

PN. AEA-534
93853

FINAL REPORT
USAID/INDONESIA TEAMBUILDING
PHASE II

May 1997

Contract Number: AEP-5468-I-00-6006-00
Delivery Order 3

Submitted to: USAID/Indonesia

Submitted by: Gloria Fauth
Bonnie Daniels
Donald Spears



600 Water Street, S.W.
Washington, D.C. 20024
USA

202/484-7170
Fax: 202/488-0754

TABLE OF CONTENTS

INTRODUCTION	1
I. Team Building Training	1
A. On-site Preparation	1
B. Training Sessions	1
1. SO Team and Support Team Individual Sessions	1
2. Coaching Skills Sessions	3
3. Cross-team Sessions	4
C. Evaluation	4
II. CONCLUSIONS AND RECOMMENDATIONS	5
A. The following activities were accomplished during Phase II:	5
B. Issues Raised During the Training That Will Require Follow-up	6
C. Conclusions	6
D. Recommendations	6

ANNEXES:

- ANNEX 1: TRAINING SCHEDULE
- ANNEX 2: SESSION AGENDAS
- ANNEX 3: EXPECTATIONS OF TEAM LEADERS, TEAM MEMBERS and the FRONT OFFICE
- ANNEX 4: EXAMPLE OF CHECK-IN PROGRESS
- ANNEX 5: RESPONSIBILITY CHARTS -- SO5/RP5 AND PROGRAM OFFICE PROPOSED NEW FUNCTIONS OF PROGRAM OFFICE
- ANNEX 6: DATA FROM COACHING SKILLS REPORTS
- ANNEX 7: GUIDELINES FOR COACHING SKILLS REPORTS
- ANNEX 8: SEQUENCE FLOW CHART AND INSTRUCTIONS
- ANNEX 9: EVALUATION DATA
- ANNEX 10: EXEMPLARY HANDOUTS USED IN TRAINING

INTRODUCTION

This assignment constituted Phase II of two phases of Training Services requested by USAID/Jakarta and was conducted by Dr. Gloria Fauth and Mr. Donald Spears. Preparatory work including preliminary design of team building and coaching skills sessions and materials preparation (based on review of Phase I data and experience conducting the Mission Retreat in November, 1996) was conducted in Washington, D.C. prior to departure. In addition, the over-all training design and the training schedule (Annex 1) were developed in collaboration with the Mission Director, Ms. Vivikka Molldrem, and the Executive Officer, Mr. Peter Hubbard, in the weeks preceding the consultants' departure. Field work, including conducting the team building and coaching skill sessions, took place from February 15 – March 19, 1997 in Jakarta, Indonesia.

I. Team Building Training

A. On-site Preparation

On arrival in Jakarta the consultants met with the Mission Director, Ms. Vivikka Molldrem, and the Deputy Director, Ms. Karen Turner, to review the over-all training design and to learn about any developments which had occurred since the retreat. Ms. Molldrem reported that many of the teams had completed the actions they outlined during the November retreat. Principal among the recent changes was the announcement that staff reductions scheduled for 1998 would occur in 1997. This decision had a definite impact on Mission staff. Among the implications of this action were that SO teams and the Support Office teams would be facing major reductions in personnel and would need to re-examine their strategies for achieving planned results. This reduction affected all Mission staff but included more changes for the Foreign Service Nationals (FSNs) than for United States Direct Hire (USDH) and Personal Services Contractor (PSC) staff. Mission morale had clearly taken a plunge.

The consultants met with the Team Leaders in the afternoon to learn more about the teams' progress and activities since the retreat, to identify any new concerns which had arisen and to review the preliminary design. At this time changes which would better meet the current needs of each team were explored. The original design focus had been on helping each team to develop a team contract or charter and to address developing specific team skills (e.g., problem solving and decision making in groups, communication skills, conflict management, etc.). This appeared to be appropriate for some of the teams but not for all. Consequently, considerable individualization was done to accommodate the specific requests of each team leader and each team session began with a review of the proposed agenda so that last minute changes could be made.

B. Training Sessions

1. SO Team and Support Team Individual Sessions

Each of the eight team building sessions for the SO teams and the Support Office teams consisted of two successive days scheduled from February 20 – March 13, 1997. While

the specific agendas for each team varied (see Annex 2) there were some consistent activities across all teams. Each team developed lists of expectations of their team leadership, team membership and of the Front Office (see Annex 3). Ms. Molldrem and Ms. Turner attended each of the training sessions for several hours in order to share their expectations of the teams and to hear the teams' expectations of the Front Office.

Each of the team sessions began in a similar way by stating the objectives for the session, reviewing the proposed agenda and making adjustments, with some time devoted to a check-in question to get started (see Annex 4). Depending on the needs of the team various skill building activities were presented, e.g., reaching consensus in teams, active listening skill practice, methods of decision making in teams, team dynamics, managing conflict, etc. A participant folder was prepared for each session containing written material that would be used during the session or could be referred to after the session for further detail about topics covered during the session. Annex 10 includes examples of the materials used.

Some of the teams asked to complete the Myers Briggs Type Indicator (MBTI) and in those cases one session was devoted to explaining the theory, the participants' individual results and how this information could be used to improve teamwork. Some concern was initially expressed about the validity of the MBTI in a cross-cultural setting. This was proven to not be a concern as 90% of the participants were able to predict their results with complete accuracy. This level of predicting results is identical to those obtained in an American group. This session proved to be a very popular one and several of the teams which had not completed the instrument asked to do so. Thus, a special session was held on March 14, 1997 for anyone in the Mission who wished to complete the instrument.

One of the recommendations made in the report on Phase I of this effort was that each of the teams could profit by developing a team contract or charter to guide their functioning. This was recommended by the consultants in the preliminary meetings with the team leaders. Model team charters developed by USAID/EI Salvador and USAID/Bangladesh had been previously shared with the teams. Not all of the teams thought this would be helpful to them. SO 2 started work on developing a preliminary team charter and made follow-up plans to complete the work. SO3 had previously developed a document that covered many of the items normally included in a charter and with the addition of expectations were satisfied that this would meet their needs. The remaining teams stated that they either already had sufficient understanding of how the team was organized or did not see the need for a formal charter beyond working on their expectations of team leaders, team members and the Front Office.

The Finance Office devoted part of a day to exploring Business Process Reengineering (BPR) and were able to reengineer several processes used in the Finance Office to reduce cycle time. The concreteness and specificity of this work was well-received and had outcomes that could be put into practice immediately.

The SO5 team decided to work with just the Program Office one day and with SO5/RP5 the other. This decision was made due to a scheduling conflict with another conference for NGOs which was held on the first day the team was scheduled to meet. Annex 5 includes

the responsibility charts developed by each group and notes from their work on the revised functions of the Program Office.

Overall, the team building sessions were well received (see Section I., C., Evaluation). The work was most productive when the Team Leader had consulted with his/her team and shared the proposed agenda with them before the session. There was some initial feeling among some of the teams that this training had been imposed on them and that they were not certain that it would be helpful. By in large this appeared to have lessened as the sessions progressed and as team members found they were learning useful tools for improving teamwork. There was a noticeable improvement in the morale of the Mission over the month. For FSNs in particular, the training appeared to give them more confidence and optimism for the future.

2. Coaching Skills Sessions

All Team Leaders and the Mission Director and Deputy Director attended one and one-half days of training devoted to improving individual coaching skills. This was based on a recommendation made at the end of Phase I. Reengineering has substantially changed the role of USAID managers from one of "command and control" to one of "leading and coaching." These sessions, therefore, focused on providing participants with the opportunity to assess their current leadership/coaching style, and to get feedback from other Mission staff about how their style was perceived by others. A USAID-specific adaptation of a widely used leadership style assessment instrument was developed by the consultants prior to departure. The instrument is based on the theory of Situational Leadership, developed by Kenneth Blanchard. The concept presented is that there is no one "best" leadership style, that one must assess several variables present in the individual leader, his/her followers, the situation and the amount of change occurring in the system in order to decide on which of four leadership styles is most likely to be successful.

The first day of the training provided an opportunity for participants to share their ideas about what constituted successful coaching and how the demands of reengineering had changed the way they approached the role of manager. (Annex 6 contains information generated by participants.) The theory of Situational Leadership was presented, their self-assessment scored and additional copies of the instrument distributed so that each participant could get feedback from others. Skill practice was provided in the form of several role plays.

The second one-half day was devoted to an exploration of the feedback they had received and how this matched or did not match their own self perceptions of their leadership /coaching style. Individual results were analyzed with the discussion focused on the meaning of discrepancies between self and others perceptions and the implications of agreement in the feedback. Each individual prepared and presented a summary of the work they had done thus far in practicing new skills and their plans for future changes (Annex 7).

Although time was limited for this work the idea of being able to actively select a leadership style appropriate to the situation and the development level of the follower was an engaging one.

3. Cross-team Sessions

Two cross-team sessions were conducted. The first was held to assist in resolving previous areas of contention between SO3 and SO4. Several meetings with the Mission Director, Deputy Director and the respective Team Leaders were held to develop an agenda. The session began with the Mission Director framing her concerns and hopes for the session. Next was an effort to get old grievances out on the table and to come to some resolution of this past history. Following this activity each of the teams presented the most important things about their team's work that they wanted the other team to know about.

It appeared that the historical areas of conflict had been mitigated by changes in program activities that had lessened the competition for resources. An exercise was conducted to demonstrate the importance of trust between teams. The teams chose a win/win strategy during the exercise. While there was concern expressed that if the "stakes" had been higher the willingness to adopt a "win/win" strategy might have been less, the experience did demonstrate that choosing such a strategy has clear benefits for both teams.

The second cross-team session involved the Support Offices and was largely devoted to doing more BPR work. The teams first developed a list of business processes used in the Mission that needed to increase efficiency and effectiveness and reduce redundancies. Several of these were selected as having high priority and inter-team work groups were formed to do the work. A new model for doing this work, sequence flow charting, was introduced (Annex 8). The results were exciting with the teams accomplishing the reengineering of several major Mission business processes and substantially reducing the time necessary to complete them. The small work groups wanted to continue this work and were enthusiastic about doing so. The results of their efforts were to be shared with the Deputy Director, who has initiated a Mission-wide effort to reengineer the Mission's business processes.

C. Evaluation

At the end of each two-day session participants were given an evaluation form to complete. The evaluations were reviewed daily by the consultants with the intention of making any changes in the next day or next workshop that seemed to be indicated. With the exception of SO5/RP5 the forms were collected at the end of the session. SO5/RP5 participants took the evaluations with them with the assurance that they would return these the next day. Unfortunately, these evaluations were not available at the time this report was written.

One of the questions on the evaluation form was interpreted in two different ways by participants. Item 3, "What would you change or do differently?" was intended to solicit feedback about changes in the training design that would have worked better for participants. Some participants responded to this interpretation. Other participants interpreted this as asking them what they, personally, would do differently. The decision

not to change the item was made based on the fact that both interpretations provided useful data and that changing it would confound the over-all evaluation process. The evaluation results are included as Annex 9.

Over-all participants evaluated the training as very useful. The over-all mean rating was 4.2 on a 5 point scale (with 1 being low and 5 being high). Individual session ratings ranged from 2.8 to 4.7.

II. CONCLUSIONS AND RECOMMENDATIONS

A. The following activities were accomplished during Phase II:

- All Mission teams (SOs and Support Offices) had two full days of team building training with each team's training being designed to meet the stated needs of the team.
- All Team Leaders and Office Directors as well as the Mission Director and Deputy Director received one and one-half day of training in coaching skills.
- All but one team developed expectations of their team members, team leaders and all teams developed expectations of the Front Office.
- The Front Office participated in a dialogue with each team to clarify these expectations.
- SO2 and SO3 developed a team contract. The other teams either did not think this was needed by their team or already had a document which was considered complete when the expectations were done.
- Members of the support offices had the opportunity to become more fully integrated into the SO teams. Substantial progress was made in this area with "adjunct" team members having the opportunity to clarify their role on each team on which they serve.
- SO3 and SO4 met in a day long session and appear to have resolved some differences and agreed on some ways to work together more effectively.
- The Support Offices (CM, EXO, FM, and PRO) began to reengineer some critical business processes. A list of those needing further attention was developed and will be give to the Deputy Director. Two methods were taught to do this work. Further support will be needed e.g., implementing the revised processes as quickly as possible, giving public recognition to the teams that worked on these recommendations, providing time and other needed resources so that these inter-team work groups can continue to work on reengineering business processes and involving other staff in the process.

B. Issues Raised During the Training That Will Require Follow-up

- The role of the “senior managers” — are they to be a management team (to assist in overall Mission management as advisors to the Director and Deputy Director) or a transition team (a group which might include senior level managers and others who would oversee the transition to a reengineered Mission)? There was some confusion about the ways in which “senior managers” were organized, i.e., who were senior managers, in what forum and for what purpose(s) did they meet?
- The issues surrounding benefits for FSNs continues to be one of concern to all — not just those affected this year. It will be important to keep them informed on an almost daily basis of any developments. Redundancy will be helpful here.
- The issue of the status differences between the Support Offices and the SOTs needs to be discussed and lessened.
- The relationships between the Mission and the Embassy and USAID/W need to be clarified on a frequent basis. Issues about the boundaries between USAID/W and the Mission or between the Mission and the Embassy appeared to cause some occasional confusion when the perception was that instructions from one of these organizations second-guessed decisions made by the Mission. Demands on the time of Mission personnel for reports, data or managing official visitors, were mentioned by staff as a cause of creating a sense of disempowerment.

C. Conclusions

The SO Teams and the Support Office Teams have made considerable progress toward becoming functional teams since the work in February. There is still a lack of attention to monitoring the process of the team’s work. Most of the attention is focused on task concerns. The issue is that both are essential to becoming high performing teams. A five to ten minute period at the end of each team meeting during which attention is devoted to the “how” the team is functioning will go a long way towards accomplishing this.

Two methods of doing Business Process Reengineering (BPR) were introduced during the training to the Finance Office, Contract Management Office and the EXO. The Deputy Director has initiated work on this area. The expertise of these teams should be shared with the rest of the Mission as this work continues.

D. Recommendations

- **Keep the focus on reengineering Mission business processes.** It is in this area that staff will begin to see the real payoff for their reengineering efforts. Insure that the small “task force team” formed during the Support

Teams training gets the attention, support and resources necessary to sustain their efforts.

- **The Mission should seriously consider contracting with someone locally or provide further training for one or two of the current staff to provide on-going team building support for the teams as they continue to develop.** Should a contractor be hired it will be critical that he/she spend sufficient time observing and talking with the teams to decide on the most beneficial way to interact with the teams. Should individuals from the Mission be identified for this work the consultants would be happy to recommend some appropriate training opportunities
- **Do whatever is possible to provide maximum continuity of USDH staff between now and the closing of the Mission.** The episodic changes in USDH staff are nearly always difficult to manage. In this instance, as the Mission moves toward becoming a limited presence Mission, such changes will prove to be more disruptive than usual. There will be limited staff and time available to make the transitions required by substantial changes in team membership.
- **Team Leaders must continue to focus effort on delegating as many responsibilities as possible to the FSN staff.** As the USDH presence diminishes this will be critical to achieving planned results.
- **The Mission Director, in collaboration with a group of USDH and FSN staff, should develop a plan for the transition to becoming a limited presence Mission.** This should include a clear vision statement and a plan with specific steps. The draft plan should be widely circulated to all staff for feedback and then revised as necessary. The vision statement should be repeated with great frequency. Once is not enough.

ANNEX 1
TRAINING SCHEDULE

TEAM BUILDING TRAINING SCHEDULE — USAID/JAKARTA: PHASE II

Monday	Tuesday	Wednesday	Thursday	Friday	Sat.	Sun.
2/15-2/17 Travel	2/18 AM Meeting with Senior Management	2/19 AM Coaching Skills	2/20 AM SO 2 Team Building	2/21 AM SO 2 Team Building	2/22 PREP	2/23
Travel	PM Meetings with Team Leaders	PM Coaching Skills	PM SO 2 Team Building	PM SO 2 Team Building		
2/24 AM SO4 Team Building	2/25 AM SO 4 Team Building	2/26 AM SO 3 Team Building	2/27 AM SO 3 Team Building	2/28 AM FIN Team Building	3/1 PREP	3/2
PM SO 4 Team Building	PM SO 4 Team Building	PM SO 3 Team Building	PM SO 3 Team Building	PM FIN Team Building		
3/3 AM FIN Team Building	3/4 AM SO 1 Team Building	3/5 AM SO 1 Team Building	3/6 AM EXO Team Building	3/7 AM EXO Team Building	3/8 PREP	3/9
PM FIN Team Building	PM SO 1 Team Building	PM SO 1 Team Building	PM EXO Team Building	PM EXO Team Building		
3/10 AM SO5/PRO Team Building	3/11 AM SO5/PRO Team Building	3/12 AM CM Team Building	3/13 AM CM Team Building	3/14 MBTI Open Session	3/15 REPORT PREP	3/16
PM SO5/PRO Team Building	PM SO5/PRO Team Building	PM CM Team Building	PM CM Team Building	Coaching Skills: Follow- up		
3/17 AM SO3/SO4 Cross-team Session	3/18 AM Support Teams Cross-team Session	3/19 AM De-brief EXO Follow-up	3/20 Travel	3/21	3/22	3/23
PM SO3/SO4 Cross-team Session	PM Support Teams Cross-team Session	PM Travel	Travel	REPORT PREP		

11

ANNEX 2
SESSION AGENDAS

AGENDA — SO1 TEAM

Tuesday, March 4, 1997

- 8:00 Welcome, Objectives, Ground Rules and Check-in
- 8:30 Perception Exercise
- 9:00 Group Interaction on Collective Understanding of SO1's Course of Action
- 10:00 Break
- 10:15 Listening Skill Practice
- 11:30 Lunch
- 12:30 Decision Making Options
- 2:00 Break
- 2:15 Problem Solving and Decision Making in Groups
- 4:00 Closing

Wednesday, March 5, 1997

- 8:00 SO1 Team Meeting with Facilitation
- 10:00 Break
- 10:15 SO1 Team Meeting (continued)
- 11:30 Lunch
- 12:30 Develop Expectations of Front Office
- 2:00 Break
- 2:30 Dialogue with Front Office
- 3:45 Closing and Evaluation

AGENDA — SO2 TEAM

Thursday, February 20, 1997

- 8:00 Welcome, Objectives, Ground Rules and Check-in
- 8:30 MBTI: Type and Teams
- 10:00 Break
- 10:15 MBTI (continued)
- 11:30 Lunch
- 12:30 Developing a Team Contract: Team Purpose
- 2:00 Break
- 2:15 Developing a Team Contract: Expectations of Team Leaders/Members
- 4:00 Closing

Friday, February 21, 1997

- 8:00 Develop Expectations of the Front Office
- 10:00 Break
- 10:15 Methods of Decision Making (Vroom Model)
- 11:30 Lunch
- 12:30 Dialogue with Front Office
- 2:00 Break
- 2:30 Values and Communication: Alligator River
- 3:45 Closing and Evaluation

AGENDA — SO3 TEAM

Wednesday, February 26, 1997

- 8:00 Welcome, Objectives, Ground Rules and Check-in
- 8:30 Developing a Team Contract: Expectations of Team Leaders/Members
- 10:00 Break
- 10:15 Developing a Team Contract: Expectations of the Front Office
- 11:30 Lunch
- 12:30 Dialogue with CFE and Global Bureau
- 2:00 Break
- 2:15 Problem Solving and Decision Making in Teams
- 4:00 Closing

