FAIMER®
Foundation for Advancement of International Medical Education and Research

# *Toolkit for Academic Leaders*

## Version 1 – February 2008

Compiled by Ray Wells, PhD

Please contact
Hpmorahan@faimer.org
H or
Hrwells@faimer.orgH
with:

- What was useful
- Suggestions for change
- Specific ideas for additions

# Table of Contents

# Introduction to the Toolkit

*Why We Created the Toolkit*

Since FAIMER began in 2000, we have distributed tools and resources to Fellows via their binders and additional handouts. As time has gone by, we have added to the tools, and now want to make them more readily accessible to all FAIMER Fellows. This document is a first step to collating all available leadership and management tools and resources.

In our initial work with this ***Toolkit for Academic Leaders***, we have attempted to build it with following characteristics and capabilities:

- Features low risk, easy-to-implement tools and activities,
- Highly practical, and requires minimal theory for understanding,
- Easily updatable, and
- Easily searchable so users can readily find tools for use.

*How We've Organized the Toolkit*

This document is our first attempt to create an easily searchable compilation of tools and resources, and contains the following sections:

- Introduction to the toolkit
- Starting the Journey
- Understanding Self - Myers-Briggs Type Indicator
- Creating Effective Small Working Groups and Teams
- Managing Projects
- Managing Interpersonal and Group Conflict
- Leadership tools for strategic planning, sustaining change, building consensus, and ways to diverge and converge in the decision-making process
- Learning Communities
- Closing the Journey
- Typical agendas for FAIMER Regional Institute planning meetings (to be developed)
- Managing and Developing your Academic Career (to be developed)
- Scholarship (to be developed)

*How to Use the Toolkit*

The document has been created with an accompanying extensive ***Table of Contents*** that serve as a hyperlink to specific tools and resources throughout the document. To find a tool or resource using the electronic version of this document, use either the Search function, or scan the Table of Contents until you find what you need. Press the *Control* key and click the *Right Mouse* button simultaneously to jump to the desired location within the document.

*Next Steps*

Later phases of our work with the *Toolkit* will include:

- Making the document more compatible for searching on the internet by FAIMER Fellows. This may include creating a “wiki,” defined by Wikipedia as “a website that allows the visitors themselves to easily add, remove, and otherwise *edit* and change available content, typically without the need for registration. This ease of interaction and operation makes a wiki an effective tool for mass *collaborative authoring*.”
- Continuing to expand the document to make it more comprehensive. This process is seen as ongoing.
- Adding vignettes of “experiences with use” by those who have access to the document, whether it is web-based or in a more rudimentary single document format.

# Starting the Journey

## *Introduction*

During the opening session – Starting the Journey - fellows learn about the mission and goals of ECFMG, FAIMER and the FAIMER Institute. This highly interactive session, which involves lecturettes, group discussion, and a small group exploration exercise with debriefing, also seeks to develop themes of major issues facing international medical education. The session is the beginning of the formation of a class community of practice.

## *Leadership and Management Tools for Starting the Journey*

### 1. Discovery Interview

**Objectives**:
(1) Have people share a rich story of a peak experience about a given topic; this engages both the right and left sides of the brain and provides more complete and creative information than does a purely analytical, left-brain activity;
(2) Engage people actively with a topic early in a session rather than later;
(3) Engage people in dyads, which may be safer for disclosure than larger settings;
(4) Enhance the ability of participants to get to know a colleague at a deeper level

**Procedure**:
(1) Prepare Interview Protocol and distribute;
(2) Read introduction and questions to group;
(3) Split group into pairs who do not know each other well;
(4) Ask each pair to interview each other, finishing one complete interview before starting the other – usually about 15-30 minutes each;
(5) Ask each interviewer to record resonating moments, information that seems important, on Interview Protocol sheet.

**Reference**: Whitney D, Cooperrider D, Trosten-Bloom A, Kaplin BS. *Encyclopedia of Positive Questions*. Euclid, OH: Lakeshore Communications. 2002 (ISBN 1893435-334)

## 2. Get Information From All

**Objectives:**
(1) Share information verbally with entire group;
(2) Encourage quiet individuals or those with less power in a given group to provide information, so that all "voices are heard"

**Procedure**:
(1) Provide total group verbal input from representative groups, using methods such as pop up reporting, sequential reporting by tables, etc.
(2) Include alternatives to verbal information, where extraverts and verbally adept individuals may overshadow others in the group, using methods such as writing on post-it notes or flip charts, discussing in safer smaller dyads and triads, etc.

## 3. Set Explicit Working Expectations

**Objectives**:
(1) Develop a set of shared norms for how group members will work with each other;
(2) Hold each other accountable.

**Procedure**:
(1) Ask group for suggestions for how they want to work together to be most effective in their time together (e.g., start on time; no cell phones); you can suggest some norms that are commonly used by groups;
(2) Write on flip chart; change as needed for clarifications, etc.;
(3) Post in highly visible place;
(4) Refer to when problematic situations arise;
(5) Re-visit as necessary to revise, delete or add to.

## 4. Make Information Visible to All

**Objectives:**
(1) Enable everyone to feel that their views were heard and included, by posting their exact words or by asking for people to verbally report
(2) Emphasize written reporting to minimize lack of clarity that can arise from misunderstanding the nuanced meaning of words and phrases that are spoken quickly.

**Procedure**:
(1) Make information provided by individuals visible to or heard by all, using post-it notes; flip charts or overheads, etc.;
(2) Ask for clarification when necessary for understanding., especially for large abstract concepts;
(3) Model appreciative feedback, NOT critique.

## 5. Affinity Diagramming

**Objectives:**
(1) Organize data into themes in visually apparent manner, using input from the group;
(2) Engage all in active process of committing, posting their material, putting a "stake in the ground."

**Procedure**:
(1) Ask people to write individual input onto separate sheets (post-it notes are particularly useful);
(2) Ask individuals to go to a central place and post their input;
(3) Ask entire group to come up and review the input, and (IN SILENCE) to move inputs around into affinity groups;
(4) Ask members to clarify inputs as needed for appropriate affinity placement; (5) Ask members to label each affinity group.
NOTE: Encourage the group to avoid either lumping too many items together under one very broad heading, or the opposite, having too many very small affinity groups.

**Possible follow-up**: Ask the group to multi-vote or Las Vegas multi-vote for the affinity groups they are the most interested in. Generally, if there is a group of 15 people, you give everyone 3-4 dots/votes (1/3 to 1/4 of the total group size)

## 6. Develop Shared Meaning

**Objectives:**
(1) Develop shared meaning from information;
(2) Encourage and involve active participation of all members of the group despite introvert/extravert and power differences;
(3) Develop shared engagement and thus ownership of the meaning that is produced, and thus enhanced likelihood of following up with desired actions.

**Procedure**:
(1) Break group into small units of 6-8 people;
(2) Ask everyone to share information that individual members have obtained through interviews, reading, group discussion or other methods;
(3) Have a recorder write this on a flip chart, so everyone sees it and can clarify as necessary;
(4) Ask units to decide which are the top 3-5 concepts, ideas, etc. that they have heard and discussed;
(5) Ask units to share the top themes with the entire group - the shared meaning they developed together from the information.

## 7. Basic Appreciative Leadership Skills

**Objectives and Procedure:**
Appreciative leadership involves 3 major skills:
(1) Develop a clear v**ision of the positive future** you desire;
(2) **Track** for evidence of that occurring, as small as it might be. Look for **found pilots** (small pockets of work toward that vision) or **effective practices**;
(3) **Fan** these positive examples you find. Publicly or privately recognize, reward (e.g. newsletters). Change the recognition and reward structures (e.g. incentives, faculty promotion criteria). Model appreciative feedback.

**Reference**: Bushe, Gervase. Chapter 7. The appreciative self – inspiring the best in people. Clear Leadership – How Outstanding Leaders Make Themselves Understood, Cut Through Organizational Mush, and Help Everyone Get Real at Work. Palo Alto, CA: Davies-Black, 2001, pp. 155-180. http://www.ai-portal.de/lit_e/appreciative_self.htm

## 8. Vision Ideal State: Guided Imagery

**Objectives:**
Develop a detailed vision of the ideal state, working well, at a specific time in the future. This process comes from athletic training, to visualize the perfect dive as *having been already accomplished*. This process engages more and different parts of the brain than does analytical problem solving, producing more creative and powerful pictures.

**Procedure**:
(1) Set a quiet reflective atmosphere, perhaps with quiet music, relaxed bodies, eyes closed if they wish.
(2) In a quiet meditative voice, ask individuals to pick a specific time in the future. Anchor it with a date or other personal milestones (age, graduations, etc.);
(3) Ask them to visualize their leadership skill (or whatever the desired ideal state is) as having been already accomplished. Describe in full detail how they are behaving, what is going on around them, how other people are responding, etc.;
(4) Give about 5 minutes for this process;
(5) Ask them to slowly come back to the room and write the vision down on paper for another 5-10 minutes.

