Health Service Planning and Policy-Making

A Toolkit For Nurses and Midwives

MODULE 5

COMMUNICATION AND CHANGE MANAGEMENT

WORLD HEALTH ORGANIZATION
Western Pacific Region

CONTENTS

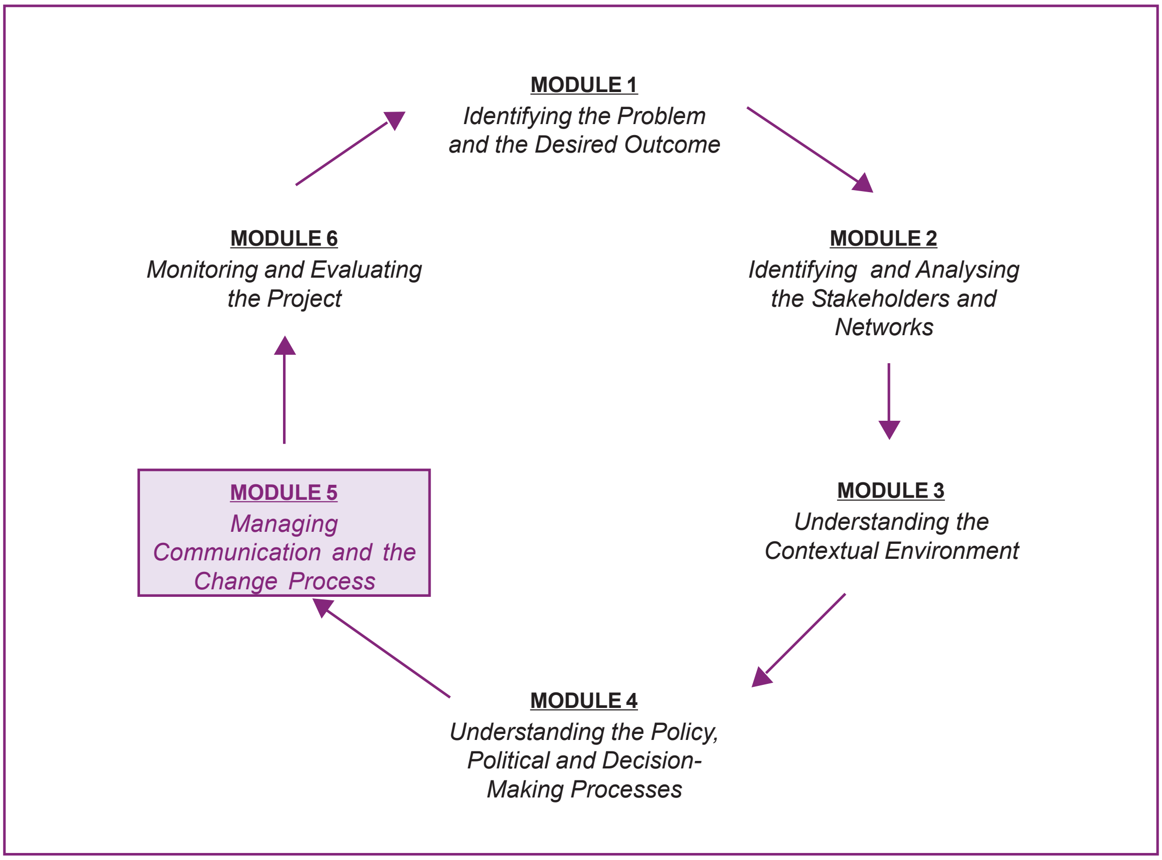
Module 5: Managing the Advocacy Change Process

Objectives	1
Session 8	2
Introduction to this module	2
The change process	2
Desired outcomes and key performance indicators	3
Project planning	5
Phases of change management experience	6
The change agent	7
Change management	7
Change management team	8
Building commitment	10
Acknowledge and manage resistance	11
References	13
Information sheet 5.1 - The change process	14
Information sheet 5.2 - COmmunication	16
Information sheet 5.3 - Resistance to change	18
Information sheet 5.4 - Performance indicators	20
Skill sheet 5.1 - Effective change agents	22
Skill sheet 5.2 - Effective listening	25
Skill sheet 5.3 - Answering and asking question	27
Skill sheet 5.4 - Delegation skills	30
Skill sheet 5.5 - Group facilitation	31
Skill sheet 5.6 - Feedback skills	33
Skill sheet 5.7 - Conducting meetings	35

Skill sheet 5.8 - Writing and corresponding 38
Skill sheet 5.9 - Public speaking and presentations 40
Skill sheet 5.10 - Assertiveness skills and conflict resolution 43
Facilitator's guide - Change management 47
Exercise sheet 5.1 - Outcome statements and key performance indicators 49
Exercise sheet 5.2 - Project planning 51
Exercise sheet 5.3 - Change agent self assessment tool 53
Exercise sheet 5.4 - Team formation tool 55
Exercise sheet 5.5 - Communication plan 56

Module 5

Managing Communication and the Change Process



Objectives

Upon completing this session, the reader should be able to:

- ☑ Explain what the change process means and the factors that facilitate change
- ☑ Develop key performance indicators
- ☑ Develop a project plan
- ☑ Describe the attributes of a change agent
- ☑ Develop a change management team
- ☑ Develop a communication plan
- ☑ Use techniques for reducing resistance to change

Session 8

Introduction to this module

You are ready to go. You have a clearly defined issue you are advocating for; you have the evidence to support your case; you have identified your stakeholders and completed a risk analysis. You have also developed the necessary networks and have a thorough understanding of the environmental context in which you will be operating as well as the systems, and policy and legal frameworks. You have analysed the decision-making process and know how to access it and at which point. Finally you need an understanding of the management of change. An advocate is intimately involved in change. Their whole reason for being is to bring about change which will bring benefits to the community.

This session will introduce you to the management of change and the skills and strategies required to be a change agent and lead a team to advocate for the change.

The change process

How often have you read a job description that makes some reference to 'change management'? Although the term is not quite so commonplace today as it was a decade ago, change management skills and experience remain 'must have' qualities for many jobs.

CHANGE MANAGEMENT
is a structured methodology that incorporates the elements of communication, critical thinking, process analysis, training and process redesign to facilitate future growth.

Like it or not, human interaction and organization take place in an environment which changes. It is these environmental changes which are often the motor for organizational change.

In the health industry, change tends to take one of two basic forms. The first kind of change happens when an organization consciously decides to remake itself. This could be part of a merger or major restructure. This kind of change should be an orderly process – at least that is the theory. Such change begins with a master plan and then alterations are made in a systematic fashion. Any reconfiguration lies mainly within the bounds of the organization and can be controlled by that organization.

The other type of change happens when organizations are driven to reconfigure because of external pressures. These can be as simple as a new piece of legislation or government regulation. An example might be the changes required within accounting businesses when governments introduce a new tax system.

Government led change may be negotiable and often comes with plenty of warning. There are many other external forces driving change that are less predictable. For example: social upheaval, radical technological advances, economic upsets, competitor action, accidents, war, etc. Although there are exceptions, few organizations can expect to have much influence over these external forces and even where there is an opportunity to influence external change, things might not happen the way one might expect.

However you want to advocate for change and not necessarily drive the actual change process itself. To do this, you need an understanding of the change process.

For further information on change *see Information Sheet 5.1.*

For additional information on skills for managing change *see Skill Sheet 5.1.*

> **Exercise**
>
> Think about your own attitudes towards change. How do you respond when something in your environment changes in such a way that it could affect you or your immediate setting? Reflect on any current or past changes in your life.

Desired outcomes and key performance indicators

Before you proceed to develop your change management plan, you should be clear about the outcomes you want to achieve and the indicators *(see Information Sheet 6.1)* you can use to measure progress towards the achievement of the desired outcomes.

The test of the clarity of the outcomes is to ask the question "If these outcomes are achieved, will the project be considered to be completely successful by customers and all major stakeholders?" *(See Exercise Sheet 5.1)*

> **Example**
>
> Using the Health Centre Case Study "Insufficient nursing staff to meet client needs", the following outcome statements were derived:

	Outcome statements
Internal	Staffing levels are sufficient to meet service demands at a cost which is not greater that of an equivalent size health centre while improving staff satisfaction and morale.
External	Clients are able to get appointments according to their need and complaints have reduced.

Exercise

Using the Outcome Statement Tool (Exercise Sheet 5.1), develop outcome statements for the problem you have been working on in the previous exercises.

Given that "what you measure is what you get" it is important that the *key performance indicators* (KPIs) selected support the outcomes you want to achieve. It is quite possible that if you get this wrong, everything that follows will be out of alignment.

