



Development Support

TRAINING MODULES

IN

***COMMUNICATION AND
ORGANISATIONAL DEVELOPMENT***

Manual for human growth in working life

by

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Training programme

Our approach has been applied in different countries, in private firms and organisations, as well as in the state bureaucracies in order to increase the ability of organisations to meet their objectives. It has been successfully applied in various fields and on different levels of working-life: for executive and management groups, on department levels, on the floor, as well for the parties in the working life.

This training program aims to contribute to the development of a learning process that enables a team of people to improve communication and critically evaluate and monitor performance and thereby to learn from experience. In such processes there is focus on experiential learning, commitment and active participation.

The basic idea behind the training is to provide an environment in which persons' inner hidden resources can come to surface and be activated in interactions with others.

THE TRAINING PROGRAM IS EXPECTED TO PRODUCE THE FOLLOWING RESULTS:

- 1 Establish an open, clear and democratic communication in the team
- 2 Develop self confidence and active participation of all team members as equals
- 3 Develop common language and guidelines for group reflection
- 4 Develop specific problem solving and conflict resolution skills
- 5 Develop checklists for sustaining key rules of co-operation
- 6 Acquire tools to facilitate and evaluate performance of the team

PROGRAMME MODULES

MODULE ONE:	THE LEARNING ORGANIZATION
MODULE TWO:	MEETING SKILLS
MODULE THREE:	COMMUNICATION SKILLS
MODULE FOUR:	EMPATHY LAB
MODULE FIVE:	INSTRUMENTS FOR ASSESSMENT AND EVALUATION

In order to fully benefit from the program, develop the skills required and finally to change behaviour in the most optimal way, there is a need to establish follow up meetings on regular basis when the initial training in the above modules is over. The follow up meetings should continue during a one-year period. This would provide enough practical training in using the program to enable you to start training of new teams, if and when required.

MODULE ONE

THE LEARNING ORGANIZATION

OBJECTIVES

Our objectives are to establish and build up excellent teams and cooperation skills that will enhance the quality, creativity, productivity This includes activities such as, creation of programmes, action plan, division of functions, improving coordination, project administration, management etc.

To achieve our objectives we need to enhance our organisational ability to:

- Discuss and share issues and reach conclusions
- Implement conclusions and measures
- Offer feed back and evaluate personal and organisational performance

To increase competence in these areas is partly a matter of having communicative skills, which can be trained and partly a matter of structuring an arena for discussion and evaluation of performance.

The Spiral is especially designed to help achieve such competence. The spiral method is based on experiential/practical learning and a succession of team members' meetings that can offer a space for structured discussions of problems, challenges and possibilities the team members face in their working situation.

As result you can expect your work and your work place to become a **learning environment** with increased personal and institutional efficiency, motivation and transparency.

Team members alternate between planning and formulation of strategy, between attempts at putting the strategies into practice during an interim period and afterwards discussing the results of these attempts, then making new formulation of strategy and so on, repeating the pattern.

This alternating process is «**the spiral**».

It is a method that demands a flexible and an open approach during the sharing of experiences.

It demands structured discussions where team members can focus on case studies and their "in the field" experiences.

The experiences will be summed up and transformed into transferable knowledge, which will be used for development of the team members and optimising their practical work as a team.

The aim of the spiral is to transfer and adapt the teambuilding and the project development competence to the team members.

Experience shows that it takes time, as well as expertise, to achieve the transfer of the ‘spiral culture’ and its integration into the working life of a team of people.

The spiral is optimised when combined with the support from external experts, such as the Development Support consultants, at regular intervals.

THE SPIRAL METHOD

The spiral continues to go upwards as a succession of regular meetings, with interim practicing periods in between regular meetings. Each circle is wider as it represents the acquisition of new skills and competences... Throughout the process:

- the 5 dialogue skills are applied continuously

Meeting 3

Same as meeting 2., but you bring in yet new experiences from your work

Third interim period
This is practicing period:

You test out

You perform

You observe and learn

Meeting 2

Same structure and activities as in meeting 1., but you bring in your experience from your work in the interim period

Second interim period
This is practicing period:

Testing out tasks

Observing

Meeting 1

Structure and activities:

Share experiences → Define challenges →
Work out plans, coping strategies, set
deadlines, etc.

Evaluation:

HOW DID WE PLAY THE BALL?

First interim period
This is practicing period:

Testing out the tasks in
practical work

Observing: “What else do I
and my colleagues need to do
in order to perform even
better? How to create better
practice?”

HOW TO APPLY THE SPIRAL METHOD

Appoint a Facilitator

Choose a facilitator who is responsible for:

- Leading the discussion
- Facilitating the discussion from general to more specific and important issues
- Facilitating the necessary process for reaching decisions, for establishing measures and for defining strategic steps.
- Facilitating the evaluation of the meeting.

Organise structured group work

Adopt the following procedure:

Sharing experiences

The team members share with each other their own experiences about their work. Each participant share specific situations focusing on his or her activities and experiences

Definition of challenges and tasks

Team members should aim to end up with well-defined concrete tasks to be carried out when they return to their field of action. The tasks will be carried out during the interim period between the present and the following meeting. The interim period between the two meetings is the *practice period* to implement tasks as they were agreed upon. So, participants will gather experience in their specific working fields, before the next workshop, to which they will come with new "professional needs" to be dealt with.

Evaluation of the performance of the group

During the group meeting evaluation procedures are to be carried out involving personal feedback, analysis of team members' own way of communicating, the communication of the group, task efficiency, personal challenges etc.

Summary of the spiral process

The integration of ‘the spiral culture’ takes place gradually through regular meetings over a sustained period of time.

1. There are meetings at regular intervals with the following agenda of activities:

- Sharing experiences from the field
- Defining challenges
- Working out plans and coping strategies

The group itself evaluates group performance in each of the above 3 meeting activities.

2. Between meetings is the interim period to test out plans and coping strategies by implementing these in practical work life.

3. After the interim period there is a follow up meeting for reporting and sharing of experiences, evaluating lessons learned and defining new challenges.

ASSESSMENT AND ACTION PLAN

Issue/Task	Further specifications Elaboration of the issue/task	Objective/ Goal	Strategy and steps for goal achievement	Priorities	Person responsible	Deadline	Budget

MODULE TWO

MEETING SKILLS

STANDARDS FOR EFFICIENT MEETINGS

Introduction

There are numerous situations in working life that offer opportunities for learning about how to handle situations in more efficient manners than people actually do. Such situations involve development of abilities in conflict solving, client treatment, cooperation, planning, meeting efficiency etc. Experience has proven that for those who work together on a daily basis, communication skills are extremely important, yet not sufficient, for building an efficient team.

In order to build up the communication skills of the organisation, the management must institutionalise an *arena* – a place and time where skills development in communication and cooperation can take place. An *agenda* for the meetings must also be prepared. The agenda needs to be set up so as to allow for discussions to take place about whatever is seen to be important in relation to developing a more successful organisation. It will often mean focusing on individual performance, cooperation, leadership, customer treatment, work efficiency.

Preparing for the meeting

Consider the aim of the meeting

Prepare agenda before the meeting

Consider who needs to be present

Consider the need for the participants to get to know the aim of the meeting so they can prepare themselves if necessary.

