

Working Effectively with Staff

Essential Ideas to Convey

- ❑ Facilitative supervisors use skills **to build a team** and **to work effectively with groups**.
- ❑ Different facilitation techniques are appropriate for each stage of the group development process.
- ❑ Groups work as effective teams when there is an atmosphere of trust, openness, respect, and interdependence, and when each member of the group feels that he or she can realize himself/herself as a professional and as a person. Facilitative supervisors understand this and are able to make the most of group dynamics to create such an atmosphere.
- ❑ To use group dynamics successfully, supervisors need to know how to:
 - Foster a nonthreatening environment
 - Encourage different levels of staff to work together
 - Encourage different types of personalities to work together
 - Manage and resolve conflicts
- ❑ **Types** of feedback include:
 - **Negative**—overly critical, causing hurt feelings
 - **Positive**—supportive, causing good feelings
 - **Punitive**—focused on assigning blame
 - **Constructive**—focused on solving the problem
- ❑ Facilitative supervisors keep in mind that the people they supervise are their customers and must always be treated with respect. Therefore, facilitative supervisors always give positive feedback when work is done well. In addition, facilitative supervisors understand that their job is to help their customers solve problems or correct mistakes. Therefore, facilitative supervisors ensure two-way communication and always give either **positive** or **constructive** feedback. (Constructive feedback is given when mistakes happen and some behavior needs to be corrected and improved.) Facilitative supervisors never use **negative** or **punitive** feedback.
- ❑ Steps in providing constructive feedback include:
 - Choosing appropriate timing
 - Conveying your positive intent
 - Describing specifically what you have observed
 - Stating the impact of the behavior or action
 - Asking the other person to respond
 - Focusing the discussion on solutions (the constructive part of feedback)

Session 10-1

Building a Team

Objectives

By the end of this session, the participants will be able to:

- Explain the stages of team development
- List the characteristics of effective groups
- Describe behaviors that help supervisors to build a team and make the most of a group's dynamics

Materials

- Participant Handout 10.1: The Four Stages of Group Development
- Resource: “Why Facilitate?” Participant Handbook, page 78
- Resource: “Characteristics of Effective Groups,” Participant Handbook, page 79
- Resource: “The Facilitative Supervisor Builds the Team,” Participant Handbook, page 80
- Resource: “Understanding and Making the Most of Group Dynamics,” Participant Handbook, pages 81–84
- Resource: *Facilitative Supervision Handbook*, pages. 3.30–3.32
- Flipchart 10A: Questions for Group Discussion
- Flipchart 10B: Making the Most of Group Dynamics—TORRI
- Flipchart paper
- Markers
- Cards/candies to use to divide the participants into small groups

Advance Preparation

1. Make copies of Participant Handout 10.1 to distribute to the participants.
2. Write flipcharts 10A and 10B, below:

Flipchart 10A

Questions for Group Discussion

1. How can supervisors foster a respectful environment?
2. What actions/behaviors can help to maintain confidentiality?
3. What should supervisors pay attention to in terms of the physical environment?
4. What seating arrangements can foster a nonthreatening environment during a meeting?

Session 10

Flipchart 1B

Making the Most of Group Dynamics—TORRI

- ☐ Trust
- ☐ Openness
- ☐ Respect
- ☐ Realization
- ☐ Interdependence

Session Time

1 hour

Training Activities	Time
A. Stages of group development	10 min.
B. Characteristics of effective groups	20 min.
C. Making the most of a group's dynamics	30 min.

Session 10-1 Detailed Steps

Activity A: Stages of Group Development: Discussion/Presentation (10 minutes)

1. Tell the participants that in their everyday work, supervisors deal with group(s) of people. Although groups are established for a number of purposes, most experience several almost predictable stages of development. Each group changes with the passing of time from how it was in the beginning. When you are aware of these stages, you may be better able to understand what is happening with the group and why. Let us look briefly at those stages.
2. Distribute Participant Handout 10.1.
3. Ask for a volunteer to describe the diagram.
4. Refer the participants to page 76 in the Participant Handbook, which shows the stages of group development. Allow them **2 minutes** to read a description of the stages.
5. Ask the participants to apply the information from the handout to describe the stages of their current group's development.
6. Ask the participants to describe what stage their training group is at now. Ask them to explain why they think this is so.
7. Tell the participants that to improve quality, staff have to work as a group or team to identify and address problems. Most staff have little experience in working effectively in groups. As facilitative supervisors, their goal is to help other supervisors and staff to solve their quality and performance improvement problems by themselves, if possible. They need also be able to create an atmosphere in which each staff member understands that he or she also has responsibilities, both individually (in the care they provide) and a member of the group/team.
8. Tell the participants that their job is to learn how to work effectively with groups, how to coach other supervisors or clinic managers in these skills, and how to teach staff to work effectively with each other.
9. Ask the participants to explain what the word “facilitate” means. Ask why it is important to facilitate any process or communication between people.
10. Write the answers on a sheet of flipchart paper.
11. Refer the participants to page 78 in the Participant Handbook. Ask for a volunteer to read the list of ideas in “Why Facilitate?” Ask them to compare the results of their brainstorming with the list in the handbook and comment on the similarities and differences.
12. Remind the participants of the communication skills they should apply when they facilitate a meeting, group work, etc.