The indicators need to be:

- measurable
- simple
- realistic
- manageable

Two rules in developing KPIs are:

- measure the "big" elements of each goal, not all elements (keeping KPIs to a reasonable number); and
- modify KPIs to suit the existing management information system, and decide where this system needs to be improved to generate better KPIs in the future. (***See Exercise Sheet 5.1)***

Example

Outcome statements	Key performance indicators	Measures
Achieving staffing levels to meet service demand	Increased staffing levels	Workforce monitoring
Maintain operating costs at the level of equivalent size health centres	Operating costs benchmarked against equivalent size health centres	Operating costs of equivalent size health centres Operating costs of the Health Centre
Improving staff satisfaction and morale	Improved staff satisfaction	Staff satisfaction survey Monitor sick leave Monitor staff turnover
Improving service levels to users	Reduction in user complaints Increase in user compliments Improved client outcomes	Record of complaints Record of compliments User satisfaction survey

Exercise

Using the Key Performance Indicator Tool (Exercise Sheet 5.1) develop KPIs and measures for each of the outcome statements you have developed.

The final step is to check whether the data is currently being collected. If not, assess the feasibility and cost effectiveness of collecting it. You may have to adjust the indicators if the effort to measure the indicator is going to be greater than the result from collecting it.

Project planning

You should now be ready to develop your plan of action. You have defined and analysed the problem, established priorities, documented your outcomes and defined your KPIs. The Project Planning Template directs you to establish the strategies, assign the responsibilities and set the timeframes.

The strategies can be developed from a brainstorming exercise and need to identify the person who will be responsible for undertaking each task and the timeframe within which the task will be completed.

Things to remember when assigning responsibility are:

- delegate wherever possible, ensuring that the person has the skills to complete the work assigned;
- work with another as back up and for skill development of that person;
- ensure timelines are realistic; and
- each responsible person must develop an action plan for the strategy they are to pursue. (***See Exercise Sheet 5.2)***

Example

Problem statement: *"Insufficient nursing staff to meet client needs"*

Strategies	By whom	By when
Analyse the stakeholders	Staff member	2nd week January
Develop appropriate networks	Self	2nd week February
Document the contextual issues	Staff member with input from professional association	2nd week February
Document the systems and policy context	Self with input from professional association	4th week February
Analyse the decision-making process	Self with another member of staff	2nd week in March
Implement the change process	Self with staff and professional association	2nd week April

Exercise

Using Project Planning Tool (Exercise Sheet 5.2), complete a Project Plan for the project you are working on.

You are now ready to proceed to implementing the first strategy which is understanding the environment in which you will be advocating.

Lets now move to the change process and the development of the team support that will be required.

Phases of change management experience

There are six phases people go through whenever they are experiencing any type of change, be it personal or professional. These phases are:

- **Anticipation.** People in Phase 1 are in the waiting stage. They do not know what to expect so they wait, anticipating what the future holds.
- **Confrontation.** At some point, people reach Phase 2 and begin to confront reality. At this stage, they are beginning to realize that the change is really going to happen or is happening.
- **Realization.** Once the change has happened, people will usually reach Phase 3 - the stage in which they realize that nothing is ever going to be as it once was. Often times, this realization will plunge them into Phase 4.
- **Depression.** Phase 4 is a necessary step in the change process. This is the stage where a person mourns the past. Not only have they realized the change intellectually, but also they are beginning to comprehend it emotionally.
- **Acceptance.** Phase 5 marks the point where the person begins to accept the change emotionally. Although they may still have reservations, they are not fighting the change at this stage. Usually, they are beginning to see some of the benefits even if they are not completely convinced.
- **Enlightenment.** In Phase 6, people completely accept the new change. In fact, many wonder how they ever managed the "old" way. Overall, they feel good about the change and accept it as the status quo from here forward.

An understanding of these phases is necessary for the advocate. This knowledge assists the advocate to understand why people are responding in the way they are to the proposed change.

Exercise

Consider a change that you have been involved in and map the phases that you experienced during that change process.

The change agent

Change is a common occurrence in the health industry today. Because of this, it is important that you possess strong change management skills if you want to succeed as an advocate.

To be an effective change agent, it helps if you:

- **Set an example.** Others will look to you for direction, not only in terms of project needs, but also related to behaviour, ethics, and standards. If you want others to change, you must set an example for them to follow.
- **Walk around and talk to people.** The old school of business management promoted the idea that the top person was off limits, enclosed in his or her own glass tower. Leaders of today interact more with their employees. They manage by walking around and getting to know their employees and learning about the problems they are facing on a day-to-day basis.
- **Be genuine.** As a leader of change, it is important to be as real and honest as possible in your interactions with others. Let others get to know you. Being a leader does not mean hiding your emotions. By interacting with employees on a one-to-one basis, you will build rapport and trust.
- **Have passion.** To be a strong leader, you must have passion about your vision. Without it, you may soon be exhausted. Leadership is tiring and saps energy at a very high rate so make sure you are passionate about what you do.

Exercise

Using the Change Agent Self Assessment Tool (Exercise Sheet 5.3) determine the extent to which you have the characteristics of a change agent and whether you need to develop any additional skills.

For assistance with the type of skills you may require *see Skill Sheet 5.1.*

Change management

There are five major activities of change management that should occur continuously throughout the project:

- **Identify key change management roles**. Key roles are identified such as the Change Sponsor, Change Agents and the management and staff who must change their work practices.

- **Build and maintain effective project sponsorship**. Sponsorship is built and maintained through activities such as educating project and change sponsors on their role, ensuring they understand the benefits that the change will provide and optimising the use of their time on the project.
- **Build commitment through effective communication**. A communication plan is developed and maintained to ensure that expectations of the project remain in line with reality.
- **Acknowledge and manage resistance**. Any resistance to the technology and new or changed business processes associated with the project is recognised and managed.
- **Build synergy through teamwork**. Synergy is developed to create an atmosphere that allows individuals from different backgrounds and with diverse skills, experience, needs and aspirations to work together.

Change management team

The roles and responsibilities of each participant and stakeholder in the team you put together must be clearly defined from the start of the project. The four key roles are:

- **Project Leader** who must demonstrate commitment to the change and ensure that the Change Sponsor accepts ultimate responsibility for its successful implementation. The Project Leader should also be a vocal and active champion of any major change projects that are undertaken by the agency.
- **Change Sponsor**, who could be the Project Sponsor and who has the authority and organizational power to initiate the change and sustain it through to its implementation. The Change Sponsor must have the seniority to ensure that the necessary resources are available throughout the change process.
- **Change Agents** who are responsible for making the change a reality through activities such as design of the elements of the change and development of plans for its implementation. Individuals with this role include the Project Manager, project team members and key influencers within the agency.
- **The individuals or groups who must actually change**. Typically these are the staff that will use the new system or technology and includes all who are a source or recipient of information from the system.

The team formed to advocate for the change must have a good knowledge of current practices and the confidence of those who must change. If the change management team does not have experience in implementing changes of comparable scope and complexity, it should obtain specialist advice and assistance. The stakeholder analysis should aid you in defining the right mix of people to assist you.

During the extended implementation of a large change it is likely that one or more of the key stakeholders or participants in the change process will need to be replaced. It is essential that a formal process be identified at the start of the project to manage these situations and to ensure that there is adequate hand-over of responsibilities, and that sufficient time is allowed for orienting new Sponsors and Change Agents.

Forming the team to support you is a vital step on the pathway to success. It is essential that the people you have supporting you have complimentary skills and knowledge, and of course commitment to the cause. (***See Exercise Sheet 5.4)***

Example

Using the Health Centre Case Study, the following team membership would be required

Skills and knowledge	Self	Stakeholders	Networks	Others
Knowledge of the health system				
Advocacy skills		Chief Nurse Local general practitioner (GP)	Representative of professional association	
Networks		Local GP Chief Nurse		
Search skills				Colleague
Speaking skills		Chief Nurse		
Writing skills			Representative of profes-sional association	Colleague
Data analysis				Colleague

It would be useful in this situation to try and get the Chief Nurse, a local GP, a representative from the professional association and two or three colleagues to form part of the support team. Remembering that it is quality not quantity that is important.

Exercise

Using the Team Formation Tool (Exercise Sheet 5.4), develop a team to support you in your advocacy for change.

Building commitment

A key element in building commitment to the advocacy for change is effective communication between the team and the stakeholders and participants in the potential change. ***See Information Sheet 5.2*** for further information on communication.