Time schedule

Setting up of a time schedule for the meeting

Time schedule for the specific issues

Efficient rescheduling of the meeting

Adaptation of style to the need of the situation

Ask yourself what kind of style is most efficient to use for a particular meeting or situation:

- Listening style: Priority is to simply be there and listen to what has to come up
- Authoritative style: Providing direction through dialogue in a friendly but firm manner
- Flexible style: Allowing for plenty of side tracks to air issues that have come up unexpectedly
- Brainstorming style: Loosely structured discussion that promotes creativity, ideas and suggestions.
- Bureaucratic style: Very structured discussion of one issue at a time. List of speakers is observed. One is strictly focusing on the issue, a conclusion is reached, responsibility and dead lines are established.
- It is a challenge to balance between the need for an open style which allows for creativity and ideas to blossom and the need for a tight and structured style which gives room for more in depth sharing, reaching conclusions and establishing strategic steps. In other

words the challenge is to find a balance between the brain storming style and the bureaucratic style

Role of Chairman / Facilitator

Facilitator takes responsibility for following up on the rules.

Below we sum up some rules/principles for the group to formulate and agree upon:

There will be respectful turn taking in our conversations; one person speaking at a time, without talking on top of each other.

Constructive feedback to be given to the right person:

- Feedback must be adapted to the person (what can the person take, what is constructive for the organisation etc)

Closeness between action and signal:

- If you feel something is not effective or you in any way disagree, give feedback as fast as possible.

Time out – be able to interfere – when necessary. “I feel that we got lost, is this important..?”

If during the meeting a situation comes up that offers an opportunity for learning, there should be flexibility with the agenda by giving priority to focus on what can be learned from the situation there and then.

If a number of issues come up, including issues relating to human development, the facilitator should make a priority list, by giving all issues a name, making a deadline for dealing with it and establishing a follow up procedure.

Interrupt; break in when people talk too much, talk about trivialities etc.

Strategic sentences: Please be short, time is limited

Sorry to interrupt, but.....

So your conclusion is....

You are allowed to “make a fool of yourself”

This is a prerequisite if people are to give direct feedback.

The phases of communication/ Unwrapping parcels:

When unwrapping parcels, or going more in-depth, it can be useful to split the discussion in four different phases:

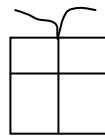
A. Container phase: brainstorming on a subject; those who wish so, have the possibility to ‘empty’, i.e. express what they need to express. Some discussions end up here and that is OK.

B. Specification phase: Specify, select and unwrap one theme at a time
Method: Open and closed questions.

C. Phase for decisions – strategy - measures
Division of responsibilities, deadlines etc.

D. Ownership phase:
Strategic sentence: -Is there anything hindering us in implementing this measure?

Unwrap parcels



Sort out themes, ideas, important inputs, etc.

Clarify the need to unwrap parcels in order not to follow a sidetrack

Log the sidetrack by giving a name to the “parcel”.

Decide time and place for “the unwrapping of the parcel” and decide about the arena, that means who is to join the meeting

Person Parcels versus Factual Parcels

Care about “person parcels”, not only “factual parcels”

In discussions we tend to focus on “factual parcels”, we are less used to dealing with “emotional parcels”

Strategic sentences for unwrapping and going in-depth:

-Can you say a little more about that..

-What hinders you in....

-Can you be a little more concrete, specific?

-Have you got a concrete example on what you mean/talk about/experienced?

-Have you got a proposal for a solution?

Evaluation procedures

1. Here and now feedback and time out

Everybody takes responsibility to interrupt the meeting if one found the meeting ineffective.

Strategic sentences:

- Are we on the right track?
- Are we using our common time in the right way?
- Am I the only one who feels that we are getting lost here?

2. Preliminary evaluation – evaluation of the discussion as we go along:

Evaluation can be after one phase of the discussion or after finishing a subject.

Strategic sentences:

- Were decisions taken and strategies agreed upon?
- How important was the discussion? Did we reach our goal? What was the result?
- Did we spend too much time on sidetracks? Was this fruitful? Was the discussion too scattered? Did we manage to ground?
- Has everybody had their say? Were there things you did not dare to say?

3. Final evaluation:

Evaluation of the whole meeting:

Strategic sentences:

- Was the meeting necessary?
- What was the purpose of the meeting?
- How efficient was the meeting?

Evaluation of the chairman

What was done well?

What is the challenge/what could be better?

Evaluation of the team

What was done well? What is the challenge?

Note: for more thorough evaluation formats see Module Four “Instruments for Assessments and Evaluation”

MODULE THREE

COMMUNICATION SKILLS

ABOUT CONVERSATIONS

WHAT KIND OF CONVERSATIONS DO WE HAVE?

- that do not solve conflicts or problems
- that do not create understanding
- that do not help us to change attitudes or behaviour
- that do not give insight to the right person of his/her responsibilities

What are the specific characteristics of these conversations?
What kinds of sentences construct them?

SUCH CONVERSATIONS ARE MARKED BY:

- General statements
- Jumping from one theme to another
- Link-Answers
 - Linking of opinions
 - Linking similar stories
- Responding with “good advice”
- Interruptions
- Interpretations
- Allegations
- Myths
- Not checking common understanding
- Not addressing the message to the right person
- Addressing to everybody else but the right person

GOAL 1 - HOW TO FACILITATE PERSONS TO COMMUNICATE SO THAT THEY:

- Do not get astray or talk themselves away
- Do not jump from one theme to another
- Do not speak in general terms
- Do not tell similar stories
- Do not give advice when they should listen instead
- Do not give advice without checking the relevance

GOAL 2 - HOW TO FACILITATE A PERSON TO BE:

- Specific
- To finish one subject at the time
- To know how to address the message to the right person
- To describe and follow up on her/his own challenges

SKILLS FOR DEVELOPING GOOD COMMUNICATION

What kind of conversation does make a change?

What types of conversation are helpful?

On the following pages we will look at certain skills that need to be acquired in order to achieve good communication.

Opportunity Statements

Look at opportunity statements as doorways for eliciting human resources!

What people express verbally, the statements they utter, offer a lot of opportunities for developing dialogues in different directions, also directions, which we usually do not exploit properly.

We can unwrap statements. Still, not all statements should be unwrapped. Time, place and the need of the situation must be considered.

Nevertheless, it seems that people tend not to unwrap even when it is sensible to do so.

Why?

One of the reasons is that they do not possess the type of communication technique that is required to unwrap 'parcels' and develop dialogues. For this purpose we have formulated key communication skills which we call **The Dialogue Skills**.

DIALOGUE SKILLS

1. OBSERVE!

Listen to what the person is saying
Observe the body language
Observe your own interpretation of what is being expressed

2. CENTRE!

Before responding give time to find your centre in relation to the person talking to you
Focus on yourself; connect to yourself by breathing in and out until you are centred
Gather yourself within yourself

3. BE SINCERE!

Show interest
Don't laugh things away
Respect
Your sincerity is felt by the other person
Your sincerity will help the other person focus on the challenge
Your sincerity helps the person say what really matters

4. ACCEPT!

To show acceptance you need to confirm with relevant responses:
Yes
Of course
I do understand that very well
That sounds difficult
Reaffirm body language:
Eye contact
Nodding

5. CONTAIN!

Be a container
Give the person space to go on talking

6. REPHRASE-CHECK UNDERSTANDING!

Be open to accept the person's statements.

Repeat the sentence or content of what your counterpart said.

