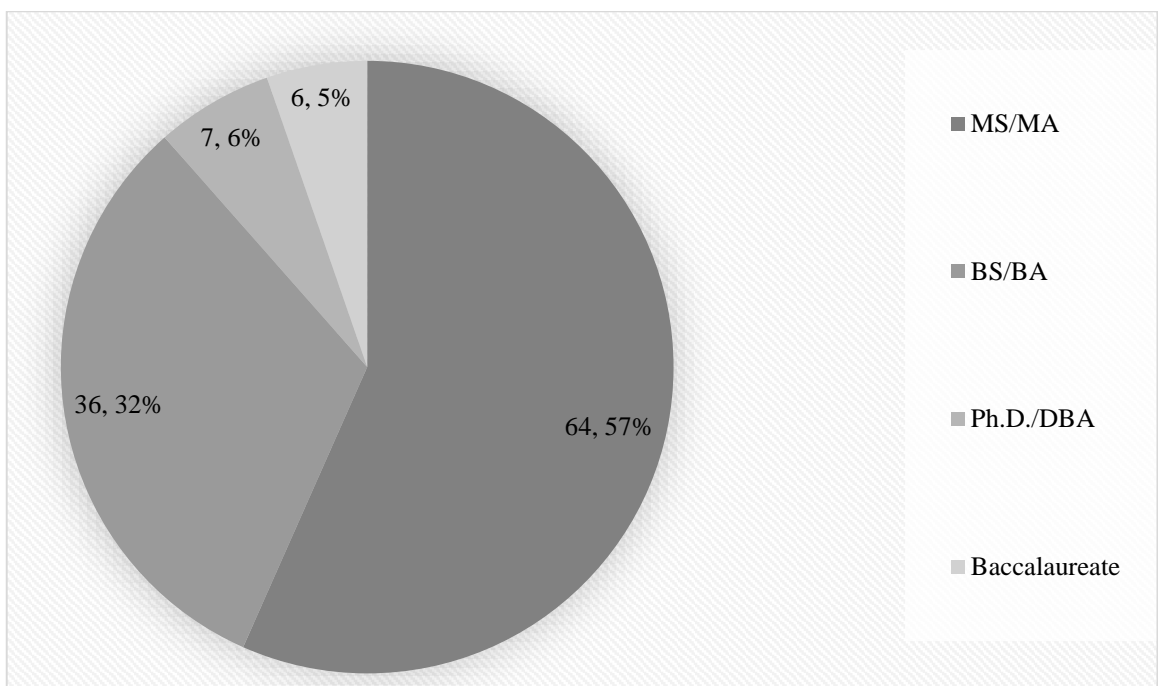
Figure 5

Survey Responses: Office Location
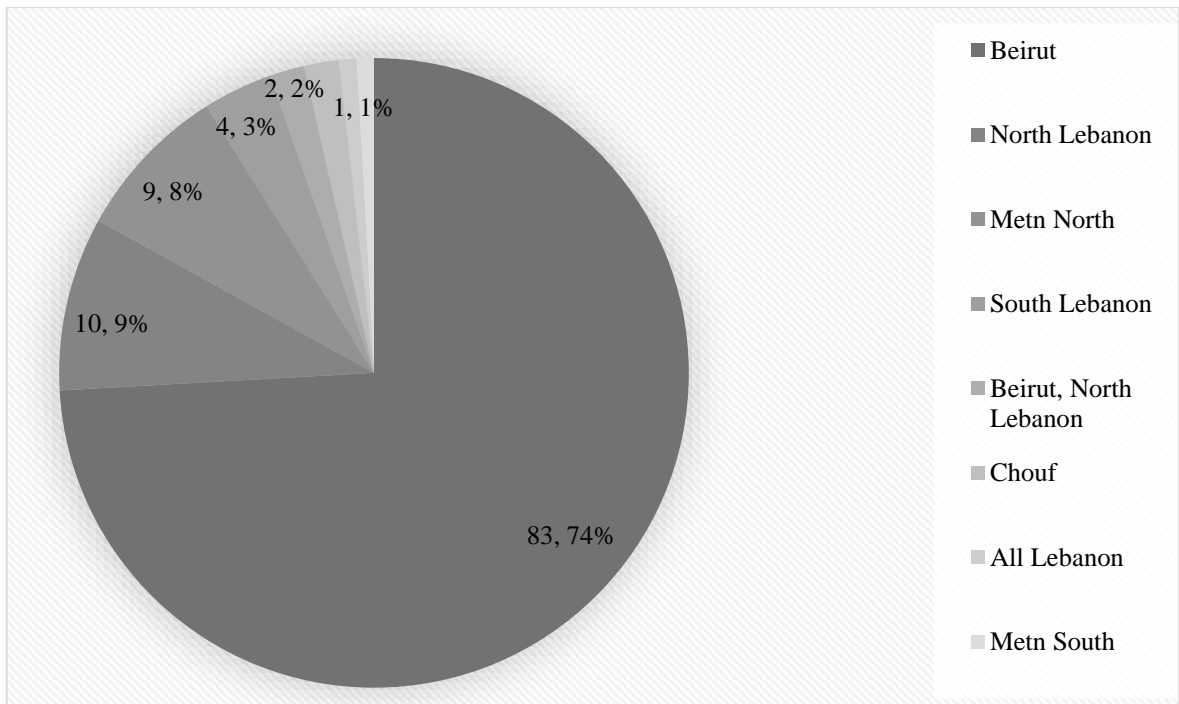
Competencies Analysis

The competencies were rated on a 1-5 scale:

5 – The competency is an absolute must have and has a major impact on

performance.

4 – The competency is important to have and has a considerable impact on

performance.

3 – The competency is good to have and might result in good results, but is not

a must.

2 – The competency is not important to the role but is nice to have.

1 – The competency is not related to role and has no added value to

performance.

The results were added up to generate a single score per competency. This was then sorted to identify priorities or importance of competencies based on the weight that each had. Accordingly, similar to focus group results, the ranges were distributed as high, medium and low.

Technical Competencies

The input from respondents leads to the following results:

