

Module 7

Building Leadership Skills

Essential Ideas to Convey

- ❑ **A leader** is someone who influences and guides others toward the accomplishment of a goal.
- ❑ **Leadership** qualities include the ability to inspire others, establish trust, and promote team-work.
- ❑ **Managing** refers to overseeing systems and processes, focusing on *doing things correctly*, using resources wisely.
- ❑ **A mission** is a statement that summarizes an organization's purpose and provides the rationale for defining goals and objectives.
- ❑ **"A vision** is an image of hope, something you truly wish to create."

—Management Sciences for Health. 2005. *Managers who lead: A handbook for improving health services*. Boston.

- ❑ **Trust** is the knowledge that another person will not take advantage of you, which allows you to feel safe putting your self-esteem and position in that person's hands.
- ❑ **Work climate** is the prevailing workplace atmosphere as experienced by employees. It is what it feels like to work in a place.
- ❑ Three key dimensions of **work climate** are clarity, challenge, and support.
- ❑ **To lead staff through change** (i.e., to implement new practices) takes effort. Successful supervisors lead their staff through five phases:
 1. Recognizing a challenge
 2. Identifying promising practices
 3. Adapting and testing one promising practice or set of practices
 4. Implementing the new practice(s)
 5. Scaling up the successful new practice(s)

Management Sciences for Health. 2004. Management strategies for improving health services. *The Manager*, 13(3).

"In its essence, leadership is a lifestyle, not a position."

—John Hawkins, founder and president, Leadership Edge Inc.

Session 7-1

Leadership Styles

Objectives

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

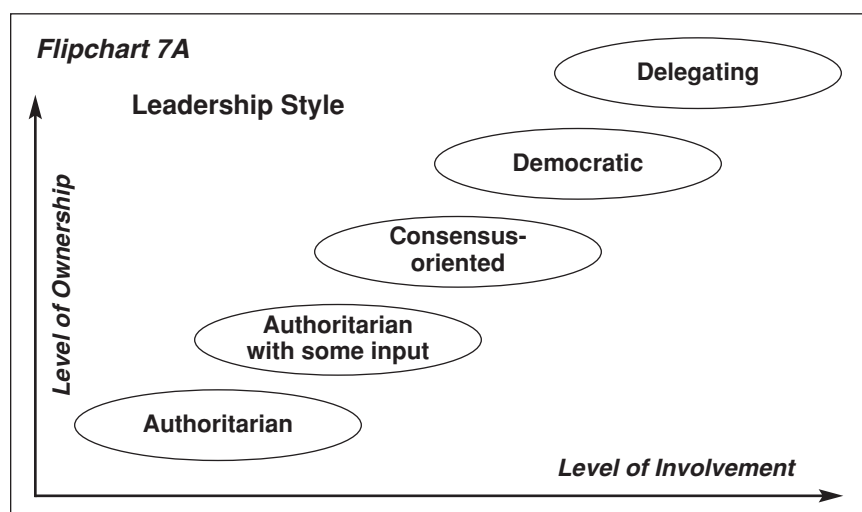
- Describe who people can call a leader and what qualities make him or her a leader
- Analyze different leadership styles
- List and describe leadership competencies

Materials

- Resource: Leadership Styles, Participant Handbook, page 47
- Participant Handout 7.1: Leadership Competencies
- Participant Handout 7.2: Exercise: What Leadership Style Would You Recommend?
- Flipchart paper and markers
- Flipchart 7A: Leadership Style

Advance Preparation

1. Make enough copies of the handouts for distribution to all participants.
2. Prepare Flipchart 7A:



Session Time

1 hour

Training Activities	Time
A. Definition of a leader and leadership.	15 min.
B. Leadership styles	45 min.

Session 7 Detailed Steps

Activity A: Definition of a Leader and Leadership: Discussion/Presentation (15 minutes)

1. Present the learning objectives for this session.
2. Ask the participants to describe someone who they know and who they call “a leader,” and invite them to describe why they can call that person a leader.
3. Ask the participants to define “what/who is a leader” and what is leadership, and have them describe what leadership qualities are.
4. After the participants answer, explain that a leader is *someone who influences and guides others toward the accomplishment of a goal*. Leadership qualities include the ability to inspire others, establish trust, and promote teamwork. Tell the participants that to be able to do so, supervisors should have knowledge and skills, and that during this and following sessions, they themselves will gain such skills.
5. Ask the participants to explain who is a manager, a supervisor, and a leader. Explore the idea of formal leaders versus informal leaders. Ask the participants to give examples of cases where formal and informal leaders were the same person and examples where they were not.
6. Remind the participants that you have already defined supervision and management. Reinforce the message that **management** refers to overseeing systems and processes, focusing on *doing things correctly* and using resources wisely.
7. Tell them that in facilitative supervision, the supervisor has additional roles, among them those of leadership and staff empowerment. The facilitative supervisor’s immediate goal is to teach others how to undertake the quality improvement process, with the ultimate goal of enabling them to provide high-quality services that meet their clients’ needs.
8. Brainstorm by asking the participants to list the qualities of a leader. Write their answers on a piece of flipchart paper.
9. Tell the participants that leadership competencies are specific skills and knowledge that help supervisors lead the staff more effectively. Distribute Participant Handout 7.1 and ask the participants to compare the contents with the results of their brainstorm and comment on the similarities and differences.
10. Comment that supervisors need to expand their knowledge and strengthen particular skills (leadership, communication, management, technical, etc.) to be better able to lead the staff. Explain that during the course, the participants will work on developing those skills.
11. Tell the participants that by combining good leadership and management qualities, supervisors are able to lead staff to *do the right things the right way*.

