



# Enhancing Management of EPI Programs through strategic use of data in Nigeria

Leadership, Management and Coordination Support for the Expanded Program on Immunization



**Course Title: Team Leadership**

July, 2024



**Gavi**  
The Vaccine Alliance



# Learning objectives



**At the end of the session, participants are expected to:**

- Know the various stages of team development and its implication for team leaders

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- Understand the implications of personality differences in team leadership

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- Understand emotional intelligence and its workplace application

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- Learn how to lead diverse and cross-functional teams within the state/LGA health program

# Course content

- 1 Team developmental stages and implications
- 2 Implications of personality differences in team leadership
- 3 Understanding emotional intelligence and its workplace application
- 4 Leading diverse teams within the state/LGA effectively



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# Introduction

**In one word, describe what a team means to you**



A **team** is a group of people who work together towards a common goal. **Teams** have defined membership (which can be either large or small) and a set of activities to take part in. People on a **team** collaborate on sets of related tasks that are required to achieve an objective.

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**Teamwork** is the collaborative effort of a group to achieve a common goal or to complete a task in the most effective and efficient way

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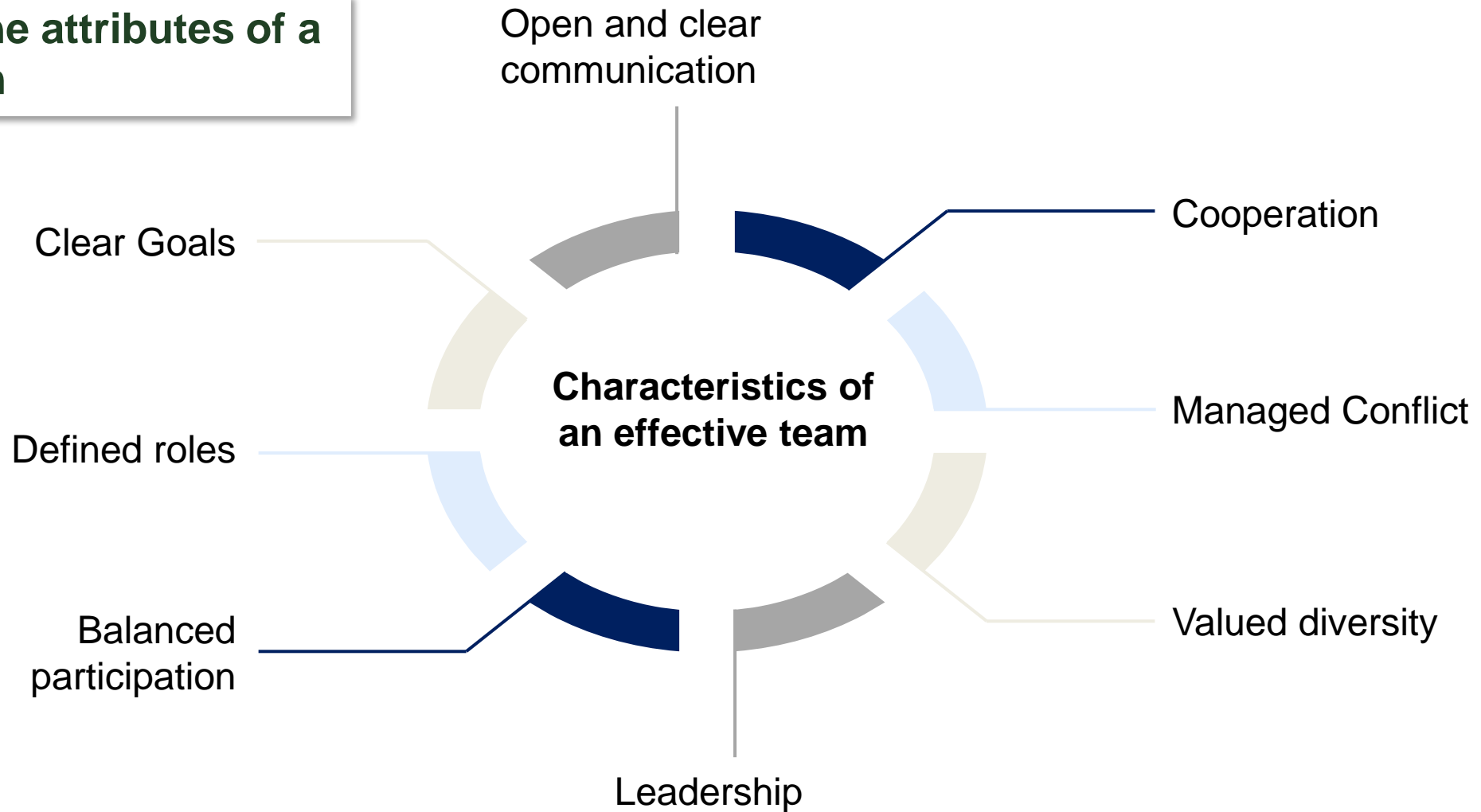


