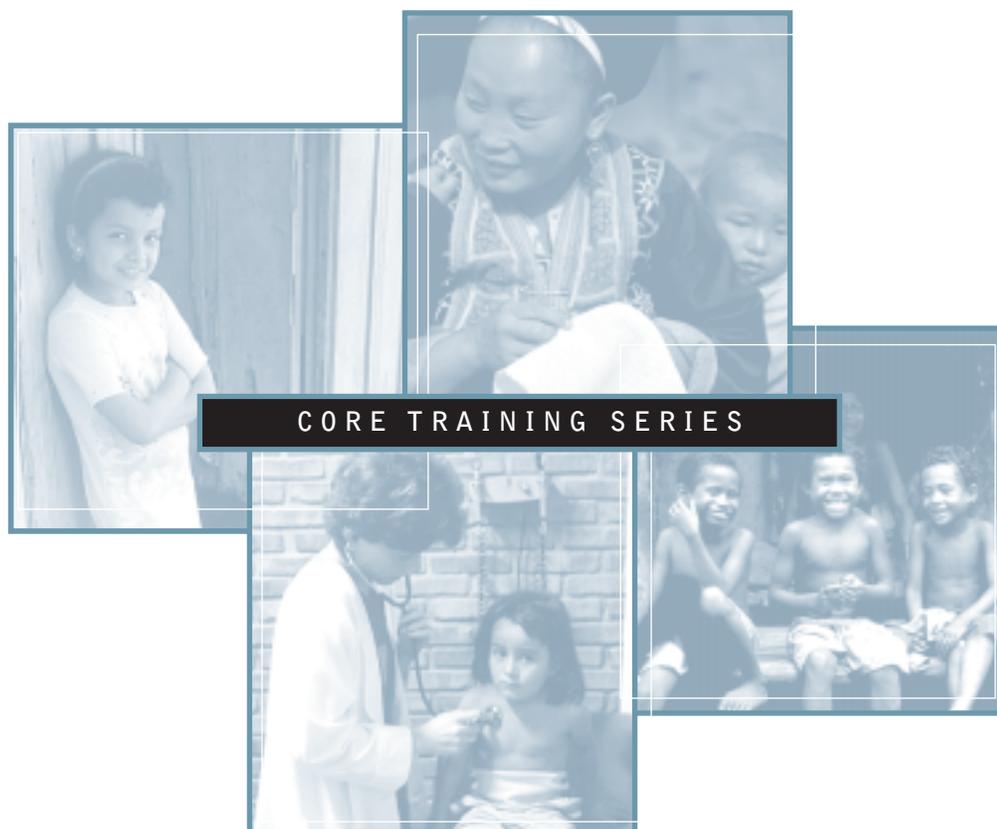


QUALITY

ASSURANCE

PROJECT



Coaching and Team-Building Participant Manual

December 1998

Revised December 2001



The Quality Assurance (QA) Project is funded by the U.S. Agency for International Development (USAID), under Contract Number HRN-C-00-96-90013. The QA Project serves countries eligible for USAID assistance, USAID Missions and Bureaus, and other agencies and nongovernmental organizations that cooperate with USAID. The QA Project team consists of prime contractor Center for Human Services; Joint Commission Resources, Inc.; and Johns Hopkins University (including the School of Hygiene and Public Health [JHSPH], the Center for Communication Programs [CCP], and the Johns Hopkins Program for International Education in Reproductive Health [JHPIEGO]). The QA Project provides comprehensive, leading-edge technical expertise in the design, management, and implementation of quality assurance programs in developing countries. Center for Human Services, the nonprofit affiliate of University Research Co., LLC, provides technical assistance and research for the design, management, improvement, and monitoring of health systems and service delivery in over 30 countries.

Table of Contents

Introduction	i
Agenda	iii
Slides	Intro - 1
Module 1: Working in Teams	
Slides	1-1
Exercise 1-1: Analysis of Prior Team Experiences	1-16
Exercise 1-2: The New Zin Obelisk	1-19
Module 2: QA Coach	
Slides	2-1
Exercise 2-1: Internal and External Coach	2-8
Module 3: Communication Skills	
Slides	3-1
Exercise 3-1: Analysis of Prior Team Experiences	3-10
Exercise 3-2: Active Listening Role Play	3-11
Exercise 3-3: Active Listening Practice	3-13
Exercise 3-4: Giving and Receiving Feedback	3-15
Exercise 3-5: Blocks to Effective Communication	3-19
Module 4: Coach as Facilitator	
Slides	4-1
Exercise 4-1: Four Step Approach to Group Process Intervention	4-8
Exercise 4-2: Facilitation Guidelines	4-9
Module 5: Coach as Trainer	
Slides	5-1
Exercise 5-1: Advantages and Disadvantages of Just-in-Time Training	5-18
Exercise 5-2: Planning Sheet for Conducting Competency-Based, Just-in-Time Training	5-19
Exercise 5-3: Components of a Competency-Based, Just-in-Time Training Session	5-21
Module 6: Understanding Team Roles	
Slides	6-1
Exercise 6-1: Team Role Analysis Questionnaire	6-4
Module 7: Establishing Positive Team Climate	
Slides	7-1
Exercise 7-1: Group Discussion – Conditions Supporting Positive Team Climate	7-6
Exercise 7-2: Assessment of Team Climate	7-8
Module 8: Conducting Effective Meetings	
Slides	8-1
Exercise 8-1: Ground Rules Worksheet	8-9
Sample 8-2: Materials for Planning, Conducting and Evaluating Meetings	8-11
Exercise 8-3: Creating an Agenda for a QI team	8-20
Module 9: Making Decisions	
Slides	9-1
Exercise 9-1: Interventions for ineffective decision making	9-8
Exercise 9-2: Cash Register Worksheet	9-9
Module 10: Module 10: Enhancing Creativity	
Slides	10-1

Module 11: Conflict Management

Slides 11-1
Exercise 11-1: Conflict Management..... 11-11
Exercise 11-2: Broken Squares 11-18

Module 12: Enhancing Creativity

Slides 12-1
Exercise 12-1: Cycle of Change Interventions..... 12-7

Module 13: Communicating with the Organization

Slides 13-1
Exercise 13-1: Making a Presentation..... 13-6

Module 14: Developing an Action Plan

Slides 14-1
Exercise 14-1: Action Plan..... 14-3

Module 15: Facilitation Workshop

Slides 15-1
Exercise 15-1: Team Development Needs 15-3

Module 16: Training Workshop

Slides 16-1
Exercise 16-1: Competency-based, Just-in-Time Practice Training Session 16-3

Introduction

This Participant Manual contains material to accompany the Coaching and Team Building Core Course. The course is designed to last 3 ½ days and is composed of sixteen modules of varying lengths of time.

The course schedule is a suggested model. Trainers will adapt the course to meet participants' specific learning needs. If the course agenda, objectives, or sequence of training is changed, the changes will be shared with participants at the beginning of the course, and changed in course materials, if possible.

Course goal

This goal of this training is to provide necessary knowledge and skills for quality assurance coaches to facilitate teamwork, and provide competency-based just in time training.

Course objectives

Specific learning objectives are listed by module, and can be found in the reference manual. They also appear in one of the first slides in each module in the participant manual.

Participant selection

This course assumes participants already have knowledge of QA, and will be acting as coaches to QA teams. If using these materials, participants must be able to read, write, and think in English, as there is a great deal of recording and reporting required to successfully achieve course objectives. Organization of the Participant Manual

This manual is structured to parallel the Reference Manual. You will find training objectives at the beginning of each Reference Manual module. Each module in the Participant Manual has two parts – copies of overheads the trainer may use, and materials needed for exercises.

Course Design

This course is competency-based and uses interactive training techniques. It builds knowledge and skill throughout the course, with later lessons dependent on satisfactory attainment of the objectives of prior lessons. Participants will contribute to creating a positive climate for learning, and should assess their personal attainment of objectives throughout the course.

The course ends with participants applying their new knowledge and skills in three activities:

- developing an action plan for how they will use what they learn in this course,
- participating in a facilitation exercise, predicting what interventions could be used to overcome team blockages, and
- conducting a small training session, in which each participants will train others to perform a new skill.

Several interactive teaching methods are used in this course.

- Individuals do some work independently, requiring introspection and application at a personal level.
- Pairs or groups of three are used in some exercises, with partners giving feedback to each other about their performance.
- Small groups are used for most of the work. These groups may stay stable throughout the course, thus becoming training teams, or membership may change during the course. The decision on whether to have stable training teams is based on characteristics of participants (if people will work together at home, they may benefit from training together) and trainer-participant discussion.
- Some large group work is done, often brainstorming and course management.
- Illustrated lecture is used sparingly, to introduce new concepts
- Discussion is used to explore participant understanding and benefit from participants' experiences related to course content

Evaluation

Course evaluation

- Daily free-form feedback about what to continue and what to change
- Daily review of course expectations
- End-of-course feedback form

Participant evaluation

- Daily written evaluation questions, organized by module
- Trainer observation during exercises and course work
- Exercises which include self- or peer-evaluation criteria
- Completion of Action Plan (to apply the skills learned in this course in the workplace)
- Successful completion of Training Workshop, which entails presence and participation in class

Trainer and materials evaluation

- End-of-course feedback form

Sample Agenda

Day 1		Day 2		Day 3		Day 4	
8:00 – 9:00	Welcome/ Overview / Introduction	8:00 - 8:30	Review/Preview	8:00 - 8:30	Review/Preview	8:00 - 8:30	Review/Preview
		8:30 - 10:15	M4: Coach as Facilitator	8:30 - 9:30	M9: Making Decisions	8:30 - 9:30	M14: Developing Action Plan
9:00 - 10:45	M1*: Working in Teams	9:30 - 10:30		M10: Enhancing Creativity	9:30 - 11:00	M15: Facilitation Workshop	
10:45 - 11:00	Break	10:15- 10:30	Break	10:30 - 10:45	Break	11:00 - 11:15	Break
11:00 - 12:00	M2: QA Coach	10:30 - 12:30	M5: Coach as Trainer	10:45 - 12:15	M11: Managing Conflict	11:15 - 12:30	M16: Training Workshop
12:00 - 1:30	Lunch	12:30 - 1:30	Lunch	12:15 - 1:30	Lunch		
1:30 - 5:00	M3: Communication Skills	1:30 - 2:30	M6: Understanding Team Roles	1:30 - 2:30	M12: Change	12:30 - 1:00	Review, Feedback, Summary, and end of course feedback
		2:30 - 3:00	M7: Establishing Team Climate	2:30 - 3:30	M13: Communicating with the Organization		
		3:00 - 3:15	Break	3:30 - 3:45	Break		
	3:15 - 5:15	M8: Effective Meetings	3:45 - 4:45	Preparation time for Training Workshop			
5:00 - 5:30	Review, Feedback, and Evaluation	5:15 - 5:45	Review, Feedback, and Evaluation	4:45 - 5:15	Review, Feedback, and Evaluation		

* M1 = Module 1

Coaching and Team Building

Core Curriculum



1-1

Course Goal

This goal of this training is to provide necessary knowledge and skills for quality assurance coaches to

- facilitate teamwork, and
- provide competency-based just in time training.



1-2

Learning Objectives

- Are found at the beginning of each module
- Will be previewed at the start of each session



1-3

Learning Modules

- Key Concept Sessions
- Facilitation and Training Skill-Building Sessions
- Application Sessions



QUALITY ASSURANCE PROJECT

1-4

Key Concept Sessions

- Module 1: Working in Teams
- Module 2: QA Coach
- Module 3: Communication Skills
- Module 4: Coach as Facilitator
- Module 5: Coach as Trainer



QUALITY ASSURANCE PROJECT

1-5

Facilitation and Training Skill-Building Sessions

- Module 6: Understanding Team Roles
- Module 7: Establishing Positive Team Climate
- Module 8: Conducting Effective Meetings
- Module 9: Making Decisions



QUALITY ASSURANCE PROJECT

1-6

Facilitation and Training Skill-Building Sessions

- Module 10: Conflict Management
- Module 11: Change Management
- Module 12: Enhancing Creativity
- Module 13: Communicating with the Organization



1-7

Application Sessions

- Module 14: Developing an Action Plan
- Module 15: Facilitation Workshop
- Module 16: Training Workshop



1-8

Module 1: Working in Teams

The purpose of this module is to present key principles of effective teamwork and an opportunity for participants to experience the benefits and challenges of teamwork



1-9

Objectives

- Discuss the characteristics of an effective team and factors influencing team effectiveness
- Describe the stages of team development
- Recognize what stage a team is in
- Discuss the importance of team building
- Discuss the benefits and challenges of working in teams



1-10

Content

- Why Work in Teams?
- Characteristics of Effective Teams
- Team Roles
- Stages of Team Development
- Team Building
- Exercise: Zin Obelisk



1-11

Define “team”

- A team is “a high-performing task group whose members are interdependent and share a common performance objective.”

– Francis & Young



1-12

Types of Teams

- Objectives
 - Recommend things
 - Make or do things
 - Oversee or manage things
- Life span
 - Ad hoc
 - Ongoing (or permanent), taking on different tasks as time goes on



1-13

Benefits of Working in Teams

- A more complete working knowledge of the process
- A more open atmosphere with less blaming of others for problems
- A greater number of ideas to resolve problems
- Greater acceptance and a higher implementation rate of solutions



1-14

More Benefits

- Tackle larger issues than an individual working alone
- Have immediate access to the technical skills and knowledge of all the team members
- Rely on the mutual support and cooperation that occurs between team members as they work on a project



1-15

Individual Member Benefits

- Greater understanding of issues and concerns that impact their work
- Sharing ideas and being creative
- Stronger working relationships with many different associates
- New skills
- Satisfaction of knowing they are part of the solution



1-16

Characteristics of Effective Teams

- Clear goal and role definition
- Sensitivity to each other's needs and expressions
- Clear expectations and preparation
- A high level of interest and commitment
- Interruptions and distractions are avoided or kept to a minimum



1-17

More Characteristics of Effective Teams

- Careful time control
- Record keeping
- Constructive team self-assessment
- Individual recognition and appreciation
- Organizational acceptance
- Positive and trusting team climate



1-18

Team Roles

- Team leader
- Recorder
- Time keeper
- Facilitator
- Trainer
- QA Expert



1-19

Team Leader Role

- Calls and facilitates meetings
- Handles/assigns administrative details
- Orchestrates all team activities
- Oversees preparations for reports and presentations



1-20

Characteristics of Effective Team Leaders

- Clear role definition
- Careful time control
- Sensitivity to each other's needs and expression
- Good preparation
- A high level of interest and commitment
- Few interruptions and distractions



QUALITY ASSURANCE PROJECT

1-21

Ultimately, it is the leader's responsibility to create and maintain communication channels and work processes that enable team members to do their work



QUALITY ASSURANCE PROJECT

1-22

Team Recorder

- Maintains minutes and agendas
- Coordinates the preparation of reports, documents, storybooks, storyboards
- Often rotates among team members



QUALITY ASSURANCE PROJECT

1-23

Time Keeper

- Watches the time
- Reminds the team of how much time remains for a particular agenda item and remainder of meeting
- Often rotates among team members



QUALITY ASSURANCE PROJECT

1-24

Facilitator

- Observes team processes
- Gives both supportive and constructive feedback
- Often this person is the QA coach



QUALITY ASSURANCE PROJECT

1-25

Trainer

- Imparts knowledge and builds skills
- Addresses QA topics, use of QA tools and techniques, group process skills, and team building
- Often this person is the QA coach



QUALITY ASSURANCE PROJECT

1-26

Effective team members

- Contribute fully to the project
- Share their knowledge and expertise
- Participate in all meetings and discussions
- Complete assignments on time. Apply the steps of the quality improvement process



1-27

Stages of Team Development

- Forming
- Storming
- Norming
- Performing
- Closing



1-28

Stage 1: Forming *Common Feelings*

- Excitement, anticipation, optimism
- Pride in being chosen for the project
- Tentative initial attachment to the team
- Anxiety, fears, or even suspicions about the job ahead



1-29

Stage 1: Forming *Common Behaviors*

- Polite, fairly formal interactions
- Attempts to define the task and how it will be accomplished
- Attempts to discover acceptable group behavior
- Decisions about information to gather



1-30

Stage 1: Forming *Common Behaviors*

- Discussion of abstract concepts and issues
- Discussion of topics not relevant to the task
- Difficulty in identifying relevant problems
- Complaints about the organization and barriers to the task



1-31

Stage 1: Forming *Possible Interventions*

- Conduct introduction/inclusion activities
- Clarify the mission/project
- Establish ground rules for team behavior
- Provide needed training



1-32

Stage 2: Storming

Common Feelings

- Resistance to the task and to unfamiliar Quality Assurance approaches
- Wavering (though often negative) attitudes about the team, the team members, and the project's chance of success



1-33

Stage 2: Storming

Common Behaviors

- Arguing among members
- Defensiveness, competition, jealousy or withdrawal
- Questioning
- Setting unrealistic goals



1-34

Stage 2: Storming

Possible Interventions

- Conflict management techniques
- Clarification / teaching of QA concepts, tools, team dynamics, meeting methods, and roles



1-35

Stage 3: Norming *Common Feelings*

- Acceptance of membership in the team
- Relief that everything will work out



1-36

Stage 3: Norming *Common Behaviors*

- Commitment to working out differences
- Giving and receiving supportive and constructive feedback
- More expression of feelings
- “Playful” interactions
- Establishment of team ground rules and boundaries (the “norms”)



1-37

Stage 3: Norming *Possible Interventions*

- Continued fostering of shared responsibility
- Establishing group norms
- Refocus on agenda or purpose
- Test apparent consensus
- Provide training in QA tools or group processes as needed



1-38

Stage 4: Performing *Common Feelings*

- Satisfaction with team's progress
- Trust in one another
- Commitment to process and goals



1-39

Stage 4: Performing *Common Behaviors*

- Ability to anticipate and prevent problems or work through them constructively
- Risk-taking, creativity, and learning of new skills / roles



1-40

Stage 4: Performing *Possible Interventions*

- Training in QA tools or concepts as needed
- Team and individual self-evaluation
- Sharing leadership responsibilities



1-41

Closing Stage *Common Feelings*

- If successful: joy, pride, elation, loss (due to the dissolution of the team)
- If unsuccessful: frustration or anger



1-42

Closing Stage *Common Behaviors*

- If successful: expression of appreciation, avoidance of the final close-out activities
- If unsuccessful: denial, blame, disassociation



1-43

Closing Stage *Possible Interventions*

- Discussion of feelings and next steps
- Evaluation of what worked or what did not work
- Assisting the team to prepare presentations to management, if necessary



1-44

What is Team Building?