Activity B: Leadership Styles: Presentation/Small-Group Exercise (45 minutes)

1. Ask the participants to name different leadership styles that they know.
2. Tell the participants that they will discuss different leadership styles, analyzing their advantages and disadvantages. Distribute the “Leadership Styles” handout from the Participant Handbook and ask for volunteers to read it row by row. Ask the participants to comment on whether they agree with the definitions and descriptions of each style and whether they would like to add anything else to them.
3. Tell the participants that during the next exercise, they will decide what leadership style they would recommend in three different situations.
4. Divide the participants into three groups.
5. Distribute Participant Handout 7.2 and assign one case to each of the groups.
6. Allow five minutes for the participants to discuss the cases in their small groups and to make a decision.
7. Ask a representative from each group to read a situation and to present the results.

Trainers’ Resource: Answers to Case Studies**Situation I**


Delegation. The clinical director should delegate the decision to a small group consisting of medical, logistical, and administrative personnel. This group has more time than the clinic director to review the information, and this group is qualified to make the decision.

Situation II

Authoritarian. Time is of the essence; if action is not taken promptly, the driver might die. The doctor has the best information and the qualifications to determine the proper course of action as quickly as possible.

Situation III

Consensus. The director needs the feedback of the staff to know whether it is possible for them to drop all current projects to work on the proposal. In addition, because the proposal would require a high-level commitment of staff for overtime and weekend work, all of the staff must support the decision. The quality of the proposal might suffer if staff resent the decision or do not understand it.

8. Discuss the results with the participants. Tell them that different situations require applying different styles of leadership. The use of a leadership style depends on the situation. As the participants will see from the exercise, there are times when decisions should be made in an authoritarian manner.
9.  Reveal Flipchart 7A and allow the participants a few minutes to analyze the diagram. Ask for a volunteer to comment on it. Tell them that decisions made with the involvement of others generally result in a higher level of staff “ownership” and commitment, which in turn results in a higher chance of implementation.
10. Tell the participants that through the following sessions, they will work on developing specific leadership skills.

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Participant Handout 7.1: Leadership Competencies

Competency	Application
Master yourself	Reflect on yourself and be aware of your impact on others, manage your emotions effectively, use your strengths, and work on your shortcomings.
See the big picture	Look beyond a narrow focus to take into account conditions outside your immediate areas of work.
Create a shared vision	Work with others to envision a better future and use this vision to focus all your efforts.
Clarify purpose and priorities	Know your own values and what is most important to accomplish.
Communicate effectively	Hold conversations focused on outcomes; balance advocacy with inquiry; and clarify assumptions, beliefs, and feelings within yourself and others.
Motivate committed teams	Create the clarity, trust, and recognition necessary to lead to high performance that can be sustained over time.
Negotiate conflict	Reach agreements from which both sides can benefit.
Lead change	Enable your work group to own challenges, enlist stakeholders, and navigate through unstable conditions.

Adapted from: Management Sciences for Health. 2005. *Managers who lead: A handbook for improving health services*. Boston.

Handout: Leadership Styles

Leadership Style	Description	Advantages	Disadvantages
Authoritarian	Leader makes decisions and announces them to staff.	<ul style="list-style-type: none"> • Style saves time. • Decision is usually clear and final. • Leader is in control. 	<ul style="list-style-type: none"> • Other, better options may not be considered. • Staff may lack commitment to the decision. • Staff may be resentful or uncooperative.
Authoritarian, with some input	Leader makes decisions and announces them after receiving input from one or more staff members	<ul style="list-style-type: none"> • Style results in increased information for decision making. • Approach produced decisions relatively quickly. • Decision is usually clear and final. 	<ul style="list-style-type: none"> • Staff not asked for input may lack commitment or be uncooperative. • Other, better options may not be considered.
Consensus-oriented	Entire group discusses and agrees to support group decisions. Leader maintains authority.	<ul style="list-style-type: none"> • Staff feel more involved and committed. • Staff support for decisions may be greater. • Chance of implementation is good. 	<ul style="list-style-type: none"> • Approach is time-consuming and may require long meetings or multiple meetings. • Compromise decisions may be unclear. • Consensus may not always be possible.
Democratic	All members of the group vote for their preferred decision.	<ul style="list-style-type: none"> • Staff feel involved. • Decisions receive a high level of support. • Chance of implementation is good. 	<ul style="list-style-type: none"> • Decisions may take more time. • Most popular decision may not be best option available. • Those on the “losing side” may feel resentful.
Delegating	Leader assigns decision-making task to another person or to a group.	<ul style="list-style-type: none"> • Approach offers opportunity for developing leadership qualities in others. • Chance of implementation is high. 	<ul style="list-style-type: none"> • Leader sacrifices control. • Decisions may take more time. • Team may not have skills and knowledge to make a good decision.

Participant Handout 7.2: What Leadership Style Would You Recommend?

Group exercise

For each of the following situations, what leadership style would be best for decision making? Why?

1. The clinic director is about to leave on a trip to the capital city for an important meeting with other clinic directors. However, the deadline for a decision on what types and quantities of surgical gloves to order is due, and the director has no time to review the information already gathered (surgical supply catalogs, projections on the number of procedures to be performed, relevant service protocols, and the budgetary allocation for the purchase of gloves). Medical, logistical, and administrative personnel are available at the clinic. What leadership style should the director use? Why?