**Team leadership** is the process and skills involved in leading teams to achieve their goal and objectives

# High performing teams have 10 main characteristics

NOT EXHAUSTIVE

**Mention the attributes of a good team**



**Great teams are not formed automatically; it takes work and a development process that is often rigorous**



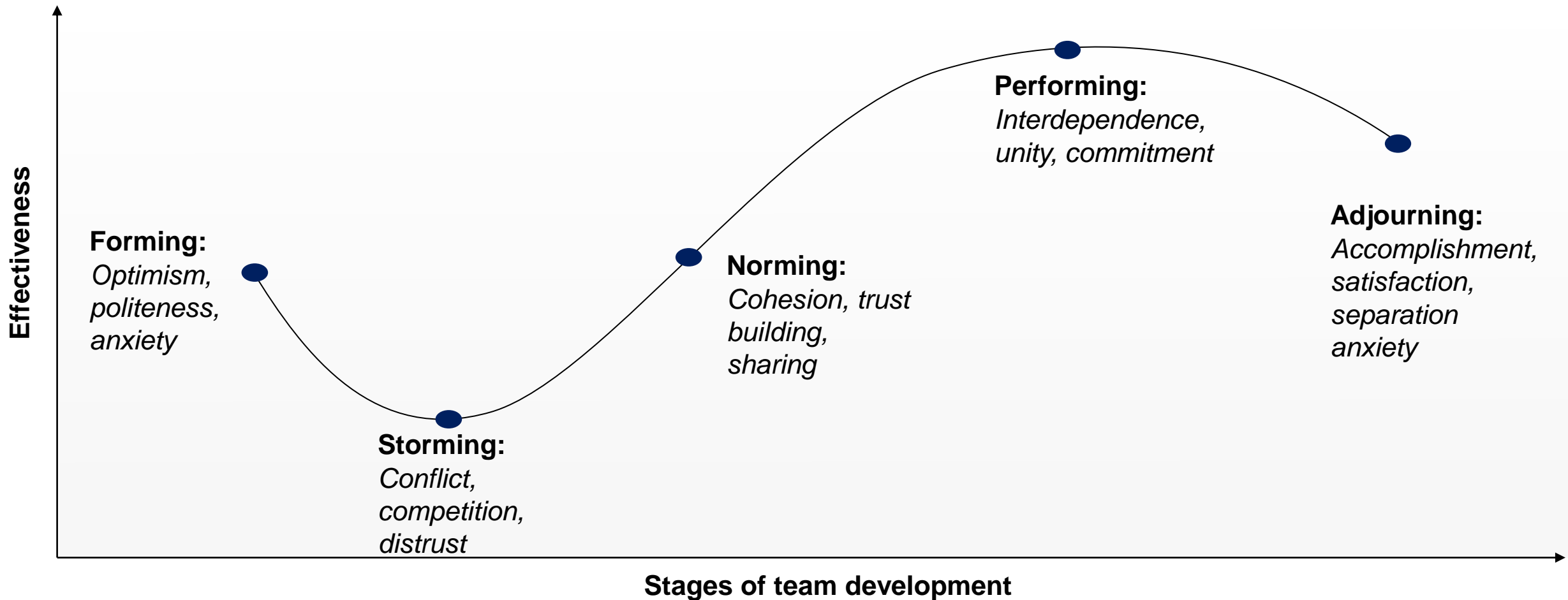
The stages of team development will be discussed in the following slides