A formal communication plan which identifies the rationale for change and key activities and also defines responsibilities is an essential element of effective communication. The plan must focus on marketing the change by building and maintaining understanding of, and commitment to, the change.

While the communication plan should focus on building commitment to the desired change, it should also ensure that their expectations remain realistic. It is equally important to manage positive perceptions about a change as much as the negative perceptions. If people expect too much of an improvement or benefit from the change, then their acceptance of what is actually delivered may be at risk. The information provided to those affected by the change needs to be consistent.

It is essential that the communication approaches that are adopted for a change are dynamic. A “set and forget” approach will not work and the effectiveness of the communication must be surveyed and adjusted as necessary. Both formal and informal feedback to assess the effectiveness of the communication should be built into the communication plan. These mechanisms should measure the success of the marketing of the change.

Skills required for effective team building include group facilitation and feedback skills. For information ***see Skill Sheets 5.5 and 5.6.***

Methods which can be used for communicating and marketing the change include:

- involvement in the decision-making process;
- project newsletters;
- agency magazines or intranet;
- briefings and workshops;
- interactive presentations;
- educating and training management and staff on how to use the new systems and technology; and
- support for people affected by the change.

At this point you need to develop a communication plan.

For further information on conducting meetings, writing and corresponding and public speaking ***see Skill Sheets 5.7, 5.8 and 5.9.***

Example

Again using the Health Centre Case Study, the following Communication Plan might be developed:

Objective	Strategy	By whom	By when
All stakeholders will be informed of the intent and progress	Use meetings and letters to brief staff, clients and the nursing profession.	Team with assistance from the professional association.	For the duration of the advocacy.
The case will be put to the relevant parties	Produce a position paper with supporting evidence.	Team	
Relevant media and politicians will be kept briefed	Draft 'Letters to the Editor' Hold a press conference if appropriate.	Team with assistance from the professional association.	

Exercise

Using the Communication Plan template (Exercise Sheet 5.5), develop a Communication Plan.

Acknowledge and manage resistance

Resistance to change is a natural human reaction and to manage change successfully a clear understanding must be developed of the specific reasons for the resistance. The resistance to the change must be anticipated and the potential resistance factors need to be identified as early in the project as possible. Resistance can range from valid questioning and challenging of the basis of the change to unfounded rejection of the change.

Staff associations and unions can have a significant impact on the level of resistance that develops in response to a proposed change. If these key influencers are kept well informed and involved from the inception of the change process, they have the ability to significantly reduce the level of resistance to the change.

For further information regarding assertiveness skills and conflict management ***see Skills Sheet 5.10.***

Approaches that are effective in the management of resistance include:

- providing mechanisms for individuals to discuss their concerns openly, such as facilitated workshops, rather than suppressing the concerns and raising their level of resistance even higher;
- clearly communicating to management and staff aspects of the change such as the benefits that individuals will obtain from the change and why the agency needs to be restructured to obtain those benefits;
- managing the number of minor and uncontrolled changes which people must cope with such as changes to screen field names;
- providing adequate information;
- providing adequate support for staff before, during and immediately after implementation; and
- involving people who resist in the project as much as possible to provide assurance that their concerns are understood and addressed.

For further information on resistance, ***see Information Sheet 5.3.***

Exercise

We can further analyse responses to change in terms of their meaning:

- Change means **an end to certainty**, a leap into the unknown.

  Example: a new job may entail uncertainties about your new role and capabilities, unknown changes in social contacts, the need to move house, etc. These may be seen as exciting challenges or threatening instabilities.

Think of an example from your own experience.

- Change may **threaten** a system of meaning, organizational system or cultural establishment.

  Example: a move from clinical to managerial control of health services substitutes one set of values with another. Those adhering to the old system will find the changes threatening to their assumptions about what is to be valued, and may question their own worth.

Think of an example from your own experience.

- Change may bring **loss**.

  Example: a move to a better job entailing emigration means loss of many familiar aspects of life in one's home country. These losses may outweigh the possibilities of the new position, or may enhance the feeling of a new start.

Think of an example from your own experience.

- Change may **threaten existing power or other interests.**

  Example: a new system of 'quality circles' within a primary care group which cuts across traditional hierarchies may be threatening to GPs who had previously been seen as the 'leaders' within their practices on issues of service delivery.

Think of an example from your own experience.

References

- Bennis, W.G., and E.H. Schein. "Principles and Strategies in the Use of Laboratory Training for Improving Social Systems." In W.G. Bennis, K.D. Benne, and R. Chin (Eds.), *The Planning of Change.* (2nd ed.) New York: Holt, Rinehart, and Winston, 1969.
- BPR Online Learning Center Change Management Tool Kit (www.prosci.com/t4.htm).
- BPR Online Learning Center Project Planning Tool Kit (www.prosci.com/t1-toc.htm).
- Change Management Resource Library (www.change-management.org).
- Kanter, Rosabeth Moss. *The Change Masters.* New York: Simon and Schuster, Inc. 1983.
- *McKeon T,* Benchmarks and performance indicators: two tools for evaluating organisational results and continuous quality improvement efforts. *Nursing Care Quality, 1996 April, 10:3, pages 12–17.*
- *Nickols F* Change Management 101 A Primer (www.nickols/change.htm).
- Performance indicators. All quiet on the front line. *Health Service Journal 1998 May 14, 108:5604, pages 24–26.*
- *McCartney Sean. Brown, Reva Berman.(1998)* Managing by numbers: using outcome measures in the NHS. *International Journal of Health Care Quality Assurance 12:1(1997) pages 6–12.*
- Mindtools (www.mindtools.com).
- This Management Essentials Presents: Developing Key Performance Indicators (www.mgt-online.com/essentials/iedex/22set04.php3).

INFORMATION SHEET 5.1

THE CHANGE PROCESS

The change problem

At the heart of change management lies the change problem, that is, some future state to be realized, some current state to be left behind, and some structured, organized process for getting from the one to the other. The change problem might be large or small in scope and scale, and it might focus on individuals or groups, on one or more divisions or departments or the entire organization.

Change as a "how" problem

The change problem is often expressed, at least initially, in the form of a "how" question. How do we get people to be more open, to assume more responsibility, to be more creative? How do we get this organization to be more innovative, competitive, or productive? How do we reduce client complaints? How do we improve the quality of our service? In short, the initial formulation of a change problem is means-centred, with the goal state more or less implied.

Change as a "what" problem

To frame the change effort in the form of "how" questions is to focus the effort on means. Diagnosis is assumed or not performed at all. Consequently, the ends sought are not discussed. This might or might not be problematic. To focus on ends requires the posing of "what" questions. What are we trying to accomplish? What changes are necessary? What indicators will signal success? What standards apply? What measures of performance are we trying to affect?

Change as a "why" problem

"Why" questions prove extremely useful in identifying the need for change. Consider the following hypothetical dialogue with yourself:

- Why do people need to be more creative? Because we have to change the way we do things.
- Why do we have to change the way we do things? Because they cost too much the way we are doing them now.
- Why do they cost too much? Because we pay higher wages than we used to.
- Why do we pay higher wages? Because we are not using staff effectively and efficiently.
- Why are we not using staff effectively and efficiently? Because of professional demarcation lines.

To ask "why" questions is to get at the ultimate purposes of functions and to open the door to finding new and better ways of performing them. Why do we do what we do? Why do we do it the way we do it?

Information Sheet 5.2

Communication

Oral communication: People communicate with each other most often by talking or oral communication. Popular forms of oral communication include speeches, formal one-on-one and group discussions, and informal discussions. The advantages of oral communications are quick transmission and quick feedback. A verbal message can be conveyed and a response received in a minimum amount of time. If the receiver is unsure of the message, rapid feedback allows the sender to detect the uncertainty and to correct it. The major disadvantage of oral communication surfaces whenever a message has to be passed through a number of people. The more people who are involved, the greater the potential for distortion. Each person interprets the message in his or her own way. The message's content, when it reaches its destination, is often very different from the original.

Written communication: Written communications include memos, letters, bulletin boards and any other device that transmit written words or symbols. Written communications are permanent, tangible and verifiable. Typically, both sender and receiver have a record of the communication. The message can be stored for an indefinite period of time. If there are questions about the content of the message, it is physically available for later reference. A final benefit of written communication comes from the process itself. More care is taken with the written word than with the oral word. Having to put something in writing forces the writer to think more carefully about what s/he wants to convey.