2. There has been a serious car accident, and the driver of one car is bleeding profusely. Among those who have stopped to help is a doctor. Others are in a panic and shouting suggestions about what to do. What leadership style should the doctor adopt? Why?

3. The director of an agency has received a request for a proposal. To prepare and submit the proposal on time, the staff will have to drop all current projects and work overtime and on weekends. There is no guarantee that the agency will win the contract, but an all-out effort of all concerned will be needed to develop a document of very high quality. The director must make a decision on whether to make a bid for the contract. What leadership style should the director use? Why?

Session 7-2

Building Vision and Trust

Objectives

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

- Define a mission and a vision
- Explain how to build the shared vision
- Describe what behaviors help to foster trust

Materials

- Participant Handout 7.3: Exercise: Building Your Vision
- Participant Handout 7.4: Exercise: Building Trust
- Resource: How to Build Trust, Participant Handbook, page 51
- Flipchart 7B: Mission and Vision
- Flipchart 7C: What Is Trust?
- Flipchart 7D: How to Build Trust

Advance Preparation

1. Make enough copies of the handouts for distribution to all participants.
2. Prepare flipcharts 7B, 7C, and 7D:

Flipchart 7B

Mission and Vision

A **mission** is a statement that summarizes the organization's purpose and provides the rationale for defining goals and objectives.

A **vision** is an image of something you truly hope to create. An inspiring vision:

- Reflects a high standard of performance
- Represents future accomplishments (measurable results)
- Conjures up an image or picture

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Flipchart 7C

What Is Trust?

Knowledge that another person will not take advantage of you, which allows you to feel safe putting your self-esteem and position in that person's hands.

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

Flipchart 7D

How to Build Trust

- ☐ Create and maintain a nonthreatening environment
- ☐ Pay careful attention to communications
- ☐ Model correct behavior by showing trust in others and being reliable yourself
- ☐ Practice appropriate self-disclosure

Session Time

50 minutes

Training Activities	Time
A. Building a vision	25 min.
B. Building trust	25 min.

Session 7-2 Detailed Steps

Activity A: Building a Vision: Discussion/Work in Pairs (25 minutes)



1. Ask the participants to define a mission statement of an organization or health system and give examples.
2. Ask the participants whether they can explain what “vision” is in the supervision context.
3. After the participants have responded, reveal Flipchart 7B. Ask for a volunteer to read the definitions of mission and vision and comment or ask questions for clarification.
4. Read as an example EngenderHealth’s mission statement and discuss the difference between a mission and a vision.

Trainers’ Resource

Example of a mission statement:

“EngenderHealth works to improve the health and well-being of people in the poorest communities of the world. We do this by sharing our expertise in sexual and reproductive health and transforming the quality of health care. We promote gender equity, advocate for sound practices and policies, and inspire people to assert their rights to better, healthier lives. Working in partnership with local organizations, we adapt our work in response to local needs.”

5. Tell the participants that one of the best ways to motivate people is to share an inspiring vision with them and help them to create a joint vision. Facilitative supervisors should know how to build their own vision before sharing it with staff. To lead staff and other supervisors toward the goal of improving the quality of services, the leading staff must *share with the staff the vision of high-quality services*.
6. Explain that during the following activity, the participants are to discuss how to build a vision. Divide the participants into pairs, and distribute Participant Handout 7.3.
7. Explain that the participants will be working in pairs for 10 minutes, using the handout’s format to develop one shared vision.
8. After the participants have finished their work, ask for two or three pairs to share their experiences with developing a shared vision.
9. Tell the participants that once the team has a shared vision, they need to work on developing indicators that will help them to monitor and evaluate the progress they make in achieving the results. The results should be clearly defined: **Specific, Measurable, Appropriate, Realistic, and Time-bound** (i.e., SMART).

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Activity B: Building Trust: Discussion/Individual Work/Brainstorm (25 minutes)

1. Tell the participants that staff need to trust supervisors in order to follow them, so it is important for supervisors to know how to foster trust.
2. Tell the participants that before they can discuss how supervisors can foster trust, they need to define what trust is. Ask them to describe how they understand what trust is.
3. Reveal Flipchart 7C and ask for a volunteer to read it.
4. Distribute Participant Handout 7.4 and explain that the participants will work individually on it for 5 minutes.
5. After 5 minutes, ask for two or three volunteers to share their experiences.
6. Brainstorm what types of behavior by supervisors can help to foster trust. Write the answers on a piece of flipchart paper.
7. Reveal Flipchart 7D and ask the participants to give examples of behaviors that help to build trust. The statements on the flipchart should serve as a guide for the discussion.
8. Refer the participants to pages 51–52 of their handbook for the resource How to Build Trust. Emphasize to them each action that helps to build trust. Spend time explaining how to create a nonthreatening environment and the role of supervisors in doing so, and give some examples. Make links to the ideas that the participants generated when they brainstormed the behaviors that help foster trust.
9. Lead the entire group in a discussion.



Participant Handout 7.3: Exercise: Building Your Vision

An inspiring vision:

- ☐ Reflects a high standard of performance
- ☐ Represents future accomplishments (measurable results)
- ☐ Conjures up an image or picture

Instructions:

- ☐ Share your visions with each other.
- ☐ Create one shared vision.

1) Write down your shared VISION for your pair that you would share with your team.