Session 10

Activity B: Characteristics of Effective Groups: Small-Group Exercise (20 minutes)

1. Tell the participants that during the following activity, they will develop a list of characteristics of effective groups and a list of supervisors' behaviors that help build an effective group.
2. Divide the participants into two groups, using cards or candies or some other approach. Ask both groups to develop a list of characteristics of effective groups.

➔ **Training Tip**

You can also divide the participants into three groups, with Group 1 presenting the results and groups 2 and 3 adding what they think is missing.

3. Tell the two groups that they will have **10 minutes** for the activity.
4. Have Group 1 present its results. Invite the rest of the participants to comment or add ideas.
5. Refer the participants to page 79 of the Participant Handbook (Characteristics of Effective Groups) and ask them to compare what is there with the list of characteristics that they developed.
6. Ask the participants whether they agree with statements on the list and how these statements are related to their everyday work.
7. Summarize by making connections to supervisors' everyday work.

Activity C: Making the Most of a Group's Dynamics: Exercise (30 minutes)

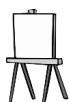
1. Remind the participants that as facilitative supervisors, their job is to learn how to work effectively with groups and coach other supervisors or clinic managers in these skills. As the site staff learn to work effectively as a team, their collective wisdom and experience will enable them to solve their own problems, thus lessening the burden on supervisors.
2. Tell the participants that supervisors need to know how to:
 - * Foster a nonthreatening environment
 - * Encourage different levels of staff to work together
 - * Encourage different types of personalities to work together
 - * Manage and resolve conflicts
 - * Coach on-site supervisors/managers to become facilitative supervisors
3. Remind the participants that, as you have discussed already, supervisors have to create a nonthreatening environment in order to build trust. They need to maintain confidentiality, treat all staff with respect, treat all staff as equals, and use facilitation skills to make sure that all staff treat each other with respect and equality, regardless of rank.



4. Reveal Flipchart 10A, which shows leading questions for a group discussion. Start the discussion by asking the participants to give an example for each question. When discussing Question 4, ask the participants to draw different seating arrangements and discuss with the group how seating arrangements affect the effectiveness of a meeting and how they affect group members. (See *Facilitative Supervision Handbook*, pages 3.30–3.32, for different seating arrangements.)