- The process of deliberately helping a group develop into a cohesive and effective unit



QUALITY ASSURANCE PROJECT

1-45

Need for Team Building

- Unrealistic to assume that individuals naturally know how to function together as a team
- Example: flight crew going to the moon
- Based on the strengths of individual team members, as well as stages of team development



QUALITY ASSURANCE PROJECT

1-46

Example

- Teams that make or do things and have very specialized skills may need to develop new skills for managing themselves, such as record keeping and communication within the team



QUALITY ASSURANCE PROJECT

1-47

Example

- Teams that recommend things may find their biggest challenge is communicating with those who must implement their findings



1-48

Example

- Teams who run or manage things may consist of members with great individual leadership abilities. They may have to become skilled in working together as peers or colleagues to avoid interpersonal conflicts



1-49

Team building is a process, not an event

- Initially most teams require facilitation and training assistance to reach their full potential
- Over time, the team will become experienced enough to take on team building tasks independently



1-50

Role of the QA Coach in Team Building

- Using his or her facilitation skills
- Providing just-in-time training
- Conducting specific team building activities



1-51

Exercise 1-1: Analysis of Prior Team Experiences

Definition of a team: “a high-performing task group whose members are interdependent and share a common performance objective.”

Instructions for this activity.

- List two teams in which you have participated. These teams may have existed at work or in your community. You may choose a current team in which you are participating.
- Think about and write the pluses you experienced from being on each team. Pluses may include personal benefits, outcomes, and/or unexpected side effects.
- Consider and write the minuses you experienced from being on each team.

Team # 1 _____ -

Pluses	Minuses

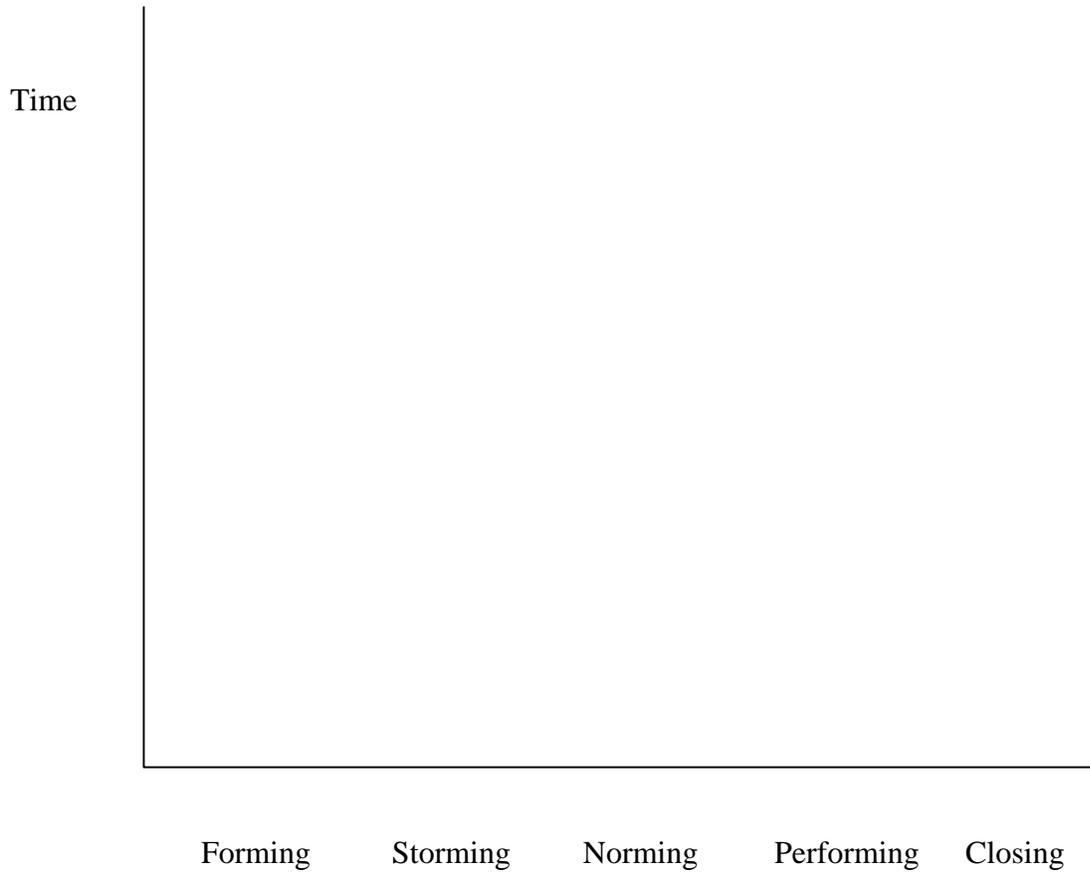
Team # 2 _____ -

Pluses	Minuses

2. Check all the characteristics that apply to your past or current team experience.

Characteristics of Effective Teams	Team #1	Team #2
Clear role definition and expectations for:		
Team Leader	<input type="checkbox"/>	<input type="checkbox"/>
Team Members	<input type="checkbox"/>	<input type="checkbox"/>
Time Keeper	<input type="checkbox"/>	<input type="checkbox"/>
Recorder	<input type="checkbox"/>	<input type="checkbox"/>
Facilitator	<input type="checkbox"/>	<input type="checkbox"/>
Trainer	<input type="checkbox"/>	<input type="checkbox"/>
Clear goal and objectives	<input type="checkbox"/>	<input type="checkbox"/>
Timelines and a sense of urgency	<input type="checkbox"/>	<input type="checkbox"/>
High level of interest and commitment	<input type="checkbox"/>	<input type="checkbox"/>
Minimal interruptions and distractions	<input type="checkbox"/>	<input type="checkbox"/>
Organizational acceptance	<input type="checkbox"/>	<input type="checkbox"/>
Positive and trusting team climate in general	<input type="checkbox"/>	<input type="checkbox"/>
Individual recognition and appreciation	<input type="checkbox"/>	<input type="checkbox"/>
Sensitivity to each other's needs and expressions	<input type="checkbox"/>	<input type="checkbox"/>
Constructive team self-assessment	<input type="checkbox"/>	<input type="checkbox"/>

3. Indicate by a line or bar graph how much time you think that *one of your teams* spent in each stage.



Exercise 1-2: The New Zin Obelisk

THE NEW ZIN OBELISK INSTRUCTION SHEET

In the ancient city of Atlantis, a solid, rectangular obelisk called a Zin was built in honor of the goddess Charlotta. The structure took less than two weeks to complete.

The task of your team is to determine on which day of the week the obelisk was completed. You have twenty minutes to complete this task. Each team member will be given cards containing information related to building the Zin. You may share this information orally, but you may not show your cards to other team members.

Reproduced from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young
San Diego, California: Pfeiffer & Company, 1992,. This material is used by permission of John Wiley & Sons, Inc.

THE NEW ZIN OBELISK REVIEW SHEET

1. What behaviors helped the team accomplish this task?
2. What behaviors hindered the team from completing its task?
3. How were the stages of team development evident during the exercise?
4. How did leadership emerge on the team?
5. What feelings did you experience as the task progressed?
6. What suggestions would you make to improve the team's performance on future tasks involving collaboration?
7. Did knowing the “correct” answer help or hinder evaluating the effectiveness of the team? What implications does this have for problem solving situations?

Reproduced from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young
San Diego, California: Pfeiffer & Company, 1992,. This material is used by permission of John Wiley & Sons, Inc.

Module 2: QA Coach

- The purpose of this session is to introduce participants to the role of the QA coach and prepare for subsequent knowledge and skill building sessions.



2-1

Objectives

- Describe the roles and responsibilities of a QA coach
- Describe the relationship of the coach with the team leader
- Identify changes that occur over time



2-2

Content

- Roles of a QA Coach
- Coaching Knowledge and Skills
- The Relationship Between the Coach and Team Leader
- Changes That Occur Over Time



2-3

Roles of the Coach

- Facilitator
- Trainer
- QA Consultant



2-4

QA Coach

- Helps the team leader plan, conduct, and evaluate meetings
- Delivers just-in-time training on QA and team building topics



2-5

QA Coach

- Observes team processes and gives both supportive and constructive feedback
- Facilitates interpersonal and group interactions



2-6

Coaching Goal

- The leader and the team will become self sufficient in the use of appropriate tools and procedures



2-7

External Coach

Advantages

- Neutral
- New perspectives
- Focused on process

Disadvantages

- Perceived as outsider
- Travel and time constraints



2-8

Internal Coach

Advantages

- Knowledge of the organization
- Trust
- Accountability

Disadvantages

- Less objective
- More difficult to be neutral or perceived as neutral



2-9

A Coach Needs a Blend of Skills

- Communication Skills
- Facilitation Skills
- Training Skills
- QA expertise



2-10

Communication Skills

- Active listening
- Giving supportive and constructive feedback
- Effective questioning



2-11

Facilitation Skills

- Observe group process
- Intervene appropriately
 - stages of team development
 - effective meetings
 - decision making



2-12

Facilitation Skills

- Intervene appropriately
 - conflict identification, management, and resolution
 - change management
 - creativity
 - communication with the organization



2-13

Training Skills

- Competency-based, just-in-time training
- Positive team training climate
- Interactive training methods



2-14

QA Knowledge

- Definitions, dimensions and perspectives of quality
- Quality assurance processes
- QA tools and techniques



2-15

Coach's Responsibilities

- Promote and model QA principles
- Provide guidance and feedback
- Provide training
- Remain objective
- Support the team leader
- Allow team to make decisions



2-16

Team Leader's Responsibilities

- Set meeting agendas and run meetings
- Administrative duties to support team
- Assign roles of time keeper and recorder
- Manage team dynamics, problem solving, and content
- Encourage and support change



2-17

Shared Responsibilities

- Set climate of cooperation and openness
- Promote chosen QA process or activity
- Encourage all team members to participate



2-18

Shared Responsibilities

- Keep team on task
- Raise important issues
- Enforce ground rules
- Promote consensus decision making
- Maintain confidentiality



2-19

Agreement Between the Coach and Team Leader

- Roles and responsibilities
- Team objectives
- Rules of confidentiality
- Type of interventions the coach may make
- The way the coach will intervene
- How to handle problems between them



2-20

Changes over Time

Directive Style

- Coach and leader make decisions
- Leader reports to management
- Leader directs team activities, sets agenda
- Coach gives feedback to team

Facilitative Style

- Members work with leader and coach to make decisions
- Members represent the team as needed
- Members guide work, help set agenda
- Team gives feedback to itself with self-evaluation



2-21

Exercise 2-1: Internal and external coaches

Internal Coach

Advantages	Disadvantages

External Coach

Advantages	Disadvantages

Module 3: Communication Skills

The purpose of this module is to present basic principles of communication and an opportunity for participants to practice effective communication techniques.



3-1

Objectives

- Identify characteristics of effective communication
- Demonstrate active listening techniques
- Demonstrate giving and receiving supportive and corrective feedback



3-2

Objectives

- Recognize blocks to effective communication
- Identify a three-step technique to help in communicating feelings



3-3

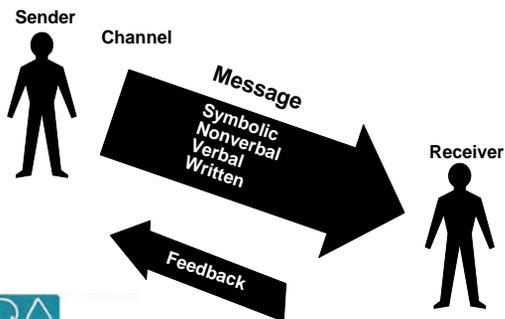
Content

- The Communication Model
- Communication Channels
- Communication Skills
- Blocks to Effective Communication
- Communicating Feelings



3-4

Communication Model



3-5

Understanding Depends On

- Communication skills
- Attitudes
- Experience
- Knowledge



3-6

Understanding Depends On

- Self-concept
- Rights
- Responsibilities
- Feelings
- Assessment of what is valuable or worthwhile



3-7

Communication will be effective when the sender and receiver feel positive and respectful of each other



3-8

Communication Channels

- Symbolically
- Nonverbally
- Verbally
- Written
- Electronically



3-9

Effective Sending

- Self-awareness of thoughts and feelings
- Comfort in expressing feelings
- Awareness of listeners' needs and feelings



3-10

Active Listening Behaviors

- No interruptions
- Body language conveys interest
- Eye contact
- Restating sender's words



3-11

Active Listening Behaviors

- Encouragement
- Open-ended questions
- Clarification
- Summarizing
- Being non-judgmental



3-12

Active Listening Suggestions

- Suspend judgement
- Pay attention to the listener
- Be fully accessible
- Be aware of own feelings
- Maintain self-esteem of others



3-13

Active Listening Suggestions

- Acknowledge feelings with empathy
- Check for understanding
- Make suggestions about the process



3-14

Acronyms

- | | | |
|--------------------|---------------------|---|
| K eep | C larify | R elax |
| I t | L isten | O pen and
approachable |
| S imple and | E ncourage | L ean toward
each other |
| S pecific | A cknowledge | E ye Contact |
| | R efect | S it straight and
comfortably,
S mile |



3-15

Types of Feedback

Supportive

- Reinforce an effective and desirable behavior

Corrective

- Change an undesirable behavior



QUALITY ASSURANCE PROJECT

3-16

Using Feedback in Reviewing Team Performance

- Establish clear criteria for success
- Assess performance
- Determine reasons for success or failure
- Decide how to improve - give feedback



QUALITY ASSURANCE PROJECT

3-17

Giving Feedback

- Focus on behavior
- Make comments specific
 - who
 - what
 - where
 - when



QUALITY ASSURANCE PROJECT

3-18

Giving Feedback

- Focus on behavior that can be changed
- Be timely
- Acknowledge discomfort
- Express appreciation



3-19

Receiving Feedback

- Actively listen and clarify
- Give feedback serious consideration
- Notice defensiveness



3-20

Receiving Feedback

- Summarize feedback
- Communicate need for help
- Express appreciation



3-21

Blocks to Communication

- Evaluating
- Advice-giving
- Discounting
- Diagnosing or being psychoanalytical



3-22

Blocks to Communication

- Prying
- Warning, admonishing, commanding
- Lecturing
- Devaluing



3-23

Communicating Feelings

- Step One: Focus on Feelings
- Ask, "What am I feeling?"



3-24

Communicating Feelings

- Step Two: Focus on behaviors that generate the feelings
 - Ask, “what behaviors are causing this feeling?”



3-25

Communicating Feelings

- Step Three:
- Focus on possible responses and choose one



3-26

Exercise 3-1: Analysis of prior team experiences

Recall the teams you identified earlier today for the exercise in Module 1.

Recall an example of specific communications that occurred in one of your teams.

Write down a brief description of the communication.

Share this information with a partner

Exercise 3-2: Active Listening Role Play

Exercise 3-2: Monitoring Active Listening – a Rating Scale

A role play will be conducted with a supervisor and service provider in a family planning clinic.

While you watch the role plays, make notes about how well the supervisor uses active listening techniques

1. Listened quietly, refraining from interrupting or taking over the discussion.

ineffective _____ very effective

1 2 3 4 5

2. Used body language to communicate interest and understanding (such as leaning forward, nodding head, open gestures).

ineffective _____ very effective

1 2 3 4 5

3. Maintained eye contact much of the time

ineffective _____ very effective

1 2 3 4 5

4. Used the restatement technique to encourage communication

ineffective _____ very effective

1 2 3 4 5

5. Used encouraging words/phrases (“I see” “yes”) to encourage free flow of conversation.

ineffective _____ very effective

1 2 3 4 5

6. Used open-ended questions to encourage the other person to expand fully on his/her feelings.

ineffective _____ very effective

1 2 3 4 5

7. Sought clarification when statements were not totally clear.

ineffective _____ very effective

1 2 3 4 5

8. Summarized at various points in the conversation.

ineffective _____ very effective

1 2 3 4 5

9. Did not judge too quickly, truly listened before making judgements, critical statements or forming an opinion.

ineffective _____ very effective

1 2 3 4 5

Exercise 3-3: Active Listening Practice

Active listening includes the following behaviors

1. Being quiet; no interrupting or taking over the discussion.
2. Using body language such as leaning forward, nodding head, and open gestures, to communicate interest and understanding.
3. Maintaining eye contact.
4. Restating the person's words.
5. Using encouraging words, such as "I see" and "Yes" to encourage free flow of conversation.
6. Using open-ended questions to encourage the other person to elaborate their thoughts and feelings.
7. Asking for clarification when needed.
8. Summarizing at various points.
9. Being non-judgmental; restating speaker's main points before offering an opinion

Exercise directions

This exercise is done in pairs – choose a partner. Designate one person “A” and one person “B”.