Figure 6

Survey Responses: Technical Competencies Radar
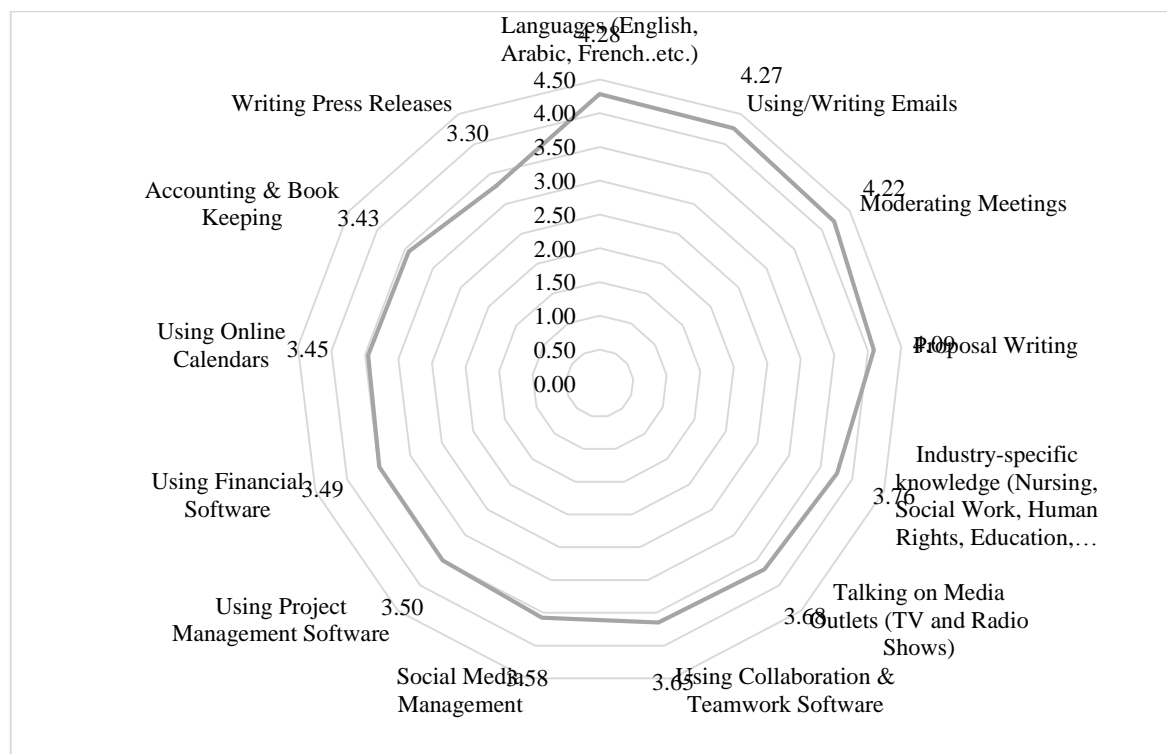
Languages, Using/Writing Emails, Moderating Meetings and Proposal Writing received a considerably higher score than the other competencies as they were higher than one standard deviation (0.33) than the average (3.75). The medium priority

competencies scored in the range of 3.41 and 4.08 (ie 1 standard deviation below and above the average). So for competencies of a score less than 3.41 they are considered to be low priority. Thus to be able to prioritize the competencies properly, the following scoring was done:

- Competencies that scored higher than 4.08 were considered high

- Competencies that scored between 3.41 and 4.08 were considered medium

- Competencies that scored below 3.41 were considered as low priority

Table 4

Survey Responses: Technical Competencies Prioritization

Competency	Score	Priority
Languages (English, Arabic, French, etc.)	4.28	High
Using/Writing Emails	4.27	High
Moderating Meetings	4.22	High
Proposal Writing	4.09	High
Industry-specific knowledge (Nursing, Social Work, Human Rights, Education, Relief, Construction, etc.)	3.76	Medium
Talking on Media Outlets (TV and Radio Shows)	3.68	Medium
Using Collaboration & Teamwork Software	3.65	Medium
Social Media Management	3.58	Medium
Using Project Management Software	3.50	Medium
Using Financial Software	3.49	Medium
Using Online Calendars	3.45	Medium
Accounting & Book Keeping	3.43	Medium
Writing Press Releases	3.30	Low

Soft Skills

The input from respondents leads to the following results:

Figure 7

Survey Responses: Soft Competencies Radar
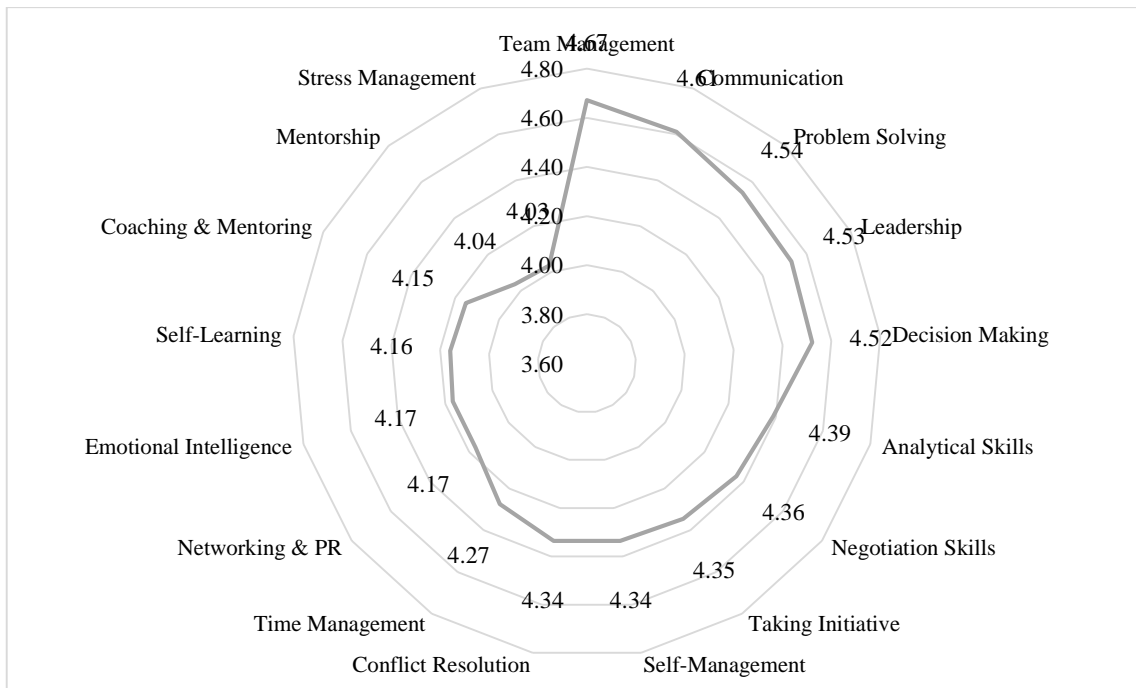
Doing a similar analysis to that of Technical competencies, we identify that

Team Management, Communication, Problem Solving, Leadership and Decision

Making received a considerably higher scoring than the other competencies as they

were higher than one standard deviation (0.18) than the average (4.33). The medium

priority competencies scored in the range of 4.15 and 4.51 (ie 1 standard deviation

below and above the average). So for competencies of a score less than 4.15 they are

considered to be low priority. Thus the following scoring was done:

- Competencies that scored higher than 4.51 were considered high

- Competencies that scored between 4.15 and 4.51 were considered medium

- Competencies that scored below 4.15 were considered as low priority

Table 5

Survey Responses: Soft Competencies Prioritization

Competency	Score	Priority
Team Management	4.67	High
Communication	4.61	High
Problem Solving	4.54	High
Leadership	4.53	High
Decision Making	4.52	High
Analytical Skills	4.39	Medium
Negotiation Skills	4.36	Medium
Taking Initiative	4.35	Medium
Self-Management	4.34	Medium
Conflict Resolution	4.34	Medium
Time Management	4.27	Medium
Networking & PR	4.17	Medium
Emotional Intelligence	4.17	Medium
Self-Learning	4.16	Medium
Coaching & Mentoring	4.15	Medium
Mentorship	4.04	Low
Stress Management	4.03	Low

Organizational & Strategic Competencies

The input from respondents leads to the following results:

Figure 8

Survey Responses: Organizational & Strategic Competencies Radar

Doing a similar analysis, we identify that Project Planning & Management, Strategic Planning and Stakeholder Management received a considerably higher scoring than the other competencies as they were higher than one standard deviation (0.3) than the average (3.99). The medium priority competencies scored in the range of 3.69 and 4.29 (ie 1 standard deviation below and above the average). So for competencies of a score less than 3.69 they are considered to be low priority. Thus the prioritization became as follows:

- Competencies that scored higher than 4.29 were considered high

- Competencies that scored between 3.69 and 4.29 were considered medium

- Competencies that scored below 3.69 were considered as low priority

Table 6

Survey Responses: Organizational & Strategic Competencies Prioritization

Competency	Score	Priority
Project Planning and Management	4.52	High
Strategic Planning	4.48	High
Stakeholder Management	4.33	High
Community Engagement	4.00	Medium
Budgeting & Financial Management	3.99	Medium
Partnership Building	3.90	Medium
Operations & Office Management	3.88	Medium
Human Resources Management	3.82	Medium
Risk Management	3.71	Medium
Systems Thinking	3.68	Low
Legal Management	3.54	Low

CHAPTER IV

REGRESSIONS AND STATISTICAL ANALYSIS

Multiple regressions were done for the three competences on each of the five demographic categories. The reason behind those regressions was to understand if there are any discrepancies in the results based on the demographic categories. If for example different age groups valued certain competencies differently, the study would benefit from differentiating that as part of the competency model. Based on the regression, an analysis was done on the result to decide on the effect of these demographic categories at 5% significance level. The following are the three sets of regressions that represent the three dependent competency levels under study.

Set 1: $TechComp = \alpha_0 + \alpha_1 Role + \alpha_2 Cat + \alpha_3 Age + \alpha_4 Deg + \alpha_5 Loc$

Set 2: $SoftSkill = \beta_0 + \beta_1 Role + \beta_2 Cat + \beta_3 Age + \beta_4 Deg + \beta_5 Loc$

Set 3: $OrgStComp = \gamma_0 + \gamma_1 Role + \gamma_2 Cat + \gamma_3 Age + \gamma_4 Deg + \gamma_5 Loc$

Variables and Symbols Used

These regressions would allow for a more comprehensive understanding about the needs of each NGO based on its demographics, which would enable a better understanding of how shall a training program be customized with the competencies of interest that suits best each NGO. The NGO training program should have its pillars and the basic foundations yet it ought to to be tailored to respond to the critical gaps a certain NGO is suffering from. Hence the results show that the demographics do assert the need to treat each NGO differently.

Table 7

Regression Legend

Variable	Symbol
Technical Competency	TechComp
Soft Skill	SoftSkill
Organizational and Strategic Competency	OrgStComp
Role in NGO(direct or indirect stockholder)	Role
Category of NGO	Cat
Age of Members in NGO	Age
Highest Academic Degree	Degree
Location of NGO	Loc

Results and Analysis

Regression 1

The purpose of this set is to find the relationship between the importance of Technical Competencies and the five demographic categories which are: the role in the NGO, the NGO Category, the age, the highest academic degree, and the location of the office

The results of the statistical analysis are shown in Table 8.

- *Summary of statistical output for Regression Set 1.*

The p-values of the constant and the Age are less than 0.05 while the p-values of the other independent variables are greater than 0.05. Thus, the results indicate that Age is the only significant predictor here for technical skills, and the other independent variables were not found to be significant predictors.

with $R = 0.187$, $R^2 = 0.035$, and the adjusted $R^2 = 0.026$

Further on to assess the Age effect on the Technical competencies ratings a comparison test is held to determine whether there are any differences in the means between the groups of responses to the Technical Competencies ratings based on Age

split (Youth and Seniors). This is done in order to identify whether taking all the groups

of a specific demographic factor as one independent variable does not alter the results.

Table 8

Regression 1: Summary

Dependent Variable	*Technical Competencies*		
	(Constant)	p = 0.000	Significant
	Age	p = 0.047	Significant
Independent	Role	p = 0.111	Insignificant
Variable	NGO Category	p = 0.845	Insignificant
	Degree	p = 0.650	Insignificant
	Location	p = 0.418	Insignificant

As such after applying a stepwise regression analysis, we reduced set 1

regression to become *TechComp= 80.188 − 2.341 × Age.*

The age groups in the survey were divided into 5: 18 to 29 years, 30 to 39

years, 40 to 49 years, 50 to 69 years, 70 + years. For the purpose of our test, these

groups were reduced to 2: "Youth and Seniors". Respondents who are less than 40 years

old are categorized as the youth and those who are 40 years old or more are categorized

as Seniors.

The analysis of variance of the ratings of the two categories is shown in Table

9:

- *Age Analysis of Variance*

According to the Analysis of Variance, there is no significant difference

between the means of ratings of the respondents who are young or old because the p =

0.951 > 0.05.Thus there is no need to run a restricted regression and that the above

results regarding the Age effect are valid.

Table 9

Regression 1: Age Analysis of Variance

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Less_40 - Greater_Equal_40	-.21951	22.73820	3.55111	-7.39657	6.95755	-.062	40	.951

Given the above results, it can be concluded that the coefficient is negative (-2.341) indicating that the age is inversely correlated to the importance of technical competencies. That is the younger generation (Youth) gives more attention to the importance of technical competencies when choosing a manager for the NGO. To explain that, a closer look at the data, shows that 64% of the respondents were among the Youth category indicating a higher willingness by the young generation to be involved in NGOs and higher willingness to participate in surveys that would enhance their NGO performance in serving their community. This is not to say that Seniors or older generations are less caring about their community. But rather realizing the fact that the idea of NGOs is by itself rather more attractive to the younger generation and then it would be only logical to see them more integrated in the domain of NGOs and hence their ideas and their spirit dominates in this regard. Another explanation might be that Senior respondents of the survey believe that technical skills can be gained on the job, and thus valued them less than the younger respondents. As such, it is important to pay special attention to the age group amidst building the best approach while preparing

the technical skills section of any NGO training program.

Regression 2

The purpose of this study is to find the relationship between the importance of Soft Skills and five other variables which are: the role in the NGO, the NGO Category, the age, the highest academic degree, and the location of the office.

The results of our statistical analysis are shown in Table 10.

- *Summary of statistical output for Regression set 2.*

The p-values of the constant and the Role are less than 0.05 while the p-values of the other independent variables are greater than 0.05. Thus, the results indicate that Role is the only significant predictor for soft skills, and the other independent variables were not found to be significant predictors.

Accordingly, after applying a stepwise regression analysis, we reduced set 2 regression to:

$$SoftSkill = 93.712 - 2.409 \times Role$$

With $R = 0.296$, $R^2 = 0.088$, and the adjusted $R^2 = 0.079$.

Table 10

Regression 2: Summary

Dependent Variable	*Soft Skills*		
	(Constant)	$p = 0.000$	Significant
	Role	$p = 0.001$	Significant
Independent Variable	NGO Category	$p = 0.484$	Insignificant
	Age	$p = 0.348$	Insignificant
	Degree	$p = 0.687$	Insignificant
	Location	$p = 0.197$	Insignificant

Similar to the regression set 1 discussion, we move to the comparison test between the groups of responses to the Soft Skills ratings according to the Role of the NGO in order to determine whether there are any differences in their means.