# Teams develop through five stages to function effectively



<p><b>Forming:</b> Team is assembled, members set team norms</p>	<p><b>Storming:</b> Members compete with each other for status and acceptance of ideas. They are focused on individual goals</p>	<p><b>Norming:</b> Team begins to work together more effectively. They focus on developing a way of working together</p>	<p><b>Performing:</b> Team members are highly productive and work interdependently. Their focus is on reaching team goals</p>	<p><b>Adjourning:</b> Project/task is coming to an end and team members move on to other tasks</p>
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# Teams exhibit different behaviours which impact their effectiveness at their different stages of development

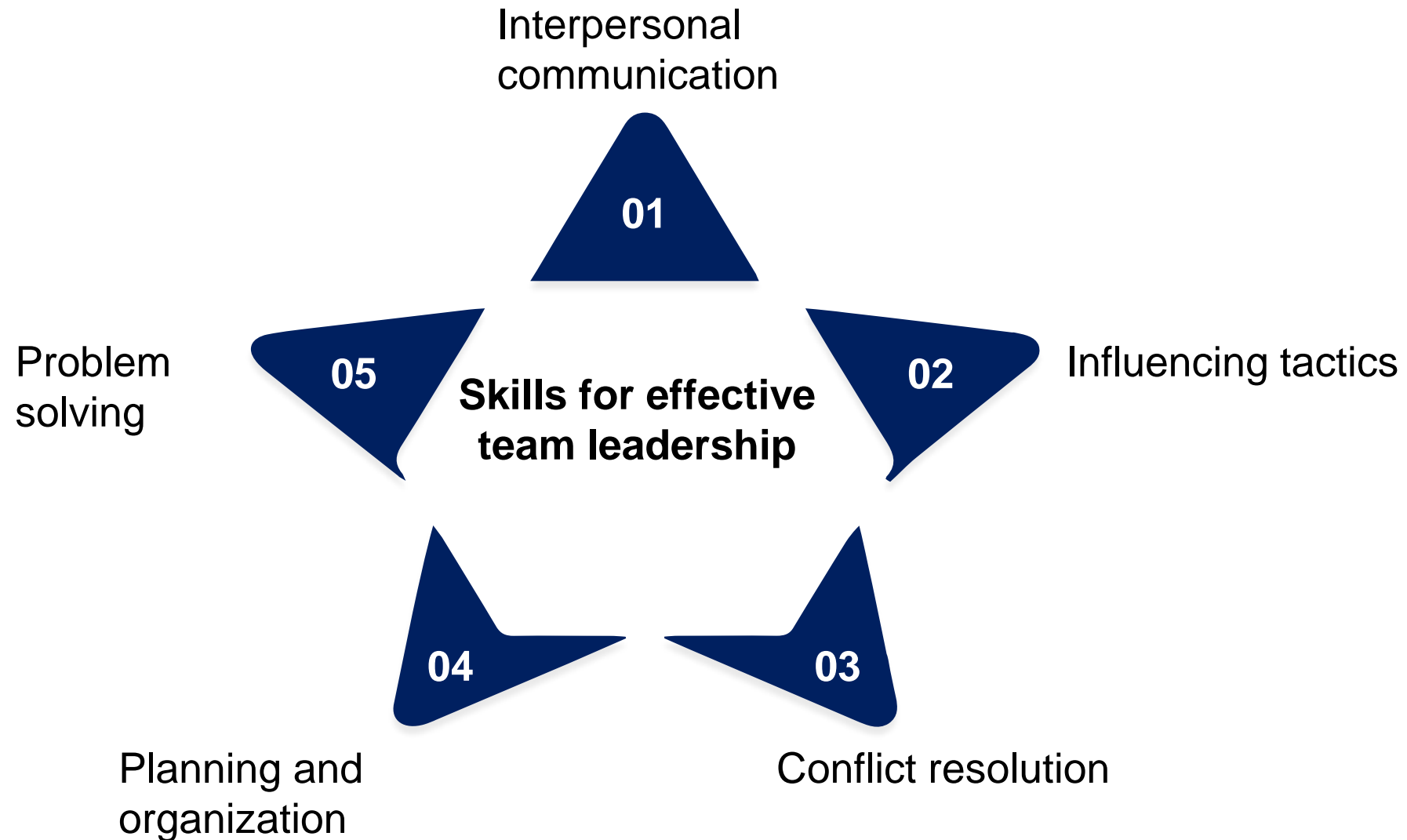


It is important for team leaders to note the behaviours teams exhibit at each stage of team development, and how the behaviours affect team effectiveness. This will enable them to take appropriate measures to ensure that the team's goals are achieved