Then add: -Have I understood you right?-Was this correctly understood

7. RE-ADJUST

Pay attention that you are not going astray

Whenever you go astray re-adjust

8. PROBE

Focus on "HOT" issues. Follow up on the most important issues with the questioning method to help the person elaborate on his/her issues.

Strategic questions:

Can you say some more about that?

What is most important for you to talk about?

Are you aware that you are jumping from one issue to another?

Am I right when I feel that you seem to avoid this issue?

The use of these questions depends on trust, context and consensus.

9. TEST ADVICE

Explore what value your advice or interpretation has.

Strategic questions:

Does my advice make sense to you?

Do you agree? – Is there a part of you that agrees?

If what I say does not apply for this situation, do you recognise what I say from other situations you have experienced?

10. AWAKEN SOLVING POTENTIAL

Strategic questions:

Do you have an idea about what you will actually do?

How will you solve this?

What hinders you, what are the obstacles?

What stops you from handling this situation?

What stops you from doing something about this problem/this challenge?

FINALLY SUCCESS WILL BE GREATLY ENHANCED IF YOU HAVE A LOVING, POSITIVE ATTITUDE!

PRINCIPLES BEHIND THE DIALOGUE SKILLS:

Empathy

What is empathy?

Do you have any examples?

Why does empathy work?

Definition of empathy:

Perceptive understanding of the other person's inner frame of reference

Empathy is the process of 'putting yourself into someone else's shoes'; of reaching beyond the self, understanding and feeling what another person thinks and feels.

Communication requires a sophisticated degree of empathy. In order to communicate effectively there has to be an ability to understand affective and cognitive states of the other person. Empathy facilitates communication - communication breaks down when false presuppositions or assumptions are made about the other person's state.

Research of empathy suggests that even young children have greater appreciation of other people as thinking and feeling individuals than was thought at one time.

Zahn-Waxler and Radke-Yarrow (1982) trained mothers to keep record of what their children did when witnessing naturally occurring expressions of emotion in other people

It was found that even 10 months old children showed signs of distress themselves.

From the second year on, research has shown that children actively offer help, the kind of help they themselves would find comforting.

In the third year, with the emergence of role taking skills, children become aware that other people's feelings can differ from their own. Their empathic responses to distress thus become more appropriate to the other person's need.

Empathy seems to be an innate human ability.

ATTUNEMENT – an important aspect of empathy

A study of criminals who committed the cruellest and most violent crimes found that the one characteristic of their early lives that set them apart from other criminals was that they had been shuttled from foster home to foster home, or raised in orphanages – life histories that suggest emotional neglect and little opportunity for attunement. So what is attunement?

At around 9 months there is a new development in the way imitation takes place between mother and baby. The mother begins to expand her behaviour beyond true imitation into a behaviour called by Daniel Stern ‘affect attunement’. Affect attunement is very different from simple imitation. Instead of simply imitating what the child does, the mother tunes in to the inner feeling state of the baby and expresses it in a different way (in another modality), but still expressing the same quality of feeling that she acknowledges in the baby. According to Stern: ‘To let the baby know you sense how she feels, you have to play back her feelings in another way. Then the baby knows she is understood.’ Two examples:

1. *A baby squeals with delight, the mother affirms that delight by cooing or giving baby a gentle shake or matching the pitch of her voice to the baby’s squeal.*

2. *A nine month old boy reaches for a toy just beyond reach. Silently he stretches towards it, leaning and extending arms and fingers out fully. Still short of the toy, he tenses his body to squeeze out the extra inch he needs to reach it. At that moment, his mother says, “uuuuuuuh.....uuuuuuuuuh” with a crescendo of vocal effort...”. The mother’s accelerating vocal-respiratory effort matches the infant’s accelerating physical effort.*

This is like ‘dancing with the child’ in the same rhythm and the ‘key’, but in a different modality. According to Stern, this is one of the most potent methods that caregivers can apply to regulate or ‘shape’ the development of a child’s subjective and interpersonal life. Although this matching normally takes place without reflective awareness, it is possible to exercise affect attunement, i.e. by trying to vocalize in rhythm and in pitch to the child’s actions and excitement, or by making movements corresponding to the child’s vocal expressions and feeling state. For a caregiver who is sensitised and in close emotional contact with a child such attunements come easily and without effort.

When parents are misattuned to the child it is deeply upsetting. In one experiment, Daniel Stern had mothers deliberately over- or under-respond to their infants, rather than matching them in an attuned way; the infants responded with immediate dismay and distress.

Prolonged absence of attunement between parents and child takes a tremendous emotional toll on the child. When a parent consistently fails to show attunement with a particular range of emotion in the child – joys, tears, needing to cuddle – the child begins to avoid expressing, and perhaps even feeling those same emotions. In this way, an entire range of emotion can begin to be obliterated from the repertoire for intimate relations, especially if through childhood those feelings continue to be covertly or overtly discouraged.

One mother in Stern’s study consistently under reacted to her baby’s level of activity; eventually her baby learned to be passive. ‘An infant treated that way learns, when I get excited I can’t get my mother to be equally excited, so I may as well not try at all,’ Stern contends. But there is hope in ‘reparative’ relationship: ‘Relationships throughout life – with friends or relatives, for example, or in psychotherapy – continually reshape your working model of relationships. An imbalance at one point can be corrected later; it’s an ongoing, lifelong process.’

Congruence

What is congruence?

One is congruent when what one says is actually an accurate description of that which one experiences at the time.

There can be divergence between one's words and the actual experience in which case there is no congruence.

Why is being congruent important?

When to apply it in communication with others?

How to apply it?

To what degree?

There are productive (constructive) and unproductive (destructive) ways to show congruence.

For success to be achieved in communication it is important to search for the most productive ways to be congruent.

A great deal will depend on the situation itself, the context.

Analyse the need of the situation. Negotiate congruence with reality, with the specific situation.

Scaffolding

People who work together in any context can use 'scaffolding' in relation to the other person; whatever the activity may be the point is to gradually involve the other person, by adjusting to their pace, so that they gain confidence in their own ability to do.

A person offers scaffolding to another person to help that person reach her/his project goals. This means giving space to construct what they are trying to do step by step, making plans together, cooperating and guiding the person through a dialogue, pointing in the right direction through hints whenever s/he gets stuck but never taking over the control of the activity, adjusting to her/his level of ability and knowledge. This kind of adult cooperation will stretch the person's abilities and knowledge and help fulfil their potential.

Psychologist, Jerome Bruner uses the metaphor of 'scaffolding' suggesting that adults can 'scaffold' a child's activity and support it in ways which allow the child to go beyond his present level of unassisted performance.

Imagine a tutor has erected scaffolding, which could help the child climb to a higher level of understanding. To be more effective, scaffolding has to be constructed so that the child is not asked to climb too much at once. It has to take account not only of the child's existing level but also of how far she can progress with help. Any help given is conditional upon the child's understanding of previous levels of instruction, making sure that the child is not left alone when he is overwhelmed by the task but also giving the child greater scope for initiative when he shows signs of success.

The child, like the building, will arrive at, 'stand alone competence' eventually, but only as a result of a good deal of constructive activity. The adult support can then be removed just as the scaffolding is removed when the building is completed.

The crucial word is co-operation through dialogue: to be most effective, the relationship between teacher and learner must be collaborative.

