

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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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
Website: www.msh.org

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ICRC-LDP MODULE 8

Working Effectively in Teams

PURPOSE

Increase and sustain the capacity and skills to work in teams, face challenges, and achieve measurable results

MODULE OBJECTIVE

- To follow up on Action Plan implementation
- To present the importance of listening for effective teamwork and practice the skill
- To present a tool on how to turn complaints into requests
- To give effective feedback

LEARNING OBJECTIVES

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

- Explain the characteristics of good listening
- In a conversation with a colleague, listen without interrupting and make an accurate summary of what the other person said
- Transform a complaint into a request using the tool provided
- Explain the characteristics of useful feedback
- Provide useful feedback using the tool provided

MODULE CONTENT AND SCHEDULE

Full module duration: 3.75 hours

ACTIVITY		TIME
A.	Welcome, homework review, and module overview	30 minutes
B.	Improving Listening Skills	60 minutes
Break		15 minutes
C.	Making Effective Requests and Reducing Complaints	45 minutes
D.	Giving Useful Feedback	60 minutes
E.	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).
- Complete the complaints vs. request and feedback exercises on your own to be able to answer any questions from participants during the session.
- Remind the person in charge to collect the data to update the monitoring and evaluation worksheet and bring it to the session.

MATERIALS

- Flipcharts—easel and paper
- Tape
- Colored markers

PREPARED FLIPCHARTS

- Module 8 objectives and schedule
- Action Plan as updated in Module 7
- Action Plan format (blank)
- Prepared flipchart with the three sentences listed below, with blanks:
Will you _____ (specific person),
Do this _____ (specific action),
By _____ (specific time)?
- Prepared flipchart with the three sentences below, with blanks:
When you _____, I feel _____.
The impact on me or the work is _____.
I would like it if you _____.

HANDOUTS

- *Good Listening* (p. 8-18)
- *Requests Instead of Complaints* (p. 8-19)
- *Giving Useful Feedback* (p. 8-20)

HOMEWORK

Continue implementing the Action Plan

Activity A.

Review the Learning and Homework from Module 7 and the Objectives for Module 8

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

Duration

30 minutes

Materials

- ❑ Blank flipchart
- ❑ Flipchart: Module 8 objectives and schedule
- ❑ Flipchart: Action Plan, as updated in Module 7
- ❑ Flipchart: blank Action Plan

Process

STEP 1. Review of Module 7 content (5 minutes)

In the large group:

SAY: *We are about to start ICRC-LDP Module 8. Before starting, let's review Module 7.*

ASK: *What did we learn in Module 7?*

👉 **Take notes** on the flipchart and summarize the main learning in Module 7.

👉 **Read** aloud as you write.

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

STEP 2. Overview and agenda for Module 8 (5 minutes)

👉 **Show the flipchart** with Module 8 objectives and schedule. Review the workshop's objectives and the schedule.

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

 **Show the flipchart** with the Action Plan, as updated in Module 7. Review each activity of the plan to verify that 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).

Activity B. Improving Listening Skills

Listening is an important communication skill. This exercise helps participants reflect on their listening habits and how they affect their team.

*Note on Working with Interpreters:
Make sure participants with disabilities are properly included. When talking to a person with a disability, look and speak directly to that person, rather than their interpreter or aide.*

This can be a very funny exercise when people use their acting skills.

Duration 60 minutes

Materials

- Blank flipchart
- Handout: *Good Listening* (p. 8-18)

Process

STEP 1. Practice “bad” listening and share what it feels like (15 minutes)

In the large group ask participants to divide into pairs.

SAY: *Select a partner.*

Decide who is the “talker” and who is the “listener.”

The talker talks for about 2 minutes about something that he or she thinks is important.

The listener shows signs of not listening.

Switch roles: The second person talks while the first person shows signs of not listening.

Let them talk for about 5 minutes and then continue.

ASK: *How did that feel?*

Has this happened to you?

Have you been a bad listener to others?

What happens when people have bad listening habits?

Take a few responses after each question.

STEP 2. Practice “good” listening and share what it feels like (15 minutes)

Repeat Step 1, but this time the listener demonstrates that he or she is listening carefully to what the other person is saying.

SAY: *Continue to work with your same partner. We will do the exercise again but now we will practice good listening.*

Decide who is the “talker” and who is the “listener.”

The talker talks for about 3 minutes about something that he or she thinks is important.

The listener listens without interrupting and pays attention to every word.

When the talker finishes, the listener makes a summary of what the talker said.

The talker verifies if the summary is accurate.

Switch roles: The second person talks while the first person listens without interrupting and at the end makes a summary. The talker verifies accuracy of the summary.

ASK: *How did it feel to be listened to?*

Were you able to listen without interrupting?

How accurate were your summaries?

Have we been good listeners to others?

Take a few responses after each question.

STEP 3. Reflect on the effects of good or bad listening on teamwork (30 minutes)

 **Label** a flipchart “Obstacles to good listening.”


 **Take notes** on it based on participants' contributions. Some examples could be: we are distracted, we are already thinking of how we are going to answer instead of listening, etc.