*Adapted from: Interaction Associates, 1997.
Facilitative leadership: Tapping the power of participation. San Francisco.*

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Participant Handout 7.4: Exercise: Building Trust

1. Think of a situation you have experienced in which staff exhibited distrust of their managers or supervisors or a situation in which you have lost trust in another person.
2. What factors/behaviors may have caused the distrust?
3. What actions could have been taken to reestablish trust?

Resource: How to Build Trust

Create and maintain a nonthreatening environment

In group meetings, maintain **confidentiality**, treat all staff with **respect**, treat all staff as **equals**, and use **facilitation skills** to make sure all staff treat each other with respect and equality, regardless of rank. Pay attention to the **physical environment**, including seating arrangement during meetings.

Pay careful attention to communication

The free flow of information is important. When people are kept informed, they feel valued and an integral part of the team; when there is secrecy, they feel threatened. Communication should be as complete as possible and should transmit positive messages of trust. Always provide feedback in a constructive way.

Model correct behavior by showing trust in others and being reliable yourself

You are a role model for staff and your actions are as important—or perhaps more important—than your words. Make sure there is consistency between your words and actions: If you say that your next supervision visit will take place in one month, make sure that you respect that commitment. If you cannot make a promised visit, communicate the reasons and set up another appointment. If you promise to arrange training, do not fail to do so. Show your trust in others by delegating responsibility to them as often as possible and by acknowledging and praising their successes.

Practice appropriate self-disclosure

When you share with others what you are thinking and what you want, people are more likely to trust you because they understand you. However, revealing too much can be problematic—particularly in cultures in which it is not common to share one's feelings or inner thoughts. Keep cultural constraints in mind when practicing self-disclosure.

Source: Wilson, G. L. 1996. Groups in context: Leadership and participation in small groups. 4th edition. New York: McGraw-Hill.

Session 7-3

Recognition and Motivation: Tips for Leading Staff

Objectives

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

- Describe what motivates employees
- Describe what external motivation and internal motivation are
- List at least five best ways to motivate staff
- List at least 3–4 indications/signs of low motivation and performance
- Define work climate and explain its influence on staff performance
- Explain how supervisors can influence a work group's climate
- Explain tips for leading staff

Materials

- Participant Handout 7.5: Exercise: Recognition
- Resource: “Tips for Leading Staff,” Participant Handbook, page 58
- Resource: “External and Internal Motivation,” Participant Handbook, page 53
- Resource: “Indications of Low Motivation and Performance,” Participant Handbook, page 54
- Resource: “The Top 10 Ways to Motivate Staff,” page 55
- Resource: “Improving the Climate in Your Workplace through Good Leadership,” Participant Handbook, page 56
- Flipchart 7E: What Is Motivation?
- Flipchart 7F: Work Climate
- Flipchart 7G: Three Key Dimensions of Work Climate
- Flipchart 7H: Tips for Leading Staff
- Adhesive notes (e.g., Post-Its) or small pieces of paper
- Flipchart paper

Advance Preparation

1. Make enough copies of the handouts for distribution to all participants.
2. Prepare sets of five adhesive notes for each participant.
3. Write the following flipcharts:

Flipchart 7E

What Is motivation?

Energy to do something.

Each person has motives, needs, and pools of energy that represent potential behaviors.

External and internal motivation

Flipchart 7F

Work Climate

Work climate is the prevailing workplace atmosphere as experienced by employees. It is what it feels like to work in a place.

Flipchart 7G

Three Key Dimensions of Work Climate

Clarity:

- There are clear job expectations, roles, and responsibilities.
- Staff are aware of clients' rights and needs and build/maintain a culture that reinforces clients' rights and needs.
- Staff are aware of clinical standards.

Support:

- There are adequate resources, supplies, equipment, and infrastructure.
- Managers and supervisors are supportive.
- Recognition and motivation are provided, as well as appreciation and reward for both individual and group successes.

Challenge:

- There are opportunities to stretch and to grow, to increase responsibility.
- Staff work in groups and feel a sense of pride.
- All are committed to shared goals, purposes, and activities.

Flipchart 7E

Tips for Leading Staff

- Share the vision of high-quality services
- Build commitment and confidence
- Be well-informed and prepared
- Use facilitation skills
- Do real work
- Be ethical

Session Time

1 hour, 35 minutes

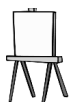
Training Activities	Time
A. Recognition and motivation	45 min.
B. Understanding the supervisor's role in influencing work climate	40 min.
C. Tips for leading staff	10 min.

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Session 7-3 Detailed Steps

Activity A: Recognition and Motivation: Individual Work/Discussion/Brainstorming/Discussion (45 minutes)