EXAMPLES OF COMMUNICATIVE BEHAVIOUR **FOR INTERACTIVE DISCUSSIONS**

Research story as an example of the importance of the skill of 'acceptance'

There was a research study in which 12 men and 12 women were put in a room together to share a discussion on a certain topic. They were video taped during discussion. Later the men and the women were asked by the researchers who talked the most, women or men? All agreed that they approximately talked the same amount of time.

However, when the video was watched it revealed that men talked twice as much as women. It was also observed that when a man talked the other men adopted a blank expression on their faces. Whenever a man stopped to talk, the other men would compete to try to jump into the scene to have a say themselves.

But what do you think the women did?

The women, the video showed, were nodding a lot.

So we can conclude:

Although the women were mostly nodding, the act of nodding appeared to have made both men and women, feel as if the women were actually speaking; and that is why both men and women thought that they had spoken the equal amount of time

It would appear that women are more clever than men to express acceptance. Men seem more used to talking and do not have the patience to listen to others; they just wait for an opportunity to say something themselves.

Anecdote

Two project directors had a meeting. When the first one spoke, the second one just sat there picking on a book.

What effect would this have on the first one speaking?

Share your opinions about the following situations

People who are lecturing – gurus who got used to not listening to others – only talk about themselves.

A leader takes all the space to talk, leaving no room for others. Other leaders may follow suit.

“Just staring”

Imagine you came into a room and the person who was there was just staring at you, while you were speaking; in other words, giving you very few responses (no nodding, smiling, talking, etc.)

Think how would that influence you?

How does it influence us talking to a person with an extremely little accepting behaviour?

Story of Maria and Pedro

Maria, who is Pedro’s director, asks him if he enjoys his job. I am quite satisfied, but I think maybe the job is a little boring. Maria observes his body language – the way Pedro expressed himself looks like he is frustrated and unsatisfied. It seems that Pedro hesitates to express what he thinks. He does not quite dare to express his opinion and what he feels.

How would many leaders respond?

How would you respond in Maria’s place?

Maria’s response was: “I hear you say that you find your job a little boring. As far as I understand you are a little unsatisfied. You seem to be a little frustrated. Is that correct?” Pedro nods his head. Maria asks: “Can you say something more about your working situation?”

Find the “parcel” in the following statements:

“People here are very nice. It’s ok to work here. There is not so much community feeling as

people do their job and go home.”

“The job is a bit heavy you know, but that’s ok. I am a little uncertain for how long I can stay in this job, but I do not think much about that.”

“Sometimes I feel that I am a little pressed in my job as trainer, but it generally works out.”

“To be a trainer is quite an exciting job. I have to relate to a lot of people; but some are not finding it easy to grasp the programme in the right way, in fact it can be really difficult. “

“We have an awful lot to do here, but it is an exciting job. We are working very independently.”

“I feel a little afraid when I have to approach a violent father, but I guess everybody has to do their job.”

What is difficult in your job?

How is that “wrapped up in a communication parcel”? (How do people tend to talk about difficult issues? Is it wrapped up?)

Eve’s story

Eve has been putting up with her trainer’s impatient and unkind behaviour for a long time, which gave her a distinct feeling of not being wanted there. Eva lost her motivation to work, felt increasingly more tired, was sleeping a lot and finally got depressed, but had nobody to talk to.

Which of the 7 dialogue skills, do you think, would be the most appropriate to use with Eva? (Answer: Eva is a case when the container needs to be applied.)

How to deal with general statements

- The leadership never has time to listen to us
- Too much informal leadership
- Too much hidden agendas
- I am always interrupted
- You are hopeless
- The flow of information is bad
- The leadership is hopeless
- We are in great need for more consideration about the internal situation
- We need a strategy
- We need leadership training
- We need a consultant here to solve our problems
- Everybody is after me
- In my job they never give me feedback

Points to consider: General statements are fine as points of departure for further elaboration

of the statement, for the unwrapping of the parcel. One should aim to get beyond general statements, which are not followed up with specific examples or further description in more concrete terms.

Consider the following examples:

What was happening in the 2 situations below and what was the real need?

You are pestered by your leader. He never pays attention, and he doesn't recognise your efficiency. But when you make an error he is fast to blame you. You have just once more experienced this and you feel a need to be listened to and to speak with a colleague that you can trust. You have just started your story when your colleague interrupts you and starts talking about himself how he was experiencing the same situation some years ago.

You speak with one of your colleagues from another area of work:

” I am in great difficulties in my job now. Our director must be a psychopath. I never know his opinion of me. I feel very uncertain after we have talked. He never praises me and he always makes me feel small. Only seeing him makes me uncertain. I really worry about going to work.”

” Yeah, I also had a boss like that once, it was terrible. We were lucky he was promoted. Now I have a really nice boss who gives constructive feedback and with whom I collaborate very well.”

In both examples the statements of the speakers are not being contained by the listeners. The listeners are giving no room to the speakers to elaborate what they are saying. Their stories are grabbed by the listener and used for their own need to be listened to.

- 1. Discuss what the listener could have said and done if s/he was to follow the seven commandments?*
- 2. Role play it!*

Story of Anna and Antonio

Anna speaks about her working situation with her colleagues. She says that her co-operation with Antonio with whom she works is not really good. He works inefficiently. He tries to sneak away. He sits a lot of time in the toilet smoking. He takes breaks really often. He always has excuses when there are many tasks waiting.

The colleague says: “I think you should tell Antonio how you experience his behaviour.”

Consider: Maybe this is a good advice or maybe it is a bad advice. What makes it a good or a bad advice? Well if she manages to talk to Antonio it may be a good advice. If she does not manage to talk to Antonio it is an advice of no value for Anna - it is a bad advice. It may even be of negative value since she is confronted with the fact that she is not able to follow your advice.

Discuss: What is it like for the other person when answering with an ambiguous advice?

Find your own example to illustrate the dialogue skill described below:

After a statement, an advice or interpretation from your side, cheque the value of your input with sentences such as:

- Does my advice make sense to you?
- Was my response useful for you?
- Do you agree, or does at least a part of you agree?
- Am I reaching you?
- If what I say does not apply for this situation, do you recognise what I say from other situations you have experienced?

In other words:

Do not give advice without exploring the value it has for your counterpart.

EXERCISES

Introduction to different types of dialogues

Participants watch some video examples and afterwards compare different dialogue examples.

Discussion in small groups

Exercises for use after the dialogue skills have been introduced on overheads.

1. Watch the same video examples from exercise 1. Each group discusses the way the dialogue skills were applied or could have been better applied on video examples. One spokesman for each group tells about their discussions and observations. The whole group reaches consensus and conclusions.
2. Discuss other video examples where there are two persons in dialogue and a third person is acting as facilitator, assisting them in their use of the 7 dialogue skills.
3. Create 7 role plays where each of the rules are not followed
4. Take one dialogue skill at a time to examine what happens when it is used, i.e. how does it affect the other person?
5. Let us see what to call this way of communicating, when we use the 7 dialogue skills?

Here are some possibilities:

1. Unwrapping parcels-dialogue
2. Qualitative dialogue
3. Partner dialogue
4. Person-centred dialogue
5. Diplomatic dialogue
6. Democratic dialogue

Role-play in pairs:

Each pair will prepare a dialogue, role-playing a particular case story/situation. The rest of the participants observe and stop the role-play whenever the 7 dialogue skills could have been applied but were not.

Support questions:

1. Was there observation, acceptance and confirmation – how was that demonstrated?

.....
2. Were the essential inputs acknowledged?