ASK: *What prevents us from listening properly?*

 **Label** a second flipchart “How to improve good listening” and take notes on it based on participants' contributions.

ASK: *What can we do to listen properly?*

After taking notes on obstacles and how to improve good listening:

 **Distribute** the handout *Good Listening* and read it with participants. Ensure that participants with disabilities have copies that are accessible to them.

ASK: *Do we have something to add about how to improve our listening?*

ASK: *What are the consequences for our teamwork if we practice good listening habits?*

ASK: *What lessons will you take from this exercise?*

Summarize the impact of bad and good listening on teamwork, motivation, and organizational effectiveness.

Activity C. Making Effective Requests and Reducing Complaints

This exercise helps participants be more skillful when they communicate with others to align and mobilize them around desired results.

Duration 45 minutes

- Materials**
- ❑ Prepared flipchart with the three sentences listed below, with blanks:
Will you _____ (specific person),
Do this _____ (specific action),
By _____ (specific time)?
 - ❑ Blank flipchart
 - ❑ Handout: *Requests Instead of Complaints* (p. 8-19)

Process

STEP 1. Change complaints into requests (15 minutes)

With the whole group, explain the difference it makes to make requests instead of complaints in teamwork.

ASK: *Do you know why people complain?*

ASK: *Can you give me examples of complaints in our team?*

👉 **Write down** examples of common complaints on a flipchart and then continue:

SAY: *Behind any complaint, you can find an unmet need.
People who complain want their need to be fulfilled.*

👉 **Point** at the flipchart to the common complaints you just recorded and ask:

ASK: *What is the unmet need behind these complaints?*

Let participants answer and then continue:

SAY: *What is the normal reaction when someone is complaining?*


Take some of the answers and then continue:

SAY: *Behind the complaint is a negative judgment saying something is wrong. So, it is for common people become defensive when someone is complaining.*

Another problem with complaints is that they are an indirect way to ask for something.

When someone receives a request, they don't feel criticized—instead, they are asked to do something and can openly respond.

In order to improve our communication and teamwork, we can use a simple tool to change our complaints into requests. Let's start changing the complaints we have on the flipchart into requests.

 **Show the prepared flipchart** “Changing complaints into requests” Facilitate the process to transform all the complaints on the flipchart into requests.

SAY: *To do this, we will fill out the requests in the blanks.*

Will you _____ (specific person)

Do this _____ (specific action)


By _____ (specific time)?

 **Write** on the flipchart three ways to respond to a request:

- Yes
- No
- Counteroffer: “No, I can't do that, but I can do this.”

SAY: *When we receive a specific request, we can give a straightforward answer, and the other person will know if his/her request will be fulfilled. When we make a complaint, nobody is accountable to fulfill the need.*

STEP 2. Practice turning complaints into requests (15 minutes)

 **Distribute** copies of *Requests Instead of Complaints*. Ensure that participants with disabilities have copies that are accessible to them.

SAY: *Let's practice transforming complaints into requests. First write down three complaints, and then use the format in your handout to transform them into requests.*

Allow 5 to 10 minutes for participants to write down their requests. Allow participants with disabilities to take notes as they need to accommodate their disabilities.

STEP 3. Share your requests (10 minutes)

Ask participants to work in pairs.

SAY: *Share your request with your partner and provide feedback to improve the requests if necessary. Check each other's requests to see if they have the three specific elements of a good request.*

STEP 4. Report on the experience and wrap up (5 minutes)

In the whole group, invite the participants to share examples of good requests. Encourage participants to use these practices.

SAY: *Try making requests—ones that could just as easily be complaints—of people soon after the module. Note how people handle the requests. Decide if you think they would have handled complaints differently.*

Activity D. Giving Useful Feedback

This exercise helps people learn how to give constructive direct feedback to others about their behaviors when they need to improve behaviors that are important to achieving results.

Duration 60 minutes

Materials

- ❑ Handout: *Giving Useful Feedback* (8-18)
- ❑ Prepared flipchart with the three sentences below, with blanks:
When you _____, I feel _____.
The impact on me or the work is _____.
I would like it if you _____.

Process

STEP 1. Introduce giving feedback (30 minutes)

In the large group:

SAY: *Think of a time when you received feedback that was helpful.*
Now think of a time when you received feedback that was not helpful.
Talk about these two experiences in pairs.

Give the pairs 5 minutes to talk and then ask of the large group:

ASK: *Who would be willing to share an experience that was not helpful?*


Ask for 2 or 3 examples, then ask:

ASK: *Who would be willing to share an experience that was helpful?*

Ask for 2 or 3 examples, then ask:

ASK: *What factors contribute to the feedback being helpful?*

Allow participation.

 **Take notes** of participants' suggestions on the flipchart. Read aloud as you write. Some examples can be: should be in private, talk about facts not judgments, avoid generalization, etc.

