

LDP

MODULAR LEADERSHIP DEVELOPMENT PROGRAM
FOR PHYSICAL REHABILITATION CENTERS

Board Alignment Meeting BAM

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**LEADERSHIP, MANAGEMENT
& GOVERNANCE PROJECT**



Inspired Leadership. Sound Management. Transparent Governance.

Adapted from the Leadership Development Program Facilitator's Guide
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ICRC-LDP MODULE 6

Aligning and Mobilizing

PURPOSE

Introduce the leadership practices of aligning and mobilizing, and selected tools to apply the practices

MODULE OBJECTIVE

- To explore how aligning and mobilizing are important for leading and managing at work
- To present a tool to identify and align stakeholders and mobilize resources
- To introduce the concept of workgroup climate
- To introduce the concepts of compliance and commitment, and how they differ.

LEARNING OBJECTIVES

At the end of the Module, participants will be able to:

- Utilize a tool to analyze the stakeholders' interest and concerns
- Propose specific actions to mobilize resources among their stakeholders
- Suggest team actions and individual behaviors to improve team work climate
- Explain the difference between commitment and compliance
- Propose ways to create conditions for their team to engage and commit to implementing their Action Plan

MODULE CONTENT AND SCHEDULE

Full module duration: 4 hours

ACTIVITY		TIME
A.	Welcome, homework review, and module overview	30 minutes
B.	What does Align and Mobilize mean?	30 minutes
C.	Stakeholder alignment and resource mobilization	60 minutes
Break		15 minutes
D.	What Is workgroup climate?	45 minutes
E.	Getting commitment, not just compliance	45 minutes
F.	Homework and closing	15 minutes

PREPARATIONS

- Read and practice the *Manager's Guide* notes for this session.
- Prepare the required flipcharts and make copies of all handouts, including accessible format copies for participants with disabilities (e.g., large print, Braille, or providing all handouts on a USB for participants to access on computers during the session).
- Practice filling out the stakeholders analysis and resource mobilization exercise.

MATERIALS

- Flipcharts—easel and paper
- Tape
- Colored markers

PREPARED FLIPCHARTS

- Module 6 objectives and schedule
- Action Plan developed in Module 5
- Action Plan format (blank)
- Definition of stakeholder:
Stakeholders are those individuals or groups who have a stake in achieving the result we have selected. This includes those who can affect, and are affected, by the result—in positive or negative ways.
- Stakeholder analysis and resource mobilization worksheet
- Prepared flipchart with these two questions:
—*Why do you think the workgroup was unproductive or unsuccessful?*
—*What were your feelings about the environment of that workgroup?*
- Prepared flipchart with these two questions:
—*Why do you think the workgroup was productive or successful?*
—*What were your feelings about the environment of that workgroup?*
- Prepared flipchart with the following
—*Workgroup climate is what it feels like to work in an organization.*
—*Climate affects people's motivation and behavior.*
—*Many factors (for example, communication, structure, policies) combined create a workgroup climate.*
—*The most important factor is a manager's actions*
- Prepared flipchart with two columns and the headings *Commitment* for the left column and *Compliance* for the right. Leave two rows of space above the headings.

HANDOUTS

- ❑ *Practices for High Performing Physical Rehabilitation Centers* (p. 6-19)
- ❑ *Stakeholder Analysis and Resource Mobilization Worksheet* (blank worksheet) (p. 6-20)
- ❑ *Action Plan for Team* (p. 6-21)
- ❑ *Conceptual Model: Leading, Managing & Governing for Results* (p. 6-22)
- ❑ *Commitment vs. Compliance* (p. 6-23)

HOMEWORK

Continue implementing the Action Plan and monitoring the indicator(s)

Activity A.**Review the Learning and Homework from Module 5 and the Objectives for Module 6**

This exercise reviews what participants learned during the last module, explains objectives of the present module, and reviews progress in the Action Plan implementation.

Duration

30 minutes

Materials

- ❑ Prepared flipchart: Module 6 objectives and schedule
- ❑ Flipchart: Action Plan developed in Module 5
- ❑ Flipchart: blank Action Plan

Process**STEP 1. Review of Module 5 content (5 minutes)**

In the large group:

SAY: *We are about to start ICRC-LDP Module 6. Before starting, let's review Module 5.*

ASK: *What did we learn in Module 5?*

Take notes on the flipchart and make a summary about main takeaways from Module 5. 🗨️ **Read aloud** what you write as you write it.

