

**LDP**

MODULAR LEADERSHIP DEVELOPMENT PROGRAM  
FOR PHYSICAL REHABILITATION CENTERS

**Board Alignment Meeting BAM**

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**Inspiring 9**



**Evaluating & Starting Again 10**

**Board Results Presentation Meeting BRP**



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**LEADERSHIP, MANAGEMENT  
& GOVERNANCE PROJECT**



*Inspired Leadership. Sound Management. Transparent Governance.*

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Management Sciences for Health  
200 Rivers Edge Drive  
Medford, Massachusetts 02155-5741 USA  
Tel.: +1.617.250.9500  
Fax: +1.617.250.9090  
Email: [bookstore@msh.org](mailto:bookstore@msh.org)  
Website: [www.msh.org](http://www.msh.org)

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### PURPOSE

Help participants understand the need for inspiring their team and introduce ways to inspire

### MODULE OBJECTIVE

- To explore the leadership practice of inspiring
- To show how to gain and maintain trust and show the link between inspiring and trusting
- To demonstrate the importance of acknowledging the accomplishments or contributions of team members
- To explore how to lead from a breakdown to a breakthrough in effective action

### LEARNING OBJECTIVES

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

- Propose ideas on how they can keep their team inspired
- Explain how to inspire people through building trust
- Suggest ideas for how to acknowledge members of the team for their contributions
- Describe the steps to lead through a breakdown conversation

### MODULE CONTENT AND SCHEDULE

Full module duration: 4 hours

ACTIVITY	TIME
A. Welcome, homework review, and module overview	30 minutes
B. What is Inspiring?	15 minutes
C. Inspiring through Building Trust	45 minutes
Break	15 minutes
D. Inspiring through Acknowledgement	45 minutes
E. Leading through Breakdowns	60 minutes
F. Homework and closing	30 minutes

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## 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).
- Prepare the handout *Inspire through Building Trust* by cutting a copy of the handout into six slips of paper so each slip has the text "I acknowledge you for... \_\_\_\_\_." Make enough copies/slips so that every participant can write an acknowledgment for every person on his or her team.
- Select a recent breakdown the team has had and fill out the breakdown conversation worksheet to be prepared to coach the team through the breakdown.
- Remind the person in charge to collect the data to update the monitoring and evaluation worksheet and bring it to the session.

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## MATERIALS

- Flipcharts—easel and paper
- Tape
- Colored markers

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## PREPARED FLIPCHARTS

- Module 9 objectives and schedule
- Action Plan as updated in Module 8
- Action Plan format (blank)
- Two definitions of "trust": as a noun and as a verb.
  - Noun:** *Trust is a firm reliance on the integrity, ability, or character of a person.*
  - Verb:** *To trust is to increase one's vulnerability to another whose behavior is not under one's control in a situation where there may be risk.*
- Definition of a breakdown.
  - A breakdown is any situation that...threatens progress toward a commitment; presents uncertainty or difficulty; stops effective action; presents obstacles to our commitments.**

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## HANDOUTS

- *Practices for High-Performing Physical Rehabilitation Centers* (p. 9-16)
- *Inspire through Building Trust* (p. 9-17)
- "I acknowledge you for... \_\_\_\_\_" (p. 9-18)
- *Leading through Breakdowns* (p. 9-19)
- *Breakdown Conversation Worksheet* (p. 9-20)
- *Coaching through Breakdowns* (p. 9-21)

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## HOMEWORK

Practice inspiring and continue implementing the Action Plan

## Activity A.

### Review the Learning and Homework from Module 8 and the Objectives for Module 9

*This exercise reviews what participants learned during the last module, explains the objectives of the present module, reviews communication skills and practices, and reviews advances in the Action Plan implementation.*

#### Duration

30 minutes

#### Materials

- ❑ Blank flipchart
- ❑ Flipchart: Module 9 objectives and schedule
- ❑ Flipchart: Action Plan, as updated in Module 8
- ❑ Flipchart: blank Action Plan

#### Process

#### STEP 1. Review of Module 8 skills practice homework (15 minutes)

In the large group:

**SAY:** *We are about to start ICRC-LDP Module 9. Before starting, let's recall what was covered in Module 8.*

**ASK:** *What did we learn in Module 8?*

👉 **Take notes** on the flipchart and make a summary about the main learning in Module 8.