.....
3. Were the essential inputs rephrased?

.....
4. Was there any checking of common understanding?

.....
5. Was the probing method used?

.....
6. Was there any unwrapping of parcels?

.....
7. Were there any strategic questions in order to help develop statements?

.....
8. Which statements were unwrapped in order to clarify problem areas?

.....
9. Was there any effort to keep to the heart of the matter?

.....
10. Did they avoid talking in general terms?

.....
11. Did they avoid jumping from issue to issue?

.....
12. Was ‘association hooking’ avoided?

.....
13. When advice was given was there any exploring of the value of that advice for the other person?

.....

14. Can you remember which questions were used for that purpose?

.....
15. How was progress questioning to awaken solving potential used in any way at all?

.....

Role-play in groups of 3

Role-play of dysfunctional communicative behaviour (without using the 7 dialogue skills)

Role-play of functional behaviour (applying the 7 dialogue skills)

Two of you role-play a dialogue between two persons in conflict and the third person is role playing the facilitator reminding them how to use the 7 dialogue skills.

SITUATIONS TO DISCUSS AND/OR ROLE PLAY

Bellow we have summed up a number of common situations which you can discuss and role-play. You can role-play different versions, first without and then with the application of the 7 dialogue skills.

- 1 Director finding faults with his employee
- 2 Employee presenting an issue to the director
- 3 Leader talking to another leader who is a difficult person
- 4 Middle management talking to their director

- 5 Concern is not with people but only with achieving the set goals: The project trained 34 persons only and should have done 50; project leaders presenting the issue to employees.

- 6 Offering more opportunities to some than others: Antonio has been sent to courses and conferences, he is always chosen by the director to represent the project and yet there are others who could have gone, but it has never been discussed democratically; dialogue where the others are asking the director to be included and not just Antonio

- 7 Project leaders are not in agreement, so the result is a set of unclear policies from the leadership: dialogue where the employees are talking to the directors in order to clarify policies

- 8 Employees making suggestions to the director but he is giving no space to employees to talk and plan

- 9 Director is not praising what has been achieved by people but only pressing for more work: trainers from one area did better than trainers from the other areas, and the director is only noticing that the others need to catch up and gives no praise to anyone for their efforts

- 10 Promoting unhealthy competitive feelings:
Antonio has trained 10 persons, Carmen 2, Pedro 3 and Roberta 2
The director is only mentioning with satisfaction Antonio's achievements and ignoring the others

- 11 Anna and Natali went on a home visit to talk to Maria and Lamberto. During that home visit Maria revealed delicate and private information. Some time after the visit, Anna was indiscrete and passed it on to someone in the community, who then spread it all around. Natali is addressing this issue by talking about it to Anna.
Role-play different versions to fit in with the different characters. How would Natali need to be talking to Anna:
 - a. if Anna happened to be a shy, insecure person; it was the first time she had behaved like this
 - b. if Anna had done it already a few times before and had been ignoring all advice.
 - c. If Anna was so unwilling to listen to Natali, that Natali had to resort to asking for help from her boss; the boss is now dealing with the situation (role play the boss in dialogue with Anna and Natali)

MODULE FOUR

EMPATHY LAB

PRACTICING DEMOCRATIC DIALOGUE

Every day most of us have several talks/conversations with each other that lead us nowhere. From most conversations we do not learn anything of importance. We do not feel relieved. Problems are not solved. Strategies are not worked out for solving the situation or challenge. We do not learn new ways of coping with challenges.

Why is it so hard to create more profitable ways of communicating?

Why don't we learn more about each other and ourselves when we communicate with each other? Why do we repeat ourselves over and over again?

Sustaining a satisfying and constructive dialogue requires certain attitudes and skills that allow for 'democratic space' to be established between all those involved, without which people would become disillusioned with the whole process.

The dialogue laboratory is a point of departure for defining useful concepts that help analyse and understand communicative behaviour. It is a way to improve our ability to hold satisfying and constructive dialogues with others.

The dialogue laboratory is a specific instrument that has been successfully applied in different fields and on different levels of working-life in Scandinavia. The instrument is meant to support a practical learning process in a specific mode of dialogue. Seminars have been run for private firms and organisations as well as for the state bureaucracy. It involved leadership, trade union representatives, personnel-departments, sales departments etc.

The dialogue laboratory is a training ground; it is meant to help evaluate and support the process of team members' learning how to apply the democratic dialogue in communication with each other, that will gradually lead to more efficient management and cooperation.

As a starting point participants in the dialogue laboratory are encouraged to become aware and recognize the importance of the simple statement, 'that they are together in their working place, that they need each other, and need to be talking to each other'. Reaching that point of recognition is essential otherwise the dialogue might become just another technique which is used because somebody says that it has to be done!

THE DIALOGUE LABORATORY TRAINING

PURPOSE:

- ◆ Practising the 7 skills for democratic dialogue
- ◆ Practising feed back
- ◆ "Sharing"

STRUCTURE:

Small group work – 3 persons, each in one of the 3 roles:

- ◆ Main player = team member or coordinator
- ◆ Coach /active listener
- ◆ Observer/super coach

TIME MANAGEMENT

The observer takes responsibility for the structure of the meeting.
In order to carry through all the steps a strict management of time is necessary:

Step 1: A few minutes in the beginning to divide the roles

Step 2: 20 minutes for the set dialogue

Step 3: 5 minute sharp to fill out the evaluation forms

Step 4: some minutes for each of the 3 persons to convey his feedback

(There will be 3 rounds in order to give everybody the opportunity to play all roles.)

Step 5: We will finally have plenary sessions where performance and issues will be discussed and assessed.

Role of Main Player (colleague , employee, client)

S/he will have the opportunity for 20 minutes to talk about

- His/her own working situation
- Specific situations s/he feels needs to be handled with more competence
- Challenges for the team s/he is part of

Note: use the lists A and B (on the following pages) to help guide the dialogue

Role of Coach

The coach needs to focus on active or even therapeutic listening. For the coach this role also implies a valuable chance to train in the field of active listening, as well as getting feed back on his personal communicative style afterwards, both from the observer and from the protagonist.

Note: use the lists A and B (on the following pages) to help guide the dialogue

Role of Observer

The observer needs to focus on the style of the coach/active listener. During the dialogue the observer must be attentive both to positive and negative aspects of the style of the coach. After the dialogue when the observer gives the coach feed back s/he must focus on and pinpoint what the coach managed well, as well as where the challenges for improvement might still be. E.g.:

- Does the coach listen actively to the main player?
- Does the coach let the main player jump from topic to topic when that does not seem fruitful?
- Does the coach guide the main player to stick to the important issues, or does he allow him/her to elaborate on unessential matters?
- Is the main player supported by questions so that the most important issues are concretised?

In other words, does the coach use the questioning method in order to facilitate the protagonist in the process of concretisation of the hot issues?

The following Guide to be used when a Team Member is the Main Player:

1. Do you usually cope satisfactorily with the daily tasks in your work?
2. Is your cooperation with the coordinator satisfactory or could it be better?
3. Are you enabled to work independently?
4. Does the coordinator delegate enough responsibility?
5. Can you discuss with your coordinator difficulties, challenges and problems between you and him/her – or any other issue of importance such as cooperation with other team members or your efficiency and well being in your working situation?
6. Is the information-flow satisfactory?
7. Are conflicts solved in a satisfactory manner?
8. Is your cooperation with your team members satisfactory, or could it be better? Are you listening actively to your team members to find out their real situation?
9. Can you discuss with them difficulties, challenges and problems between you and them – or any other issue of importance concerning the work, your efficiency and well being?
10. Are you asking for response/feed back on your collaboration style?
11. Do you take enough care of yourself in your work? Can you limit yourself, say now, or are you getting too much involved?
12. Are you able to ask for support, assistance and supervision you may need?
13. What is your challenge(s)?