## 9. History from the Future

**Objectives:**
This can be an extension of Tool 7. It involves describing how one obtained the ideal state, from the perspective of *already having achieved it.* Like Tool 7, it involves more and different parts of the brain, leading to richer and more creative details about how one achieved a goal than does the analytical planning process.

**Procedure**:
This can be done as a panel with a moderator and audience acting as interviewers for a large group focused on one ideal state. It is also useful with individual goals, which is described here.
(1) Ask people to form triads. Each will take the role of Interviewer, Interviewee and Recorder in turn.
(2) Ask an Interviewer to interview someone, and a Recorder to record the Interviewee's comments.
(3) The Interviewee MUST speak in the PAST TENSE, describing the history of how they achieved the ideal state. Allow about 10 min per interview. Have the Recorder give the Interviewee the notes they took; they will almost always have additional information and creative ideas that the Interviewee spontaneously came up with during the interview.
(4) The total process takes about 50 minutes for set up (5-10 min), 3 interviews per triad (30 min) and a little debrief pop up remarks of what people learned, how the process felt, etc. (10 min)

## 10. Gallery Walk

**Objectives:**
This includes Tools 2, 4, 6, and 7. Information is obtained from all participants, is shared openly for all to see, thus providing individual commitment to action, and shared meaning is made by walking around and seeing what has been posted. In addition, participants have the opportunity to ADD ideas and/or provide OFFERS of assistance and information, to help refine the postings and enhance the likelihood that action will be taken.

**Procedure**:
(1) Ask individuals to post the visual material they have produced (e.g. posters, flip chart themes, pictures);
(2) Give participants post it notes;
(3) Ask participants to do a gallery walk, observing all the posted material.
(4) Ask participants to add comments, using the post it notes, which might be directed at any of the following:

  (a) what they liked most about the material (appreciative feedback);
  (b) suggestions for what they'd like clarification or more information on;
  (c) offers of help (specific skilled assistance, information, resources, contacts, etc.);

(5) Debrief regarding the (a) information shared and obtained and (b) usefulness of the process.

## 11. Appreciative Feedback

**Objectives:**
Obtain feedback in an appreciative manner, focusing on the positive elements in order to have more of them.

**Procedure**:
(1) First ask what was BEST about the effort.
(2) Then ask what would make it EVEN BETTER next time. Encourage respondents to build on what's working, adding ideas to those elements. Also ask them to be **specific, SMART,** suggesting specific (S), measurable (M), attainable (A), realistic (R) goals that can be achieved in a given period of time (T).

**Reference**: Odell, Malcolm J. Moving mountains: appreciative planning and action and women's empowerment in Nepal. AI Practitioner. August 2004: 5-10.

***Understanding Self - The Myers-Briggs Type Indicator***

World Wide Web Resources

***(Accessed August 15, 2007)***

## Descriptions of MBTI types

The MBTI Instrument www.capt.org/The_MBTI_Instrument/Type_Descriptions.cfm
Type Logic http://typelogic.com and www.typelogic.com/mousepads/index.html
MBTI Type Today http://www.mbtitoday.org
Type Can http://www.typecan.com
16 Types.com http://www.16types.com/Request.jsp?hView=ContextHome
Know Your Type http://www.knowyourtype.com
Your MBTI Type www.glendale.cc.ca.us/new/services/counseling/your_mbti_type.htm

## Tests to take

Keirsey Temperament Sorter II - www.advisorteam.org and www.keirsey.com
Psych Tests http://www.psychtests.com/tests/index.html
Similar Minds http://similarminds.com/personality_tests.html
Human Metrics http://www.humanmetrics.com
The Personality Page http://www.personalitypage.com/portraits.html

## MBTI, Effective Teaching and Health Science Students:

www.ttuhsc.edu/SOM/success/default.htm
http://www.myersbriggs.org/type-use-for-everyday-life/type-use-in-the-professions/
Teaching Students by MBTI Type http://www2.gsu.edu/%7Edschjb/wwwmbti.html
New Students, New Learning Styles
http://www.virtualschool.edu/mon/Academia/KierseyLearningStyles.html
http://www.myersbriggs.org/type-use-for-everyday-life/type-and-learning/
www.ncsu.edu/felder-public/ILSdir/styles.htm

## Other MBTI Related Links

Type and Everyday Life http://www.myersbriggs.org/type-use-for-everyday-life/
Famous People and their Types http://www.paladinexec.com/personality.htm
Prayers for MBTI Types http://www.unca.edu/psichi/myersbriggs.html
Bibliography of Temperament Type Books http://www.trytel.com/%7Ejfalt/titles.html
http://www.16types.com/Request.jsp?rView=ProductDetail&ProductCode=DB7116
Leading from Strength
http://www.sagecoach.com/newsletter/archive/Leading_from_Strength.pdf
Dominant Personality Traits Suited to Running Projects Successfully (Research Findings)
http://www.maxwideman.com/papers/personality/intro.htm
International membership organization for type www.aptinternational.org
MBTI across cultures http://www.myersbriggs.org/more-about-personality-type/international-use/index.asp

**Matching MBTI Developmental Needs of Yourself/Others with MBTI Resources**

Intro to Type and Emotional Intelligence. Roger R. Pearman, Consulting Psychologists Press.
Intro to Type in Organizations. (3rd ed.), Sandra Krebs Hirsh and Jean M. Kummerow, Consulting Psychologists Press.
Intro to Type and Teams. Sandra Krebs Hirsh, Consulting Psychologists Press.
Intro to Type Dynamics and Development: Exploring the Next Level of Type. Katherine K. Myers and Linda K. Kirby, Consulting Psychologists Press.
Intro to Type and Coaching: A Dynamic Guide for Individual Development. Sandra Krebs Hirsh and Jane A.G. Kise, Consulting Psychologists Press.
In the Grip: Understanding Type, Stress, and the Inferior Function. (2nd ed.), Naomi L. Quenk, Consulting Psychologists Press.

| "Intro to Type and Emotional Intelligence" | "Intro to Type in Organizations" | "Intro to Type and Teams" | "Intro to Type Dynamics and Development: Exploring the Next Level of Type" | "Intro to Type and Coaching: A Dynamic Guide for Individual Development" | "In the Grip: Understanding Type, Stress, and the Inferior Function" |
|---|---|---|---|---|---|
| resolving conflict within your staff | effecting change with minimum resources | successfully facilitating team and/or group processes | coaching and developing those who report to you | coaching and developing those who report to you | being stretched too thin/feeling out of balance |
| mentoring others | making change across the culture in your school | leading within a team context | mentoring others | mentoring others | helping your staff to deal with external changes beyond your control |
| effecting change in the community, with the government, with other hospitals | effecting change in the community, with the government, with other hospitals | supervising immediate staff | supervising immediate staff | supervising immediate staff | supervising immediate staff |
| increasing your influence among your peers (other faculty) | | | | | coaching and developing those who report to you |

## *Dealing with J's and P's*

- ***J's - "hit and run" with new information or option***. Once they're working on their plan, they don't like to change it, especially in a quick spontaneous fashion. Best to give them the information in a quick memo, email or conversation, and say you'd like them to think about it – and you'll discuss the next day or so.
- ***P's - give an option choice rather than a menu***. P's find it difficult to choose among options, because all are interesting and have possibilities. So, tell them, I have thought about a, b, and c, and I recommend c. Is that OK with you? P's are much more able to decide what they don't want than what they want.

---

*From a workshop with Otto Kroeger*

## *Common Differences in How We Take in Data Can Cause Conflict*

- J or P preference has a marked impact on the S or N function.
  - ***J preference multiplies the Sensing*** (S) preference. SJ's seem more Sensing than SP's.
  - ***P preference multiples the Intuiting*** (N) preference. NP's seem more Intuiting than NJ's.
- Four major workplace differences between S's and N's
  - Confidence in choices – S's want more data than N's before being comfortable.
  - Time focus – N's project selves further into the future than S's.
  - Interest in data – N's are more comfortable dealing with the minimum, "bottom line" data than are S's.
  - Scope and comfort with boundaries – greater comfort with specifically (S's) versus generally (N's) defined boundaries.

*(Chuck Pratt. Bridging the sensing-intuition chasm. APT Bulletin. Late Autumn 2002. 8-10.)*

*"Adding Value -- But at What Cost?" by Marshall Goldsmith*

*The world's top executive coach explains why half of what a leader says may not be worth saying.* [**Bold face is added to emphasize certain points!]**

The two men at dinner were clearly on the same wavelength. One of them was my friend Jon Katzenbach, the former McKinsey & Co. director who now heads his own elite consulting boutique. The other was Niko Canner, his brilliant partner. They were planning a new venture. But something about their conversation was slightly off. When Niko floated ideas, Jon tended to interrupt him. "That's a great idea," Jon would say, "**but** it might work better if you . . ." and then he would share a different way to tackle the issue. When he finished, Niko would pick up where he left off, only to be interrupted by Jon again. Back and forth it went, like a long rally at Wimbledon.

