

## Module 12

# Working Effectively with Staff and Developing Mentoring Skills

### Essential Ideas to Convey

- ❑ **Coaching** is a training approach that seeks to achieve continuous improvement in performance through motivation, modeling, practice, constructive feedback, and gradual transfer of **skills**.

*—Adapted from: Landsberg, M. 1997. *The tao of coaching: Boost your effectiveness by inspiring those around you.*  
Santa Monica, CA: The Knowledge Exchange.*

- ❑ **Coaching** allows staff to learn on the job and immediately apply what they are learning and see how well it works.
- ❑ Coaching should be:
  - **Balanced** (give-and-take, mutual questioning, sharing of ideas and information, not one-sided)
  - **Concrete** (focused on objective aspects of performance)
  - **Respectful** (using behaviors that convey that the other person is a valued and fully accepted counterpart)
- ❑ **Coaching** involves the following **steps**:
  - **Motivation** (gaining the staff's commitment to acquiring the new behavior)
  - **Modeling** (competently demonstrating and explaining the new behavior, with the opportunity for the trainee to ask questions)
  - **Practice** (giving trainees the opportunity to apply and to demonstrate their ability to perform the new behavior, under the supervision of the trainer)
  - **Constructive feedback** (having the trainer share his or her evaluation of the trainee in a concrete, respectful, two-way interchange of ideas)
  - **Skills transfer** (transferring skills gradually as the trainer allows the trainee the opportunity to undertake and demonstrate an increasing number of the subskills involved in the new behavior, after which the trainee becomes competent to carry out the new behavior without supervision)

*(continued)*

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### ❑ **Advantages of coaching:**

- It allows staff to learn on the job.
- It allows staff to immediately apply what they are learning and see how well it works.
- It fosters a positive working relationship with staff, who previously may have considered you a critic.
- It makes staff feel supported and important.

### ❑ A **mentor** is a wise and trusted guide and advisor.

### ❑ Regardless of the source of **conflict**, active listening and constructive feedback are the skills on which conflict management is based.

—Corporation for National and Community Service and National Crime Prevention Council. 1996. *Becoming a better supervisor: A resource guide for community service supervisors*. Washington, DC.

# Session 12-1

## Mentoring and Coaching Skills

### Objectives

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

- Define coaching
- Describe characteristics of coaching
- Demonstrate skills to coach others

### Materials

- Resource: “Characteristics and Steps in Coaching,” Participant Handbook, pages 101–102
- Resource: “Advantages of Coaching,” Participant Handbook, page 102
- Flipchart paper
- Flipchart 12A: Coaching
- Flipchart 12B: Coaching: Characteristics and Steps
- Participant Handout 12.1: Reflection: Puzzle Exercise
- Two different drawings for the puzzle exercise
- Envelopes (one for each training participant)
- Copies of two photographs or illustrations (so there is one copy for each participant)

### Advance Preparation

1. Make enough copies of the handouts for distribution to all participants.
2. Prepare envelopes containing pieces of two puzzles. (See the Trainer’s Resource, p. 12-10, for a detailed description of the advance preparation for this exercise.)
3. Write flipcharts 12A and 12B.

#### ***Flipchart 12A***

#### **Coaching**

**Coaching** is a training approach that seeks to achieve continuous improvement in performance through motivation, modeling, practice, constructive feedback, and gradual transfer of **skills**.

A **mentor** is a wise and trusted guide and advisor.

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### ***Flipchart 12B***

#### **Coaching: Characteristics and Steps**

##### ***Characteristics of Coaching***

- Balanced
- Concrete
- Respectful

##### ***Steps in Coaching***

- Motivation
- Modeling
- Practice
- Constructive feedback
- Skills transfer



### **Session Time**

30 minutes

<b>Training Activities</b>	<b>Time</b>
<b>A.</b> Coaching	10 min.
<b>B.</b> Importance of following all steps in coaching	20 min.

## Session 12-1 Detailed Steps

### Activity A: Coaching: Discussion/Presentation (10 minutes)

1. Tell the participants that as facilitative supervisors, they will want to supervise their staff in the most supportive manner possible. However, they may also have the additional tasks of coaching other supervisors in the art of the facilitative approach to supervision or of coaching staff in the performance of clinical procedures.
2. Remind the participants of the definition of facilitative supervision, emphasizing the mentoring aspect. Ask the participants to explain who may be called a “mentor.”
3. Summarize the discussion and explain that a mentor is a wise and trusted guide and advisor.
4.  Reveal Flipchart 12A and ask for a volunteer to read it. Tell the participants that to be successful coaches, they will need to have good facilitation skills, to remember and follow the steps in coaching that they will discuss in a moment, and to use constructive feedback.
5.  Reveal Flipchart 12B and explain the coaching characteristics and steps. Refer the participants to pages 101–102 in their Participant Handbook (Characteristics of and Steps in Coaching).
6. Tell the participants that coaching can be used not only by supervisors; staff can coach each other as well. Because of this, supervisors should teach staff how to provide coaching, what the steps in coaching are, and how to provide constructive feedback.