ASK: *Does anyone have any questions at this point in the process?*

STEP 2. Overview and agenda for Module 6 (5 minutes)

🗨️ **Show the flipchart** with Module 6 objectives and schedule. Review the module's objectives and schedule.

STEP 3. Report back on homework assignments (20 minutes)

 **Show the flipchart** with the Action Plan developed in Module 5. Review each activity of the plan to verify which ones are in process or have been completed.

Ask: Did we do the activities as planned in the Action Plan?

What did we do? What didn't we do?

What obstacles did we find that prevented us from implementing the activities as planned?

How can we overcome these obstacles?

What adjustments do we need to make to our plan?

Facilitate the discussion and make the necessary adjustments to the Action Plan (on the prepared flipchart with the blank Action Plan) as needed.

Activity B. What Does Align and Mobilize Mean?

This exercise gives participants the chance to explore how aligning and mobilizing are important for leading and managing at work.

Duration 30 minutes

Materials

- ❑ Flipchart
- ❑ Handout: *Practices for High Performing Physical Rehabilitation Centers* (p. 6-19)

Process

STEP 1. Define aligning and mobilizing (20 minutes)

In the large group:

SAY: *We have started to face our challenges and to scan and focus.*

Now we are going to align and mobilize.

This will help you to turn your visions into action so that you can achieve your intended results.

ASK: What do the words “aligning” and “mobilizing” mean?

👉 **Write** answers on a flipchart.

👉 **Read** aloud as you write.

👉 **Distribute** the handout *Practices for High Performing Physical Rehabilitation Centers*. Ensure that participants with disabilities have copies that are accessible to them.

Review the definition of “aligning and mobilizing.”

SAY: *There are five main outcomes of successful aligning and mobilizing. They make it possible for you to:*

—Ensure that values, mission, strategy, structure, systems, and daily actions are all linked and support one another;

—Facilitate—or smooth the progress of—teamwork;

—Unite key stakeholders around an inspiring vision;

—Link goals with rewards and recognition;

—Enlist stakeholders to commit resources.

Ask participants to read the organizational outcome of good aligning and mobilizing from the handout:

SAY: *The organizational outcome of good aligning and mobilizing is:*
“Internal and external stakeholders understand and support the organization’s goals and have mobilized support and/or resources to reach these goals.”

STEP 2. Wrap up (10 minutes)

ASK: *Why is it important for managers who lead to mobilize and align?*

Collect some responses to make sure people understand.

SAY: *Now we are going to spend some time identifying our stakeholders and discussing how can we align them and mobilize resources for our project.*

Activity C. Stakeholder Alignment and Resource Mobilization

This exercise helps participants to identify their stakeholders, understand stakeholders' needs and interests, and to mobilize resources, using the leadership practice of aligning and mobilizing.

Duration 60 minutes

- Materials**
- ❑ Prepared flipchart with definition of stakeholder:
Stakeholders are those individuals or groups who have a stake in achieving the result you have selected. This includes those who can affect, and are affected, by the result—in positive or negative ways.
 - ❑ Prepared flipchart with the stakeholder analysis and resource mobilization worksheet
 - ❑ Prepared flipchart with the Action Plan developed in Module 5
 - ❑ Flipchart with the blank Action Plan (the one used in the first activity of this module), to be used when reviewing the homework
 - ❑ Handout: *Stakeholder Analysis and Resource Mobilization Worksheet* (p. 6-21)

Process

STEP 1. Identify stakeholders (10 minutes)

ASK: What do we mean by the word “stakeholder”?

Take a few answers.

Show and read the flipchart with the definition of stakeholders:

“Stakeholders are those individuals or groups who have a stake in achieving the result you have selected. This includes those who can affect, and are affected, by the result—in positive or negative ways.”

SAY: Key stakeholders are people or groups who have a stake in the measurable result we have selected.

This includes those who can affect our progress as well as those who are affected by our result.

Whether the impact by them or on them is positive or negative, they are our stakeholders, and we need to enlist their support.

Without stakeholders' support, we would probably not make much progress toward our desired results.

