

Leadership and Strategic Management for TB Control Managers

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Leadership and Strategic Management for TB Control Managers

Module 5 | **Role Efficacy**





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Introduction

As a TB Control Programme Manager it is often up to you to create a climate that helps staff to develop a positive outlook about their individual roles. It is especially important that you view your own role as positive, since this can influence how your staff see their own roles — if you can convey to them that you see their roles as being just as important and positive in contributing to a greater goal, it will generate motivation to work more effectively.

This module addresses the concept of role and how to make your staff consider their work challenging and worthwhile, and feel proud to be associated with the work that you do together.

Learning objectives

After completion of this module you should be able to:

1. Describe the concept of role and role efficacy;
2. Identify the roles that exist for a few personnel in your programme;
3. Examine the efficacy of the roles of staff in the programme, and
4. Develop specific action points for enhancing role efficacy in different situations.

Summary of exercises

This module has four exercises. Plenary discussions will follow each exercise.

1. Individual written exercise followed by group discussion: positions and roles.
2. Individual written exercise: understanding role efficacy.
3. Individual written exercise followed by group discussion: ways to increase role efficacy.
4. Group work: learning to increase role efficacy in specific situations.
5. Individual written exercise: developing action points to enhance role efficacy.

2

Position and role

It is important to understand that in all social structures, such as in the family or at workplaces, people occupy a **position** and play certain **roles**. The position someone holds, such as that of a TB programme manager, is defined in terms of the hierarchy and the privileges, such as decision-making powers or financial authority, that come along with the position.

In the position of a manager, you perform certain functions that you expect of yourself and those that are expected by others. These expectations, and what you do, are part of your “role”. The role of a TB Programme Manager may include coordinating and monitoring the performance of the TB Control Team. As part of that role, there are tasks or activities that a programme manager carries out; for example some tasks of the TB Programme Manager may be to establish objectives, prepare a plan of action and implement strategies. Other tasks may be to liaise and coordinate with community leaders, NGOs and other government departments.

In a system, the position one has is defined by the title/designation/post given. One’s role is defined by the tasks/functions one performs.

STOP

Now do Exercise 1

When you have reached this point in the module, you are ready to do Exercise 1. Tell your facilitator when you have reached this point. While you are waiting, read the instructions for Exercise 1 beginning on the next page of this module.



Exercise 1

Individual written exercise followed by group discussion: Position and roles

In this exercise, you have been given four positions that exist in your team. State the roles that they play in that position and the activities or tasks they carry out to fulfil that role.

Position (Title)	Role	Activities/Tasks
1. National TB Programme manager		
2. District TB manager		
3. Microscopist		
4. Health worker		

Share your ideas with the group and based on the discussions, clarify the roles and activities/tasks of various members of the team.

3

Role efficacy

It is important to understand that the performance of people working in a programme or in an organization, depends on their technical competence, managerial skills, and their potential effectiveness in the roles they perform. It is the merging of the two (the person and the role) that ensures the individual's effectiveness in an organization.

Role efficacy means the potential effectiveness of an individual occupying a particular position in an organization.

People with high role efficacy seem to experience less role stress and work-related tension. They rely on their own strengths to cope with problems, use more focused behaviour, interact with people and the environment, persist in solving problems (mostly by themselves), and show commitment to their work.

A participatory environment provides staff higher satisfaction and contributes to role efficacy. An environment characterized by control seems to lower role efficacy.

The Ten Aspects of Role Efficacy

Role efficacy has ten aspects. These aspects can be classified into three groups or dimensions, namely, *role making*, *role centering* and *role linking*.

“Role making” is an active attitude towards the role, i.e. defining and making the role one likes to take on.