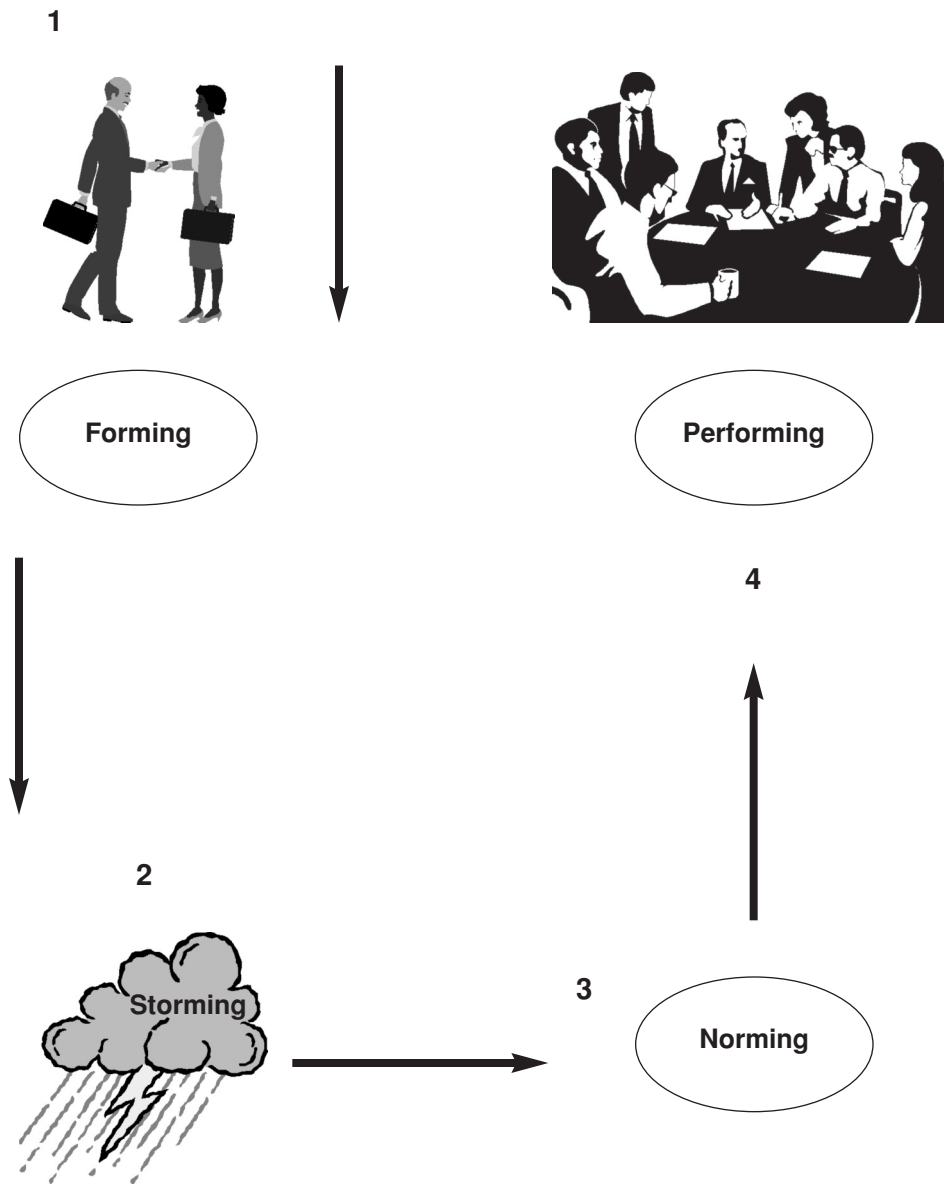
➔ **Trainers Tip**

You can draw in advance different seating arrangements on a sheet of flipchart paper (see Trainer's Resource, page 10-17) and use it instead of the *Facilitative Supervision Handbook*.



5. Tell the group that the model they will explore is called TORRI (an abbreviation of the five words presented on Flipchart 10B. This model, which was developed by American psychologist Jack R. Gibb, helps to describe supervisors' actions and behaviors that bring out the best of a group (see Gibb, J. R. 1991. *Trust: A new vision of human relationships for business, education, family, and personal living*. Hollywood, CA: Newcastle Publishing).
6. Divide the participants into five groups, using cards or candies or some other approach. Reveal Flipchart 10B and tell the participants that groups work as effective teams when there is an atmosphere of trust, openness, respect, realization, and interdependence. (Realization represents the state when each member of a group feels that he or she can realize himself/herself as a professional and as a person.) Facilitative supervisors understand this and are able to make the most of group dynamics to create such an atmosphere.
7. Tell the participants that each group will be working on one statement (related to one of the words). For example, Group 1 will discuss what behavior (or action) of supervisors would help to build an atmosphere of **trust**. Group 2 will discuss what actions by a supervisor can help create an atmosphere of **openness** in the group, and so on. The participants should use pieces of flipchart paper to record the results of their discussions. Assign the work and allow **10 minutes** for the participants to work in small groups.
8. Ask groups to present the results of their discussions (**5 minutes** per group). The rest of the group should offer comments or add what they think is missing.
9. Refer the participants to pages 81–84 from the Participant Handbook. Recommend this page as a source for additional reading. Also direct their attention to another resource in the Participant Handbook (The Facilitative Supervisor Builds the Team, page 80), and ask the participants to comment on it.

Participant Handout 10.1: The Four Stages of Team Development



Adapted from: Handy, C. B. 1985. *Understanding organizations*. London: Penguin Books.

Participant Handout 10.1: The Four Stages of Team Development (cont.)**Forming**

1. The group is not yet a group, but a set of individuals.
2. Individuals want to establish personal identity within the group and make an impression.
3. Participation is limited, as individuals get familiar with the setting, the trainer, and each other.
4. Individuals begin to focus on task at hand and discuss its purpose.
5. The group is essentially evolving ground rules on which future decisions and actions will be based.

Storming

1. This stage is characterized by intragroup conflict and lack of unity.
2. Preliminary ground rules on purpose, leadership, and behavior are damaged.
3. Individuals can become hostile toward each other and may express their individuality by pursuing or revealing personal agendas.
4. Friction increases, rules are broken, and arguments can happen.
5. But, if successfully handled, this stage leads to new and more realistic setting of objectives, procedures, and norms.

Norming

1. In this stage, the group overcomes tensions and develops group cohesion in which norms and practices are established.
2. Group members accept the group and accept each other's idiosyncrasies.
3. Group allegiance develops, and the group strives to maintain it.
4. Group spirit develops, and harmony becomes important.

Performing

1. The group is characterized by full maturity and maximum productivity.
2. This stage can only be reached by successfully completing the previous three stages.
3. Members take on roles to fulfill the group activities, since they have now learned to relate to one another.
4. Roles become flexible and functional.
5. The group's energy is channeled into identified tasks.
6. New insights and solutions begin to emerge.

Source: Handy, C. B. 1985. Understanding organizations. London: Penguin Books.

Session 10

Resource: Why Facilitate?

Facilitation:

- ☐ Involves everyone.
- ☐ Keeps the group on track toward the objectives.
- ☐ Helps the group understand its own processes in order to work more effectively.
- ☐ Supports members in assessing their current skills, as well as building new skills.
- ☐ Provides feedback to the group members so they can assess their progress and make adjustments.
- ☐ Manages conflict using a collaborative approach.
- ☐ Achieves agreement.
- ☐ Helps deal with difficult people.
- ☐ Helps the group communicate effectively.
- ☐ Helps the group access resources from inside and outside the group.
- ☐ Creates an environment where members enjoy a positive, growing experience while they work to attain group goals.
- ☐ Fosters leadership in others by sharing the responsibility for leading the group.
- ☐ Teaches and empower others to facilitate.

Resource

Characteristics of Effective Groups

Many of the ideas listed here will be obvious if you think about the complex role of the facilitative supervisor as a group leader. You may see this list as a review, in some ways, of ideas that we have raised earlier.