As the third party at the table, I watched and listened. I do this for a living as an executive coach. I help smart, successful people identify interpersonal challenges that they can improve -- and then coach them to get better. I'm used to monitoring people's dialogues, listening for clues that reveal why even the most accomplished people may sometimes annoy their bosses, peers, and subordinates.

Ordinarily, I keep quiet, but Jon was exhibiting classic smart-person behavior. When Niko left the table, I laughed and said, "Jon, perhaps you should just go with Niko's ideas. **Stop trying to add so much value to the discussion."**

In my experience, one of the most common challenges that successful people face is a constant need to win. When the issue is important, they want to win. When the issue is trivial, they want to win. Even when the issue isn't worth the effort or is clearly to their disadvantage, they still want to win.

Research shows that the more we achieve, the more we tend to **want to "be right."** At work meetings, we want our position to prevail. In arguments, we pull out all the stops to come out on top. Even at supermarket checkouts, we scout other lines to see if there's one that's moving faster. In Jon's case, he was displaying a variation on the need to win: adding too much value. It's particularly common among smart people. They may retain remnants of a top-down management style even if they don't want to. These leaders are smart enough to realize that most of their subordinates know more in specific areas than they ever will, but old habits die hard. It's difficult for them to listen to others disclose information without communicating either that they already knew about it or that they know a better way.

The problem is, while they may have improved the idea by 5%, they've reduced the employee's commitment to executing it by 30%, because they've taken away that person's ownership of the idea. Therein lies the fallacy of added value: Whatever is gained in the form of a better idea may be lost six times over in the employee's diminished enthusiasm for the concept. One of my top clients said, "Unfortunately, at the CEO level, my suggestions get taken as orders, even if I don't want them to."

Later on, Jon and I had a laugh over the dinner incident. As one of the world's leading authorities on building teams and instilling pride, he knew the right answer. He was amazed at how often he had said "**but**." That's how pernicious the need to win can be. Don't get me wrong. I'm not saying that bosses have to zip their lips to keep their staff's spirits from sagging. But the higher up you go in an organization, the more you need to let other people be winners and not make it about winning yourself.

For bosses, that means being careful about how you hand out encouragement. If you find yourself saying, "Great idea, **but** . . ." try cutting your response off at "idea." **Even better, take a breath before you speak, and ask yourself if what you're about to say is worthwhile**. One of my clients said that once he got into that habit, he realized that at least half of what he was going to say wasn't worth saying.

As for employees, be confident about your expertise. Stand up for what you believe in! Years ago, an experienced chocolate maker agreed to produce a sampler box of 12 chocolates for the late clothing designer Bill Blass. The chocolatiers designed a dozen different chocolates for Blass's approval, but sensing that he would resent not having a choice, they seeded the selection with several intentionally inferior pieces. To their horror, Blass liked the inferior chocolates. Blass was a man of great taste in clothes -- not candy. After he left the room, the chocolatiers said to one another, "What are we going to do?" Finally, the head of the company, a family business that had thrived for seven generations, decided, "We know chocolate. He doesn't. Let's make the ones we like."

##################################################

## *How the 16 MBTI Types Want to be Led, Coached and Supported*

Adapted from "Intro to Type and Coaching: A Dynamic Guide for Individual Development,"
S.K. Hirsh and Jane A.G. Kise, Consulting Psychologists Press.

| ISTJ | ISFJ | INFJ | INTJ |
|---|---|---|---|
| **Salt of the Earth** | **Behind-the-Scenes Leader** | **Oracle for People** | **Designer of the Future** |
| **Motivation:** Knowing their efforts, when applied towards defined goals and roles, will lead to rewards and results | **Motivation:** Being a good steward of gifts and resources; serving others while remaining true to values and beliefs | **Motivation:** Achieving integrity, reaching wholeness, contributing values-centered strategies to humanity | **Motivation:** Innovating new concepts, paradigms and systems; being able to show the way |
| **How ISTJs Want to Be Coached** | **How ISFJs Want to Be Coached** | **How INFJs Want to Be Coached** | **How INTJs Want to Be Coached** |
| • Highly experienced, professional coach who can do as well as teach<br>• Use systematic, step-by-step, tried-and-true, practical methods<br>• Set and honor schedules and goals<br>• Ensure that what is learned can be put to use immediately | • Practical, experienced, organized, and supportive coach using tried-and-true methods<br>• Give clear assignments with definite procedures that have demonstrable outcomes<br>• Provide self-paced activities with step-by-step progress until mastery is reached<br>• Incorporate their own personal experience or that of others from similar or past situations | • Imaginative, open, supportive, well-prepared coach<br>• Use people-oriented questions with multiple interpretations and layers of nuance<br>• Provide for depth and mastery through reading, independent study, private reflection, writing<br>• Give complex tasks that emphasize concepts and relationships while allowing for creativity | • Challenging, competent, up to date, intellectual, serious coach who can debate developmental issues<br>• Focus on systems, theories, constructs relating to universal principles; creative processes to stimulate original thinking<br>• Allow for independent study, offer reading that requires effort and thought with a focus on global issues<br>• Show long-range implications for desired outcomes and be prepared to debate word meanings and nuances |
| **Remember, ISTJs** | **Remember, ISFJs** | **Remember, INFJs** | **Remember, INTJs** |
| • Tend to dislike role playing<br>• Are uncomfortable when facts are handled loosely or ignored altogether | • Tend to feel duty-bound to stretch their abilities<br>• Need stepping-stones from what they know to where they need to be | • Tend to dislike self-awareness group activities unless they choose the group members<br>• Prefer to stick to the big picture unless they ask for details | • Generally dislike being patronized; put into groups<br>• Want to be acknowledged for their competency |

## ISTP

**Walking Encyclopedia**

**Motivation:** Using knowledge or skills from their own experience to solve problems, figuring out how to get things done.

**How ISTPs Want to Be Coached**

- Realistic, pragmatic, experience-based, yet entertaining coach
- Use observation, example, and hands-on experiences that apply directly to developmental needs
- Provide logical steps/increments of skill development in practical terms, and then stand back and allow freedom to practice
- Offer feedback that is accurate, timely, respectful, and related specifically to the task

**Remember, ISTPs**

- Don't like to waste time
- Want to be shown what needs to be done, a specific rationale for why change is needed, and useful practices

## ISFP

**Gentle Spirit**

**Motivation**: Giving caring, useful gentle help to others; living in harmony with humanity and nature.

**How ISFPs Want to Be Coached**

- Personable, warm, supportive coach who knows how to do the task at hand
- Use tangible, relevant learning with concrete steps- gauged correctly for their ability
- Allow for small-group or one-to-one learning with like-minded people of similar experience
- Provide encouragement, praise, and positive feedback, especially for new risks or challenges

**Remember, ISFPs**

- Tend to shy away from being in the limelight and sharing personal thoughts or feelings with people they do not know well or trust
- Tend to dislike imposed time frames and structures

## INFP

**Values Crusader**

**Motivation**: Adding to human understanding, sharing knowledge and enthusiasm for deep passions, upholding meaning and mystery

**How INFPs Want to Be Coached**

- Intelligent yet empathetic coach who emphasizes harmony, values, and integrity
- Provide opportunities for creativity, deep exploration of topics, originality of expression, and novel ideas
- Be flexible, allow for judgments on value/meaning of materials or exercises
- Establish noncompetitive, collegial learning environment with time for reflection, research, writing, and reading

**Remember, INFPs**

- Generally want to know the larger intent, purpose, value of materials being taught as they relate to human aspirations
- Need flexibility and time to do things their own way

## INTP

**Blueprinter of Ideas**

**Motivation**: Bringing clarity and intellectual understanding to the principles underlying problems or issues, knowing that truth aids any process

**How INTPs Want to Be Coached**

- Logical, tough, competent, coach at the top of his or her game
- Use broad developmental models with intellectual/ scholarly underpinnings
- Set challenging, individual, creative, quest-oriented goals that can be objectively critiqued in practice or thought
- Provide in-depth independent development experiences with time to explore, compare, and evaluate

**Remember, INTPs**

- Generally dislike game playing
- Bring skepticism and debate to everything presented

## ESTP

**Self-Starter**

**Motivation:** Having autonomy to accomplish things their way while getting the most out of life

**How ESTPs Want to Be Coached**

- Flexible, talkative, enthusiastic, entertaining coach who delivers a straight message
- Provide hands-on skill development, especially in outdoor activities; let them try it out in real time
- Use relevant subject matter that applies directly to one of their interests/needs
- Concentrate on development that is immediate and has a tangible payoff

**Remember, ESTPs**

- Tend to discount theories, concepts, and unproven activities that don't appear to have practical use
- May gloss over their developmental needs