1. Present the learning objectives for the session.
2. Distribute Participant Handout 7.5 and ask the participants to work individually for **5 minutes**.
3. Ask for two or three volunteers to share their reflections with the group and tell what they think about recognition.
4. Emphasize to the group that to show staff how important quality services are, it is crucial to find an appropriate way to recognize and reward staff's good work.
5. Invite the participants to reflect on how they feel when supervisors recognize their good work, their successes, or their achievements and to share those reflections with the group.
6. Ask the participants to explain how they would define "motivation."
7. Reveal Flipchart 7E and ask for a volunteer to read the text.
8. Ask the participants to tell how they would describe external and internal motivation and give examples.
9. Refer the group to two resources in the Participant Handbook (External and Internal Motivation (p. 53) and Indications of Low Motivation and Performance (p. 54). Allow the participants a few minutes to read the indicators and then ask them whether they agree with the statements and whether they would like to comment on any of them.
10. Explain that to motivate staff, supervisors and managers need to understand what motivates employees and focus on developing a motivating environment. Mention that during the next activity, they will discuss in more detail how to create such an environment. The sooner a supervisor understands employees' motivations, the better he or she can **direct employees' energy into productive work**.
11. Tell the participants that they will be asked to share with their colleagues their ideas about how they as supervisors motivate staff to do their best. Distribute sets of Post-its to the participants (one set per participant).
12. Ask the participants to write their ideas on how supervisors can motivate or reward staff (one idea per Post-it). **Allow 5 minutes** for this exercise.
13. After they have written the ideas, ask the participants to approach the flipchart stand and to attach the Post-its to a piece of flipchart paper.
14. Invite the participants to stand around the flipchart. Ask for a volunteer to read the participants' ideas. **Allow 5 minutes to discuss and prioritize the ideas**.
15. Invite the participants to compare what they actually do as supervisors to motivate staff with what supervisors *should* be doing in their work to motivate their supervisees. Use the ideas presented on the flipchart to facilitate the discussion.



Session 7

16. Refer the participants to page 55 in the Participant Handbook (The Top 10 Ways to Motivate Staff) and allow them a couple of minutes to read it.
17. Ask the participants whether they agree with this list of ways to motivate staff. Discuss with the participants the ideas that they just read.
18. Thank the participants for their active participation.

Activity B: Understanding the Supervisor's Role in Influencing Work Climate: Discussion/Presentation (40 minutes)



1. Explain that throughout the world, poor-quality services and poor performance are a direct result of staff's feeling **unmotivated** or **unrecognized** for their efforts in service provision and **unhappy with their work climate**.
2. Ask the participant to explain how they understand the term "**work climate**." Lead the participants toward a statement that "work climate is the prevailing workplace atmosphere as experienced by employees. It is what it feels like to work in a place." Reveal Flipchart 7F, which provides a definition of work climate.
3. Explain that organizational **culture** is different from **climate**. Tell the participants that a culture is the pattern of shared values and assumptions that organizational members share. Assumptions that have worked well in the past are taught to new members as "**the way we do things here**." A supervisor may develop a climate that differs from prevailing cultural norms. Cultural norms can be influenced by internal regulations, standard operating procedures, managers' and supervisors' behaviors, the socio-cultural context of the local community, social hierarchies, etc.
4. Tell the participants that as supervisors, they influence the climate of their work group more than any other factor. Ask them to think about the ways in which supervisors can influence the work climate.
5. Distribute sets of 4–5 Post-its to each participant. (Prepare sets in advance to save time.) Ask them to write one idea per Post-it about how supervisors can influence the work climate. (Allow **5 minutes** for this activity.) Instruct them to place all of their Post-its on a piece of flipchart paper.
6. Ask for a volunteer to approach the flipchart and read the ideas aloud. Ask the participants to comment on the statements.



7. Reveal Flipchart 7G and explain the three key dimensions of work climate. Discuss with the participants each key dimension and ask them to give examples related to each dimension.
8. Refer the participants to page 56 in the Participant Handbook (Improving the Climate in Your Workplace through Good Leadership), lead them through the materials, and comment on the statements. Ask the participants whether they agree with everything.
9. Point out that the resource mentioned in the Participant Handbook contains other useful materials, such as forms with which to assess work climate and leadership and management practices to improve the climate (see MSH. 2002. Management strategies for improving health services: Creating a work climate that motivates staff and improves performance. *The Manager*, 11[3]).

Activity C: Tips for Leading Staff (10 minutes)

1. Reveal Flipchart 7H.
2. Tell the participants that this flipchart shows some tips for leading staff.
3. Ask for volunteers to read the statements one by one, and then discuss each tip with the participants. Ask them to give examples from their everyday work. Make links between this activity and the previous session on building trust and reinforce messages related to the importance of supervisors' facilitative behaviors.
4. Refer the participants to page 58 in the Participant Handbook (Tips for Leading Staff).

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Participant Handout 7.5: Exercise: Recognition

1. A facilitative leader publicly praises and recognizes those who contribute to quality improvement. Think of a time when you did something for which you wish you had been recognized. *How did the lack of recognition make you feel?*
2. Think of something good that a colleague has done for which he or she deserves recognition. *Suggest a way, without spending money, to reward that person.*

Resource

External and Internal Motivation

External Motivation

External motivation involves using motivators that come with a job—for example, pay, benefits, office space, and safety. A dangerous worksite or pay at survival level demotivates many employees. External motivation can also include giving positive feedback and recognition, often constructive motivators.

Internal Motivation

Internal motivation comes from within an employee. It can be influenced by the feeling that a supervisor cares about her or him as a person and by opportunities for growth, advancement, recognition, and responsibility. Think back for a moment to your own experiences as a member of a high-performing team. What were some of your internal motivators? Were they related to the satisfaction of innovating and creating a new approach, solving problems, making a contribution, surpassing established standards and goals, or learning and working with a dynamic group of people? Everyone has many of the same internal motivators, but individuals may be more inspired by different motivators. Do you know what motivates each member of your work group? Once you get to know what motivates your staff members and what motivates each of them, you can create a work climate that offers opportunities that will motivate them and encourage their performance.

In the workplace, internal resources of motivation energize staff as they work. People often feel motivated for high performance by one of three primary motivators (or a mix of them): power (visibility and prestige); affiliation (having good relations); or achievement (pride in a job well done and greater responsibility) (McClelland, D. C. 1985. *Human motivation*. Glenwood, IL: Scott-Foresman). For example, people motivated by power want positions of visible responsibility. People motivated by affiliation want to work in a group where the interpersonal relations are pleasant and supportive. People motivated by achievement want to see the results and to know that their efforts contributed to those results.