Nonverbal communication: Some of the most meaningful communications are neither spoken nor written. These are nonverbal communications. A loud siren or a red light at an intersection tells you something without words. However, the best known areas of nonverbal communication are body language and verbal intonation.

Body language: refers to gestures, facial configurations and other movements of the body. A snarling face, for example, says something different from a smile. Hand movements, facial expressions and other gestures can communicate such emotions or temperaments as aggression, fear, shyness, arrogance, joy and anger.

Verbal intonation: refers to the emphasis someone gives to words or phrases. A soft, smooth tone creates a different meaning from one that is abrasive. Most of us would view the first intonation as coming from someone who sincerely sought clarification whereas the second suggests that the person is aggressive or defensive.

Electronic media: Today we rely on a number of sophisticated electronic media to carry our communications. In addition to the more common media there is the telephone and public address system; we have closed-circuit television, voice-activated computers, xerographic reproduction, fax machines and a host of other electronic devices that we can use in conjunction with speech or paper to create more effective electronic mail communication. The fastest growing medium is electronic mail. Electronic mail allows the instantaneous transmission of written messages on computers that are linked by the appropriate software. Messages sit at the receiver's terminal to be read at the receiver's convenience. Electronic mail is fast and cheap and can be used to send the same message to dozens of people at the same time.

Potential barriers to effective communication

Filtering is the deliberate manipulation of information to make it appear more favourable to the receiver. For example, when you tell a person what they want to hear, you are filtering information.

Selective perception occurs when in the communication process a person sees and hears communications selectively, depending on their needs, motivations, experience, background and other personal characteristics.

How the receiver feels when a message is received influences how it is interpreted. A message can often be interpreted differently, depending on whether you are happy or distressed. Extreme emotions such as jubilation or depression are most likely to hinder effective communication.

Language is a collection of words, and words can mean different things to different people. Age, education and cultural background are three of the more obvious variables that influence the language a person uses and the definitions given to words. The language of some people working in the public bureaucracy is clearly different from that of the typical high school-educated factory worker.

Nonverbal communication is an important way in which people convey messages to others. But nonverbal communication is almost always accompanied by oral communication. As long as the two are in agreement, they tend to reinforce each other. When nonverbal cues are inconsistent with the oral message, the receiver becomes confused, and the clarity of the message suffers.

INFORMATION SHEET 5.3

RESISTANCE TO CHANGE

RESISTANCE
is an expression of reservation which normally arises as a response or reaction to change. This is often interpreted as any actions perceived as attempting to stop or alter change.

Resistance is not the enemy. It is much more complex than it may first appear. Change fails for a variety of reasons - as with many concepts there is not one best way to address difficulties brought about by change.

Resistance can occur where an individual's own rational assessment of change outcomes differ with those of management. Individual reaction to change is also a function of predispositions and preferences not necessarily based on a rational assessment of change. Resistance is also influenced by political factors such as favouritism or "point scoring" against those initiating the change. Poor management styles also contribute to resistance.

What are the benefits of supporting change?

The benefits of supporting change are:

- Enhanced respect and reputation.
- Improved personal and professional growth opportunities (especially for active supporters of the change).
- Increased job satisfaction.
- Knowing you have 'made a difference'.

Additional frequently asked questions are:

- What is the risk of not changing?
- If I wait long enough, will the change just go away?
- What are my choices during the change process?
- What are the potential consequences to me of not changing?
- What are the benefits of supporting the change?
- What if I think they are fixing the wrong problem?
- What if they have tried before but failed?

Resistance as an ally. That resistance can play a useful role in organizational change certainly stands juxtaposed to a traditional mindset that would view it as nothing more than an obstacle. However a variety of authors subscribe to this view and believe that resistance can assist the change effort.

It is a fallacy to consider change itself to be inherently good. Change can only be evaluated through its consequences and these cannot be known until sufficient time has elapsed.

People resist the uncertainties that change can cause and for this reason resistance plays a crucial role in drawing attention to the potential pitfalls of a change initiative. After all, because management has proposed a change does this automatically mean it is the correct way to proceed? Perhaps not, as many management decisions are non-rational and fail to generate enough alternative solutions without the input of others.

Resistance adds a charge of energy to the change process. There is a real danger of apathy when there is a need for growth and development. Where resistance occurs, it is possible to examine more closely the problems that exist.

Resistance encourages a search for alternative, perhaps superior methods and outcomes in order to synthesize the conflicting opinions being observed. Thus resistance becomes a useful source of innovation.

Without resistance there is the danger of proposals being accepted simply because they are favoured by management. This can be detrimental as an organization's change will be limited to the prescriptive capabilities of those proposing the change.

Information Sheet 5.4

Performance Indicators

What are they?

Performance indicators are measures of inputs, processes, outputs, outcomes, and impacts for development projects, programmes, or strategies. When supported with sound data collection, perhaps involving formal surveys analysis and reporting, indicators enable managers to track progress, demonstrate results, and take corrective action to improve service delivery. Participation of key stakeholders in defining indicators is important because they are then more likely to understand and use indicators for management decision-making.

What can we use them for?

- Setting performance targets and assessing progress toward achieving them.
- Identifying problems via an early warning system to allow corrective action to be taken.
- Indicating whether an in depth evaluation or review is needed.

Advantages

- Effective means to measure progress toward objectives.
- Facilitates benchmarking comparisons between different organizational units, districts, and over time.

Disadvantages

- Poorly defined indicators are not good measures of success.
- There is a tendency to define too many indicators, or those without accessible data sources, making system costly, impractical, and likely to be under utilized.

- There is often a trade-off between picking the optimal or desired indicators and having to accept the indicators which can be measured using existing data.

Cost

Can range from low to high, depending on number of indicators collected, the frequency and quality of information sought, and the comprehensiveness of the system.

Skills required

Several days of training are recommended to develop skills for defining practical indicators. Data collection, analysis and reporting skills, and management information system (MIS) skills are required to implement performance monitoring systems.

Time required

Several days to several months, depending on extent of participatory process used to define indicators and program complexity. Implementing performance monitoring systems may take 6 to 12 months.

World Bank, Key Performance Indicator Handbook, Washington, D.C., 2000.
Hatry, H., Performance Measurement: Getting Results, The Urban Institute, Washington, D.C., 1999.

Skill Sheet 5.1

Effective Change Agents

The most effective change agents share seven common characteristics:

Commitment to a better way. They share a seemingly inexhaustible and visible commitment to a better way, and believe deeply that the company's future is dependent upon the change - particularly their part of it - being successfully executed. They see the change target as exciting, worthwhile and essential to the future success of the institution, as well as to their own personal satisfaction.

Courage to challenge existing power bases and norms. They develop the personal courage needed to sustain their commitment in the face of opposition, failure, uncertainty, and personal risk. While they do not welcome failure, they do not fear it. Above all, they demonstrate the ability to rise again, and thereby build courage in those around them.

Personal initiative to go beyond defined boundaries. They consistently take the initiative to work with others to solve unexpected problems, break bottlenecks, challenge the status quo, and think outside the box. Setbacks do not discourage them from trying again - and again. Certainly they are responsive to top leadership's inspiration, but they do not wait around for it to move them to action.

Motivation of themselves and others. Not only are they highly motivated themselves, but they have the power to motivate, if not inspire, others around them. They create excitement and momentum in others and provide opportunities for people around them to follow their example and take personal responsibility for changing.

Caring about how people are treated and enabled to perform. They really care about other people, but not to the extent of blind self-sacrifice. They are also intent upon enabling the performance of others as well as their own. They do not knowingly manipulate or take advantage of others.

Staying undercover. They attribute part of their effectiveness to keeping a low profile; grandstanding, strident crusading, and self promotion are viewed as sure ways to undermine their credibility and acceptance as change leaders.

A sense of humour about themselves and their situations. Not a trivial trait. A sense of humour is often what gets them through when those around them are losing their spirit.

Managing the kinds of changes encountered requires an unusually broad and finely honed set of skills, chief among which are the following:

Political skills. Change agents dare not join political game playing but they do understand it. This is one area where you must make your own judgments and keep your own counsel; no one can do it for you.

Analytical skills. A lucid, rational, well-argued analysis can be ignored and even suppressed, but not successfully contested and, in most cases, will support change. If not, then the political issues may not have been adequately addressed.

People skills. People come characterized by all manner of sizes, shapes, colours, intelligence and ability levels, gender, sexual preferences, national origins, first and second languages, religious beliefs, attitudes toward life and work, personalities, and priorities - and these are just a few of the dimensions along which people vary.