### Activity B: Importance of Following All Steps in Coaching: Exercise Working in Pairs (20 minutes)

1. Tell the participants that they will now have a chance to practice coaching skills working in pairs during an exercise called “Puzzles.”
2. Explain that the purpose of the exercise is to experience the dynamics of the coaching relationship from the perspectives of both the coach and the person being coached.
3. Divide the participants into pairs and let them to decide who will play the role of the coach and who will play the role of the person being coached.
4. Distribute envelopes with puzzles—two different puzzles for each pair. (See the Trainer’s Resource, pages 12-11 to 12-12, for samples of drawings for puzzles.)
5. Ask all of the coaches to approach your desk and let them look for a couple of minutes at a picture from Envelope 1.
6. Tell them that after they return to their places, they will help the person they are coaching to assemble the same picture from small pieces of it. **The rule is** that the coach **cannot touch** the pieces of a puzzle or point directly to a specific piece of it. The coaches instead must try to lead the person they are coaching by commenting on his or her actions (providing constructive feedback), by describing the drawing, and by advising

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what to do. The person who is trying to assemble the puzzle cannot see the picture of the completed puzzle until time is called.

7. Ask the people being coached to open Envelope 1 and to start assembling the picture.
8. Allow **5 minutes** for them to complete a task (or until the first pair has completed the task, if it happens before 5 minutes are up), then show the assembled puzzle to all of the participants.
9. Ask the participants to switch roles and to work on a second puzzle in the same way as with the first puzzle.
10. Ask the new coaches to approach your desk and show them the complete picture from Envelope 2. After that, have the coaches return to their pairs and ask the person they are coaching to assemble the picture using pieces from Envelope 2.

### ➡ **Trainer Tips**

Prepare small awards for the pairs who completed the puzzles first. Have extra awards available, since more than one pair of participants may complete the task at the same time.

11. After the work in pairs has been completed, distribute Participant Handout 12.1 and allow the participants **5 minutes** to reflect on the exercise individually.
12. Hold a group discussion about the participants' experiences in the two roles. Ask what step in the coaching process was missing during the exercise. Did it have an impact on the process and the results? Ask the participants to make connections to their work, thinking about **on-the-job training**.
13. Review again the steps in coaching and reinforce the message that two steps—practice and constructive feedback—can be repeated a few times until skills have been transferred.
14. Refer the participants to page 102 in Participant Handbook (Advantages of Coaching), summarize the activity, and ask for a volunteer to read a list of the advantages of coaching.
15. Explain that coaching may sound complicated and time-consuming, but that coaching is done in small doses during regular supervision activities, not all at once.
16. Refer the participants to pages 3.24–3.26 of the *Facilitative Supervision Handbook*, explaining how to use coaching to train people in facilitative supervision.
17. Ask the participants how they would explain the meaning of the word “mentor” (trusted, experienced counselor or guide). Tell them that supervisors must have solid technical knowledge for duties they are to perform and must know how and where to gain access to additional support, when needed. Discuss the role of supervisors as mentors. Ask the participants to give examples of when they or their supervisors played the mentor's role. Tell the participants that in addition, supervisors should help to establish mentoring among staff members, encouraging staff to coach and to mentor their colleagues.

## Resource

### Characteristics and Steps of Coaching

#### Coaching should be:

- **Balanced** (give-and-take; two-way communication; mutual questioning; sharing of ideas and information; not one-sided)
- **Concrete** (focused on objective aspects of performance, on what can be improved or learned in terms of new skills). Performance can be improved only when it can be described precisely, so that both the coach and those being coached understand what is being discussed. The procedures that a coach is trying to teach a staff member shall be demonstrated accompanied by clear and specific explanation. The skills shall be described as behaviors, so they can be observed and verified.

—Adapted from: Kinlaw, D. 1996. *The ASTD trainer's sourcebook: Coaching*. New York: McGraw-Hill.