## ESFP

**Everyone's Friend**

**Motivation**: Adding warmth, excitement, fun to work and leisure enjoying richness of family, friends, and real world.

**How ESFPs Want to Be Coached**

- Warm, responsive, friendly coach who wants to build a relationship with them
- Use hands-on, try-out-and-revise-as-needed skill development, preferably in an action-oriented group setting
- Provide concrete tasks that allow for exploration, fun, and personal understanding
- Use variety of methods to increase involvement in learning process; offer praise when practice is perfected or nearly so

**Remember, ESFPs**

- Prefer to avoid theory and quiet reading or reflection
- Find practical applications more meaningful than intellectual arguments

## ENFP

**Spark of Energy**

**Motivation**: Making a difference through insightful and creative ideas that encourage human development

**How ENFPs Want to Be Coached**

- Humorous, authentic, inventive coach/friend who believes in what he or she teaches
- Use variety of methods, experimentation, brain-storming, "what if" questions; provide opportunity to talk over what is being learned
- Offer imaginative assignments; provide time for new learning
- Give overall idea/goal, allow for their input, research, active experimentation with others

**Remember, ENFPs**

- Generally want to tie the skills being teamed to strategies for helping and influencing others
- Like to put insights into practice

## ENTP

**Classic Entrepreneur**

**Motivation**: Setting sights on the winning edge; having an impact and moving on to something new

**How ENTPs Want to Be Coached**

- Inventive, resourceful, intelligent coach who can hold his or her own ground
- Offer ideas to challenge, evaluate, or debunk
- Use high standards, set up competition with self or others
- Provide case studies, critical analysis, and logical models or systems

**Remember, ENTPs**

- Like to challenge or debate
- Prefer novel, creative, open-ended methods they can improve upon

## ESTJ

**Take-Charge Leader**

**Motivation:** Providing direction and focus to projects and people, working toward completion.

**How ESTJs Want to Be Coached**

- Prepared, competent, straightforward coach who can model the concepts and skills being taught
- Provide structured, logically sequenced activities with stated, clear benefits
- Use problem-solving activities with constraints spelled out (limitations, number of examples, practice sessions)
- Define outcomes, schedules, timelines with practical, realistic frameworks for implementing learning plans

**Remember, ESTJs**

- Generally want the benefits of any tangible activity made clear through past experience or example before using it
- Want to know why there's a need to do things differently

## ESFJ

**Servant Leader**

**Motivation:** Organizing and accomplishing tasks of value while keeping everyone happy.

**How ESFJs Want to Be Coached**

- Personable, supportive, organized coach who allows for relationship building while targeting specific developmental needs
- Use variety of structured methods: observation, acting, role playing, step-by-step
- Give clear expectations, positive yet helpful feedback that taps into desire to please
- Provide time to talk about learning, network with others facing similar tasks, share relevant positive experiences

**Remember, ESFJs**

- Tend to dislike abstract, theoretical models that are not meaningful to them or to those they serve
- Like to have harmony in all their relationships

## ENFJ

**Values Spokesperson**

**Motivation**: Leading others with enthusiasm from process to action for the benefit of humanity

**How ENFJs Want to Be Coached**

- Insightful, understanding, inspiring, friendly coach who is an effective communicator
- Use a variety of information sources, allow time to talk and work in groups on topics that are important for people
- Provide structure, follow-through, and time to connect learning to new experiences
- Show the motivations behind learning, the values to be enhanced, or the future possibilities for people

**Remember, ENFJs**

- Put people first
- Want to know how learning enhances personal or community development, or upholds values necessary to civilized life

## ENTJ

**Grand-Scale Organizer**

**Motivation:** Using competence, expertise, or control to improve life as much as possible; setting goals and striving towards them

**How ENTJs Want to Be Coached**

- Agile-minded, competent, challenging coach
- Use development activities that lead to mastery, the ability to get ahead or secure an advantage
- Allow time for analysis, debate, mapping out of strategies, and independent learning
- Show future applications, cutting-edge skills, and long-range effectiveness of teaming strategies

**Remember, ENTJs**

- Seek challenges and excitement
- Look for the best and most effective ways to meet learning goals

## Adding the Lens of Introverted and Extraverted Nature of the Functions

**Introverted/Extraverted Primary/Secondary Function Pairs Among the 16 Types**

(Underlined is the primary function in the pair for that MBTI type)

| | | | |
|---|---|---|---|
| *ISTJ*<br>*Si/Te* | *ISFJ*<br>*Si/Fe* | *INFJ*<br>*Ni/Fe* | *INTJ*<br>*Ni/Te* |
| *ISTP*<br>*Ti/Se* | *ISFP*<br>*Fi/Se* | *INFP*<br>*Fi/Ne* | *INTP*<br>*Ti/Ne* |
| *ESTP*<br>*Se/Ti* | *ESFP*<br>*Se/Fi* | *ENFP*<br>*Ne/Fi* | *ENTP*<br>*Ne/Ti* |
| *ESTJ*<br>*Te/Si* | *ESFJ*<br>*Fe/Si* | *ENFJ*<br>*Fe/Ni* | *ENTJ*<br>*Te/Ni* |

**Using all Four Perceiving Functions**

Start Exercising Your 3rd and 4th Functions!
**Extraverted Sensing (Se)** – ***Scout*** who experiences objects and events as they are right now, using the 5 senses, recognizes that the physical environment is important, and enjoys a variety of sensory experiences
**Introverted Sensing (Si)** – ***Conservator/Historian*** who relives previous experiences, integrates current and past experiences, and sees that things should be the way they were.
**Extraverted Intuiting (Ne)** – ***Explorer*** who constantly seeks external possibilities in the moment and near future, knows how to move from now to the future, and sees that things should change for the better.
**Introverted Intuiting (Ni)** – ***Seer*** who has foresight independent of present reality, can simultaneously see things and situations from multiple perspectives, and is aware that nothing is as it seems to be.
*Gary Hartzler. My four perceiving functions. APT Bulletin. Late Autumn 2002. 18.*

## Characteristics of the Primary Extraverted or Introverted Function

| *Se* | *Si* | *Ne* | *Ni* |
|---|---|---|---|
| • ***Sensory experience of the world around us***<br>• Organization is experienced in present – real, tangible, concrete<br>• Leader notices problems, is quick to take action, tends to be practical & realistic<br>• Might not invest much time in long range planning<br>• Tends to be flexible when making decisions, can change mind<br>• Free flowing, spontaneous, having fun when possible | • ***Quiet reflection with sensations & memories***<br>• Using 5 senses<br>• Remembers specific information, facts related to past<br>• Knows rules, regulations & structure in organization<br>• Prefers to have plan based on facts, & more for near term vs. distant future<br>• Say things once & expect you to listen, keep meeting short & to the point<br>• More independent than interactive, quick decision maker | • ***Applies vision, inspiration & ingenuity to further the organization***<br>• Focus on big picture problems & obstacles looking for solutions<br>• Involves great visions & aspirations<br>• Moving forward to the very best<br>• Open to flow of hunches, impressions, flashes of insight, bursts of creativity, imaginative leaps<br>• Communicates with hope & expectancy, seeing possibilities for people & programs<br>• NOT like structured, traditional, pre-written/ enforced rules, or past-oriented | • ***Insightful, quietly focused on possibilities for future***<br>• High ideals & standards<br>• Internally free flowing…butterfly like<br>• Flits from 1 idea to next looking for insights & inspiration about organization, people, plans, direction, etc.<br>• Communicates using symbols & metaphors<br>• Externally more structured, idealistic<br>• Decisive, but cannot always communicate how they came to their decision |

Adapted from William Smith, Dresher Group, 2005.

Characteristics of the Primary Extraverted or Introverted Function (continued)

| *Te* | *Ti* | *Fe* | *Fi* |
|---|---|---|---|
| • Analysis, questioning, logic, goal-oriented decision making, resulting in devising structure in outer world<br>• Goals flow from understanding of truth<br>• Apply truth towards integrity, responsibility, justice & freedom<br>• Confrontational opinionated leadership style, call to justice & ethical action<br>• Determines truth & applies it – analyze & act<br>• Take charge attitude<br>• Focus on developing efficient & productive system<br>• NOT like people who are too intimate or personal<br>• NOT like it when cannot "argue" points with others | • Subtleties & nuances of truth & all possible connected ideas & far-reaching implications<br>• Less decision-oriented & more exploration focused<br>• Meditates on the words & concepts in proposals<br>• Analyzes structure & language, asking countless questions about purpose, meaning & application<br>• Face-to-face approach with honest questions & complaints<br>• Themes of truth & justice, & failure of humans to measure up<br>• More intellectual approach to leadership, pursuing deeper understanding<br>• NOT like excessive emotionality, accepting things simply by faith – prefer to challenge first, then move to acceptance | • Connecting with people in support, encouragement, compassion, warmth, loyalty & faithfulness<br>• Prefer to lead with people & for people (vs. developing programs)<br>• Concern for very best for others<br>• Cheer people on, encourage best in them<br>• Appreciation for successes<br>• Can 'feel others' pain" with compassion, sympathy, empathy, & gratitude<br>• Show tenderness, gentleness & appropriateness<br>• Vocally enthusiastic, heartfelt connection to others, trusting<br>• NOT like working alone, being silent, or confrontational interactions<br>• NOT like working with programs or people with whom there is no connection | • Highly developed inner world of values not seen by others – centered around love, compassion, peace, joy, wholeness<br>• Deeply reflective<br>• Passionate concern for others<br>• Prefer retreats for contemplation & growth<br>• Deeply personal, quiet connection with others<br>• NOT like highly structured, confrontational, vocal settings<br>• NOT like lack of loyalty to each other |

Adapted from William Smith, Dresher Group, 2005.