Thursday, February 27, 1997

- 8:00 MBTI: Type and Teamwork
- 10:00 Break
- 10:15 MBTI (continued)
- 11:30 Lunch
- 12:30 Communicating among RP Teams
- 2:00 Break
- 2:30 Dialogue with Front Office
- 3:45 Closing and Evaluation

15

AGENDA — SO4 TEAM

Monday, February 24, 1997

- 8:00 Welcome, Objectives, Ground Rules and Check-in
- 8:30 Developing a Team Contract: Team Purpose
- 10:00 Break
- 10:15 Developing a Team Contract: Expectations of Team Leaders/Members
- 11:30 Lunch
- 12:30 Developing a Team Contract: Expectations of the Front Office
- 2:00 Break
- 2:15 Problem Solving and Decision Making in Teams
- 4:00 Closing

Tuesday, February 25, 1997

- 8:00 Agenda Setting
- 10:00 Break
- 10:15 Team Contract: Structures and Procedures
- 11:30 Lunch
- 12:30 Dialogue with Front Office
- 2:00 Break
- 2:30 Next Step Action Planning
- 3:45 Closing and Evaluation

AGENDA — PROGRAM OFFICE

Monday, March 10, 1997

- 8:00 Welcome, Objectives, Ground Rules and Check-in
- 8:30 Perception Exercise
- 9:15 Exploring the Future Role of the Program Office
- 10:00 Break
- 10:15 Exploration (continued)
- 11:00 Expectations of the Front Office
- 11:30 Lunch
- 12:30 Dialogue with the Front Office
- 2:00 Break
- 2:15 Defining Roles and Responsibilities
- 3:45 Closing and Evaluation

AGENDA — SO 5/RP 5

Tuesday, March 11, 1997

- 8:00 Welcome, Objectives, Ground Rules and Check-in
- 8:30 Expectations: Team Leaders, Team Members
- 9:15 Defining Roles and Responsibilities
- 10:00 Break
- 10:15 Roles and Responsibilities (continued)
- 11:00 Expectations of the Front Office
- 11:30 Lunch
- 12:30 Dialogue with the Front Office
- 2:00 Break
- 2:15 Problem Solving and Decision Making in Teams
- 3:45 Closing and Evaluation

AGENDA — CONTRACT MANAGEMENT TEAM

Wednesday, March 12, 1997

- 8:00 Welcome, Objectives, Ground Rules and Check-in
- 8:30 MBTI: Type and Teamwork
- 10:00 Break
- 10:15 MBTI (continued)
- 11:30 Lunch
- 12:30 Exercise on Developing Shared Understandings (Cash Register)
- 1:30 Listening Skills
- 2:15 Break
- 2:30 Conflict Management
- 3:45 Closing the Day

Thursday, March 13, 1997

- 8:00 Expectations of Team Members, Team Leaders and the Front Office
- 10:00 Break
- 10:15 Expectations (continued)
- 11:30 Lunch
- 12:30 Teamwork Exercise: Cooperative Squares
- 1:30 Creating a Team Symbol
- 2:00 Break
- 2:15 Dialogue with Front Office
- 3:30 Closing and Evaluation

AGENDA — EXO TEAM BUILDING

Thursday, March 6, 1997

- 8:00 Welcome; Objectives; Ground Rules; Check-in
- 8:30 Perception Exercises
- 9:00 Collective Understanding Exercise
- 10:00 Break
- 10:15 Active Listening Exercise — Skill building
- 11:30 Lunch
- 12:30 Communicating in Work Groups
- 2:00 Break
- 2:15 Expectations of Team Members and Team Leadership
- 4:00 Closing

Friday, March 8, 1997

- 8:00 Review and Expand Team Expectations
- 10:00 Break
- 10:15 Group Problem Solving and Decision Making Exercise
- 11:30 Lunch
- 12:30 Conflict Management
- 1:30 Group Consensus Exercise
- 2:00 Break
- 3:00 Dialogue with Front Office
- 4:00 Closing and Next Steps

Wednesday, March 18, 1997

- 9:00 Completion of Group Consensus Exercise
- 10:15 Wrap-up and Evaluation

AGENDA — FINANCIAL MANAGEMENT TEAM

Friday, February 28, 1997

- 8:00 Welcome, Objectives, Ground Rules, Check-in
- 8:30 Problem Solving and Decision Making in Groups
- 10:00 Break
- 10:15 Develop Expectations of Team Members, Team Leaders and Front Office
- 11:30 Lunch
- 12:30 Dialogue with Front Office
- 2:00 Break
- 2:15 Communicating Effectively
- 3:45 Wrap-up and Close Day

Monday, March 3, 1997

- 8:00 Review and Clarification of Expectations of Team Members and Team Leaders
- 9:00 Business Process Reengineering (BPR) for FM
- 10:00 Break
- 10:15 BPR (continued)
- 11:30 Lunch
- 12:30 Perception and Active Listening
- 2:00 Break
- 2:15 Managing Conflict
- 3:15 Next Steps Planning
- 3:45 Closing and Evaluation

AGENDA

COACHING SKILLS

February 19, 1997

March 14, 1997

Objectives:

To understand the differences between the skills needed for traditional operations management and team management.

To identify the specific coaching skills which are most likely to be effective in leading SO teams.

To build on past successful coaching experiences in the strengthening of new skills.

DAY 1

- 8:00-8:20 Introduction —Objectives, Ground Rules, Check on completion of LBAs
- 8:20-9:00 Check-in: Name/What in your life right now do you feel passionate about?
- 9:00-9:30 What's been most rewarding, energizing or satisfying in working with your team over the past 4 months?
- 9:30-10:00 What do you personally hope your team will achieve as a result of your leadership?
- 10:00-10:15 Think of a time when you were successfully coached — e.g., music/sports/drama/debate/parented — what did the coach do or say that made this a successful experience for you.
- 10:15-10:30 Break
- 10:30-11:00 What does coaching mean to you? Post responses on FC
Key coaching skills — Pass out coaching handout to summarize
- 11:00-11:30 Write down 5 things you would like to hear your team say about you as a coach and 5 things you might not like to hear but are afraid you might (10 minutes) Group discussion of areas in which they think their coaching skills are strong and areas in which they need improvement.
- 11:30-12:30 Lunch
- 12:30- 2:10 Coaching role plays
- 2:10- 2:25 Break
- 2:25- 4:00 Score LBAs. Brief theory lecturette. Q & A
Distribute "others" instruments to them and ask them to score them and return with them to the follow-up session.

DAY 2

- 12:30- 2:00 Review feedback from "Others" instrument and MBTI scores if known. Explore what this indicates about each person's coaching style and over-all implications for Mission Senior Management.
- 2:15- 2:30 Break
- 2:30- 3:45 Self-appraisal of new coaching behaviors practiced and next steps to be taken to improve coaching skills
- 3:45- 4:00 Wrap-up and Evaluation

SO3/SO4 JOINT SESSION AGENDA

Monday, March 17, 1997

Objectives

- To clarify a basis of mutual understanding and respect in addressing the environmental strategic objectives of USAID/Jakarta.
- To work together more effectively to achieve USAID/Jakarta's environmental program.

9:00 Welcome, Objectives, Ground Rules, Check-in, Mission Director

9:30 Facing the Past

10:30 Break

10:45 Developing Trust — Facing the Future

12:15 Lunch

1:15 Group Discussion — Possible Areas of Collaboration/Conflict

Discussion Guidelines

— What Do We Know about this?

— What Conclusions Can We Draw about It?

— Are There Any Action Steps We Want to Take?

3:30 Next Steps — Evaluation



AGENDA

Support Offices Cross-Team Session

- 8:00 Welcome; Objectives; Ground Rules; Check-in
- 8:30 Generate Lists of Business Processes that Need Attention and Establish Priorities
- 10:00 Break
- 10:15 Form Cross-Team Work Groups
- 10:30 Introduce Sequence Flow Charting Process
- 11:30 Lunch
- 12:30 Work in Cross-Team Work Groups
- 2:00 Break
- 3:30 Reports from Cross-Team work Groups
- 3:45 Closing and Evaluation

ANNEX 3
EXPECTATIONS OF TEAM LEADERS, TEAM MEMBERS
and the FRONT OFFICE

EXPECTATIONS OF SO 2 TEAM LEADERS

SO 2 Team Leaders will:

- constantly validate/assess the degree to which team goals and SO and RP objectives and outcomes are being achieved;
- represent SO 2 and RPs upward and outward (internally and externally);
- ensure that relevant information is shared broadly (internally and externally);
- facilitate fair resolution of conflicts when necessary;
- keep all members on track in
 - monitoring activities
 - ensuring accomplishment of results;
- secure human and financial resources necessary to get the job done;
- practice active listening, respect and elicit others' opinions;
- assess staff development needs and support staff development;
- make decisions in teams and as individual leaders and ensure that decisions are made transparently and communicated in a timely manner;
- encourage team members to identify problems and to focus on solutions through positive acknowledgment and reward;
- demonstrate responsible time management by
 - developing meeting agendas
 - planning and scheduling meetings in advance
 - tracking decisions;
- promote teamwork and team unity;
- accept the ultimate responsibility and accountability for SO2's performance;
- demonstrate appropriate conceptual, technical and interpersonal skills;
- be objective, fair, honest and transparent and listen to all sides of issues;
- encourage participatory decision making;
- empower team members by providing clear delegations of authority and commensurate responsibility;
- provide adequate and timely incentives/rewards to team members — show appreciation, recognize member contributions;
- facilitate coordination with support teams;
- provide support for actions taken by team members;
- be consistent in making decisions and implementing policies/procedures;
- be specific in giving instructions for tasks, assignments;
- base individual performance assessments and evaluations on objectives and mutually shared clear indicators/outcomes in a transparent manner.

27

EXPECTATIONS OF SO 2 TEAM MEMBERS

SO 2 Team Members will:

- know and understand the results and work objectives for which we are responsible;
- follow through to completion on tasks for which we are responsible;
- identify problems and consider alternative solutions/options and recommend possible actions;
- respect time deadlines and complete assigned tasks on time;
- keep other members informed in a timely manner;
- provide information, share ideas with Team Leaders and members and with other SO Teams;
- attend and participate actively in SO, RP and counterpart team meetings and voice our concerns when something is bothering us;
- be efficient, organized and dependable;
- respect other members' ideas;
- be sensitive to other members' work loads (assignments, activities);
- collaborate with external partners in achieving results;
- give constructive feedback on leaders' performance;
- take an active role in decision making especially when related to our assigned tasks.



EXPECTATIONS OF SO3 TEAM LEADERS

SO3 Team Leaders Will:

- share information;
- be transparent — no filter;
- expedite actions;
- provide clear guidance on setting priorities;
- keep an eye on the big picture;
- be responsive to members;
- contribute RP 10,000 as needed;
- be open and continuously communicate with team members about program activities and developments;
- be unbiased and objective in assessing the performance of team members and recommending changes in behavior;
- utilize the skills of team members in a way that maximizes team efficiency and effectiveness;
- provide timely, regular and continuous coordination of activities with other RP leaders to achieve performance indicators;
- maintain good working relationships vertically and horizontally;
- monitor participation of all team members;
- empower team members;
- ensure that all team members clearly understand their duties and responsibilities;
- be consistent with decisions;
- appreciate and respect team members' work
- avoid top-down decisions, promote participatory decision-making;
- provide direct and clear instructions: What, When and Why; Special Instructions — sensitivities; use direct channels for requests;
- provide clarification of who has the authority to assign/request tasks
 - from RP team to adjunct team members
 - from ATM to RP team
 - from RP team to implementation mechanisms;
- negotiate differing views, provide a process for forming consensus;
- share information as appropriate: best judgment; more information is better;
- live with NMS and other changes:
 - if it doesn't work, then meet to decide on a course of action
 - share problems → share solutions .

EXPECTATIONS OF SO3 TEAM MEMBERS

SO3 Team Members Will:

- participate actively in all RP activities;
- maintain good relationships with other RP teams and supporting offices;
- be timely in all assignments and responsibilities;
- be up-to-date;
- be cooperative, flexible, supportive and communicative in all USAID/RPs activities;
- master the NMS: rewrite sub-routines and train leaders;
- volunteer for special committees;
- share relevant information;
- respect the schedule;
- participate in priority setting;
- make the leader be explicit when giving assignments;
- maintain their sense of humor;
- demonstrate willingness and ability to work with other team members in carrying out program tasks;
- demonstrate the ability to recognize a problem and ask for help;
- be willing to take responsibility for tasks that are outside the normal scope of work to achieve team goals.

130

EXPECTATIONS OF SO 4 TEAM LEADERS

SO4 Team Leaders Will:

- be open to feedback and willing to change;
- facilitate member participation in decision making;
- maintain good communication with members about expectations and responsibilities;
- advocate for resources for SO and RP programs, both internally and externally;
- be willing to make decisions about technical and managerial issues and do so in a timely manner;
- be willing to accept the consequences of decisions;
- make the best use of member's skills, interests, etc.;
- recognize the contributions of members;
- be honest;
- be supportive;
- share information;
- be consistent and clear in communicating objectives;
- be amiable and create a congenial environment;
- respect the opinions of others;
- facilitate consensus on a mission statement, goals and values;
- clarify work assignments for new members and plan for transfer of work of departing members;
- set priorities but allow participation in doing so for:
 - budgets
 - tasks
 - procurement;
- represent interests of SO4 Team with the Front Office, GOI, PRO, and external parties;
- give advance notice to adjunct members when their services/expertise is needed;
- provide opportunities for adjunct members to be more exposed to SO4 activities, e.g., invited to seminars, site visits, so that we can better understand the nature of the team's activities;
- share the successes and problems encountered by adjunct members with their support offices by e-mail or other appropriate means;
- be aware that adjunct members also provide services to other teams;
- provide rewards for good work (monetary, spiritual compensation, cakes, plaques).

EXPECTATIONS OF SO4 TEAM MEMBERS

SO4 Team members will:

- work more efficiently, accomplish more with less effort and reduce the number of repetitive tasks;
- USAEP staff will devote 75% of their time to SO4 and 25% to US-AEP SO;
- achieve career, and job satisfaction;
- meet deadlines and support others in meeting their deadlines;
- cooperate and share information with others;
- produce high quality work;
- when there is a clear understanding about the nature of the task, Just Do It!;
- demonstrate a commitment to the goals and objectives of the team;
- provide team leaders with frank feedback;
- do our best (thoroughness) work in a timely manner;
- keep leadership informed of progress on activities;
- maintain good relationships with team members and partners;
- manage conflicts effectively;
- manage for results;
- lain-lain;
- Just Do It;
- develop detailed plans for program design and implementation based on budget decisions of SO Team Leader;
- provide feedback on course of action, context and requirements of the GOI and partners;
- identify options and confirm the validity of program assumptions;
- identify issues and mobilize expertise needed to meet information requirements;
- be actively involved in the SO4 team meetings where our (adjunct members) services/expertise are required;
- provide any information that might be useful to the team as it becomes available.

EXPECTATIONS OF SO5/RP5 TEAM LEADERS

SO5/RP5 Team Leaders will:

- be consistent within a fluid environment and provide explanation of changes to decisions;
- provide clear guidance on SO/RP roles and responsibilities and guidelines necessary to accomplish assignments;
- lead the process of devising the OYB, workplan and reports;
- provide incentives, such as:
 - finance ideas
 - training
 - recognition
 - TDYs;
- share information which Team Leaders consider to be appropriate: e.g., on a need to know basis in relation to team's work, information not in violation of confidentiality boundaries, judged to be "sensitive" data;
- run interference on political, policy, operational and administrative issues;
- provide clear delegations of authority;
- provide guidance on sensitive situations;
- interact with NGO partners;
- be open in communicating with teams;
- provide constructive feedback on our work;
- provide adjunct team members with:
 - information re team priorities and needs
 - changes, status of activities and actions;
- understand the reengineering role of adjunct team members and use them accordingly, i.e., involve them early, keep them informed, recognize that they play a constructive role and can help solve problems

EXPECTATIONS OF SO5/RP5 TEAM MEMBERS

SO5/RP5 TEAM MEMBERS WILL:

- share information to support one another;
- facilitate the grant process (reduce obstacles);
- work together to solve problems;
- communicate openly (widely share information) among team members;
- display trust and honesty in relating to one another;
- provide constructive feedback to one another about our work;
- manage our time so that we can spend more time with grantees;
- keep agreed upon deadlines in our work;
- raise concerns before a crisis develops (especially re performance, obligations);
- be objective and avoid "clientitis";
- take backstopping seriously;
- adjunct team members will:
 - provide the team with specialized advice and guidance re: contracting, financial management, legal, program requirements (ADS, NMS, etc.)
 - assist the team to avoid problems and solve them if they occur, playing a constructive role
 - help the team reconceptualize support office roles, post-reengineering, e.g., collaborative, constructive role)
 - provide accurate, timely information re FM, CM, RLA, PPS data, within the constraints of competing demands and other teams
 - process documents promptly within above constraints
 - provide information about procedural, regulatory changes as early as possible

EXPECTATIONS OF TEAM LEADER —CONTRACT MANAGEMENT

The Team Leader will:

- provide necessary resources to team members so they can get their work done
 - training
 - equipment
 - facility
- provide constructive feedback on work or tasks;
- identify and address issues in the overall team performance, I.e., reassessing and restructuring work assignments, identifying and addressing problem areas;
- motivate staff by celebrating successes, recommending for awards, promotions;
- clarify roles of team members (together with the individual);
- provide clear delegations of authority;
- represent team on the outside and share information with Mission management, other teams, USAID/W, contractors and grantees;
- provide clear and specific guidance in targeting the meaning of task assignments and assist in providing solutions which permit us to move on;
- be transparent in communication and decision making.

EXPECTATIONS OF TEAM MEMBERS — CONTRACT MANAGEMENT

Team Members will:

- let one another and the Team Leader know what resources are needed to carry out work assignments;
- seek feedback from one another and the Team Leader when it is needed and hasn't been given;
- ask questions of Team Leader and one another (and more questions . . .) to clarify assignments or instructions until understanding has been reached;
- identify problems/issues and work together to develop ways to improve CMS performance;
- produce good quality work — at a minimum:
 - thoroughly proofread
 - no arithmetic errors
 - dates coordinated
 - logistics clear
 - SOW makes common sense to even a non-technical person
- give the Team Leader and team members feedback on their performance as team leader or as team members;
- adhere to time schedules or let the Team Leader know when a delay is anticipated;
- inform team members and the Team Leader when contract or grant issues arise, during your interactions with other teams, grantees, or contractors which are complex and/or cross-cutting;
- let the Team Leader know what motivates each member and how the Team Leader can work together to accomplish individual career goals;
- speak up in meetings and express ideas and opinions;
- appreciate the work of team members by:
 - sharing feedback about their work
 - providing support and assistance as needed
 - accepting the ideas of other team members and using them in our work
- maintain good working relationships;
- share information about work experiences widely with team members and the Team Leader;
- continuously improve out interpersonal skills

EXPECTATIONS OF TEAM LEADERSHIP — FINANCE OFFICE

Team Leaders will:

- facilitate the participation of members in decision making;
- clearly define members' roles and responsibilities and communicate these to members;
- make the best use of team members' skills and knowledge;
- clarify work assignments and balance work loads without favoritism;
- represent the interests of team members with the Front Office and with external parties;
- share relevant information in a timely way;
- recognize the contributions of team members and provide rewards for achievement;
- provide team members with timely, objective and fair feedback on their performance;
- provide training opportunities to ensure that Finance Office team members can do multiple tasks and further their careers;
- maintain an informal management style that is open and transparent;
- communicate directly with a personal approach with team members;
- solicit and accept suggestions for improvement from team members;
- provide opportunities for informal, social interaction with team.