Round 1: You will practice behaviors 1-4 (listed above).

1. Think of places you have visited. These places may be cities, countries, schools, stores, or homes of friends and relatives.
2. Speaker A starts by telling Speaker B each of the places they have visited. Only name the places. For example: "I have been to Rome, Italy; Lagos, Nigeria; and New York City. I have visited my sister at her beach house and my parents in the village where I grew up."
3. At the end of each sentence, or when Speaker A pauses, Speaker B will repeat - **word for word**- what Speaker A has said.
4. Speaker A will have 2 minutes to list all the places he or she has visited. The trainer will tell you when to stop.
5. Switch roles – Speaker B will have two minutes to list the places he or she has visited. At the end of each sentence, or when Speaker B pauses, Speaker A will repeat – **word for word** – what Speaker B has said.
6. Debrief the exercise - share with your partner what you experienced as the speaker and

the listener. The trainer will have additional questions.

Round 2: You will practice behaviors 5-9 (listed above) with the same partner.

1. Speaker A has 2 minutes to tell Speaker B about the places he or she has visited. Speaker B should use behaviors 5 – 9 to respond to the conversation.
2. The trainer will tell you when to stop.
3. Then switch roles – Speaker B tells for two minutes, while Speaker A listens and responds with behaviors 5 – 9.
4. Debrief the exercise - share with your partner what you experienced as the speaker and the listener. The trainer will have additional questions.

Exercise 3-4: Giving and Receiving Feedback

General Guidelines

Giving Feedback

- For individual feedback: focus on the behavior of the individual or the group; describe the person's behavior; not the personality or character of the person.
- For team performance feedback: focus on criteria that has been established for both the tasks to be accomplished and the processes by which the team operates.
- Make your comments specific (what, when, where, etc.).
- Direct your comments at behavior that can be changed.
- Make your comments timely: either at the moment the behavior is occurring or as soon afterward as possible.
- Remember that people are uncomfortable receiving feedback, even if you are handling it the best way possible.
- Whether the person agrees or doesn't agree, express your appreciation for listening to your concern.

Receiving Feedback

- Actively listen to the person's description of your behavior and recommendations to continue what you are doing or suggested changes that would be helpful. Although it may sound easy - this suggestion takes practice.
- Give the feedback serious consideration. Do not dismiss it as irrelevant or unimportant.
- Notice if you are feeling defensive; trust that the intent of the feedback is to help, not hurt, you.
- Paraphrase or summarize the feedback to make sure you have heard it correctly.
- Communicate to the person changes in his or her behavior that may be needed to help you change.
- Whether or not you intend to use the feedback, express appreciation to the other person for caring enough about the relationship to give you the feedback and request that he or she continue to do so.

Guidelines for giving and receiving corrective and supportive feedback

Giving Corrective Feedback

- Clearly state the behavior needing correction.
- State the effect this incorrect behavior had.
- Ask for an account of what happened.
- Develop a plan with the receiver to correct the situation.
- Express confidence that the receiver will act correctly in the future.

Giving Supportive Feedback

- Identify the specific behavior to be reinforced.
- Explain the positive effects of this behavior and appreciation for it.
- Ensure the receiver “owned” the compliment.
- Thank the receiver.

Receiving Corrective and Supportive Feedback

- Listen carefully.
- Clarify unclear understandings.
- Summarize the point of the sender.
- Acknowledge the comment.
- Express appreciation for the feedback.

Exercise 3-4: Giving and Receiving Feedback – Feedback Role Plays
Directions

1. Form groups of three.
2. If the trainer has not already done so, review the sheets summarizing guidelines for giving and receiving feedback, both the general guidelines and those specific to corrective and supportive feedback.
3. Two participants will play the parts – A and B – while a third observes the interaction and returns information about the effectiveness of the feedback.
4. In each role play, line 1 calls for providing corrective feedback and line 2 calls for providing supportive feedback. You need to be creative in thinking of a situation in which the conversation might occur.
5. Person A begins Round One by providing corrective feedback to Person B.
6. Person B continues Round One by providing supportive feedback to Person A.
7. The observer comments on how well the feedback meets the checklist guidelines for corrective and supportive feedback, both giving and receiving.
8. In subsequent rounds, change roles so that each of the three participants in the group has a chance to provide and receive corrective and supportive feedback and to observe.

Round One

Person A: Your partner has not performed proper infection prevention procedures. {Corrective}

Person B: Your partner is very good at summarizing long discussions. {Supportive}

Round Two

Person A: Your partner does not complete data collection as agreed upon. {Corrective}

Person B: Your partner is very supportive of other team members. {Supportive}

Round Three

Person A: Your partner interrupts when someone else is speaking. {Corrective}

Person B: Your partner just gave a good presentation to community members and invited their involvement on improving quality. {Supportive}

Round Four

Person A: Your partner does not correctly perform the procedure for disposal of used needles. {Corrective}

Person B: Your partner gave personal time to help another team member acquire new skills.
{Supportive}

Round Five

Person A: Your supervisor does not include your input when decisions that effect your job are made. {Corrective}

Person B: Your supervisor has delegated to you responsibility that has contributed to your professional growth. {Supportive}

Exercise 3-5: Blocks to Effective Communication*

The following are responses that can block effective communication. Check the one(s) you use.

- Evaluation:** Evaluative phrases include “You should...,” “Your duty...,” “You are wrong,” “You should know better,” “You are bad,” and “You are such a good person”
- Advice-giving.** “Why don’t you try...,” “You’ll feel better when...,” “It would be best for you to...,” and “My advice is...” are phrases that give advice.
- Discounting Others’ Experience.** “That’s nothing; you should have seen...,” “When that happened to me, I...,” “When I was a child...,” and “You think you have it bad...,” are all phrases of one-upsmanship..
- Diagnosing, psychoanalytic response.** “What you need is...,” “The reason you feel the way you do is...,” “You don’t really mean that,” and “Your problem is...” are phrases that tell others what they feel.
- Prying questions.** “why,” “who,” “where,” “when,” “how,” and “what” are responses common to us all.
- Warning, admonishing, commanding response.** “You had better...,” “If you don’t...,” “You have to...,” “You will...,” “You must...,” are used constantly in the everyday work environment.
- Logical, lecturing response.** “Don’t you realize...,” “Here is where you are wrong...,” “The facts are...,” and “Yes, but...” can be heard in any discussion of two people with differing opinions.
- Devaluation response.** “It’s not so bad,” “Don’t worry,” “You’ll get over it,” or “Oh, you don’t feel that way” are familiar phrases used in responding to others’ emotions.

Small Group Exercise – Experimenting with Blocking Behaviors

1. Form groups of 4 – 6 people.
2. Each person take a brief moment to think about his or her first job. This will be the topic for discussion.

Round 1

3. Each person should choose one of the blocks of communication to demonstrate. You should pick one that you use. You will demonstrate this method in this exercise.
4. The first speaker will say a few sentences about his or her first job, and one other person in

the group should respond with a blocking statement. The first speaker then guesses which blocking method was demonstrated, and tells how it felt to encounter that method. It should take one minute to do these 3 things.

5. Then another person should speak about his or her job, and a second person should respond with a blocking statement. The speaker guesses which blocking method was demonstrated and tells how it felt to encounter that method.
6. Continue this until all members have told about their jobs, and all have contributed a blocking statement. If there is time, continue with more statements and demonstrate blocking methods that were not initially selected.
7. Debriefing – the trainer will guide you to consider what you have learned in this exercise

Round Two

8. The first speaker reveals to the others one of the blocking methods he/she typically uses.
9. The speaker says a few sentences about his/her first job (or another topic if desired).
10. At least one team member responds using the type of block that the speaker has said is typical of his/her use.
11. The speaker comments on how it felt to be blocked using that method. This whole interaction should take one minute.
12. Continue this until all members have revealed their typical blocking method, made some statements about their job and had a team member respond with that blocking method.
13. Debriefing – the trainer will guide you in discussion.

Module 4: Coach as Facilitator

The purpose of this module is to present an overview of the major role of the coach as facilitator and provide an opportunity for participants to practice facilitation skills.



QUALITY ASSURANCE PROJECT

4-1

Objectives

- Define facilitation
- Demonstrate a four step approach to group process intervention
- Discuss six facilitation guidelines
- Assess your self-knowledge regarding the role as coach



QUALITY ASSURANCE PROJECT

4-2

Content

- What is Facilitation?
- Making Process Observations
- Effective Questioning
- How to Give Feedback about Group Process
- Facilitation Guidelines
- Self-awareness



QUALITY ASSURANCE PROJECT

4-3

What is Facilitation?

A process in which a person intervenes to help a team improve the way it works.



QUALITY ASSURANCE PROJECT

4-4

As a facilitator, a coach will:

- Assist with team building
- Observe group processes
- Intervene to address issues of group communication
- Give and receive feedback, both supportive and corrective



QUALITY ASSURANCE PROJECT

4-5

As a facilitator, a coach will assist the team with:

- Decision making
- Conflict management
- Conducting effective meetings
- Managing change
- Enhancing creativity
- Communicating with the organization



QUALITY ASSURANCE PROJECT

4-6

Making Process Observations

By observing a team's activities and helping them reflect on what is happening, facilitators help the team gain self-awareness of their behavior and become more productive.



QUALITY ASSURANCE PROJECT

4-7

Effective Questioning

- Stimulates thinking
- Initiates and promotes discussion
- Provides feedback to the coach about team's knowledge and skills



QUALITY ASSURANCE PROJECT

4-8

How to Give Feedback

- Set ground rules that address how to give feedback - speaking directly, or through the team leader
- Be supportive of the team leader
- Be supportive of the team members
- Focus on the goals of the team



QUALITY ASSURANCE PROJECT

4-9

Four-Step Approach to Group Process Intervention



QUALITY ASSURANCE PROJECT

4-10

Step One:

Give the team feedback on
observed behavior



QUALITY ASSURANCE PROJECT

4-11

Step Two:

Describe the potential or
actual effect of the behavior



QUALITY ASSURANCE PROJECT

4-12

Step Three:

Ask the team for input



4-13

Step Four:

Decide on action



4-14

Facilitation Guidelines

- Stay neutral in the team
- Encourage participation by all
- Help team reach consensus



4-15

Facilitation Guidelines

- Reflect feelings and ideas back to the team
- Help team keep itself on track
- Expect a great deal of pain



QUALITY ASSURANCE PROJECT

4-16

Self-Awareness

- How sensitive am I to the needs of others?
- How approachable, pleasant, or positive do others perceive me to be?
- Do I listen and communicate openly?



QUALITY ASSURANCE PROJECT

4-17

Self-Awareness

- Do I work well with others?
- Do I believe in QA?
- Am I willing to be wrong or to lack knowledge?



QUALITY ASSURANCE PROJECT

4-18

Self-Awareness

- Am I willing to learn about myself as well as about how to support teams?
- Am I willing to have my priorities become second to the priorities of the team or team leader?



QUALITY ASSURANCE PROJECT

4-19

Exercise 4-1: Four-Step Approach to Group Process Intervention

1. Give the team feedback on the observed behavior.

“When the leader stated that she believed everyone supported improvement C, I noticed that some team members exchanged what appeared to me to be puzzled glances.”

2. Describe the potential or actual effect of the behavior.

“As you know without true consensus we may have trouble implementing the solution.”

3. Ask the team for input.

“Is there something else that needs to be discussed or have we achieved consensus?”

4. Ask the team to decide on action.

“What would the team like to do now?”

Exercise 4-2: Facilitation Guidelines

Overview of the Exercise

The purpose of this exercise is to study one of the facilitation guidelines in depth. You may also want to use pages 4-8 to 4-13 in your reference manual. Each of six small groups will be assigned one guideline, and will report their deliberations to the large group.

Each group member will think about the group's facilitation guideline and recall a specific situation they have experienced for which this guideline would be appropriate. Members will share these ideas with the group, and the group will choose one person's example, or possibly combine several examples and develop a case scenario for this guideline.

After describing and writing the case scenario, each group will discuss the possible ways to deal with the situation and agree on which one would be appropriate.

Each group will choose a team leader for this exercise. The team leader will read the following instructions and be responsible for making sure the exercise is completed.

Instructions for Each Group

1. Choose one person to be the recorder. The recorder will write the case scenario, record the team's decision on how to handle a similar situation in the future, and report back to the large group.
2. Choose one person to be the timekeeper. This person will follow the suggested timeframe and make sure the group begins and ends on time.
3. Choose one person to be the coach who will act as facilitator who will observe the group process and follow the four-step approach to group process interventions to help the group complete this exercise.
4. The time frame is as follows
 - Take 2 minutes to individually read the guideline and examples of possible situations, and recall a past experience.
 - Take 5 minutes for the group to discuss each person's past experience and decide which one to use for the case scenario.
 - There will be 5 minutes to discuss the possible ways to deal with the situation and agree on which one(s) would be appropriate.

Facilitation Guideline #1

FACILITATOR STAYS NEUTRAL IN THE TEAM

Situation

Think of a specific group situation that caused you to take sides. Examples:

- You felt ownership in the process.
- Specific questions were directed at you.
- You were asked to referee.
- You strongly believed you knew the answer to the problem.
- There was group silence.

Document your Case Scenario – (Recorder - Use the back of this sheet to write the team's chosen case scenario.)

What was the topic of the situation?

What happened?

How to deal with it

Discuss the following ideas and decide how you as facilitator would deal with this specific situation in the future. Check one that your entire group agrees with.

- Do not facilitate a team when you are leading it or when you feel ownership in the process. Assign someone else to be the facilitator.
- Open questions up to team; direct questions back to the team.
- Stay quiet (just inject information about process).
- Encourage participation. Allow members to respond with ideas and suggestions before you give your input.
- Establish ground rules.
- Allow process/team to work.
- Be patient.
- Announce that you feel strongly about the situation and wish to offer an opinion or make a decision before the team has had input.
- Other, please elaborate.

Facilitation Guideline #2

ENCOURAGE PARTICIPATION BY ALL

Situation

Think of a past situation in which team members were not fully participating. You may have noticed the following:

- Silence.
- Dominance by one person, perhaps the leader, but also may be other members.
- Logistics blocks interaction.
- Team fear of supervisor on team.
- “Groupthink” - Everyone blindly agrees with a dominant person.

Develop Your Case Scenario - (Recorder - Use the back of this sheet to write the team’s chosen case scenario.)

What was the topic of the situation?

What happened?

How to deal with it

Discuss the following ideas and decide how you as facilitator would deal with this specific situation in the future. Check one that your entire group agrees with.

- Ask easy questions of team members.
- Rearrange seating.
- Talk privately with leader if s/he is the dominating person – focus on goals, not individual behavior.
- Talk to manager or supervisor.
- Thank members for contribution and ask others what they think.
- Establish participation as a ground rule in first meeting! (In order for group to be successful, everyone must participate).
- Work for consensus (ask team leader ahead of time to get consensus from each person at each decision point).
- Use energizers.
- Other, please elaborate.

Facilitation Guideline #3

HELP TEAM REACH CONSENSUS

Situation

Think of a past situation in which reaching consensus would have been important. Examples might be:

- When a decision or action, no matter how small, was necessary.
- When there was disagreement.
- When there was silence.
- When there was a lack of non-verbal agreement.

Develop Your Case Scenario - (Recorder - Use the back of this sheet to write the team's chosen case scenario.)

What was the topic of the situation?

What happened?

How to deal with it

Discuss the following ideas and decide how you as facilitator would deal with this specific situation in the future. Check one that your entire group agrees with.

- Use a provocative statement, or play devil's advocate, to probe the limits of apparent consensus.
- Find common ground.
- Use a second-best decision-making approach such as voting or decision matrix.
- Use QA tools – agree on root cause, clarify a process, force field analysis.
- Use process – enhance open communication, effective feedback.
- Focus group on common purpose or goals of a decision.
- Ask for compromise options.
- Deflect attention from subjective to objective.
- Identify to group that they're floundering (i.e. stop/pause and get group to identify and resolve barriers).
- Other, please elaborate.

Facilitation Guideline #4

REFLECT FEELINGS AND IDEAS BACK TO THE TEAM

Situation

Think of a time when reflecting feelings and ideas would have been important. Examples include when:

- The team wanted you to make a decision.
- The team lost its train of thought.
- There was a need to clarify issues.
- When there was a need to summarize.

Develop Your Case Scenario - (Recorder - Use the back of this sheet to write the team's chosen case scenario.)

What was the topic of the situation?

What happened?

How to deal with it

Discuss the following ideas and decide how you as facilitator would deal with this specific situation in the future. Check one that your entire group agrees with.

- Ask clarifying question.
- Call time out; do process audit (validate “What I seem to hear is ...”).
- Ask open-ended questions.
- Speak to people individually.
- Don't become a counselor for group.
- Work with and through the leader – arrange a secret signal that will tell the leader you have something important that he or she should address.
- Other, please elaborate.

Facilitation Guideline #5

HELP TEAM KEEP ITSELF ON TRACK

Situation

Think of a situation where it would have been appropriate to emphasize team monitoring. Examples may include the following

- Team was experienced, not in a forming stage.
- Team drifted off task.
- Deadlines were not met, reports were not prepared, members were not ready when the meeting started.