👉 **Read** aloud as you write.

**SAY:** *In Module 8 we started practicing communication skills to improve teamwork. We said the secret to mastering a skill is practice. We had three areas of practice: listening, making requests, and providing feedback.*

**ASK:** *To practice listening skills, we said that each of us would practice by focusing on what someone is saying and making mental summaries of what the person is saying.*

*Who would like to share his or her experience practicing listening?*

Allow some responses and then continue,

**SAY:** *[Name] volunteered to remind us in our meetings about making summaries and asking good questions about what was just said before proposing new ideas.*

**ASK:** *Who wants to tell us how our listening practice has been in meetings?*

Allow some responses and then continue,

**SAY:** *Who would like to share his or her experience practicing making requests?*

Allow some responses and then continue,

**SAY:** *Who practiced writing the feedback in the format we learned in Module 8 before providing feedback? Who would like to share their experience?*

Allow some responses and then summarize about how much they practiced—or not—and how they should continue practicing communication skills.

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## STEP 2. Report back on Action Plan advances (10 minutes)

 **Show the flipchart** with the Action Plan as updated in Module 8. Review each activity of the plan to verify if the actions are in process or completed.

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

*What did we do? What did we not 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?*


**ASK:** *What does our monitoring and evaluation worksheet say?*

*What are the changes in our indicator(s)? Why?*

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

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## STEP 3. Overview and agenda for Module 9 (5 minutes)

 **Show the flipchart** with Module 9 objectives and schedule. Review the objectives and the schedule.

## Activity B. What is Inspiring?

*This exercise gives participants the chance to explore the leadership practice of inspiring. It helps them learn how they can inspire others to follow as well as to be leaders themselves.*

■ **Duration** 15 minutes

■ **Materials**

- Handout: *Practices for High-Performing Physical Rehabilitation Centers* (p. 9-16)
- Blank flipchart

■ **Process**

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### STEP 1. Discuss the meaning of inspire (5 minutes)

In the large group:

**SAY:** *We have reviewed all but one of the practices of leading.  
Now we are going to take a closer look at how to inspire.*

**ASK:** *What does inspire mean?*

**SAY:** *Try to come up with a definition in your team.*

Collect a few answers.

👉 **Write** them on a flipchart. Read aloud as you write.

**SAY:** *To inspire is to breathe life (spirit) into something through what we do or say.*

*Inspiring is an important leadership practice.*

*When we are inspired, we have the commitment and motivation to keep going, even when it is really hard.*

Refer to the handout *Practices for High-Performing Physical Rehabilitation Centers*. Ask someone to read the five practices that are inspiring as well as the organizational outcome: "The organization displays a climate of continuous learning and staff show commitment, even when setbacks occur."

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### STEP 2. Brainstorm ways to inspire (10 minutes)

**SAY:** *Discuss what your team needs to do to inspire others so that you can achieve your desired results.*

Collect responses.

👉 **Write** them on a flipchart.

## Activity C. Inspire through Building Trust

*This exercise explores the links between trust and inspiring.*

### Duration

45 minutes

### Materials

- ❑ Prepared flipchart with two definitions of “trust”:  
as a noun, and as a verb.  
—*Noun: Trust is a firm reliance on the integrity, ability, or character of a person.*  
—*Verb: To trust is to increase one’s vulnerability to another whose behavior is not under one’s control in a situation where there may be risk.*
- ❑ Handout: *Inspire through Building Trust* (p. 9-17)
- ❑ Paper for participants to write on
- ❑ Blank flipchart

### Process

#### STEP 1. Explore the importance of trust (10 minutes)

In the large group:

**ASK:** What is trust?

✎ **Write** responses on a flipchart.

✎ **Distribute** copies of *Inspire through Building Trust* and show the prepared flipchart with definitions of trust. Ensure that participants with disabilities have copies that are accessible to them.

**SAY:** *Trust can be a feeling we have when we believe that we can rely on someone. It can also be something we do.*

Read the definitions aloud.

