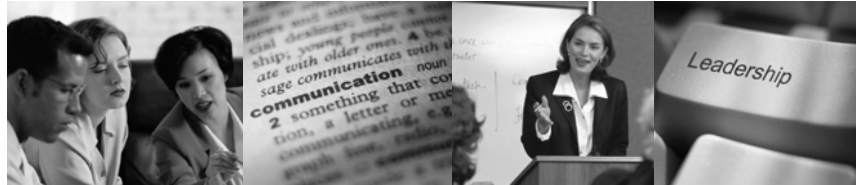


Maternal and Child Health Leadership Skills Development Series



Women's and Children's Health Policy Center
Department of Population, Family and Reproductive Health

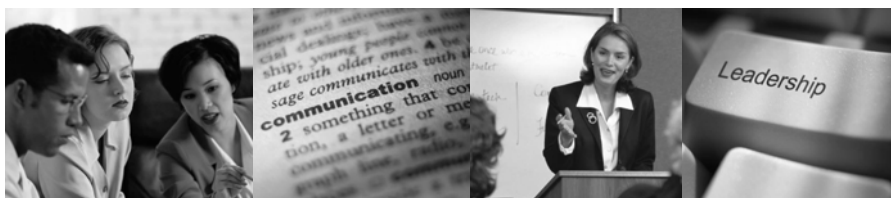


The MCH Leadership Skills Development Series was produced by Holly Grason and Marjory Ruderman for the Women's and Children's Health Policy Center. The series pulls together information from a wide variety of leadership training resources and draws on the knowledge and experiences of many MCH leaders. Please refer to the User Guide for more information on our sources and inspirations.

This work was funded by the Maternal and Child Health Bureau, Health Resources and Services Administration, through an MCH Public Health Leadership Training Grant (#T76MC00003) to the Department of Population, Family and Reproductive Health at the Johns Hopkins Bloomberg School of Public Health.

The Module 3 video features Holly A. Grason, MA, Associate Professor in the Department of Population, Family and Reproductive Health at the Johns Hopkins Bloomberg School of Public Health. Ms. Grason has worked in many types of organizations throughout her career in the administration and analysis of public MCH programs and policies--state government, national nonprofit, and academic. Regardless of the setting, she has relied heavily on the development of good teams to produce high impact work.

Module 3: Building and Supporting Teams



Holly A. Grason

Associate Professor, Department of Population, Family and Reproductive Health
Johns Hopkins Bloomberg School of Public Health

Session Objectives

- Understand the functional roles of team members
- Identify effective and ineffective team dynamics
- Understand the role of leadership in fostering an organizational climate that empowers and inspires people

Roles of team members

- Functional roles (e.g., program planner, epidemiologist, nurse)
- Team roles
 - Chairing role
 - External liaison
 - Goal setter
 - Translation of ideas into action plans
 - Generation of ideas
 - Analyst of ideas and action
 - Creator of team spirit
 - Tracker of details and targets

Adapted from: Belbin, 1996; Cited in Annabelle Mark, "Working in Teams," *Oxford Handbook of Public Health Practice*, 2001, pp. 475-481.

Leadership styles in a team environment

Involving The team leader involves the team in setting its own goals and direction. Communication is multi-way, with the team leader acting as an active member.	Clarifying The leader clarifies team activities, fine-tuning roles and responsibilities. Communication is becoming more multi-way between team leader and team members.
Empowering The team leader empowers the team to be self-managing, letting the team establish and modify its own work processes. The team leader serves as a communication channel to the rest of the organization.	Defining The team leader concentrates on focusing the team: defining goals, roles, and responsibilities. Communication is primarily one-way from team leader to team members.

Source: Louis Rowitz, *Public Health Leadership*, 2001, p. 57.

Organizational climate

- The primary task of a leader is to improve organizational climate; not to supervise people.
- A desirable organizational climate is that of a learning organization.



Organizational climate is:



- Tone
- Work atmosphere
- People's perception of the environment in which they work

Characteristics of effective teams



- Generation of new ideas
- Ability to reach consensus and make decisions
- Ownership of the work
- Respect and kindness in team interactions

Characteristics of ineffective teams

- Lack of ownership (e.g., members absent or late to meetings, inequitable division of work; members do not complete assigned tasks)
- Inflexibility (e.g., refusal to think outside of professional roles)
- Little forward movement (Alice in Wonderland's chessboard problem)
- Changing goals and priorities
- Hidden agendas
- Output not action-oriented

Team Membership: Involving Consumers

A mutually-fulfilling role for consumers can be maximized through:

- Clarity about, and communication of, your expectations for consumer participation
- Consideration of constraints (e.g., *confidentiality issues*)
- Attention to engaging participants
 - Flexibility of aims and approaches
 - Mindfulness of schedule and resource issues that pose barriers to participation

Source: Vikki Entwistle and Bec Hanley, "Involving Consumers," *Oxford Handbook of Public Health Practice*, 2001, pp. 483-491.

Begin with dialogue...before discussion

Dialogue

- Seeing the *whole* among the parts
- Seeing the *connections* between the parts
- *Inquiring* into assumptions
- *Learning* through inquiry and disclosure
- Treating *shared* meaning among many

Discussion/Debate

- Breaking issues/problems into *parts*
- Seeing *distinctions* between the parts
- *Justifying/defending* assumptions
- *Persuading, selling, telling*
- Gaining agreement on *one* meaning

Source: Louis Rowitz, *Public Health Leadership*, 2001, p. 212.

Key points

- Effective team work involves:
 - Trust and respect.
 - Sharing the power and sharing the work.
 - Sharing successes and failures.
 - Creating a supportive learning environment.
 - Accountability for individual roles.
- Leadership qualities can be utilized in any role.

Women's and Children's Health Policy Center

Department of Population, Family and Reproductive Health

Johns Hopkins Bloomberg School of Public Health

615 N. Wolfe Street

Baltimore, MD 21205

Tel: 410-502-5450

Fax: 410-502-5831

<http://www.jhsph.edu/wchpc>

The MCH Leadership Skills Training resources were developed with the support of the MCHB/HRSA Maternal and Child Health (MCH) Training Grant T76 MC 00003.