We believe effective groups exhibit the following characteristics:

1. There is mutual respect between the leader and the group and among group members.
2. Each person sees himself/herself and is seen by others as valuable.
3. The differences among group members are celebrated.
4. Communication happens in all directions—from the group to the leader; from the leader to the group; from the leader to individual members; among group members.
5. The goals of the work are clear, and there is agreement on their importance.
6. Everyone feels safe and comfortable and free to participate or not.
7. Participation is shared; no one person, including the leader, dominates.
8. The process of the work is valued as much as the work itself.
9. Leadership emerges from among the participants and is encouraged.
10. There is trust, openness, and realization of each person's potential and interdependence.
11. The work of the group is varied and stimulating.
12. Conflicts are brought to the surface and handled well.
13. Feedback is direct and honest.
14. People respect time.
15. The leader can both lead and follow.
16. Activities are well-organized and well-planned.
17. Humor is used appropriately.
18. The level of intensity of the work varies.
19. People are comfortable evaluating their own work and that of the group.
20. People support, help, and coach each other, when appropriate.
21. People are willing to take risks to grow.
22. People are willing to struggle with new ideas and behaviors.
23. The leader can learn as well as teach.
24. People recognize what they already know and how to apply their knowledge and skills in new ways.
25. Real learning takes place; people want to be successful.
26. The group feels special and productive.

What other characteristics can you suggest?

Session 10

Trainer's Tool

Understanding and Making the Most of Group Dynamics: TORRI

These materials can be used when you discuss with the participants the stages of group development and the types of behavior that help supervisors to build a team.

The model, which is described below, is called **TORRI**, which stands for Trust, Openness, Realization (of each person's and the group's potential), Respect, and Interdependence. It may help you review what is necessary for a strong group and what your role is in helping to create it. (*Adapted from: Gibb, J. R. 1991. Trust: A new vision of human relationships for business, education, family, and personal living. Hollywood, CA: Newcastle Publishing*)

One of the things that makes the kind of facilitating described in this course challenging, exciting, and useful is that it involves a group of people who interact with each other and with you, a supervisor. You have to understand how groups function and how you can use the dynamics, chemistry, and energy of the group to accomplish all of its goals. Each group has its own personality, as does each member of the group.

It is the facilitative supervisor's responsibility to get the best from each member of the group and from the group as a whole. Since every group is different, is it possible to make general statements and suggestions about how to do that? Yes, it is.

Groups move through stages of development. Strangers may become friends; co-workers may understand each other better; those who were quiet may become outspoken; those who were reluctant to take on new ideas and behaviors may become enthusiastic; a collection of individuals may become a unified whole. Numerous changes may occur, both for individuals and for the group as a whole. It is part of your job as a facilitative supervisor to forge a unit from these pieces.

At first, the level of **TRUST** may be low. People may have questions about how you got to be the leader. It is part of your job as the facilitative supervisor to increase the level of trust in the group so that people can feel safe and comfortable, can question new ideas and old practices, and can practice new skills. ***How do you do that? You can do this in the following ways.***

You:

- Are open from the start to each of them.
- Show no difference to any member of the group because of his or her status.
- Greet each as he or she enters the room.
- Encourage people to work with people whom they do not know well, so new relationships can be built.
- Encourage people to really talk with and listen to each other without judgment.
- Portray an image of self-confidence so people begin to realize they can trust you.
- Protect minority opinions in discussions.

- Intervene in discussions if someone is not being treated with respect.
- Be open regarding issues that may concern them.
- Interact informally with all members of the group, so that each makes a connection to you. That connection can be transferred to their colleagues.
- Promote a climate of understanding.
- Encourage people to take risks and both reward and protect them when they do.
- Acknowledge the value of each person in the group.
- Encourage group members to make a commitment to the group through their participation in activities and discussions.
- Communicate to each person, publicly and/or privately, how important they are to the group.
- Encourage people to think and speak for themselves.
- Ensure that your body language and tone of voice are inviting and match your words.
- Do not discuss one group member with another, and discourage them from doing this with each other, if you hear it.

These are just some of the things you can do to increase the level of trust in a group. As you do these things and set the standard for appropriate behavior in the group, staff will follow. If they do not, it is part of your responsibility to identify those behaviors, which may be destructive to the group, preferably in private. Sometimes it is necessary to do it publicly so that everyone understands the seriousness of the behavior that is unacceptable. Even then, it must be done with respect.

What kinds of things can you do to encourage a high level of **OPENNESS** in the group? Of course, levels of trust and openness are related, and what you do in one area will affect the other. So let us look at some things not mentioned in the first list.

You:

- Encourage people to share their ideas with the group.
- Share your ideas, not as the “expert” but as a member of the group.
- Encourage people to express their feelings in the group, especially about what they are learning and experiencing.
- Support every person’s right to have the feelings they do. When you feel you can, you push below the surface to understand a participant’s feelings.
- Ask people about what they are thinking and how they are feeling.
- May comment on changes you see in people’s body language or facial expressions. In that way, people realize that you notice them.
- Organize many small-group activities that enable people to talk with many different people throughout the process.

There may be many other behaviors you can think of that encourage you to be open in a group

Session 10

and that might encourage others to do the same.

Let us turn now to **REALIZATION** and **RESPECT**.