EXPECTATIONS OF TEAM MEMBERS — FINANCE OFFICE

Team Members will:

- establish and maintain work systems which permit team members to work more efficiently, accomplish more with less effort and complete all tasks in a timely and accurate manner;
- manage problems effectively;
- develop and maintain communications systems which will ensure that:
 - leadership is informed on progress of activities,
 - good working relationships are maintained among members and between members and leadership,
 - relevant information/knowledge is shared in a timely manner,
 - problems are identified and brought to the attention of the team;
- participate actively in team activities by:
 - stating their ideas,
 - asking questions,
 - showing respect for the ideas of other members,
 - cooperating with one another in order to complete tasks,
 - accepting feedback on performance from other team members;
- work with the leadership to ensure that each member is knowledgeable about one another's jobs and that roles and responsibilities are clearly defined;
- do their best work;
- develop and maintain back-up systems to ensure that the Finance Office Team will be able to maintain appropriate levels of work during those times when some staff are absent;
- provide constructive contributions on financial management matters to other teams.

EXPECTATIONS OF EXO TEAM MEMBERS

EXO team members will:

- be resourceful
- be responsive
- be accountable
- be understanding of the whole person
- facilitate the learning of roles and responsibilities as these change
- be encouraging and supportive and facilitate problem solving
- identify problems as soon as possible
- be proactive
- work cooperatively to solve problems
- be supportive of team members' ideas
- deliver high quality work
- be prepared and responsible for completing duties/tasks in a timely manner
- be transparent and honest
- be empowered
- be a good listener
- be responsive and serve effectively
- be results-oriented
- be client-centered
- share information with team members
- have a sense of belonging as a member of the EXO team
- acquire and consistently up-date information about USAID/Jakarta and USAID systems and procedures

EXPECTATIONS OF EXO TEAM LEADERS

EXO Team Leaders will:

- be understanding and supportive
- encourage “participation” of team members
- be clear with team members about performance expectations
- provide a positive role model and lead by example
- initially prepare and develop, in collaboration with the EXO team, a vision statement for the team and support the team in achieving the vision.
- provide clear explanations of their expectations of team members and clear instructions for task completion
- be patient with team members
- be consistent in implementing office procedures
- encourage team members in completing assigned tasks without micro-managing
- provide recognition, rewards (cash awards, promotions) of team member’s achievements
- be open and transparent
- be honest
- avoid redundancy
- be oriented toward problem solving — help us to learn from mistakes
- be good listeners
- respect team members’ ideas
- treat team members as responsible adults

EXPECTATIONS THAT FRONT OFFICE HAS OF ITSELF

The Front Office will:

- approve changes in the management contract as needed;
- allocate resources to maximize the Mission's results;
- represent the work of the SO and Support Teams to all external groups/ individuals;
- handle politically sensitive issues;
- ensure equitable treatment of staff across all Mission teams;
- clarify direction, goals and interconnections between all Mission teams;
- ensure that reengineering precepts are implemented.

EXPECTATIONS OF THE FRONT OFFICE — SO1

The Front Office will:

- Participate when high level representation is needed, e.g., with GOI/partners.
- Use influence to involve Embassy and other U.S. Agencies as support for program activities.
- Demonstrate commitment and support for SO1 program and the human resources necessary to accomplish results.
- Consider retaining Lanna Lubis and Andrew Rude a priority for 1998.
- Keep us informed about changes as soon as you know.
- Support fair treatment (benefits) for FSNs.
- See that position descriptions for FSNs remaining as well as grades/promotions are revised to reflect increased work load and responsibilities.
- Support SO Teams/Support Offices in reducing level of paper work, bureaucratic requirements both here and USAID/W.
- Just Do It! (Don't allow Mission to get bogged down in process.)
- Understand more fully SO1 program and provide marketing support for SO1 program to GOI/Embassy/USAID/W.
- Keep an eye on the "big picture" issues between SOs, e.g., downside risks/opportunities.
- Keep your eye on the prize by developing an analysis (and communicating it to all staff) of what USAID/Jakarta needs to do to advance its programs in Washington.
- Provide support for developing an appropriate vehicle for FSNs to continue/expand the kinds of work USAID/Jakarta has done, e.g., a foundation of some sort.
- Continue providing open, timely and transparent decisions/support.



EXPECTATIONS OF THE FRONT OFFICE — SO2

The Front Office will:

- be transparent, fair and consistent in decision making, communication and policy implementation;
- represent the views and concerns of the Mission to Washington — specifically the views and concerns of SO2 and communicate the outcomes of discussions to the team;
- give constructive feedback to both individuals and the team about SO2 performance and status within Mission priorities;
- acknowledge the contributions of individuals and teams toward achieving results with timely incentives and rewards;
- create a stable, cohesive environment during periods of transition to ensure high morale;
- provide a vision of success by acknowledging difficult realities and balancing this with a positive attitude;
- encourage participatory decision making as much as possible;
- develop and maintain collaborative relationships with high level GOI counterparts;
- facilitate coordination and conflict management with other SO teams and support teams as necessary;
- be accessible to all levels of staff;
- accept and support opportunities for increased compensation and responsibilities for FSNs.

EXPECTATIONS OF THE FRONT OFFICE — SO4

The Front Office will:

- Demonstrate commitment to SO4s strategy and program by:
 - advocacy with counterparts
 - advocacy for resources with Washington
 - participation in SO4 activities, e.g., opening remarks
 - advocacy with Embassy
- Sharing/disseminating their interpretation (frank) of Agency directives/ initiatives that have impact on our program.
- Be open to feedback and willing to change.
- Communicate to SO Teams their expectations of the teams.
- Making the best use of the skills and interests of Mission staff.
- Involve team more in decisions which impact on their time.
- Provide rewards for achievements.
- Communicate the rationale/motivation for reengineering.



SO5/RP5 EXPECTATIONS OF THE FRONT OFFICE

- Continue to support and respect SO5/RP5s programming, implementation and decisions
- Continue to take an interest in SO5/RP5s ongoing program
- Take the lead in reforming/reengineering the grants process
- Take a realistic view of SO5s growing level of involvement in the D & G sector as related to staffing levels (i.e., \$\$\$ grow, staff shrinks)
- Provide, by interacting with SO5/RP5, a broader view of D & G sectoral issues gained by FO participation in the Country Team, Human Rights Committee and other FO contacts
- Share information on inter-SO team activities, e.g., civil society and other cross-cutting themes, sort out tensions/conflicts to avoid SO teams pulling in conflicting directions or pulling in the same direction
- Encourage flexibility in support offices and assist in resolving differences that may arise

EXPECTATIONS OF THE FRONT OFFICE — PROGRAM OFFICE

The Front Office will:

- provide guidance to steer Mission activities in a direction that will put us in good position vis a vis USAID/W, Indonesia, US Embassy and other donors.
- work with PRO to clearly define its function and communicate this to Mission and support PRO in maintaining these boundaries.
- provide feedback to PRO on its performance.
- expand the Front Office's circle of human resources beyond PRO when responding to crises and special circumstances.

46

EXPECTATIONS OF THE FRONT OFFICE —CONTRACT MANAGEMENT

The Front Office will:

- have an understanding of CM's role and importance in the Mission;
- convey the importance of CM's role to other teams, especially as this relates to the perceived fairness of the RIF process;
- encourage the lessening of barriers/differences in status between technical and support functions (e.g., why SO Teams and Support Teams rather than Mission Teams?);
- provide public and private recognition of CM's achievements/ successes;
- continue to share information openly;
- make decisions about downsizing that are fair, consistent and objective;
- solicit feedback from staff about downsizing decisions before these are final;
- provide a complete explanation of decisions made concerning FSN benefits;
- do everything possible to support the staff who are being downsized, not only those affected this year.

EXPECTATIONS OF THE FRONT OFFICE —EXO

- Provide EXO with feedback on our performance in meeting Mission needs.
- Provide EXO with projections of staffing levels for FY `99 and beyond.
- Involve SO Team Leaders in implementing staff reductions so that EXO isn't "blamed."
- Be open and transparent in decision making.
- Ensure that, due to downsizing, position descriptions and classifications (for those who remain) will reflect increased responsibilities, skills required, etc.
- Ensure that resources for career transition are made available in a timely way.
- Consider all options concerning RIFs/benefits etc. before decisions are made (e.g., long term versus short term implications).
- Ensure that all employees who are to leave after FY `97 will be considered to be in a RIF situation.
- Provide a projection of when ICASS is likely to impact EXO.
- Explain fully the implications of post FY `99 RIFs on benefits.
- Continue your support of us, especially in passing on information about employment opportunities, suggest positions for which specific individuals may be qualified.
- Consider — ENSURE — that in-house candidates are actively considered for available positions for which they qualify.
- Provide a projection of FSN level of employment in 2005.

EXPECTATIONS OF THE FRONT OFFICE — FINANCE OFFICE

The Front Office will:

- Be the “managers” of USAID rules, within the boundaries of your authority, not just the “enforcers” of USAID regulations.
- Consider, before finalizing all personnel related decisions, the impact of such decisions on the lives and pocket-books of FSN employees.
- Be aware if the general perception among the FSNs that lower level employees are never consulted by the Front Office even when making decisions that directly affect them.
- The FSN employees expect that the Front Office explain more fully the “reasons” and “rationale” behind certain decisions.
- The O/FIN expects the Front Office to consult with the O/FIN staff and consider the impact of proposed changes on the workings of O/FIN staff, before making decisions relating to the reduction of O/FIN's, FSN, TCN or USDH staff.
- It is either the reality or the perception that the Front Office pays relatively more attention to technical offices and other support offices rather than to the O/FIN. This non-attention to O/FIN gets reflected in Front Office actions involving distribution of rewards/awards and public recognition of different offices' many contributions to the Mission.
- O/FIN expects the Front Office to further improve communications with the staff in the following areas:
 - solicit agenda items from all staff before the General Staff Meeting;
 - distribute the agenda to all staff before the meeting;
 - distribute minutes of the meeting to all staff after the meeting;
 - information originating either from the Front Office or from USAID/W which is of general interest to all staff members should be distributed to all staff by the Front Office, i.e., not rely on division chiefs to redistribute the information.
- Share more frequently your vision/insight of where USAID/Indonesia will be heading in the near and distant future.

ANNEX 4

EXAMPLE OF CHECK-IN PROCESS

50

Questions Used for Check-in and Exemplary Responses

1. What have you found to be most beneficial about the teamwork approach to your SO Team?

Quick response from others and advice

The growth and support we are getting from each other

Recognizing the special talent of each member — collective knowledge and experience serves us well

Other members consider my expertise and talent and consult me

Ready support and guidance when I get a hard job

Friendship among us — a big family/helping/celebrating

Good quality leadership through difficult times and transition

Learning to coordinate teamwork

Smooth communication and team interaction

Appreciation and better understanding of other's points of view

Positive response from client groups

2. What do you hope to gain from this team building session?

Better cooperation and coordination among RP Teams

Hear where people have worries or concerns

Think through the kinds of changes we need to consider

Better understanding of other members contributions and some growth as a member

How to strengthen management skills for here and outside

Better understanding and communication and the chance to learn about other fields

Help in handling the future in meeting our commitment with less resources

Learn to become more sharply focused

Expectations of others of me

Something practical and of use

Greater freedom of expression

ANNEX 5

**RESPONSIBILITY CHARTS — SO5/RP5 AND PROGRAM OFFICE
PROPOSED NEW FUNCTIONS OF PROGRAM OFFICE**

52

RESPONSIBILITY CHART — SO5/RP5

STAFF	TEAM LEADER MARIA	PROJECT MANAGER	SECRETARY	ALLAN	DEBBIE	FINANCE	CONTRACTS MANAGEMENT	HENNY	RLA
RESPONSIBILITY									
IDENTIFY/RESEARCH NEW NGOS	A/Ex	A	H	A	H	—	—	—	—
REVIEW AND PROPOSE NEW GRANTS, CONTRACTS	A/In	A	—	H	H	—	I	—	—
CONDUCT GRANTWORTHINESS PROCESS AND REGISTRATION	I	H/I	—	—	I	A	I	—	H
PROCESS GRANTS AND CONTRACTS	A/H	A	H	H	H	I	A	—	H
MONITOR AND EVALUATE GRANTS AND CONTRACTS	H/I	A/Ex	—	A	H	A	I	A	—
MAINTAIN PARTNER REL'SHP WITH NGOs	A/H	A	H	I	I	—	—	—	—
REPORTING TO SO5, PPS AND FRONT OFFICE	A	H	H	A	H	—	—	A	I
PROVIDING TA TO NGOs re FINANCE, EVALUATION	I	I/H	—	B	—	A	I	—	—
ANALYZE CUSTOMER SERVICE	I	H/I	—	A	I	—	—	—	—
ISSUE PAYMENTS TO NGOS/CONTRACTS	I	A	—	—	—	A	—	—	—
INFORMATION GATHERING AND ANALYSIS ON D&G ENVIRONMENT	A/Ex	A	A	A	I	—	—	A	H/I
MANAGING GRANTS	H/I	A	H	B	H	H	H/I	—	H/I
FIELD TRIPS AND SITE VISITS	A/I	A	H	A	—	H	H	—	H
MAINTAIN RECORDS	I	A	A	I	B	A	A/H	A	—

CODE:

A =ACTION, RESPONSIBLE FOR INITIATING ACTION H =HELPS AS NEEDED
 B =PROVIDES BACK-UP I =MUST BE INFORMED

In = INTERNAL FOCUS
 Ex=EXTERNAL FOCUS

PROGRAM OFFICE RESPONSIBILITY CHART

STAFF								
	PSC	TEAM LEADER	INGE	YUSSAK	WID	HENNY	ANDY/TATI	INDRA/TITI
FUNCTION								
COORDINATION OF R4	A	Ex/I/H	Ex/H	H	H/B	H	H	—
COORDINATION OF BUDGET	I	Ex/I	A/Ex/ In	H/B	—	—	—	—
COORDINATION OF AR/ PERFORMANCE MONITORING	H/B	Ex/I	—	—	A	H	H	—
COORDINATION OF UPDATE TO BRIEFING BOOKS	A/In/ Ex	I	H	—	B	H	H	—
LIAISON WITH GOI, AID/W, CONGRESS, DONORS	H/I	A/In/ Ex	A/H	—	B/H	—	H	—
LIAISON WITH MULTI- LATERAL BANKS	I	I	—	—	A	H/B	H	—
RESPONSES TO FRONT OFFICE	A/H	A/I	A/H	H	A/H	H	H	—

CODE:

- A = ACTION, RESPONSIBLE FOR INITIATING ACTION
- B = PROVIDES BACK-UP
- I = MUST BE INFORMED
- H = HELPS AS NEEDED
- Ex = EXTERNAL FOCUS
- In = INTERNAL FOCUS

64

PROPOSED REVISIONS FOR PROGRAM OFFICE

KEEP	HAND OFF	ELIMINATE
COORDINATION OF R4 PROCESS	Participant Training to Contractor for Admin. Data Base to ???	In-depth analysis of development issues
COORDINATION OF BUDGET PROCESS AND CP	PP19 approvals to EXO (?)	PR package up-date
COORDINATION OF AR AND PERFORMANCE MONITORING	VISITORS: Project Specific to SOS Others to DD/EXO except Congressional visits for which PPS will provide support	
PERIODIC (TWICE EACH YEAR) UPDATES TO BRIEFING BOOKS WITH DESK OFFICER	Regular Work on Briefing Books to Desk Offices	
LIAISON WITH GOI, EMBASSY, DONORS, CONGRESS	All implementation and oversight of activities to SO Teams except for budget, strategy and performance monitoring	
LIAISON WITH MULTI-LATERAL BANKS		
RESPONSES TO FRONT OFFICE INQUIRIES Re BUDGET, STRATEGY AND PERFORMANCE MONITORING	All other inquiries to SO Teams Customer Service Plan to SO Teams Evaluation to SO Teams	

SB

CURRENT FUNCTIONS OF PROGRAM OFFICE

1. Coordination of R4
2. Coordination of AR
3. Participant Training
4. Budget
5. CP Preparation
6. Performance Monitoring
7. Maintenance of Briefing Books
8. Coordination of Visitors
9. Liaison with GOI, Embassy, Donors, Congress
10. Liaison with Multi-lateral Banks
11. Evaluation
12. Coordination of Customer Service Plan for Mission
13. Conceptual Support on Country Strategy
14. PP12 approvals
15. Liaison with SO Teams
16. Responses to Front Office Inquiries
17. Maintain "big picture" view of activities and compliance issues

MAJOR FUNCTIONS OF PROGRAM OFFICE — FUTURE

- STRATEGY
 - Maintain broad perspective — track "big picture"
 - Budget
 - Assess Results Framework
- PERFORMANCE MONITORING
 - Common indicators
 - Performance assessment
- TROUBLE SHOOTING
 - Performance Monitoring
 - Budget
 - Strategy

ANNEX 6

DATA FROM COACHING SKILLS SESSIONS

57

COACHING SKILLS— SESSION I

Most Rewarding Experience With Team in Last Six Months

- Heightened role of FSNs on the teams
- Growth of FSNs — one senior in particular — changing into a manager — plus other achievements among the FSNs
- Impressed by how the teams have moved ahead to do what they identified in the retreat session
- Increased awareness of what other teams are doing
- Decrease in rivalry among groups — greater cooperation
- Discovery of talent, particularly among the support staff/secretaries
- Teams have risen to the occasion — setting their own standards and meeting them
- They have begun to feel empowered and begin to realize their own potential
- Senior staff has created an environment which enables us to delegate and maneuver under difficult circumstances
- Team work helps to overcome skepticism

Vision —Hopes For The Team(s)

- People will see the value of teamwork and that the process is as important as the product. Use changes in my own style to contribute to the success of the team.
- Have better decisions which are more reflective of a broader point of view, leading to better achievement of results.
- It is possible to manage a transition such as this in a planned, rational way leading to a smooth successful exit.
- Lead team to make more informed decisions/support information flow— understand the impact of decisions leading to high quality decisions.
- Continue to be a guide for the journey and let them grow on their own in order to improve service delivery.
- Help teams to see opportunities (the upside of reengineering) that change creates — meeting the challenges.
- Being a leader who continually questions the way we've always done it.
- Addressing problems, issues in positive ways. Work to find creative solutions. Get folks looking at the positive side of change for individuals and for the legacy of USAID/Jakarta. Use my previous experience in closings.
- Teams do as little as possible at SO level. RP teams are empowered and work themselves out of a job.