- **Respectful** (based on behaviors that convey that the other person is a valued and fully accepted counterpart)

Coaching involves the following steps:

- **Motivation** (gaining the staff's commitment to acquiring the new behavior)
- **Modeling** (demonstrating competently and explaining the new behavior, with an opportunity for the trainee to ask questions)
- **Practice** (giving trainees the opportunity to apply and to demonstrate their ability to perform the new behavior, under the supervision of the trainer)
- **Constructive feedback** (the trainer's sharing his or her evaluation of the trainee in a concrete, respectful, two-way interchange of ideas)
- **Skills transfer** (transferring skills gradually, as the trainer allows the trainee the opportunity to undertake and demonstrate an increasing number of the subskills involved in the new behavior, after which the trainee becomes competent to carry out the new behavior without supervision)

### Advantages of Coaching

The supervisor typically notices a performance problem and says: "Here is what you did wrong, and here is what you should do next time." Often, the staff person does not know **how to do the task correctly** and needs more guidance. The *facilitative supervisor is different*. He or she not only helps staff to identify problems, but also actively helps them to solve those

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problems. The best way to achieve this goal is by coaching staff during routine supervision activities. This:

- Allows staff to learn on the job
- Allows staff to immediately apply what they are learning and see how well it works
- Fosters a positive working relationship with staff, who previously may have considered the supervisor a critic
- Makes staff feel supported and important



## Participant Handout 12.1: Reflections: Puzzle Exercise

Instructions: Reflect on your experiences as a coach and as person being coached. Write down your observations during the Puzzle Exercise, and identify any parallels to experiences you have at work, either while acting as a coach or while being coached.

	<b>Impressions during the Exercise</b>	<b>Parallel to Work Situations</b>
<b>As a coach</b>		
<b>As a recipient of coaching</b>		

## Trainer's Resource

### Puzzle Exercise

#### Advance Preparation

- Select two different drawings (see samples) and make as many as copies of each as there are participants in the training.
- For each copy, cut the drawing into pieces and put the pieces into an envelope.
- Mark the envelopes so that you know what drawing is in which envelope. (For example, mark all envelopes with the bird drawing as 1 and all envelopes with the fish drawing as 2.)
- At the beginning of the exercise, hand each pair an envelope containing drawing 1 and an envelope containing drawing 2.
- Retain one whole copy of each drawing for yourself, to show to the coaches.

# Trainer's Resource: Samples for Puzzles







## Session 12-2

### Encouraging People to Work Together: Dealing with Personalities and Solving Conflicts

#### Objectives

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

- Encourage different levels of staff to work together
- Demonstrate skills at managing different and difficult personalities
- Apply facilitation and communication skills to solve conflicts

#### Materials

- Participant Handout 12.2: Encouraging Different Levels of Staff to Work Together
- Participant Handout 12.3: How to Deal with Difficult Personalities
- Participant Handout 12.4: What Would You Say?
- Resource: How to Manage Different Types of People and Difficult Personalities, Participant Handbook, pages 103–104
- Handout: Resolving Conflicts, Participant Handbook, page 107
- Cards with types of personalities for small-group work, or a handout with a list of personalities for whole-group work

#### Advance Preparation

1. Make enough copies of the handouts for distribution to all participants.
2. Prepare cards with questions on how to deal with different types of personalities (if using the optional training technique).

#### Session Time

55 minutes

Training Activities . . . . .	Time
A. Encouraging different levels of staff to work together . . . .	10 min.
B. Dealing with difficult personalities . . . . .	30 min.
C. Building skills in conflict resolution . . . . .	15 min.

## Session 12-2 Detailed Steps

### Activity A: Encouraging Different Levels of Staff to Work Together: Presentation/Discussion (10 minutes)

1. Ask the participants why they think it is important to encourage different levels of staff to work together.

#### ➡ **Training Tip**

The answer might be as follows: Quality is everyone's responsibility. All levels of staff have a role in improving and maintaining quality and have insights and valuable suggestions on how to do so.

The group members must feel comfortable, even though they are at different levels in the facility's hierarchy.

Since hierarchy is ingrained in every society, new behaviors must be learned.

2. Ask the participants to share their experiences in how they encourage different levels of staff to work together.
3. Ask the participants what they think higher level staff must learn to do to encourage staff to work together.
4. Ask the participants what they think lower level staff must learn to do to encourage staff to work together.
5. Distribute Participant Handout 12.2 and allow the participants a couple of minutes to read it individually.
6. Discuss with the participants how supervisors behave and what their role is in encouraging different levels of staff to work together. Ask them to give examples and to share experiences from their everyday work. Allow **5 minutes** for the entire group to engage in this discussion.
7. Tell the participants that the next activity will help them to develop or to improve their skills at managing people with difficult personalities.