***It is not enough to know how to work and function in a team, it is also important to know how to effectively lead teams***

# Team leaders will require a number of skills to effectively lead teams at different stages of development



# Team behaviour at each stage of development has implications for team leaders in ensuring team effectiveness

## Stage of team development

### Forming

### Storming

### Norming

### Performing

### Adjourning

## Implications for team leaders

- Use team bonding activities to 'break the ice'
  - Help team members identify and prioritize team goals
  - Set norms for communicating and resolving conflicts
  - Provide team with clear direction for completing tasks
- 
- Use mechanisms such as group brainstorming and consensus building to encourage collaboration
  - Surface underlying issues and legitimate concerns and resolve them
  - Reinforce respectful communication
- 
- Coach the group to problem-solve effectively
  - Invite input when people are reluctant to address issues that might result in conflict
  - Redefine or re-establish goals by focusing on desired results
- 
- Use problem-solving and consensus building processes to facilitate group work
  - Help the team critique and improve itself
  - Conduct inclusion activities that give new members a sense of acceptance
- 
- Organize an activity for team members to review project activities, to capture lessons learned and to celebrate the success of the project
  - Provide a platform for team members to appreciate one another

# Activity 1: Case Scenario (45 mins) – Group 1 and 2

You have recently been appointed to lead a department within the LGA that will champion the next vaccine campaign in Bayelsa and the following scenario occurs:

## Scenario:

*Tari has put up the campaign schedule based on conversations with only Dise and Mariam on the team. John and Timi feel as if their input to the schedule was not considered. They believe because they are more junior on the team, Tari has completely disregarded their concerns about project roles. They challenged Tari's schedule, stating that it was impossible to achieve and was she setting up the team for failure*

*At the same time, Timi was arguing with Mariam over who should lead the database design and development effort for the campaign. While Timi acknowledges that Mariam has more experience than she does, she only agreed to be on this vaccine campaign in order to take a lead role and develop her skills further to excel within the organization. If she knew Mariam was going to be the lead she wouldn't have bothered joining the campaign team. Mariam on the other hand, knowing she's more qualified for the role thinks allowing her subordinate lead the team is undermining her authority and may appear bad on her yearly staff appraisal*

*Meanwhile, Dise appears to be off and running on her own, not keeping the others informed of her progress nor keeping his information up to date on the Google drive. No one really knows what she has been working on or how much progress is being made*

**Activity instructions:** Each group is to:

- Identify the stage of team development described in the scenario
- Discuss possible ways to manage the situation

Each group is expected to present their answers to the class

# Activity 1: Case Scenario (45 mins) – Group 3

You have recently been appointed head of department within your LGA and the following scenario occurs:

## Scenario:

*You have two staff (Patience and Esther) who are experts in their areas of specialization and are very vital to the department's progress. However, you notice they are consistently at loggerheads and cannot seem to work together*

*The Minister of health has just mandated your team to take on a very high-priority short-project and you need all your best hands-on deck. You call a meeting with the team and ask that Patience and Esther lead sub-teams on the Minister's project. They both agree to weekly debriefs to discuss progress*

*At the first weekly debrief, Esther makes a comment on Patience's presentation, and they begin a heated argument. Esther then informs you outrightly that she will no longer work on the project if Patience is on it as well*

*With only a week left to meet the Minister's deadline, your team is fractured, and Patience and Esther are the only ones with the expertise to carry out their designated tasks. Much more, the Minister is already asking for early updates and you understand your work on this project will leave a lasting impression on her because you have been newly appointed*

*How do you ensure your team works together in harmony to achieve the project goal in time?*

**Activity instructions:** Each group is to :

- Identify the stage of team development described in the scenario
- Discuss possible ways to manage the situation

Each group is expected to present their answers to the class

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# The personalities of individuals influences their effectiveness as a team

A team is made up of individuals, and personality can be the mortar that holds the team together or the chisel that tears them apart

The success of a team is dependent on the individuals that make up the team; how they work together and engage with one other



For a team to effectively work together and engage with one another, they need to understand one another's personality

The more a team leader is able to understand his personality and that of his team mates, the easier it would be for him to lead and work with them

# What is personality?



Personality is the relatively **stable and enduring aspects of individuals** which distinguish them from other people and form the basis of our predictions concerning their future behaviour.