- Continue to encourage creativity/focus of FSNs on SOs/Program — engage SOTs earlier for better analysis, planning and collaboration ahead of preparing documentation

Successful Coaching Experiences I Have Had

- Coach identified basic principles — what direction we were taking — allowed me to experiment myself while providing supportive feedback even about what didn't go well. Involved me in developing "solutions". Encouraged practice. Re-cycle the process leading to continuous learning.
- Coping on my own without usual support systems in place led to developing character. Fear of punishment leading to control of team members. Peer pressure, competing with others who were ranked higher to improve performance provided a vision of where we were going and a supportive structure to do so.
- During language training — the key was a supportive response to mistakes - must learn from mistakes and make corrections. This was individually tailored to each person.
- Expectations were made clear. "Do what I do" — end of day review — "What did you learn today?" Use of paradoxical interventions.
- Using peer pressure to pull "outliers" into the team getting the team to functions more fully.
- Explained outcomes desired, supplied background information, gave me responsibility/ was available/ challenged me to stretch myself/ fostered trust and self-confidence/ gave me public praise for accomplishments
- Helped me to understand myself better — become a better observer of my own behavior
- In a situation where there was a wide variety of skill levels used a highly diagnostic and directive style: "Stop doing that, do it this way." Demonstrated great patience. Provided instant feedback on performance.
- Was very patient, let me do things. Held me in high regard publicly and was proud of me, made me feel that I was worthy of attention. Spent lots of time with me, didn't hurry me, let me do what I could.
- Was sincerely concerned about me. He was very skillful — had something to teach me. I liked him-found him easy to be with. He conveyed that he was my mentor and wanted to be in that role.
- Before we started out on a new experience some training was provided, easy at first then gradually increasing levels of difficulty. The coach accurately assessed what would be challenging for each of us BUT was doable, provided opportunities for practice, established a clear vision of the end result and provided the necessary tools for us to succeed.

- Identified the needed developmental task. Shared her own views (providing a vision or frame for the task) of life as a process. Pointed out the costs to me of continuing my current behaviors, the losses to be incurred with not changing, suggested specific ways my behavior could change. Questioning, over time, my judgments, helping me examine them.

Some Key Coaching Skills

Successful coaches:

- Provide a vision of the future state
- Provide structure: information, knowledge about the system, careful assessment of each person's entry level.
- Give feedback: frequent and as timely as possible, using mistakes as learning opportunities, identifying what has been well done and what needs improvement, being supportive.
- Demonstrate a commitment to individual development
- Are available for consultation
- Have the skills/experience which the "coachee" wishes to acquire
- Provide opportunities for practice
- Provide direction

Our Current Assets as Coaches

- Openness
- Communicate well, share information widely
- Involve team members in decision making
- Support empowerment, i.e., DOAs have been made and responsibilities accepted
- Available for consultation
- Patient
- Able to clearly state objectives
- Good listener
- Flexible
- Responsibilities are clear and agreed upon

Areas We Need to Work on

- Need to give more feedback to team members on areas where they need to improve
- Talk less, listen more
- Be more people oriented, less task oriented
- Provide more public acknowledgment
- Be more patient

- Provide more opportunities for two-way communication
- Provide a better balance between focus on procedures and focus on substance

ANNEX 7

GUIDELINES FOR COACHING SKILLS REPORTS



INDIVIDUAL REPORTS ON COACHING SKILLS

Take about 30 minutes to respond to the following questions and be prepared to share your answers in a 5 minute presentation.

1. What new coaching behaviors have you tried over the past three weeks and how successful have they been? What worked? What didn't work? What have you thought about trying but did not get to?
2. As you reviewed the feedback from others about your leadership style, what were the insights that you gained? How did these help you to validate your style?
3. What style of leadership does your team's current situation call for? What factors led you to think this is the appropriate style?
4. In what ways do you see the leadership requirements for your team shifting over the next six to twelve months?
5. What kind of interactions with your fellow team leaders would help you to respond appropriately to the leadership needs of your team and to your efforts to improve your coaching skills?
6. What obstacles (personal or situational) to improving your coaching skills do you see? What steps could you take to overcome these obstacles?

ANNEX 8

SEQUENCE FLOW CHART AND INSTRUCTIONS

SEQUENCE FLOW CHART PROCESS

Step 1: Identify all process tasks in order. Begin by identifying process boundaries. Process boundaries act as guides in determining when a process starts and when it stops. The process starts when you (your team, your work group, etc.) receive an input (an input can be an order form, a document of any kind, etc.). It ends when you hand the item to the next process (or the end user). Boundaries need to be identified so you can focus your activity on a specific, clearly defined process

When you record the tasks in the process write them in verb-noun combination (e.g., deliver material, review accuracy, complete form, sign document). This helps describe the exact activity that takes place during a specific task.

Write out process tasks as they actually occur as opposed to how they should occur. Real improvements can only be made with a true understanding of process, so accuracy is critical.

Step 2: Along the top of the Sequence Flow Chart form, list the various individuals, departments, work teams, or suppliers that have ownership or are customers of the listed tasks. These individuals or groups can be referred to as "players" in the process.

Step 3: Next, identify the customers and suppliers for each task in the process. Code each of the tasks with the appropriate symbol (either customer, supplier, shared responsibility or may or may not be involved) for the individual, department or work teams listed at the top of the Sequence Flow Chart. Notice that it is important that for each task to have only one primary supplier and to clarify who owns the step.

Step 4: Determine "time-per-task" and "elapsed time" for each task. Each task in the process should take a certain amount of time to complete. You need to determine this "time-per-task" and record it in the appropriate box on the right side of the Sequence Flow Chart. By identifying the time-per-task you can determine how long a particular series of tasks should ideally take.
Note: This is a measure of how long a process would take if no slack or downtime exists.

A series of tasks in a process takes a specified amount of time to complete. This cumulative time is termed "elapsed time." The elapsed time is the length of time it actually takes to complete the tasks in the process from beginning to end. Elapsed time is determined to get an indication of where slack, downtime or bottlenecks exist in the process.

Step 5: Identify feedback loops. Feedback loops are used to identify areas in a process where redundancies or repetitive tasks take place. Feedback loops are placed on your Sequence Flow Chart at the point where process tasks have to be redone. Identify the feedback loops by drawing a dashed line on the Sequence Flow Chart connecting the task beginning the loop with the first task needing to be redone.

Step 6: Analyze the process. Including time-per-task, elapsed time and feedback loops on your Sequence Flow Chart will allow you a greater opportunity to analyze your process. Looking at the differences between time-per-task and elapsed (or cumulative) time will help you see where “hold-ups” in the process may exist. Once you’ve identified the hold-ups your goal is to discover why they happen (use a cause-effect diagram or Force Field Analysis or brainstorming to help with this process.)

After you have discovered the true causes, you’re ready to analyze the process. The analysis should reveal whether you can reduce the elapsed time by making process improvements. Your goal is to reduce cycle time.

Feedback loops in a process (identified by the dashed lines) indicate repeats or process redundancies. Whenever a feedback loop is identified (e.g., after a review step, a product is rejected and requires redoing) it means that the product (such as a document) has to go backwards in the process and repeat a number of process steps (the dashed line will show you how many steps must be repeated). For every feedback loop identified on the Sequence Flow Chart you need to measure how often the redundancy occurs. By taking measurements you know exactly how much work you are redoing and you also know where your improvements have had a positive effect.

Step 7: Follow-up: Decide on next steps. You now have a chart showing exactly what happens in a work process. If you have included everyone involved in or affected by the process when you developed the chart, you probably have a consensus that the Sequence Flow Chart is accurate. The next steps should build on this momentum. These steps might include:

- Getting further input from others if needed
- Eliminating certain steps in the process
- Identifying which redundancies can be eliminated and how
- Setting specific targets for reducing the gap between total task time (sum of the times-per-task) and elapsed time
- Setting target dates for achieving these lower gaps

SAMPLE — SEQUENCE FLOW CHART WORKSHEET

WHO											Time Per Task	Elapsed Time	
	Employee	Secretary	Supervisor	Travel Coordinator	Accounting								
TASK													
Gather Receipts	●											30	
Complete Form	●	X										30	1 day
Type Report		●										30	
Proofread	X	●										10	3 days
Sign Report	●											10	
Proofread	●											10	
Request Approval	●			X								10	7 days
Approval/Reject	X			●								10	10 days
Forward to Coordinator	●					X						10	11 days
Proofread						●						10	
Forward to Accounting						●		X				10	12 days
Reconcile Amounts	X							●				90	20 days
TOTAL												4.3 Hrs.	20 days

64

ANNEX 9
EVALUATION DATA

69

TEAM BUILDING SESSION EVALUATION — SO 1

1. What was your most important learning?

"Understanding that not all decisions in a team session must be made by consensus."

"Appreciation of the abilities of other team members."

"The power of perception. I realized that everybody has different perceptions. Learned everybody's characteristics during the follow the squares game."

"Ways of decision making."

"Decision making process."

"Vroom's decision making."

"A formed team is one which understands and believes in same perception, sharing each other to win objectives and commit with what we agree on."

"I was surprised at how helpful the first day structure was when we came to the second day decisions about what next, by the SO 1 Team."

"Working closely as a team and understanding more of each member's personality with the exercise we had."

"To understand each other's thoughts."

"To know everybody's opinions and thoughts."

2. What was the most useful thing we did?

"To discuss everything and to decide together."

"Decision was made together."

"Decision making and sharing of information."

"Give Barry the information and confidence to make the management decisions only he can make in full knowledge of our views.:

"Decision making scenarios, leading to discussions as to capacity/structure of SO 1 team."

"All exercises on day 1, especially the team's card (square puzzle); all we did today (day 2) talked frankly on what we think, feel and shall share to everybody."

"Determined RP structures."

"Team building puzzle."

"The puzzle game."

"Learn how to make decisions."

"Learning to trust and work with each other. The two exercises we did the first day helped tremendously."

"Use the new technique to settle the issue of the impact of staff cuts on SO 1 strategy and organization."

3. What would you change or do differently?

Responded to as changes the trainers could make:

"Not a great deal. It worked well."

"Perhaps less time used for preparing expectations of Front Office."

"Nothing." 2 responses

"Photographs and video could have been used."

"X is good. 2 days are good."

"Perhaps an advance reading or two about the nature of the team building process. "Non-fat" food at lunch and snacks (or at least the option.)"

"None. Just perfect."

Responded to as changes individual could make:

"How to organize/manage work as a part of the team."

"Commitment to what we have agreed upon."

4. How satisfied, overall, were you with the team building session?

1=0 2=1 3=0 4=9 5=2 NR=0

Didn't
Strengthen
the Team
Much

MEAN = 4.0

Brought the
Team
Significantly
Closer Together

5. Any other comments you would like to make:

"The way we structured it (with a lot of agenda setting by the team), it worked well. Clearing the agenda in advance and publishing it by e-mail in advance (Team Leader did this) was useful."

"The application of the principles on the second day was very useful."

"I'm very impressed with the puzzle game, especially since I heard Gloria invented it. Would like to use it on other organization, is there any copyright?"

"Good team work, good sessions. Thanks."

"The message given by the card exercise reflected how we need to have on a team and how people pictured by it and today's discussion on ELG (SO1) team problem has been very effective in solving SO 1s problems."

"It was fun. More valuable than other exercises of this sort I've had in the past. The 1st day's exercises were made more useful when tied to 2nd day's discussion on functions and structure of SO1."

"Advance knowledge about the possibility of taking a swim afterward might have been good."

"A session of this kind would make us more creative and get us out of our boundaries and help us learn new things."

"Unfortunately the Mission is going downsizing some of the team members are about to leave."



TEAM BUILDING SESSION EVALUATION — SO2

1. What was your most important learning?

"Understand ourselves as a member of a working team."

"To encourage other to speak up more and to listen to those other viewpoints. The personality types of the team members so we can solicit input from other people to balance our own strengths (i.e., we have lots of STJs — need more NFs and NTs). What team members expect. How to improve communications with Front Office."

"I was learning about being a successful member of an SO."

"It's very difficult to identify the most important learning for me. If I had to pinpoint one thing I learned (re-learned?) is how my individual preferences influence how I behave in teams/groups."

"Insights into team preferences and what they tell us about how we function in teams; leadership styles and decision-making options; how important it is to listen and draw each person into the discussion."

"Decision making exercises, including communication."

"To know what we expected from members, leaders and the Front Office."

"That our communication processes are value-laden."

"How to give our best for the team to achieve success."

"How to become a good listener and a good team member."

"Learning our personality types and other members' personality types; it helps to understand the others' viewpoints and how to relate to them."

"Factors or elements and values which can influence the results of teamwork process. Among them is the clear role (contract between leader and members), the importance of how to manage communications."

"Developing a team contract process. Decision-making processes in teams. Developing members and leaders expectations process."

2. What was the most useful thing we did?

"Produced SO2 member's and leader's expectations. Produced SO2 Team Contract."

"Process of communication and the contract development."

"Clarifying the purpose of the team and getting consensus on improving organizational rules. The exercises really helped understanding subject matter."

"Transforming inhibition and different individual perceptions about something (vision) into a synergistic idea/vision in a group!"

"The most useful thing we did was the communication exercise."

"Defining leader and member expectations and Front Office expectations. MBTI — very good facilitation of this tool — I feel we can use this information constructively in the future."

"Know how to communicate more effectively. Know how to make decisions in a team. Know what rules we are playing by."

"Myers Briggs and the exercises."

"All of the above and getting started on our team management contract. The *most* useful — the importance of listening to others."

"The experiential exercises were most useful to me. . . analyzing my own behavior in situations and that of other team members."

"The most useful thing we did was the unity, efficiency, effectively work."

"Expectations of Front Office, leaders, members. The Myers Briggs."

"The art of teamwork in decision making and communication."

3. What would you change or do differently?

Responded to what the facilitators could have done differently:

"Nothing — excellent balance of theoretical and concrete."

"Not a thing. Thank you for the experience."

"I'd have added a day or two to enable us to finish the contract."

"Provide an opportunity to do team exercises on RP teams (because that's how we usually function as a team at work). It was still fun to interact and be "team like" with people outside our RP Team."

"None. I was satisfied with the training."

"I would introduce the end product that will be achieved in the seminar at the outset and evaluate/assess at the end whether our objectives are met."

"Add a session on problem solving by teamwork. I still don't understand the difference between the working alone and working in a group/team that works together."

"More exercises in communication with more time and real (day-to-day) problems of SO2."

Responded to as changes individual could make:

"Behavior as member of a team in order to be an effective and productive member of the team."

"How I listen to others views and learn the difference among the team members."

"Actually, none. But I will work more and do the best I can."

4. How satisfied, overall, were you with the team building session?

1=0	2=0	3=0	4=9	5=4
Didn't		MEAN = 4.3		Brought the
Strengthen				Team
the Team				Significantly
Much				Closer Together

5. Any other comments you would like to make:

"Good materials, excellent facilitators because of the examples — clearly spent a lot of time and effort preparing for this to "tailor" it to our SO2 problems, concerns, challenges. Thank you!"

"Come back and observe/provide feedback to SO and RP teams again."

"I was pleasantly surprised by how much I've taken away and how much fun we had."

"I was fortunate to participate in this team building retreat. I really like the way you facilitate the team and encourage us to achieve the purpose of each session's goal."

"I was surprised (and proud) of the level of participation, enthusiasm and caring demonstrated by team members especially given the difficult circumstances (FSN RIF) that the Mission is facing now. I was skeptical about doing the MBTI in a cross-cultural setting but it seemed to work out well."

"Gloria and Donald: I would join my friends to compliment that you are doing a great job in this seminar!!"

"The facilitators are excellent."

TEAM BUILDING SESSION EVALUATION — SO3

1. What was your most important learning?

"We know more about the team and the work we are going to do."

"We know what are our team preferences. We know the positive and negative side of our team."

"New exploration on other members personalities, preferences, expectations and challenges."

"All of what has been presented is very useful and I like it. The only thing is that the rooms on the first day were not appropriate. We needed to change 3 times to look for better room is too much."

"Expectations of leaders, members and the Front Office."

"About the EPIQ program. About the Myers Briggs ratings. Expectations of leaders and members."

"Most important learning is the MBTI types and members knowing our preferences in making decisions."

"The type things (MBTI) — what I am, what I do in dealings with others in a team."

"Sharing information. Knowing others expectations to do work better in a team."

"What I found was the most important learning for this session is that you have to have a positive mind in facing any kinds of situations."

"I would becoming more "realize" to know my type and I would love to use it to develop my personal capacity."

"With this session, the most important learning is that it tries to elaborate the expectations of the team leaders and front office so we expect to see the changes in the future."

"Try to have better teamwork."

2. What was the most useful thing we did?

"How to judge your own capability (ISTJ)."

"I have learned about the MBTI system which I feel that it is most useful to know strength and weakness of the team/group so that negotiation could be done better."

"Introducing the type that I did not even know before."

"I found the MBTI thing a little bit useful. At least it gives me more information about my personality."

"More open to each other as team members."

"The "type exercises" — at least I learned about other people in this SO and how they approach a task."

"We did the expectations list for members of the team, leaders and also the Front Office."

"Myers Briggs and expectations of leaders and members."

"Time spent in listening and giving SO3 staff time to express concerns on variety of topics."

"Myers Briggs exercises."

"Preparation of team member contract or agreements."

"We know better what we expect and what the team leader expects of us."

"Exercises"

3. What would you change or do differently?

Responded as changes individuals could make:

"Planning and managing my job and its evaluation."

"We will do differently not because of the team building exercise, but because of changing of the mission's system."

- “Work in a team better.”
- “Doesn't make any difference to me (except the food).”
- “Yes and no, I mean “gradually” as long as changes can benefit me.”
- “Yes, in certain degrees.”
- “NA”

Responded as changes facilitators could make:

- “Room setting, especially in day 2. No lengthy USAID/Washington presentation. More concise sessions. More group exercises.”
- “Change in the schedule: it would be good if Vikka comes on 1st day so we can discuss what they ask from SO members.”
- “Schedule at a better time — should have been done last year rather than now for SO3 would have been more effective with extended team in two months.”
- “Reduce to one day and cut out some things, such as listening skills, which are useful, but which most people already know about, even if they couldn't have expressed the types of skills using the same terminology.”

4. How satisfied, overall, were you with the team building session?

1=0	2=1	3=9	4=2	5=1
Didn't Strengthen the Team Much		Mean = 3.4		Brought the Team Significantly Closer Together

5. Any other comments you would like to make:

- “Your office should develop or have a “branch” office here in Indonesia.”
- “Good for me to learn about my team mates.”
- “Better place and better food in this team building exercise.”
- “Executive/administrative functions in Mission need improvement.”
- “Better food.”
- “Expanding the topics or aspects of such discussion will be more interesting and rewarding.”
- “Regarding the food is not satisfactory.”



TEAM BUILDING SESSION EVALUATION — SO 4

1. What was your most important learning?

- "That we should have more active input in the design of future team building activities."
- "Have a more broad knowledge on a SO team. Know better understand the work environment of an SO team."
- "That the team needs assistance/support from the Support Offices."
- "Most of the team concept involves how teams function (rules) rather than skills for better teams."
- "That team work is a constant process of listening to, reflecting on and revisiting issues and managing what we do."
- "Work more efficiently."
- "How to structure the roles and responsibilities."
- "The team building process. Identification of team's issues."
- "Roles and responsibilities. How to be a good team member."
- "Need to include external team members more (FM,CM)."
- "Strong motivators/facilitators required for effective team building exercises."
- "How to develop a team contract."
- "There are still a lot of actions needed to get the SO4 team becoming a real working team."
- "Conflict resolution."
- "More input from team on creating agenda. If such an exercise has to be done, it should be taken seriously to make best use of time."
- "Comparison of teams with work groups."

2. What was the most useful thing we did?

- "Last afternoon discussion of issues for follow-up."
- "Find lot of issues we should have been discussing all day."
- "Compromising between SO4 Team and facilitators. Communication between SO4 Team and Front Office."
- "Get all of the SO4 team members agreement on the actions we need to do."
- "The content of the team contract."
- "Last session where SO team was permitted to move direction in area of team importance."
- "Division in RPs, review of effective "team characteristics" for core team, then including external team."
- "Expectations of team members and leaders."
- "We have identified our expectations of the management."
- "Expectations of team members."
- "Having more discussion."
- "The session with Mission management and exchanging information/observations helped move the group along."
- "Having more discussions and share more ideas/information."
- "Take ownership of team building exercise, abandon pre-set agenda which we had not truly committed ourselves to."
- "Work with individual RP teams."
- "Each member of the team can compiled the purpose or achieve the goal of the team building session."
- "Team meetings. Communicate with other team members in a discussion."
- "Left the room so we could discuss real issues."