MBTI Type Affects How You Deal with Stress

| Function | Type-Related Stress Response | Good Stress Management (use your 2nd or auxiliary function if your dominant is "in the grip") |
|---|---|---|
| Se | Take extreme risks<br>Get abrasive, overly physical | What are the realities of this situation? |
| Si | Catastrophize<br>Fixate on internal fears or perfection<br>Become rigid, diagnostic | What's the history of this situation? |
| Ne | Become overwhelmed<br>Become overly optimistic or fantasize<br>Have too many options | What are the patterns here (including identification of stress related reactions)? |
| Ni | Become adversarial, arrogant<br>Become negative about the future<br>Have tunnel vision | What is the future impact of this situation? |
| Te | Become dictatorial<br>Need to be "right"<br>Rationalize actions/behaviors | What are the logical consequences, outcomes here? |
| Ti | Have repetitive thought patterns<br>Find fault with everything<br>Think scarcity | What is the key problem? |
| Fe | Rescue people/enmesh with others<br>Become overly critical, sharp tongued<br>Extremely reactive to criticism | What is the impact on others? |
| Fe | Indulge in negative self-talk<br>Passive aggressive<br>Manipulative, selfish | What is needed in this situation? |

The stress behaviors are also affected by the E-I and J-P preferences

| Function | Type-Related Stress Response | Function | Type-Related Stress Response |
|---|---|---|---|
| E | Get overly involved in activities<br>Blame others<br>Exhibit excessive, manic behaviors | J | Become inflexible and rigid<br>Need to be in control<br>Become "righteous" |
| I | Isolate<br>Blame self<br>Become pessimistic and shut down | P | Become ungrounded<br>Procrastinate<br>Indecisive |

***Phoebe Clark. Stress and type dynamics. APT Bulletin. Fall 2002. 41-43. Also Naomi Quenk, In the Grip***

## World Wide Web Resources

- Drexler/Sibbet Team Performance™ Model, Allan Drexler, David Sibbet and Russ Forrester, San Francisco, CA: Grove Consultants International. 2000. http://www.grove.com/store/team_development.html
- Wharton Leadership Digest July, 2007, Volume 11, Number 10 http://leadership.wharton.upenn.edu/digest/index.shtml#VIRTUAL_TIES_THAT_BIND:_Leading_Distributed_Teams
- Downloadable Team Worksheets from *The Team Handbook*, 3rd edition. www.teamhandbook.com Log on, entering all of the information in the required fields. Password = teams. Worksheets are available for the following:
    - Brainwriting form
    - Charter worksheet
    - Charter template
    - Closure checklist
    - Communication planning worksheet
    - Failure Mode Effect Analysis (FMEA)
    - Joint review meeting notes worksheet
    - Meeting agenda and minutes
    - Meeting observation form 1: examples of contributions
    - Meeting observation form 2: patterns of contributions
    - Meeting skills checklist
    - Planning grid
    - Presentation preparation worksheet
    - Prioritization matrix
    - Progress checklist
    - Project planning template
    - Project selection worksheet
    - Responsibility matrix
    - SIPOC (Suppliers, Inputs, Processes, Outputs, customers) worksheet
    - Stakeholder commitment planning form

## *Group Roles*

### What is an Effective Small Work Group (sometimes called Team)?

**<u>Diverse</u> group of people with**
**<u>complementary abilities (</u>perspectives, ideas, knowledge, skills, techniques, competencies)**
**who <u>collaborate</u>**
**to accomplish <u>common goals</u>**
**for which they are <u>accountable together</u>**

### Roles for Self-Managed Groups

Effective group work is measured by two factors

1. Group's ability to successfully **complete tasks**—*goals, objectives and content of task*
2. Ability to **work together** —*dynamics or interactions between individuals in the group.*

Both are **<u>equally</u>** important to success.

***TASK Functions -- The "how" of getting the work of the group completed.***

- Set goals and objectives
- Develop procedures
- Get information and data
- Select idea generation methods
- Prepare & distribute agendas/minutes
- Clarify tasks
- Use problem-solving steps
- Set time frames.
- Select decision-making methods
- Test agreement/reality
- Coordinate individual assignments
- Summarize activities

***PROCESS/DYNAMICS/MAINTENANCE Functions - The "how "of getting the psychosocial needs of the group satisfied and maintained:***

- Provide for physical and social needs
- Settle differences
- Encourage participation
- Facilitate inclusion of all members.
- Give support and encouragement
- Intervene with dysfunctional behaviors.
- Check for feelings
- Ask and give feedback.
- Evaluate & assess meetings/teamwork.

Some roles are oppositional, because they are so different – AND all are critical for optimum work!

## How Functions are Allocated in Effective Groups

In small groups, a leader may perform both task and process functions. We encourage you to consider ROTATING these roles while at Institute 2001, to practice the various skills!!

| Function | ROLE | DESCRIPTION |
|---|---|---|
| ***TASK*** | ***LEADER***<br>Task functions | Guide tasks and content of group.<br>Manage administrative details, maintaining all team reports.<br>Provide training as needed.<br>Coordinate with other units in organization. |
| ***PROCESS*** | ***FACILITATOR/ PROCESS COACH***<br>Process functions - dynamics & interpersonal interactions | Manage group dynamics, guiding and supporting effective interpersonal interactions.<br>Intervene when member behaviors hinder group's progress.<br>Coach individual members, if necessary.<br>Coordinate team activities with organization. |
| ***LOGISTICS*** | ***MEMBERS*** | Participate in problem solving/improvement process.<br>Monitor own ability to be an effective group member.<br>Volunteer for roles of timekeeper, scribe, minute taker, reporter and other tasks such as flip charter, data collecting, interviewing, writing reports, making presentations, etc. |
| | ***Recorder*** | Record group work for all to see while working |
| | ***Minute taker*** | Summarize for future record. |
| | ***Time Keeper*** | Remind the group of time issues. |
| | ***Reporter*** | Report out results for the group. |
| | ***Meeting scheduler & manager*** | Arrange teleconference details, AV equipment, etc. |
| | ***Report or Presentation Writer*** | Prepare written report or other presentation of group work. |

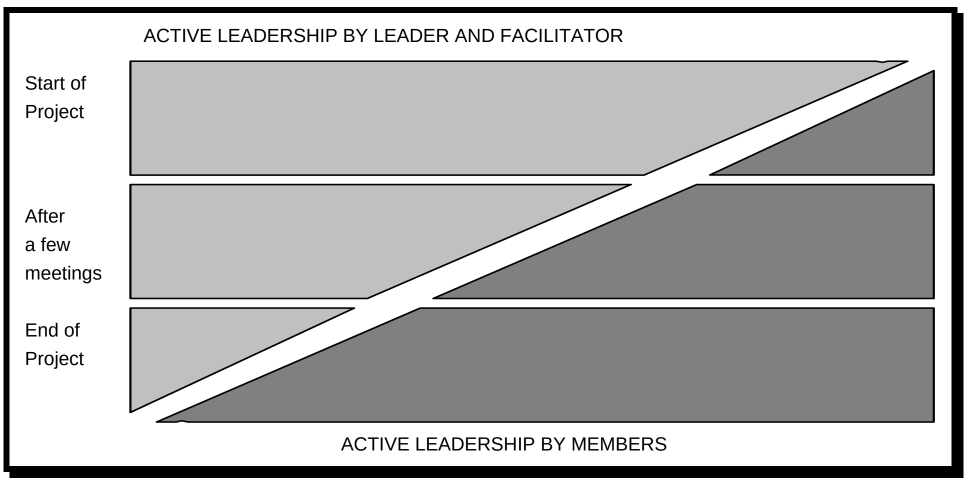
## *Identifying Stages of work groups*

High performing work groups don't simply happen.

- When people begin working on a project, they usually focus on the ***task*** — job needing done.
- They often neglect team ***process/interactions/dynamics*** — social way people work together — or fail to — that has a significant impact on the group's effectiveness.
- We increase effectiveness in getting tasks done by becoming sensitive to group dynamics.