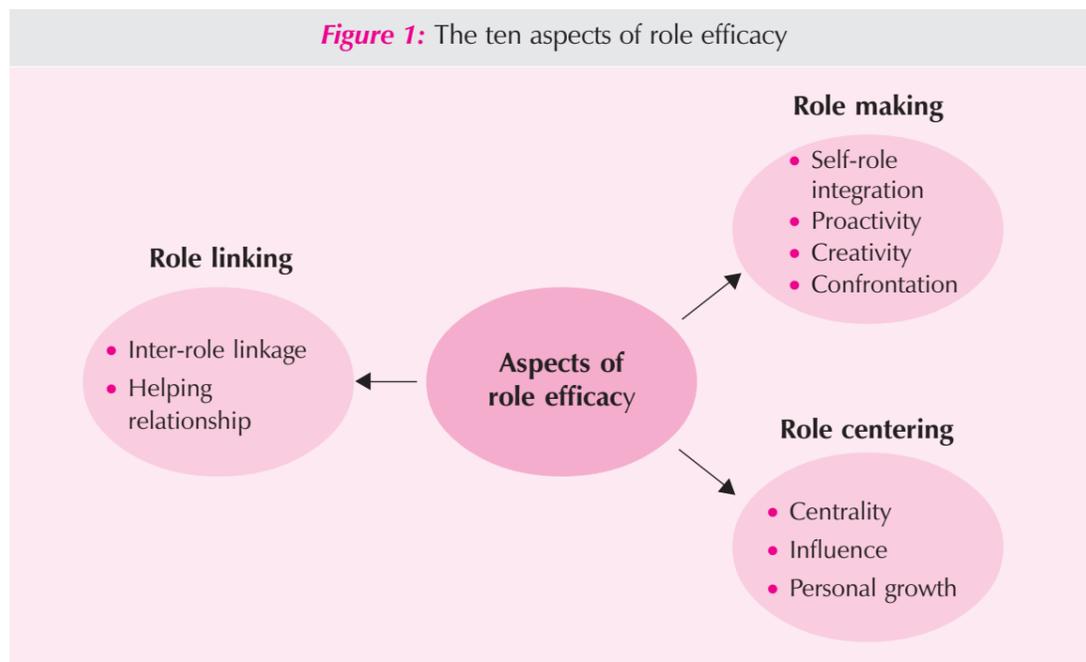
“Role centering” is concerned with increasing the power of the role, making it more important.

“Role linking” is concerned with extending the relationship of the role with other roles and groups. The three dimensions have been further sub-divided into the ten aspects of role efficacy as shown in Figure 1.

3.1 Role making

Self-role integration

All people have strengths, experience, technical expertise, special skills, and some unique contributions to make. The roles that people play should provide an opportunity to utilize these skills and strengths to ensure a high level of role efficacy. When their role provides them with greater opportunity for using their special strengths, their role efficacy is likely to be higher. If there is a gap between people and their roles, role efficacy is likely to be low.



Pro-activity

People respond to expectations of others in fulfilling their role at work. When that person is also expected to take the initiative in starting some activity, the efficacy will be higher. Reactive behaviour (responding to the expectations of others) helps a person to be effective to some extent; *proactive* behaviour (taking the initiative rather than only responding to others' expectations) contributes much more to efficacy. If people like to take the initiative, but have no opportunity to do so in their present role in the organization, their efficacy will be low.

Creativity

Any opportunity to be creative and try new and unusual ways of solving problems is important to increasing efficacy. If people perceive that they have to perform only routine tasks, it becomes counterproductive in terms of their role efficacy. If they feel that the role does not allow any time or opportunity to be creative, their efficacy is bound to be low. Managers need to appreciate and use new ideas given by their staff.

Confrontation

Confronting problems and finding relevant solutions contributes to efficacy. When people facing interpersonal problems sit down, talk about them and search for solutions, their efficacy is likely to be higher compared to situations where they either deny having such problems or refer them to their higher officers.

3.2 Role centering

Centrality

All employees want to feel that their role is important. If people feel that the role they occupy is central to the programme, their role efficacy is likely to be high. If people feel that their roles are minor, their potential effectiveness will be low. This is true for all persons and not only for those at the lowest level.



Influence

The more influence and power people have in their roles, the higher their efficacy is likely to be. Influence and power at work come about from personal competence, position in the work place, leadership style, the ability to gain the respect of others and handle threats and bullying. One factor that makes roles in the public sector or in civil services more effective is the opportunity to influence a large section of the community. Health care providers have more influence because they treat people who are sick and are therefore, often highly respected by the community.

Personal growth

Another factor, which contributes to role efficacy, is the perception that the position provides the individual with an opportunity to grow and develop. There are several instances of people leaving one position and becoming very effective in another. This happens primarily because they have greater opportunity to grow in the second position, due to the role they play in that position. If people feel that they are stagnating in a position without any opportunity to grow, they are likely to have a low role efficacy.

3.3 Role linking

Inter-role linkage

Linking one's role with that of others in the programme increases efficacy. If there is an exchange of ideas, discussions, greater communication, and an effort to understand problems and devise solutions etc., the efficacy of the various roles involved is likely to be high. The feeling of role isolation (that a person works without any linkage with other roles) reduces role efficacy.

Helping relationship

There are two kinds of helping relationships - feeling free to ask for help and expecting that help will be available when it is needed, as well as willingness to give help and respond to the needs of others. The opportunity for staff to receive and give help increases their role efficacy. If there is a feeling that no help is available when asked for, or that the other person is hostile, role efficacy will be low. Staff must be made to understand that helping is a two-way interchange.

Super-ordination

When people performing a particular role feel that what they do is likely to be of value to a larger group, their efficacy is likely to be high. Super-ordination is working to serve large causes or groups, usually with some collaboration. One major motivating factor for health personnel, especially those working at the grass roots level is the feeling that their contribution to people they deal with, is likely to help larger sections of the community and society.