Develop Your Case Scenario - (Recorder - Use the back of this sheet to write the team's chosen case scenario.)

What was the topic of the situation?

What happened?

How to deal with a team that falls away from its goals.

Discuss the following ideas and decide how you as facilitator would deal with this specific situation in the future. Check one that your entire group agrees with.

- Stick to process (refocus team) with reflective feedback.
- Clarify that goals are still desired and important (validate the purpose of an intended improvement).
- Clarify timelines.
- Clarify individual and team responsibilities.
- Make things visible (use flip chart).
- Summarize where team has been and is going.
- Ask team members to advise how they would get back on track.
- Allow distracting discussions to go on only for about 5 minutes and then call team to task – use the “secret signal” with the team leader to encourage the leader’s role in taking action to get back on track
- Other, please elaborate.

Facilitation Guideline #6

EXPECT A GREAT DEAL OF PAIN

(i.e. even if you know the answer, let team handle the problem)

Situation

Think of a situation in which you wanted to take charge. Examples might include

- You know the answer and the group is stumbling.
- The team has taken the work in a direction you did not anticipate.
- The team asks you for answers.

Develop Your Case Scenario - (Recorder - Use the back of this sheet to write the team's chosen case scenario.)

What was the topic of the situation

What happened?

How to deal with not taking over.

Discuss the following ideas and decide how you as facilitator would deal with this specific situation in the future. Check one that your entire group agrees with.

- Let group work out answers.
- Stick with group process.
- Endure, endure, endure.
- Trusts in the process – for example, if you selected an approach to developing an action plan, and it works, don't change the approach! Stick with it.
- Let group try longer.
- Other, please elaborate.

Module 5: The Coach as a Trainer

The purpose of this module is to introduce competency-based, just-in-time training and provide an opportunity to plan a training session on QA and team building.



5-1

Objectives

- Discuss the role of the coach as a trainer.
- Describe the key features of competency-based, just in time training.
- Plan a competency-based, just in time training session.



5-2

Content

- Competency-based training
- Just-in-time training
- Creating and maintaining a positive team training environment



5-3

Content

- Instructional design for competency-based, just-in-time training
 - Assessment of need
 - Presentation of new knowledge and skill
 - Evaluation
- Documentation of training



5-4

Content

- Interactive training techniques
 - Illustrated lecture
 - Small group activities
 - Case study
 - Role play
 - Brainstorming
 - Group discussion



5-5

Training and Education

- Training provides knowledge and skills needed to carry out a specific task
- Education provides a broad array of knowledge and skills to prepare for a future role



5-6

Training Goals

- The goal of QA training is to acquire QA knowledge and skills
- The goal of team building is to acquire knowledge and skills in group process and communication



5-7

Principles of Competency Based Training

- Focus on the specific knowledge and skills needed to carry out a procedure
- Demonstration of desired skill
- Use of interactive training techniques



5-8

Stages of Competency Based Learning

Skill Acquisition Knows the steps and sequence (if necessary) to perform the required skill or activity but needs assistance

Skill Competency Knows the steps and their sequence (if necessary) and can perform the required skill or activity

Skill Proficiency Knows the steps and their sequence (if necessary) and efficiently performs the required skill or activity



5-9

Just-in-Time Training

- Addresses specific knowledge and skill required to do a task
- Requires immediate application of new knowledge and skill
- Conducted in conjunction with team work in response to specific needs



QUALITY ASSURANCE PROJECT

5-10

Just-in-Time Training

- Focused on “need to know” rather than “nice to know”
- Brief information or demonstration of skill, 5 to 20 minutes
- Evaluation is the learner’s ability to perform the new task - if a team, the ability of the team to continue its work



QUALITY ASSURANCE PROJECT

5-11

Just-in-Time Training

Advantages

- Improved Work performance
- Cost effectiveness
- Hot topics

Disadvantages

- Coach availability and expertise
- Not in-depth education
- Spontaneous and “on the spot”



QUALITY ASSURANCE PROJECT

5-12

Creating and Maintaining a Positive Team Training Climate

- Understand how people learn
- Create an atmosphere of safety
- Share responsibility for learning with learners
- Use effective verbal and non-verbal communication



5-13

People Learn Best When

- They are ready / motivated to learn
- Content builds on their existing knowledge and experience
- They are aware of what they need to learn
- Interactive training methods are used



5-14

People Learn Best When ...

- They practice new skills in simulated situations
- They have repetitive or continuous practice to attain proficiency
- Learning is realistic and practical
- Feedback is immediate and focused on specific behaviors



5-15

Atmosphere of Safety

- An environment of respect for team members and appreciation of their desire to learn
- Progressive learning - from simple to complex, or known to unknown
- Supportive feedback is provided
- Individuals treated as unique / special



5-16

In an atmosphere of safety the team is willing to ...

- take an active part in the training
- share their experiences and knowledge
- risk letting others know when they don't understand



5-17

Shared Responsibility for Training

- Trainer, Team Leader and Members all contribute
- Mutual agenda setting, assessment of need to learn
- Coach and Leader determine who will train, when



5-18

Shared Responsibility for Training - the Trainer

- Trainer has current knowledge of QA and team building
- Trainer continues to improve personal training skills
- Trainer creates training aids
- Trainers notes guide the work



5-19

Shared Responsibility for Training - the Team

- Contribute ideas and ask questions
- Know the training role of the coach and responsibilities of team members
- May grow to be independent in learning
 - self-directed learning



5-20

Verbal Communication

- Vary the pitch, tone and volume to emphasize important points
- Use strong introductions to capture interest
- Use first names if culturally appropriate



5-21

Verbal Communication

- Use participants' ideas and examples
- Avoid repeating words or phrases
 - “Do you know what I mean?”
 - “...you know?”



QUALITY ASSURANCE PROJECT

5-22

Verbal Communication

- Make important points slowly and cover less important material more quickly.
- Make logical and smooth transitions between topics
- Give clear directions for all activities



QUALITY ASSURANCE PROJECT

5-23

Nonverbal Communication

- Create positive and friendly first impression
- Look relaxed and unhurried
- Use eye contact to “read” faces



QUALITY ASSURANCE PROJECT

5-24

Nonverbal Communication

- Use positive facial expressions
 - Nod encouragingly
 - Lean forward
- Walk about the room when appropriate



5-25

Nonverbal Communication

- Avoid distracting gestures
- Limit the use of lecterns or podiums
- Display enthusiasm



5-26

Other Considerations for Creating a Positive Climate

- Use appropriate humor
- Take advantage of informal training opportunities
- Offer further training as an incentive, if possible



5-27

Main Steps of Instructional Design for Competency-based, Just-in-Time Training

- Assessment of training needs
- Presentation of new information and skill
- Evaluation



5-28

Purpose of Assessment

- Determine team's level of knowledge and skill, to validate that training is the correct intervention
- Plan the training
- Motivate team members to learn
- Establish baseline data



5-29

Initial Assessment of Training Needs - Methods

- Informal
 - discussion with team and leader
 - ask questions and observe skills as work goes on
- Formal
 - use assessment instruments, “tests” or skills checklists



5-30

Ongoing Assessment of Training Needs

- Periodic checks - questions and observation of work to identify gaps in knowledge and skills
- Anticipate needs - when new work is introduced, or training appropriate to a specific stage of team development



5-31

Components of an Effective Training Presentation

- Introduction that includes purpose of training and demonstration or example of skills to be learned
- Presentation using interactive training methods
- Summary that includes reflection, review and feedback



5-32

Introduction

- Restate the objectives
- Use a quote
- Ask a question
- Relate to previous topic
- Share a personal experience



5-33

Introduction

- Relate the topic to other real-life experiences
- Use an imaginative visual
- Make a provocative statement



5-34

Presentation of New Knowledge and Skills

- Lecture is a poor way to teach QA knowledge and skills
- Interactive methods are desired
- Include a model or example of the new knowledge or skill



5-35

Interactive Training Methods

- Illustrated lecture
- Small group activities
- Case study
- Role play
- Brainstorming
- Group discussion



5-36

Newsprint a common visual aid

- Advantages
- Disadvantages
- Tips



QUALITY ASSURANCE PROJECT

5-37

Purpose of Questioning

- Provides feedback on how well information is being presented and received
- Encourages the team to think



QUALITY ASSURANCE PROJECT

5-38

Effective Questioning Techniques

- Ask a question of the entire group
- Target the question to a specific participant by using his/her name
- State the question, pause and then direct the question to a specific participant



QUALITY ASSURANCE PROJECT

5-39

Response to Answers

- Repeat a correct response
- Provide positive reinforcement
- If the answer is partially correct
 - Give positive reinforcement for correct part
 - Improve the incorrect part or redirect to another participant



5-40

Response to Answers

- If incorrect
 - Make a non-critical response
 - Restate the question
- If no response
 - Try above techniques
 - Redirect to another participant



5-41

Responding to Questions

- Respond to the question - answer it
- Respond with another question
- Ask another team member to respond



5-42

Responding to Questions

- When the trainer does not know the answer, acknowledge it
- Decide what to do if a participant's question will take discussion off the topic



QUALITY ASSURANCE PROJECT

5-43

Summary of Training Presentation

- Provide time to reflect
- Emphasize main points
- Provide feedback on correct behaviors
- Bring the training to a close and continue working



QUALITY ASSURANCE PROJECT

5-44

Evaluation

- The emphasis is on performance: not what the team member *understands*, rather what the team will do—the outcome is defined in terms of the team's work.



QUALITY ASSURANCE PROJECT

5-45

Evaluation

Training Intervention

A team receives just-in-time training on flow charting.

Outcome Measure

"The team uses correct symbols when drawing a process-level flow chart"



QUALITY ASSURANCE PROJECT

5-46

How to Measure?

- Assessment instruments
- Trainer judgement
- Participant self-assessment



QUALITY ASSURANCE PROJECT

5-47

Purpose of Documentation

- Retain information about what was taught, when, to whom, with what result
- Help a new or replacement coach
- Managers will know QA skill levels of employees
- Plan additional training



QUALITY ASSURANCE PROJECT

5-48

Documentation of Training

- Content of training: knowledge and skill
- Location and dates
- Attendance
- Why training was conducted
- Evaluation results
- Problems and modifications



QUALITY ASSURANCE PROJECT

5-49

Training Reports

- Summarizes and analyzes the training, including information about participants.
- May be a separate report or incorporated into the team's normal records.



QUALITY ASSURANCE PROJECT

5-50

Training Materials

- Manuals
- References
- Handouts
- Exercises
- Training aids



QUALITY ASSURANCE PROJECT

5-51

Exercise 5-1: Advantages and Disadvantages of Just-in-Time-Training

The trainer will ask the group to divide in half.

One half will brainstorm the advantages of just-in-time training.

The other half will brainstorm the disadvantages of just-in-time training.

Exercise 5-2: Planning Worksheet for Conducting Competency-Based, Just-in-Time Training

Choose one scenario to use when developing a competency-based, just-in-time training intervention.

Scenario 1: QA skill

Imagine yourself as a QA coach working with a team on process redesign. At the end of a meeting a task for the next meeting is set - to develop a flow chart for a particular process. You overhear one member saying he has forgotten how to draw a flow chart. At the next meeting you observe several members using different symbols for the same function and a general sense of confusion exists.

Scenario 2: Team building skill

You are working as a coach with a team that is meeting for the third time. The team's task is to use standards for newborn care, which were recently revised, and develop indicators to measure individual compliance with them. The first meeting was friendly and informative, but in the last two meetings the team did not make progress because people were arguing about whether the standards applied to workers in health centers as well as workers in hospitals.. As a result, they have not developed any indicators..

1. Assessment

- a. What does the team have to know and be able to do in order to accomplish the task?

- b. How did you determine this need?

- Informal discussions formal assessment; observation; new task;
 team's stage of development; request for training

2. Presentation of New Knowledge and Skill

- a. What could you demonstrate or what example could you provide to model the needed skill?

b. What method(s) will you use to teach the new knowledge or to practice the skill?

Visual aid / Newsprint

Case study

Questioning

Role play

Illustrated lecture

Brainstorming

Small group activity

Group discussion

c. What questions could you ask that would provide an opportunity for the team to reflect on or review what they have learned?

3. Evaluation

a. How will you know if the team has acquired this skill — what behavior will provide evidence that this skill has been acquired? Be sure to state the outcome in terms of the team's work.

Exercise 5-3: Components of a Competency-Based, Just-in-Time Training Session

An effective training intervention incorporates:

- An **INTRODUCTION** that includes the purpose of the training and a demonstration or example of the skill to be learned.
- **PRESENTATION OF NEW KNOWLEDGE AND SKILL** using interactive training methods.
- A **SUMMARY** that includes time for reflection, review of main points, and feedback to provide reinforcement for correct actions and remediation of incorrect ones.

Example: Creating an Agenda

Trainer Notes

Objective: The team will develop an agenda for the next team meeting.

10:00 Introduction: “I would like to review the four components of an agenda.”

10:02 Demonstration: Pass out an example of an agenda. Ask if the team can identify the four components. List them on newsprint - Time, Topic, Purpose, and Person Responsible.

10:10 Practice - Small group activity: Ask the team to form pairs. Each pair will develop a draft agenda for the next meeting.

10:15 Summary - Reflection: Ask the team what advantages they perceive in having a meeting agenda. Ask if there are any disadvantages.

Summary: Review the four components of an agenda.

10:20 Closing statement: “Having an agenda has advantages that generally outweigh the disadvantages, particularly if each of the four components are included and agendas are prepared and distributed in advance.”

Evaluation: The team develops an agenda with each of the four components for subsequent meetings.

Develop trainer notes for your practice training session

10:00 Introduction - Objective:

10:02: Introduction - Demonstration or Example:

10:10 Present background information and opportunity for practice using an interactive training technique:

10:15 Summary - Reflection:

Summary - Review

Summary - Feedback

10:20 Closing statement:

How will you know if this skill has been acquired?

Module 6: Understanding Team Roles

The purpose of this module is to develop participants' ability to identify formal, or assigned, roles in a team, and to encourage a team to have members adopt support roles suited to their personalities.



6-1

Objectives

- Discuss individual roles within a team: team leader, team member, timekeeper, recorder, facilitator, and trainer
- Identify team support roles and the contributions each makes to a team



6-2

Content

- Review and clarify formal roles
- Exercise: Team Role Analysis



6-3

Formal Roles

- Team Leader
 - Time keeper
 - Recorder
 - Facilitator
 - Trainer
- Coach



6-4

Team Support Roles

- The process manager
 - Key contribution: ability to chair meetings
- The concept developer
 - Key contribution: vision



Reproduced and adapted from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young, San Diego, California: Pfeiffer & Company, 1992. This material is used by permission of John Wiley & Sons, Inc.

6-5

Team Support Roles

- The radical
 - Key contribution: conceptualizing
- The harmonizer
 - Key contribution: supporting



Reproduced and adapted from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young, San Diego, California: Pfeiffer & Company, 1992. This material is used by permission of John Wiley & Sons, Inc.

6-6

Team Support Roles

- The technical expert
 - Key contribution: specialized know-how
- The output driver
 - Key contribution: pushing



QUALITY ASSURANCE PROJECT

Reproduced and adapted from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young, San Diego, California: Pfeiffer & Company, 1992. This material is used by permission of John Wiley & Sons, Inc.

6-7

Team Support Roles

- The politician
 - Key contribution: drive
- The promoter
 - Key contribution: linking



QUALITY ASSURANCE PROJECT

Reproduced and adapted from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young, San Diego, California: Pfeiffer & Company, 1992. This material is used by permission of John Wiley & Sons, Inc.

6-8

Team Support Roles

- The critic
 - Key contribution: impartial evaluation
- The cooperater
 - Key contribution: flexibility



QUALITY ASSURANCE PROJECT

Reproduced and adapted from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young, San Diego, California: Pfeiffer & Company, 1992. This material is used by permission of John Wiley & Sons, Inc.

6-9

Exercise 6-1: Team Role Analysis Questionnaire

Instructions

The questionnaire has five sections, each of which focuses on a different team behavior. Each section is allocated ten points and you will allocate the ten points among the statements in that section. Think of a team in which you are currently a member. The number of points that you assign to each statement should reflect your perception of your behavior at the present time. The more strongly that you believe you demonstrate a particular behavior, the more points you should allocate to that item. Be sure to allocate ten points only to each section, no more and no less.

Section One: Decision Making

When a decision is being made in my team, I...

Points	
	1. State my opinion as a specialist in my own discipline.
	2. Explore the full implications of all ideas suggested.
	3. Take an independent viewpoint by considering every aspect.
	4. Evaluate the impact of possible decisions on other groups.
	5. Persuade the team to accept my point of view.
	6. Foster an open atmosphere so that people can say what they really think.
	7. Offer radical suggestions that no one else has considered.
	8. Structure the discussion so that each member understands their options.
	9. Make sure that the team adheres to a strict timetable for decision making.
	10. Help the other team members to clarify their views.

Total points must equal 10

Reproduced and adapted from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young, San Diego, California: Pfeiffer & Company, 1992., This material is used by permission of John Wiley & Sons, Inc.

Section Two: Creativity

In a team brainstorming or creativity session, I...

Points	
	11. Can be relied on to come up with unexpected ideas.
	12. Stand back and comment on what others say.
	13. Quickly choose the best idea and encourage others to adopt my viewpoint.
	14. Contribute to the session if I believe that I can add something of value.
	15. Organize the team so that the brainstorming process is executed properly.
	16. Build on the ideas of others.
	17. Contribute ideas that are relevant to my professional or technical training.
	18. Create the right climate for a productive, creative session.
	19. Bring in ideas from outside the team.
	20. Make sure that the team maintains a strict schedule so that the session is productive.

