

## **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)





**USAID**  
FROM THE AMERICAN PEOPLE

**LEADERSHIP, MANAGEMENT  
& GOVERNANCE PROJECT**

*Inspired Leadership. Sound Management. Transparent Governance.*