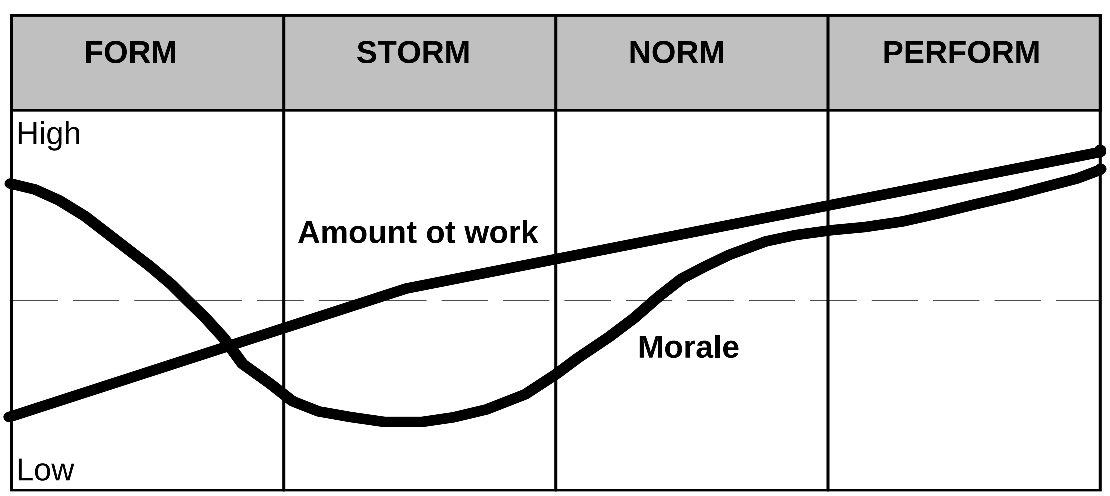
### Leader/Facilitator/Process Roles to Develop Work Group

The leader and facilitator/process coach direct and set the stage in the beginning and gradually move to the back set as the project progresses and the group members gain skills for self-managing.



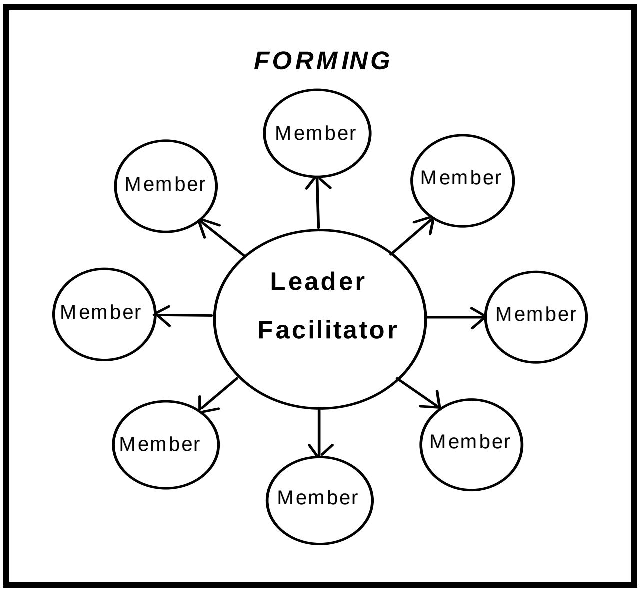

### Attitudes/Behaviors of Group Members Change in Work Group Development

Various theorists have classified team development stages; we use Tuckman's. As teams move through the stages the amount of work performed gradually increases. Morale follows an up/down/up pattern.



## *Stages of Small Group Work*

### *Stage 1 — Forming Dynamics*




**Typical Behaviors and Comments**

Wait for leader to initiate activity. May ask, "What are we to do?"

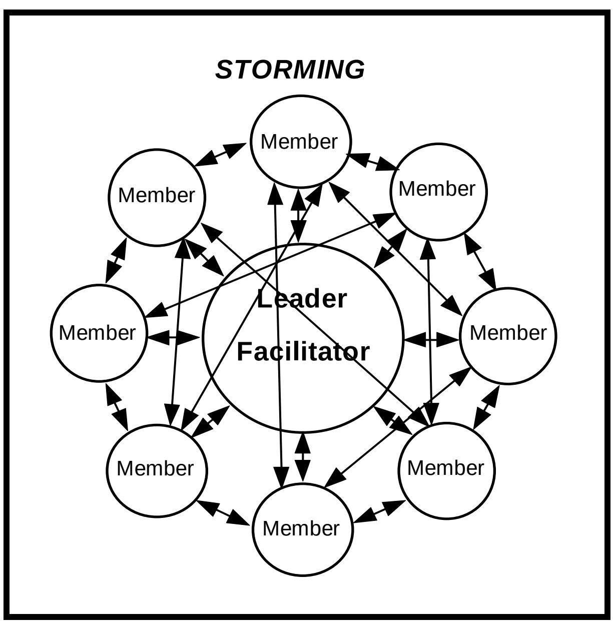
Agreeable and obedient. "Whatever you say!"

Polite and formal.

Negative feeling about the process are discussed at breaks and after meetings privately.

**Leader focus:** Directive; task focused
**Facilitator/Process Coach focus**: Self disclosure; openness; listening

### *Stage 2 — Storming Dynamics - transition from mild enthusiasm to conflict*




**Typical Behaviors and Comments**

Verbal and nonverbal frustration and resistance.

Arguments and disagreements.

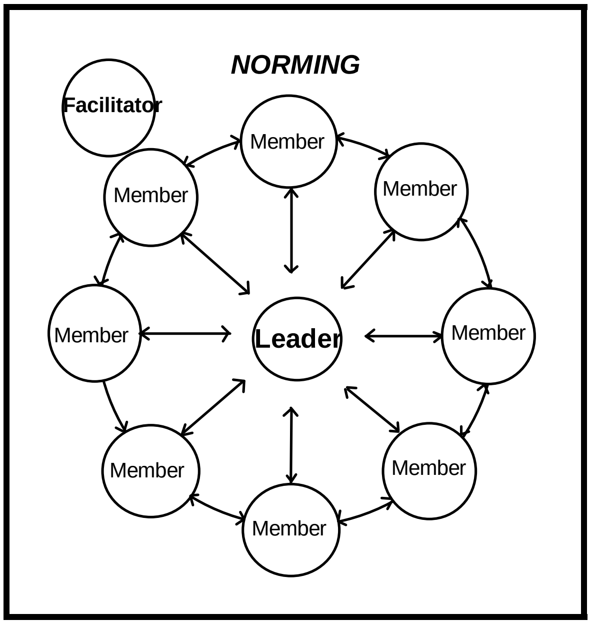
Challenges to roles, responsibilities, process, agendas, etc.

Self-oriented behavior: dominating, non-participating, blocking, attention seeking.

**Leader focus:** High task AND high relationship.
**Facilitator/Process Coach focus**: Providing positive and negative feedback; creating safe environment.

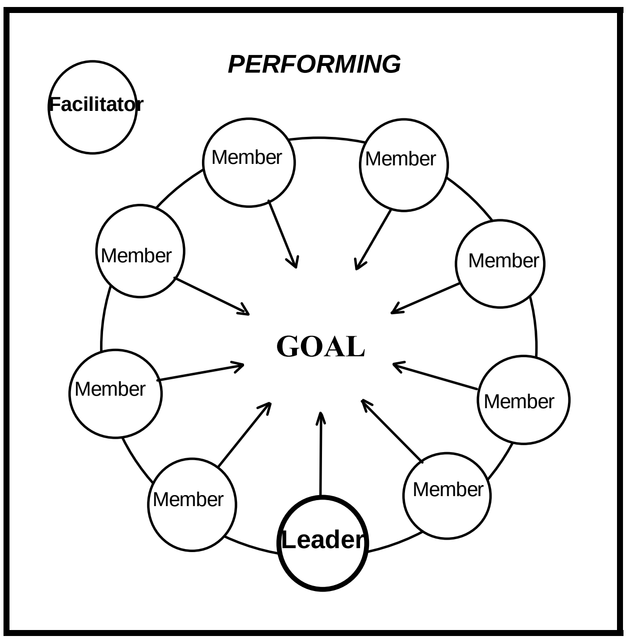
*Stage 3 — Norming Dynamics - Trust developing and cohesive group is forming.*




## Typical Behaviors and Comments

Personal sharing. Play instead of work.
Giving and receiving feedback.
"Either/or" statements are replaced with "both/and" statements.
Typical behaviors include harmonizing, encouraging and reconciling.
The pitfall may be desire to play (relief from storming) and complacency.
Increasing responsibility and authority keeps the group momentum growing.
**Leader focus:** Low task and high relationship.
**Facilitator/Process Coach focus**: Exploring differences; uncovering unspoken issues; encouraging self-analysis.

*Stage 4 — Performing Dynamics – work group functioning with self-confidence*




## Typical Behaviors and Comments

High energy focused on accomplishing the goal.
Interdependence. Sharing of tasks based on each member's strengths and weaknesses.
Task focused behaviors: information giving and seeking, clarifying, summarizing, initiating, target keeping.

**Leader focus**: Low task and low relationship (group functions by self).
**Facilitator/Process Coach function**: Encouraging group towards self-intervention and self-management.