Total points must equal 10

Reproduced and adapted from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young, San Diego, California: Pfeiffer & Company, 1992., This material is used by permission of John Wiley & Sons, Inc.

Section Three: Planning

When the team is planning what needs to be done, I...

Points	
	21. Assign actions and priorities to others.
	22. Consider the possible implications of our plans on other teams.
	23. Make sure that effective planning methods are used.
	24. Pull together proposals and develop comprehensive plans.
	25. Contribute ideas pertaining to those subjects in which I have expertise.
	26. Make sure that a clear timetable for action is developed.
	27. Help to motivate my team members.
	28. Assist the team in whatever ways seem helpful.
	29. Consider each aspect of the plan to ensure that it is realistic.
	30. Invent unexpected ways to use resources.

Total points must equal 10

Reproduced and adapted from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young, San Diego, California: Pfeiffer & Company, 1992. This material is used by permission of John Wiley & Sons, Inc.

Section Four: Team Effectiveness

When the team is reviewing its effectiveness, I...

Points	
	31. Make sure that the views of each team member are considered.
	32. Present my opinions and ideas when they would be helpful.
	33. Get the opinions of people outside the team.
	34. Question the fundamental team's effectiveness of the team and suggest radical changes.
	35. Summarize every viewpoint and evaluate the team's overall strengths and weaknesses.
	36. Contribute as a functional specialist.
	37. Record all of the useful points and establish a timetable for improvement.
	38. Take an impartial attitude in order to evaluate the team objectively.
	39. Decide what needs to be done and convince others to accept my views.
	40. Stimulate open communication among team members.

Total points must equal 10.

Reproduced and adapted from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young, San Diego, California: Pfeiffer & Company, 1992., This material is used by permission of John Wiley & Sons, Inc.

Section Five: Valuing Contributions

Others value my work in teams because I...

Points	
	41. Work hard to create a positive climate.
	42. Think of innovative ideas.
	43. Am flexible.
	44. Contribute specialized knowledge and expertise.
	45. Make sure that thing get done.
	46. Build positive links with other teams.
	47. Bring structure to team meetings.
	48. Provide leadership.
	49. Build on other people's ideas.
	50. Provide an impartial assessment of the team's activities.

Total points must equal 10.

Reproduced and adapted from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young, San Diego, California: Pfeiffer & Company, 1992., This material is used by permission of John Wiley & Sons, Inc.

Team Roles Analysis Questionnaire Scoring Sheet

Instructions

Transfer your scores from the questionnaire items to the appropriate boxes below. Then add the items in each horizontal row of scores and record your total in blank box provided.

Item Number					Your Totals	Team Roles
8	15	23	31	47		Process Manager
2	16	24	35	49		Concept Developer
7	11	30	34	42		Radical
6	18	27	40	41		Harmonizer
1	17	25	36	44		Technical Expert
9	20	26	37	45		Output Driver
3	12	29	38	50		Critic
10	14	28	32	43		Cooperator
5	13	21	39	48		Politician
4	19	22	33	46		Promoter

Reproduced and adapted from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young, San Diego, California: Pfeiffer & Company, 1992., This material is used by permission of John Wiley & Sons, Inc.

Team Roles Analysis Questionnaire Interpretation Sheet

Process Manager

Process management comprises a set of skills that should be acquired by all leaders of teams. The process manager channels human resources to get things done. He or she forms teams, identifies team members' strengths, clarifies objectives, structures meetings, explores issues, allocates roles, and maintains momentum. The process manager brings structure to the team and ensures that goals are set. He or she has the skills of a good chairperson, control, self-confidence, calmness, and the ability to communicate well with others.

Key contribution: Ability to chair meetings

Concept Developer

The concept developer ensures that ideas are developed and evaluated. This person helps to identify possibilities and transform them into practical proposals. The concept developer has the ability to see the potential merits and drawbacks of ideas. When someone suggests an idea, the concept developer is creative and excels in envisioning, imagining, thinking logically, and understanding.

Key contribution: Vision

Radical

The radical presents new ideas by considering problems and opportunities from unexplored angles. This person sees new possibilities, adopts unconventional approaches, has insights, and produces novel proposals. The radical often is strongly intuitive. Radicals look at situations with a fresh perspective, prefer to think things through independently, and refuse to accept "conventional wisdom." The radical is a free spirit.

Key contribution: Conceptualizing

Harmonizer

The harmonizer builds team morale by energizing, supporting, and encouraging others and by resolving interpersonal conflicts. The harmonizer believes that team efficiency is based on positive interpersonal relationships. He or she encourages commitment and cooperation and, thereby, good performance. The predominant impression that others have of the harmonizer is that he or she is a caring person. The harmonizer tries to ensure that team members value one another and gain something significant from their membership in the team.

Key contribution: Supporting

Reproduced and adapted from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young, San Diego, California: Pfeiffer & Company, 1992., This material is used by permission of John Wiley & Sons, Inc.

Technical Expert

The technical expert is a subject matter specialist. The technical expert contributes an expert or professional viewpoint to the team, making the team the beneficiary of his or her extensive training and experience in a particular area.

Key contribution: Specialized know-how

Output Driver

The output driver makes sure that tasks are completed. He or she sets time limits and targets and follows through on assignments. The output driver pushes to get things done and maintains standards. He or she checks to see whether things could go wrong at the last minute and is a creative tactician and planner.

Key contribution: Pushing

Critic

The team member who takes the role of the critic must be intellectually capable, temperamentally inclined, and appropriately skilled. The critic takes a mental step back from the team to judge, to consider possibilities to look for possible pitfalls, to sound notes of caution, and to question and challenge ideas. He or she confronts the team with objective observations and carefully weighted opinions. The critic's commentary should be objective, not negative or positive.

Key contribution: Impartial evaluation

Cooperator

The cooperator is an industrious team member who assists in whatever way is needed by working hard and by being adaptable. The cooperator is sensitive to other's needs and is willing to tackle unpleasant jobs without complaint. To succeed as a cooperator, a person must have well developed observation skills, a sense of altruism, enthusiasm, and a variety of capabilities. The cooperator's key contribution to the team is flexibility.

Key contribution: Flexibility

Politician

Because politicians believe that they know the right thing to do, they try influence other people to support their opinions. They mold the team views, build alliances, and guide others. Politicians are results orientated , influential, power conscious, and persuasive. Such people are dogged and resolute; they bounce back after setbacks. The role of politician has been described as that of a "shaper," as the politician shapes opinions and objectives.

Key contribution: Drive

Reproduced and adapted from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young, San Diego, California: Pfeiffer & Company, 1992., This material is used by permission of John Wiley & Sons, Inc.

Promoter

The promoter is an extrovert with a set of appropriate skills. The promoter gathers useful contacts and makes connections outside the team. He or she is open minded, socially skilled, and cooperative. This person links the team to others with his or her outgoing and sociable nature and ability to build relationships, to investigate resources and to check out ideas and possibilities. Promoters are "fixers" who enable things to get done.

Key contribution: Linking

Reproduced and adapted from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young, San Diego, California: Pfeiffer & Company, 1992,. This material is used by permission of John Wiley & Sons, Inc.

Module 7: Establishing Team Climate

The purpose of this module is to develop participants' ability to promote a positive team climate



7-1

Objectives

- Identify techniques that will promote a positive team climate
- Ask questions to assess a team's climate



7-2

Content

- Characteristics of positive team climate
- Assessment of team climate



7-3

What is Team Climate?

- Climate = informal and formal rules the team follows
 - How we will work together
 - How we treat each other
 - What we value
- Ground rules can describe elements of team climate



7-4

Conditions Necessary for Positive Team Climate

- Trust
- Openness
- Closeness
- High energy



7-5

Trust is the belief that ...

- Deeds will follow words
- Your interests are taken into account



7-6

Conditions for Trust

- Honesty
- Consistency
- Realism
- Application
- Compassion



7-7

Openness

- Problems, concerns, and feelings are expressed



7-8

Advantages of Openness

- Frustration is reduced
- Closer personal relationships form
- Problems are clarified
- Enables team to learn and develop
- Energy is released



7-9

Disadvantages to Openness

- Team members may feel
 - vulnerable
 - threatened
- Difficult problems are brought into the open; potential conflict to resolve



7-10

Closeness

- Feeling that one is known and is important



7-11

Closeness results from

- Shared experience
- Disclosure
- Respect
- Shared goals
- Gratitude
- Shared values



7-12

High Energy

- Team members feel enlivened by their participation



7-13

High energy results from

- Recognition of success
- Sense of winning
- Real challenge
- Sharing of blockages
- Payoff for members



7-14

Assessment of Team Climate

Positive or Negative?



7-15

Exercise 7-1: Group Discussion – Conditions Supporting Positive Team Climate

Guide for Leading a Group Discussion

Preparation

Arrange seating to encourage group interaction (e.g., tables and chairs set up in a “U” shape or a square or circle so that group members face each other).

Guide the discussion

1. State the topic or objective as part of the introduction.

Example: “We have 5 minutes for this work. The topic of our discussion is _____ (creating a positive team climate). The purpose is to come up with ideas of ways to promote _____ (*trust, openness, closeness, or high energy*) as one of the conditions for creating a positive team climate.

“Am I correct to think we all understand what a positive team climate is?”

“Can we come up with a description of a positive team climate?”

“What are ways to promote _____ (trust, openness, closeness, or high energy)?”

2. Shift the conversation from the discussion leader to the team members.

Examples “Abdul, would you share your thoughts on...?”

“Rosa, what is your opinion?”

“Michelle, do you agree with my statement that...?”

3. Act as a referee to intercede only when necessary.

Example: “It is obvious that Alain and Ilka are taking two sides in this discussion. Alain, let me see if I can clarify your position. You seem to feel that...”

4. Summarize the key points of the discussion periodically.

Example: “Let’s stop here for a minute and summarize the main points of our discussion.”

5. Ensure that the discussion stays on the topic.

Examples: “Sandra, can you explain a little more clearly how that idea relates to our topic?”

“Monica, would you clarify for us how your point relates to the topic?”

“Let’s stop for a moment and review the purpose of our discussion.”

6. Use the contributions of each team member and provide positive reinforcement.

Examples: “That is an excellent point, Rosminah. Thank you for sharing that with

the group.”

7. Minimize arguments among team members.

8. Encourage all team members to get involved.

Example: “Maria, I can see that you have been thinking about this topic. Can you give us your thoughts?”

9. Ensure that no one team member dominates the discussion.

Example: “Christina, you have contributed a great deal to our discussion. Let’s see if someone else has anything they would like to contribute to the discussion.”

Conclusion

Conclude the discussion with a summary of the main ideas. The discussion leader must relate the summary to the objective presented during the introduction.

Exercise 7-2: Assessment of Team Climate

Use the following questions when assessing a team's climate.

Positive Group Climate

1. Are members encouraged and supported?

Yes No

What specific behavior do you observe?

2. Are members' contributions valued and accepted?

Yes No

What specific behavior do you observe?

3. Are all members involved in discussions?

Yes No

What specific behavior do you observe?

4. Does the group set high standards in establishing procedures and in evaluating decisions?

Yes No

What specific behavior do you observe?

5. Are personal issues dealt with compassionately? Do members fully accept the group's decisions?

Yes No

What specific behavior do you observe?

Negative Group Climate

6. Do members withdraw from the group by daydreaming, by whispering to others, or by wandering from the subject?

- Yes No

What specific behavior do you observe?

7. Do members compete with each other by attempting to offer the most ideas, to play the most roles, or to talk the most?

- Yes No

What specific behavior do you observe?

8. Do members act aggressively, criticize or blame others, show hostility, or deflate others?

- Yes No

What specific behavior do you observe?

9. Do members use the group for self-confession by delving excessively into personal, non-group-oriented feelings or issues?

- Yes No

What specific behavior do you observe?

10. Do members disrupt the work of the group by clowning or by acting flippant?

- Yes No

What specific behavior do you observe?

11. Do any members argue for their own special interests or lobby unfairly?

- Yes No

What specific behavior do you observe?

12. Do any members block the group's progress by going off on tangents, by arguing too much about a belabored point, or by rejecting ideas without having given them due consideration?

Yes No

What specific behavior do you observe?

Module 8: Conducting Effective Meetings

The purpose of this module is to provide information of how to conduct team meetings, and how to identify opportunities for facilitation and training as part of meetings.



8-1

Objectives

- Identify key aspects of planning, conducting, and evaluating team meetings
- Develop a detailed meeting agenda
- Identify communication skills needed for conducting effective meetings



8-2

Content

- Why have meetings?
- Meeting ground rules
- Planning a meeting
- Conducting a meeting
- Evaluating a meeting
- Team meeting communication skills



8-3

Items that Promote Effective Meetings

- Ground rules
- Planning for the meeting - goal and objectives
- Create and follow an agenda
- Evaluation



8-4

Why Have Meetings?

In effective meetings:

- Important issues are addressed
- High quality decisions are made
- Work gets done that could not be done by individuals working alone



8-5

Establish Meeting Ground Rules

- Attendance
- Promptness
- Meeting Place And Time
- Meeting Agenda
- Participation



8-6

Establish Meeting Ground Rules

- Basic courtesies
- Assignments
- Interruptions
- Breaks, eating, drinking and smoking
- Routine chores



8-7

First Team Meeting

- Review team objectives
- Determine who will be time keeper and recorder
- Get agreement on how agenda and objectives will be set



8-8

First Team Meeting

- Decide on a set of ground rules
- Discuss a general work plan
- Consider providing technical training or team building



8-9

Effective meetings happen when teams . . .

- Plan their meetings
- Follow steps necessary to conduct an effective meeting
- Evaluate their meetings
- Develop communications skills



8-10

Planning the Meeting

- Meeting objectives
- Meeting agenda



8-11

Meeting Objectives

- Information Giving
- Discussion
- Decision making
- Task Oriented



8-12

Conducting a Meeting-1

- Open the meeting
 - State the purpose
 - Introductions, if necessary
 - Review the agenda
- Follow the agenda
 - If possible, avoid reading minutes - distribute prior to the meeting and correct them during the meeting



8-13

Conducting a Meeting -2

- Close the meeting
 - Summarize results
 - Confirm next steps
 - Plan next meeting agenda
- Evaluate the meeting
 - What behaviors to continue? stop? start?



8-14

Benefits of Agendas

- Maintain control of the meeting
- Help team members to prepare
- Keep team members focused
- Guide the orderly progress of the meeting



8-15

Components of an Agenda

- Logistics information
- Sequence and timing of agenda items
- Purpose of agenda item (Inform, Discuss, Decide, Task)
- People responsible for topics
- Background materials needed



8-16

Sample Agenda Structure

Time	Topic	Purpose	Person responsible
		<input type="checkbox"/> Inform	
		<input type="checkbox"/> Discuss	
		<input type="checkbox"/> Decide	
		<input type="checkbox"/> Task	



8-17

Closing the Meeting

- Review meeting objectives and determine if they have been met
- Confirm agreements that were reached
- Clarify / confirm next steps
- Plan next agenda



8-18

Evaluating the Meeting

- Things that went well, things to improve
- OR
- Things / behaviors to *continue*
 - Things / behaviors to *stop*
 - Things / behaviors to *start*



8-19

Team Meeting Communication Skills

- Active listening
- Assertiveness



8-20

Active Listening

- Checking: “Can I repeat what you said in order to check my understanding?”
- Clarifying: “It seems to me that what you mean is ..”
- Showing Support: “I hear you. Please continue.”



8-21

Active Listening

- Building: “To your last point I would like to add the following...”
- Structuring: “Shall we look at the symptoms, try to define the problem, and then discuss possible solutions?”



8-22

Assertiveness

- Information and opinions are presented freely and clearly, with quality visual aids, if appropriate
- Attempts to dominate are challenged
- Dialogue and debate occurs freely



8-23

Exercise 8-1: Ground Rules Worksheet

Instructions

The goal is to develop a ground rule for your training team on each of the topics listed on the next page, following this process.

1. The leader will ask the person on his/her right to propose a ground rule for the first topic, Attendance.
2. The leader will ask if everyone agrees or if there is a change that someone else would like to propose. If a change is suggested, the leader will ask the training team to vote on the change - for the sake of this exercise, majority rules.
3. The recorder will write the agreed upon ground rule on the sheet.
4. This process will continue with the next person proposing a ground rule on the next topic, Promptness.

The time keeper will keep track of time. You have 15 minutes for this work (including introduction, activity, summary/close).

Our Team's Ground Rules	
Attendance	
Promptness	
Meeting Place and Time	
Participation of Team Members	
Basic Courtesies	
Assignments	
Interruptions	
Breaks, Eating, Drinking and Smoking	
Routine Chores	

Sample 8-2: Materials for planning meetings

Agenda for a Project Team's First Meeting¹

This agenda can be a model for your first meeting of a QI project team.. This model includes time estimates for each item (for a total meeting length of about 3.5 hours). Keep track of the actual times so you can get good at predicting how long your meetings will have to last. If you think that you will not have enough time to finish all of the items, indicate which are “musts” for this meeting. This format differs slightly from that for regular meetings because there is a great deal of orientation and just-in-time technical training to allow the team to begin improvement work.