The following Guide to be used when a Leader is the Main Player:

1. Do you usually cope satisfactorily with the daily tasks in your work?
2. Is your cooperation with your team members satisfactory, or could it be better?
3. How is your leadership from the point of view of the other team members? What do they think of you as a coordinator?
4. Do you delegate enough responsibility and competence?
5. Do you speak with you team members in order to get to know how they feel about their working situation?
6. Are you listening actively to your team members to find out their real situation?
7. Do you discuss their challenges and problems with them?
8. Do you involve them in matter and decision making processes which involve their working-situation?
9. Do you take unpopular decisions?
10. Are you asking for response/feed back on your leadership-style?
11. Is the information flow satisfactory?
12. Can you discuss with them difficulties, challenges and problems between you and them – or any other issue of importance concerning your team, or your efficiency and well-being?
13. Do you take enough care of yourself in your work? Can you limit yourself, say now, or are you getting too much involved?
14. Are you able to ask for support, assistance and supervision you may need?
15. What is your challenge(s)?

Feedback and Assessments of Performance

Below are three feedback guides to be used after each round of the Emphathy Lab. These forms are designed to help evaluate the quality of performance of the *role of the coach*.

1. Self assessment by Coach

The listening and questioning methods may be far more interesting than avoidance and arguing-methods. It is now important that the coach reflects upon his achievements and his challenges, as a coach.

2. Assessment by Main player of the coach

Main player tells the coach his main impressions. The point is to let the main player speak freely on how he experienced the style of the coach, without the coach interrupting. Here the coach will actually display his use of the listening and questioning methods and so ‘the proof of the pudding’ will be in the way the coach deals with the feedback given!

3. Assessment by Observer to the coach

Same as under 2, but now for the Observer

Coach's Feedback on own Performance

1. To which extent were you satisfied with yourself as a dialogue partner?

Highly satisfied-----Not at all

2. To which extent did you perceive yourself as a good listener?

Good-----bad

3. To which degree did you experience that the protagonist was able to express what really his concern was?

High degree-----Low degree

4. Did you feel that you at any time had irrelevant inputs or that you interrupted?

5. Would you or could you have done anything differently?

6. Did you connect with some challenges concerning your role as a dialogue partner or facilitator?

Feedback from Main Player to the coach

What did the coach do well?

2. What are the challenges?

3. To which extent did you confide in or trust the coach?

Trust -----Distrust

4. To which extent did you feel listened to?

Listened to-----Interrupted

5. To which extent did you feel you were able to tell and elaborate on your concerns?

High extent-----Low extent

6. To which extent did you get input that hindered you from going astray or talking yourself away from the hot issues?

High extent-----low extent

7. Could the dialogue have been better or more efficient?

8. Was there any learning impact?

Suggestions to help the main player incorporate explicitly when where and how

- 1 When in the dialogue did you feel listened to?
- 2 What did the coach do to make you feel listened to?
- 3 When did you feel able to tell, elaborate your concerns?
- 4 What behaviour in your coach made you feel you could do this?
- 5 Did you feel misunderstood or blocked?

Feedback from the Observer to the Coach

1. What did the coach do well?
2. What are his challenges?
3. To which extent was he able to listen?

High extend -----Low

4. Did the coach interrupt?
5. Did he reformulate seeking common understanding?
6. Did he help the protagonist to unwrap parcels?
7. Did the coach give statements or interpretations without testing the value for the protagonist?
8. Did he give advice?
9. Did he test the value of his advice(s)?
10. Were the issues and challenges concretised enough?

11. Were the solving strategies evolved or disused?
12. Did the protagonist show ownership to the solutions?

1

Concluding Comments in the Plenary Session:

Summing up analysis to show how well were the 7 skills used by the coach:

1. How did the coach show confirmation?
2. Were the essential inputs acknowledged?
3. In what way was the coach showing acceptance?
4. Were the essential inputs reformulated checking common understanding?
5. Was the coach able to use the probing method?
6. Did the coach assist the Main player in unwrapping parcels?
7. Did the coach ask questions on the basis of the Main Player's statements in order to clarify problem areas?
8. Did the coach assist the Main Player to keep to the heart of the matter?
9. Did he help him not to talk in general terms or not to jump from issue to issue?
10. Was 'association hooking' avoided?
11. Did the coach follow up with strategic questions in order to help the Main Player to develop his statements?
12. Did the coach explore the value of his own advice?
13. Can you remember which questions did he use for that purpose?
14. Was progress questioning to awaken solving potential used? How?

Evaluating the laboratory work in the plenary session:

- 1 What did you learn as a coach today?
- 2 Where did you encounter your challenge?
- 3 What was particularly valuable for you?

MODULE FIVE

INSTRUMENTS FOR ASSESSMENT AND EVALUATION

MAKING ASSESSMENTS

– WHAT IS OUR CURRENT SITUATION?

Use of Questionnaires focusing on “Own Working Situation”

The questionnaires focus on the working situation with the aim simply to map out the situation of the team members in order to identify and discuss important issues and challenges in connection with their work as a team. You can share issues and problems concerning the firm, colleagues, leaders and yourself.

The questionnaires may be used as ongoing support in connection with regular meetings, where the aim is to express, share and discuss about the working situation. Thus, at each meeting the questionnaires may constitute a starting point for a broad based dialogue process.

To put into word and discuss important issues and challenges in connection with one’s own working situation is productive in several ways. Dialogue process used in the right manner:

- Increases team members’ own self-understanding
- Increases understanding and tolerance for each other
- Creates security, motivation
- Creates efficiency and productivity

The questionnaires below are meant to provide a basis for such broad based conversations. They can be used in teambuilding with colleague groups/teams and also on a one to one basis. Thus each person will have the opportunity to present his/her situation on the basis of the questionnaires, which has been handed out.

The General Assessment

Introductory question:

- ◆ Tell briefly about your work

Organization:

Are the working teams you are divided into efficient or are there other ways to organize which will be better?

- ◆ Do you work together with the right person/persons?

Work division/work efficiency:

- ◆ Is the division of work satisfactory?
- ◆ Do you dare to do things differently when you believe it to be better/more efficient?
- ◆ Do you work in a rational way or do you work in the way you do because you have always done it that way?

- ◆ If you were in the position to make the decisions, would you have done things in a different manner?
- ◆ Are you result oriented? Could you be more efficient?

Cooperation/social relation/milieu:

- ◆ Do you have common goals?
- ◆ Do you cooperate when you should or does each one of you work for his own benefit, only concerned about his own success?
- ◆ Are you able to use each other as resource persons?
- ◆ How does the co-operation with your team members' function?
- ◆ How does the co-operation with your coordinator function?
- ◆ Do people “whisper in the corridors “ or are you able to give feedback to each other – to the right person?

Decision-making:

- ◆ Are decisions from the leader followed up and reported upon?
- ◆ Does your leader delegate enough competence and responsibility?
- ◆ When the decisions concern your working situation do you take part in the decision making process?