***Stage 5 - Adjourning for the Next Phase***

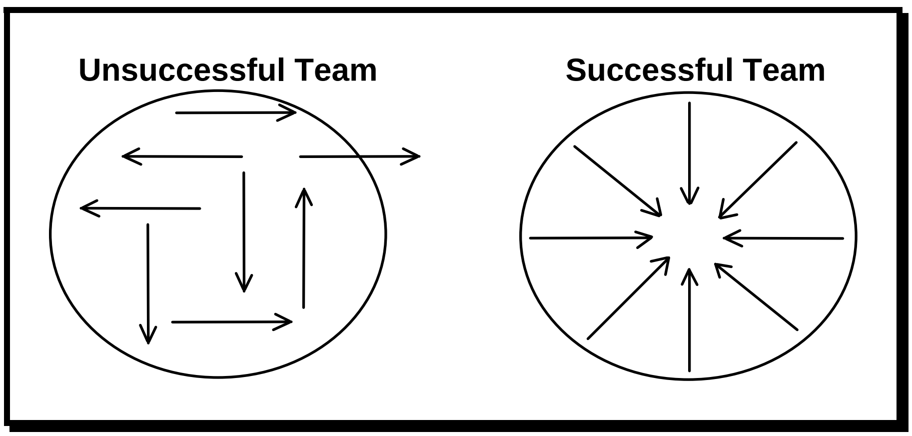
Completely adjourning groups is rare in academia. However, there are *punctuations* for:

- terminating the current set of tasks
- disengagement from relationships, when a group member leaves or new member arrives

This process should be planned and include:

- celebration of the group's achievements and members' contributions
- good-byes to members leaving and welcomes to new members.

And with these changes, it is important to acknowledge that the 'new' group is likely to ***revisit*** the various stages of group development – forming, storming, and norming before the previous level of performing is reached again!



## *High Performing Teams: Appreciative Inquiry Interview*

*(The following Appreciative Interview Guide can be used as a way to flesh out the characteristics of high performing teams. In the FAIMER Institute, this was typically given prior to discussion and explanation of the Drexler-Sibbet Team Performance Model.)*

A team is a **diverse** group of people with **complementary abilities** (perspectives, ideas, knowledge, skills, techniques, competencies) who **collaborate t**o accomplish **common goals** for which they are **accountable together**.

In every group of people that work together to accomplish some kind of task, the way the group successfully manages its dynamics and works effectively as a team either contributes to or detracts from the group's success. Additionally, the group's performance is affected by both the effectiveness of the group's leader and the willingness of group members to follow that leader.

The purpose of this interview for you to tell a story about a time when you worked with an **exceptionally high performing group or team**. Recall a time when you had an exceptional experience, a high point, a time when you felt most enthusiastic and passionate about your work with a group or "team."

What was the situation?

What made the group so successful?

What were you doing?

Who else was involved?

What role did a leader play in the team's success, if any?

## *Observer Sheet – Alligator River*

**Include Overall Impression and Actual Words in each Area Below**

| **Approach to Task** |
|---|
| Test plan |
| Seeking ideas & information |
| Revise plan |
| **Overall Group Dynamics** |
| Other observations |
| Giving ideas and information |
| Disagreement with ideas & information |
| Develop plan |
| Clarify instructions |
| Balance of participation |
| Agreement with ideas & information |

## *Drexler-Sibbet Team Performance Model*

Allan Drexler and David Sibbet spent nine years refining a comprehensive model of team performance that shows the predictable stages involved in both creating and sustaining teams. The Drexler/Sibbet team performance™ model illustrates team development in seven “lenses,” four to create the team and three to describe levels of performance. The lenses are:

- Orientation
- Trust Building
- Goal Clarification
- Commitment
- Implementation
- High Performance
- Renewal

**The Architecture of the Model**

The predominant feature of the Model is the array of seven circles. Each circle represents a group of predictable issues that a team must recognize and master to become a high-performing team. The circles can be thought of as lenses through which one might look into the workings of a team.

Each lens of the Model has the same format. Each one contains:

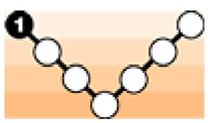
- A title or label, for example, "Implementation," with a numerical identifier for ease of reference.
- A central question that sums up and encapsulates the issues for that lens, such as "Why am I here?" "Who are you?" or "What are we doing?"
- The heading "Resolved" above each lens, followed by three bulleted items. For example, for lens 2, "Trust Building," the items are "Mutual Regard," "Forthrightness," and "Reliability." These bulleted items are the keys to resolving the central issue captured within that lens. So for lens 2, Trust Building is considered resolved when team members' behaviors display mutual regard, forthrightness, and reliability.
- The heading "Unresolved" below each lens, followed by two or three bulleted items. For example, when "Commitment" is uncertain, the kinds of behaviors that tend to occur are dependence and resistance.

The Model presents both a picture of the foundational aspects or challenges critical to the development of new teams, and a comprehensive set of performance lenses for established teams. The seven lenses are arranged with the most fundamental on the left. In fully formed teams, all seven aspects are active and integral to high performance.

Although the issues represented in the various lenses of the Model are all in play simultaneously in a developed team, they also have a natural order. Illustrated in a linear fashion, the earlier more fundamental aspects are the most important for beginning teams, but the seven issue areas are cumulative. All issues work in concert in fully formed teams. The idea is not that a team deals completely with orientation issues, moves to trust issues, and then gets clear about goals, never to return to orientation again. The process of enhancing team performance is organic. Over time, teams may work on and cycle back to all of the Model issues as needed. At one point, a team might be clear about its purpose, and then lose its way, or add members who aren't clear. It may have a lot of trust and then lose it. It might have to change goals. Sometimes, issues in one area become more pressing and call for attention. At other times, another area may demand attention. But all issues are constantly in play, and should be monitored.

## The Seven Lenses of the Team Performance Model

### Stage 1: Orientation



Question:
**Why am I here?**

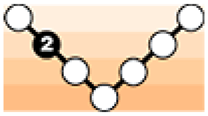
The primary meaning of the word "orientation" is finding your place relative to other reference points. It is about getting your bearings. Just as it takes time, attention and learning to become comfortable and move around easily in a new town, a work team is a world of its own in which members have to find their places. They need to know what their charter is, how and if they fit in with other members, and how integral they are to the team's efforts. The capsule question is "Why" The keys to answering that question are:

- **Purpose:** Team members being clear about their purpose and the team's purpose;
- **Membership:** Getting team members tightly connected as a coherent whole; and
- **Team Identity:** The team developing a sense of shared identity.

In some respects, the "Why" question is an individual one: Why am *I* here? This includes both the issue of why the organization chartering the team wants me here, and why I want to be here. Is it important to me? Does it have any meaning? Are important values served by my work on this team? There is also a collective question: Why are *we* here? What does it matter to us, and what might we make of it? In answering these questions, teams find that part of the answer is given, but part of it is also created. Teams can add to and deepen their own sense of purpose by answering these questions.

## Stage 2: Trust Building



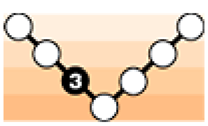

Question:
**Who are you?**

By definition, the people on teams have to depend upon one another to do their part of what is needed for the team to succeed. Their interdependency demands that they trust one another. The central question is "Who are you?" The keys to Trust Building are:

- **Mutual Regard:** Having team members regard one another in a generally positive light;
- **Forthrightness:** Enabling the people on the team to speak candidly with one another; and
- **Reliability:** Team members behaving in a way that develops enough confidence among them that they feel comfortable relying on one another.

Trust is the bond that connects people on a team. On work teams, the trust needed isn't the same as that between friends, where people may confide their personal fears and hopes. Work teams need professional trust, which is the willingness to let go and place your fate (at least partly) in someone else's hands. It enables team members to share information freely about what they intend, what they can or can't do, and what they need from the others. It also enables them to get the information they need to depend upon one another: information about their competence, good will, and reliability. Trust is built through truth telling and consistent follow-through. When team members are competent, honest and dependable, trust inevitably develops. When team members don't share these attributes, trust will not develop.

## Stage 3: Goal Clarification



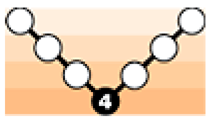

Question:
**What are we doing?**

The summary question of Goal Clarification is "What are we doing?" In both the long and short term, team members need to have the same idea of what they are trying to achieve together. These are the keys to getting clear on what the team is to do:

- **Explicit Assumptions:** Bringing to the surface the underlying beliefs, values and assumptions team members make about what the team is to do;
- **Clear, Integrated Goals:** Being clear about the outcomes, milestones and measures of success the team is aiming for, and seeing that they make sense together; and
- **Shared Vision:** Team members sharing the same picture of the future they want for the team, beyond the immediate performance cycle.

The result of resolving these issues is that everyone on the team has the same, clear idea of what the team is supposed to do. They have the same image of what success means for them and the team. If team members don't have at least the same picture in their heads of what they are trying to accomplish, it is nearly impossible to see how they will succeed together.