### Activity B: Dealing with Difficult Personalities: Exercise/Discussion (30 minutes)

1. Distribute Participant Handout 12.3, and explain that this handout contains a list of brief descriptions of different personalities. Explain that during the exercise, the participants will be asked to think how they would deal with different types of people—how to make them behave constructively, respectfully, etc. First, the participants should think individually, and then the whole group should discuss a suggested action.

2. Ask for a volunteer to read Question 1. Ask who would like to try to tell how to deal with such a type of personality. Discuss all suggestions with the group.
3. Continue discussing different personalities from the list. Comment and summarize after each question. Use the information from the resource (which shows some answers).
4. Reinforce the message that supervisors should use communication and facilitation techniques to involve all staff.

➡ **Optional Training Technique**

1. Divide the participants into four groups. Have each group select two cards with questions.
2. Allow **5 minutes** for the small groups to discuss how to manage the types of personalities on their cards.
3. Have each group present their suggestions, and ask the entire group to add to or comment on them. Spend **5 minutes** per group.
4. Refer to the resource from the Participant Handbook on how to manage difficult personalities. Allow **3 minutes** for the participants to review it. Comment or answer questions, if needed.

**Activity C: Building Skills in Conflict Resolution: Individual Exercise/Presentation/Discussion (15 minutes)**

1. Ask the participants to define the term “conflict.”
2. Tell the participants that a conflict almost always arises when there is a contradiction between several different points of view. Conflict thus often arises when groups of people work together. It is important to be able to work through conflict in a constructive way to maintain motivation within the team.
3. Tell the participants that by using communication and facilitation skills, they can usually reduce the amount of conflict they may encounter when they supervise staff members.
4. Tell them that sometimes supervisors must use conflict resolution techniques and skills to lead staff toward a constructive way of solving problems. Using “I” and “We” statements instead of “You” statements can help avoid conflict over minor issues.
5. Tell the participants that conflict sometimes breaks out among two or more staff members. Supervisors still can use the same communication and facilitation skills to facilitate the problem-solving process.
6. Tell them that you will present the Thomas Kilmann conflict management model, which is one conceptual way to assess individual behavior in a conflict situation. It offers two ways to describe a person’s behavior: **assertive** and **cooperative**.
7. Tell the participants that the best method for handling a conflict is **collaboration**.
8. Refer to pages 103–106 in the Participant Handbook (Conflict Management Styles) and briefly comment on it.

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9. Ask for one or two volunteers to share their experiences of solving conflicts at their facility.
10. Distribute Participant Handout 12.4 and ask the participants to work individually for **5 minutes** to answer the questions. This exercise will help them to refine their skills in communicating with staff in a way that helps to avoid conflicts.
11. Ask for volunteers to read their suggestions. Discuss them with the entire group.
12. Refer the participants to page 107 in the Participant Handbook (Resolving Conflicts) and comment on it. Make a link to supervisors' roles and tasks and remind the participants of the importance of using constructive feedback.



## Participant Handout 12.2: Encouraging Different Levels of Staff to Work Together

### Higher level staff must learn how to:

- ☐ Empower others, especially in decision making and problem solving
- ☐ Encourage discussion rather than give orders
- ☐ Ask questions rather than presume to know
- ☐ Listen to others' opinions with an open mind
- ☐ Believe that everyone has good ideas
- ☐ Learn what motivates staff

### Lower level staff must learn how to:

- ☐ Share their opinions in group settings
- ☐ Take responsibility for their opinions
- ☐ Express their feelings and be open to those of others
- ☐ Ask for what they need
- ☐ Negotiate support for their opinions

—Harrington-Mackin, D. 1994. *The team building tool kit: Tips, tactics, and rules for effective workplace teams*. New York: American Management Association.

### The facilitative supervisor should:

- ☐ When attending group meetings, be willing to make the point in various ways that “We are all in this together, and everyone has a valuable role to play”
- ☐ Lead the way in discarding traditional roles (e.g., by offering to take minutes or to write brainstorming ideas on flipchart paper, so the secretary is not automatically expected to do these tasks)
- ☐ Encourage lower level staff to participate fully (e.g., because staff may be embarrassed or afraid to speak in front of higher level staff members) by engaging lower level staff, by ensuring that they are not penalized for pointing out problems, by making eye contact with them (if appropriate), and by smiling and nodding when they are speaking
- ☐ Model a respectful attitude toward all staff
- ☐ Use verbal and nonverbal encouragement
- ☐ Use positive feedback
- ☐ Provide constructive feedback

—EngenderHealth. 1999. *Facilitative supervision handbook*. New York.