STOP

Now do Exercise 2

When you have reached this point in the module, you are ready to do Exercise 2. Tell your facilitator when you have reached this point. While you are waiting, read the instructions for Exercise 1 beginning on the next page of this module.



Exercise 2

Individual written exercise: Understanding role efficacy

The following questionnaire will assist you in determining the role efficacy of health workers in the TB programme. It measures ten aspects of their role. These aspects reflect the ways individuals view their roles in the programme. This exercise will help you to explore the perceptions that health workers involved in TB control activities may have about their work, using a role efficacy scale.

Imagine you are the health worker in your team. Read the statements below and score your responses according to the key given below to indicate the extent of your agreement with each statement. Enter your responses in the Answer Sheet given to you.

Key

- Write 0 if you strongly disagree with it.
- Write 1 if you disagree with it.
- Write 2 if you are not sure that you agree or disagree.
- Write 3 if you agree with it.
- Write 4 if you strongly agree with it.

Health worker – Role Efficacy Scale

- (1) We generally view our role as honourable, bringing smiles to faces.
- (2) There is not much cooperation among workers here.
- (3) We frequently interact with other staff.
- (4) Doctors help us to acquire new knowledge and skills.
- (5) We have no opportunity to use our own judgement even within our own roles.
- (6) The doctors consider our functions important.
- (7) We generally avoid problems and prefer to refer them to our supervisors.
- (8) We are encouraged to try out new ways of dealing with problems.
- (9) We cannot take any initiative and have to wait for supervisors' instructions.
- (10) Enough opportunities are provided to us to use our knowledge and skills in our roles.
- (11) We play a limited role and hardly serve the needy in the community.
- (12) Administrative staff have no understanding of our needs and problems.

- (13) There is hardly any interaction among workers.
- (14) Opportunities are provided to us for professional growth in various ways.
- (15) Doctors consult us on relevant matters and listen to our suggestions.
- (16) We are proud that we contribute to the good name of the TB unit.
- (17) We are encouraged to solve most of our problems and not to bother our supervisors about them.
- (18) Those of us who try out new ideas to deal with problems are not liked here.
- (19) We have enough opportunities to plan how to do our work.
- (20) We do not get opportunities to make use of our training and skills.
- (21) Our role provides opportunities to serve a worthwhile cause in the community.
- (22) Doctors provide us with the necessary help and guidance we need.
- (23) Doctors interact with us on several matters.
- (24) Here, we have no opportunity for professional development.
- (25) We are consulted by administrators on various matters and we help to influence decisions.
- (26) The administrators do not consider our role to be important.
- (27) Here, we like to solve problems rather than passing them onto others.
- (28) Supervisors here do not like those of us who are creative and use new ways to deal with problems.
- (29) We are encouraged to take initiatives and act on our own.
- (30) In most cases, we feel frustrated that we cannot use our knowledge and skills in our jobs.

Answer sheet

Statement	Grade	Statement	Grade	Statement	Grade
1		11		21	
2		12		22	
3		13		23	
4		14		24	
5		15		25	
6		16		26	
7		17		27	
8		18		28	
9		19		29	
10		20		30	

Now, score your responses according to the following steps:

Transfer your responses to the score sheet given to you after reversing those items marked with (*) (i.e. statements 2, 5, 7, 9, 11, 12, 13, 18, 20, 24, 26, 28 and 30).

Original responses	0	1	2	3	4
Reversed responses	4	3	2	1	0

For example: If your original response to item 12 was a “3”, mark it now as “1” in the space provided.

- (1) Now transfer responses on all other statements as they are, on the score sheet provided.
- (2) Add the responses given in each row horizontally (there are three items in each row) and write the total in the first blank space in the Score Sheet at the end of each row. For example, responses to statement nos.10, 20 and 30 will be totalled in the first row. Thus there will be ten totals (for 10 rows). Then multiply each total by 8.33. Write this number down in the last column in each row. (The final totals on each row will range from 0 to 100).
- (3) The final totals at the end of each row reflect the aspects mentioned. Look at the final totals and see which totals are low and which are high. Low final totals indicate the aspects that may need strengthening.
- (4) Use the following key to determine the level for each aspect.

0 – 20	Very Low
21 – 40	Low
41 – 60	Average
61 – 80	Very High
81 – 100	High

Let your facilitator know when you have finished this exercise.