Source: Management Sciences for Health. 2002. Management strategies for improving health services: Creating a work climate that motivates staff and improves performance. *The Manager*, 11(3).

Resource

Indicators of Low Motivation and Performance

Signs

Staff may show specific signs of low motivation or performance, such as:

- Absenteeism and tardiness (delay beyond the expected or proper time)
- Decreased productivity
- Disengagement and inflexibility of work habits
- Dissatisfaction among clients
- Failure of a work group to meet specific performance targets
- Frequent or unresolved conflict among staff
- Poor communication among group members and with the supervisor
- Resistance to new processes and ideas

Complaints

Staff may also **complain**. The following are some of the common complaints that supervisors/managers worldwide have heard:

- “This place is so disorganized. We don’t know what direction we are going in. Today, one task has high priority, but tomorrow a different task has priority.”
- “We are asked to produce results, but we don’t have support or necessary resources.”
- “No one appreciates our work. No one says thank you.”
- “We get plenty of criticism when things go wrong, but rarely any positive feedback.”
- “Things are tense and unpleasant. Our boss just barks at us. Sometimes I wish I didn’t have to go to work.”

Source: Management Sciences for Health. 2002. Management strategies for improving health services: Creating a work climate that motivates staff and improves performance. *The Manager*, 11(3).

The Top 10 Ways to Motivate Staff

1. **Personally thank** employees for doing a good job—verbally (in front of colleagues), in writing, or both—in a timely way, often, and sincerely.
2. **Take time to meet** with and **listen** to your staff.
3. **Provide specific and frequent feedback** to staff about their performance. Support them in improving performance.
4. **Recognize, reward, and promote** high performers; deal with low or marginal performers so that they improve or leave.
5. **Keep staff informed** about how the organization is doing, upcoming services or products, strategies to be competitive, financial position, new policies, etc.
6. **Involve staff in decision making**, especially in decisions that affect them. Involvement leads to commitment and ownership.
7. **Give staff an opportunity to learn new skills and develop**; encourage them to do their best.
8. Show all staff how you can **help them meet their work goals while achieving the organization's goals**. Create a partnership with each employee
9. **Create a work environment that is open, trusting, and fun**. Encourage new ideas, suggestions, and initiative. **Learn from, rather than punish for, mistakes**
10. **Celebrate successes**—of the organization, of the department, and of individual staff members. Take time for team- and morale-building meetings and activities. Be creative!

Resource: Improving the Climate in Your Workplace through Good Leadership

Work climate is the prevailing workplace atmosphere as experienced by employees. It is what it feels like to work in a place.

“An analysis of data on 3,781 executives, correlated with data from climate surveys filled out by those who worked for them, suggests that 50% to 70% of employees’ perception of working climate is linked to the characteristics of the leader.” (p. 82)

Source: Goleman, D. 2000. Leadership that gets results.
Harvard Business Review, March-April, pp. 78–90.

Organizational culture is different from climate. The culture is the pattern of shared values and assumptions that organizational members share. Assumptions that have worked well in the past are taught to new members as “the way we do things here.” A supervisor may develop a climate that differs from the prevailing cultural norms. Supervisors influence the climate of their work group more than any other factors.

Improving the Climate in Your Workplace through Good Leadership

- Understand three key dimensions of work climate
- Assess the climate of your work group
- Take action to improve your group’s climate

An organization’s work climate is affected by many factors inside and outside an organization: the organization’s history, culture, management strategies and structures, and external environment, as well as internal leadership and management practices. Supervisors and managers can control some of these factors, such as their own management and leadership practices, but not others.

Understanding Three Key Dimensions of Climate

- **Clarity**
 - An environment provides clarity when the group knows its roles and responsibilities within the big picture. Group members are aware of the needs of their clients, and the consequences of failing to achieve these standards are understood.
- **Support**
 - In a climate of support, the group members feel they have the resources and backing they need to achieve the goals. Resources include essential supplies, equipment, tools, staff, and budget. Emotional support includes an atmosphere of trust, mutual support, and deserved recognition, in addition to individuals’ inner resources. Such an atmosphere is created when group members feel their capabilities are acknowledged, when they participate in decisions that impact the work group, and when they sense appreciation and reward for both individual and group successes.

- **Challenge**

- A climate of challenge exists when group members experience opportunities to stretch, take on challenges with reasonable risks, and discover new ways of doing things to be more effective. Group members feel a sense of pride in belonging to their work group, feel a commitment to shared goals and purposes, and feel prepared to adopt alternative activities when required. They actively take responsibility, develop skills and capacities to deliver appropriate services, and are better equipped to take reasonable risks.

All three of these dimensions are critical for fostering performance. Employees faced with challenges but lacking support and clarity can experience stress and frustration. They may feel set up to fail. Without challenge or support, employees who are clear about expectations may find their workday restrictive, deadening, or even punitive. Supported staff will not stretch themselves or build their skills if they feel unchallenged.

Note: For more information and for climate assessment tools, see Management Sciences for Health. 2002. Management strategies for improving health services: Creating a work climate that motivates staff and improves performance. *The Manager*, 11(3).

Resource

Tips for Leading Staff

How can you lead staff and colleagues toward the goal of quality improvement? The following tips will help you guide staff in group decision making and foster commitment.