3. What would you change or do differently?

"Probably do this as an in-house activity."

"Too focused on standardization of team concept. Too wrapped up in definitions. More focus on tools for effective team building (how to negotiate, how to reach consensus in short time (things like how to run a meeting from November team building)."

"The Phase II Survey instrument did not invite SO teams to take ownership, identify needs and next steps. We completed the survey in a perfunctory manner, without building upon past team building efforts and identifying as an agenda that we were willing to commit to."

"Should be more communicative."

"Would have spent more time thinking about the exercise and defining it more clearly in my mind vis a vis expectations."

"How to pace the transition."

"Try to follow what we learned."

"Minimize abstract other than introductions. Go more quickly to "real" specific issues to avoid nuclear meltdown."

"Use less argumentative facilitators."

"Apparently there is a misunderstanding of the purpose of this training. It should start with the team listing what the issues are and build the session among these issues."

"None."

"Change the venue. Place and food not so good. Obtain more inputs prior to the conduct of the session."

"Better understanding of agenda by team management and members."

"Preparation and definition of workshop objectives beforehand."

4. How satisfied, overall, were you with the team building session?

1=3	2=3	3=4	4=6	5=2
Didn't		MEAN = 2.8		Brought the
Strengthen				Team
the Team				Significantly
Much				Closer Together

5. Any other comments you would like to make:

"Too much focus on semantics/definitions. Unresponsiveness to request for team voting re length of session."

"None this time."

"Frustration with time spent arguing over definitions and whether or not we were a team and what constituted difference between team and group."

"Failure to make best use of event rests with SO Team Leader in not anticipating correctly the nature of the opportunity and ensuring appropriate agenda agreed upon."

"The venue of the meeting should be a better place and better food."

"This is a very good team building exercise where all the participants participated actively."

"Facilitators need to talk less, refrain from criticizing participants; should not oppose priorities of group; should spend less time expressing their own opinions and perceptions."



TEAM BUILDING SESSION EVALUATION — PROGRAM OFFICE

1. What was your most important learning?

"Looking at total functions of office and organization of responsibilities put into perspective a broad range of duties PPS covers and how much we already function as a team as well as gave good insight into what team will face when staff is reduced."

"The clear understanding of PROs functions."

"Using role assignments (A,B,H,I) to determine staff loading."

"Learning about functions of the Program Office and going through a process to keep and shed."

"Information flow exercise in knowing what our task was and who would be in that team."

"The most important learning is how to be working as one good team."

"Know more about team building in PRO."

2. What was the most useful thing we did?

"Clarification on team work."

"Clarifying the team roles."

"Exploring our vision of the future since there will be a downsizing of staff."

"Learning who would do what after September, 1997 personnel reduction."

"Divest program office of responsibility and define new role."

"Preparation/development of a chart showing the functions of each member of this team."

"Function/staff exercise will help me in drafting SOW for USPSC position."

3. What would you change or do differently?

Responded to as changes the trainers could make:

"More time."

"Nothing."

Responded to as changes individual could make:

"Working as a team rather than individually."

"Very valuable day — good team."

4. How satisfied, overall, were you with the team building session?

1=0	2=0	3=2	4=3	5=2	NR=0
Didn't Strengthen the Team Much		MEAN = 4.0		Brought the Team Significantly Closer Together	

5. Any other comments you would like to make:

"I'm not sure of how much closer the team is but I do think it emphasized the importance of team work as workload overlaps more and more."

"This team building session is very useful for me from which I gain a lot of information and guidance to improve PRO functions. The facilitators are excellent."

"Right mix of operations design and team building. Time spent on operations was probably more useful than the module skipped."

TEAM BUILDING SESSION EVALUATION — CONTRACT MANAGEMENT OFFICE

1. What was your most important learning?

- “Cash Register exercise clearly demonstrated how team work through consensus building produces a better result than an individual working alone.”
- “Solving problems as a team; sharing information as a team.”
- “To see the picture of difference between office style and team.”
- “Sharing information in real work.”
- “Knowing the type indicator and how to deal with conflict.”
- “Knowing the concept/characteristic/type of our team.”

2. What was the most useful thing we did?

- “Having the useful exercises.”
- “Team work exercises.”
- “Making squares exercise.”
- “The evidence that the team should share pieces of information to get the goal of CM much more faster.”
- “Explaining the entire team building process clearly.”
- “Discussions surrounding personality preferences was extremely useful in understanding all the members of the team and how we work together and with others.”

3. What would you change or do differently?

Responded to as changes the trainers could make:

- “Allot more time for conflict management. This might have been useful.”

Responded to as changes individual could make:

- “Not to hold information by myself.”
- “My communication with other team members and team leader.”
- “Always remember there are other perceptions on same things or issues you face with your team.”
- “Managing the conflict.”
- “To be a more effective and efficient team to fulfill our work better.”

4. How satisfied, overall, were you with the team building session?

1=0	2=0	3=0	4=4	5=2	NR=0
Didn't			MEAN = 4.3		
Strengthen			Brought the		
the Team			Team		
Much			Significantly		
			Closer Together		

5. Any other comments you would like to make:

"You both did a good job!!"

"More exercises may give more width in your dimension."

"I enjoyed all the sessions very much and I wish to have some reading materials on the conflict management."

12

TEAM BUILDING SESSION EVALUATION — EXO

1. What was your most important learning?

- "Be a good listener."
- "Listening"
- "Learning how to be a good listener and observer."
- "Decision methods"
- "To be a good listener and to see things with different approaches/more details/triangle exercise."
- "How to be a good listener, observer, recognize a colleague and be cooperative and listening to each other."
- "We know how to be good listeners, speakers and observers, also how to work together as a team."
- "Be a good listener, more understanding to team members, good communications."
- "The important thing is to listen."
- "That we need to gain information as much as we can in order to be able to make a best decision."
- "To be a good listener, do work together and be a good member."
- "How to be a good team member."
- "The appropriate meaning of the word"empowerment."
- "The most important thing is to work together in a team."
- "How to work together in a team. Listening to the other's ideas as an important part in team work."
- "Communications. Working together."
- "Awareness to be proactive. "Extravert/Introvert." To be a good listener."
- "My most important learning is experience and understand about how to work in team or best team."
- "Be more understanding. How to best work in the team."

2. What was the most useful thing we did?

- "Good information."
- "Good instruction."
- "Solving our problems by working together."
- "Learning how to be a good listener and observer."
- "Always be together in whatever situation we encountered."
- "Group working."
- "Solving the problems in our group."
- "Listening to others."
- "Solving problem with our group."
- "To solve the problem in one team and be the best group."
- "Be a good worker."
- "Have good morale."
- "*Lost in the Desert* team work."
- "Learning many good things."
- "The most useful thing we did was we have learned to work close together as a team."
- "Compiling expectations and contract for improvement."
- "How to do a situation in teams and to solve problems."

3. What would you change or do differently?

Responded to as changes individual could make:

- "Getting planned results." 2 responses
- "To understand more of other team members and work clearer."
- "More proactive and responsive."
- "I'll do my work better."
- "Proactive and productive." 4 responses
- "Try not to jump into a decision without hearing enough input."
- "More active and productive."
- "The betterment of the work system between members."
- "To listen to others' opinions, ideas, be resourceful."
- "Try to understand my colleagues."

4. How satisfied, overall, were you with the team building session?

1=0	2=0	3=0	4=6	5=11	NR=2
Didn't		MEAN = 4.6		Brought the	
Strengthen				Team	
the Team				Significantly	
Much				Closer Together	

5. Any other comments you would like to make:

- "Thank you."
- "We have been energized to see alternative ways to make the Mission achieve its results."
- "Gloria and Donald are very expert to teach us about very important things."
- "This team building training is very useful for us and we need to implement the methods we gained from it in our real workplace."
- "I'm glad for this opportunity and I get more knowledge to do my job in the reengineering situation. See you and best wishes to you all."
- "Thank you very much for your helping us and hope to see you again next time."
- "Gloria and Donald do the great job to motivate us to express our opinions in EXO and we would like to have another training."
- "Thanks to Gloria and Donald to give us useful tools."
- "I hope I will see you again some time in the future."
- "The team building training is very useful to have in our work."
- "So sorry that it happened in such a short time."
- "Hope to see you in the near future inside or perhaps of USAID."
- "Both of you did the job very well."
- "I am appreciative of having this opportunity to attend this team building meeting so I can learn a lot about working in teams."
- "These sessions have been very practical for to apply on everyday work. The topics are very very practical. I wish I could have more and more lessons. This session changes by perspective for sure for my progress and is very positive points in my life."
- "If enough budget we could take training again." 2 responses



TEAM BUILDING SESSION EVALUATION — FINANCE OFFICE

1. What was your most important learning?

- "Working cooperatively in a team."
- "How to work together and respect others, listen to others patiently and understand them."
- "Being a good team."
- "Exploring the more effective techniques and methodology in building a team."
- "How to become a productive and contributive member of a team for a result."
- "Decision making in a team."
- "After the 2 day session with this workshop I got more knowledge of how important the team is with a good communication, information and cooperation to achieve a more productive output."
- "Learning how to identify problems and work on solution to the problem cohesively as a team — with all members actively participating."
- "Know better how to face/manage a conflict. Know better how to communicate well with other members of the group as well as SO Teams."
- "How to resolve conflicts and the strategy. How to analyze a work process and how to improve it."
- "About the conflict."
- "Learning to work as a team."
- "Problem solving process and the expectations of the team members."
- "More about resolving conflicts"
- "Team leader expectations and member's expectations. What does a small group in FM do (VE, FIN/A, Accounting)."

2. What was the most useful thing we did?

- "What does a small group in FM do with the improvements."
- "Expectations of team leader and team members."
- "A chance to say what we expect of others. Strategy to resolve conflicts."
- "We are better able to achieve our goal in a timely manner."
- "Exercises."
- "Every section has a picture of who are the customers, what's working and what needs to be worked on."
- "The expectations of team leader and members. Action plan development."
- "Show us and taught us how to work as a team."
- "Good communication, information and cooperation."
- "Business Process Reengineering"
- "Group decision making, communication and conflict management."
- "Exercise on management of conflicts and resolution."
- "We tried to do something together, solve something together and learn other's ideas."
- "Lead, show us to be a good team."
- "Working together, good communication."

3. What would you change or do differently?

Responded to as changes individual could make:

- "Love each other."
- "In providing services to customers."
- "I would change my behavior in listening to others, try to understand the others."
- "Handling my current job, communicate with people and perceive the facts and issues."
- "Conflict management and resolution."
- "Go outside of the box as much as possible."
- "Our expectation to be a good team member of a team (i.e., work together as a team)."
- "The way to face a conflict. Contribute actively in SO teams needs on financial support."
- "Time consumers."
- "Conflict management"
- "Conflict ownership."

4. How satisfied, overall, were you with the team building session?

1=0	2=0	3=1	4=8	5=6	NR=0
MEAN = 4.3					
Didn't Strengthen the Team Much			Brought the Team Significantly Closer Together		

5. Any other comments you would like to make:

- "What you gave us during the two day period is just perfect."
- "If advisable if we did this training off-site of Jakarta; in mountain/Punchak."
- "This course is very important. Thank you."
- "Thank you both for an excellent training seminar."
- "None, except thank you!"
- "Thank you very much for your advice, assistance and your experience. I really gained lots from the 2 day session."
- "You two have done a good job training."
- "No, Thank you."

TEAM BUILDING SESSION EVALUATION — SO3/SO4

1. What was your most important learning?

"That we have no conflicts."

"We are all rational people until resources are at stake!"

"Blue optimizer — water is an important cross-cutting theme."

"Obviously both SOs were not as well-informed about each other's activities. This session is a good starting point to open up communication."

"We may be using as a strategy of different concepts and it is something we need to review between teams."

"Issues for collaboration and the "sensitive ones" between SO3 and SO4."

"Understanding that SO3 and SO4 had both had significant changes in activities over the past year."

"Tree huggers" and "Bankers" discussion — dispelling perceptions — finding commonalities."

2. What was the most useful thing we did?

"Five things we want the other team to learn about our team."

"Talking about common areas and working out solutions in a calm manner."

"Open discussion between SO3 and SO4 members."

"The list prepared by SO3 was useful."

"That "to do" list."

"Discussion of issues, conclusions and actions."

"Probably the clarification of non-familiarity with the environmental Country Strategy; the consensus about the loss of time with the Embassy Environmental Committee and what to do with G/Washington."

"Discussion of issues between SOs with a moderator."

"Discuss coordination issues, practical things."

3. What would you change or do differently?

"Spend less time on topics we covered this morning."

"Leave out Blue-Green — very limited benefit all want to be idealistic when nothing is at stake."

"The Blue-Green exercise may have been more interesting with something more at stake. Perhaps an increased tension-level during the first session would have brought more out on the table."

"Change tactics with Embassy, ???, Dir/DD to better represent USAID's sustainable development mandate and interests."

"People could have come up better prepared with issues. After all, the proposed agenda with common issues has been articulated last week."

"We were able to look at how conditions have changed and that those areas of potential conflict no longer exist."

"It has met the objectives. No need to change."

"Less time on Blue-Green effort. Need a little better definition of "maximizing" points (in instructions) and I would have speeded up the process."

Add actual tangible incentives to the Blue-Green. More realistic problem would probably lead to different results."

4. Any other comments you would like to make:

"Over-all a good session."

"Useful session, but took time away from more urgent and important work."

TEAM BUILDING SESSION EVALUATION — CONTRACT MANAGEMENT OFFICE

1. What was your most important learning?

- “Cash Register exercise clearly demonstrated how team work through consensus building produces a better result than an individual working alone.”
- “Solving problems as a team; sharing information as a team.”
- “To see the picture of difference between office style and team.”
- “Sharing information in real work.”
- “Knowing the type indicator and how to deal with conflict.”
- “Knowing the concept/characteristic/type of our team.”

2. What was the most useful thing we did?

- “Having the useful exercises.”
- “Team work exercises.”
- “Making squares exercise.”
- “The evidence that the team should share pieces of information to get the goal of CM much more faster.”
- “Explaining the entire team building process clearly.”
- “Discussions surrounding personality preferences was extremely useful in understanding all the members of the team and how we work together and with others.”

3. What would you change or do differently?

Responded to as changes the trainers could make:

- “Allot more time for conflict management. This might have been useful.”

Responded to as changes individual could make:

- “Not to hold information by myself.”
- “My communication with other team members and team leader.”
- “Always remember there are other perceptions on same things or issues you face with your team.”
- “Managing the conflict.”
- “To be a more effective and efficient team to fulfill our work better.”

4. How satisfied, overall, were you with the team building session?

1=0	2=0	3=0	4=4	5=2	NR=0
Didn't Strengthen the Team Much		MEAN = 4.3		Brought the Team Significantly Closer Together	



5. Any other comments you would like to make:

"You both did a good job!!"

"More exercises may give more width in your dimension."

"I enjoyed all the sessions very much and I wish to have some reading materials on the conflict management."

88

TEAM BUILDING SESSION EVALUATION — COACHING SKILLS SESSIONS

1. What was your most important learning?

"That I really do understand how my behavior impacts others, that it changes according to what is required at the time — leadership style-wise is okay."

"Not all decisions require consensus. Directive behavior is OK under certain circumstances, even in a team situation."

"Learning how to learn about your strengths and weaknesses, how those preferences and the situation of the team can be blended."

"Need for different coaching styles depending on situation of the team."

"Learning about different work styles and need to target work style to situation."

"Situational leadership explanations were very useful in determining what kinds of styles should be used in different situations. I learned that I am using appropriate styles for the current situation."

"Provide understanding the leadership styles and decision styles and that no one style is always 'correct'."

"We received some framework to assess the working environment within which we are working and that we had the opportunity to reflect on what we are doing and what we have to do."

2. What was the most useful thing we did?

"The survey instruments were useful."

The analysis of coaching skills helped me see a few new aspects re need to vary by situation and individual."

"Discussion of work styles and decision-making process."

"Discussion of individual experiences with coaching (early on, first session) and tying it in with USAID experience."

"Myers Briggs and S4/3/2/1 analysis and discussion."

"Taught the decision making model. Facilitate key decisions which our team needed to make."

3. What would you change or do differently?

"Allow more time; we need to have facilitators move us forward on rethinking our program strategy. The value of the organizations piece and consider the whole."

"Make sure each team was aware of the specific agenda before the sessions. This worked well for us; it wasn't done in some other cases, leading to dissonance."

"Get the M/D and S data out front."

"I would do some rewriting of the situational leadership questionnaire. I found some of the situations a bit vague and found it hard to distinguish among the possible responses."

"Nothing."

"Have more time for the types of management decision styles."

"More team interaction would have been good since this is something I see us doing little of — lots of monologues."

4. **How satisfied, overall, were you with the team building session?**

1=0	2=0	3=2	4=4	5=1	NR=1
Didn't Strengthen the Team Much		MEAN = 3.8		Brought the Team Significantly Closer Together	

5. **Any other comments you would like to make:**

"Much more useful (smaller groups; clearer purposes) than the all-Mission retreat in February which, with the exception of John Cleese on meetings, I thought was nearly a total waste of time and money. These Team building sessions had clearer objectives and those objectives were largely achieved."

"Intellectually stimulating; now can we continue to actively apply?"

"Well organized, not threatening to anybody, provided some theories and diagnostic questions that we can readily tie into our work."

"The above question (#4) is a hard question to answer for the coaching skills since it was more individual oriented on skills and issues rather than working on the SO Team Leader and Front Office as a team itself. I do think the information helped us individually to develop."

90

ANNEX 10

EXEMPLARY HANDOUTS USED IN TRAINING

SEQUENCE FLOW CHART WORKSHEET

TASK \ WHO	WHO										Time Per Task	Elapsed Time	
	Employee	Secretary	Supervisor	Travel Coordinator	Accounting								
Gather Receipts	●										←	30	
Complete Form	●	X									←	30	1 day
Type Report		●									←	30	
Proofread	X	●									←	10	3 days
Sign Report	●										←	10	
Proofread	●										→	10	
Request Approval	●		X								←	10	7 days
Approve/Reject	X		●								→	10	10 days
Forward to Coordinator	●						X				←	10	11 days
Proofread							●				→	10	
Forward to Accounting							●	X			→	10	12 days
Reconcile Amounts	X										→	90	20 days
TOTAL												43 Hrs.	20 days

93

DISCUSSION TOPICS: MAKING MEETINGS MATTER

Use the following topics as a guide to your team's discussion. Each team should decide on at least three ways to improve their meetings. You will be asked to report these to the plenary.