SAY: *Stakeholders are those individuals or groups who have an interest in the result we have selected.*

STEP 2. Identify stakeholder interests and concerns (35 minutes)

 **Distribute** and review the *Stakeholder Analysis and Resource Mobilization Worksheet*. Ensure that participants with disabilities have a copy that is accessible to them.

 **Point** at the flipchart with the worksheet.

SAY: *We are going to fill out this worksheet to analyze who our stakeholders are, what they are interested in, what we need from them, and how we will engage them to contribute to our project. Let's start by filling in the first column with our most important stakeholders.*

ASK: *Who are our stakeholders related to our current project?*


Who can help us or make it difficult for us to achieve our measurable result?

Facilitate a brainstorming session.

 **Take notes** on the blank flipchart. Read aloud as you write. Suggest including the organization's Board, or governmental oversight agency in the case of public rehabilitation centers, if they do not propose it.

ASK: *Who are the most important stakeholders for our current measurable result?*

Facilitate the discussion and circle the 5 most important stakeholders.

 **Write** them on the stakeholder analysis worksheet flipchart. Be sure the Board of Directors (or governmental oversight agency) is included. Be sure to read aloud the five that you have circled.

For each stakeholder, discuss the questions in the next three columns:

ASK: *What are the main interests and concerns of the first stakeholder on our list?*

After writing on the flipchart with the worksheet format the first stakeholder's interest and concerns:

ASK: *What specific request do we want to make of this stakeholder?*

Examples of requests could be money, volunteer labor, access to people of influence, or

materials.

After writing on the flipchart worksheet format the specific request, ask about how to make the request.

ASK: *What do we need to do to get the stakeholder's support?*

 **Complete** the worksheet on the flipchart: fill in all the questions for each stakeholder on the first column. Read aloud as you write.


Activities for mobilizing resources need to be inserted into the Action Plan. This is “aligning.”

STEP 3. Planning for mobilization (15 minutes)

 **Show the prepared flipcharts**—one with the Action Plan developed in Module 5 and the other with the blank Action Plan.

SAY: *Now we are going to introduce resource mobilization activities into our Action Plan. For each resource needed, we will fill in the columns across the Action Plan worksheet, listing what action we will take to get stakeholder commitment, who will make the request, and by what deadline.*

ASK: *What are some of the activities that we need to include in our Action Plan to make sure that we actually get the resources we need?*

 **Take responses** and write them on the Action Plan flipchart. Read aloud as you write. Examples might be visits, meetings, telephone conversations, sending materials, and inviting or accompanying others on a field trip to see something in action.

One important activity should be to update the Board of Directors (or governmental oversight agency if the center is public) on the team's progress and ask for the support needed to implement your plan.

ASK: *Who will be responsible, and when should the activity be started and completed?*

Continue filling out the Action Plan flipchart with people responsible, resources needed to make the activity happen, and dates. Read aloud as you write.

SAY: *Now we have updated our Action Plan with activities to align and mobilize our stakeholders. Now that we have the names of people responsible for*

making each request for resources, we can support and hold each other accountable to follow through.

SAY: *Who will be responsible for updating and circulating our updated Action Plan?*

Assign someone to take the flipchart to update and share the new Action Plan among all members of the team. Ensure participants with disabilities have copies that are accessible to them.

When indicating who will make each request, exclude the names of people who are not part of the team or are not present in the room. Accountability has to lie with the team!

Activity D. What is Workgroup Climate?

This exercise introduces the concept of workgroup climate.

Duration

45 minutes

Materials

- ❑ Prepared flipchart with these two questions:
—*Why do you think the workgroup was unproductive or unsuccessful?*
—*What were your feelings about the environment of that workgroup?*
- ❑ Prepared flipchart with these two questions:
—*Why do you think the workgroup was productive or successful?*
—*What were your feelings about the environment of that workgroup?*
- ❑ Prepared flipchart with the following
—*Workgroup climate is what it feels like to work in an organization.*
—*Climate affects people's motivation and behavior.*
—*Many factors (for example, communication, structure, policies) combined create a workgroup climate.*
—*The most important factor is a manager's actions*
- ❑ Handout: *Conceptual Model: Leading, Managing & Governing for Results* (p. 6-22)

Process

STEP 1. Define workgroup climate (10 minutes)

SAY: *Think of a time when you were part of a workgroup that was not productive or not successful. What was it like to be a member of that workgroup?*

Guide a discussion using the prepared flipchart with the questions about a negative workgroup climate.