- *Wright et al (1970)*



Personality refers to individual differences in characteristic **patterns of thinking, feeling and behaving**

- *American Psychological Association*



Personality is the complex of characteristics that distinguishes an individual or a nation or group; *especially*: **the totality of an individual's behavioural and emotional characteristics**

- *Merriam Webster Dictionary*

Knowing a person's true personality helps you understand, influence and motivate them

# Though related, personality is different from emotions and behaviour

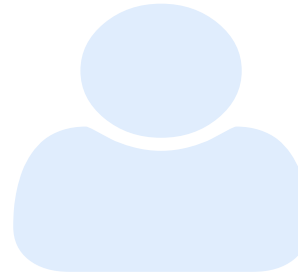
Personality is

Who we are



Emotion is

How we feel



Behaviour is

What we do



Personality has an influence on our emotions and behaviour

**Knowledge of different personality types can aid leaders understand and manage their colleagues better**

# The Myer-Briggs Type Indicator (MBTI) is a tool created to help individuals identify their personality types

## Overview of the MBTI Personality Test

- The MBTI Test is a test that classifies people's preferences into one of 16 personality types
- People's preferences can be classified into four dichotomies and pairs of single-continuum personality traits:
  - **Favourite world:** Introversion (I) or Extroversion (E)
  - **Information:** Sensing (S) or Intuition (N)
  - **Decisions:** Thinking (T) or Feeling (F)
  - **Structure:** Perceiving (P) or Judging (J)

All enrollees took the MBTI test before this class. The four dichotomies and pairs of single-continuum personality traits will be discussed in detail in the following pages



# Do you prefer to focus on the outer world or on your own inner world?

## Extrovert



Extraverted individuals **prefer group activities** and **get energized by social interaction**. They tend to be more enthusiastic and more easily excited than introverts

## Introvert



Introverted individuals **prefer solitary activities** and **get exhausted by social interaction**. They tend to be quite sensitive to external stimulation (e.g. sound, sight or smell) in general

**How do you acquire information? Do you prefer to focus on the basic information or do you prefer to interpret and add meaning?**

## Sensing



Sensing individuals are **highly practical, pragmatic and down-to-earth**. They tend to have strong habits and **focus on what is happening or has already happened**

## Intuitive



Intuitive individuals are **very imaginative, open-minded and curious**. They prefer novelty over stability and **focus on hidden meanings and future possibilities**

# When making decisions, do you prefer to first look at logic and consistency or people and special circumstances?

## Thinking



Thinking individuals focus on objectivity and rationality, **prioritizing logic over emotions**. They tend to **hide their feelings and see efficiency as more important** than cooperation

## Feeling



Feeling individuals are **sensitive and emotionally expressive**. They are more empathic and less competitive than thinking types, and **focus on social harmony and cooperation**

# Do you prefer to get things decided or do you prefer to stay open to new information and options?

## Judging



Judging individuals are **decisive, thorough and highly organized**. They value clarity, predictability and closure, **preferring structure and planning to spontaneity**

## Perceiving



Prospecting individuals are very **good at improvising and spotting opportunities**. They tend to be flexible, relaxed nonconformists who **prefer keeping their options open**

# There are 16 personality types. Which type are you?

## ISTJ

*Responsible, sincere, analytical, reserved, realistic, systematic. Hardworking and trustworthy with sound practical judgement*

## ISFJ

*Warm, considerate, gentle, responsible, pragmatic, thorough. Devoted caretakers who enjoy being helpful to others*

## INFJ

*Idealistic, organised, insightful, dependable, compassionate, gentle. Seek harmony and co-operation, enjoy intellectual stimulation*

## INTJ

*Innovative, independent, strategic, logical, reserved, insightful. Driven by their own original ideas to achieve improvements*