The ability and willingness of a facilitative supervisor to encourage people to be the best they can be is one of the characteristics that makes her or him effective. When we recognize how important it is for people to feel good about themselves and to realize how much they already know and how much they still can learn about themselves and their work and how much they can contribute to the group and its success, we can give these things full attention. Through the supervisor's encouragement, individuals and the group as a whole can flourish and develop. You help staff realize their own potential and motivate them to work in new ways. We believe that people want to be the best they can be. If provided the opportunity to reflect on their work and develop and practice new skills, they can. To bring this all about, the facilitative supervisor has to do a variety of things.

You:

- Encourage people to assert themselves—to speak their own mind and share their ideas and feelings.
- Provide opportunities for the group members to reach beyond what they know they know and learn new ideas and behaviors.
- Develop a climate of freedom and responsibility in the group.
- “Push” staff members at some times and protect them at others.
- Advocate for the goals of the site, so group members accept them and understand their value.
- Guide staff to a better understanding of their own goals.
- Create an atmosphere that allows staff to take risks and still feel safe.
- Encourage staff to be who they are and not hide themselves from the others.
- Inquire about their expectations for their work and do the best you can to help them meet them, within the goals of the site.
- Impress upon each group's member how valued he or she is.

Beyond all this, it also is important that **each group member feels respected**. The concepts of **realization** and **respect** are closely connected because in many ways, one leads to the other. When people begin to accept all they know and can do, when they realize how much they have grown, they develop greater self-respect. When the same happens with their colleagues, they develop greater respect for them. They also value the supervisor more as a competent and caring guide, which leads to greater respect for you and your skills as a supervisor. It is critical that you show respect for each person in the group. **You do that in many ways.**

You:

- Learn their names—and use them.
- Never talk with one staff member about another.

- Acknowledge each person's contribution to the work.
- Comment on their growth and the ways in which they need to develop more skills.
- Need to be conscious of starting and ending meetings on time.
- During meetings, acknowledge and respond to the group's energy level, stopping as they need to, energizing them as you can.
- Respond to their questions and concerns with care and honesty.
- Acknowledge when there is something you do not know.
- Give credit to them for what they know.
- Give feedback directly and honestly, with the intent of helping them grow.
- Make eye contact when you speak with someone.
- Become the official leader of the group.

Finally, we come to the concept of **INTERDEPENDENCE**. We hope that the clinic staff feel as if they are an individual and also a part of a whole.

Upon realizing how much they can learn from each other (not just from you, the supervisor), group members become interdependent. Group members do not lose their own identity and uniqueness; they just realize how helpful they have been to one another in the quality improvement process. As they have learned from you to give each other constructive feedback, as they have treated each other with respect and value, as they have become more open about themselves and listened as others have done the same, they have become more interdependent.

You can foster the **interdependence** by:

- Encouraging them to seek help from each other.
- Encouraging them to teach one another.
- Encouraging them to give each other feedback, especially as they practice new skills.
- Developing activities that have them working together in small groups to foster cooperation.
- Helping them have some fun together in the group.
- Encouraging good discussion so they look forward to working together every day.
- Expressing your commitment to them and to the work, which models these behaviors for them and facilitates their commitment to each other and the work.

Session 10

Resource

The Facilitative Supervisor Builds the Team

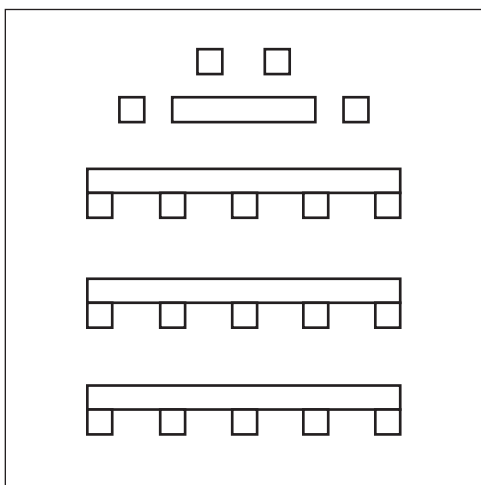
- ☐ Listen to everyone's ideas.
- ☐ Acknowledge and praise ideas that group members contribute.
- ☐ When possible, turn questions that people ask you back to the group, so they can see they have the expertise to respond.
- ☐ Refer back to comments made by a group member in earlier discussions and use the name of the person who contributed the idea.
- ☐ Provide positive reinforcement and compliments to individuals and the group, when appropriate.
- ☐ When possible, ask the group for examples from their own experiences; this reinforces what they already know.
- ☐ Acknowledge if and when you make a mistake.
- ☐ Avoid being judgmental about the participants and their comments.
- ☐ Show the group that you enjoy being with them.
- ☐ Spend time with people during breaks and at meals, so you can have informal time with them.
- ☐ Learn and use people's names.

Trainer's Resource

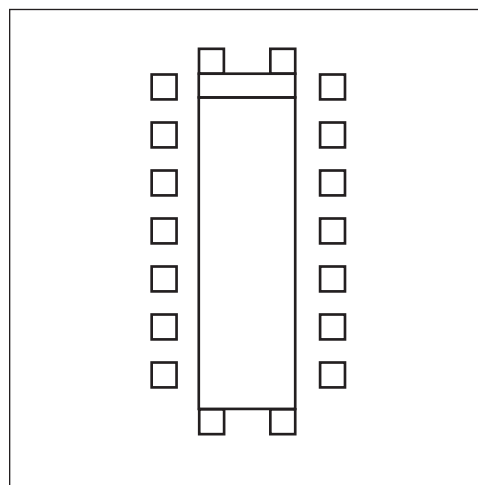
Additional Flipchart

What do you think about these seating arrangements?