ASK: *Why do you think the workgroup was unproductive or unsuccessful?*
What were your feelings about the environment of that workgroup?

 **Write** the words people use on the flipchart. Read aloud as you write.

SAY: *Now think of a time when you were a member of a workgroup that was productive and successful in achieving results. What was it like to be a member of that workgroup?*

☞ **Put** the second flipchart with the questions in front of the room.

ASK: *Why do you think that workgroup was able to be productive or successful?*
What were your feelings about the environment of that workgroup?

Discuss one question at a time and write the words people use on this flipchart. Read aloud as you write. Now both the negative and positive responses are in view.

ASK: *What do we need to do to create a positive work climate?*

☞ **Take notes** about the suggestions on the flipchart. Read aloud as you write.

After discussing this question, uncover the prepared flipchart with the definition of work climate.

STEP 2. Make the linkage between leading and managing practices, work climate, and results. (10 minutes)

☞ **Distribute** and explain the handout *Conceptual Model: Leading, Managing and Governing for Results*. Ensure that participants with disabilities have a copy that is accessible to them.

☞ **Point out** the right side of the model.

SAY: *Remember that in Module 1 we reviewed the Leading, Managing and Governing for Results Model. At the core of developing physical rehabilitation centers' staff capacity in leadership and management is this belief:*

"The proof of good leadership lies in achieving measurable improvements in rehabilitation outcomes."

ICRC-LDP focuses on improving health outcomes through better delivery of physical rehabilitation services.

☞ **Point out** the left side with the practices and three circles in the middle of the model.


SAY: *The model shows the relationships between the practices, the three circles in the middle, and the effectiveness of services and rehabilitation outcomes on the right. Applying the leading, managing, and governing practices listed on the left side of the model can bring about changes in management systems, responsive service delivery systems, and an enhanced work environment.*

A positive work environment will keep people committed to making the system work and offering good services.

ASK: *Can you give me specific examples of how good management of leadership practice affects the work environment, and consequently the quality of services?*

Encourage participation and listen carefully to the examples provided by participants. One example could be: “Good planning and giving people opportunities to participate with their ideas will create a good work climate environment and good services.”

STEP 3. In pairs, explore behaviors that contribute to a positive or a negative workgroup climate (10 minutes)


 **Divide** the group in pairs and ask them to explore behaviors that contribute to a positive or negative work climate.

SAY: *With your partner, talk about your experiences with a positive climate as well as with a negative climate. Discuss the question: “What can you do personally to contribute to a positive climate in our team?”*

Let participants talk for 10 minutes and then reconvene to share behaviors that contribute to good work climate.

STEP 4. In the large group, discuss actions the team can take to improve workgroup climate (15 minutes)

SAY: *Let’s discuss actions we as a team can take to improve workgroup climate.*

 **Take notes** about the suggestions on the flipchart. Read aloud as you write. Come to an agreement about how you will follow up on the team’s workgroup climate.

Activity E. Gaining Commitment, not just Compliance

This exercise introduces the concepts of compliance and commitment and explains how they differ. Understanding these ideas can help a workgroup or group of managers build commitment to a set of tasks or a work plan.

■ **Duration** 45 minutes

■ **Materials**

- Paper for participants to write on
- Prepared flipchart with two columns and the headings **Commitment** for the left column and **Compliance** for the right. Leave two rows of space above the headings
- Handout: *Commitment versus Compliance* (p. 6-19)

■ **Process**

STEP 1. Reflect on motivating factors (15 minutes)

Instruct people to get paper and draw a line in the middle from top to bottom to make two columns. Allow participants who cannot write manually to take notes in whatever way they feel comfortable. Also, participants who are blind or low vision may want to take notes using another method they can access later.

In the large group:

SAY: *Think of a time when you were really committed to doing something.*

In the left column write the factors that motivated you.

(Pause)

For contrast, now think about a situation when you were forced or obliged to do something.

Write the factors that motivated you in that situation in the right column.

(Pause)

SAY: *In pairs, share what you wrote in each column.*

In the large group:

ASK: *What is the difference between the answers in the two columns?*

Collect a few responses.