**SAY:** *There are two definitions of “trust,” one as a noun and the other as a verb.*  
—*Noun: Trust is a firm reliance on the integrity, ability, or character of a person.*  
—*Verb: To trust is to increase one’s vulnerability to another whose behavior is not under one’s control in a situation where there may be risk.*

**ASK:** *Why is trust important to exercising our leadership within and outside*



of our team?

👉 **Collect** a few responses.

👉 **Write** them on a flipchart.

## STEP 2. Conduct an inquiry on trust (15 minutes)

**SAY:** *Think of someone whom you trust.*

*What has he or she done to earn your trust? Note these on your paper.*

Pause while people write down their thoughts.

**SAY:** *Now think of someone you do not trust.*

*What has he or she done to lose your trust? Write these down, too.*

Pause while people write down their thoughts.

**SAY:** *Share your responses with a neighbor.*

👉 **Collect** responses.

👉 **Write** them on a flipchart with two columns with the headings “Trust gained” and “Trust lost.” Read aloud while you write.

## STEP 3. Identify practices to improve trust (15 minutes)

Refer to the handout *Inspiring through Building Trust*.

**SAY:** *In pairs, discuss how we can use the eight practices of leading and managing to improve trust in our team.*

Give the pairs 5 minutes to discuss. Collect their results.

👉 **Write** them on a flipchart. Refer to the handout *Inspiring through Building Trust*. Note any ideas that the pairs did not mention.

Ask participants to write additional suggestions on their handouts.

## STEP 4. Wrap up and suggestions for practice (5 minutes)

In the large group:

**ASK:** *Which of the practices that you listed can you start implementing right away? Which practices are more difficult?*

*How can we support each other to increase trust in our team?*

👉 **Collect** a few responses and summarize how the team can increase trust.

## Activity D. Inspire through Acknowledgement


*This exercise helps participants recognize the importance of acknowledging the accomplishments or contributions of others as well as of gracefully receiving acknowledgment directed at them.*

**Duration** 45 minutes

**Materials** ☐ Handout: Slips of paper with “I acknowledge you for...”, enough for each member of a team to write an acknowledgement for every other member of his or her team (9-18)

### Process

#### STEP 1. Individual work (15 minutes)

 **Distribute** the acknowledgment handouts and ask participants to complete them. Ensure that participants with disabilities have an option accessible to them.

**SAY:** *One powerful way to keep people inspired is to recognize and acknowledge their contributions to the team’s results.*

**SAY:** *We will use a simple tool to provide acknowledgement to our team members. As you can see in the slips of paper I handed out, there is a sentence beginning with “I acknowledge you for...” Please fill in the blank to make an acknowledgement for each member of your team.*

**SAY:** *Use one slip of paper for each member of your team. These acknowledgments can include what the other member has contributed to the team, to clients, or to the community.*

**SAY:** *You should put the name of the person you are writing to on the slip. It is up to you whether you want to put your own name.*

#### STEP 2. Read and receive acknowledgments (20 minutes)

In the large group, have each person read the acknowledgments he or she wrote to each of their teammates aloud so everyone can hear it.

Make sure everyone receives the slips of paper with acknowledgments from their teammates to save.

#### STEP 3. Wrap up and suggestions for further practice (10 minutes)

Collect responses from the following sets of questions.

**ASK:** *What was it like to receive these acknowledgments?*

*Why is it so powerful?*

**ASK:** *What keeps us from acknowledging and recognizing people more often?*

*How can we increase acknowledgment in our work?*

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**Stress that an acknowledgment must be genuine to have power. If you acknowledge someone for something but do not actually mean it, you are at risk of being seen as insincere or fake.**

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## Activity E. Leading through Breakdowns

*This exercise helps participants see breakdowns as a source of positive change and learn how to lead themselves and others from a breakdown to a breakthrough in effective action.*

### Duration

60 minutes

### Materials

- ❑ Prepared flipchart with the definition of a breakdown  
—*A breakdown is any situation that...threatens progress toward a commitment; presents uncertainty or difficulty; stops effective action; presents obstacles to our commitments.*
- ❑ Handouts: *Leading through Breakdowns* (p. 9-19), *Breakdown Conversation Worksheet* (p. 9-20), *Coaching through Breakdowns* (p. 9-21)
- ❑ Paper for participants to write on

### Process

#### STEP 1. What is a breakdown? (10 minutes)

In the large group:

**ASK:** What is a breakdown?

Collect some responses and then reveal the prepared flipchart:

**SAY:** A breakdown is any situation that...

...threatens progress toward a commitment;  
...presents uncertainty or difficulty;  
...stops effective action;  
...presents obstacles to our commitments.