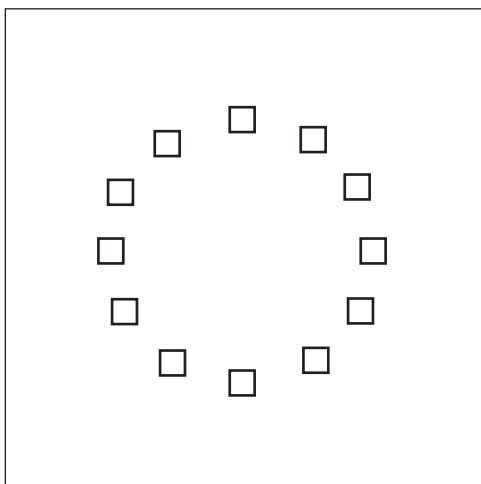
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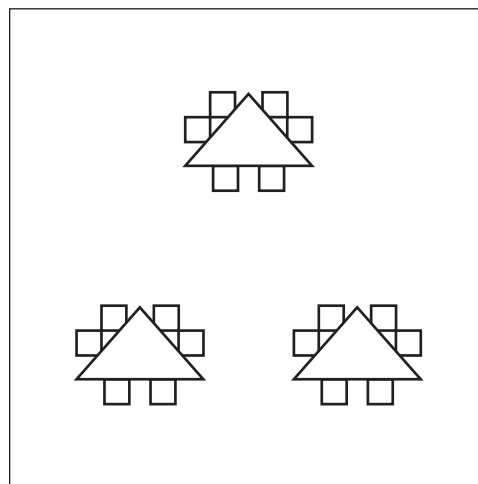
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Session 10-2

Skills in Giving Constructive Feedback

Objectives

By the end of this session, the participants will be able to:

- List and describe different types of feedback
- Define constructive feedback
- Describe the steps in constructive feedback
- Demonstrate skills in providing constructive feedback

Materials

- Participant Handout 10.2: Constructive Feedback Case Study
- Flipchart paper
- Flipchart 10C: Types of Feedback
- Flipchart 10D: Constructive Feedback: Steps
- Resource: Types of Feedback, Participant Handbook, page 87
- Resource: The Steps in Constructive Feedback, Participant Handbook, pages 88–89

Advance Preparation

1. Make enough copies of Participant Handout 10.2 for distribution to all participants.
2. Prepare the following flipcharts:

Flipchart 10C

Types of Feedback

- Negative
- Positive
- Punitive
- Constructive

Flipchart 10D

Constructive Feedback: Steps

- Choose an appropriate time
- Convey your positive intent
- Describe specifically what you have observed
- State the impact of the behavior or action
- Ask the person to respond
- Focus the discussion on solutions, offer your help

Session Time

1 hour, 20 minutes

Training Activities	Time
A. Types of feedback	15 min.
B. Building constructive feedback skills	1 hour, 5 min.

Session 10-2 Detailed Steps

Activity A: Types of Feedback: Brainstorming/Discussion/Presentation (15 minutes)



1. Present the objectives for the session.
2. Tell the participants that as supervisors, they are often called upon to evaluate the performance of staff and the quality of services that staff provide. As part of the evaluation, they need to discuss the findings with the staff. This is called feedback.
3. Ask the participants what types of feedback they use in their work. Write their answers on a sheet of flipchart paper. Ask them to describe those examples.
4. Reveal Flipchart 10C and ask the participants to describe the types of feedback listed.
5. Discuss with the participants what feelings might be caused by different types of feedback and what specific types of feedback they might be focusing on. For example, certain type of feedback might be focusing on assigning blame or on identifying solutions to a problem.
6. Ask the participants to think about a time when they received negative feedback on their job performance (i.e., someone in a position of authority criticized them for a mistake or failure). How did that negative feedback make them feel? What impact did it have on their subsequent performance?
7. Ask for volunteers to share their experiences with the group. Allow **5 minutes** for a discussion.
8. Refer the participants to page 87 in the Participant Handbook (Types of Feedback) and allow them time to read this section. Ask them how often they acknowledge and praise staff who perform well. Stress that congratulations on a job well done are always in order. Remind the participants of the 10 top ways to motivate staff.
9. Summarize the activity by saying that facilitative supervisors use only two types of feedback—**positive feedback** and **constructive feedback**. Positive feedback is used when supervisor wants to express appreciation of work well done and recognize a staff member, and constructive feedback is used when a staff member's performance needs to be improved.

Activity B: Building Constructive Feedback Skills: Exercise/Case Study/Role Play (1 hour, 5 minutes)



1. Ask the participants to recall the definition of facilitative supervision. Tell them that they will discuss what specific steps or actions make feedback **constructive**.
2. Reveal Flipchart 10D (Constructive Feedback: Steps), and explain each step and its importance.
3. Refer the participants to pages 88–89 in their Participant Handbook (The Steps in Constructive Feedback) and allow them **5 minutes** to review the materials individually.