## ISTP

*Action-oriented, spontaneous, logical, analytical, reserved, independent. Enjoy adventure, skilled at understanding how mechanical things work*

## ISFP

*Gentle, sensitive, nurturing, helpful, flexible, realistic. Seek to create a personal environment that is both beautiful and practical*

## INFP

*Sensitive, creative, idealistic, perceptive, caring, loyal. Value inner harmony and personal growth, focus on dreams and possibilities*

## INTP

*Intellectual, logical, precise, reserved, flexible, imaginative. Original thinkers who enjoy speculation and creative problem solving*

## ESTP

*Outgoing, realistic, action-oriented, curious, versatile, spontaneous. Pragmatic problem solvers and skilful negotiators*

## ESFP

*Analytical, Playful, enthusiastic, friendly, spontaneous, tactful, flexible. Have strong common sense, enjoy helping people in tangible ways*

## ENFP

*Enthusiastic, creative, spontaneous, optimistic, supportive, playful. Value inspiration, enjoy starting new projects, see potential in others*

## ENTP

*Inventive, enthusiastic, strategic, enterprising, inquisitive, versatile. Enjoy new ideas and challenges, value inspiration*

## ESTJ

*Efficient, outgoing, analytical, systematic, dependable, realistic. Like to run the show and get things done in an orderly fashion*

## ESFJ

*Friendly, outgoing, reliable, conscientious, organised, practical. Seek to be helpful and please others, enjoy being active and productive*

## ENFJ

*Caring, enthusiastic, idealistic, organised, diplomatic, responsible. Skilled communicators who value connection with people*

## ENTJ

*Strategic, logical, efficient, outgoing, ambitious, independent. Effective organisers of people and long-range planners*

# Different personality types influence people's leadership, followership and work styles

	TJ	TP	FJ	FP
Leadership	<ul style="list-style-type: none"> <li>Analytical, decisive leaders</li> </ul>	<ul style="list-style-type: none"> <li>Exemplary leaders</li> </ul>	<ul style="list-style-type: none"> <li>Warm and encouraging leaders</li> </ul>	<ul style="list-style-type: none"> <li>Warm, decisive leaders</li> </ul>
Work style	<ul style="list-style-type: none"> <li>Make decisions based on principles and systems</li> </ul>	<ul style="list-style-type: none"> <li>Value technical expertise and create consistent frameworks for working</li> </ul>	<ul style="list-style-type: none"> <li>Support individual work styles</li> </ul>	<ul style="list-style-type: none"> <li>Make decisions based on values and empathy</li> </ul>
	<ul style="list-style-type: none"> <li>Rational and tough-minded in implementing decisions</li> </ul>	<ul style="list-style-type: none"> <li>Able to change course if new information comes up</li> </ul>	<ul style="list-style-type: none"> <li>Prefer shared rewards and consensus in decisions</li> </ul>	<ul style="list-style-type: none"> <li>Strive consensus and a supportive environment</li> </ul>
Followership	<ul style="list-style-type: none"> <li>Effective policy implementers, if they respect the leader</li> </ul>	<ul style="list-style-type: none"> <li>Effective problem solvers if interested</li> </ul>	<ul style="list-style-type: none"> <li>Energetic followers if treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>Loyal followers if the leader honours their values</li> </ul>

## Activity 2: Know more about your colleagues (30 mins)

### Activity instructions:

1. Split into **pairs**
2. Discuss your work style preferences, can you guess your partner's personality type from the information shared with you?
3. Reveal or share your MBTI result with your partner. Did he/she guess right?
4. Answer the following questions for your partner in a minimum of 3 sentences for each question
  - How can you improve your relationship with your partner knowing what he/she prefers?
  - What might your partner enjoy (in terms of working within the team) and with what might he/she struggle?
  - Are there ways to modify your partner's work to play to his/her strengths/preferences?
5. Share your partners personality type and your answers to the questions above with the group

**Did your partner guess your personality type correctly?**

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# What is Emotional Intelligence?