The 2 groups of roles in the NGO are divided into are direct or indirect. The analysis of variance of the ratings of the 2 groups is as follows.

- *Role* Analysis of Variance

According to the Analysis of Variance, there is significant difference between the means of ratings because the p = 0.058 > 0.05. Thus here as well, there is no need to run a restricted regression and that the above results regarding the Role effect are valid.

Table 11

Regression 2: Role Analysis of Variance

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig (2-tailed)
				Lower	Upper			
Direct - Indirect	7.694	23.587	3.931	-.286	15.675	1.957	35	.058

The role in the NGO is inversely correlated to the importance of soft skills. In this case the analysis goes as follow, the more a certain individual is involved in the NGO, the lower is his/her interest in the importance of receiving soft skills in a training program. This could be explained by the fact that those who are directly involved (managers, board members, staff and volunteers) in the NGO are already using and thus gaining increasing experience with regard to soft skills and would rather ask for other skills to be trained on. On the other hand, those who are indirectly involved (training

organization, consultant agency, environmentalists, donors) in the NGO would like to make sure that NGO managers have the appropriate soft skills to run and manage the NGO successfully. Another perspective on the results might be that people who are engaged in the NGO work are unable to see their weaknesses in terms of soft skills and the importance they play in making a successful NGO leader.

In this case, a training program must insure that the approach followed with respect to the soft skills part must satisfy the vision of the donors, advisors and consultants to insure the continuity and the success of the NGO being trained.

Regression 3

The purpose of this study is to find the relationship between the importance of Organizational and Strategic Competencies and five other variables which are: the role in the NGO, the NGO Category, the age, the highest academic degree, and the location of the office.

The results of our statistical analysis are shown in Table 12.

- *Summary of statistical output for Regression Set 3.*

Accordingly, after applying a stepwise regression analysis, we filtered set 2 regression to:

$OrgStComp = 98.874 - 2.000 \times Role. - 5.033 \times Degree$

With R = 0.323, R^2 = 0.105, adjusted R^2 = 0.088, and F=6.427

This shows that, 8.8% of the variance in the rating of the importance of organizational and strategic competencies is explained by the variance in the role and the highest academic degree.

Consider the null hypothesis H_0: the entire model is not a significant indicator of Y.

Table 12

Regression 3: Summary

Dependent Variable	*Organizational and Strategic Competencies*		
	(Constant)	$p = 0.000$	Significant
	Role	$p = 0.0011$	Significant
Independent Variable	Degree	$p = 0.017$	Significant
	NGO Category	$p = 0.909$	Insignificant
	Age	$p = 0.271$	Insignificant
	Location	$p = 0.391$	Insignificant

The regression equation is significant because $F = 6.427$ and $p = 0.002 < 0.05$ and 0.01.

So in terms of variance and significance, the regression equation is significant. Hence, H_0 is rejected at 5% and 1% significance levels.

- *The Role in the NGO*

The 2 groups of roles in the NGO are divided into are direct or indirect. The analysis of variance of the ratings of the 2 groups are as follows.

- *Role Analysis of Variance*

According to the Analysis of Variance, there is no significant difference between the means of ratings because the $p = 0.146 > 0.05$. Thus here as well, there is no need to run a restricted regression and that the above results regarding the Role effect are valid.

Table 13

Regression 3: Role Analysis of Variance

| | Paired Differences | | | | | t-Value | df | Sig. (2-tailed) |
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
				Lower	Upper			
Direct - Indirect	6.50000	26.22049	4.37008	-2.37174	15.37174	1.487	35	.146

- *The Highest Academic Degree Attained*

The 2 groups of highest degree attained are divided into holding a university degree or not. The analysis of variance of the ratings of the 2 groups are as follows.

  – *Academic* Degree Analysis of Variance

According to the Analysis of Variance, there is no significant difference between the means of ratings because the $p = 0.503 > 0.05$. Thus here as well, there is no need to run a restricted regression and that the above results regarding the degree attained effect are valid.

Table 14

Regression 3: Academic Degree Analysis of Variance

| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t-Value | df | Sig. (2-tailed) |
				Lower	Upper			
University_Degree – Non University Degree	-6.33333	21.50969	8.78129	-28.90637	16.23970	-.721	5	.503

Regarding the negative relationship between Role in the NGO and the

Organizational and Strategic Competencies, it embeds the same analysis as the one in

regression 2. That is the more a certain individual is involved in the NGO, the lower is

his/her interest in the importance of receiving Organizational and Strategic

Competencies in a training program. This could be explained by the fact that those who

are directly involved (managers, board members, staff and volunteers) in the NGO are

already using and thus gaining increasing experience with regard to Organizational and

Strategic Competencies and would rather ask for other skills to be trained on. On the

other hand, those who are indirectly involved (training organization, consultant agency,

environmentalists, donors) in the NGO would like to make sure that NGO managers

have the appropriate Organizational and Strategic Competencies to run and manage the

NGO successfully. In this case, a training program must insure that the approach

followed with respect to the Organizational and Strategic Competencies skills part must

satisfy the vision of the advisors and consultants to insure the continuity and the success

of the NGO being trained. Also it is important to explain to those directly involved in

the NGOs, to managers in particular, how critical donors consider this skill to be. Hence

it is crucial to include it in the training programs to provide assurance for donors.

The second predictor in the regression "Highest Degree Attained" also shows a

negative relationship (-5.033) and has a stronger impact on the competency level if

compared to the Role effect. This suggests that individuals involved in NGOs with a

lower degree feel the need to be trained for Organizational and Strategic Competencies

skills, whereas those with higher degrees are in less need to be trained for this skill.

Another possible thought is that individuals with a higher degree are mainly the

manager and the board members and hence are reluctant to confess the need for such a

training skill and would only recommend it to the members or volunteers with lower

degrees.

So here again any training program must pay attention to all parties involved to serve its purpose in enhancing the performance of the whole NGO without triggering any sensitivity among its individuals whether direct or indirect, highly educated or not.

To sum up we conclude that the main predictors of the three competencies under study (Technical skills, Soft Skills and Organizational & Strategic Competencies skills) are those that are related to the members Age, Role and the educational attainment, the location and the category of the NGO are of insignificant effect. The three significant predictors show negative effect on the competencies under study. Thus indicating that individuals, who are older, more involved and with higher educational attainment, request less training to acquire the above mentioned skills.

CHAPTER V

DISCUSSION AND RECOMMENDATIONS

Based on all the analysis mentioned earlier, it was identified that the key competencies that were valued across the border by participants of both focus groups and the survey were as follows:

- *Technical:* Languages, Using/Writing Emails, Moderating Meetings, and Proposal Writing.
- *Soft Skills:* Team Management, Communication, Problem Solving, Leadership, and Decision Making.
- *Organizational & Strategic:* Project Planning and Management, Strategic Planning, and Stakeholder Management.

Thus, these can form the core of the competency model and training programs to be developed targeting NGOs in Lebanon. On the other hand, both focus groups stressed on the value of understanding the context as part of the Organizational and Strategic Competencies. One participant said "Understanding the context where the NGO is working. Due to complicated context in Lebanon and to be able to identify the needs and to have the vision", thus understanding the need of the beneficiaries, underlying dynamics in the community and how NGOs work in Lebanon is a crucial aspect to be able to do strategic planning, managing the stakeholders and planning and managing projects. Thus we can now also consider "Understanding the Context" as an enabler for the core competencies, under which we can have several nuances of what it actually means to understand the context of an NGO as it is not a competency per say as

much as it is a journey that people go through.