👉 **Write** them on the flipchart under either “Commitment” or “Compliance.” Read aloud as you write.

You will probably find that commitment has internal motivators while compliance has external motivators.

STEP 2. Discuss the effect of commitment and compliance on performance (15 minutes)

👉 **Write** “Internal Motivators” above “Commitment” and “External Motivators” above “Compliance.”

ASK: *What is the difference in the types of performance they produce?*
Why is this distinction important for the leadership project we selected?

ASK: *Are there are times when compliance is okay? For what reasons?*

Collect some responses.

👉 **Distribute** and read aloud, or ask a participant to read, the handout *Commitment versus Compliance*. Ensure that participants with disabilities have a copy that is accessible to them.

TIP: Be sure participants understand that in many situations there are good reasons for compliance, especially compliance with medical protocols or government regulations.

SAY: *Compliance is not always a problem; it just does not inspire innovation and creativity. You need to judge the situation and know what is needed.*

The real problem is malicious compliance—foot dragging and sabotage.

Ask for questions or comments. Be sure malicious compliance is part of the group discussion.

STEP 3. Wrap up and suggestions for practice (15 minutes)

SAY: *Think about our workplace and how we can inspire commitment.*

Collect a few responses and encourage people to look for these opportunities where they work.

F. Homework**Implementing the Action Plan and Monitoring the Indicator(s)****F**

SAY: *Now that we have our implementing plan updated, let's distribute responsibilities.*

Review the implementing plan to see who will do what and when. Be sure to assign someone to collect the data and update the monitoring and evaluation worksheet. Assign someone to make copies of the two updated documents and distribute them. The flipchart with the updated plan can be displayed in a place where everybody can see it until it is completely implemented.

Handouts—Module 6

Aligning and Mobilizing

- 1. Practices for High Performing Physical Rehabilitation Centers (p. 6-19)**
- 2. Stakeholder Analysis and Resource Mobilization Worksheet (p. 6-20)**
- 3. Action Plan (p. 6-21)**
- 4. Conceptual Model: Leading, Managing & Governing for Results (p. 6-22)**
- 5. Commitment vs. Compliance (p. 6-23)**

PRACTICES FOR HIGH PERFORMING PHYSICAL REHABILITATION CENTERS

LEADING

SCAN

- Identify client and stakeholder needs and priorities
- Recognize trends, opportunities, and risks that affect the organization
- Look for best practices
- Identify staff capacities and constraints
- Know yourself, your staff, and your organization—values, strengths, and weaknesses

ORGANIZATIONAL OUTCOME

Managers have up-to-date, valid knowledge of their clients, and the organization and its context; they know how their behavior affects others.

FOCUS

- Articulate the organization's mission and strategy
- Identify critical challenges
- Link goals with the overall organizational strategy
- Determine key priorities for action
- Create a common picture of desired results

ORGANIZATIONAL OUTCOME

The organization's work is directed by a well-defined mission and strategy, and priorities are clear.

ALIGN & MOBILIZE

- Ensure congruence of values, mission, strategy, structure, systems, and daily actions
- Facilitate teamwork
- Unite key stakeholders around an inspiring vision
- Link goals with rewards and recognition
- Enlist stakeholders to commit resources

ORGANIZATIONAL OUTCOME

Internal and external stakeholders understand and support the organization's goals and have mobilized resources to reach these goals.

INSPIRE

- Match deeds to words
- Demonstrate honesty in interactions
- Show trust and confidence in staff, acknowledge the contributions of others
- Provide staff with challenges, feedback, and support
- Be a model of creativity, innovation, and learning

ORGANIZATIONAL OUTCOME

The organization's climate is one of continuous learning, and staff show commitment, even when setbacks occur.

MANAGING

PLAN

- Set short-term organizational goals and performance objectives
- Develop multi-year and annual plans
- Allocate adequate resources (money, people, and materials)
- Anticipate and reduce risks

ORGANIZATIONAL OUTCOME

The organization has defined results, assigned resources, and developed an operational plan.

ORGANIZE

- Develop a structure that provides accountability and delineates authority
- Ensure that systems for human resource management, finance, logistics, quality assurance, operations, information, and marketing effectively support the plan
- Strengthen work processes to implement the plan
- Align staff capacities with planned activities

ORGANIZATIONAL OUTCOME

The organization's work is directed by a well-defined mission and strategy, and priorities are clear.