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### Participant Handout 12.3: How to Deal with Difficult Personalities

#### Q. 1

What do you do when a staff member is shy and often remains silent during discussions?

#### Q. 2

How do you deal with a negative person—someone who is always complaining and criticizing?

#### Q. 3

What happens when a staff member challenges you?

#### Q. 4

How do you handle confronting disruptive personalities?

#### Q. 5

How do you control a domineering, talkative person, especially when he or she also tends to be the first to speak on each issue?

#### Q. 6

What happens when a person gets off track in his or her remarks and uses low-probability exceptions or far-fetched examples to make a point?

#### Q. 7

What do you do when one person keeps interrupting?

#### Q. 8

How do you manage aggressive people?

- When one member attacks/insults another?
- When a member is angry?
- When members impose their own agendas?

**Trainers' Resource****Optional Training Technique****Cards for the exercise on “How to deal with difficult personalities”****Q. 1**

What do you do when a staff member is shy and often remains silent during discussions?

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**Q. 2**

How do you deal with a negative person—someone who is always complaining and criticizing?

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**Q. 3**

What happens when a staff member challenges you?

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**Q. 4**

How do you handle confronting disruptive personalities?

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How do you control a domineering, talkative person, especially when he or she also tends to be the first to speak on each issue?

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**Q. 7**

What do you do when one person keeps interrupting?

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**Q. 8**

How do you manage aggressive people?

- When one member attacks/insults another?
- When a member is angry?
- When members impose their own agendas?

## Resource

### How to Manage Different Types of People and Difficult Personalities

It is important to have skills to manage different types of people, because failure to manage personality differences can have a negative impact on the group and lessen its productivity. When different personality types clash, time may be wasted in useless argument, and hurt feelings may prevent all members from fully participating. It is important for the facilitative supervisor to recognize and take into account personality differences, so that the group can operate efficiently.

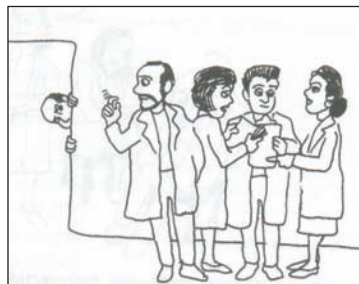
It will take time for different personalities to learn to work together harmoniously. The facilitative supervisor should allow this to happen in the normal course of the work day. Emphasizing the importance and value of the group's work to individuals and to the site can often resolve any problems with conflicting personalities.

—Katzenbach, J. R., & Smith, D. K. 1994.  
*The wisdom of teams: Creating the high-performance organization*. New York: HarperBusiness

#### Q. 1

##### What do you do when a staff member is shy and often remains silent during discussions?

- Be patient, *or* pay special attention (e.g., make eye contact, nod, or use other positive body language).
- Prepare an intervention beforehand.
- Increase the level of comfort.
- From time to time, ask direct questions to the person on topics on which you know that he or she has expertise.
- Assign these people as subgroup facilitators.
- Have everyone speak in turns.
- Ask this member if you can help clarify the process or if someone in the group can help clarify the issues.



#### Q. 2

##### How do you deal with a negative person—someone who is always complaining and criticizing?

- Ask the group whether they agree that there is a problem.
- Ask for specifics and address them, and refer the complaints to the group.
- Ask the critic to offer a solution.
- Focus the group on solutions.



**Q. 3****What happens when a staff member challenges you?**

- Boomerang (i.e., ask the participant for his or her solution or idea).
  - Ask other participants for a solution.
  - If you do not know an answer, be honest about it and tell the person that you will try to find out the answer and will inform him or her and the others when you do.
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**Q. 4****How do you handle confronting disruptive personalities?**

*In cases when the application of facilitation and communication skills does not result in a change of behavior, a supervisor will have to confront the disruptive person. This must be done carefully, to avoid alienating the person.*

- Involve him or her or deal with him or her personally and separately.
  - Ask other members of the group if they share your perceptions.
  - Record incidents of disruptive behavior (when making a list, be specific in your record: day, time, details, and impact on the group).
  - Offer positive suggestions.
  - Listen attentively and use your communication skills (show empathy, understanding, and willingness to work toward a solution).
  - If negotiation fails, consider using role-play to show how the behavior has a negative effect on the group. (Choose another member or yourself to act out the disruptive behavior.)
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**Q. 5****How do you control a domineering, talkative person, especially when he or she also tends to be the first to speak on each issue.**

- Intervene using techniques to encourage participation by all.
- Use the group rules. For example, set a time limit on everyone's participation: "Each of you has a nickel, and that represents only five minutes of remarks on this issue."
- Interrupt and redirect the discussion.
- Target questions to other members by name.
- Use nonverbal signals (e.g., make **no direct eye** contact, or focus on another part of the meeting room)
- Do not assign subgroup leadership roles to this person.
- Establish procedures to limit this person's discussion.