Therefore, relevance of the work that the NGO is doing and its connectivity to the community it is serving, plays a major role in the success of an NGO. It allows it to see the reality of things in a clearer manner, or what we're labelling here as "Understanding the Context" to be able to make things relevant to the Lebanese context.

Moreover, since there is a negative correlation between age and technical competencies, and a negative correlation between academic degrees and strategic and organizational competencies, then we can assume that the training program to be developed best suits the younger generations who hold a baccalaureate or a bachelor's degree. This is not to say that the program doesn't suit the other demographic categorizations, but this category would probably value such a training more than others.

This goes in line with the fact that 36% of the survey respondents were between the age of 18 and 29 and 28% are between the ages of 30 to 39. Thus the 2 age groups forming the "Youth" category make up 64% of the representative sample, making it reasonable to consider formulating a training program for a large proportion of the NGO community.

In addition to the competencies, there were other elements that were valued in the focus groups and survey which shall be considered as supporting competencies for the success of individuals in managerial and leadership roles in NGOs and are as follows:

- Accountability
- Transparency

- Delegation

- Decision Making

- Follow Up

- Networking & PR

- Funding Skills

- Institutionalization Mind-set

- Networking Skills

It is noticeable that the majority of the valued attributes and competencies are somewhat related to soft skills. Thus there is a strong focus on the soft skills of individuals in manager and leadership roles in NGOs, more than that on their technical, organizational or strategic competencies.

From an HR perspective, the above competencies can become part of the job description and required skills when organizations plan on recruiting individuals for key positions in NGOs. Same applies for retention and development of the team, which can focus on assessing the team on the competencies listed and identify where they need further development prior to promoting them to a higher position that entails a leadership role.

As for the learning and development preferences, participants of both focus groups highlighted the importance of having the training in an interactive manner. Moreover, they mentioned other possible ways that can help in making the program more impactful and that included on the job training, coaching, mentoring and self-directed learning.

Learning and Development Preferences

- Interactive Learning

- On the Job Learning

- Coaching & Mentoring

- Self-Directed Learning

Thus in the design of the training program, it is crucial to utilize Bloom's Taxonomy with a strong focus on the higher levels to ensure hands on practice, experiential learning and sharing of experiences. Usually, interactive and experiential learning revolves mostly around exercises, practices, case studies, hands-on work and many reflection sessions. The learning is done through a journey that both trainers and participants take together, rather than a transfer of knowledge or information from the trainer to the participants. This internalizes the concepts and knowledge grasped during the sessions and allows participants to know how to project this onto their actual work. Research has shown that experiential learning "is one of the most effective and efficient methods of adult education in all fields, because subjects are actively and emotionally involved in the learning process" (Plesoianu, 2013). This is reflected in the widespread utilization of experiential learning for professional development and management training programs around the world (Hicks, 1996; White, 1992; Henrik, 2004).

As for on-the-job-training, it is not always a practical option to allocate people on real life projects in other organizations for them to practice and learn along the way. This can work if 2 conditions are fulfilled. First if there is another organization who are actually doing things in the proper way and are willing to train someone on the job. Second, if the participants of such training are capable of leaving their jobs or commitments to be on another project in a different organization to learn from them.

Both of which are rare to find. Alternatively, it can work if someone can do that in their current job or responsibilities while having someone guide them through it. This in turn becomes more like mentoring with a mix of implementation and follow up which eventually leads us to coaching and mentoring as a possible approach to help NGO managers and leaders adopt new habits, skills and changes in their way of work to develop and enhance their performance. The different between coaching and mentoring is that coaching is more about asking the right questions while mentoring is more about guidance and showing the way (Jones, 2013; Khosla, 2013). Both of which are important and play a different role in the development of an individual. For example a study has shown that soft skill development for new joiners or less experienced professionals increased substantially when the individual was mentored by a more senior team member, while the more senior team members benefited more when they were coached by an external professional to help them grow (Al Abduwani, 2013). A different study showed the impact of mentorship on management skills of managers and team leaders as an accelerator for growth and improvement in performance (Hudea, 2014). Overall, the studies and researches that have been covered all show that mentoring and coaching are some of the most effective tools to develop soft skills and managerial skills for individuals who are in managerial positions (Corner, 2014).

Finally, self-directed learning is one of the easiest to accomplish with today's wide spread technology and access to information. Individuals who are curious and willing to learn can commit themselves to reading books, articles, guides and manuals. Moreover, they can participate in MOOCs, online webinars, podcasts and many of the other online, free and accessible resources for information. For example, massive open online courses (MOOCs) have been gaining traction worldwide since 2012 (Monte, 2014s). A couple of online MOOC platforms were launched around that year and are

called Coursera and Udacity. Moreover, statistics have shown that almost half of

participants of MOOCs worldwide are not university students but rather working

professionals who wish to develop their skills or learn new concepts related to their

work (Radford, 2015; Jobe, 2013). Thus they are gaining ground as a practical option

for self-directed learning for professionals and as an option for blended learning to

compliment in class sessions. This in return supports our approach to recommend

integration of MOOCs in the suggested training program as a component of the blended

learning approach.

As a summary, to develop the core competencies and supporting attributes of

individuals in managerial or leadership positions in NGOs, the preferred learning and

development approaches were taken from the focus group results to shape the optimal

design of the program. The development or training program will consider a blended

learning approach of 3 elements; interactive/ experiential learning, coaching &

mentoring, and self-directed learning. Considering that AUB and its Continuing

Education Center are the forerunners in the field of education and professional

development in Lebanon, an analysis was done to understand the requirements for such

programs. The analysis led to the understanding that the training courses should be at

least 15 hours and can be as much as 36 hours if needed. Most courses for working

professionals are delivered in 2 formats; either a set of consecutive full days from 8 am

till 5 pm or a spread out series of afternoon sessions of 3~4 hours each.

Such programs usually require that the instructor/trainer giving the courses to

co-develop the curriculum, content and exercises. Thus the below suggested outline is a

starting point for a possible future study that will entail a full development of a training

program with detailed learning objectives, outcomes, content and exercises.

Each one of the competencies can be made into a course by itself or can be merged with other relevant competencies to form a more compound course that can cover more than one competency.

In this context, below is a suggested list of courses and their respective durations.

- *Leadership (24 hours, ie 3 full days or 8 afternoon sessions of 3 hours each)*

- *Problem Solving & Decision Making (24 hours, ie 3 full days or 8 afternoon sessions of 3 hours each)*

- *Team & Stakeholder Management (24 hours, ie 3 full days or 8 afternoon sessions of 3 hours each)*

- *Strategic Planning (24 hours, ie 3 full days or 8 afternoon sessions of 3 hours each)*

- *Project Planning & Management (24 hours, ie 3 full days or 8 afternoon sessions of 3 hours each)*

- *Proposal Writing (24 hours, ie 3 full days or 8 afternoon sessions of 3 hours each)*

- *NGO Communication (24 hours, ie 3 full days or 8 afternoon sessions of 3 hours each)*

  – Communication Skills

  – Writing Emails

  – Moderating Emails

Language training will be excluded from the program but the importance of having more than one language will be stressed on during the program and a partnership can be done with different language centers, especially English.