1. What meetings does your team hold on a regular basis? Who attends? How could these meetings become more streamlined?
2. If your team holds a weekly meeting, what is its purpose? What would be the consequences of not holding this meeting?
3. How many meetings do you attend for the duration, when your presence is required for only one or two items on the agenda? How could you be kept informed if you no longer attend the full meeting?
4. If it is necessary for people to have read certain documents before a meeting how can this be addressed through the agenda?
5. Who is responsible for preparing the agenda for your team meetings? Is it necessary to have only one person do this most or all of the time? How else could agendas be planned?
6. When should the agenda for your team meetings be issued? How?
7. In what order should items be put on the agenda?
8. What are the benefits of putting timings on agenda items? What types of discussions should carry timings and what should not?
9. How does your team distinguish between urgent and important items on an agenda?
10. How can you, as a member or team leader, keep the discussion moving forward? What methods can you use so that the meeting does not go over old ground?
11. How can you, as a member or team leader, ensure that every member gets a chance to participate?
12. How will your team record the decisions, responsibilities and accountability for action items agreed to in your meetings?
13. Who chairs your team meetings? Is it always the team leader? How else could the leadership function be met?

TYPES OF MANAGEMENT DECISION STYLES

AUTOCRATIC

A1

You solve the problem or make the decision yourself, using information available to you at that time.

A2

You obtain the necessary information from your subordinate(s), then decide on the solution to the problem yourself. You may or may not tell your subordinates what the problem is in getting the information from them. The role played by your subordinates in making the decision is clearly one of providing the necessary information to you, rather than generating or evaluating alternative solutions.

CONSULTATIVE

C1

You share the problem with relevant subordinates individually, getting their ideas and suggestions without bringing them together as a group. Then you make the decision that may or may not reflect your subordinates' influence.

C2

You share the problem with your subordinates as a group, collectively obtaining their ideas and suggestions. Then you make the decision that may or may not reflect your subordinates' influence.

GROUP CONSENSUS

G2

You share a problem with your subordinates as a group. Together you generate and evaluate alternatives and attempt to reach agreement (consensus) on a solution. Your role is much like that of chairman. You do not try to influence the group to adopt "your" solution and you are willing to accept and implement any solution that has the support of the entire group.

PROBLEM ATTRIBUTES USED IN THE MODEL

Problem Attributes

The importance of the quality of the decision.

The extent to which the leader possesses sufficient information / experience to make a high quality decision by him/herself.

The extent to which the problem is structured.

The extent to which acceptance or commitment on the part of subordinates is critical to effective implementation.

The probability that the leader's autocratic decision will receive acceptance by subordinates.

The extent to which subordinates are motivated to attain the organizational goals as represented in the statement of the problem

The extent to which subordinates are likely to be in conflict over the preferred solution.

Diagnostic Questions

Is there a quality requirement such that one solution is likely to be more rational than another?

Do I have sufficient information to make a high quality decision?

Is the problem structured?

Is acceptance of the decision by subordinates critical to effective implementation?

If you were to make the decision by yourself, is it reasonably certain that it would be accepted by your subordinates?

Do subordinates share the organizational goals to be obtained in solving this problem?

Is conflict among subordinates over the preferred solution likely?

RULES FOR IMPLEMENTING VROOM MODEL

1. The Information Rule

If the quality of the decision is important and if the leader does not possess enough information or expertise to solve the problem by him/herself, A1 is eliminated from the feasible set. (Its use risks a low-quality decision).

2. The Goal Congruence Rule

If the quality of the decision is important and if the subordinates do not share the organizational goals to be obtained in solving the problem, G2 is eliminated from the feasible set. (Alternatives that eliminate the leader's final control over the decision reached may jeopardize the quality of the decision).

3. The Unstructured Problem Rule

In decisions in which the quality of the decision is important, if the leader lacks the necessary information or expertise to solve the problem by him/herself, and if the problem is unstructured, i.e., he/she does not know exactly what information is needed and where it is located, the method used must provide not only for him/her to collect the information but to do so in an efficient and effective manner. Methods that involve interaction among all subordinates with full knowledge of the problem are likely to be both more efficient and more likely to generate a high-quality solution to the problem. Under these conditions, A1, A2, and C1 are eliminated from the feasible set. (A1 does not provide for the leader to collect the necessary information, and A2 and C1 represent more cumbersome, less effective, and less efficient means of bringing the necessary information to bear on the solution of the problem than methods that do permit those with the necessary information to interact.)

4. The Acceptance Rule

If the acceptance of the decision by subordinates is critical to effective implementation, and if it is not certain that an autocratic decision made by the leader would receive that acceptance, A1 and A2 are eliminated from the feasible set. (Neither provides an opportunity for subordinates to participate in the decision and both risk the necessary acceptance).

5. The Conflict Rule

If the acceptance of the decision is critical, and an autocratic decision is not certain to be accepted, and subordinates are likely to be in conflict or disagreement over the appropriate solution, A1, A2, and C1 are eliminated from the feasible set. (The method used in solving the problem should enable those in disagreement to resolve their differences with full knowledge of the problem. Accordingly, under these conditions, A1, A2, and C1, which involve no interaction or only one-on-one relationships and therefore provide no opportunity for those in conflict to resolve their differences, are eliminated from the feasible set. Their use runs the risk of leaving some of the subordinates with less than necessary commitment to the final decision).

6. The Fairness Rule

If the quality of the decision is unimportant and if acceptance is critical and not certain to result from an autocratic decision, A1, A2, C1, and C2 are eliminated from the feasible set. (The method used should maximize the probability of acceptance as this is the only relevant consideration in determining the effectiveness of the decision. Under these circumstances, A1, A2, C1, and C2, are eliminated from the feasible set. To use them is to run the risk of getting less than the needed acceptance of the decision).

7. The Acceptance Priority Rule

If acceptance is critical, not assured by an autocratic decision, and if subordinates can be trusted, A1, A2, C1 and C2 are eliminated from the feasible set. (Methods that provide equal partnership in the decision-making process can provide greater acceptance without risking decision quality. Use of any method other than G2 results in an unnecessary risk that the decision will not be fully accepted or receive the necessary commitment on the part of subordinates).

CASE VIGNETTES FOR DECISION MAKING PRACTICE

- ① As the RP Team Leader you are faced with the challenge of producing substantial results and managing considerable resources with reduced staff. You must decide whether to reduce the number of activities previously agreed upon or run the risk of having some of your activities be inadequately managed and fail to achieve the intended results. Several of your RP team members have strong opinions about what should be done. How do you decide?

- ② As the SO Team Leader you believe that there is a need to sharpen the philosophical focus of your sector strategy. Since your team covers a range of disciplines you are concerned that some turf battles are likely and not everyone will be happy with an approach that favors either a macro or micro approach. How will you go about reaching a decision?

- ③ You are the SO Team Leader and plan to be away from the Mission for several weeks during the next quarter. You are considering naming one of three of your team members as the Acting SO Team Leader in your absence. All three are capable and willing to assume this responsibility. How will you go about making the selection?

- ④ The Mission Director has asked you, the SO Team Leader, to provide your team's input for the next round of staff cuts that will take place 18 to 24 months from now. You have some clear ideas about what would make sense and you are aware that some of your team members, particularly some of your RP Team Leaders, have some ideas about this which are very different from your own. How do you decide on what to include in your recommendations?

gh

DECISION-MAKING METHODS

Advantages and Disadvantages

Authority Rule Without Discussion

Disadvantages

One person is not a good resource for every decision; advantages of group interaction are lost, no commitment is developed for implementing the decision by other group members; resentment and disagreement may result in sabotage and deterioration of group effectiveness; resources of other members are not used.

Advantages

Applies more to administrative needs; useful for simple, routine decisions; should be used when very little time is available to make the decision, when group members expect the designated leader to make the decision, and when there is a lack of skills and information among group members to make the decision any other way.

Authority Rule After Discussion

Disadvantages

Does not develop commitment for implementing decisions; does not resolve controversies and conflicts among group members; tends to create situations in which group members either compete to impress the designated leader or tell the leader what they think he/she wants to hear.

Advantages

Uses the resources of the group members more than other methods; gains some of the benefits of group discussion.

Minority Control

Disadvantages

Does not utilize the resources of many group members; does not establish widespread commitment for implementing decisions; unresolved conflict and controversy may damage future group effectiveness; not much benefit from group interaction.

Advantages

Can be used when everyone cannot meet to make a decision, when the group is under such time pressure that it must delegate responsibility to a committee, when only a few members have any relevant resources, when board member commitment is not needed to implement the decision; useful for simple, routine decisions.

Expert

Disadvantages

It is difficult to determine who is an expert; no commitment is built for implementing decisions; advantages of group interaction are lost; resentment and disagreement may result in sabotage and deterioration of group effectiveness; resources of other members are not used.

Advantages

Useful when the expertise of one person is so far superior to that of all other group members that little is to be gained by discussion, should be used when the need for membership action in implementing the decision is slight.

Average of Member's Opinions (Voting Without Interaction)

Disadvantages

There is not enough interaction among group members for them to gain from each others' resources and to get the benefits of group discussion; no commitment is built for implementing the decision; unresolved conflict and controversy may damage future group effectiveness

Advantages

Useful in a situation where it is difficult to get group members together to talk, when the decision is so urgent that there is no time for group discussion, when member commitment is not necessary for implementing the decision, and when a lack of skills and/or information exists among group members to make the decision any other way; applicable to simple, routine decisions.

Majority Control

Disadvantages

Usually leaves an alienated minority, which damages future group effectiveness; relevant resources of many group members may be lost; commitment for implementing the decision is not totally present; full benefit of group interaction is not obtained.

Advantages

Can be used when sufficient time is lacking for decision by consensus or when the decision is not so important that consensus needs to be used, and when complete member commitment is not necessary for implementing the decision; closes discussion on issues that are not highly important for the group.

Consensus

Disadvantages

Uses a great deal of time and psychological energy and a high level of member skill. Time pressure must be minimal and no emergency in progress, unless the group is experienced with this method.

Advantages

Produces an innovative, creative and high-quality decision; elicits commitment by all members to implement the decision; uses the resources of all members; the future decision-making ability of the group is enhanced; useful in making serious, important and complex decisions to which all members are to be committed.

101

SOME KEY INDICATORS OF EFFECTIVE TEAMWORK

- **ALL MEMBERS ARE INCLUDED**
- **SHARE A CLEAR UNDERSTANDING OF THE OBJECTIVE(S)**
- **HAVE ASSESSED AND KNOWS RESOURCES**
- **THE LEADERSHIP FUNCTION IS FULFILLED**
- **ASSUMPTIONS HAVE BEEN IDENTIFIED AND EXAMINED**
- **TASK ROLES ARE ESTABLISHED**
- **DECISION MAKING PROCESS IS AGREED ON**
- **CLEAR STRATEGY, WITH BACK-UP, HAS BEEN AGREED ON**

**EMPOWERMENT = Those Acts Of Supporting Self
And/or Others To Chose To Self-Discover Their
Own Inherent Excellence**

EMPOWERMENT STEPS

- 1. ACKNOWLEDGE YOUR OWN AND OTHERS' INHERENT EXCELLENCE**
- 2. PLAY WIN/WIN NOT WIN/LOSE.**
- 3. LISTEN WITH CURIOSITY, INTEREST AND APPRECIATION. BE IGNORANT. DIALOGUE.**
- 4. SHARE YOURSELF WITH PASSION, PATIENCE AND PERSISTENCE.**
- 5. WORK WELL WITHOUT PUTTING YOUR SELF-ESTEEM AT STAKE.**
- 6. DEVELOP SUPPORT SYSTEMS.**

ACTIVITIES NEEDED FOR GROUP ACHIEVEMENT

TASK

Activities that forward the task of the group:

1. Stating the problem clearly, pointing out problems that need attention, getting others to state problems
2. Recognizing the need for information, facts, data and giving them, or aid in securing them.
3. Recognizing the need for opinions or feelings and getting them.
4. Making suggestions, proposals for solving problems.
5. Evaluating solutions and suggestions, testing for practicality.
6. Summarizing group progress, or decisions, or disagreements.
7. Making procedural suggestions to help coordinate activities, sub-committees, buzz groups, role play, list suggestions on flip chart, get group to assign priorities to agenda items, preventing "railroading".
8. Calling attention to time limits, amount of time remaining to get the job done, agenda still to be covered.
9. Serving as "group memory", recording suggestions, decisions, being secretary.

MAINTENANCE

Activities that forward cohesiveness and morale:

1. Getting people acquainted, introducing, having informal gatherings.
2. Meeting physical needs, temperature, rest breaks, food, comfort.
3. Meeting emotional needs, letting people tell you their story, complimenting a person, empathy.
4. Gatekeeping, helping bring others into discussion, encouraging someone to participate.
5. Supporting, listening attentively, showing interest, encouraging more details.
6. Compromising, willing to give up one's own ideas when group objectives require it.
7. Harmonizing, helping people reach agreement or understanding, reducing areas of conflict.
8. Reminding group of standards it has set, rights of individuals, etc.
9. Reducing emotional tension by humor, suggesting a break, etc.

CASH REGISTER EXERCISE

This exercise asks participants to distinguish between facts and perceptions and is an example of the verbal distortion to which we are all prone. It is also an excellent exercise to show the importance of how information is shared or not shared in a group when it must make a decision.

The list on the next page should be reproduced so that every participant will have a copy. First, the facilitator reads the story below, one time and one time only. Then pass out the list and ask each person to mark whether the statements are true, false or that the true/false judgment cannot be made based on the information in the story. Tell them they will have about 3 minutes to mark their answers.

Next, divide the participants into groups of 5-7 and tell them that they have 20 minutes to reach consensus about the "correct" answers. Give instructions for reaching consensus. Give each team a blank question form to record the team's response. Tell them that they should not change their original answers. When the time is up record each group's answers on a flip chart and then read the correct responses. Hold a group discussion on what they believe to be responsible for their incorrect answers; decide if working as a group improved their individual scores; how the way in which the group worked together helped or hindered accomplishing the task.

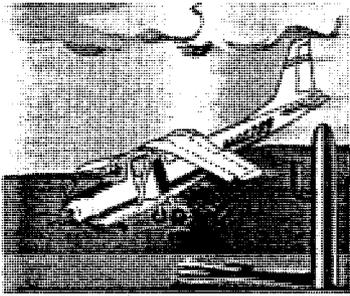
THE STORY

A businessman had just turned off the lights in the store when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up and the man sped away. A member of the police force was notified promptly.

The correct responses are as follows:

- | | | | | | |
|---------|------|----------|------|-------|-------|
| 1. ? | 2. ? | 3. False | 4. ? | 5. ? | |
| 6. True | 7. ? | 8. ? | 9. ? | 10. ? | 11. ? |

105



DESERT SURVIVAL

THE SITUATION

It is approximately 10 hours in mid-October and you have just crash landed in the Kalahari Desert in Botswana. The light twin engine plane, containing the bodies of the pilot and the co-pilot, has completely burned. Only the air-frame remains. None of the rest of you have been injured.

The pilot was unable to notify anyone of your position before the crash. However, he had indicated before impact that you were 122 kilometres south-southwest from a mining camp which is the nearest known habitation and that you were approximately 100 kilometres off the course that was filed in your DCA (Department of Civil Aviation) Flight Plan.

The immediate area is quite flat and, except for occasional cacti, appears to be rather barren. The last weather report indicated the temperature would reach 44°C that day, which means that the temperature at ground level will be 52°C. You are all dressed in light weight clothing — short sleeved shirts, pants, socks and street shoes. Everyone has a handkerchief. Collectively, your pockets and handbags contain \$15.00 in bills, a pack of cigarettes, and a ball-point pen.

THE CHALLENGE

Before the plane caught fire your group was able to salvage the 15 items listed on the next page. Your task is to rank these items according to their importance to your survival, starting with "1" as the most important, to "15" as the least important.

You may assume:

1. The number of survivors is the same as the number on your team.
2. You are the actual people in the situation.
3. The team has agreed to stick together.
4. All items salvaged are in good condition.

STEP 1:

Each member of the team is to **individually** rank each item. Do not discuss the situation or survival items until each member has finished their individual ranking.

STEP 2:

After everyone on the team has finished the individual ranking, rank order the 15 items as a **team**. Once discussion begins, do not change your individual ranking.

106

ITEMS	STEP 1 Copy your individual ranking	STEP 2 The team's ranking	STEP 3 Survival expert's ranking	STEP 4 Difference between Step 1 and Step 3	STEP 5 Difference between Step 2 and Step 3
Flashlight (4 battery size)					
Pocket Knife					
Sectional Air Map of the Area					
Plastic Raincoat (large size)					
Magnetic Compass					
Compress Kit with Gauze					
.45 Calibre Pistol (loaded)					
Parachute (red and white)					
Bottle of Salt Tablets (1000 tablets)					
1 Litre of Water per Person					
Book: <i>Edible Animals of the Desert</i>					
Pair of Sunglasses per Person					
2 Litres of 180 Proof Vodka					
1 Top Coat per Person					
Cosmetic Mirror					
TOTALS					

(The lower the score the better)

Step 4

Step 5

Please complete the following steps and insert the scores under your team's number

	TEAM NUMBER					
	1	2	3	4	5	6
Step 6: AVERAGE INDIVIDUAL SCORE —Add up all the individual scores (Step 4) for each team member and then divide by the number on the team.						
Step 7: TEAM SCORE (Step 5 Above)						
Step 8: GAIN (Loss) SCORE —The difference between the team score and the Average Individual Score. If the team score is lower than Avg. Ind. Score then gain is "+". If team score is higher than Avg. Ind. Score then gain is "-".						
Step 9: LOWEST INDIVIDUAL SCORE on the team						
Step 10: NUMBER OF INDIVIDUAL SCORES lower than the team score.						

107

The Alligator River Story

I'm going to tell you a sordid tale about some people who live in a far away country where there is a very wide river that is filled with people-eating alligators. These alligators are incredibly ferocious—they consume a person in one bite and are always hungry. No one who has ever gone into the river who was not in a boat has ever been seen again. (Draw alligators and river on flip chart)

On one side of the river lives ABBY. ABBY is very much in love with TOM who lives on the other side of the river. (Draw stick figures for ABBY and TOM on opposite sides of the river and write their names).

ABBY's whole motivation in life is to get across Alligator River to rejoin TOM whom she hasn't seen in a while. But how can she get over there—she has no boat. Then ABBY remembers that PETE, who lives in a tepee on her side of the river has a canoe and sometimes takes folks over! (Draw a tepee on ABBY's side of the river and write PETE's name).

So ABBY goes to see PETE and asks him to take her across the river so that she can see her lover TOM. PETE replies, "It's not my problem." ABBY is crushed and begs PETE saying, "I'll pay you all my money, I'll clean your Tepee, I'll cook and wash for you, if you'll only take me across to be with TOM—I miss him terribly!" But PETE again replies, "It's not my problem."

Devastated, ABBY goes down to the river bank and tries to think of another way to get across the river—she thinks of building a raft—but there are no trees or wood to be found, she tries to think of who else might have a boat but cannot think of anyone on this side of the river. Then she remembers that once a year SINBAD the pirate sails up the river on his search for riches and adventure. She decides to wait until SINBAD's boat appears, and then to flag him down and see if he will take her across to be with TOM, her lover. She sits by the shore for days, then for weeks—still no SINBAD—She tries PETE again, he still says, "It's not my problem." She goes back to wait for SINBAD—months go by and no sign of his boat. Then one day when she has all but given up hope, she spots his sail in the distance. (Draw a boat and write SINBAD).

ABBY shouts and waves her arms as SINBAD's boat comes into view and it comes to shore. SINBAD is standing on deck. He asks her what she wants and she begs to come aboard and talk to him. SINBAD says she can and ABBY goes aboard the pirate ship. She tells SINBAD how long she has been waiting for him and how desperate she is to get across Alligator River to see TOM, her lover. SINBAD says, "What's in it for me if I take you across?" ABBY says that she will pay him all her money. He replies, "I'm a pirate, I take whatever money I want." She offers to clean his boat, or cook dinner for the crew. SINBAD says, "I'm a pirate, I kidnap people to cook and clean. But, you seem to be pretty desperate so if you'll come below deck to my cabin I think we can work something out."