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### Q. 6

**What happens when a person gets off track in his or her remarks and uses low-probability exceptions or far-fetched examples to make a point?**

- Remind the group of the objectives and get them back on track.
- Preface the person's remarks with, "NAME, because of time constraints, can you give me your short version—20 words or less?"
- When he or she pauses, say, "Thanks, NAME, but we do need to get back to the agenda."
- Do not assign a subgroup leadership role to this person.
- Consider making this person a recorder, thus neutralizing his or her remarks.



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### Q. 7

**What do you do when one person keeps interrupting?**

- Return the floor to the first speaker.
- Rely on the group.
- Organize speakers.

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### Q. 8

**How do you manage aggressive people?**

*Aggressive people attack or insult other members, insist on their own agendas, and exhibit similar confrontational behaviors. These behaviors inhibit others from becoming involved in the group activities and prevent the group from achieving its goals. The facilitative supervisor needs to neutralize and control these behaviors for the good of the group.*

**When one member attacks/insults another:**

- Confront but do not attack or insult the attacker, and shift the discussion from the attacked person to the problem or idea.
- Take the questions to the group. Also, remind the group that personal attacks are not acceptable.
- Ask the attacker to explain by giving specific information, not making judgmental statements. The facilitator should separate judgment from facts and move on from there.
- If two members descend to the level of trading insults, consider calling a short break so they can calm down. Use the time to ask them to consider the effects of their behavior on the group or to help them change their behavior.
- Consider team-building strategies when anger and personal attacks occur too often.

**When a member is angry:**

- Acknowledge the anger and deal with it. Ask what is upsetting him or her. Make sure that the answer is specific.

**When members impose their own agendas:**

- Remind the group member who sometimes try to influence the behavior of the other members (“you are going to love this idea”) that all ideas must be fully discussed and that disagreement is healthy.
- Point out that statements intended to influence are tantamount to imposing one person’s will on the group.
- Ask each of the other group members to state the positive and negative aspects of an idea that someone is trying to impose.

## Participant Handout 12.4: What Would You Say?

*Consider the following situations involving different personalities. Write your response in the space provided.*

1. Peter presents an idea and then says: “I am sure you will all agree that this is the only way to solve our problem.” You would say:

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2. Claudia has had a scowl on her face and has been silent ever since the group voted down her proposal. You would say:

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3. Lissette says: “This process isn’t very productive. It will never work.” You would say:

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4. In a meeting about how to solve the problem of patients’ having to wait long periods for service, Luz, the receptionist, has not said a word. You would say:

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5. Huda has been talking nonstop for several minutes, and the other members are getting annoyed. You would say:

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6. George says: “There is too much tension in this room, so we will never come to any agreement on this!” You would say:

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7. Maria says: “This will never work!” You would say:

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8. Faisel says: “Tsetsgee, you are really talking nonsense.” You would say:

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9. Fabio says: “If you don’t agree with this, you just do not understand the problem.” You would say:

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10. Julia says: “We are just going around in circles and not getting anywhere!” You would say:

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11. Inez says: “I am so upset and I do not want to be a part of this discussion!” You would say:

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12. Gulnar says: “You have to listen to me!” You would say:

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13. Sally keeps talking very emotionally to a staff member who sits next to her. You would say:

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14. Bujin says: “Tuya, you just don’t know what’s going on.” You would say:

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### Resource: Resolving Conflicts

#### What is conflict?

Conflict almost always arises when there is a difference between several points of view.