4. Read the examples presented in the Trainer's Resource below. Ask for volunteers to play the role of a facilitative supervisor who is providing staff with feedback on medical monitoring assessment findings. The participants should provide feedback in a constructive way. Explain to the participants, for example, that the supervisor observed that the laboratory technician does not change gloves between clients.

Trainers' Resource

The following is a description of situations that might be used by trainers to give an opportunity for the participants to practice how to provide constructive feedback before they work on role plays.

Read the example. Ask the participants how and what the off-site supervisor should tell the staff and on-site supervisors.

“During a supervisory visit, an off-site supervisor checks whether a facility is using an inventory system and how supplies are stocked. He finds that the room where supplies are stored does not have shelves and that all supplies, including packages containing Norplant implants, Depo Provera, and oral contraceptives are piled on the floor without any system. When a nurse officer needed to find a Norplant package, she had to go through the whole pile of supplies.”

When the participants respond, make sure that they follow the steps in constructive feedback.

5. Tell the participants that during the following section, they will have further practice in how to provide constructive feedback.
6. Divide the participants into four groups.
7. Distribute Participant Handout 10.2 and explain the instructions.
8. Tell the participants that they will have **15 minutes** to work in small groups.
9. After preparation in small groups is completed, have the groups start presenting their role plays. Ask the participants to listen to and observe the role plays very attentively and make notes on whether the participants presenting the role play used constructive feedback.
10. After the first group has presented their role play, ask whether other groups would like to add to, comment on, or correct what they have observed.
11. Tell the participants that constructive feedback is the best way to achieve the goal to build a team, to motivate staff, and to involve them in the quality and performance improvement process.
12. Reinforce the message about the steps that the participants should consider when giving constructive feedback.

Participant Handout 10.2: Constructive Feedback Case Study

Maria and Her Supervisor

Consider this dialogue and its effect on the staff member:

Supervisor: Maria, you did a poor job of preparing those reports yesterday, and I am very annoyed.

Maria: Well, it was Consuelo's fault. She did not get me the statistics on time.

Supervisor: Nevertheless, it was your responsibility to make sure that the reports were submitted in good order.

Maria: I have been so busy with other things and I did not have enough time to devote to those reports. Really, I am overworked here.

Supervisor: I often see you wasting time around the clinic. I think you had enough notice to prepare better. Please don't make the same mistake next time.

Maria returns to the office and is depressed the rest of the day. She is absent from work the next day to avoid a meeting at which her supervisor will be present. She vows never again to take responsibility for preparing reports.

What type of feedback is described in the case above? What are some of the results of this kind of feedback?

Discuss with the group the following steps when providing constructive feedback:

Step 1: Choose an appropriate time.

Step 2: Convey your positive intent.

Step 3: Describe specifically what you have observed.

Step 4: State the impact of the behavior or action.

Step 5: Ask the other person to respond.

Step 6: Focus the discussion on solutions (the constructive part of feedback).

Describe how you would apply those steps when giving feedback in the case above. Discuss with the group *what the dialogue would be like if constructive feedback were given.*

Think about the case and prepare a role play to demonstrate constructive feedback, following the steps above.

1. How will you convey your positive intent?
2. When will you give the feedback?
3. How will you state what you would like to cover?
4. What is the common goal?
5. How will you describe what you have observed?
6. How will you state the impact of the person's (or Maria's) behavior?
7. How will you ask the person (or Maria) to respond?
8. How will you focus on solutions? What solution can you suggest?

Resource

Types of Feedback

- Negative—overly critical, causing hurt feelings
- Positive—supportive, causing good feelings
- Punitive—focused on assigning blame
- Constructive—focused on solving a problem

Negative feedback and punitive feedback are ineffective if your goal is to improve performance and to help solve problems. They:

- May result in excuses
- Can cause hurt feelings, depression, or anger
- May decrease confidence and self-esteem
- May cause the employee to avoid the supervisor and/or work
- Do not help solve the problem of poor performance

Facilitative supervisors keep in mind that the people they supervise are their customers and must always be treated with respect. Therefore, facilitative supervisors always give positive feedback. In addition, facilitative supervisors understand that their job is to help their customers solve problems and correct mistakes. Therefore, facilitative supervisors always give both **positive** and **constructive** feedback and ensure two-way communication.

Resource

The Steps in Constructive Feedback

Constructive feedback is the best way to achieve your goal. Consider the following steps when providing feedback to your customers.

Step 1. Choose an appropriate time.

Choose a private moment as soon as you think the person is ready to listen. Avoid times when the person is busy, tired, or upset. Do not give feedback in public, or the employee may feel overly defensive or humiliated. Avoid waiting too long, or the impact will be weakened.

Step 2. Convey your positive intent.

This requires some preparation, even if only for a moment. If you cannot think of the positive outcome you want, do not give the feedback.

- Begin with a neutral statement about what you want to talk about (for example, “I have some thoughts about ...” “Let’s take a look at ...”, or “I would like to discuss ...”)
- Point to a common goal. This helps the person understand the importance of the feedback and encourages team spirit. Use “we” when stating the problem, to highlight your common goal. For example, “Mr. Ochirbat, **we** need to give our clients their preferred family planning methods, as far as possible, and I’m afraid that **we** cannot do that unless **we** solve the problem of the lack of IUDs.” Or, “Fatima, it’s important to get **our** statistical reports in on time so that **we** can justify our request for additional staff.”