The training program shall include real life case studies, practical projects and work groups that continue their development beyond the classroom. Moreover, a list of possible mentors and coaches of more experienced professionals in the industry can be setup to match each participant with a possible mentor or coach (depending on the need and requirements) to help them in developing further. Whereas for the supporting attributes and competencies, a series specialized sessions can be prepared with guest speakers or panels of 1.5 hours each to tackle these topics. This can be a public event to build a strong network of connections for the program's participants with the wider NGO community, industry experts and guest speakers.

APPENDIX I

FOCUS GROUP QUESTIONS

Competencies Identification:

1. From your experience, and with the Lebanese context in mind, what do you believe are the top 3 skills of a successful manager/leader in an NGO? Can you elaborate on why you chose those skills?
2. What knowledge have you gained from your work that you believe would be essential to be shared with a future manager or leader in your organization? Mention the top 2 or 3 items.
3. What skills, knowledge or abilities would cause someone to fail as a manager/leader in an NGO in Lebanon if they were missing? Can you provide a situation where these behaviors were exhibited?
4. What skills, knowledge or abilities, if they were missing, wouldn't cause the manager/leader in an NGO in Lebanon to fail? Can you give an example of a situation where you saw a manager/leader missing certain competency but was still able to succeed?

Competency List Verification:

5. From the list of soft skills presented to you in the document in front of you, which do you rate as the top 3 for individuals in a managerial position in an NGO in Lebanon?
6. From the list of technical competencies presented to you in the document in front of you, which do you rate as the top 3 for individuals in a managerial position in an NGO in Lebanon?
7. From the list of strategic and organizational competencies presented to you in the document in front of you, which do you rate as the top 3 for individuals in a managerial position in an NGO in Lebanon?

Training Program Design:

8. Describe to me the most beneficial and engaging capacity building initiative/activity you've benefited from or organized.
9. If there is a training program being designed to provide capacity building on the competencies mentioned in our session, how would you recommend it being done? What would the training look like?

APPENDIX II

LIST OF IDENTIFIED COMPETENCIES

From the literature review, the below 40 competencies were identified and used as input for the focus group.

Technical

- Proposal Writing
- Moderating Meetings
- Using/Writing Emails
- Using Online Calendars
- Social Media Management
- Talking on Media Outlets *(TV and Radio Shows)*
- Writing Press Releases
- Using Project Management Software
- Using Financial Software
- Using Collaboration & Teamwork Software
- Accounting & Book Keeping
- Languages *(English, Arabic, French..etc.)*
- Industry-specific knowledge *(Nursing, Social Work, Human Rights, Education, Relief, Construction…etc)*

Soft Skills

- Leadership
- Communication
- Team Management
- Problem Solving
- Self-Management
- Self-Learning
- Taking Initiative
- Analytical Skills
- Decision Making
- Emotional Intelligence
- Negotiation Skills
- Conflict Resolution
- Mentorship
- Stress Management
- Time Management
- Networking & PR

Strategic & Organizational

- Strategic Planning & Setting Vision, Mission & Goals
- Project Planning and Management
- Operations & Office Management
- Human Resources Management (Writing Job Descriptions, Recruitment, Selection, Training, Appraisals)
- Budgeting & Financial Management
- Legal Management
- Risk Management
- Systems Thinking
- Community Engagement Strategies & Tactics
- Partnership Building
- Stakeholder Management *(Dealing with Local Community, Donors, Beneficiaries, & Government)*

APPENDIX III

SURVEY QUESTIONS

Demographics & Background Information

Select the option that best describes your role:

- NGO Board Member
- Manager/Coordinator in an NGO (Staff or Volunteer)
- NGO Staff or Volunteer (Non Managerial)
- Donor/Funding Organization Staff Member
- Training Organization Representative (Owner, Trainer, Management, Staff, etc.)
- Consulting Organization Representative (Owner, Consultant, Management, Staff, etc.)
- Other (please specify: _____)

If you are from an NGO, which category does your NGO fit in?

- Community Group
- Local NGO
- Regional NGO
- National NGO
- International NGO

Which age group are you in?

- 70 + years
- 50 to 69 years
- 40 to 49 years
- 30 to 39 years
- 18 to 29 years

Your highest academic degree:

- Ph.D./DBA
- MS/MA
- BS/BA
- Baccalaureate
- Brevet

Work Location

- Beirut

- Batroun-Jbeil
- Kesserwen
- Metn South
- Metn North
- Chouf
- Bekaa North
- Bekaa Center
- Bekaa South
- North Lebanon
- South Lebanon

Competency Related Questions

The following should reflect the competencies that managers and leaders in NGOs in Lebanon should have to succeed. Use the following scale from 1 to 5 to score them:

5 – The competency is an absolute must have and has a major impact on performance.
4 – The competency is important to have and has a considerable impact on performance.
3 – The competency is good to have and might result in good results, but is not a must.
2 – The competency is not important to the role but is nice to have.
1 – The competency is not related to role and has no added value to performance.

The same list of competencies mentioned in the focus groups was used.

APPENDIX IV

FOCUS GROUPS THEMATIC ANALYSIS

Internal Stakeholders Group

Broad Code	Specific Code	Example
Technical	Administrative Skills	Knowing administrative things to be able to know how the ngo works with other ngo
Technical	Researching	Researching skills
Technical	Understanding Context	Not knowing how organizations work at international level, standards and best practices
Strategic & Organizational	Ethics	You can't say things against the policies of the NGO
Strategic & Organizational	Financial Management	Financial management of the NGO
Strategic & Organizational	Follow Up	Following up every single details
Strategic & Organizational	Follow Up	Follow up
Strategic & Organizational	Follow Up	Follow up
Strategic & Organizational	Funding	Funding skills
Strategic & Organizational	Legal Management	Legal requirements and pitfalls for NGOs
Strategic & Organizational	Networking & PR	Networking and PR
Strategic & Organizational	Networking & PR	Networking and partnership building
Strategic & Organizational	Planning	Being organized
Strategic & Organizational	Strategic Thinking	Strategic thinking
Strategic & Organizational	Strategic Thinking	Strategy and vision to create sustainability
Strategic & Organizational	Strategic Thinking	Strategic due to be able to achieve the ngo cause
Strategic & Organizational	Succession Planning	Not being able to share knowledge (succession planning and knowledge management)
Strategic & Organizational	Understanding Context	Understanding the context where the NGO is working. Due to complicated context in Lebanon and to be able to identify the needs and to have the vision
Strategic & Organizational	Understanding Context	Understanding the context domestically and internationally
Strategic & Organizational	Understanding Context	Understanding socio-economic policies and dynamics on local and international context.
Strategic &	Understanding	Understanding History of the organization (To know