#### Why is it important to resolve conflict in an organization?

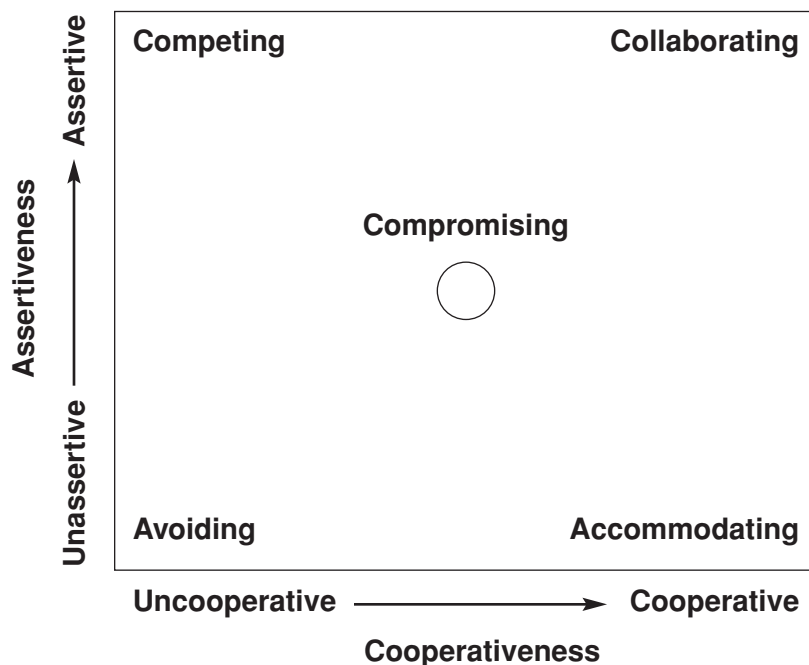
Conflict often arises when groups of people work together. It is important to be able to work through conflict in a constructive way to maintain motivation within your team.

#### How to act to resolve conflict:

- **Avoid jumping to a solution** before fully analyzing the problem.
- **Describe the facts:** What is the unsatisfactory situation? What is the context of the conflict? Who is involved? Who are the stakeholders? What is each person's point of view?
- **Define the conflict:** Where is the contradiction between the different points of view? Analyze each team member's viewpoint by speaking to him or her individually about the situation.
- **Diagnose the conflict:** What preceded the conflict? What are the individual interests? What advantages does each party have? What are the power issues?
- **Consider the alternatives,** for there is no "best" solution. Sometimes, when the conflict is due to a misunderstanding, explaining the situation in an explicit way may help to resolve the conflict. In other circumstances, the differing points of view cannot be changed, only accepted.
- **Implement a solution** that has been chosen.
- **Evaluate the solution.** If the unsatisfactory situation still exists, begin the process again.

*Source:* Management Sciences for Health and UNICEF. 1998. The guide to managing for quality. In *The Health Manager's Toolkit*. Accessed at: <http://erc.msh.org/quality/ittools/itconslv.cfm>.

## Five Options for Handling Conflicts



**Assertiveness** represents the extent to which a member attempts to satisfy his or her own concerns. **Cooperativeness** represents the extent to which a member attempts to satisfy the other person's concerns.

**These two basic descriptions can then be used to understand the five options for handling conflict:**

- **Competing**—a power-oriented mode
- **Accommodating**—the opposite of competing (You neglect your own concerns to satisfy those of the other person.)
- **Avoiding**—choosing not to address the conflict by postponing, sidestepping, etc. (You do not pursue your goals or those of the other person.)
- **Collaborating**—the opposite of avoiding (By collaborating, you attempt to involve the other person in finding a solution to the issue at hand. It means digging into the issues to find an appealing alternative.)
- **Compromising**—trying to find a mutually acceptable solution that is at least somewhat satisfactory to both parties

The basic point of the model is to make you aware of the choices and of people's tendency to use one mode more often than another. Supervisors need to remember that the best option is **collaborating**.

*Sources:* Corporation for National and Community Service and National Crime Prevention Council. 1996. *Becoming a better supervisor: A resource guide for community service supervisors*. Washington, DC; and Thomas, K. W., and Kilmann, R. H. 1974. *Thomas-Kilmann Conflict Mode Instrument*. Tuxedo, NY: Xicom.



## Session 12-3

### Planning and Facilitating Meetings

#### Objectives

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

- Develop a meeting plan
- Facilitate meetings

#### Materials

- Participant Handout 12.5: Exercise: Planning a Meeting
- Flipchart paper
- Flipchart 12C: Meeting Stages
- Flipchart 12D: Tools for Meeting Facilitation, by Stage
- Flipchart 12E: Facilitation of a Group
- Resource: Planning and Facilitating Meetings, Participant Handbook, pages 109–110

#### Advance Preparation

1. Make enough copies of the handouts for distribution to all participants.
2. Write the following flipcharts:

##### ***Flipchart 12C***

##### **Meeting Stages**

- Opening
- Participants generate ideas on a meeting's topic for discussion
- Narrowing
- Information is considered and prioritized
- Closing
- Participants agree on the issues to be addressed and followed up (i.e., included in an action plan)