IMPLEMENT

- Integrate systems and coordinate work flow
- Balance competing demands
- Routinely use data for decision-making
- Co-ordinate activities with other programs and sectors
- Adjust plans and resources as circumstances change

ORGANIZATIONAL OUTCOME

Activities are carried out efficiently, effectively, and responsively.

MONITOR & EVALUATE

- Monitor and reflect on progress against plans
- Provide feedback
- Identify needed changes
- Improve work processes, procedures, and tools

ORGANIZATIONAL OUTCOME

The organization continuously updates information about the status of achievements and results, and applies ongoing learning and knowledge.

GOVERNING

CULTIVATE ACCOUNTABILITY

- Sustain a culture of integrity and openness that serves the public interest
- Establish, practice and enforce codes of conduct upholding ethical and moral integrity
- Embed accountability into the institution
- Make all reports on finances activities, plans, and outcomes available to the public and the stakeholders
- Establish a formal consultation mechanism through which people may voice concerns and provide feedback

ORGANIZATIONAL OUTCOME

Those who govern are accountable to those who are governed. The decision making is open and transparent. The decisions serve public interest.

ENGAGE STAKEHOLDERS

- Identify and invite participation from all parties affected by the governing process
- Empower marginalized voices, including women, by giving them a voice in formal decision-making structures and processes
- Create and maintain a safe space for the sharing of ideas
- Provide an independent conflict resolution mechanism
- Elicit and respond to all forms of feedback in a timely manner
- Establish alliances for joint action at whole-of-government and whole-of-society levels

ORGANIZATIONAL OUTCOME

The jurisdiction/sector/organization has an inclusive and collaborative process for making decisions to achieve the shared goals.

SET SHARED DIRECTION

- Prepare, document and implement a shared action plan to achieve the mission and vision of the organization
- Set up accountability mechanisms for achieving the mission and vision using measurable indicators
- Advocate on behalf of stakeholders' needs and concerns
- Oversee the realization of the shared goals and the desired outcomes

ORGANIZATIONAL OUTCOME

The jurisdiction/sector/organization has a shared action plan capable of achieving objectives and outcomes jointly defined by those who govern and those who are governed.

STEWARD RESOURCES

- Ethically and efficiently raise and deploy the resources to accomplish the mission and the vision and to serve stakeholders and beneficiaries
- Collect, analyze, and use information and evidence for making decisions
- Align resources in the health system and its design with the shared goals
- Build capacity to use resources in a way that maximizes the health and well-being of the public
- Inform and allow the public opportunities to monitor the raising, allocation and use of resources, and realization of the outcomes

ORGANIZATIONAL OUTCOME

The institution has adequate resources for achieving the shared goals, and the resources are raised and used ethically and efficiently to achieve the desired objectives and outcomes.

STAKEHOLDER ANALYSIS AND RESOURCE MOBILIZATION WORKSHEET

Use this worksheet to consider stakeholders' interests and concerns and identify specific requests.

Stakeholder group or individual	What are their interests and concerns?	What specific request will we make of this stakeholder?	What do we need to do to get their support?