Broad Code	Specific Code	Example
Organizational	Context	why the organization was made)
Strategic & Organizational	Understanding Context	Understanding the context of the NGO
Strategic & Organizational	Understanding Context	Manager should be aware to fit in the standards in the NGO he's going to cooperate with
Soft Skills	Accountability	Accountability
Soft Skills	Coaching	Coaching is giving special caring and attention for your team
Soft Skills	Coaching	Allow people to fail as putting pressure on members will drastically destroy them. But also to be able to help them to get out of their failure towards success, ie removing fear of failure
Soft Skills	Communication Skills	Listening makes you understand what's going on and control the span of control
Soft Skills	Communication Skills	Communication (with partners and donors)
Soft Skills	Communication Skills	Listening to be able to put the members on the right guide
Soft Skills	Communication Skills	Internal communication
Soft Skills	Communication Skills	Storytelling
Soft Skills	Communication Skills	Listening skills
Soft Skills	Communication Skills	Weak communication skills
Soft Skills	Conflict Management	Conflict management
Soft Skills	Decision Making	Ability to take decisions with the team
Soft Skills	Decision Making	Being Participatory in decision making and planning
Soft Skills	Delegation	Delegation
Soft Skills	Delegation	Ability to delegate
Soft Skills	EI	Empathy
Soft Skills	Flexibility	Flexibility
Soft Skills	Leadership	Leadership
Soft Skills	Leadership	Servant Leadership mindset
Soft Skills	Leadership	Leadership (internally to lead the NGO)
Soft Skills	Leadership	Being a role model and walking the talk
Soft Skills	Leadership	Assertiveness can make you succeed even if you still don't have results
Soft Skills	Leadership	Self-confidence to a certain extent
Soft Skills	Leadership	Charisma of a leader without being acquired it can be innate
Soft Skills	Leadership	According to the experience people change others life, the experience that changed my life was knowing my skills are 2nd committing yourself to change ur self before others to be the model and then you transfer it to others.
Soft Skills	Passion	Interest/passion for what he/she is doing

Broad Code	Specific Code	Example
Soft Skills	Respect	Be respectful and composed at all times
Soft Skills	Stress Management	Stress management (team and personal)
Soft Skills	Team Management	Micromanagement due to insecurity and not believing to have your staff on the right time and creating securities in the work place
Soft Skills	Team Management	Worst managers are the ones over shoulder
Soft Skills	Team Management	Centralized
Soft Skills	Team Management	Being bossy with the team
Soft Skills	Team Management	The forever managers will cause for the micromanagement to lose its value
Soft Skills	Transparency	Too much transparency there is a lot of things the staff shouldn't be informed about because this will lead to a high stress and panic
Soft Skills	Transparency	Lack of transparency causing lack of trust and credibility it happened in a NGO in north Lebanon where the leader wasn't transparent and the staff thought he was doing bad things.
Soft Skills	Transparency	Transparency in this everlasting management won't be a true transparent NGO
Soft Skills	Transparency	Honesty
Soft Skills	Trust	Not trusting the team
Skill Skills	Accountability	Accountability
Learning & Development	Coaching & Mentorship	Coaching sessions more than training
Learning & Development	Coaching & Mentorship	Studying from a lawyer and accountant and started exploring more to implement it in my ngo and other ngos (job shadowing)
Learning & Development	Coaching & Mentorship	Coaching session
Learning & Development	Interactive Learning	Simulations
Learning & Development	Interactive Learning	Role Plays
Learning & Development	Interactive Learning	Scenarios
Learning & Development	Interactive Learning	Hands on/experiential
Learning & Development	Interactive Learning	Training workshops
Learning & Development	Interactive Learning	Building scenarios
Learning & Development	Interactive Learning	Role plays
Learning & Development	Interactive Learning	Simulations
Learning & Development	Interactive Learning	Style not formal education and not as PowerPoint presentations and more of a role playing and interactive
Learning & Development	Interactive Learning	Training workshops
Learning &	Self-Directed	Being a lifelong learner and flexible for change

Broad Code	Specific Code	Example
Development	Learning	
Learning & Development	On the Job Learning	On the field
Learning & Development	On the Job Learning	Job shadowing
Learning & Development	On the Job Learning	Technical mentoring
Learning & Development	On the Job Learning	Experience: I attended a study week it was very beneficial due to 1 week with very professional people and materials. Another experience strategic planning done by international organization you get to know about their ngos more and other partners and the challenges they face at their arena.
Learning & Development	Self-Directed Learning	Self-reflection and self-change
Learning & Development	Self-Directed Learning	Self-directed learning

External Stakeholders Group

Broad Code	Specific Code	Example
Learning & Development	Coaching & Mentoring	Coaching and One-on-one Meetings
Learning & Development	Interactive Learning	Training workshops (based on long process, not just 1 day things)
Learning & Development	Interactive Learning	Experiential learning
Learning & Development	Interactive Learning	Post training follow up
Learning & Development	Interactive Learning	Informal roundtable discussions
Learning & Development	Interactive Learning	Discovering yourself process
Learning & Development	Interactive Learning	Experiential Learning/ Hands On
Learning & Development	Interactive Learning	Practical, short and direct
Learning & Development	Interactive Learning	Making it is practical, not theoratical.
Learning & Development	Interactive Learning	Implementing activities based on what they learned.
Learning & Development	On the Job Learning	Study Tours (Immersion, Meetings and Observing how things are done)
Learning & Development	On the Job Learning	Being out there and doing it (real life practice)
Learning & Development	On the Job Learning	Training post having an experience in the topic being trained at.
Learning &	Self-Led Learning	Provoking self-awareness

Broad Code	Specific Code	Example
Development		
Learning & Development	Self-Led Learning	Personal Readings
Soft Skills	Communication Skills	Communication Skills (ability to sell the cause and goals).
Soft Skills	Communication Skills	Knowing how to use business language to engage the private sector.
Soft Skills	Communication Skills	Listening Skills (wrong information gets dissipated in a meeting when managers don't listen to their team.)
Soft Skills	Communication Skills	Public speaking and PR skills
Soft Skills	Conflict Management	Ability to deal with conflicts in the team.
Soft Skills	Creativity	Avoiding routine, being innovative.
Soft Skills	Credibility	Credibility
Soft Skills	Critical Thinking	Ability to know what they don't know (reducing blind spots)
Soft Skills	Dedication	Dedication (trusting that what u do will make a difference and giving it your best, believing in what you are doing)
Soft Skills	Leadership Skills	Leadership attributes and ability to deal with changes in his career from one NGO to the other.
Soft Skills	Leadership Skills	Knowing the different between a leader and a boss (be a leader)
Soft Skills	Leadership Skills	Lacking leadership skills
Soft Skills	Motivation Skills	People Skills (Ability to motivate his team of staff and volunteers)
Soft Skills	Open Mindness	Open mindedness (to welcome partnering with other Ngos and organizations)
Soft Skills	Passion	Passion (love what you are doing)
Soft Skills	Team Management	Team spirit and build team engagement through the vision.
Soft Skills	Team Management	Gathering the right team around them, each has different perspectives and skills to complement each other.
Soft Skills	Team Management	Ability to align the team.
Soft Skills	Team Management	Creating incentives to motivate the team or participants.
Soft Skills	Team Management	Dealing with different attitudes.
Soft Skills	Team Management	Team Dynamics and understanding why people join your organization to be able to transfer the NGO case/cause to make it a national cause.
Soft Skills	Time Management	Time Management (not about meeting deadlines and milestones, but also the ability to manage the time of the team and the NGO work in general.)
Soft Skills	Transparency	Opennes and flexibililty
Soft Skills	Transparency	Fraud
Soft Skills	Transparency	Transparency (being clear with team, donors, partners on facts, numbers and things happening)
Strategic & Organizational	Ethics	Having personal interest before that of the organization (promoting one's self more than the NGO).