System skills. The system skills required is the set associated with a body of knowledge generally referred to as General Systems Theory (See Module 6). This set deals with people, organizations, industries, economies, and even nations as socio-technical systems - as “open,” purposive systems, carrying out transactions with other systems and which demonstrate a commitment to survival, continuance, prosperity, dominance, plus a host of other goals and objectives.

Business skills. This entails an understanding of money – where it comes from, where it goes, how to get it, and how to keep it. It also involves knowledge of markets and marketing, products and product development, customers, sales, selling, buying, hiring, firing, and a number of other variables.

How to manage change

The honest answer is that you manage change much the same way you would manage anything else of a turbulent, messy, chaotic nature, that is, you do not really manage it, you grapple with it. It is more a matter of leadership ability than management skill.

- The first thing to do is jump in. You cannot do anything about it from the outside.

- A clear sense of mission or purpose is essential.
- Build a team.
- Maintain a flat organizational team structure and rely on minimal and informal reporting requirements.
- Pick people with relevant skills and high energy levels.
- Shift to an action-feedback model. Plan and act in short intervals.
- Set flexible priorities. You must have the ability to drop what you are doing and tend to something more important.
- Treat everything as a temporary measure. Do not "lock in" until the last minute, and then insist on the right to change your mind.
- Ask for volunteers. You will be surprised at who shows up and you will be pleasantly surprised by what they can do.
- Give the team members whatever they ask for - except authority. They will generally ask only for what they really need in the way of resources.
- Concentrate dispersed knowledge. Keep the communications barriers low, widely spaced, and easily hurdled. Initially, if things look chaotic, relax - they are.

Remember, the task of change management is to bring order to a messy situation, not pretend that it is already well organized and disciplined.

SKILL SHEET 5.2

EFFECTIVE LISTENING

Eight specific behaviours that effective listeners demonstrate

As you review these behaviours, ask yourself how accurately they describe your listening practices. If you are not currently using these techniques, there is no better time than today to begin developing them.

Make eye contact. How do you feel when the person you are speaking to does not look at you? If you are like most people, you probably interpret this as aloofness or lack of interest. It is ironic that while you listen with your ears, people judge whether you are listening by looking at your eyes. Attention reduces the likelihood that you will become distracted and encourages the speaker.

Exhibit affirmative nods and appropriate facial expressions. The effective listener shows interest in what is being said through nonverbal signals. Affirmative nods and appropriate facial expressions, when added to good eye contact, convey to the speaker that you are listening.

Ask questions. Critical listeners analyse what they hear and ask questions. This behaviour provides clarification, ensures understanding and assures the speaker that you are listening.

Paraphrase. Paraphrasing means restating in your own words what the speaker has said. Effective listeners use such phrases as: ‘What I hear you saying is …’ or ‘Do you mean ... ?’ There are two reasons for rephrasing what has been said: (1) it is an excellent control device to make sure you are listening carefully; and (2) it identifies the essence of the speaker’s message.

Avoid interrupting the speaker. Let the speaker complete his or her thought before you try to respond. Do not try to second-guess where the speaker’s thoughts are going. When the speaker is finished, you will know it.

Do not talk when someone else is speaking. Most of us would rather express our own ideas than listen to what someone else says. While talking might be more fun and silence might be uncomfortable, you cannot talk and listen at the same time. The good listener recognizes this fact and does not talk when someone else is speaking.

Make smooth transitions between the roles of speaker and listener. In most situations you are continually shifting back and forth between the roles of speaker and listener. The effective listener makes transitions smoothly from speaker to listener and back to speaker. From a listening perspective, this means concentrating on what a speaker has to say rather than thinking about what you are going to say in response.

Listening skills

The ability to be an effective listener is often taken for granted. We confuse hearing with listening. Hearing is merely picking up sound vibrations. Listening is making sense of what we hear. Listening requires paying attention, interpreting and remembering sound stimuli.

Effective listening is an active rather than passive process. You absorb the information given. If the speaker provides you with a clear message and makes the delivery interesting enough to keep your attention, you will likely understand and internalize what the speaker is trying to communicate.

The challenge for the active listener is to absorb what is being said and to withhold judgment on content until the speaker is finished. A widely used active listening technique is asking questions to ensure understanding.

There are four essential requirements for active listening. You need to listen with:

- intensity
- empathy
- acceptance
- a willingness to take responsibility for completeness.

SKILL SHEET 5.3

ANSWERING AND ASKING QUESTIONS

As an advocate, you may find yourself in situations where you will be questioned and will be required to question. Many may think that this is a simple thing. After all we are asking and answering questions every day. But when we place ourselves in situations where there are policy or political implications to what we may say, there is a need to be very aware of how we respond and how we question.

Possible ways of answering questions include:

- **Directly answering the question.** One obvious option when asked a question is to answer it. In general, it is not recommend answering a question directly if you wish to foster thinking or problem-solving skills on the issue. However, when the questions ask for information that the questioner is not likely to have (or questions asking for an opinion), directly answering the question is appropriate. If you choose to answer directly, make your answer brief and to the point.
- **Repeating the question, paraphrasing it.** This serves two purposes. It insures that everyone hears the question and more importantly, it lets the questioner check your understanding of the question. When you have not completely understood, often the person posing the question will rephrase or elaborate upon what was asked.
- **Asking probing questions.** You might respond to a question by directing attention to a particular aspect of the issue raised, or drawing attention to some previous situation or similar issue that is relevant to answering the question, or by going beyond what the person's has said in some way.
- **Promoting a discussion.** The previous suggestions usually involve communication between two people, typically the questioner and the answerer, with other participants simply listening. It may be that you will want

to involve all participants in trying to answer some questions, for example, where there is considerable difference of opinion about the answer.

- **Postponing answering the question.** On certain occasions you may decide to postpone answering a question, for instance: when you are very short of time, especially if the answer is complex. It is wise to ensure that you have all the facts and enough time to answer a question satisfactorily.
- **Admitting when you do not know an answer.** If you do not know the answer to a question, you say so. Although one of your roles is to be seen as expert on the issue you are advocating, admitting that you do not know the answer to a question will probably not damage the questioner's confidence in you. If you try to fake a reply, there is a chance that your credibility could be damaged.

Possible ways of asking questions include using:

- **Open-ended, not just close-ended questions.** A close-ended question structures the response and can be answered by one word, often "yes" or "no", or by a very brief phrase. An open-ended question leaves the form of the answer up to the person answering and so elicits more thinking or information.
- **Convergent as well as divergent questions.** The distinction between convergent and divergent questions is whether there is a single or accepted "correct" answer (to a convergent question) or are there a number of possible answers, many of which may be acceptable (to divergent questions). Convergent questions may expect the respondent to repeat some conventional wisdom. Divergent questions often require new, creative insights.

Examples of powerful questions to ask

How important is this?

Where do you feel stuck?

What is the intent of what you're saying?

What can we do for you?

What do you think the problem is?

What is your role in this issue?

What have you tried so far? What worked? What did not?

Have you experienced anything like this before? (If so, what did you do?)

What can you do for yourself?

What do you hope for?

What is preventing you from ...?

What would you be willing to give up for that?

If you could change one thing, what would it be?

Imagine a point in the future where your issue is resolved. How did you get there?

What would you like us to ask?

What have you learned?

Skill Sheet 5.4

Delegation Skills

Advocates get things done through other people. This description recognizes that there are limits to any advocate's time and knowledge. Effective advocates, therefore, need to understand the value of delegating and know how to do it. Advocates usually take on the their advocacy role in additional to their normal professional and personal responsibilities. It is essential therefore that the advocate has people around them they can trust and to whom they can delegate responsibilities.

It might well be true that you are capable of doing the tasks better, faster or with fewer mistakes. The catch is that your time and energy are scarce resources. It is not possible for you to do everything yourself. You need to learn to delegate if you are going to be an effective advocate. This fact suggests two important points. First, you should expect and accept some mistakes by those to whom you have delegated. Mistakes are part of delegation. They are often good learning experiences as long as their costs are not excessive. Second, to ensure that the costs of mistakes do not exceed the value of the learning, you need to put adequate controls in place. Feedback controls are critical for successful delegation.

Contingency factors should be considered in determining the degree to which tasks are delegated. The following contingency factors provide some guidance:

Importance of the duty or decision. The more important a duty or decision is (as expressed in terms of cost and impact), the less likely it is to be delegated.

Size of the task/project. The larger the task, the greater the number of decisions that have to be made and the more likely you are to need to delegate.

Task complexity. The more complex the task, the more difficult it is for an advocate to possess current and sufficient technical information to make effective decisions. Complex tasks require greater expertise, and decisions about them should be delegated to the individuals who possess the necessary technical knowledge.