Your relationship with your team members:

- ◆ Are you taking responsibilities for your team members?
- ◆ Are you listening actively to help them sort out things?
- ◆ Do you give constructive feedback to your team members?

Your relationship with your leader:

- ◆ Are you able to raise important issues that involve your working situation with your leader?
- ◆ Do you take responsibility for your leader? Do you listen actively to him/her?
- ◆ Do you give him/her constructive feedback?

Your treatment of yourself:

- ◆ Are you able to take care of yourself in your working situation?
- ◆ Are you able to say no, or restrict your engagement or are you getting too much involved.
- ◆ Are you able to work independently?
- ◆ Are you able to ask for help? Are you seeking assistance support or guidance when you are in need of it, or do you do everything yourself?

Challenges:

- ◆ Given the aim of your working place/project/organisation, what is the most important challenge for the leader/for your team members/for you?

Personal question:

- ◆ Which personal trait of character is hindering you in your work? Do you have any challenges? Which ones?

Support Questions For Leaders Self Presentation Of Their relation/- Treatment Of Employees

Leadership style

1 What are my main challenges as a leader?

13 How efficient am I in creating a team where we learn from each other and use each other as resource persons ?

6 Am I sensitive to the situation in my department, to the mood of people, the conflicts or possible conflicts etc

7 Do I provide for conflicts to be solved.

r

1. How clever am I in active listening?

2. What are my challenges in connection with each of my employees?

3. Do I delegate enough competence and responsibility?

8 Do I involve my subordinates in the decision making process?

9 Do I create ownership among my subordinates to decisions concerning their working situation ?

12 Do I follow up/evaluate efficiency of subordinates?

10 Am I able to take unpopular decision in due time.

Support Questions for Employees Self presentation of Challenges and Needs

Employee style

1. How efficient is your leader in understanding how you are feeling and what you need to do a better job? 1 2 3 4

2. How efficient are you in conveying to your leader how you feel and what your needs are? 1 2 3 4

3. How efficient are you in sharing your knowledge and experiences with others? 1 2 3 4

4. How efficient are you in organising your work, exploiting the resources of the company? 1 2 3 4

5. How resolute and efficient are you to obtain your goals? 1 2 3 4

6. How well do you master your branch? How good is your knowledge of your competitors? 1 2 3 4

7. Prepare yourself to present to the group at least one situation which you feel you are not handling well enough, and which you want to handle better.

Support Questions To Tap Need And Challenges In Connection With Dealing With People's Complaints

The questionnaire is meant as aid to prepare you for the discussion with your customers (this could be any of your colleagues, people you train etc.) about your behaviour as conflict solver. It is also to help you consider what your particular needs and challenges are. It is particularly important to clarify interactions/situations with customers where you feel a need to act differently or more efficiently.

Circle one of the numbers for each question. By circling 1, 2, 3 and 4 you are expressing your need of improvement in that particular area.

1 means that you master this behaviour satisfactorily or very well.

While 2,3, and 4 means that you have a need to improve yourself.

1. How clever are you in listening to the customer or to let the customer "empty" himself?
2. How efficient are you in clarifying customer's needs and expectations?
3. How efficient are you in readjusting the customer's expectations to the reality?
4. How clever are you in rejecting the customer when that is of relevance?
5. How efficient are you in making the customer accept the rejection?
6. How efficient are you in facilitating the discussion when the customer talks himself away, jumps from one team to another, is eating up your time without you feeling that you are developing any further etc.
7. How clever are you in handling unreasonable inputs from the customer?
8. How clever are you in handling objections and doubts?
9. How clever are you in handling time pressure?
10. How clever are you in handling stress?
11. How clever are you in protecting yourself against irrational inputs from the customer during and after the conversation?
12. How clever are you in making the right decisions there and then?
13. How clever are you in active listening – to read the situations, to recognise the needs of the person in front of you?
14. How clever are you in finishing up the discussion and getting to an agreement?

Team Building Questionnaire 1

1. Why are we a team?
2. What is our purpose?
3. What are our challenges?
4. What are the challenges of our leader?
5. What are the challenges of my colleagues?
6. What are my challenges?

TEAM BUILDING QUESTIONNAIRE 2

1. Do you usually cope satisfactorily with the daily tasks in your work?
2. Is your cooperation with the coordinator satisfactory or could it be better?
3. Are you enabled to work independently?
4. Does the coordinator delegate enough responsibility?
5. Can you discuss with your coordinator difficulties, challenges and problems between you and him/her – or any other issue of importance such as cooperation with other team members or your efficiency and well being in your working situation?
6. Is the information-flow satisfactory?
7. Are conflicts solved in a satisfactory manner?
8. Is your cooperation with your team members satisfactory, or could it be better? Are you listening actively to your team members to find out their real situation?
9. Can you discuss with them difficulties, challenges and problems between you and them – or any other issue of importance concerning the work, your efficiency and well being?
10. Are you asking for response/feed back on your collaboration style?
11. Do you take enough care of yourself in your work? Can you limit yourself, say now, or are you getting too much involved?
12. Are you able to ask for support, assistance and supervision you may need?
13. What is your challenge(s)?

TEAM BUILDING

Checklist to help assess what kind of communication process is taking place at meetings

The way we communicate with each other during the meeting has a great impact on our well being during the meeting. The questions below are a means to put words on how the communication during meetings functions. Mark the question below:

1. How did the chairman function?

Not so good 1 3 6 very good

.....

2. Who talked the most and who talked the least?

.....

3. Were you able to express what was on your mind?

Not so good 1 3 6 very good

.....

4. Did you feel you were listened to?

Not so good 1 3 6 very good

.....

5. Did you feel secure/insecure?

Not so good 1 3 6 very good

.....

6. How open were you to each other?

Not so good 1 3 6 very good

.....

7. To what extent were underlying conflicts revealed?

Not so good 1 3 6 very good

.....

8. If conflicts/criticism were revealed, to what extent was it handled constructively?

Not so good 1 3 6 very good

.....

9. To what extent did you feel that you contributed?

Not so good 1 3 6 very good

TEAM BUILDING

Checklist concerning efficiency during meetings

The questions are meant to help discuss the efficiency of the meeting due to objectivity, progress, abilities to make decisions etc. Mark the question below:

1. How clearly were the ideas, proposal and subjects presented?
Not so good 1 3 6 very good

.....

2. How important were the ideas, suggestions and subjects, which were presented?
1 3 6

.....

3. Did we manage to prioritise and deal with things that are important to us or are there other and more important issues, which were not revealed?
1 3 6

.....

4. To what extent did we manage to stick to the theme – be concrete and objective?
1 3 6

.....

5. Were necessary decisions taken?
1 3 6

.....

6. Were decisions taken in a satisfying manner?
1 3 6

.....

7. Are there adequate time resources to carry out the decisions?
1 3 6

.....

8. Were different conditions sufficiently taken into consideration during discussion of issues and in connection with decisions?
1 3 6

.....

9. Were possibilities of cooperation taken into consideration sufficiently?
1 3 6

.....

10. Were you able to reveal what you considered to be important in this meeting?
1 3 6

.....

11. Could you have contributed more?
1 3 6

.....