Broad Code	Specific Code	Example
Strategic & Organizational	Follow Up	Follow up on work being done
Strategic & Organizational	Funding Skills	Fundraising skills and knowledge.
Strategic & Organizational	Funding Skills	Not to be dependent on 1 donor.
Strategic & Organizational	Funding Skills	Many Ngos are working on surviving not being sustainable. (running after the cash rather than leaving an impact)
Strategic & Organizational	Funding Skills	Shifting focus to follow fame or money.
Strategic & Organizational	Funding Skills	Taking things for granted (donors, projects, team…etc)
Strategic & Organizational	Institutionalization	Institutionalizations and System Building
Strategic & Organizational	Institutionalization	Systems Building
Strategic & Organizational	Management Skills	Management Skills
Strategic & Organizational	Management Skills	We no longer are in the age where someone can excel in running/managing an organization by serendipity and personal experience. We are now in the age of specialization and professional development where having the basic structure and academic background to understand how the work is to be done.
Strategic & Organizational	Networking	Networking and Communication Skills.
Strategic & Organizational	Networking	Put in action the connections they have
Strategic & Organizational	Networking	Networking
Strategic & Organizational	Partnership Building	Being a facilitator to bridge the gaps between different partner organizations collaborating.
Strategic & Organizational	Planning Skills	Planning and being detail oriented.
Strategic & Organizational	Strategic Thinking	Having a clear vision.
Strategic & Organizational	Strategic Thinking	Being realistic and not just a dreamer (understand that the impact and change in the community needs a long time).
Strategic & Organizational	Strategic Thinking	Strategic Marketing Planning (to get volunteers, team, donations, support and partners)
Strategic & Organizational	Strategic Thinking	Strategic Marketing (most NGOs doing very good activities with no strategy)
Strategic & Organizational	Strategic Thinking	Having a clear vision, mission and goals that are stable all across (not to follow donors, but rather to stay focused).
Strategic & Organizational	Strategic Thinking	Over-estimation of what the NGO can achieve (Lack of clear vision and clear goals)
Strategic & Organizational	Strategic Thinking	Over ambitious targets/goals (not being realistic)

Broad Code	Specific Code	Example
Strategic & Organizational	Strategic Thinking	Top leader to focus on strategy, 2nd in command is to run the operations.
Strategic & Organizational	Succession Planning	Ability to disseminate the spirit of continuity (succession planning)
Strategic & Organizational	Understanding Context	Experience in civil society to understand the hidden approaches in how NGOs work.
Strategic & Organizational	Understanding Context	Industry/sector knowledge.
Strategic & Organizational	Understanding Context	Knowing the geographic location for activities and projects because they make a big impact.
Strategic & Organizational	Understanding Context	Academic background related to the sector/industry of the organization.
Strategic & Organizational	Understanding Context	No need to be an expert to be in the field of the NGO you are working in
Technical	Branding	Being able to build an identify for the NGO (branding, social media, visibility and success stories to build credibility).
Technical	Proposal Writing	Proposal writing
Technical	Specialization	Focus on developing an expertise for the Ngo (a specialty)
Technical	Technical Skills	Technical skills

APPENDIX V

SPSS REGRESSION AND ANALYSIS RESULTS

SPSS Outputs of Set 1 Regression

Variables Entered/Removed[a]			
Model	Variables Entered	Variables Removed	Method
1	Age	-	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: Technical

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.187[a]	.035	.026	15.11458

a. Predictors: (Constant), Age

ANOVA[b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	923.666	1	923.666	4.043	.047[a]
	Residual	25358.016	111	228.451		
	Total	26281.681	112			

a. Predictors: (Constant), Age
b. Dependent Variable: Technical

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	80.188	2.969		27.007	.000
	Age	-2.341	1.164	-.187	-2.011	.047

a. Dependent Variable: Technical

SPSS Outputs of Set 2 Regression

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.296[a]	.088	.079	14.40924

a. Predictors: (Constant), Role

ANOVA[b]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2211.249	1	2211.249	10.650	.001[a]
	Residual	23046.521	111	207.626		
	Total	25257.770	112			

a. Predictors: (Constant), Role
b. Dependent Variable: Soft_Skills

Variables Entered/Removed[a]			
Model	Variables Entered	Variables Removed	Method
1	Role	-	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: Soft_Skills

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	93.712	2.541		36.883	.000
	Role	-2.409	.738	-.296	-3.263	.001

a. Dependent Variable: Soft_Skills

Excluded Variables[b]						
Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	NGO_Category	-.066[a]	-.703	.484	-.067	.940
	Age	-.086[a]	-.942	.348	-.089	.989
	Degree	-.037[a]	-.404	.687	-.039	.999
	Location	.117[a]	1.297	.197	.123	1.000

a. Predictors in the Model: (Constant), Role
b. Dependent Variable: Soft_Skills

Excluded Variables[b]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	Role	-.150[a]	-1.609	.111	-.152	.989
	NGO_Category	.019[a]	.196	.845	.019	.957
	Degree	-.043[a]	-.455	.650	-.043	.996
	Location	.076[a]	.813	.418	.077	.995

a. Predictors in the Model: (Constant), Age
b. Dependent Variable: Technical

SPSS Putputs of Regression Set 3

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Role	-	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
2	Degree	-	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: Organizational_Strategic

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.239[a]	.057	.049	15.37704
2	.323[b]	.105	.088	15.05349

a. Predictors: (Constant), Role
b. Predictors: (Constant), Role, Degree

ANOVA[c]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1593.146	1	1593.146	6.738	.011[a]
	Residual	26246.323	111	236.453		
	Total	27839.469	112			
2	Regression	2912.622	2	1456.311	6.427	.002[b]
	Residual	24926.847	110	226.608		
	Total	27839.469	112			

a. Predictors: (Constant), Role
b. Predictors: (Constant), Role, Degree
c. Dependent Variable: Organizational_Strategic

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	85.732	2.711		31.619	.000
	Role	-2.045	.788	-.239	-2.596	.011
2	(Constant)	98.874	6.059		16.319	.000
	Role	-2.000	.771	-.234	-2.593	.011
	Degree	-5.033	2.086	-.218	-2.413	.017

a. Dependent Variable: Organizational_Strategic

Excluded Variables[c]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	NGO_Category	.036[a]	.379	.706	.036	.940
	Age	-.085[a]	-.916	.361	-.087	.989
	Degree	-.218[a]	-2.413	.017	-.224	.999
	Location	.117[a]	1.272	.206	.120	1.000
2	NGO_Category	.011[b]	.114	.909	.011	.928
	Age	-.101[b]	-1.107	.271	-.105	.984
	Location	.079[b]	.861	.391	.082	.965

a. Predictors in the Model: (Constant), Role
b. Predictors in the Model: (Constant), Role, Degree
c. Dependent Variable: Organizational_Strategic

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