So ABBY goes with SINBAD to his cabin and they strike a deal and the next day SINBAD takes ABBY across the river.

ABBY runs to meet TOM as violins play in the background. They embrace and ABBY says, "You wouldn't believe what I had to do to get across the River to be with you!" TOM draws back and asks her "What did you do ABBY?" She tells him of the deal she made with SINBAD and TOM roughly pushes her away saying, "You did WHAT? How could you! Go away—I don't ever want to lay eyes on you again!"

ABBY is absolutely devastated. Heartbroken, weeping and wailing she goes to see her life-long friend KIM. KIM, hearing the story (be careful not to use any pronouns that will indicate a gender for KIM) is very angry with TOM. Now KIM has a black belt in karate and is well known as a ferocious fighter. KIM goes off to find TOM and uses karate to do terrible destruction to his body. (Make karate noises and gestures).

Your task, as individuals, is to rank the characters in the story from 1—5. One is the person you think is the best and 5 is the person you think is the worst, and the others go between 2 and 4. Write your list on a piece of paper and don't let anyone else see your list. (Allow about 3—5 minutes for individual work).

Now your task is for the group to reach a consensus decision on the ranking of the characters. Consensus means that all team members have to agree, at least in part, with the decision. It is a good idea to avoid arguing for your point. Instead, make your ideas known to the group and then listen to the ideas of others. There are three rules you must follow: (write these rules on flip chart)

1. **No Voting** (Give example: No majority-minority voting to find a winner)
2. **No Trade-offs** (Give example: "I'll give you ABBY for number one if you give me SINBAD for number 5.")
3. **No Matrixes** (Give example: You can't make charts and take an average vote to reach a decision.

You'll have about 30 minutes to reach consensus and I'll write your team's decision on the flip chart at that time.

If you wish, you can interrupt the group discussion in about ten minutes and offer to respond to one question per group. The groups must write down their question and all groups must agree to ask a question or no group's question will be answered. Give the groups about 3—5 minutes to decide. Then collect the questions and answer them.

Usual questions are:

What was the deal between ABBY and SINBAD? A good response is that ABBY reminds SINBAD of his daughter who had recently died. He says that he will take her across the river if she will agree to sail around the world with him when he returns down the river. This will mean a trip of about one year.

Is KIM a man or a woman? KIM is a woman.

109

Has TOM ever tried to get across to see ABBY? TOM and ABBY have been in this relationship for several years and they are always quarrelling and splitting up. As a matter of fact, TOM had gone across the river just a month or so ago and when he and ABBY fought he asked PETE to take him home. PETE told him then that this was absolutely the last time he was going to do this.

The facilitator can make up answers to any other questions asked.

BROKEN SQUARES GROUP INSTRUCTION SHEET

Each of you has an envelope which contains pieces of cardboard for forming squares. When the facilitator gives the signal to begin, the task of your group is to form *five squares of equal size*. The task will not be completed until each individual has before him/her a perfect square of the same size as those in front of the other group members.

Specific limitations are imposed upon your group during this exercise.

1. No member may speak.
 2. No member may ask another member for a piece or in any way signal that another person is to give him/her a piece. (Members may voluntarily give pieces to other members.)
-

BROKEN SQUARES OBSERVER/JUDGE INSTRUCTION SHEET

Your job is part observer and part judge.

As a *judge*, you should make sure each participant observes the following rules.

1. There is to be no talking, pointing or any other kind of communicating.
2. Participants may *give* pieces directly to other participants but may not *take* pieces from other participants.
3. Participants may not place their pieces into the center for others to take.
4. It is permissible for a member to give away all the pieces to his/her puzzle, even if he/she has already formed a square.

As an *observer*, look for the following:

1. Who is willing to give away pieces of the puzzle?
 2. Does anyone finish "their" puzzle and then withdraw from the group activity?
 3. Is there anyone who continually struggles with his/her pieces, yet is unwilling to give any or all of them away?
 4. How many people are actively engaged in putting pieces together?
 5. What is the level of frustration and anxiety? What behaviors do you see which indicate this?
 6. Is there any turning point at which the group begins to cooperate? What happens?
 7. Does anyone try to violate the rules by talking or pointing as a means of helping other members solve the problem?
- 

COACHING SKILLS PRACTICE

ROUND ONE

TEAM LEADER'S INSTRUCTIONS

You are currently the team leader of a SO Team. Two of the team members — one who is male and one who is female — are also your responsibility in regard to performance appraisal. Both are leaders for Results Package Teams and are in their late twenties.

You have been team leader for only a year and it is the first time you have had RP team leaders reporting to you, as you are only in your mid-thirties. While you are eager to give constructive feedback to your subordinates, you have been extremely busy and have not had time to collect sufficient “hard” evidence for the review. You also know that the Mission does not have a history of using coaching and you have been an advocate of giving informal feedback on a continuous basis. In general, you do not have the time to fill out all of the forms and considering the size of the team and level of motivation, there have been few complaints.

Although you have been traveling extensively and have a deadline at the end of the week, you do need to talk to one of your subordinates. His/her performance has not been satisfactory over the past six months and you need to know why.

Also, you are trying to expand the scope of his/her position and have some ideas you want to talk about.

You have a meeting scheduled at the end of the week and have three topics to discuss:

- In your review of his/her quarterly objectives you note that a number of these objectives have not been met. For example, a financial report that was to provide important information for the R4 has not been completed.
- You need to discuss the plan for the revision of a major activity that he/she was to present at the last team meeting. At the time only half of the plan was complete.
- You want to help him/her gain a greater understanding of the collaborative environment in which the agency is now working and will suggest a special project. You envisage that this special project will be to collect substantive information from all of this SO Team's partners and customers about how effective the activities have been which will be presented at a SO Team meeting.

COACHING SKILLS PRACTICE

ROUND ONE

RP LEADER'S INSTRUCTIONS

You are an economist and are currently the Results Package #1 leader for SO 1 Team. You have been with the agency for two years, having arrived at the Mission about one month before the SO Team Leader. The Team Leader is also your direct supervisor, responsible for your annual performance appraisal.

You know that you have the personal and professional skills to succeed in this position. In fact, because you came from another local government agency, you feel at times that you know the country better than the SO Team Leader — although there is some disagreement on this point. Two years in the position with too many changes has caused you to lose your usual focus and you admit that you are not working as hard as you used to — probably because in the back of your mind you want to get on with your career and the future here looks very uncertain.

You have a meeting scheduled later in the week and hope that the Team Leader does not cancel it. He/she has been so busy that setting up any type of meeting is next to impossible. When you do get a meeting set up, it is usually canceled. In fact you have not had any type of feedback or interaction with your manager in more than two months.

Recently you took part in a training program and asked the Team Leader to complete his/her review of you by providing feedback. He/she has been reluctant to “fill out the forms” and feels informal feedback is more constructive. Perhaps you would agree if you ever got any type of feedback.

You know that one agenda item for the meeting is the Team Leader's decision to expand the scope of your position. He/she has in mind a number of ill-defined special projects for which you will be responsible.

You have three important topics to discuss in relation to your performance and you will not be satisfied unless the Team Leader addresses all of them:

- You know that you did not complete the financial report for the R4 on time. There were several reasons for this. First, the economy has slowed down considerably, making accurate figures next to impossible to obtain at this time. Second, you have been experiencing some personal problems that have kept you from being completely on top of things.
- You want to clarify your level of responsibility for the revision of a critical activity that the RP team is to undertake. Although you were involved in the initial planning, you do not think that you have had a fair share of input from

other RP team and SO team members. This lack of input caused you to present only a partial plan for the implementation of the activity. In addition, this work was not included in your earlier work objectives since it was not even dreamed of at that time, and you wish to have it incorporated into your performance objectives now, as you feel it should be.

- You know that the Team Leader is going to suggest a special project. You want him/her to state in advance what he/she expects as the output of the project and the time commitment involved.

COACHING SKILLS PRACTICE

ROUND TWO

TEAM LEADER'S INSTRUCTIONS

You joined the agency in the late 1960s and have worked your way up through the ranks. You are now the Team Leader of a five person SO Team.

Because of the closeness and size of your particular function, there is quite a bit of continuous feedback on your part to the team members as it relates to their performance.

You have run into difficulty with one team member, who lets everyone know that he/she has a Ph.D. Recently he/she has become more outspoken about the way a new initiative is going and has criticized the team member who is leading one of the RP teams behind her back. He/she has also become critical about the work hours, saying that people are not dedicated to their work because they don't work 16-hour days like he/she does.

Recently, as part of the agency's performance review process, you asked all team members to write a list of personal objectives. Two of the team did exactly as they were asked, one had to do it twice, another was cynical and this particular member came back with several pages of objectives. You had to explain you wanted one page but he/she could only reduce it to three pages because as he/she said, "This is what I intend to do over the next year."

You are somewhat perplexed about what to do: you don't feel you can ask other team leaders' opinions because they have not had to manage this particular team and they are also struggling with managing teams for the first time.

It has reached the point where the other team members have come to you to discuss the issue because it is affecting the team and their work. Deadlines have slipped and as team leader you need to take action and have scheduled a meeting with the person that seems to be causing difficulty.

The points you need to cover include:

- For him/her to develop objectives that are in line with the objectives of the team.
- To discuss how he/she can be a more constructive contributor to the team and improve his/her teamwork.

17

COACHING SKILLS PRACTICE

ROUND TWO

TEAM MEMBER'S INSTRUCTIONS

You are one of five SO Team members and you have good educational credentials, including a Ph.D. in Sociology, which you believe gives you the professional skills needed to succeed. You are very hard working and are used to putting in 16-hour days on a regular basis as part of your hard-working, high-achieving approach to life.

You like people. You are a friendly, outgoing person who can work with most people. You are not afraid to speak your mind and can be brutally honest. Recently you have been unhappy with the direction being taken with a new RP activity that a member of the team is managing. You have spoken to some of the other team members about it and have found their responses to be unsatisfactory. If this were another organization, things would happen much quicker and the team member in question would have to step aside, you think to yourself.

You have another problem. You are rather ambitious and had spent a good part of your weekend compiling a list of objectives for your appraisal meeting with the Team Leader, who is also your direct supervisor. He/she told you that several pages of objectives were too many. You feel that they are all obtainable and necessary for your career development. You are starting to feel stifled by the other people on the team and by the team leader. You assume it has started to show as you received a call from the team leader, who wants to schedule a meeting.

COACHING SKILLS PRACTICE

ROUND THREE

MANAGER'S INSTRUCTIONS

In a few minutes you will be having an appraisal meeting with one of your subordinates. You have been working closely with a number of other team leaders on succession plans for the key positions in the Mission, as it will be necessary for more FSNs to carry the responsibility as the Mission moves to limited presence status. As you assessed potential candidates under the headings of Experience, Professional Expertise, Managerial Skills and Personal Attributes, it became evident that this person does not have the long-term management potential to be a prime candidate for any of the positions your group is considering. You are particularly concerned about certain aspects of Managerial Skills.

While the person has solid development experience and is a hard worker, he/she has not been identified as having senior management potential. In performance appraisals you have tried to indicate that while he/she is a solid performer he/she is not a "high flyer". You know that in the meeting he/she will want to discuss why he/she was overlooked in a recent round of promotions and what the agency's career development plans are for him/her.

The principal outcome you are looking for in this meeting is to help the individual set realistic career expectations based upon past performance. You know this will be a challenge in that he/she envisions him/herself to be someone with senior management potential and is likely to react negatively to your assessment.

To help you support and assist him/her in establishing realistic career plans you have gathered the last three years' performance appraisals.

Critical to the success of the meeting is his/her understanding of the career opportunities within the Agency available to him/her outside of senior management.

11/91

COACHING SKILLS PRACTICE

ROUND THREE

SUBORDINATE'S INSTRUCTIONS

You are a FSN who has worked in the Mission for over ten years, holding increasingly responsible positions. You have always met your personal objectives and by in large have had excellent performance reviews. Until recently, you feel you have been given many opportunities to progress in the agency.

In the last month a number of promotions were made and you feel deliberately overlooked. You have scheduled a meeting with your direct supervisor to discuss why you were not promoted and have not been considered for a number of vacancies that have arisen over the last year. You feel you have all of the qualifications and experience to be groomed for a senior management position, yet you feel the Agency has not recognized your potential. This is particularly difficult to understand since you have always been a hard worker, never missed a deadline, and are well liked and respected by your peers.

You hope to raise a number of issues with your supervisor:

- You have always met your objectives and feel you have the personal and professional qualification to be on a senior management career path. You want to know why the Agency has not recommended you and promoted you accordingly.
- What, if any, are your weaknesses, and how, eventually, can you develop yourself to be promoted to a more senior position.

You know the focus of the meeting will be your career development and you need to be articulate about what you do and do not want.

Some Definitions

- ◆ **RESPONSIBILITY...**
the agreement to do something
- ◆ **AUTHORITY...**
the right to control resources
- ◆ **ACCOUNTABILITY...**
the requirement to report on the reasonable use of resources

12/1

MANAGING EMPOWERMENT

There are two fundamental concepts that relate to effectively managing empowerment: *delegation* and *coaching*.

DELEGATION is the act of granting authority to an individual or a team of individuals to perform a task or an assignment for which he, she, or they will be held *accountable* for the results produced.

COACHING is an interactive process, either in pairs or as a team, of facilitating the enhancement of an individual's ability to perform by successfully accomplishing a challenging, previously unachieved task.

EMPOWERMENT as a way of managing occurs by:

- ◆ holding others *accountable* while simultaneously being responsible.
- ◆ Assuming employees can think and do for themselves and allowing for the struggles and mistakes that employees have to go through to *realize* they possess expanded ability.
- ◆ Treating employees as fully capable and able and being unwilling to accept them as *disempowered* and *victimized*.
- ◆ Coaching, but not taking away, the personal responsibility of an employee.
- ◆ Mentoring the personal and professional development of employees.

MANAGING VERSUS COACHING — A CHANGE IN STYLE

Who Am I Anymore?

- a. Team Leader
- b. Change Agent
- c. Manager
- d. Coach
- e. Mentor
- f. Trainer
- g. All of the above

It probably is no surprise to know that the answer to the above is “g”, all of the above. The tasks facing senior managers in USAID today require them to be able to move with flexibility and ease in each of these roles. As the Agency moves into the twenty-first century, its ways of doing business, its management style, its culture must change if it is to remain relevant and maintain its vitality. Reengineering is an important first step.

The values are changing, e.g., teamwork, participation, etc. demand a different role from senior managers.

While this may sound like an enormous responsibility, many of these roles are overlapping and the skills needed are similar.

Most of us learned to be managers all on our own, with perhaps a course or two to give us some guidance. We learned that effective managers utilized “command and control,” knew the “best way, to accomplish a task” and created a centralized and directive system.

Tomorrow’s manager must provide visionary leadership, be a change agent and coach and empower his/her team.

Why managers fail:

- Insensitive to others: are abrasive, intimidating, bullying
- Are cold, aloof and arrogant towards others
- Betray trust
- Are overly ambitious — think about the next promotion, play politics
- Have specific performance problems within the business
- Over-manage or micromanage. Unable to delegate or build a team
- Cannot staff effectively
- Cannot think strategically
- Cannot adapt to a boss with a different style
- Are over-dependent on a mentor or advocate

Coaching vs Managing:

Traditional managers can be described as people who have the bulk of the authority (or



power), most of the key information (he or she knows what is going on and thinks that the workers don't need to know), and the ultimate responsibility for results. This traditional style still works well in some environments and/or at certain times — the military or in organizations in crisis. Today's workforce does not respond to this management style and the realities of the Agency's culture demanded change.

Coaches try to take the best from traditional management — planning, delegation, allocating resources and to combine them with such skills as facilitation and motivation. Coaching, in contrast to traditional management takes into account the need to get the employee to buy into the performance goals set for him or her. Coaches use motivation and challenges to bring about the desired short-term results but also to develop the employee who is ready for the next change. This builds a fundamentally different relationship, one where the manager and employee assume different roles — player and coach — and work together to achieve common goals.

Differences between coaching and managing:

Coach	Manager
Influences players	Wields authority
Facilitates decisions	Makes decisions
Assists team in dividing and delegating work	Divides and delegates work alone
Motivates players	Directs and orders players
Gets involved in interactions	Works in isolation
Is team-focused	Is self-focused
Wins with the team	Gets the glory alone

THE FOUR FUNCTIONS OF COACHING

▶ **COUNSEL**

GOAL: Assist the team to attain self-sufficiency as a team and as individuals.

TECHNIQUES: Communication with team and discovering individual and team needs, then matching information, resources, understanding and authorities to meet these needs.

▶ **MENTOR**

GOAL: Provide direction that connects with the organizational goals, core values and the team's needs.

TECHNIQUES: Motivates, works with the team to set standards and recognizes the team for achieving results.

▶ **TUTOR AND TRAIN**

GOAL: Provide continuous learning and training of team members.

TECHNIQUES: Expressing personal learning experiences and/or providing other formal or informal learning opportunities. Being an example of the kind of actions and behaviors that are expected from others.

▶ **CONFRONT ISSUES**

GOAL: Sustain a high level of performance by confronting issues that must be dealt with so that the team can move forward.

TECHNIQUES: Manage the conflict, elicit participation, decide on a plan and implement it.

125

THE FIVE PRINCIPLES OF EFFECTIVE COACHING

“Learning is defined as a change in behavior. You haven’t learned a thing until you can take action and use it.”

“Remember, coaching is one of the most important roles you can ever have. Helping others to be their best is a great opportunity. Do it well!”

—Don Shula and Ken Blanchard

MLG

THE FIVE PRINCIPLES OF EFFECTIVE COACHING*

“ It comes down to a matter of motivating people to work hard and prepare to play as a team. That’s what really counts. In a word, it’s coaching.”

— Don Shula, Coach of the Miami Dolphins

*“The pressure is on for people to perform at their best, so there has never been a greater need for effective coaching. Everybody is a coach in some aspect of life, and that means you. Regardless of whether you have an official title, there are people out there who need your help. The message of **Everyone’s A Coach** is for anyone with the task of helping others perform better. No matter how good you are at coaching others, you can improve your ability.”*

— Ken Blanchard,
Chairman of Blanchard Training and Development, Inc.

Shula and Blanchard organized the principles of effective coaching into a C.O.A.C.H. acronym. Each letter represents one of the five coaching principles that have made Shula the winningest coach in professional football and Blanchard a leading coach to top managers.

- **C**ONVICTION-DRIVEN: Effective coaches stand for something.
- **O**VERLEARNING: Effective coaches help their team to achieve practice perfection.
- **A**UDIBLE-READY: Effective coaches are ready to change their game plan when the situation demands.
- **C**ONSISTENCY: Effective coaches are predictable in their response to performance.
- **H**ONESTY BASED: Effective coaches have high integrity and are clear and straightforward.

* Adapted from *Everyone’s A Coach*, Don Shula and Kenneth Blanchard, Blanchard Training and Development, 1996. Used with author’s permission.

127

PRINCIPAL # 1

CONVICTION-DRIVEN

NEVER COMPROMISE YOUR BELIEFS

"If you're going to be a good coach, you may have to set aside temporarily the fascination with game science and look first at what's true for you. What are your beliefs? This is such an important, first priority question that I would say your long-run success depends on your answer. . . . Beliefs are what make things happen. Beliefs come true. Inadequate beliefs are setups for inadequate performance. And it's the coach —the leader's — beliefs that are the most important; they become self-fulfilling."