Project / Team Name: _____	Meeting Date _____
Team aim / goal: _____ (as assigned by a higher committee, if a specific improvement aim has been identified)	
1. Review this agenda (5 min)	
<ul style="list-style-type: none"> • Add items, delete items, estimate the time needed for each item. • Rank the items: must do today/should do today • Note item types: announcement, discussion, decision, action. 	
2. Brief introductions by team members (10 min)	
3. Review the aim / goal statement from the management team (15 min.)	
4. Explain the goals of this meeting (10 min.)	
5. Get acquainted with each other (35 min. total)	
<ul style="list-style-type: none"> • An icebreaker in pairs followed by a group activity (20 min) • A more detailed discussion of the process targeted for improvement. A description by all members of their roles in that process. (15 min) 	
6. Define the roles of the team leader, coach, and team members (10 min)	
7. Set ground rules and housekeeping rules (10 min)	
8. An introduction to some basic concepts (60 to 90 min)	
<ul style="list-style-type: none"> • Discuss the principles of Improvement • Discuss the steps in quality improvement • Define the process that has been chosen for improvement and how these improvements will fit in to larger improvement efforts (if applicable) • Define customers and suppliers in the process • Define major steps / components in the process • Discuss this team's relationship with the management team, including reporting expectations 	
9. An assignment for the next meeting: date, time (10 min)	
10. Meeting Evaluation: questions and discussion (15 min)	

¹ Adapted from Scholtes, Peter R. *The Team Handbook*, Joiner Associates, Inc., Madison, Wisconsin, 1988.

Worksheet for Planning a Meeting

1. Objective: What key results do you want to achieve - what information must be presented and what decisions must be made?

2. Timing: How long should the meeting last? When is the best time to hold it?

3. Participants: Who should attend? Be sure to include those with authority to decide, whose commitment is needed, and those who need to know.

4. Agenda: What items should be dealt with? Who is responsible for preparing and distributing the agenda? How will participants help in developing the agenda?

5. Physical Arrangements: What facilities and equipment are required? How should the meeting room be arranged?

6. Role Assignments: What role assignments need to be made? For example, scribe, secretary, timekeeper, and discussion moderator.

7. Evaluation Method: How will the meeting be evaluated in order to improve the next session?

Meeting Room Checklist

The following checklist summarizes the key requirements for an acceptable meeting room. Use it to see if the potential meeting room will meet your needs.

1. Is the room large enough to comfortably accommodate the participants and any planned audiovisual aids?
 Yes No

2. Is there adequate lighting and ventilation? Can they be controlled within the meeting room?
 Yes No

3. Is the room free from distractions and interruptions such as telephones, loud noises, or other activities?
 Yes No

4. Is the room appropriately furnished? Are the chairs comfortable enough for the length of the meeting?
 Yes No

5. Is the room conveniently located for participants?
 Yes No

6. Is the cost of the room within budget?
 Yes No

7. Is the room available at the time you need it?
 Yes No

Creating Agendas: Check List

Use this check list in creating an agenda for an effective team meeting.

1. General Information and Logistics

- Who is: leading the meeting, time-keeper, recorder, and coach
- Who is attending the meeting
- Date
- Starting time
- Ending time
- Place

2. Agenda

- Determine the overall meeting objective(s)
- Sequence or prioritize agenda items
- State the purpose of each item (information, discussion, decision, task)
- Identify the person(s) responsible for each item
- Indicate the time allocated for each item

3. Preparation

- Schedule the meeting room
- Prepare and distribute background materials
- Prepare and distribute the agenda prior to the meeting (at least one day, but not more than one week ahead)

Sample Meeting Agenda

Project Team _____

Goals for Improvement: _____

Note: Have your team goals listed on the agenda. They can be typed onto the master before it is copied.

Meeting Date _____

Meeting Objective: _____

1. Icebreaker
2. Review of Agenda:
Add Items, delete items, estimate the time needed for each item. Rank the item: must do today, should do today.
3. Status reports on individual assignments
(list assignments here.)
4. Other reports, presentations, activities or discussions (list here.)
5. Review of the status of our projects. Where are we now relative to our plan?
6. Assignments for follow-up activities (what? by whom? due date?)
7. Upcoming events, presentations, special meetings, etc.
8. Agenda Items for our next regular meeting (list here)
9. Special activity scheduled for this meeting
10. Meeting evaluation: questions and discussion

Item type: Information discussion decision task	Must do - ★ Should do - ●	Time Estimate
Total Time		

Sample Meeting Agenda – Traditional Business Meeting

Time	Topic	Purpose	Person responsible
5 minutes	Opening Preview agenda	<input type="checkbox"/> Inform <input type="checkbox"/> Discuss <input type="checkbox"/> Decide <input type="checkbox"/> Do a Task	Team leader
5 minutes	Get feedback about any changes to last meeting minutes, make changes	<input type="checkbox"/> Inform <input type="checkbox"/> Discuss <input type="checkbox"/> Decide <input type="checkbox"/> Do a Task	Recorder
5 minutes	Announcements	<input type="checkbox"/> Inform <input type="checkbox"/> Discuss <input type="checkbox"/> Decide <input type="checkbox"/> Do a Task	Team leader or members
15 minutes	Old Business Topic 1:	<input type="checkbox"/> Inform <input type="checkbox"/> Discuss <input type="checkbox"/> Decide <input type="checkbox"/> Do a Task	
15 minutes	Old Business Topic 2:	<input type="checkbox"/> Inform <input type="checkbox"/> Discuss <input type="checkbox"/> Decide <input type="checkbox"/> Do a Task	
10 minutes	New Business Topic 1:	<input type="checkbox"/> Inform <input type="checkbox"/> Discuss <input type="checkbox"/> Decide <input type="checkbox"/> Do a Task	
10 minutes	New Business Topic 2:	<input type="checkbox"/> Inform <input type="checkbox"/> Discuss <input type="checkbox"/> Decide <input type="checkbox"/> Do a Task	
5 minutes	Closing: Review and summarize the meeting	<input type="checkbox"/> Inform <input type="checkbox"/> Discuss <input type="checkbox"/> Decide <input type="checkbox"/> Do a Task	Team leader
5 minutes	Closing: Review action steps to be taken	<input type="checkbox"/> Inform <input type="checkbox"/> Discuss <input type="checkbox"/> Decide <input type="checkbox"/> Do a Task	Team leader
5 minutes	Closing: Plan agenda for next meeting	<input type="checkbox"/> Inform <input type="checkbox"/> Discuss <input type="checkbox"/> Decide <input type="checkbox"/> Do a Task	All team members
5 minutes	Evaluate the meeting	<input type="checkbox"/> Inform <input type="checkbox"/> Discuss <input type="checkbox"/> Decide <input type="checkbox"/> Do a Task	Coach

Meeting Evaluation Sheet #1

What went well that we should continue doing?

How could we improve the next meeting?

Meeting Evaluation Sheet #2

1. To what extent did this meeting meet its stated objectives?

Not at all 1 2 3 4 5 Completely

2. To what extent did this meeting achieve your personal objectives?

Not at all 1 2 3 4 5 Completely

3. What aspects of the meeting would you like to continue?

4. What practices or behaviors would you like to stop?

5. What new practices or behavior would you like to see started?

Exercise 8-3: Creating an Agenda for a QI Team

Scenario

Imagine your team is one of three QI teams working to improve patient compliance with ARI Treatment Regimens for children under age 5. Your team is assigned the task of improving staff use of the ARI Standard Treatment Guidelines.

You are completing a meeting at which you decided that the next meeting will focus on the development of a flow chart to help analyze the current process of assessing and treating children under 5 with ARI.

Instructions

Your task is to develop the agenda for the next team meeting. At least three types of activity must occur – information giving or discussion, decision, and task – use of a QI tool.

Remember in doing your work to assign team roles and respect time limits. You have 15 minutes for this exercise.

1. Complete the logistics / organizing for the meeting.

Date:	
Time begin:	
Time end:	
Team Roles:	Leader: Recorder: Timekeeper: Coach:

2. What are possible agenda items for the team if the task is to draw a flow chart of the current process of assessing and treating children with ARI? Consider the following:

What information must be presented?

What issues must be discussed?

What QA tools may be used?

What do team members need to do to be prepared for the meeting? (reading? information or data gathering?)

What just-in-time training might be needed?

What decisions must be made?

What actions must occur after the meeting?

When will the agenda and preparation materials be distributed?

3. Complete the agenda template on the following page, using the above information.

Time	Topic	Purpose Check most appropriate	Person responsible
5 minutes	Opening Preview agenda	<input type="checkbox"/> Inform <input type="checkbox"/> Discuss <input type="checkbox"/> Decide <input type="checkbox"/> Do a Task	Team leader
5 minutes	Review the work to date	<input type="checkbox"/> Inform <input type="checkbox"/> Discuss <input type="checkbox"/> Decide <input type="checkbox"/> Do a Task	Recorder
5 minutes	Announcements	<input type="checkbox"/> Inform <input type="checkbox"/> Discuss <input type="checkbox"/> Decide <input type="checkbox"/> Do a Task	
		<input type="checkbox"/> Inform <input type="checkbox"/> Discuss <input type="checkbox"/> Decide <input type="checkbox"/> Do a Task	
		<input type="checkbox"/> Inform <input type="checkbox"/> Discuss <input type="checkbox"/> Decide <input type="checkbox"/> Do a Task	
		<input type="checkbox"/> Inform <input type="checkbox"/> Discuss <input type="checkbox"/> Decide <input type="checkbox"/> Do a Task	
		<input type="checkbox"/> Inform <input type="checkbox"/> Discuss <input type="checkbox"/> Decide <input type="checkbox"/> Do a Task	
5 minutes	Closing: Review and summarize the meeting	<input type="checkbox"/> Inform <input type="checkbox"/> Discuss <input type="checkbox"/> Decide <input type="checkbox"/> Do a Task	Team leader
5 minutes	Closing: Review action steps to be taken	<input type="checkbox"/> Inform <input type="checkbox"/> Discuss <input type="checkbox"/> Decide <input type="checkbox"/> Do a Task	Team leader
5 minutes	Closing: Plan agenda for next meeting	<input type="checkbox"/> Inform <input type="checkbox"/> Discuss <input type="checkbox"/> Decide <input type="checkbox"/> Do a Task	All team members
5 minutes	Evaluate the meeting	<input type="checkbox"/> Inform <input type="checkbox"/> Discuss <input type="checkbox"/> Decide <input type="checkbox"/> Do a Task	Coach

Module 9: Making Decisions

The purpose of this module is to enable participants to enhance a team's ability to make decisions



9-1

Objectives:

- Identify stages of decision making
- Discuss advantages and disadvantages of four different decision-making strategies
- Recognize challenges to decision making
- Facilitate consensus decision making



9-2

Content

- Stages of decision making
- Decision-making methods
- Decision-making model
- Ineffective decision-making behaviors
 - avoiding making decisions
 - “groupthink” in reaching consensus



9-3

Stages of Decision Making

- Orientation
- Discussion
- Decision
- Implementation



9-4

Orientation

- Defining the problem
- Planning the process to reach the decision



9-5

Discussion

- Gathering information
- Identifying alternatives
- Evaluating alternatives



9-6

Decision

- Choose solution(s), make decision using the method that was planned



9-7

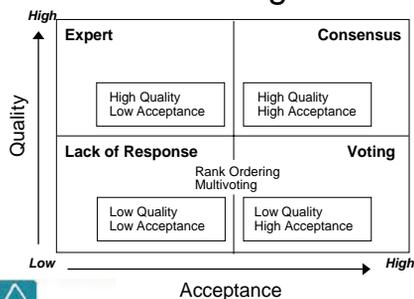
Implementation

- Adhering to the decision
- Evaluating the decision



9-8

Decision-making Model



9-9

Methods of Decision Making

- Decision by lack of response
- Decision made by expert(s) on team



9-10

Methods of Decision Making

- Voting
 - Rank ordering
 - Multivoting
 - Majority vote
- Criteria-based decision matrix
- Consensus



9-11

Consensus

- Consensus is achieved when each team member can nod “yes” to
 - “Will you agree this is the next step?”
 - “Can you live with this position?”
 - “Are you comfortable with this course of action?”
 - “Can you support this alternative?”



9-12

Consensus

- Guidelines to achieving consensus
- Avoidance of “groupthink”



9-13

Guidelines for Making Decisions by Consensus

- Encourage everyone to express their views
- Encourage others to explain their views
- Seek out differences of opinion



9-14

Guidelines for Making Decisions by Consensus

- Understand another team member's view before disagreeing
- Avoid arguing for your position
- Continue to look for the most acceptable alternative



9-15

Guidelines for Making Decisions by Consensus

- Do not change your mind simply to avoid conflict
- Avoid techniques such as voting, averaging, and bargaining to reduce conflict



9-16

Avoidance Strategies

- Procrastinating
- Bolstering
- Avoiding responsibility
- Ignoring alternatives
- Satisfying
- Trivializing the discussion



9-17

Symptoms of “Groupthink”

- Critical thinking not rewarded
- Team can do no wrong
- Justification of team's actions
- Pressure to “go along”
- Need to “follow the leader”



9-18

Reduce “groupthink”

- Encourage critical, independent thinking
- Encourage sensitivity to status differences
- Evaluate team's productivity



9-19

Reduce “groupthink”

- Assign member to play role of “devil's advocate”
- Subdivide into small groups



9-20

Exercise 9-1: Interventions for ineffective decision making

Use the 4-step method of making group process interventions to predict how a coach should facilitate each of the following circumstances:

- **Procrastinating:** The team postpones a decision, rather than studying alternatives and arguing over their relative merits.
- **Bolstering:** The team quickly, but arbitrarily, formulates a decision without thinking things through completely. Then, to legitimize the solution, the value of favorable consequences are exaggerated and the importance or likelihood of unfavorable consequences are minimized.
- **Avoiding responsibility:** The team denies responsibility by relegating the decision to another group or by diffusing accountability throughout the entire organization.
- **Ignoring alternatives:** The team considers only choices that are very similar to the existing situation; they “play it safe” and do not apply any creativity to the issue.
- **Satisfying:** Members accept as satisfactory any solution that meets minimal criteria even if superior solutions exist.
- **Trivializing the Discussion:** The team avoids dealing with larger issues by focusing on minor sub-issues.

The 4-step model for group process interventions

1. Give the team feedback on the observed behavior.
2. Describe the potential or actual effect of the behavior.
3. Ask the team for input.
4. Ask the team to decide on action.

Exercise 9-2: Cash Register Worksheet

The Story

A businessman had just turned off the lights in the store when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police force was notified promptly.

Statements About the Story

Indicate whether you think each of the following statements is *true*, *false*, or *unknown*.

- | | | | |
|--|---|---|---|
| 1. A man appeared after the owner had turned off his store lights. | T | F | ? |
| 2. The robber was a <i>man</i> . | T | F | ? |
| 3. The man did not demand money. | T | F | ? |
| 4. The man who opened the cash register was the owner. | T | F | ? |
| 5. The store owner scooped up the contents of the cash register and ran away. | T | F | ? |
| 6. Someone opened a cash register. | T | F | ? |
| 7. After the man who demanded the money scooped up the contents of the cash register, he ran away. | T | F | ? |
| 8. While the cash register contained money, the story does <i>not</i> state <i>how much</i> . | T | F | ? |
| 9. The robber demanded money of the owner. | T | F | ? |
| 10. The story concerns a series of events in which only three persons are referred to: the owner of the store, a man who demanded money, and a member of the police force. | T | F | ? |
| 11. The following events in the story are true: someone demanded money, a cash register was opened, its contents were scooped up, and a man dashed out of the store. | T | F | ? |

Reproduced from *A Handbook of Structured Experience for Human Relations Training*, Volume V, J. William Pfeiffer and John E. Jones, Editors, Copyright © 1975 by Jossey-Bass/Pfeiffer, San Francisco, CA. This materials is used by permission of John Wiley & Sons, Inc.

Module 10: Enhancing Creativity

The purpose of this module is to enable participants to enhance a team's ability to be creative



10-1

Objectives

- Explore attitudes that help or hinder the expression of creative ideas
- Identify how to improve the climate for creativity in team meetings



10-2

Contents

- Understanding Creativity
- Blocks to Creativity
- The Creative Team



10-3

Creativity ...

- ... is *thinking* up new things



10-4

How Does Creativity Work?

- “It just happened” phenomenon
- Identification of a need
- Triggered by techniques for generating creativity



10-5

Blocks to Creativity

- Block 1: Rigid mind set
- Block 2: Poor communication skills
- Block 3: Lack of open expression



10-6

Blocks to Creativity

- Block 4: Lack of knowledge and acceptance of techniques for generating creativity
- Block 5: Lack of organizational support



10-7

The Creative Team

- Challenges orthodox ways of thinking and acting
- Tolerates and is open to others' ideas
- Experiments
- Has a reward system that supports creativity



10-8

Module 11: Conflict Management

The purpose of this module is to enable participants help teams identify and manage conflict



11-1

Objectives

- Describe the positive and negative aspects of conflict
- Recognize the source of a disagreement
- Determine when and how to apply five conflict management styles
- Determine how to deal with resistance



11-2

Content

- Understanding Conflict
- Conflict Management Styles
- A Positive Approach to Resistance



11-3

Conflict ...