Emotional intelligence is the ability to understand and manage one's own emotions, as well as to understand and influence the emotions of others



# There are five components of emotional intelligence

DETAILS AHEAD

## 1 Understanding Yourself

### Components

### Description

**Self awareness**

The ability to recognize and understand one's emotions, moods and drives, as well as their effects on others

**Self regulation**

The ability to control or redirect disruptive impulses and moods, and the propensity to suspend judgment and to think before acting

**Motivation**

A passion to work for internal reasons that go beyond money and status, such as joy in doing a thing, curiosity, etc. It also refers to a propensity to pursue goals with energy and persistence

## 2 Understanding Others

**Empathy**

The ability to understand the emotional makeup of other people. The skill in treating people according to their emotional reactions

**Social skills**

Proficiency in managing relationships and building networks, and the ability to find common ground and build rapport with people

# Self awareness is recognizing your emotions, moods and drives, and their effects on others

## Situational Example

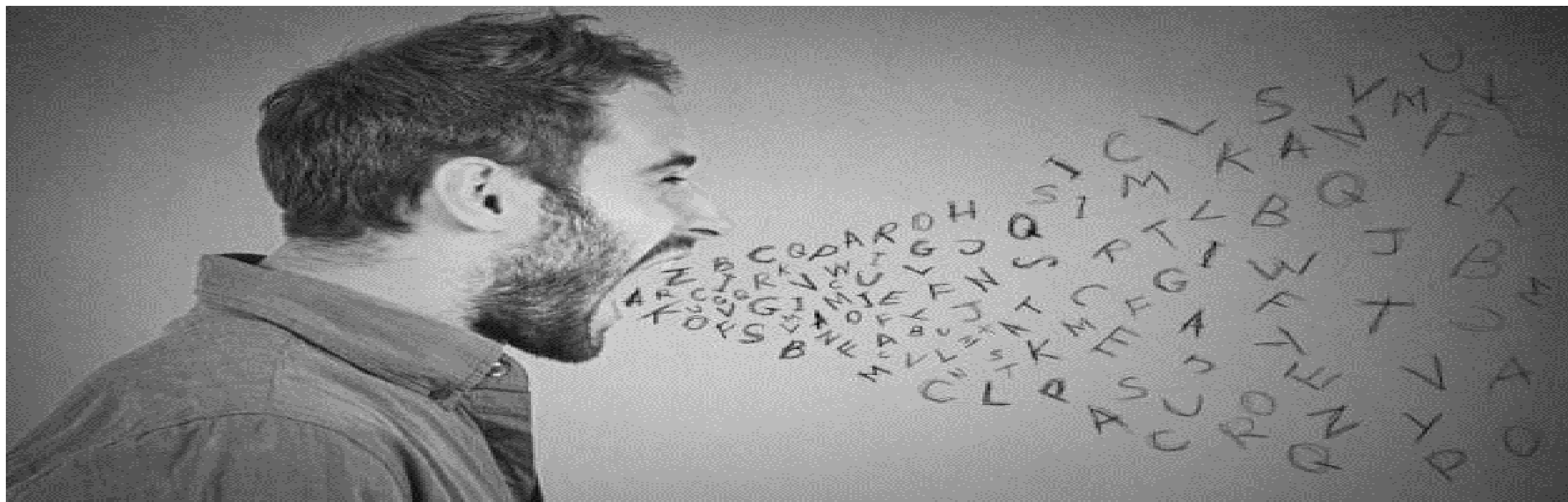
Obinna observed that he is usually very irritable when he is stressed and under pressure and tends to make wrong decisions. Thus, whenever he is under pressure, he waits until he is more relaxed before making major decisions, or seeks a second opinion before finalizing a decision he is about to make



## Self regulation is controlling disruptive impulses and moods, and the propensity to suspend judgment and to think before acting

### Situational Example

Last week Udoka, a director, was shouted on by a staff of his department in front of all other staff. Although it was disrespectful and embarrassing for him, Udoka understood that this particular colleague is not always insolent. He therefore let it go and responded only after he (the colleague) had calmed down. He refrained from shouting back and/or firing the employee



## Motivation is pursuing goals with energy and persistence



### **Situational Example:**

Lamido has been performing badly in his ward. He had been told twice that he would be moved to another ward for his lack of productivity. Despite all, he still pushes forward, continually learning and course-correcting. With this attitude, he has consistently improved over the last two months with commendations from his Local Immunization Officer and even the Executive Secretary

## Empathy is treating people according to their emotional reactions

### Situational Example

Sarah works along side one of her colleagues Fatima. When Olga loses a family member, her productivity begins to drop. Although Sarah's workstream is largely dependent on Olga's work output, Sarah understands that this is a very rough patch for Olga and frequently covers any lapses. She also offers emotional support even outside the workplace



# Developing social skills involves managing relationships and building networks

## Situational Example

Mr Ake is a director and two of his staff, Micheal and Ibrahim, are involved in a heated argument. To resolve the situation, Mr. Ake quickly starts a conversation about a football club they are both aggressive supporters of. This reduces the tension between the two and Mr. Ake is then able to resolve the issue in a civilized and fair manner.