Assessment of Leadership Performance

Through this questionnaire the coordinator and the team members can become aware of the general opinions of the team members concerning the leadership style of the coordinator. The answers can be a point of departure for a discussion between the coordinator and team members concerning leadership style. Each question should be answered by circling one of the numbers from 1 to 5 (5 is the best mark, 1 the worst).

Decision-making skills:

1. To which extent does your leader take the right decisions? 1 2 3 4 5
2. To which extent does s/he provide the necessary knowledge for the right decisions? 1 2 3 4 5
3. To which extent is s/he able to take unpopular decision in due time? 1 2 3 4 5
4. To which extent does s/he create understanding and agreement for decisions with you? 1 2 3 4 5
5. To which extent does your coordinator involve you in the decision-making processes? 1 2 3 4 5
6. To which extent does s/he delegate responsibility and decisions? 1 2 3 4 5

Result orientation

7. To which extent is your coordinator able to organize work, and exploit the resources of the organization? 1 2 3 4 5
8. To which extent does s/he provide for the implementation of decisions? 1 2 3 4 5
9. To which extent does s/he provide clear signals about what is expected from you? 1 2 3 4 5
10. To which extent does your coordinator report, follow up and evaluate on results? 1 2 3 4 5
11. To which extent does s/he follow up/evaluate efficiency of you/team members? 1 2 3 4 5

Organisational skills

12. To which extent is your coordinator able

- to organize and design solutions in connection with budget, tasks and other challenges? 1 2 3 4 5
13. To which extent does your leader provide for efficient routines? 1 2 3 4 5
14. To which extent is your leader able create information routines? 1 2 3 4 5

Social ability, ability to motivate and to create teams

15. To which extent is your coordinator efficient in providing atmosphere and structure where you learn and develop? 1 2 3 4 5
16. To which extent is s/he efficient in providing possibility for you to use each other as resource persons? 1 2 3 4 5
17. To which extent is s/he sensitive to the situation in the project, to the mood of people, the conflicts or possible conflicts etc. 1 2 3 4 5
18. To which extent does s/he delegate work tasks and authority? 1 2 3 4 5
19. To which extent does s/he give advice? 1 2 3 4 5
20. To which extent does s/he provide freedom to act for you? 1 2 3 4 5
21. To which extent does s/he show support/ appreciation? 1 2 3 4 5

Communicative abilities:

22. To which extent does you coordinator express him/herself clearly? 1 2 3 4 5
23. To which extent does s/he show consistence? 1 2 3 4 5
24. To which extent does s/he provide positive feedback? 1 2 3 4 5
25. To which extent does s/he provide unpleasant constructive feedback? 1 2 3 4 5
26. To which extent does s/he provide

for personal feed back from you? 1 2 3 4 5

27. To which extent is s/he able to handle unpleasant feed back from you? 1 2 3 4 5

Conflict solving abilities

28. To which extent does your coordinator confront conflicts when this is necessary? 1 2 3 4 5

29. To which extent does s/he provide for conflicts to be solved? 1 2 3 4 5

Flexibility

30. To which extent does your coordinator show ability to adapt to new situations when that seems appropriate and necessary? 1 2 3 4 5

31. To which extent does s/he show ability to handle sudden change and turbulent situations? 1 2 3 4 5

32. To which extent does s/he show ability to take fast decisions when necessary? 1 2 3 4 5

33. To which extent is s/he able to handle constructively miscalculations, slips and failures? 1 2 3 4 5

34. To which extent does s/he have an optimistic attitude to new possibilities? 1 2 3 4 5

35. To which extent does s/he consider new ideas in an open and flexible manner? 1 2 3 4 5

36. To which extent is s/he listening actively to help you sort out things? 1 2 3 4 5

37. To which extent are you able to raise important issues that involve your working situation with your coordinator? 1 2 3 4 5

Coordinator's/Leader's Self Assessment of his/her own Leadership Style

1. What are my main challenges as a coordinator?
2. How efficient am I in giving feedback to team members?
3. How efficient am I in active listening?
4. Do I give enough support/ appreciation?
5. Do I give negative constructive feedback?
6. Am I sensitive to the situation in the project, to the mood of people, the conflicts or possible conflicts etc?
7. Do I provide for conflicts to be solved?
8. Do I involve my team members in the decision making process?
9. Do I create ownership among team members to decisions concerning their working situation?
10. Am I able to take unpopular decision in due time?
11. Do I delegate enough?
12. Do I follow up/evaluate efficiency?
13. Am I efficient in creating a team where we learn from each other and use each other as resource persons?
14. Do I allow space for my team members to give me constructive feedback/
15. Am I able to handle unpleasant feedback from team members?

NEEDS ASSESSMENT TO BE USED WHEN PLANNING NEW PROJECTS

Assessment of the former programmes:

1. What did they learn?
2. To which extent did the programmes meet their needs?
3. What did they miss?
4. What was the most important learning for them/ for you?

5. Was there any focus on their communicative skills?

Assessment of their need for negotiating skills:

Clarify their former experience from this field

Clarify their future involvement

General learning needs: Clarify what they themselves think is there strong and weak points concerning negotiations

Personal learning needs: Clarify what they think is their own personal strong/weak points

Clarify the opinions of colleagues/superiors etc: What does you colleague think about your skills?

Assessment of the Feed back loop:

-Klarer hvilke erfaringer de har I forbindelse med evaluering av egen/kollegaers virksomhet.

-Klarer om det finnes arenaer eller hvilke muligheter det eventuelt foreligger for etablering av homegroups/oppfølging etter vårt kurs ?

-Hvor mye interesse vil det være for slike arenaer ?

-Er det noe å lære gjennom å møtes for å snakke samm,en, share experiences, give feed-back etc ?

-Har det vært fokus på dette i andre seminar/prosjekter/programmer de eller kolleger har deltatt i?

Relationship to counterpart/donors:

Clarify their view of strong and weak sides of their counterparts: What in general is considered to be their strong sides? What in general is considered to be their weak sides? What in your personal opinion/from your experience constitute the weak/strong sides of the donors?

Clarify their view of what their counterpart thinks about their negotiating skills:

If we discussed your skills with the donors, what would they tell us? What do you think your counterpart think of your negotiating skills? What will they see as your strong points? What will they see as your weak points etc?

Access the donor's impression:

If we discussed your skills with the donors, what would they tell us?

What do you think your counterpart thinks of your cooperation, prioritizing, implementation negotiating skills? etc.

What will they see as your strong points? What will they see as your weak pints etc?

Access their ability to plan and present projects.

Access their understanding of the process of negotiation:

What do you do/ what is of importance before you enter into negotiating a project?
What are your responsibilities? What should be the contribution of the donors?
What is important in the funding phase of the negotiation?
What is important in the following up/monitoring phase of the project?
Why do we want to negotiate?
What kind of needs does their counterpart have? Why does the counterpart want to negotiate?
Is your understanding of the requirements of the donor important?
Do you think the climate of the negotiation is of importance?
Is the communicative style of the donor important?
(Democratic/authoritarian; asking questions/giving the answers; uptight/relaxed)
Do you think your communicative style is important?
Is it wise to help creating transparency or keep your cards tight to your breast?

Access their challenges/their consciousness of their challenges:

What do you do well, and what could you do better etc...
Do you remember a difficult situation during negotiations?
(Situation where you felt the donor was unjust
- had a communicative style which you disagreed with
- did not listen to your line of arguments
How did you meet these situation(s)?
Can you tell me about a negotiating situation which you would have liked to have tackled in a different manner?