👉 **Distribute** the *Leading through Breakdowns* handout and have participants take turns reading the parts of the handout aloud. Ensure that participants with disabilities have copies that are accessible to them.

**ASK:** What are examples of breakdowns?

Collect some responses.

👉 **Write** them on a flipchart. Read aloud as you write.

## STEP 2. Reflect on team responses to breakdowns (15 minutes)

 **Distribute** the handout *Breakdown Conversation Worksheet*. Ensure that participants with disabilities have copies that are accessible to them. Ask participants to work in pairs to respond to the questions on the worksheet.

**SAY:** *Think of one recent breakdown we have had in our team, a time when we were stuck with obstacles that prevented us from progress toward a commitment. You can take one of the examples we already have on the flipchart, but make sure it is something that really happened.*

**ASK:** *What was the breakdown?*

*What were we committed to?*

*What was missing, or what happened, that caused the breakdown to occur?*


*What did you learn?*

*What actions could we take now?*

Give pairs 10 minutes to respond to the questions in the handout.

## STEP 3. Practice leading through breakdown in team (30 minutes)

Work with the entire group.

 **Distribute** copies of *Coaching through Breakdowns*. Ensure that participants with disabilities have copies that are accessible to them. Be prepared to facilitate a conversation about a real breakdown.

**SAY:** *Now we will practice how to lead through breakdowns, I will facilitate the conversation to analyze the breakdown we had... (Say what breakdown you will talk about)*

**SAY:** *We will start with Step 1, which is to “Declare the breakdown.”*

**ASK:** *What is the breakdown?*

*What happened? Give me facts, not interpretations.*

 **Write** Step 1 on the flipchart and record the facts about the breakdown. If some facts are missing, you can add them.

**SAY:** *In Step 2 we “Identify our commitment.”*

**ASK:** *What is our commitment behind this?*

*What are we committed to do?*

 **Write** Step 2 on the flipchart and record the commitment. Be sure the team is

taking responsibility for the commitment despite the obstacles they are facing now.

**SAY:** *In Step 3 we “Notice what is missing.”*

**ASK:** *What was missing that caused the breakdown to occur?*

 **Write** Step 3 on the flipchart and record team contributions on what was missing.

**SAY:** *In Step 4 we “Capture learning.”*

**ASK:** *What can we learn?*


*What is possible now?*

 **Write** Step 4 on the flipchart and record team contributions on what we learned from this experience.

**SAY:** *Step 5 is to “Plan actions.”*

**ASK:** *What actions will we take?*

*What requests and promises do you or others need to make?*

 **Write** Step 5 on the flipchart and record the actions the team will take to overcome the breakdown.

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#### **STEP 4. Summarize the learning about how to handle breakdowns (5 minutes)**

**ASK:** *What else did you learn from this exercise?*

Take some answers and make a summary of the team learning.

## F. Homework

### Practice Inspiring and Continue Implementing the Action Plan

**SAY:** *In this module we have been practicing how to keep our team inspired to improve teamwork. What have we been practicing?*

Allow participants to respond. If necessary complete with: building trust, giving acknowledgment, leading through breakdowns.

**SAY:** *To master these skills we need to practice them frequently until they become new habits in our team routine.*

**ASK:** *How can practice increase our mutual trust?*

Allow participants to respond. If necessary ask them to return to the *Inspiring through Building Trust* handout to see examples.

**SAY:** *To practice building trust, we can listen to everyone's contributions and take them into account. We can also be transparent about what we are doing and engage other members of the team.*

*We can be accountable for our responsibilities. If we will not be able to meet a deadline, we should inform our team members as soon as we are aware of it and offer options, etc.*

**ASK:** *To help us be aware of the importance of building trust, who will volunteer to make a poster that reminds us about it?*

**SAY:** *To practice giving acknowledgment, what do you suggest we do?*

**SAY:** *In our meetings, we can start giving acknowledgment to people who give special contributions. What other ideas do you have?*

 **Take notes** of who is responsible for what. Read aloud while you write.

**SAY:** *In the next module we will review what we did to keep our team inspired.*

 **Show the Action Plan** updated at the beginning of this module.

**SAY:** *Now, let's review our responsibilities in our Action Plan.*

Review the Action Plan to see who will do what and by when. Be sure to assign someone to collect the data and update the monitoring and evaluation worksheet. The flipchart with the updated plan can be displayed in a place where everyone can see until it is completely implemented.