# Developing emotional intelligence fosters success in the workplace

## What you gain

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**Increased self-awareness**

You better recognize why you might feel frustrated and unhappy in your role

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**Improved self-control**

You know what you struggle with, which better allows you to better control your responses to stressful situations

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**Insights in team motivation**

You can create great team performance by understanding how your colleagues are motivated

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**Improved empathy**

You better understand your team members, leaders and even clients

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**Improved social skills**

You can broaden your influence, connectivity and relationships with others

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## Activity 3: Components of emotional intelligence

- 1 Describe a situation where you displayed self awareness and how it helped you avoid an uncomfortable situation
- 2 Discuss a situation you acted in anger and how with self-regulation you could have handled the situation better if you knew then what you know now
- 3 Explain how motivation has helped you resolve a seemingly difficult patch of your life and/or work
- 4 Describe a situation where someone showed you empathy during a difficult time, how helpful it was for you and why it is important to do same for others
- 5 Explain a situation where you handled interpersonal conflict between others badly and how this training on emotional intelligence would have helped you handle the situation better

### Activity Instructions:

- Participants are to write their answers in the worksheet given to them
- Five participants are to volunteer to share their answers with the class

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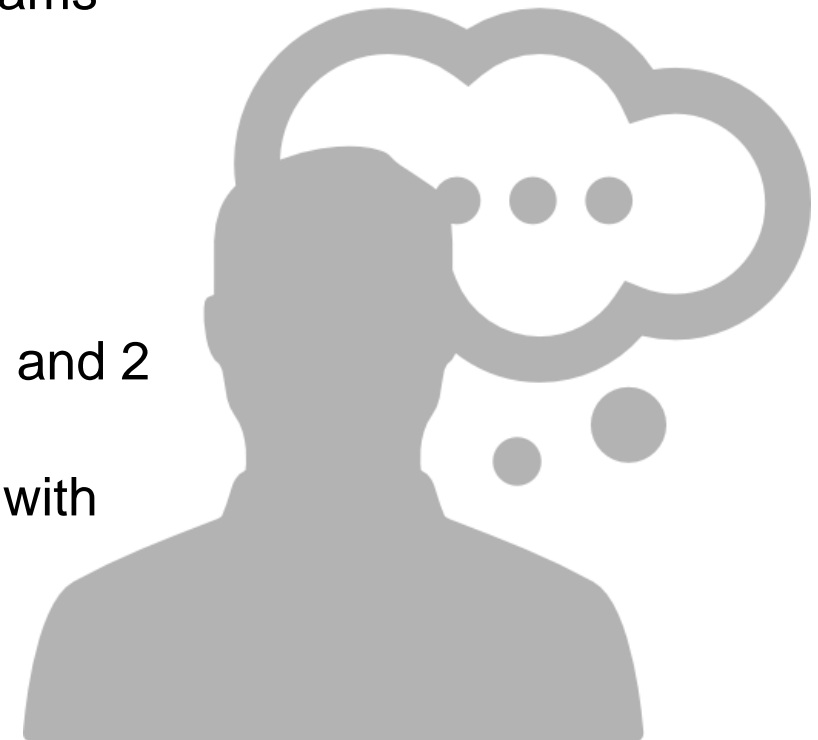


# Personal reflections (15 mins)

- 1 What are your key takeaways from the session?
- 2 As a team leader, how will you apply the lessons learned from the team development module as you lead teams within the LGA?

## Activity Instructions:

- Participants are to write their answers to the questions 1 and 2 in the worksheet given to them
- Two participants are to volunteer to share their answers with the full group



**Are there any questions or comments?**