- ❑ **Share the vision of high-quality services.**

One of the best ways to motivate people is to share an inspiring vision. If you are excited about what the future could be for the site, if you are optimistic about the staff's ability to achieve that future, and if you are able to articulate it, you will inspire them to follow you toward that goal. A staff that is excited about the goal will be more willing to go through a process of change in order to achieve it. A leader could enable staff to envision what their service would be like if it were a model that everyone came to see and learn from.

- ❑ **Build commitment and confidence.**

Emphasize the importance of quality improvement. Use recognition, praise, and positive reinforcement to build confidence. At the outset, guide the group toward solving small problems in order to build the confidence and expertise to tackle larger problems.

- ❑ **Be well-informed and prepared.**

You cannot expect people to follow you if you are not sure where you are going or what you are doing. Become expert in the skills, quality improvement tools, and problem-solving methodologies that you will be transferring to your colleagues. Always be prepared for meetings and interventions.

- ❑ **Use facilitation skills.**

Show leadership in the group's meetings by using facilitation skills to keep the group on track and manage interpersonal and power-related conflict.

- ❑ **Do real work.**

Be an active participant in the endeavor by modeling facilitative behavior, taking part in problem-solving activities, and serving as liaison between the site and off-site resources. When your colleagues see your active participation, they will be convinced of your commitment to the process and to them, and they will be more willing to follow you.

- ❑ **Be ethical.**

Be honest in your communications. Support your colleagues as they implement the quality improvement methodologies that you are suggesting and as they cooperate in facilitative supervision.

Session 7-4

Leading Staff through Change

Objectives

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

- List the factors that help to translate innovative ideas into workable practices
- Explain how to deal with people's reactions to changing practices
- Describe phases in the process of leading the staff through change
- Describe the role of the facilitative supervisor as a liaison within the facility and with the larger system

Materials

- Participant Handout 7.6: Exercise: Reaction to Change
- Participant Handout 7.7: Individual Response to Change
- Participant Handout 7.8: Dealing with Individual Response to Change
- PowerPoint presentation, Module 7

Advance Preparation

Make enough copies of the handouts for distribution to all participants.

Session Time

50 minutes

Training Activities	Time
A. Reaction to change	10 min.
B. Leading the change process and making links to the larger system.	40 min.

Session 7-4 Detailed Steps

Activity A: Reaction to Change: Exercise/Individual Work/Presentation (10 minutes)

1. Ask the participants to describe what they understand by the word “CHANGE.”
2. Tell the participants that they will spend some time analyzing how people usually react to any change.
3. Distribute Participant Handout 7.6 and explain the instructions. Give some examples of changes in people’s lives (a new supervisor joined the organization; you learned that your workplace will be moved to another location; your husband/wife got an offer for a job in another region, etc.). Tell the participants that they are to work individually for **5 minutes**. Ask them to write at least 10 words that describe emotions reflecting their reaction to such a change.
4. After the participants have completed the task, go around the room and ask them to read the **first** word only from their tables, then the second word only, and so forth. Then ask the participants to report the score they have calculated at the bottom of the table. Tell them that the results they can see in that group present people’s usual reaction to change—a variety of feelings and emotions, from denial through resistance and exploration to commitment. It might be that some people in the room described their first emotion as “joy,” “enthusiasm,” or excitement,” but later reported negative emotions, such as “frustration,” “fear,” etc. Tell them that psychologists say the average reaction to change might be presented as a diagram.
5. Distribute Participant Handout 7.7 and explain the diagram. Tell the participants that as they can see, most people react to change negatively: They worry about how change will affect their lives, they go through a whole range of emotions, and they may end in feeling complete chaos. Then, later, when they learn more about the situation and it becomes clearer what and how it will happen, their emotions may change: They try to implement new things, and with new experiences, they may gain hope and energy, become enthusiastic, and embrace the change.
6. Discuss with the participants why it is important for supervisors to know how people usually react to change. Explain that the knowledge about people’s reactions allows supervisors to prepare staff for new initiatives, to make extra efforts to better inform people, and to explain what, how, and when changes will happen.
7. Distribute Participant Handout 7.8 and ask the participants to hold handouts 7.7 and 7.8 facing up in front of them. Tell them to place a sheet with the diagram under the other handout in such a way that when you hold them up to the light, you can see the diagram through the handout and the curve of the diagram flows through each of the four stages on the handout.
8. Reinforce the message that supervisors need to pay attention to how staff feel about change and should plan for change and make special efforts when they lead staff through change.

Activity B: Leading the Change Process and Making Links to the Larger System: Presentation/Discussion (40 minutes)

1. Reinforce the message that supervisors play an important role in helping health care personnel in adapting to change in their institutions. Supervisors may help people to become aware of a new situation, identify barriers and show the benefits of change, provide logistical information, and use others' experience. Emphasize that to make improvements (changes) in performance and in service delivery, people need to change their behavior. The task of supervisors is to help people to make those changes.
2. Start the PowerPoint presentation, Module 7. Ask the participants to describe some aspect of the health system environment in which they work, in terms of the types of changes currently occurring in the health sector (e.g., health-sector reform). Reveal Slide 2, read the statements, and ask the participants whether all of those processes are taking place in their country.
3. Continue the PowerPoint presentation, slides 3–4, to discuss reforms in the health sector and how those changes affect the quality of reproductive health and family planning services.
4. Present slides 5–14 to explain in more detail the phases in the change process and the key actions that help supervisors to lead staff through change. Make linkages with the information in Participant Handout 7.8.
5. Reveal Slide 15 and ask for a volunteer to read the text. Ask whether the participants agree with the statement.
6. Reveal slides 16–19 to describe and discuss with the participants the role of supervisors as a liaison within the health facility and with the larger system. Explain “inreach” as a strategy for informing clients and staff within the facility about the services that are available and for referring clients to services at other facilities, according to clients' needs.