- ... occurs when the concerns of two or more people *appear* to be incompatible and they disagree



11-4

Conflict

- Necessary and integral part of realistic and effective teamwork
- Essence of sound decision making



11-5

Disagreement is necessary

- Broadening perspectives
- Discovering alternatives
- Stimulating creative interaction



11-6

Negative Consequences

- Decrease in productivity
- Unpleasant emotional experience
- Breakdown in work relationships
- Reduced sharing of relevant information



11-7

Negative Consequences

- Increased stress
- Excessive use of time
- Inappropriate allocation of resources
- Disruption of decision-making process



11-8

Positive Benefits

- Opportunity to change bothersome things
- Openness and relief of tension
- Clarification of people's ideas



11-9

Positive Benefits

- Better understanding of others
- Stimulation of healthy interaction
- Increased motivation and creativity
- Increase in identified alternatives



11-10

Conflict Management

- Dispel negative notions about conflict
- Recognize the sources of disagreement
- Adopt a variety of conflict management styles
- Express, appreciate, and manage resistance



11-11

Replace negative associations of conflict with knowledge of the positive aspects of conflict



11-12

Recognize Sources of Disagreement

- Facts
- Methods
- Goals
- Values



11-13

Learn, practice, and adopt
different conflict management
styles for different situations



11-14

Conflict Management Styles

- Avoidance
 - Non-confrontational
 - Ignore or deny issue
- Accommodation
 - Agreeable
 - Non-assertive



11-15

Conflict Management Styles

- Competition
 - Confrontational
 - Assertive
 - Aggressive
- Compromise
 - Assertive
 - Cooperative



11-16

Conflict Management Styles

- Collaboration / Consensus
 - Respectful
 - Mutual support
 - Assertive
 - Cooperative



11-17

Avoidance

- | Justification | Consequences |
|--------------------------|-----------------------|
| • Disagreement too minor | • Default decisions |
| • Disagreement too great | • Unresolved issues |
| • Need more facts | • Self-doubt |
| | • Loss of creativity |
| | • Lack of credibility |



11-18

Accommodation

Justification

- Not worth damaging relationships
- Need for harmony
- Issue is vital to other

Consequences

- Decreased influence
- Unmet needs
- Loss of self-esteem
- Lose best solution



11-19

Competition

Justification

- Must demonstrate superiority
- Unpopular or “right” action is needed
- Quick action

Consequences

- Win/lose
- Reduced communication
- Damage to relationship
- Must “sell” solution



11-20

Compromise

Justification

- More than one way to do something
- No perfect solution

Consequences

- No one is satisfied
- Short-lived solution
- Lose sight of larger issues or values



11-21

Collaboration/Consensus

Justification

- Need for mutually beneficial solution
- No concessions are desired

Consequences

- Lost time on minor issues
- Decisions swayed by people unfamiliar with situation



11-22

Specific Conflict Situations

- Misunderstanding perceptions
- Disagreement over course of action
- Defense of ego: person feels attacked
- Interpersonal conflict



11-23

Adopt a Positive Approach to Resistance

Express, appreciate, and manage resistance



11-24

Resistance Strategies

Typical Approach

- Breaking it down
- Avoiding it
- Discounting it

Positive Approach

- Surfacing
- Honoring
- Exploring
- Rechecking



11-25

Surfacing the Resistance

1. Make expression of resistance “safe”
2. Ask for it all



11-26

Honoring the Resistance

1. Listen
2. Acknowledge
3. Reinforce notion that resistance is permissible



11-27

Exploring the Resistance

1. Distinguish authentic resistance from “pseudo” (“false”) resistance
2. Probe the resistance



QUALITY ASSURANCE PROJECT

11-28

Rechecking the Resistance

1. Recheck the status of the current resistance and the agreements that have been made



QUALITY ASSURANCE PROJECT

11-29

Guidelines for Dealing With Resister

- Not possible to eliminate all resistance
- Record resister's objections on paper
- Once resistance is workable, thank the resister and move on



QUALITY ASSURANCE PROJECT

11-30

Exercise 11-1: Conflict Management

MANAGEMENT STYLES	CHARACTERISTIC BEHAVIOR	JUSTIFICATION FOR USE
Avoiding	Non-confrontational. Ignores or passes over issues. Denies issues are a problem.	Differences too minor or too great to resolve. Attempts might damage relationships or create even greater problems.
Accommodating	Agreeable, non-assertive behavior. Cooperative even at the expense of personal goals.	Not worth risking damage to relationships or general harmony.
Competing (Win/Lose)	Confrontational, assertive, and aggressive. “Winning” is good; “losing” is bad.	Survival of the fittest. Must demonstrate superiority.
Compromising	Parties seek quick middle-ground position that provides partial satisfaction for both parties. Maintains good relationships. Aggressive, but cooperative.	No one person or idea is perfect. There is more than one way to do anything.
Collaborating or Problem-Solving (Win/Win)	Needs of both parties are legitimate and important. High respect for mutual support. Assertive and cooperative.	When parties openly discuss issues, a mutually beneficial solution can be found without anyone making a major concession.
Adapted from Maddux, R. B., <i>Team Building: An Exercise in Leadership</i> , Los Altos, California: Crisp Publications, 1992..		

When to Use Different Conflict Management Styles

STYLE	USE WHEN	POSSIBLE NEGATIVE CONSEQUENCES
Avoiding	<p>Issue is trivial.</p> <p>No chance of success.</p> <p>Confrontation is damaging.</p> <p>Need to reduce tension.</p> <p>Need more information.</p> <p>Others can resolve conflict more effectively.</p>	<p>Decisions made by default.</p> <p>Unresolved issues.</p> <p>Self-doubt created through lack of esteem.</p> <p>Creative input and improvement prevented.</p> <p>Lack of credibility.</p>
Accommodating	<p>You are wrong.</p> <p>Issue vital to other person.</p> <p>“Credit” needed for more important issues.</p> <p>Competition hurts cause.</p> <p>Harmony is most important.</p>	<p>Too much deference decreases influence.</p> <p>Frustration increases as own needs are not met.</p> <p>Self-esteem undermined.</p> <p>Lose best solution.</p>
Competing	<p>Quick action is needed.</p> <p>Unpopular action is needed on important issue.</p> <p>One is right on vital issues.</p> <p>Someone taking advantage of noncompetitive styles.</p>	<p>Encourages “yes” people.</p> <p>Afraid to admit ignorance.</p> <p>Distorted perceptions.</p> <p>Reduced communication.</p> <p>Damage to relationship.</p> <p>Must always “sell” solution.</p>
Compromising	<p>Goals not worth disruption.</p> <p>Opponents strongly committed to different goals.</p> <p>Temporary solution needed.</p> <p>Quick solution needed.</p> <p>Other efforts have failed.</p>	<p>No one fully satisfied.</p> <p>Solution may be short-lived.</p> <p>May lose sight of larger issues or values by focusing on practicalities.</p>
Collaborating Consensus	<p>Decision is too important for compromise.</p> <p>Need to test assumptions or degree of understanding.</p> <p>Different perspectives must be merged.</p> <p>Need greater commitment.</p> <p>Mending hard feelings between members.</p>	<p>Time wasted on less significant issue.</p> <p>Decisions swayed by input from people unfamiliar with situation.</p> <p>Assumptions about trust may be unfounded.</p>

Conflict Management - Critical Incidents

Instructions

Read the incident below and determine the source of the conflict:

- Facts
- Method
- Goals
- Values

Determine the style of conflict management you would use and discuss why you think it is the best.

- Collaboration/Consensus
- Compromising
- Competing
- Accommodating
- Avoiding

Incident 1

You are a Health Center Staff member and a team leader. The Clinical Officer has just returned after attending a training session in the US. He says that antibiotics should now be used for all cases of diarrhea in children under 5 years. The rest of the team knows that this isn't appropriate treatment here.

What's the source of this conflict?

What style of conflict management would you use?

Why?

Conflict Management - Critical Incidents

Instructions

Read the incident below and determine the source of the conflict:

- Facts
- Method
- Goals
- Values

Determine the style of conflict management you would use and discuss why you think it is the best.

- Collaboration/Consensus
- Compromising
- Competing
- Accommodating
- Avoiding

Incident 2

The supervisors in the clinic did a quality assessment of compliance with standards for counting respirations when evaluating children with respiratory complaints. Only 10% of the patients had respirations actually counted. The rest of the time the staff estimated. Your team needs to respond to these findings.

What's the source of this conflict?

What style of conflict management would you use?

Why?

Conflict Management - Critical Incidents

Instructions

Read the incident below and determine the source of the conflict:

- Facts
- Method
- Goals
- Values

Determine the style of conflict management you would use and discuss why you think it is the best.

- Collaboration/Consensus
- Compromising
- Competing
- Accommodating
- Avoiding

Incident 3

You are a health worker at a large primary care center. Twice a week, reports need to be delivered to the District Office in the village. People routinely make the trip in 45 minutes. But, Mohammed is always gone 1½ to 2 hours. You know he has many friends at the District Office. He's not behind in his work, but you wish he would return in less time like everyone else.

What's the source of this conflict?

What style of conflict management would you use?

Why?

Conflict Management - Critical Incidents

Instructions

Read the incident below and determine the source of the conflict:

- Facts
- Method
- Goals
- Values

Determine the style of conflict management you would use and discuss why you think it is the best.

- Collaboration/Consensus
- Compromising
- Competing
- Accommodating
- Avoiding

Incident 4

You are the team leader of the Senior Management Team of your district. You're responsible for budget allocation to meet healthcare needs of the people in your geographic area. The MOH has required you to set aside 40% of next year's budget to buy computers for the new health surveillance system. You are upset about that large sum of funding.

What's the source of this conflict?

What style of conflict management would you use?

Why?

Conflict Management - Critical Incidents

Instructions

Read the incident below and determine the source of the conflict:

- Facts
- Method
- Goals
- Values

Determine the style of conflict management you would use and discuss why you think it is the best.

- Collaboration/Consensus
- Compromising
- Competing
- Accommodating
- Avoiding

Incident 5

The government has a policy that the clinic collects a fee for all primary care given to non-pregnant adults. No one in this category is to be treated without payment. Your health center staff recognizes that many patients require care, but can't pay. You, as the team leader, want to help staff resolve the conflict of providing care without collecting payment.

What's the source of this conflict?

What style of conflict management would you use?

Why?

Exercise 11-2: Broken Squares

Group Instruction Sheet

Each of you has an envelope that contains pieces of cardboard for forming squares. When the signal to begin is given, the task of your group is to *form five squares of equal size*. The task will not be completed until each individual has before him a perfect square of the same size as those in front of the other group members.

Specific limitations are imposed upon your group during this exercise:

- No member may speak.
- No member may ask another member for a piece or in any way signal that another person is to give him a piece (members may voluntarily give pieces to other members).

Reproduced from *A Handbook of Structured Experience for Human Relations Training*, Volume V, J. William Pfeiffer and John E. Jones, Editors, Copyright © 1975 by Jossey-Bass/Pfeiffer, San Francisco, CA. This material is used by permission of John Wiley & Sons, Inc.

Module 12: Change Management

The purpose of this module is to enable participants to help a team understand and implement change



12-1

Objectives

- Discuss concepts of change
- Describe the cycle of change
- Select interventions to promote change
- Discuss different responses to change
- Explain a process for planning and implementing change



12-2

Content

- Understanding Change
- Cycle of Change and Interventions in the Cycle of Change
- Understanding Responses to Change
- Planning and Implementing Change
- Benefits of Effective Change Management



12-3

Change ...

.... is normal, inevitable, constant, and can be managed so as to have positive results



12-4

Need to Understand Change

- Teams cause change
- Teams implement change
- Teams experience change
 - stages of change
 - individual changes
 - role of coach changes



12-5

Teams as Change Agents

- Catalysts
- Solution givers
- Process helpers



12-6

QA Coach

- Helps a team develop its recommendations for change and implementation plan
- Facilitates team's internal changes



12-7

How Change Occurs

- Change by exception
- Incremental change
- Pendulum change
- Paradigm shifts



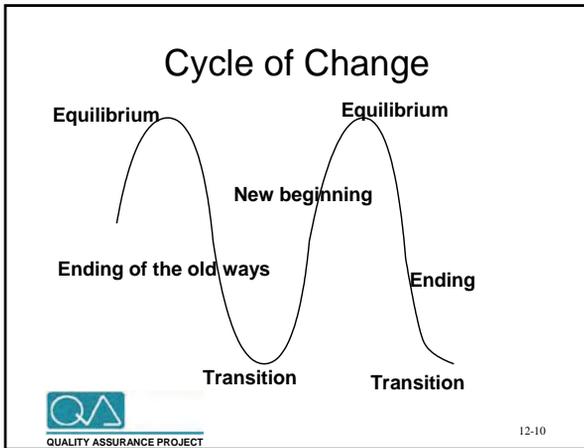
12-8

What is Being Changed?

- Individual task behavior
- Organizational processes
- Strategic direction
- Organizational culture



12-9



- ### Responses to Change
- Neutral
 - Innovators
 - Resisters
-  QUALITY ASSURANCE PROJECT
- 12-11

- ### Factors Affecting Response
- Method of change
 - Personal factors
 - Group factors
 - Organizational factors
-  QUALITY ASSURANCE PROJECT
- 12-12

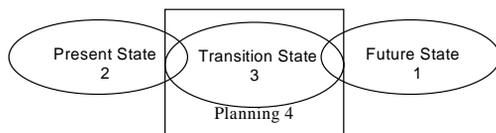
Planning and Implementing Change

- PDSA
 - Plan, Do, Study, Act
- Visioning



12-13

Planning Change through Visioning



1. Picture the future
2. Assess the present
3. Determine the gap between present & future
4. Develop implementation plan to address priority “gap” issues



12-14

Approaches to Implementing Change

- Participatory
- Educational
- Power
- Negotiation
- Consensus



12-15

Benefits of Effective Change Management

- Strengthens the team
- Promotes effective communication
- Reduces conflict
- Improves decision making



12-16

Exercise 12-1: Cycle of Change Interventions

Instructions

1. Choose one example of a change your organization has experienced in the past year.
2. Identify which phase of the cycle of change your organization is in with respect to the above change:
 - Equilibrium
 - Ending old ways
 - Transition
 - Beginning new ways
3. Write your example on the appropriate page.
4. Select at least one intervention for managing the change to assure positive results.

Phase: <i>Equilibrium</i>	Observations
	Intellectual and emotional balance.
Your Example:	
Interventions	
<input type="checkbox"/> Be informed about the organization	
What potential external or internal pressures may affect the stability of the normal situation?	

<p><i>Phase: Ending old ways</i></p> <ul style="list-style-type: none"> • Denial • Anger • Bargaining • Disengagement • Disenchantment • Disorientation 	<p><i>Observations</i></p> <ul style="list-style-type: none"> • Defensiveness, rationalizing, denial of reality, changes in physical health and emotional balance. • Resistance through blaming others, aggressive words and behaviors, visible resentment. • Wishful thinking to compromise the change out of existence. • Recalling pleasant past memories, unrealistic optimism about past. • Sabotage of the change.
<p><i>Your Example:</i></p>	
<p><i>Interventions</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Use reflective and active listening <input type="checkbox"/> Be empathetic <input type="checkbox"/> Assess the need for stress management training <input type="checkbox"/> Use problem solving techniques <input type="checkbox"/> Recognize legitimate feelings, acknowledge the loss <input type="checkbox"/> Use conflict management <input type="checkbox"/> Explain what is over and what is not <input type="checkbox"/> Foresee and talk about who will lose what with the change <input type="checkbox"/> Mark the ending symbolically, or with formal events <input type="checkbox"/> Ensure accurate information is available about the change <input type="checkbox"/> Other, please describe 	

<p><i>Phase: Transition</i></p> <ul style="list-style-type: none">• Chaos• Depression• Confusion	<p><i>Observations</i></p> <ul style="list-style-type: none">• Powerlessness, insecurity, weakening of defense mechanisms.• Self-pity, expressions of sorrow.• Emptiness, undirected energy.• Anxiety, ambiguity.• Increased competition, diminished trust, increased hostility.• Loss of productivity.
<p><i>Your Example:</i></p>	
<p><i>Interventions</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Talk about this in-between phase<input type="checkbox"/> Delay or cluster further changes<input type="checkbox"/> Update mission, create a vision, establish short range goals<input type="checkbox"/> Communicate concern for people<input type="checkbox"/> Be patient<input type="checkbox"/> Allow quiet time for reflection<input type="checkbox"/> Provide necessary information, in a timely fashion<input type="checkbox"/> Rebuild social contacts<input type="checkbox"/> Promote solidarity<input type="checkbox"/> Other, please describe	

<p>Phase: New beginnings</p> <p>Resignation</p>	<p>Observations</p> <p>Passive acceptance of change, no enthusiasm.</p>
<p>Your Example:</p>	
<p>Interventions</p> <ul style="list-style-type: none"><input type="checkbox"/> Allow for gradual pace of acceptance, understand reluctance to accept the change<input type="checkbox"/> Describe clearly the acceptable behaviors and attitudes<input type="checkbox"/> Other, please describe	

<p>Phase: New beginnings</p> <ul style="list-style-type: none">• Openness• Readiness• Reemergence	<p>Observations</p> <ul style="list-style-type: none">• Willingness to do assignments, interest in new events, feeling of empowerment.• Anxious about new direction and possibilities, old anxieties reactivated.• Excitement, celebration.• Unreasonable optimism – halo effect.• New identity.
<p>Example</p>	
<p>Interventions</p> <ul style="list-style-type: none"><input type="checkbox"/> Patience in explaining desired change<input type="checkbox"/> Direct and guide, directive management style which transitions to participative management style when the change has become established<input type="checkbox"/> Redefine mutually understood goals<input type="checkbox"/> Assess the need for knowledge and skill training,<input type="checkbox"/> Redesign roles<input type="checkbox"/> Provide role models for behavior and emotion<input type="checkbox"/> Remove excuses that allow keeping old ways	

Module 13: Communicating With the Organization

The purpose of this module is to enable participants to help a team communicate with others outside of the team



13-1

Objectives

- Describe how a team communicates with the organization using storytelling, storyboards, storybooks, and presentations
- Plan a presentation to your organization



13-2

Content

- Storytelling with Storybooks and Storyboards
- Making a Presentation



13-3

What is QA Storytelling?