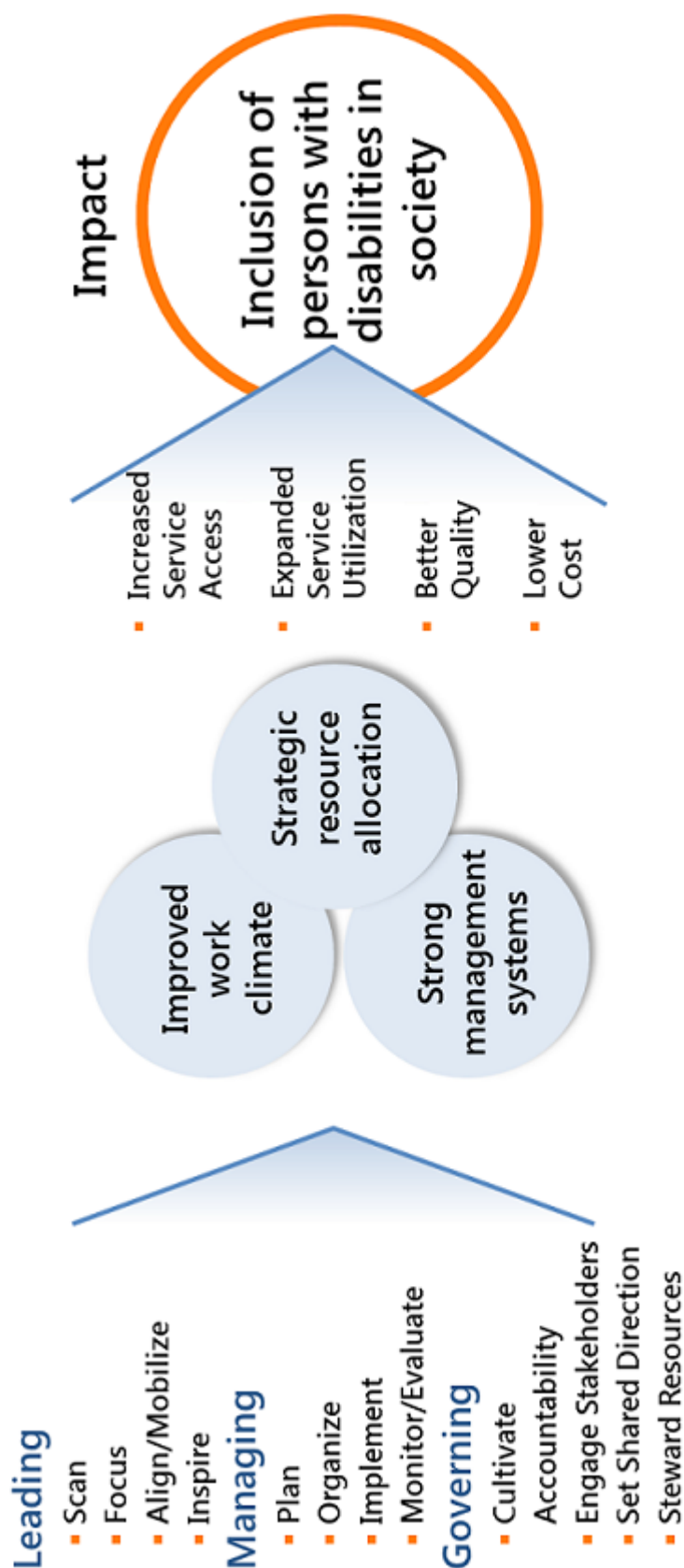
ACTION PLAN FOR THE IMPROVEMENT TEAM

CHALLENGE:		INDICATOR(S):		
DESIRED MEASURABLE RESULT:				
PRIORITY ACTIONS:				
Activities	Person Responsible	Start Date	End Date	Resources

CONCEPTUAL MODEL: LEADING, MANAGING AND GOVERNING FOR RESULTS



Conceptual Model: Leading, Managing and Governing for Results at Physical Rehabilitation Centers



COMMITMENT VERSUS COMPLIANCE

Commitment — Internally driven		
Source of motivation	Feelings	Outcomes
You WANT to do something.		
<ul style="list-style-type: none"> You want to do something extraordinary. You believe in it. 	<ul style="list-style-type: none"> Care about the work Determined to persevere in the face of obstacles Empowered to overcome obstacles. Energetic, bring new possibilities and options to the work. 	<ul style="list-style-type: none"> Good results that you are proud of.
Compliance — Externally driven		
Source of motivation	Feelings	Outcome
You HAVE to do something.		
Formal compliance You do just what is required and no more.	<ul style="list-style-type: none"> Compliant but not enthusiastic; act to satisfy an external standard or requirement Motivated only enough to achieve organizational objectives 	<ul style="list-style-type: none"> Do what is expected Follow orders and work according to a plan Do what one has to, but in a routine way
Noncompliance You don't do what is required.	<ul style="list-style-type: none"> Annoyed, frustrated, critical of others, or similar Uncooperative, negative; refuse to participate in work activities 	<ul style="list-style-type: none"> Insubordination No results
Malicious compliance You purposely do the wrong thing, although you may not object openly.	<ul style="list-style-type: none"> Resentful and critical, but unwilling to discuss complaints Follow the "letter of the law" but undermine desired results 	<ul style="list-style-type: none"> Sabotage Negative results



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