Score sheet

Aspects	Statement No./Grade			Total scores	Multiply by 8.33
1. Self-role Integration	10	*20	*30		
2. Pro-activity	*9	19	*29		
3. Creativity	8	*18	*28		
4. Confrontation	*7	17	27		
5. Centrality	6	16	*26		
6. Influence	*5	15	25		
7. Personal growth	4	14	*24		
8. Inter-role linkage	3	*13	23		
9. Helping relationship	*2	*12	22		
10. Super-ordination	1	*11	21		



Exercise 3

Individual written exercise followed by group discussion: Ways to enhance role efficacy

The purpose of this exercise is to identify specific actions to enhance role efficacy. You will use the Score Sheet from Exercise 2 as a basis for your work. When you have finished working individually, there will be group discussion.

- (1) In the table on the next page, list the aspects of role efficacy that were scored “Low” or “Very Low” in Score Sheet from Exercise 2.
- (2) Refer to the descriptions of each of those aspects of role efficacy in section 3.
- (3) Develop specific actions enhancing each aspect of the role efficacy that were scored “Low” or “Very Low”

Let your facilitator know when you have finished this exercise and are ready for the group discussion.

4

Learning to increase role efficacy

1. Self-role integration

- Work with employees in redesigning their roles so that their strengths can be utilized.
- Encourage an employee to realize the potential of an assigned role.
- Reassign employees to positions in which they can use their strengths better.
- Consider if the person must be replaced.

2. Pro-activity

- Encourage employees to ask for your help when they need it.
- Reward initiatives taken by staff.
- Listen to employees and respect their views.
- Arrange visits of employees to other organizations to learn different practices.

3. Creativity

- Encourage your employees to give ideas to solve problems as they arise.
- Create an environment that encourages people to generate ideas without fear of being criticised.
- Appreciate and use new ideas given by employees.
- Evaluate new initiatives, disseminate lessons learnt and reward useful suggestions.

4. Confrontation

- Take a positive approach to problem-solving.
- Ensure that you are dealing with a problem and not a person.
- Adopt a participatory approach to a problem before making a decision.
- Assist staff in looking at the problem from different perspectives and resolving them after thorough discussions.
- View failures as a learning experience.
- Encourage employees to bring problems into the open.
- Encourage employees to solve problems and report to you.
- Follow “the buck stops here” dictum.

5. Centrality

- Communicate the importance of their roles to staff.
- Communicate the importance of their role as perceived by others, and in the larger context of the programme.
- Give enough freedom to each employee to set his/her objectives and decide ways of achieving these.
- Encourage staff to take on increasingly challenging responsibilities.

6. Influence

- Delegate sufficient authority to help employees to do their tasks
- Ensure competency and build staff confidence.
- Forward good ideas from employees to higher management.

7. Growth

- Identify training and development needs of staff and find ways and means of fulfilling them - strengthen weak areas.
- Appreciate employee's work.
- Delegate increasingly challenging tasks to competent staff
- Reassign staff who are performing well to more challenging positions

8. Inter-role linkage

- Encourage staff to cooperate with other departments.
- Encourage staff to solve problems by working with their peers and colleagues (and not refer the problems to higher levels unless it needs that level of intervention).
- Review the system and encourage linkages.
- Organize exercises to recognize each other's problems and increase mutual understanding of inter-role problems.
- Promote recreational and cultural activities among staff.

9. Helping

- Encourage the staff to respond to requests from peers and other departments.
- Encourage staff to seek help from peers and other departments.
- Seek help of your staff in areas in which they can contribute.
- Encourage your staff to come to you for help, and respond to them when situations are beyond their capacity/level to handle.

10. Super-ordination

- Help staff to understand and appreciate their contribution to society.

- Help staff link (and see the linkages) the objectives of their roles with the organizational objectives and larger societal or national goals.
- Encourage staff to include in their roles what may be useful for a larger section of society
- Encourage team work.

STOP

Now do Exercise 4

When you have reached this point in the module, you are ready to do Exercise 4. Tell your facilitator when you have reached this point. While you are waiting, read the instructions for Exercise 4 beginning on the next page of this module.



Exercise 4

Individual written exercise: Developing action points to enhance role efficacy

In this exercise, you will develop action points to enhance the role efficacy of your staff.

- Think of a staff member in your own work situation.
- Assess the role efficacy of this staff member.
- Identify aspects of role efficacy that need strengthening.
- Develop action points to increase the role efficacy of this staff member.
- Discuss your action points with your facilitator.

5

Summary of important points

- The position that you occupy in an organization is the title/post. This is given to you.
- The role that you play is what you create for yourself in response to your own expectations and those of others.
- You have one position in the organization, but you may play many roles.
- Role efficacy is the potential effectiveness that you have while occupying that position in the organization.
- There are three dimensions of role efficacy: role making, role centering and role linking.
- Each dimension is sub-divided into the ten aspects of role efficacy.
- We can work on these ten aspects to increase, not only our own role efficacy but also, that of our colleagues / team members.
- Analysing problems and situations in terms of the ten aspects of role efficacy can help us to identify which aspects to improve.