—Don Shula

*"Being **Conviction-driven** means doing the right things for the right reasons. Beliefs and convictions provide the boundaries and direction that people want and need in order to perform well. Shula's **conviction-driven** leadership is based on his vision of perfection, a solid spiritual base, his perspective on winning and losing and his belief in leading by example, valuing respect more than popularity and prizing character as well as ability. Everyone associated with the Dolphins knows where they are headed and what values drive the journey."*

—Ken Blanchard

CONVICTION-DRIVEN

1. Articulate a vision

- What is your vision for USAID, your operational unit, your team?
- What convictions drive your vision?
- What kind of "cathedral" are you building? How clearly have you communicated your vision to the builders?
- How important is fun in your game plan?

2. Keep winning in perspective

- What does success mean to you?
- What does failure mean to you?
- What do you do when you lose? Do you merely mourn the loss, or do you turn it into an opportunity by learning from it?
- How good are you at moving on after a disappointment?

3. Lead by example

- What kind of example do you set for those you coach?
- Do you ask people to do things you yourself won't do?
- How much extra time and effort beyond the so-called call of duty are you willing to put in?
- Are you committed, or only interested?

4. Value respect more than popularity

- How important is it for you to be liked?
- What do you give to your "players"?
- What qualities or actions do you think your colleagues respect you for?
- What do you want your team to remember you for?

5. Prize character as well as ability

- What do you look for in the people you choose for your team?
- Which is more important to you, talent or character?
- Are you choices more determined by the short run or the long run?

6. Enjoy what you do

- What would you hard at for no pay?
- Are you glad when your coaching is over, or when it begins?
- Is coaching a task for you, or a source of satisfaction?

PRINCIPLE # 2

OVERLEARNING

PRACTICE UNTIL IT'S PERFECT

“Overlearning means that players are so prepared for a game that they have the skill and confidence needed to make the big play.”

— Don Shula

“The essence of coaching is the attention to details and the monitoring of results—these are what help leaders realize visions and accomplish goals. This is what Shula calls overlearning. The over preparation that Shula insists on is based on high expectations of people and his overlearning system: limiting the number of goals and things players work on, cutting down on player’s practice errors, making players master assignments so that players can operate on autopilot and operating on a philosophy of continuous improvement. He believes in achieving practice perfection.”

— Ken Blanchard

OVERLEARNING THROUGH PERFECT PRACTICE

1. Identify 3 to 5 goals for each team member to work on

- How many things do you have your team members working on at any one time?
- How do you build in self-monitoring and self-correction?
- How do you make sure that to your team members the most important things are the most urgent?

2. Master assignments

- How rigorous are you as a coach about people knowing their assignments?
- What part does "being on autopilot" play in your team's performance?

133

3. Reduce practice errors

- How important are "practice errors" to you?
- How carefully do you monitor your team's performance?
- What sort of teaching plan do you follow?

4. Practice continuous improvement

- How important is it to you as a coach that your people keep on learning?
- How open are you to learning yourself? To changing what isn't working?
- How concerned are you about closing gaps between your professed values and your actual coaching practices?

PRINCIPLE # 3

AUDIBLE-READY

KNOW WHEN TO CHANGE

"I want to be prepared with a plan — and then to expect the unexpected and be ready to change this plan."

—Don Shula

*"**Audible-ready** is Shula's term for adaptability. Don Shula doesn't believe in holding to a game plan that isn't working. The key to being adaptable is to be well prepared in the first place. "Audibles" are well thought out and choreographed ahead of time. Shula is always asking "What if . . . ?" so that when a change occurs, neither he nor his players are caught flat-footed. A fixed game plan or published organizational chart can be deadly to organizations today."*

—Ken Blanchard

135

AUDIBLE READY

- How flexible are you?
- How open to suggestions by others?
- To what extent do you train those you coach to be ready to change the plan?
- Do you sometimes let your ego — your need to be right, or to win — control your decision making?

Principle # 4

CONSISTENCY

RESPOND PREDICTABLY TO PERFORMANCE

"Never let your mood determine how you respond to a person. Performance is all-important; that's what you need to respond to on a consistent basis."

— Don Shula

~ *"Shula's treatment of individuals is predictable. His focus is always on how they can be their best. His **Consistency** is legendary. If performance is going well, he's ready to praise, but if the team or a player isn't living up to his high expectations, he's ready to redirect or reprimand. Shula behaves the same way in similar circumstances."*

— Ken Blanchard

137

CONSISTENCY

1. Praising

- How important is praise to you as a coaching strategy?
- Are your praisings timely? Specific? Self-disclosing?
- How good are you at catching people doing thing right?

2. Redirection and Reprimand

- How carefully do you monitor people's performance so as to manage consequences?
- Do you stop and redirect when a person's performance is less than what you need?
- How willing are you to reprimand people when they "can but won't"?
- How closely do your reprimands follow the model provided here — timely, specific, and closing with a reaffirmation?

PRINCIPLE # 5

HONESTY-BASED

WALK YOUR TALK

"I'm honest and straight with my people and I want them to be honest and straight with me."

— Don Shula

*"Everything Don Shula does is **Honesty based**. And this is exactly what people need and want in a leader today. Effective leaders are clear and straightforward in their interaction with others. What you see in Don Shula is what you get."*

— Ken Blanchard

13A

HONESTY BASED

- Do you have the trust and confidence of the people you coach?
- To what extent do you feel your team members are honest with you?
- How important is humor in your coaching?

You can institute a continuous self-improvement plan for your coaching by doing the following:

1. Rate yourself in all areas now. This provides a baseline for improvement.
2. Select a certain area you want to work on. Practice in that area for a few weeks. Then score yourself again in that area.
3. Pick another specific goal for improvement and practice some more, etc.

APPLICATION AND USE

"If you can't take what you learned in practice and use it in the game, you won't be successful. It's in the game that the real test takes place."

—Don Shula

"My goal in life is to take the BS out of the Behavioral Sciences and make what we know about people come alive so it can be useful to everyone."

—Ken Blanchard

- Describe a situation where you think you were successful in coaching an individual or a team to be the best. Which of the C.O.A.C.H. principles were present in your coaching approach?

- Describe a situation where you think you were unsuccessful in a coaching situation. Which of the C.O.A.C.H. principles did you overlook?

MANAGEMENT and LEADERSHIP ROLES

Management Roles:

Leadership Roles:

Purpose To create management processes, and thus to help produce predictable results on important dimensions.

To create leadership processes and thus to help produce changes needed to cope with a changing world environment.

Content So-called "line-management jobs" deal with all three aspects of management (planning, organizing and control) for some domain. "Staff-management jobs" sometimes deal with only a limited piece of the overall process (e.g., budgeting or executive compensation) within some domain. Overall size of jobs can vary greatly from big to small.

Can vary enormously. Some will focus on all aspects of the leadership process for some activity or organization. Others will focus on a single aspect of the process (e.g., direction setting or even one aspect of direction setting). Overall size of jobs can vary greatly from big 'L' to small 'l'.

Assignment Roles tend to be assigned to people as a formal part of the management process itself. People with management roles can also have leadership roles that are bigger or smaller than their management roles.

Roles tend to be assigned or assumed by people in a more informal way and tend to be more fluid or changing. People with leadership roles usually also have management roles.

MANAGEMENT vs. LEADERSHIP

EXECUTION

Management:

Controlling and Problem Solving

The primary function

To minimize deviation from plan, and thus help produce predictable results on important dimensions.

A brief description of the activity

Monitoring results versus plan in some detail, both formally and informally, by means of reports, meetings and other control mechanisms, identifying deviations from plan, which are usually called "problems" and then planning and organizing to solve those problems.

Leadership:

Motivating and Inspiring

To energize people to overcome major obstacles toward achieving a vision, and thus to help produce the change needed to cope with a changing environment.

Satisfying very basic but often unfulfilled human needs — for achievement, belonging, recognition, self-esteem, a sense of control over one's life, living up to one's ideals and thereby creating an unusually high energy level in people. Doing this by:

- articulating again and again a vision in a way that stresses the core values of the organization and the people being communicated to;
- involving those people in deciding how to achieve that vision or some portion of the vision;
- supporting their efforts with coaching, feedback, role modeling and a lot of enthusiasm; and
- sincerely recognizing in public and rewarding all of their successes.

DEVELOPING A HUMAN SYSTEM/NETWORK for ACHIEVING an AGENDA:

MANAGEMENT vs. LEADERSHIP

Management:

Organizing and Staffing

Creating an organization that can implement plans and thus help produce predictable results on important dimensions, (e.g., costs, analysis, quality)

The primary function

A brief description of the activity

A process of organizational design involving judgments about fit: what individual best fits each job in the structure, what part of the plan fits each person and thus should be delegated to him or her, what compensation system best fits the plan and the people involved, etc.

Leadership:

Aligning People

Getting people lined up behind a vision and set of strategies so as to help produce the change needed to cope with a changing environment (e.g., new systems, new policies)

A major communications challenge: getting people to understand and believe the vision and strategies by communicating a great deal to all of the individuals whose cooperation may be needed to make that direction a reality, and doing so in as clear and credible a way as possible.

Creating Alignment. Communicating the direction as often as possible (repetition is important) to all those people (subordinates, subordinates of subordinates, bosses, suppliers, contractors, partners, etc.) whose help or cooperation is needed; doing so, whenever possible, with simple images or symbols or metaphors that communicate powerfully without clogging already overused communications channels and without requiring a lot of scarce managerial time; making the message credible by using communicators with good track records and working relationships, by stating the message in as sensible a way as possible, by making sure the words and deeds of the communicators are consistent, and generally by demonstrating an unswerving dedication to the vision and strategies — leadership by example.

CREATING AN AGENDA: MANAGEMENT vs. LEADERSHIP

Management:

Planning and Budgeting

To help produce predictable results on important dimensions, (e.g., being on time and on budget), by planning for those results

The primary function

Developing a plan: a detailed map, put in written form if it is complicated and hard to remember or communicate, of how to achieve the results currently expected by important constituencies like stakeholders and the public, along with timetables of what must be done when, by whom and with the costs involved; doing so by means of a deductive process which starts with the needed results and then identifies the necessary steps, timetables and costs

A brief description of the activity

Leadership:

Establishing a Direction

To help produce changes needed to cope with a changing environment, (e.g., new laws, new policies), by establishing a direction for change

Developing direction: a vision which describes key aspects of an organization or activity in the future, along with a strategy for achieving that future state; doing so by means of an inductive process of gathering a broad range of information about the current reality, answering basic questions about that reality, testing alternative directions against that understanding, possibly experimenting with some of the options, and then choosing one

Creating Direction: Gathering a broad range of information about an activity especially from customers. Challenging conventional wisdom and analytically looking for patterns that answer very basic questions about that activity or program (e.g., what is required to succeed in the program? How do customers view our product/service?). Generating and then testing alternative directions against this understanding. Possibly even experimenting with some options. Finally choosing a good one (i.e., one that is both desirable and feasible). Doing all this in a dynamic way that never really ends (although the process can go through periods of great activity and periods of relative inactivity).

COMPARING MANAGEMENT AND LEADERSHIP

Management

Leadership

Creating an Agenda

Planning and Budgeting—establishing detailed steps and timetables for achieving needed results, and then allocating the resources necessary to make that happen

Establishing Direction—developing a vision of the future, often the distant future, and strategies for producing the changes needed to achieve that vision

Developing a human network for achieving the agenda

Organizing and Staffing—establishing some structure for accomplishing plan requirements, staffing that structure with individuals, delegating responsibility and authority for carrying out the plan, providing policies and procedures to help guide people, and creating methods or systems to monitor implementation

Aligning People —communicating the direction by words and deeds to all those whose cooperation may be needed so as to influence the creation of teams and coalitions that understand the vision and strategies, and accept their validity

Execution

Controlling and Problem Solving — monitoring results vs. plan in some detail, identifying deviations, and then planning and organizing to solve these problems

Motivating and Inspiring — energizing people to overcome major political, bureaucratic, and resource barriers to change by satisfying very basic, but often unfulfilled human needs

Outcomes

Produce a degree of predictability and order, and has the potential of consistently producing key results expected by various stakeholders (e.g., for other Ministries, always being on time; for the public, being on budget)

Produce change, often to a dramatic degree, and has the potential of producing extremely useful change (e.g., new policies that the public want, new approaches to labor relations that help make the country more competitive)

KEY LISTENING TECHNIQUES

LISTENING BEHAVIOR	PURPOSE	EXAMPLES
Neutral Response	To convey that you are interested and listening. To encourage the person to continue talking.	"I see." "That's interesting."
Restatement/ Paraphrasing	<p>To check out meaning and interpretations with the speaker.</p> <p>To show you are listening and that you understand what the speaker is saying.</p> <p>To encourage the speaker to analyze other aspects of the matter being considered and discuss it with you.</p>	<p>"As I understand it then, your plan"</p> <p>"This is what you have decided to do and the reasons are"</p> <p>"If that's the case, what do you think about. . . ?"</p>
Questioning	<p>To get more information about a subject.</p> <p>To be certain you understand what is being communicated.</p>	<p>"Could you explain more about . . . ?"</p> <p>"Do you mean that . . . ?"</p>
Summarizing	<p>To bring all the discussion into focus in terms of a summary.</p> <p>To serve as a springboard for discussion on a new topic or issue.</p>	<p>"There are the key ideas you have expressed. . . ."</p> <p>"If I understand how you feel about the situation"</p>
Reflection	To demonstrate that you understand how the speaker <i>feels</i> about the topic.	<p>"So, you're saying that you feel"</p> <p>"That seems to indicate you were really mad about"</p>

147

COMMUNICATION STRATEGIES TO DISCOURAGE

What to Discourage	Description
Twist arms	Verbal force or coercion. "If we don't come up with an answer at this meeting, we might as well forget the whole thing. Someone else will get the funds."
Pull rank	Status-centered remarks. "I don't care what you say. I've had twenty years at this and this won't work."
Give I'll-get-you-later-look	Staring hard at someone with whom you disagree or dislike. Suggesting that you'll get even with someone.
Hurl sticks and stones	Verbal abuse or name calling that is intended to "dig" at someone. "I wouldn't trust you any more than a rat," or "That's a dumb idea: just what you'd expect from management."
Give the cold shoulder	Ignoring the opposition. Excluding a particular group member by turning away or ignoring the statement. Talking to someone without looking at him/her.
Make others pull teeth	Holding things back. Making others constantly work at pulling out your thoughts or comments.
Create nonverbal drama	Using gestures instead of words to express opposition. Shaking one's head, turning away from the group, shoulder-shrugging, groaning, rolling eyes, and sleeping are all examples.
Interrupt	Constant interrupting and not letting others finish statements or thoughts. Talking so much that it is difficult for other people to say something.
Naysayer	The eternal pessimist. Always talking about why things won't work instead of helping the team figure out how to plan for success. "Yes, but . . ."

148

COMMUNICATION STRATEGIES TO ENCOURAGE

What to Encourage	Description
Accept opposing views	Be willing to <i>accept</i> and <i>maintain</i> opposing points of view. Remember, the fact that not everyone sees the world as you do is an asset, not a liability!
Communicate clearly	<i>Clearly communicate</i> your ideas so that others understand. Ask the group, "Is this making any sense?" or "Do you see what I'm saying?"
Listen completely	<i>Listen completely</i> to the comments of others. Don't be afraid to ask for clarification to be sure you understand. Paraphrasing ("Is this what you mean. . .") and summarizing ("We have two different ideas to think about, specifically, . . .") helps good listening occur.
Criticize ideas, not people	<i>Criticize the content</i> of different ideas without criticizing the people behind the ideas. "Your solution could create a safety hazard" is a much different remark than, "Your solution is unrealistic and stupid."
Accept criticism — don't take it personally	<i>Accept criticism</i> from others on an intellectual rather than a personal basis. Remember, they are criticizing your ideas, not you.
Share your ideas and opinions	<i>Share your ideas and opinions</i> . Sometimes this may feel risky, but have confidence in your contributions and your value to the group.
Invite everyone to participate	Help your team make <i>good decisions</i> by making sure everyone has had a chance to give an opinion and that the team has listened carefully to all points of view.
Stay on the subject	Keep the team <i>on track</i> by not bringing up unrelated topics. If you have a concern that may get the group off the subject, hold onto it until the present discussion is finished.
Thank people	<i>Thank people</i> for the efforts and contributions.
Leave disagreements in the room	<i>Leave disagreements</i> in the meeting room. At the same time, don't bring work disagreements into the meeting unless they are either on the agenda or belong there.

1/24

GUIDELINES for CONSTRUCTIVE FEEDBACK

1. The most important guideline is that the feedback should be intended to be helpful to the receiver.
2. The receiver needs to understand what is said:
 - a. The feedback should be specific rather than general.
 - b. Recent examples are more easily understood than old ones.
 - c. The Sender should check with the Receiver to insure accuracy and clarity of the message received.
3. The Receiver needs to be willing and able to accept the feedback:
 - a. The feedback should be given in descriptive rather than judgmental language; describe the behavior and your response to it.
 - b. Focus on the behavior, rather than on the statements about the person (You did . . . vs. You are . . .)
 - c. The Sender should indicate true interest and caring by his/her non-verbal behaviors, e.g., tone of voice, body posture, etc.
 - d. Solicited feedback is more useful than unsolicited.
 - e. The feedback should be given as soon after the behavior as possible.
 - f. The Sender should be sensitive to the timing of the feedback; Is the receiver in a hurry? Are they upset about something else?
4. The recipient needs to be able to do something about his/her behavior if she/he chooses. Some things cannot readily be changed and feedback in these areas is generally not useful.

CHARACTERISTICS OF JUDGMENTAL FEEDBACK

1. Devalues the recipient, puts him/her down.
2. Talks about what the person is/isn't rather than what the person did or didn't do.
3. Maintains poor eye contact; looks at objects rather than person(s).
4. Verbally or nonverbally shows non-caring attitude.
5. Uses an authoritarian tone of voice.
6. Expresses approval/disapproval in judgmental or moral tone.

CHARACTERISTICS OF DESCRIPTIVE FEEDBACK

1. Values the recipient.
2. Talks about what the person did or didn't do, not about what the person is or is not.
3. Maintains good eye contact.
4. Sends supportive messages nonverbally.
5. Is sensitive to the needs of the Receiver.
6. Uses a nonthreatening tone of voice.
7. Speaks of the behavior without making general value judgments.

By describing specific behaviors and their effect on you, you run less risk of making inaccurate and unfair value judgments, e.g., "When Jerry was telling about his accident, you interrupted him four times. I found this frustrating." vs. "You are aggressive," or "You talk too much," or "You shouldn't interrupt so much."

RECEIVING FEEDBACK

1. Actively listen to the person's description of your behavior and recommendations to continue what you are doing or suggested changes that would be helpful. (THIS IS HARD!!!)
2. Do not get defensive, trust the intent of the feedback is to help, not hurt you.
3. Paraphrase or summarize the feedback to make sure you have heard it correctly. It is easy to misunderstand when we are feeling even a little defensive.
4. Give the feedback serious consideration. Do not dismiss it as irrelevant or unimportant. Check it out with other people.
5. Communicate to the person changes in his/her behavior that may be needed to help you change.
6. Whether or not you use the feedback, express appreciation to the other person for caring enough about the relationship to give you feedback and request that heshe continue to do so.
7. Remember, feedback is the breakfast of champions!!