Participant Handout 7.6: Exercise: Reactions to Change

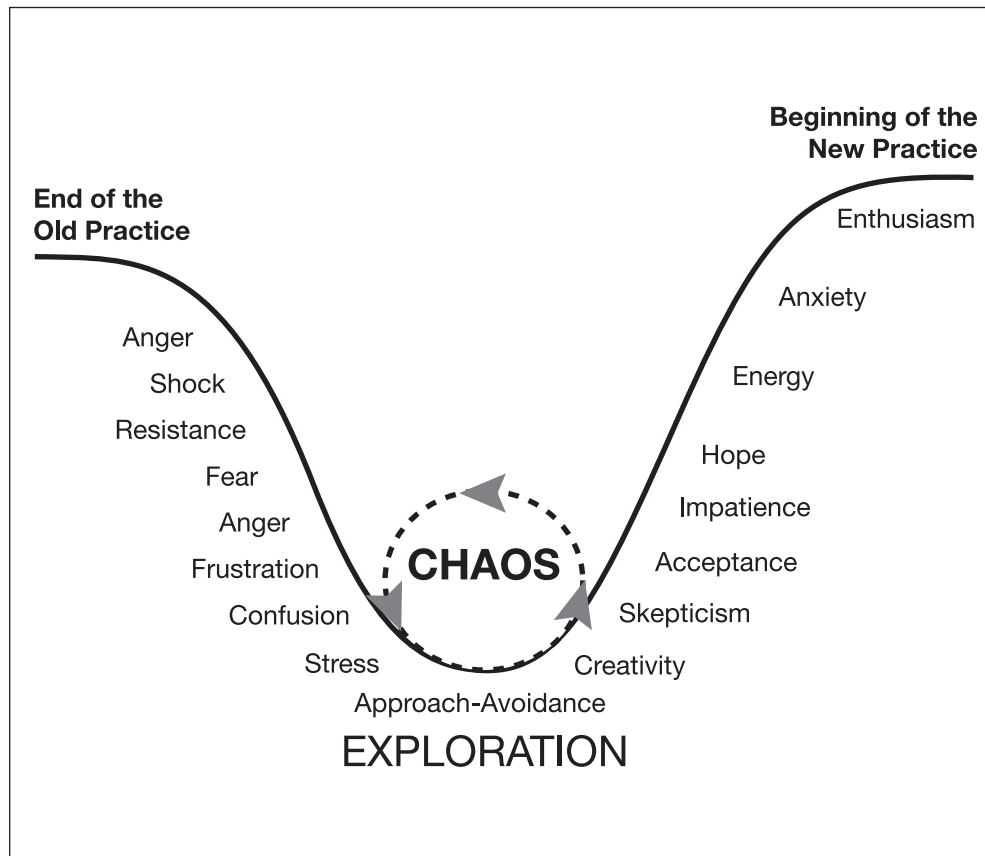
Individual Work (5 minutes)

1. In the following table, describe your feelings or reactions **to the idea of CHANGE**. Your answers should be limited to one word or a short phrase. Think about your initial reaction and feelings when any change comes to your life, either personal or professional. Think about the range of feelings and write them down in the order of how you usually react from the beginning, and how your feelings change as time passes. Try to fill answers in all of the spaces.
2. After filling in the words, rate each answer as positive, negative, or neutral. Add up the total for each category.

Feelings and Reactions to Change	+/- or Neutral	Feelings and Reactions to Change	+/- or Neutral
1.		11.	
2.		12.	
3.		13.	
4.		14.	
5.		15.	
6.		16.	
7.		17.	
8.		18.	
9.		19.	
10.		20.	
Totals: Positive _____ Negative _____ Neutral _____			

Participant Handout 7.7: Individual Responses to Change

Usually, people go through the same emotions and in the same logical order when they deal with the change: They move from denial, through resistance and exploration, to commitment. Supervisors should be aware of people's typical reactions, and they should know how to deal with them and how to bring people to a creative and enthusiastic mode faster.



Participant Handout 7.8: Dealing with Individual Responses to Change

Focus on Past	DENIAL Change-agent strategy <ul style="list-style-type: none"> <input type="checkbox"/> Provide information <input type="checkbox"/> Reinforce that change will happen 	COMMITMENT Change-agent strategy <ul style="list-style-type: none"> <input type="checkbox"/> Validate commitment <input type="checkbox"/> Set long-term goals <input type="checkbox"/> Let people manage themselves, providing support when requested 	Focus on Future
	RESISTANCE Change-agent strategy <ul style="list-style-type: none"> <input type="checkbox"/> Create opportunities for expressing fears and doubts <input type="checkbox"/> Show empathy with people's concerns <input type="checkbox"/> Resist the impulse to explain or defend <input type="checkbox"/> Build supportive coalitions and find individuals who can influence individual resisters 	EXPLORATION Change-agent strategy <ul style="list-style-type: none"> <input type="checkbox"/> Make available opportunities and resources <input type="checkbox"/> Involve people in planning <input type="checkbox"/> Encourage people to get together and support one another 	