Organizational culture. If the advocate has confidence and trust in others, the culture will support a greater degree of delegation.

Skill Sheet 5.5

Group Facilitation

Group facilitation is a process in which a trained facilitator helps a group work together more effectively in achieving its objectives. These might include solving problems, identifying opportunities, making good decisions and reaching consensus, developing and implementing plans, or improving the group's ongoing performance. The facilitator basically serves as an impartial third party, who by helping the group improve its processes, can also help it to accomplish its tasks.

Facilitation increases productivity by increasing group motivation, confidence and commitment. It provides a better climate for radical change and optimises group dynamics.

When is group facilitation needed?

A group often can benefit by having a facilitator help with its meetings. Here are some situations when using a facilitator can be useful:

- When the group is having difficulty working together or making good decisions.
- When the group needs help setting goals, achieving its objectives, or staying on schedule.
- When the group needs assistance in sorting through complex issues and reaching consensus.
- When it would be hard for a member of the group itself to participate and manage the group's process at the same time.

Role of the facilitator

The facilitator must be neutral to the discussion, taking a pragmatic view of all points raised. This allows the facilitator to concentrate on the group rather than on the content of the discussion and hence they can ask pertinent and stimulating questions.

Personal skills and qualities of a facilitator include:

Flexibility. The ability to fulfil different group roles; leader, supporter, inquisitor etc. in order to keep the group process fluid and maximize its potential.

Confidence. To instil confidence in the group by appearing purposeful and in control, therefore subduing group insecurities.

Authenticity. To be consistent in approach to the task, ensuring that the discussion focuses on the tasks and goals, and becoming trustworthy to the group.

Patience/perseverance. To appreciate the difficulties of group dynamics and have the determination to see a task finished.

Integrity. To be an example to the group of how to conduct oneself at work.

Initiative. To be able to start the group working on the task or when a problem is discovered/developed to find an alternative way around it to maintain the group's focus.

Perceptiveness. To have the capability to recognize undertones in the group; using the positive ones to the group's advantage and countering the negative ones to diminish them.

Skill Sheet 5.6

Feedback Skills

Ask anyone about feedback and you are likely to get a qualified answer. If the feedback is positive, it is likely to be given and received promptly and enthusiastically. Negative feedback is often treated very differently. People fear offending or having to deal with the recipient's defensiveness. The result is that negative feedback is often avoided, delayed or substantially distorted. This section demonstrates the importance of providing both positive and negative feedback and identifies specific techniques to make feedback more effective

Positive versus negative feedback

Positive feedback is more readily and accurately perceived than negative feedback. Positive feedback is almost always accepted, while negative feedback often meets resistance. People want to hear good news and block out the bad.

You need to be aware of potential resistance and learn to use negative feedback in situations where it is most likely to be accepted. Negative feedback is most likely to be accepted when it comes from a credible source or if it is objective in form. Subjective impressions have importance only when they come from a person with high status and credibility.

Focus on specific behaviours. Feedback should be specific rather than general. Avoid such statements as 'You have a bad attitude' or 'I'm really impressed with the good job you did'. Such comments are vague and, while they provide information, they do not tell the recipient enough to correct the 'bad attitude' or on what basis you concluded that a 'good job' had been done.

Keep feedback impersonal. Feedback, particularly negative feedback, should be descriptive rather than judgmental or evaluative. No matter how upset you are, keep the feedback relevant and never criticise someone personally because of an inappropriate action.

Keep feedback goal-oriented. Feedback should not be used to unload your frustrations on another person. If you have to say something negative, make sure it is directed towards the recipient's goals. Ask yourself whom the feedback is supposed to help.

Make feedback timely. Feedback is most meaningful to a recipient when there is only a short interval between the behaviour and the receipt of feedback about that behaviour.

Ensure understanding. Is your feedback concise and complete so that the recipient clearly and fully understands your communication? Remember that every successful communication requires both transference and understanding of meaning. If feedback is to be effective, you must ensure the recipient understands it.

Skill Sheet 5.7

Conducting Meetings

We meet to make decisions, solve problems, develop budgets, plan projects, create policies, hire and fire staff, coordinate activities, and more. The amount of time spent in meetings is so substantial that skills in managing them are vital to productivity.

Most people concede that meetings are important — for communication, team participation, shared decision-making, etc. Most organizations cannot function without them. But the general consensus is: “If we must have meetings, do they have to waste so much time?” The answer is: “No, they do not.”

It is useful to have some knowledge of Parliamentary Procedure. Parliamentary procedure is simply a system of rules to insure that formal meetings run efficiently. Behind the rules are five basic principles:

- One question or proposal at a time.
- The right of every member to free and full debate.
- The democratic principle that the will of the majority shall prevail.
- The principle of equality.
- Courtesy.

The key to holding good meetings is for the convener to spend more time preparing for the meeting and wasting less of everyone’s time participating in it. To have pleasant, productive meetings, you will need to understand what goes into planning and conducting such meetings. You will need to plan an agenda that is well-organized, logical, deals with the important issues in a timely manner, but does not get sidetracked. You will need a team that can work together to conduct the meeting. You will need a basic understanding of parliamentary procedure.

Meeting tips and tricks

Welcome participants as they enter the room. Making the meeting's participants feel comfortable will go a long way toward ensuring their involvement in the meeting.

Start on time. Participants have other things they could be doing. Show them you value their time by starting when you say you will. If you need to delay the start, let attendees know when you will start so they can make phone calls or tend to other business.

Distribute extra copies of handouts, the agenda, or other meeting materials. You sent the agenda to invitees prior to the meeting but someone is sure to forget it. Be prepared with extra copies.

Introduce the meeting leader and the participants. Even if you think all participants know each other, it's a good idea to do introductions. This reminds people and keeps them from being put on the spot.

Icebreakers are very important to starting your meeting out on the right note. Using an appropriate icebreaker will:

- Allow attendees to warm up to each other and get focused on the meeting
- Help attendees get to know each other
- Encourage participation
- Start the meeting off on a positive note
- Include all participants

Clarify roles (e.g., meeting leader, timekeeper, recorder, etc.) This lets participants know who will do what task and that important tasks will be addressed.

Review the meeting agenda and clarify ground rules and the meeting framework. Reviewing this information will answer many questions participants have and will help make them feel comfortable. If appropriate, ask participants for any suggestions, additions, or changes to either the agenda or format.

Break every 50 minutes to one hour. Adults need a break every hour. Keeping participants refreshed will help keep them focused. Hourly breaks for long meetings or events will minimize disruptions.

Review the meeting before adjournment (e.g., What was accomplished? What are the tasks to be done? Who will do what? What are the deadlines for the tasks? When will the next meeting be?). Reviewing the major points from the meeting will help ensure that all participants know what is expected of them.

End on time. Again, be respectful of participants' time. If you must go beyond the announced end time, ask participants if they mind extending the meeting time. If they are unable to stay, add any unfinished business to your next meeting's agenda.

Roles in a meeting might include:

- **Facilitator.** Keeps the discussion moving in the proper direction, introduces agenda items and facilitates discussion, remains neutral.
- **Time-keeper.** Sets time limits for agenda items.
- **Recorder:** Records the group's ideas on newsprint, remains neutral.
- **Gate-keeper.** Ensures that everyone in the meeting has a chance to speak. This can be a sub-role of the facilitator.
- **Devil's advocate.** Brings up alternative points of view so that the group does not fall into a "group-think" mentality and come to consensus too soon.
- **Mediator.** Diplomatically mediates conflicts and differences of opinion.

Minutes of meetings

Although it is natural to think only in terms of the "here and now", the decisions you make today may have significant impact on the organization in future years. Therefore, it is important that a thorough and accurate record of all organization meetings be maintained. The minutes should normally contain the following information:

- The name of the organization
- The nature of the meeting (regular or special)
- The date and place of the meeting
- The presiding officer and secretary
- The approval of minutes of the previous meeting
- All reports and action taken
- All key motions carried or lost with the vote count where needed
- All other motions carried which contain information necessary to subsequent meetings
- Adjournment

Skill Sheet 5.8

Writing and Corresponding

Advocates are often called upon to prepare various forms of correspondence, including:

- Letters to editors of newspapers
- Letters to ministers and/or their staff
- Heads of government departments
- Press releases

There are some useful hints which will assist you in this task, and they include:

Targeting your writing. It is essential to have a clear idea of who your reader is. You should know why they are going to be reading your piece, where and when they will be reading it, and what they will want to get out of it. Knowing this, and knowing what information you want to convey allows you to decide on an aim for the written material. You should focus all decisions on content, structure, style and presentation on meeting this aim.