Step 3. Describe specifically what you have observed.

Focus on the behavior or action, not on the person. Avoid “you” statements. Instead of saying “You did a poor job of preparing those reports,” say “The reports were incomplete.” Avoid labeling: Instead of saying “You are lazy about meeting dead-lines,” say “The reports weren’t submitted on time.”

- Be specific, brief, and to the point (e.g., “The reports were missing data from four of the nine regions”; “The average client waiting time is now one and a half hours, an increase of one hour”; “Our male involvement initiative is three months behind schedule”).
- As much as possible, limit feedback to one behavior or action. Covering many topics at once will usually lead to a defensive response from the person.
- Remain calm and unemotional.

Step 4. State the impact of the behavior or action.

Link the undesired behavior or action to customer satisfaction or program goals (e.g., “If we do not ensure a continuous stock of Norplant implants, our customers will be unhappy”; “If we do not work harder to attract men to our clinic, we will not be able to lower the STI rate in the area”).

Step 5. Ask the person to respond.

- Invite a response: “What do you think?” “What is your view of this situation?” “How do you see things?”
- Listen attentively, use appropriate body language, and use verbal and nonverbal encouragement, paraphrasing, and clarifying.

Step 6. Focus the discussion on solutions (the constructive part of feedback) and offer your help.

- Examples of solutions include clarifying expectations, giving advice, providing training, offering coaching (see the section on coaching in this chapter), developing new approaches to the problem, changing behavior, and improving coordination.
- Choose solutions that are practical for staff to implement.
- If possible, explore solutions jointly; try to avoid imposing the solution—however, you should suggest a solution if the person cannot.

(See: Minor, M. 1996. *Coaching and counseling: A practical guide for managers and team leaders*. Revised ed. Menlo Park, CA: Crisp Publications.)

There will be occasions when the staff under your supervision will not respond to constructive feedback. Being a facilitative supervisor does not mean that you never have the option of reprimanding staff who refuse to cooperate or are intentionally negligent in the performance of their work. Reprimanding is appropriate for a staff person who is unwilling to make the effort to improve.

Session 10-3

Characteristics of a Successful Facilitative Supervisor/Leader

Objectives

By the end of this session, the participants will be able to:

- Describe the characteristics of successful supervisors
- Assess what knowledge and skills facilitative supervisors need to possess

Materials

- Resource: “Characteristics of a Successful Facilitative Supervisor,” Participant Handbook, (page 91)
- Adhesive notes (e.g., Post-Its) or small pieces of paper (four per participant)
- Flipchart paper

Advance Preparation

1. Prepare sets of four Post-Its per participant.
2. Write the title “Characteristics of a Successful Facilitative Supervisor” on a piece of flipchart paper and post it in on a wall.

Session Time

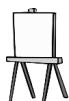
15 minutes

Training Activities	Time
A. Characteristics of successful supervisors	15 min.

Session 10-3 Detailed Steps

Activity A: Characteristics of Successful Supervisors: Individual Work/Discussion (15 minutes)

1. Present the learning objectives for this session.
2. Tell the participants to think about positive experiences they have had in the past as supervisors, to reflect on when they felt that what they did was supportive or useful to the staff that they supervised, or to think of someone who supervised them in the past—someone whom they admired and whose efforts they appreciated.
3. Then ask the participants to think about what they have learned by now about their roles within and outside the health system, and about the characteristics that successful, facilitative supervisors possess.
4. Distribute sets of Post-Its and ask the participants to write on each Post-It one characteristic of a successful facilitative supervisor. Allow them **10 minutes** to complete this task.
5. Tell the participants to approach the prepared flipchart and attach to it their Post-Its with characteristics.
6. Tell the participants to stay near the flipchart and ask for a volunteer to read all of the Post-Its. Discuss with the group the characteristics that the participants believe that good supervisors possess.
7. Refer the participants to page 91 in their Participant Handbook (Characteristics of a Successful Facilitative Supervisor).
8. Review the list of characteristics in the resource materials and ask the participants what specific knowledge and skills they need to be such supervisors. After the participants respond, explain that during the course, they will discuss, learn, and practice skills that facilitative supervisors use in their work.



Resource: Characteristics of a Successful Facilitative Supervisor

A successful, facilitative supervisor:

- Is committed to the organizational mission and goals
- Demonstrates leadership qualities (has an ability to inspire others, develop and communicate the vision of what the organization can and should accomplish [as well as the strategic approaches to achieve that vision], establish trust, and promote teamwork; has skills in mobilizing financial and human resources; has an advocacy plan)
- Has good communication skills, especially active listening and constructive feedback
- Wants to empower others and provide opportunities for growth
- Has the ability to work in teams
- Has experience in delivering reproductive health services
- Has technical knowledge
- Is flexible
- Is open to new ideas
- Is able to train or convey information to others
- Displays empathy
- Can expect and manage change
- Focuses on improving services
- Recognizes the influence of the external environment and serves as a liaison with the larger system