### ***Flipchart 12D***

#### **Tools for Meeting Facilitation, by Stage**

##### **Opening**

1. Offer an idea to get discussion flowing
2. Ask for suggestions
3. Brainstorm
4. Make a list of the ideas

##### **Narrowing**

1. Eliminate same/similar ideas from a list
2. Prioritize ideas

##### **Closing**

1. Narrow down choices by asking what should not be eliminated
2. Suggest accepting two alternatives when there is failure to agree

### ***Flipchart 12E***

#### **Facilitation of a Group**

- Involve everyone
- Keep on track with objectives
- Provide feedback to assess progress and make adjustments
- Manage conflict, if any
- Achieve agreement
- Deal with difficult behaviors
- Help the group communicate well
- Help the group access outside resources
- Create a positive, nonthreatening environment
- Foster leadership in others

## **Session Time**

20 minutes

**Training Activities . . . . . Time**  
**A. Planning and facilitating meetings . . . . . 20 min.**

## Session 12-3 Detailed Steps

### Activity A: Planning and Facilitating Meetings (20 minutes)

1. Tell the participants that as facilitative supervisors, one of their most important functions is to enable staff to come to agreement when there are different opinions. Certain facilitation tools may be used in any meeting that requires agreement.
2. Tell the participants that much decision making and planning for action is done in meetings. However, meetings can be effective, or they can be a waste of time.
3. Ask the participants to share their experiences with preparing and facilitating meetings. Allow 5–7 minutes for a discussion.
4. Ask the participants to recall any meetings that they had facilitated, and use a sheet of flipchart paper to make a list of the stages of a meeting.
5. Reveal Flipchart 12C and ask the participants to comment on it.
6. Tell the participants that most discussions go through the stages listed on the flipchart.
7. Describe each stage and the tools for each stage of the meeting. Reveal Flipchart 12D and use it for explanation.
8. Tell the participants that the facilitative supervisor plans and conducts successful meetings and trains others in how to do so. When planning a meeting, the facilitative supervisor always takes into consideration the purpose of the meeting and the desired outcomes. Such a supervisor also plans what tools and facilitation techniques he or she will use to facilitate a meeting and how to create a nonthreatening atmosphere at a meeting.
9. Tell the participants that the following activity will help them to improve their skills in developing meeting plans.
10. Distribute Participant Handout 12.5, and ask for a volunteer to read the task for the exercise.
11. Tell the participants that they should take **5–7 minutes** to complete the exercise.
12. After the participants have developed a meeting plan, ask for 2–3 volunteers to present their plans to the entire group.
13. Reveal Flipchart 12E and comment on it.
14. Refer the participants to the *Facilitative Supervision Manual*, pp. 3.44–3.48, and to p. 111 in their Participant Handbook.
15. Remind the participants about the importance of seating arrangement for creating a comfortable and nonthreatening environment. Refer them to pp. 3.30–3.32 in the *Facilitative Supervision Manual*.



## Session 12

### Participant Handout 12.5: Exercise: Planning a Meeting

*Think of a meeting that you need to hold soon. Plan the meeting following the process described before and fill in the spaces below.*

Date:

Time:

Place:

Purpose:

Desired Outcome:

#### Topics:

I. Review of purpose, desired outcome, and ground rules of meeting

Content presenter

Time

Process

Opening/narrowing/closing technique

II. Content to be covered:

Content presenter

Time

Process

Opening/narrowing/closing technique

III. Content to be covered:

Content presenter

Time

Process

Opening/narrowing/closing technique



## Resource

### Planning and Facilitating Meetings

#### Stages of the meeting

**Opening:** Participants generate ideas for discussion.

**Narrowing:** The information is considered and prioritized.

**Closing:** Participants agree on the issues to be addressed.

#### Different facilitation tools for each stage of the process

##### Opening tools:

- *Make a suggestion*  
Offer a proposal to get the discussion flowing. Ask for suggestions.
- *Make a list*  
Record several ideas for possible discussion topics.
- *Brainstorm*  
Ask the group to generate as many ideas as possible in a short period of time.

##### Narrowing tools:

- *Avoid redundancy*  
Ask the group to look through discussion topics and eliminate any that are duplicates or are very similar.
- *Assign priorities*  
Make sure that agreement is reached on the most important or feasible ideas. Use different techniques to prioritize ideas.

##### Closing tools:

- *Use negative polling*  
Help the group narrow their choices by asking them what they do not want to eliminate from the list.
- *Negotiate by building up or eliminating*  
This helps the group to choose between alternatives by adding or eliminating aspects.
- *Consider both/and*  
Suggest accepting two alternatives when there is a failure to agree.

*Source: Interaction Associates. 1997. Facilitative leadership: Tapping the power of participation. San Francisco.*