Preparing an outline. Once you have decided the aim of the writing, you are ready to prepare an outline. This allows you to start to organize the information into a coherent structure. Once you have selected information and organized a structure, prepare an outline of the introduction and summary. The shape of these should be obvious from the structure you have given your information. The introduction should help the reader to prepare an overall structure into which the information in the article can be fitted. The summary should organize the facts in the middle of the article into a coherent whole.

Writing your piece. When you have prepared your outline, it is time to start writing. The easiest way of doing this is just to let the words and ideas flow. Move quickly through the piece without editing or reviewing it. Only when you have finished a section should you review it. At this stage, you may decide to reorganize it, edit it, change it around, and add or delete information. As you review it, you should check that what you have written meets the aim you set and gives the reader the information they want.

Style. The style of the article should be completely focused on the reader's needs. Language used should be pitched at the appropriate level for the reader. People generally prefer information presented in short sentences with little or no jargon. You may be tempted to write in a way that you think will impress your readers, using long words and complex sentences. All this shows is that you are not able to communicate ideas clearly and simply. It is likely that material written like this will not be read at all. If you need to use technical language that may not be understood, include a glossary. Remember that you have responsibility for the clarity, effectiveness and focus of your communication. Beyond this, style will emerge on its own without you needing to worry about it.

Things to remember:

- It is essential to know who you are writing for, and what they will want from your writing. Once you know this you should know precisely the level you are writing at and what information to include.
- Preparation of an outline helps you to give structure to your piece. An effective way of doing this is to transfer notes onto a computer, and then cut and paste words and sections into a coherent form.
- Including an introduction and summary helps readers to structure information in their minds.
- When you write, try to let words and ideas flow. Only edit and review a section once you have completed its first draft. As you review it, ensure that the material meets the aim you set for the piece.
- The style of the piece should be focused on the readers needs. Avoid trying to impress people with your knowledge.
- Remember that the responsibility for effective communication lies with you!

Skill Sheet 5.9

Public Speaking and Presentations

Presentations are a way of communicating ideas and information to a group. A good presentation has:

- **Content** - It contains information that people need. Unlike reports, it must account for how much information the audience can absorb in one sitting.
- **Structure** - It has a logical beginning, middle, and end. It must be sequenced and paced so that the audience can understand it. While reports may have appendices and footnotes, the presenter must be careful not to lose the audience when wandering from the main point of the presentation.
- **Packaging** - It must be well prepared. A report can be reread and portions skipped over, but the audience is at the mercy of a presenter.
- **Human element** - A good presentation will be remembered much more than a good report because it has a person attached to it.

Throughout your presentation, display:

- **Eye contact.** This helps to regulate the flow of communication. It signals interest in others and enhances the speaker's credibility. Speakers who make eye contact open the flow of communication and convey interest, concern, warmth, and credibility.
- **Facial expressions.** Smiling is a powerful cue that transmits happiness, friendliness, warmth, and liking. So, if you smile frequently you will be perceived as more likable, friendly, warm, and approachable. Smiling is often contagious and others will react favourably.
- **Gestures.** If you fail to gesture while speaking, you may be perceived as boring and stiff. A lively speaking style captures attention, makes the material more interesting, and facilitates understanding.

- **Posture and body orientation**. You communicate numerous messages by the way you talk and move. Standing erect and leaning forward communicates that you are approachable, receptive, and friendly. Speaking with your back turned or looking at the floor or ceiling should be avoided as it communicates disinterest.

- **Proximity**. Cultural norms dictate a comfortable distance for interaction with others. You should look for signals of discomfort caused by invading other's space. Some of these are rocking, leg swinging, tapping, and gaze aversion. To counteract this, move around the room to increase interaction with your audience.

- **Vary your voice**. One of the major criticisms of speakers is that they speak in a monotone voice. Listeners perceive this type of speaker as boring and dull. People report that they learn less and lose interest more quickly when listening to those who have not learned to modulate their voices.

Preparing the presentation

- A good presentation starts out with introductions and an icebreaker such as a story, interesting statement or fact, joke, quotation, or an activity to get the group warmed up. The introduction also needs an objective, that is, the purpose or goal of the presentation. This not only tells you what you will talk about, but it also informs the audience of the purpose of the presentation.

- Next, comes the body of the presentation. Do NOT write it out word for word. All you want is an outline. By jotting down the main points on a set of index cards, you not only have your outline, but also a memory jogger for the actual presentation. To prepare the presentation, ask yourself the following:

    o What is the purpose of the presentation?

    o Who will be attending?

    o What does the audience already know about the subject?

    o What is the audience's attitude towards me (e.g. hostile, friendly)?

A 45-minute talk should have no more than about seven main points. This may not seem like very many, but if you are to leave the audience with a clear picture of what you have said, you cannot expect them to remember much more than that.

Things to remember

- If you have handouts, do not read straight from them. The audience does not know if they should read along with you or listen to you read.
- Speak to the audience...NOT to the visual aids, such as flip charts or overheads. Also, do not stand between the visual aid and the audience.
- Speak clearly and loudly enough for all to hear. Do not speak in a monotone voice. Use inflection to emphasize your main points.
- Use coloured backgrounds on overhead transparencies and slides (such as yellow) as the bright white light can be harsh on the eyes. This will quickly cause your audience to tire. If all of your transparencies or slides have clear backgrounds, then tape one blank yellow one on the overhead face. For slides, use a rubber band to hold a piece of coloured cellophane over the projector lens.
- Learn the name of each participant as quickly as possible. Based upon the atmosphere you want to create, call them by their first names or by using Mr., Mrs., Miss, Ms.
- Tell them what name and title you prefer to be called.
- Listen intently to comments and opinions. By using a lateral thinking technique (adding to ideas rather than dismissing them), the audience will feel that their ideas, comments, and opinions are worthwhile.
- Circulate around the room as you speak. This movement creates a physical closeness to the audience.
- List and discuss your objectives at the beginning of the presentation. Let the audience know how your presentation fits in with their goals.
- Vary your techniques (lecture, discussion, debate, films, slides, reading, etc.)
- Get to the presentation venue before your audience arrives and be the last one to leave.
- Be prepared to use an alternate approach if the one you have chosen seems to lose the audience's interest. Use your background, experience, and knowledge to interrelate your subject matter.
- Consider the time of day and how long you have got for your talk. Time of day can affect the audience. After lunch is known as the "graveyard" section in training circles as audiences will feel more like napping than listening to a talk.

Skill Sheet 5.10

Assertiveness Skills and Conflict Resolution

Are you comfortable stating your opinion, even if the rest of your team and the so called "opposition' disagrees? When you leave a meeting, do you regret that you did not share more of your ideas?

Asserting yourself is not easy. One reason is that some people see assertiveness as a negative behaviour. Perhaps they confuse assertiveness with aggressiveness. Assertiveness is especially difficult for women. Many of us are taught to be agreeable, be polite, and make those around us at ease. Putting those thoughts together you can see why assertive behaviour is difficult for many women.

Assertiveness is the ability to express yourself and your rights without violating the rights of others. It is appropriately direct, open, and honest communication, which is self-enhancing and expressive. Acting assertively will allow you to feel self-confident and will generally gain you the respect of your peers and friends. It can increase your chances for honest relationships, and help you to feel better about yourself and your self-control in everyday situations. This, in turn, will improve your decision-making ability and possibly your chances of getting what you really want from life.

Things to remember

- Think win-win. What is best for you and the team?
- When speaking, include statements that illustrate the benefits to the team.
- Respect your team members.
- Share your knowledge and ideas with the team.
- Point out potential problems in a constructive way.
- Enable processes that move the team toward its goals.

Specific Techniques for Assertiveness

Be as specific and clear as possible about what you want, think, and feel. It can be helpful to explain exactly what you mean and exactly what you do not mean, such as "I do not want to break up over this, but I would like to talk it through and see if we can prevent it from happening again."

Be direct. Deliver your message to the person for whom it is intended. If you want to tell Jane something, tell Jane; do not tell everyone except Jane; do not tell a group, of which Jane happens to be a member.

Own your message. Acknowledge that your message comes from your frame of reference, your conception of good vs. bad or right vs. wrong, and your perceptions. You can acknowledge ownership with personalized ("I") statements such as "I don't agree with you" (as compared to "You're wrong").