SAY:

In order for feedback to be helpful, you need to:

- Provide it in private;*
- Be specific about the action that was not helpful—do not generalize by using words such as “always” or “never”;*
- Describe the impact of the action on you and/or the work;*
- Make a specific request for another action.*

STEP 2. Practice giving feedback through a role-play (20 minutes)

 **Distribute** copies of *Giving Useful Feedback* and read aloud from the flipchart with the same text. Ensure that participants with disabilities have copies that are accessible to them.

Direct people to sit in pairs.

SAY:

Let's practice providing feedback, first writing it on paper, and later we will do it in role-play with our partner.

SAY:

Think about three situations in which you received or gave feedback that was not productive. Transform that feedback into constructive feedback by using the format.

Pause to give people time to fill in the blanks.

SAY:

Share your work with your partner. Check each other's feedback to see if we have the three specific elements of good feedback.

In the whole group, invite the participants to share examples of good feedback.

SAY:

Now we will practice in a role-play. Think of a situation in which you wished you had given feedback, or one where you would like to in the future.

Fill out the handout individually.

Pause to give people time to fill in the blanks.

SAY:

Practice saying what you have noted on the handout to your partner.

If needed, provide background to your partner so he or she understands the situation.

After a few minutes, repeat the exercise by reversing roles.

STEP 3. Share experiences in giving effective feedback (5 minutes)

In the large group:

ASK: *What was it like to give and receive feedback in this way?*

Collect a few responses.

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

ASK: *Think about ways to practice giving useful feedback at work or at home.
How might you support one another as a team?*

E. Homework

Practice Teamwork Skills and Continue Implementing the Action Plan

SAY: *In this module we have been practicing communication skills to improve teamwork. Which three skills have we been practicing?*

Allow participants to respond. If necessary complete: Listening, making requests instead of complaints, and providing useful feedback.

SAY: *The secret to mastering a skill is practice. We have started a few exercises to improve our communication skills, but if we want to master them, we need to practice.*

ASK: *How can we practice our listening skills?*

Allow participants to respond. If necessary suggest:

SAY: *To practice listening skills, each of us can practice by focusing on what someone is saying, and making mental summaries of what the person is saying.*

In our meetings, we can start asking people to make summaries of what was just said and ask questions before making a new suggestion. Will someone volunteer to remind us about listening in our next meetings?

SAY: *To practice making requests, we all can be aware of that and when listening to complaints, we can kindly ask to transform it into request. Will someone volunteer to make a poster that will remind us about making requests?*

SAY: *To practice providing good feedback, every time you want to provide feedback to someone, take your feedback form and write it properly before doing it in person. Try it and observe the results.*

SAY: *In the next module we will review how our communication skills and practices have been going.*

 **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 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 everybody can see until it is completely implemented.

Handouts—Module 8

Working Effectively in Teams

- 1. Good Listening (p. 8-16)**
- 2. Requests Instead of Complaints (p. 8-17)**
- 3. Giving Useful Feedback (p. 8-18)**

GOOD LISTENING

Listening is difficult when:

- Our mind is busy and preoccupied with other concerns
- We have a strong urge to say something
- We have already made a conclusion about the other person's issues
- We listen for what we expect to hear
- We listen to reinforce our point of view

Practices for good listening:

- Silence your mind from other concerns
- Focus on the person who is talking
- Put yourself in the other person's shoes to understand his/her point of view
- Don't interrupt
- Ask questions to understand the other person's point of view
- Make a summary of the other person's point of view to verify understanding

REQUESTS INSTEAD OF COMPLAINTS

Take one complaint and transform it into a request using the following format.

Request form

1. Will you _____ (specific person)

2. Please do this _____ (specific action)

3. By this time _____? (specific time)

Three ways to respond to a request

- Yes
- No
- Make a counteroffer: “No, I can’t do that, but I can do something else,” or “I can do it, but by some other time.”

Complaints and requests: Principles in effective teams

- People make requests only to someone who can do something about the situation.
- People state their complaint in the form of a request.
- If you receive a complaint you cannot do anything about, you suggest they turn it into a request and refer it to someone who can do something about it (avoid gossip).
- If you receive a request, you are free to respond in the three ways (yes, no, or counteroffer).

GIVING USEFUL FEEDBACK—FEEDBACK FORM

When you are giving feedback, remember to:

- Talk about a specific action;
- Talk about its effect on you and the work;
- Make a specific request for a different action.

Remember to speak respectfully: Say what you mean, but don't say it meanly.

PRACTICE 1

When you _____ (do something, a specific action)

I feel _____ (disrespected, etc.)

The impact is _____ (how it affects you or your work)

I would like you to _____ (do something, a specific action)

PRACTICE 2

When you _____ (do something, a specific action)

I feel _____ (disrespected, etc.)

The impact is _____ (how it affects you or your work)

I would like you to _____ (do something, a specific action)

PRACTICE 3

When you _____ (do something, a specific action)

I feel _____ (disrespected, etc.)

The impact is _____ (how it affects you or your work)

I would like you to _____ (do something, a specific action)



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