An organized way of relating the quality improvement progress made by a team



13-4

Storybook

A complete and permanent record of the team's progress, usually kept in a notebook format



13-5

Storyboard

A large display that allows a team to show its work publicly in an ongoing, structured, and graphic way



13-6

Quality Improvement Storyboard

Problem / Aim Statement		Team	Photo 	Roadmap
Analysis 		Root Causes) 1. _____ 2. _____		
Solution _____ _____ _____		Implementation _____ _____ _____		Results

QUALITY ASSURANCE PROJECT 13-7

Making a Presentation

Describe to upper management the improvement opportunity on which the team has been working

When to Present

- Before testing the solution to gain management approval
- After planning, doing, and checking solution, and before final implementation

The 4 P's

- Position
- Problem
- Possibilities
- Proposal



13-10

Eight Steps in Preparing a Presentation

1. Determine the purpose
2. Define your objective
3. Analyze and know your audience
4. Outline main ideas or steps



13-11

Eight Steps in Preparing a Presentation

5. Assign role or task for each team member
6. Write final outline
7. Select visual aids and techniques
8. Practice the presentation



13-12

Final Outline

- Introduce members of team
- State objectives
- Explain the problem or improvement aim
- Explain the QI (or other) process and techniques



13-13

Final Outline

- Present the findings and proposed solution
- Summarize
- Give credit to those who assisted
- Allow time for questions and answers



13-14

Exercise 13-1: Making a Presentation

Eight Steps in Preparing a Presentation to Management	Your Presentation to Management
<p>1. Determine the purpose:</p> <p>The usual purpose is to obtain management approval and commitment at the “test” or “implement solution” step of quality improvement. Secondary purposes are to demonstrate to management the use of the QI process and to give the recognition to team members.</p>	<p>The purpose of my presentation is:</p>
<p>2. Define your objective:</p> <p>What do you want management to know or do as a result of your presentation? Only with a clear focus of what you want to accomplish can you outline the steps needed to attain your objective.</p>	<p>Management will:</p>
<p>3. Analyze and know your audience:</p> <p>Since your audience will be composed of upper management, you will need to tailor your presentation toward their special interests and the technical level of detail they require to understand your presentation.</p>	<p>Who is your audience and what considerations do you have?</p>

Eight Steps in Preparing a Presentation to Management	Your Presentation to Management
<p>4. Outline main ideas/steps:</p> <p>The QI process should be the structure for the logical order of your presentation, ensuring that all steps are covered. Make it clear that there are facts and figures to support your position based on your use of QI tools and techniques</p>	<p>The main steps of my presentation are:</p>
<p>5. Assign role or task for each team member to perform during the presentation:</p> <p>This demonstrates the team concept and allows shared recognition and responsibility.</p>	<p>Am I alone, or are there others who can present?:</p>

Eight Steps in Preparing a Presentation to Management	Your Presentation to Management
<p>6. Write final outline:</p> <p>(you can do this only after the first five steps in preparation are complete)</p> <p>Possible items include:</p> <ul style="list-style-type: none"> • Introduction of team members. • Statement of objectives of the presentation • Explanation of problem or aim of improvement • Explanation of the QI (or other) techniques used • Findings and the proposed solution. • Credit to all who assisted. • Time for questions and answers. 	<p>Write the outline:</p>
<p>7. Select visual aids and techniques:</p> <p>Your audience will understand and remember your presentation significantly more with the use of visual aids. Select a medium that best illustrates the process or main ideas and “show” in front of a group. Simple designs and colors are most effective.</p>	<p>What visual aids or interactive techniques will you use?</p>

Eight Steps in Preparing a Presentation to Management	Your Presentation to Management
<p>8. Practice the presentation:</p> <p>Practice the presentation in front of team members. Ask for the team's support and create an open atmosphere so that constructive criticism can be offered. Rehearsing with audiovisual aids and equipment while being timed, can also increase the presenter's confidence.</p>	When will you practice?

Module 14:

Developing an Action Plan

The purpose of this module is to ensure the transfer of learning to the job when the participants return home.



14-1

Objective:

Develop a list of action steps to apply the knowledge and skills learned at the training to their work with teams at home



14-2

Content

- Action plan
- Illustration of one action
- Gallery walk



14-3

Action Plan

- Action Item
 - Example: Practice providing feedback
- Actions To Be Taken
 - Within One Month
 - In The Next 1 To 3 Months
 - In The Next 3 To 6 Months



14-4

Exercise 14-1: Action Plan

Think about what you have learned in this training program. Refer to your participant manual and review your notes, exercises, and journal if you kept one.

Complete the following action plan. Write actions you plan to take within the next month, then the next one to three months, and within the next six months that will allow you to use or practice your coaching skills.

Choose one step to illustrate on a separate piece of paper. Draw a picture or design that symbolizes or represents this action.

Action Item	Actions to Be Taken Within One Month	Actions to Be Taken In the Next 1 To 3 Months	Actions to Be Taken in the Next 3 to 6 Months
<p><i>Communication Skills</i></p> <p>Example: Positive feedback</p>	<p>Give positive feedback to each member of my team.</p>	<p>Train a team leader in giving positive feedback.</p>	<p>Train all team members in giving positive feedback.</p>
<p><i>Facilitation Skills</i></p>			
<p><i>Just-in-Time Training Skills</i></p>			

Action Item	Actions to Be Taken Within One Month	Actions to Be Taken In the Next 1 To 3 Months	Actions to Be Taken in the Next 3 to 6 Months
<i>People to Contact</i>			
<i>Reading to Do</i>			
<i>Exercises to Conduct</i>			
<i>Presentations to Make</i>			

Action Item	Actions to Be Taken Within One Month	Actions to Be Taken In the Next 1 To 3 Months	Actions to Be Taken in the Next 3 to 6 Months
<i>Other:</i>			
<i>Other:</i>			

Module 15: Facilitation Workshop

The purpose of this module is to enable participants to analyze team building needs using an assessment tool.



15-1

Objectives

- Administer a team development questionnaire
- Discuss the differences between facilitation and training



15-2

Seven Team Blockages

- Team Roles
- Climate
- Organizing Meetings
- Working in Teams



Adapted and reproduced from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young San Diego, California: Pfeiffer & Company, 1992. This material is used by permission of John Wiley & Sons, Inc.

15-3

Seven Team Blockages

- Feedback
- Individual Development
- Creativity



QUALITY ASSURANCE PROJECT

Adapted and reproduced from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young San Diego, California: Pfeiffer & Company, 1992. This material is used by permission of John Wiley & Sons, Inc.

15-4

Exercise 15-1: Team Development Needs Questionnaire

Instructions:

As you read each of the statements in this questionnaire, consider whether or not it is descriptive of your team. If you believe that a statement is basically true, look at the answer sheet, find the box that contains that statement number, and mark an X through the number in that box. If you believe that the statement is not generally true for your team, leave the corresponding box blank on the answer sheet.

Example

1	2	3	4	5	6	7
8	9	10	11	12	13	14

Answer each statement as you read it. If you have great difficulty deciding whether or not a particular statement is true, use your best judgement and then write a question mark by the statement and in the corresponding box on the answer sheet; you may want to discuss these statements later with your team.

This questionnaire is not a scientific survey; it is meant to serve as a tool to provoke thought and discussion. Therefore, the quality of the result is directly related to your openness when responding to the following statements.

Statements

1. The leader and members of our team spend little time in clarifying what they expect and need from one another.
2. People in our team often are not really frank and open with one another.
3. We rarely achieve much progress in team meetings.
4. The objectives of some individual team members do not correlate with those of other members.
5. When team members are criticized, they often feel that they have lost face.
6. New members often are just left to find their own place in our team.
7. Our team does not generate many new ideas.

Adapted and reproduced from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young San Diego, California: Pfeiffer & Company, 1992.. This material is used by permission of John Wiley & Sons, Inc.

8. Our team leader rarely tolerates leadership efforts by other team members.
9. In team discussion the members often hide their real motives.
10. When our team is having a meeting, the members do not listen to one another.
11. The team members are uncertain about their individual roles in relation to our team.
12. Members of our team often restrain their critical remarks to avoid “rocking the boat”.
13. The potential of some team members is not being developed.
14. Members of our team are wary about suggesting new ideas.
15. Members of our team are uncertain of where they stand with our team leader.
16. It would be helpful if our team could have sessions to discuss disagreements more often.
17. Our team meetings often seem to lack a methodical approach.
18. There is no regular review of individual objectives and priorities.
19. Our team is not good at learning from its mistakes.
20. Members of our team tend not to show initiative in keeping up to date or in developing themselves.
21. We have the reputation of being resistant to change.
22. Our team leader gets little information about how the members of the team view his or her performance.
23. Important issues are often put aside and not worked through.
24. Our team members rarely plan or prepare for meetings.
25. If some of our team members are missing, their work just does not get done.
26. Attempts to review events critically are seen by our team as negative and harmful.
27. Our team seldom innovates anything.
28. Our team would reach better-quality decisions if team members took the initiative.
29. In our team there is too much emphasis placed on conformity.
30. Our team does not set aside time to consider and review how it tackles problems.
31. Much improvement is needed in communication among the members of our team.

Adapted and reproduced from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young San Diego, California: Pfeiffer & Company, 1992,. This material is used by permission of John Wiley & Sons, Inc.

32. Our team would benefit from an impartial assessment of how the members work.
33. Most of our team members have been trained only in their technical disciplines.
34. Good ideas seem to get lost.
35. Our team leader often makes decisions without talking them through with the team.
36. Differences between team members are rarely worked through properly.
37. We often seem to get bogged down when a difficult problem is being discussed in team meetings.
38. Our team does not have adequate administrative resources and procedures.
39. We lack the skills to review our effectiveness constructively.
40. New ideas from outside our team are seldom accepted.
41. Our team leader does not adapt his or her style to changing circumstances.
42. Individuals in our team do not really get to know one another as people.
43. We have team meetings but do not properly examine their purpose.
44. We function in a rather rigid manner and are not sufficiently flexible in using team resources.
45. Our team's performance would improve if constructive criticism were encouraged.
46. Members of our team who are shy or uncertain are often overridden.
47. It would be fair to say that our team has little vision.
48. Our team leader is not sufficiently sensitive to the different needs of each team member.
49. There are cliques and political maneuvering in our team.
50. Decisions made at meetings are not properly recorded or activated.
51. Team members could collaborate much more if they examined the possibilities of doing so on a person-by-person basis.
52. Little time is spent on reviewing what our team does, how it works, and how to improve the team.
53. Anyone who questions established practices in our team will be quickly put in his / her place.
54. Only a few team members suggest new ideas.

Adapted and reproduced from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young San Diego, California: Pfeiffer & Company, 1992,. This material is used by permission of John Wiley & Sons, Inc.

55. I do not know whether our team is adequately represented at higher levels.
56. Disagreements between members of our team are seldom worked through thoroughly, and individual viewpoints are not fully heard.
57. Our team meetings do not properly resolve all the issues that should be dealt with.
58. We do not examine how our team spends its time and energy.
59. We make resolutions, but basically we do not learn from our mistakes.
60. Our team members often do not follow creative ideas through to definite action.

Adapted and reproduced from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young San Diego, California: Pfeiffer & Company, 1992,. This material is used by permission of John Wiley & Sons, Inc.

Team Development Needs Answer Sheet

Instructions:

If you believe that a statement is basically true, mark an X through the number in that box.

If you believe that the statement is not generally true for your team, leave the corresponding box blank on the answer sheet.

After you have responded to all statements according to the instructions on the questionnaire, count the number of X's in each vertical column and write the totals in the appropriate boxes in the "Totals" row. The total for each vertical column (A through G) should be some number between zero and nine. The categories with the highest scores might be areas to focus team building efforts.

	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26		27
	28	29	30	31	32	33	34
	35	36	37	38	39		40
	41	42	43	44	45	46	47
	48	49	50	51	52	53	54
	55	56	57	58	59		60
TOTAL							
	A	B	C	D	E	F	G

Adapted and reproduced from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young San Diego, California: Pfeiffer & Company, 1992.. This material is used by permission of John Wiley & Sons, Inc.

Team Development Needs Interpretation Sheet

Instructions:

When you have totaled all X's in the seven vertical columns on the answer sheet (labeled with letter "A" through "G"), transfer each total to the "My Score" column of the following grid, next to the appropriate letter of the alphabet. Each of the lettered columns on the answer sheet represents 6-9 questionnaire statements, all of which concern a particular team problem. For example, questionnaire statements 1, 8, 15, 22, 28, 35, 41, 48 and 55, which form the vertical column labeled "A" on the answer sheet, all have to do with *team roles*.

When an existing team uses this as an assessment tool, calculate the average score for each letter category. The category with the largest number is the one the team needs to work on. The coach may take on the role of facilitator or trainer to address these problems.

Letter	My Score	Group Average	Three priority Topics	Category
A				Team roles
B				Climate
C				Organizing Meetings
D				Working in Teams
E				Feedback
F				Individual Development
G				Creativity

Adapted and reproduced from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young San Diego, California: Pfeiffer & Company, 1992.. This material is used by permission of John Wiley & Sons, Inc.

Summary of the Seven Team Blockages

- A. Team Roles:** The team leader is seen as unable and/or unwilling to use a team approach and does not encourage the use of team-building activities. He or she often uses a “command” decision style rather than a “consensus” decision style. The leader does not share his or her power of leadership responsibilities. Team members are not qualified (professionally or socially) to contribute to the team and thus do not help it to achieve its goals.
- B. Climate:** The team’s climate discourages members from feeling comfortable, from being direct and open, and from taking risks. Team members are not committed to the aims and purposes of the team and are reluctant to expend personal energy on meeting the team’s goals.
- C. Organizing Meetings:** Problems that are faced by the team are not solved effectively and efficiently. Meetings lack purpose or direction. The team may not understand its objectives.
- D. Working in Teams:** Team members’ roles are not clearly defined, efficient communication procedures have not been developed, and administrative procedures are not supportive of the team’s efforts.
- E. Feedback:** In order not to upset team members, neither group nor individual errors and weaknesses are addressed directly and thoroughly enough so that they are eliminated.
- F. Individual Development:** Team members have not developed the maturity and confidence needed to be assertive or to deal with other members’ strong personalities.
- G. Creativity:** Team members do not generate new ideas, perhaps because risk taking is not encouraged and rewarded by the organizational climate.

Adapted and reproduced from *Improving Work Groups: A Practical Manual for Team Building* (Revised) Dave Francis and Don Young San Diego, California: Pfeiffer & Company, 1992,. This material is used by permission of John Wiley & Sons, Inc.

Module 16: Training Workshop

The purpose of this module is to develop participants' skills in delivering competency-based, just-in-time training



16-1

Objective

- Deliver an example of competency-based, just-in-time training



16-2

Effective Training Criteria

- ✓ Chooses appropriate topic for just-in-time training
- ✓ Presents an effective introduction - previews the topic
- ✓ States the objective(s)
- ✓ Presents all key information



16-3

Effective Training Criteria

- ✓ Gives a demonstration or provides an example
- ✓ Provides opportunity for practice
- ✓ Provides positive feedback
- ✓ Uses questions to involve the team
- ✓ Summarizes
- ✓ Guides team when they require help



QUALITY ASSURANCE PROJECT

16-4

Exercise 16-1: Competency-based, Just-in-Time Practice Training Session

Instructions

1. Each participant will present a 5-minute competency-based, just-in-time training to a group of 4 participants who will receive the training as “team members”. The goal is to have the team members perform the skill / task that the trainer is teaching.
2. The remaining participants will be observers and use the following review sheet to provide feedback to the participant. Listed in the left-hand column are criteria for conducting effective competency-based, just-in-time training. In the right-hand column there is space to record feedback. (3 minutes)
3. After the 5-minute presentation, the participants will provide feedback by stating what he or she thought went well and what was missing. (5 minutes)
4. Observers will provide additional feedback to the participant regarding what went well and what was missing. (5 minutes)
5. The volunteer team members may add feedback that has not already been stated.
6. End each feedback session with appreciation for the presenter and the observers. (2 minutes)

Feedback Sheet

Trainer: _____ Topic: _____

Criteria	Feedback What did you see and hear? Be specific
1. Chose an appropriate topic for just-in-time training	Could the task be taught and participant performance evaluated in the available time?
2. Presents an effective introduction—previews the topic	What went well? What was missing?
3. States the objective(s) as part of the introduction	What went well? What was missing?
4. Presents all key information	What went well? What was missing?
5. Gives a demonstration or provides an example	What went well? What was missing?

Criteria	Feedback What did you see and hear? Be specific
6. Provides opportunity for practice	<p>What went well?</p> <p>What was missing?</p>
7. Provides positive feedback on the steps or tasks the team performed well	<p>What went well?</p> <p>What was missing?</p>
8. Uses questions to involve the team in discussion	<p>What went well?</p> <p>What was missing?</p>
9. Summarizes the learning	<p>What went well?</p> <p>What was missing?</p>
10. Evaluates participant performance	<p>What went well?</p> <p>What was missing?</p>

Criteria	Feedback What did you see and hear? Be specific
11. Guides team appropriately when they require help with the task	What went well? What was missing?