Ask for feedback. "Am I being clear? How do you see this situation? What do you want to do?" Asking for feedback can encourage others to correct any misperceptions you may have as well as help others realize that you are expressing an opinion, feeling, or desire rather than a demand.

Specific techniques for conflict resolution

Basic principles

- Be hard on the problem and soft on the person
- Focus on needs, not positions
- Emphasize common ground
- Be inventive about options
- Make clear agreements
- Respond not react
- Manage your emotions
- Let some accusations, attacks, threats or ultimatums pass
- Make it possible for the other party to back down without feeling humiliated.

Walk a problem through these questions

Win/Win

- What is my real need here?
- What is theirs?
- Do I want it to work for both of us?

Creative responses

- What opportunities can this situation bring?
- Rather than “how it is supposed to be”, can I see possibilities in “what is”?

Empathy

- What would it be like to be in their shoes?
- What are they trying to say?
- Have I really heard them?
- Do they know I am listening?

Appropriate assertiveness

- What do I want to change?
- How will I tell them this without blaming or attacking?

Managing emotions

- What am I feeling?
- Am I blaming them for my feelings?
- Will telling them how I feel help the situation?
- What do I want to change?
- Have I removed the desire to punish from my response?
- What can I do to handle my feelings?

Willingness to resolve

- Do I really want to resolve the conflict?
- Is resentment caused by:
  - o something in my past that still hurts?
  - o something I have not admitted to needing?
  - o something I dislike in them, because I will not accept it in myself?

Designing options

- What are the possibilities?
- What options give us both more of what we want?

Negotiating skills

- What do I wish to achieve?
- How can we make this a fair deal - with both people winning?
- What can they give me?
- What can I give them?
- Am I ignoring objections? Can I include them?
- What points would I want covered in an agreement?
- Is there something that could be included to help them save face?
- Is saving face important to me? Do I particularly need anything?

Mediation

- Can we resolve this ourselves or do we need help from a neutral third person?
- Who could take on this role for us?
- Is mediation the most appropriate role for me in this? If so:
    - o How would I set up and explain my role to both parties?
    - o Can I create the right environment for people to open up, understand each other and develop their own solutions? What might help?

FACILITATOR'S GUIDE – CHANGE MANAGEMENT

Facilitator's preparation time:

45 minutes

Group exercise time:

90 minutes

Resources:

Exercise Sheets 5.1 - 5.5

Information Sheets 5.1 - 5.4

Skill Sheets 5.1 - 5.10

Butcher paper, white board or black board

Pens/pencils/paper

Instructions:

- The exercise is best done with no more than 20 people.
- Read Module 5, Session 8 and go through each of the exercises.
- Familiarize yourself with the Exercise Sheets, Information Sheets, and Skill Sheets.
- Make sure you have enough copies of the Exercise Sheets for each participant in your group.
- Make sure that you have the resources you need, e.g. pre-prepared butcher paper.
- Introduce the topic and explain the objectives of the exercise.
- Make certain that everyone in the group has a full understanding of the problem being considered.
- Begin with Exercise Sheet 5.1. This exercise will assist the group to develop the key performance indicators to monitor progress towards the achievement of their desired outcomes.
- Go to Exercise Sheet 5.2 and use it to help the group establish the strategies, assign the responsibilities and set the timeframes for a project.
- Go to Exercise Sheet 5.3 and use it to assist the group to determine their strengths and weaknesses as change agents.

- Now use Exercise Sheet 5.4 to identify the key support people required to provide appropriate support.
- Finally, go to Exercise 5.5 and, using the results of Exercise 38, assist the group to establish a plan for communicating the intent and progress of the project to all stakeholders.

This completes Module 5, Session 8

Exercise Sheet 5.1

Outcome Statements and Key Performance Indicators

What is it?

Key performance indicators (KPIs) are what you measure to monitor progress towards the achievement of your desired outcomes.

Who uses it?

Any person or group who are wanting to monitor progress towards the achievement of desired outcomes.

Why use it?

To monitor your success in solving the particular problem you set out to solve.

How to use it

- Explain the objectives and the process of this session.
- As an individual or group, consider the information you have collected from the previous exercises and document the outcomes you want to achieve for the organization (internal) and for stakeholders (external).
- The next step is to test the outcomes you have documented by answering the question "If these outcomes are achieved will we be seen as completely successful by all our major stakeholders?"

	Outcome statements
Internal	
External	

- Once you have agreed on the outcomes to be achieved, document the indicators of achievement and the means of measuring these indicators. Remember, "what you measure is what you get".

Outcome statements	Key performance indicators	Measures

Example

Outcome statements	Key performance indicators	Measures
Achieving staffing levels to meet service demand	Increased staffing levels	Workforce monitoring
Maintain operating costs at the level of equivalent size health centres	Operating costs benchmarked against equivalent size health centres	Operating costs of equivalent size health centres Operating costs of the health centre
Improving staff satisfaction and morale	Improved staff satisfaction	Staff satisfaction survey Monitor sick leave Monitor staff turnover

The final step is to check whether the data is currently being collected. If not assess the feasibility and cost effectiveness of collecting it. You may have to adjust the indicators if the effort to measure the indicator is going to be greater than the result from collecting it.

Exercise Sheet 5.2

Project Planning

What is it?

Project Planning assists you to establish strategies, assign responsibilities and set the timeframes for a project.

Who uses it?

Any person or group wanting to develop a clear and rational way forward with solving a problem.

Why use it?

To identify the strategies the responsibilities and the timeframes for solving a problem.

How to use it

Explain the objective of the session and give the participants all the information you gathered in the SWOT Analysis, the Force Field Analysis and the desired outcomes that have been documented.

The strategies are developed from a brainstorming exercise (Exercise Sheet 1.2). In the first column write the strategies from the brainstorming exercise then clarify them with the group checking on:

- Meaning
- Feasibility
- Sequencing

In the second column write in the name of the person who will be responsible for implementing the strategies. The person may delegate to others but they will be responsible for getting the work done and on time.

Finally in the third column write in the completion date for implementing the strategy. Clarify them with the group checking on:

- Sequencing
- Achievability
- Available time and resources

Problem: ____

____

____

Strategies	By whom	By when

Exercise Sheet 5.3

Change Agent Self Assessment Tool

What is it?

The Change Agent Self Assessment Tool assists you to determine your strengths and weaknesses as a change agent.

Why use it?

To ensure that you have the characteristics of a change agent.

When to use it?

When you are ready to advocate for change you need to be sure that you have the characteristics of a change agent.

How to use it

- Assess your change agent characteristics by answering YES or NO to the statements below.
- From the results list your strengths and weakness.
- Take your weaknesses and design a development plan for yourself.

Characteristics of a Change Agent	Yes	No
Plans ahead		
Is persistent and doesn't give up		
Is sensitive to the needs of the others involved		
Identifies opinion leaders within the group and outside the group		
Asks for feedback from those against the change		
Keeps participants informed		
Views the change process from the perspectives of both participants		
Identifies root causes of problems		
Continually collects and analyses data about the change as it occurs		
Shares the success with everyone involved		

Strengths	Weaknesses
1.	1.
2.	2.
3.	3.

Self development plan:

____

____

____

____

Exercise Sheet 5.4

Team Formation Tool

What is it?

The process establishing the team you want to support you in advocating for change.

Who uses it?

Any person wanting support when advocating for change.

Why use it?

To identify the key support people required to provide appropriate support.

How to use it

- First list the knowledge and skills you require in your team to support you.
- Return to the results of your Self Leadership in Session 4 Exercise 2.7 and note the skills you assessed you had relevant to the project and complete column 2.
- Then look at the Stakeholder Analysis you did in Exercises 2.2 - 2.6 and fill in column 3.
- Now go to Exercise Sheet 2.9 for the information you need for column 4.
- Complete the exercise by filling in column 5 as if there are still some knowledge and skills you require in the team.

Skills and knowledge	Self	Stakeholders	Networks	Others

EXERCISE SHEET 5.5

COMMUNICATION PLAN

What is it?

The process for establishing a plan for communicating the intent and progress of the project to all stakeholders.

Who uses it?

Any person/team embarking on an advocacy path for change who needs to commit to the activity.

Why use it?

To ensure that all stakeholders are kept informed of the intent and progress of the advocacy change process.

How to use it

- First decide what you want to achieve and state in outcome terms in the 'Objective' column.
- List the strategies for each of the objectives.
- Complete the exercise by putting in the people who will be responsible for carrying out the strategy and the timelines for completing the strategy.

Objective	Strategy	By whom	By when

WORLD HEALTH ORGANIZATION
Western Pacific Region