**SAY:** *In the next module, we will evaluate the results of our first challenge and select a new one to continue working as a team. You can start thinking now about what our next challenge could be.*

## **Handouts—Module 9**

### **Inspiring**

- 1. Practices for High-Performing Physical Rehabilitation Centers (p. 9-16)**
- 2. Inspire through Building Trust (p. 9-17)**
- 3. “I acknowledge you for... \_\_\_\_\_.” (p. 9-18)**
- 4. Leading through Breakdowns (p. 9-19)**
- 5. Breakdown Conversation Worksheet (p. 9-20)**
- 6. Coaching through Breakdowns (p. 9-21)**



# 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.*

## INSPIRE THROUGH BUILDING TRUST

### Trust (noun):

Having a firm reliance on the integrity, ability, or character of a person.

### To trust (verb):

To increase one's vulnerability to another whose behavior is not under one's control in a situation where there may be risk.

### Practices that lead to trust

**Scanning:** show interest in coworkers, inquire after their families and well-being; look for causes of problems in work processes rather than blaming people

**Focusing:** show that you pay attention to what people do and notice the contributions they make

**Aligning and mobilizing:** consult with coworkers, appreciate their expertise and experience; cooperate rather than compete; use knowledge and competence rather than official status to influence others

**Inspiring:** treat coworkers with respect; support and help coworkers; seek out new information and be creative and innovative, including when acknowledging one's own mistakes or uncertainties

I acknowledge you for...

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I acknowledge you for...



## LEADING THROUGH BREAKDOWNS

*Success is moving from failure to failure without losing enthusiasm.*

—Winston Churchill

### A breakdown is any situation that...

- threatens progress towards a commitment
- presents uncertainty or difficulty
- stops effective action
- presents obstacles to our commitments

### Breakdowns normally lead to...

- minimizing or ignoring the problem
- blaming each other
- eroding teamwork, trust, and effectiveness

### Change how you approach breakdowns by recognizing that...

- all large commitments have breakdowns
- the greater our commitment, the more and greater the breakdowns (“No commitment, no breakdown”)
- breakdowns, when well handled, are a major source of breakthroughs and “finding a new way” to meet your commitments

### High-performance teams handle breakdowns differently from typical groups:

TYPICAL GROUPS	HIGH-PERFORMANCE TEAMS
<ul style="list-style-type: none"> <li>■ are stopped by breakdowns</li> <li>■ members blame one another</li> <li>■ breakdowns are seen as obstacles and problems to avoid</li> <li>■ breakdowns are seen as an indicator that something is wrong with the person, team, or project</li> </ul>	<ul style="list-style-type: none"> <li>■ expect breakdowns</li> <li>■ welcome breakdowns</li> <li>■ use breakdowns to create breakthroughs</li> <li>■ see breakdowns as helpful to understanding what is missing to fulfill a commitment</li> </ul>

## BREAKDOWN CONVERSATION WORKSHEET

*Think of a breakdown your team has recently experienced and answer the following questions related to that breakdown.*

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1. What was the breakdown? Briefly describe what happened.

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2. What were you committed to? Describe the commitment of you or your team.

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3. What was missing that caused the breakdown to occur?

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4. What did you learn?

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5. What actions could you take now?

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## COACHING THROUGH BREAKDOWNS

### 1. Declare the breakdown.

- What was the breakdown?
- What happened? (Give facts, not interpretations.)

### 2. Identify your commitment.

- What is the commitment behind this?
- Take responsibility (not blame) for the breakdown.

### 3. Notice what is missing.

- What was missing that caused the breakdown to occur? (e.g., integrity, process, etc.)
- To what are you now committed?

### 4. Capture learning.

- What did you learn?
- What is possible now?

### 5. Plan actions.

- What actions will you take?
- What requests and promises do you or others need to make?



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