## Stage 4: Commitment



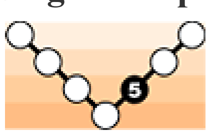

Question:
**How will we do it?**

The lens at the turning point of the Model is Commitment and it presents some of the thorniest issues that teams have to face - issues that have to do with power, control, and politics. This lens represents the point at which teams have to face the limitations of what they can do with what they have. It is the point of greatest constraint represented in the Model. The keys to forming a focused team Commitment are:

- **Assigned Roles:** Team members being clear about what part they each play, and how responsibility is shared;
- **Allocated Resources:** Priorities being established, and resources being distributed in a way that is clear, equitable, and proportional; and
- **Decisions Made:** Being clear on how decisions are made.

Commitment is at the bottom line of the Team Performance Model. No team can be committed to everything; there just isn't enough of everything to go around. So Commitment first involves making decisions, choosing this or these instead of that or those. It means setting priorities and being willing to invest in one course of action over alternatives that are competing for priority and attention. It means defining roles and assigning responsibilities to team members. Commitment is not a vague sense of obligation to the team but to specific objectives and actions. On a team with Commitment, team members have made a clear and positive choice. They have selected a course of action and let all of the others go. They are resolute to get to the end of their road, and make their vision a reality.

## Stage 5: Implementation




Question:
**Who does what, when and where?**

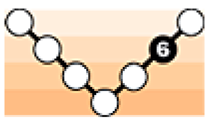
The summary question of Implementation is "Who does what, when, and where?" It is about the unfolding of the work, and having the planning, scheduling, and monitoring processes in place to keep things running on track. The keys to implementation are:

- **Clear Processes:** Enabling operations to stay on track through mechanisms for planning, executing, and monitoring work;

- **Alignment:** Team members having what they need to work in synch;
- **Disciplined Execution:** Consistency and reliability in carrying out work operations.

During the Implementation stage, a team focuses on what it takes to get the job done. What is the sequence of activities, what technologies do we have to use, what materials are needed and how do we get them? Essentially the team is striving to realize its goals. It is trying to get all elements to come together smoothly in space and time. When Implementation is well handled, materials show up when they are supposed to, action is coordinated, and processes are in control. Timing is the primary concern, and when things go well, one can say it is like clockwork. The telltale characteristic of good Implementation is smoothness.

## Stage 6: High Performance



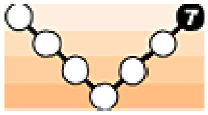
Question:
**Wow!**

When people on a team trust one another, the quality of the relationships flows over into their performance and elevates it. At times, a team might reach High Performance, whose keys are:

- **Spontaneous Interaction:** Ease of interaction among members;
- **Synergy:** Multiplying the impact of the individuals through the effect of their working relationships; and
- **Surpassing Results:** Achieving extraordinary outcomes.

High performance is defined first by the quality of the outcome. It is a sizable cut above merely "OK." it is something to behold. New heights are reached, impassable obstacles overcome, seemingly impossible goals achieved. What a high-performing team produces is unique and superior, in part defined by the character of the team. Beyond the work products, the *process* of high performance in action looks different. People on the team are at ease with one another. They are OK with conflicts, dislikes, or mistakes, because their fundamental relationships are so sound. Individuals are not slowed by self-consciousness about themselves and the team. They get lost in the work. They turn to one another without giving it a thought, assuming the other will be there. It is this easiness in the relationships that enables the synergy, flow, flexibility, and intuitive communication among members. Through these, the team can reach high performance, infusing its work with its own spirit and creativity and lifting it to a level that is its own.

## Stage 7: Renewal




Question:
**Why continue?**

The central question presented by the Renewal lens is "Why?" the same as in Orientation. In Orientation the question is "Why form as a team?" Whereas in Renewal the question is "Why go on?" The keys to team Renewal are:

- **Recognition and Celebration:** Adequately recognizing and celebrating team members and their work;
- **Change Mastery:** Managing and coping with changes as they occur within and without; and
- **Staying Power:** Sustaining the team's energy for its work.

Asking "Why continue?" happens not only at the end of a project or cycle, but almost continuously: at returns from breaks in the work, at transition points, upon the completion of milestones or phases of the work, with fundamental changes in direction, with changes in membership, or with shifts in external circumstances. In addition to staying in touch with the question "Why am I here?" Renewal is about doing what it takes to maintain a positive answer to the question. It's about coping with changes in oneself, team membership, the nature of the work, and the environment. The Renewal stage is about acknowledging and appreciating the energy invested in the work thus far, but also about sustaining and renewing.

For more information on the Drexler/Sibbet Team Performance Model and other tools available from The Grove Consultants International, call them at 415/561-2500 or visit http://www.grove.com/services/tool_modeltp.html

## *Toolkit for Small Group Work*

***1: Tools for Group Roles***

1A. Description and Skills
1B. Sharing Roles
1C. Checklist for Group Leader
1D. Checklist for Group Facilitator/Process Coach
1E. Checklist for Group Members
1F. Checklist for Assessing Individual Group Skills

***2: Tools for Identifying and Handling Group Stages***

2A. Typical Behaviors at Different Group Stages
2B. Recommended Focus and Actions of Leader and Facilitator/Process Coach at Different Group Stages

***3. Tools for Choosing to Work in Group Effort***

3A: When to Use "Real-Team" versus "Single Leader" Unit
3B. Key guidelines for working responsibly with others, no matter who reports to whom (like your FAIMER teams!!!)

## Tool 1: Roles and skills needed in Small Group work

### Tool 1A: Description and Skills

| ROLE | DESCRIPTION | SKILLS |
|---|---|---|
| ***LEADER***<br>- Tasks & content | Guide tasks and content of group.<br>Manage administrative details, maintaining all team reports.<br>Provide training as needed.<br>Coordinate with other units in organization. | Organize and coordinate.<br>Encourage and empower others to participate.<br>Know area and improvement opportunity |
| ***FACILITATOR/ PROCESS COACH***<br>- Process dynamics & interpersonal interactions | Manage group dynamics, guiding and supporting effective interpersonal interactions.<br>Intervene when member behaviors hinder group's progress.<br>Coach individual members, if necessary.<br>Coordinate team activities with organization. | Observe behaviors of other.<br>Listen empathically.<br>Give positive and negative feedback.<br>Resolve conflict and manage groupthink. |
| ***MEMBERS*** | Participate in problem solving/improvement process.<br>Volunteer for roles of timekeeper, scribe, minute taker, reporter and other tasks.<br>Monitor own ability to be an effective group member. | Know the problem or improvement opportunity.<br>Collaborate with others.<br>Willingness to learn. |

## Tool 1B: Sharing Roles

| TASKS | LEADER | FACILITATOR/ PROCESS COACH | MEMBERS |
|---|---|---|---|
| **MEETINGS AND AGENDAS** | *Handle/delegate/get volunteers for logistics for meetings; i.e., schedule meetings, arrange for room, flip charts, etc.<br>*Assist group in developing agenda and distributing agenda in advance of meetings. | *Maintain group progress checks and provide group with feedback,<br>*Attend all group meetings.<br>*Coordinate group activities with rest of organization. | *Attend all meetings.<br>*Prepare assigned tasks for meetings. |
| **DISCUSSION** | *Focus discussions and activities on objectives. | *Help group maintain focus. | *Share knowledge and information. |
| **DYNAMICS** | *Ensure all members participate, controversial issues are addressed, and time is not spent dealing with irrelevant issues. | *Intervene when progress is hindered. | *Identify personal behaviors and their effect on group (know your own MBTI)! |
| **TASKS** | *Ensure proper division of tasks among members, including flip charter, minute taker, time keeper, collecting data, interviewing, writing reports, making presentations, etc. | *Intervene if members are not adhering to the "Rules of Trust." | *Share tasks, including flip charter, minute taker, time keeper, collecting data, interviewing, writing reports, making presentations, etc.<br>*Establish and abide by "Rules of Trust" and operating procedures. |
| **TOOLS** | *Suggest appropriate analytic tools; e.g., Pareto chart, Cause & Effect diagram, Brainstorming. | *Develop, coordinate and provide training. | |
| **DECISIONS** | *Obtain group consensus on key decisions. | *Promote open dialogues to reach consensus. | *Promote and participate in obtaining consensus. |
| **FOLLOW-UP** | *Distribute minutes.<br>*Plan and evaluates each meeting with facilitator and advisor. | *Assist leader to plan and evaluate each meeting. | |

## Tool 1C: Checklist for Group Leader

| *Place a (+) if the statement is true and a (-) if you believe you need to improve.* | ⇐ | | Date of Meeting | | | ⇒ | | |
|---|---|---|---|---|---|---|---|---|
| **Planning meeting** | | | | | | | | |
| Scheduled facilities (i.e., including flip charts, markers, refreshments, etc.). | | | | | | | | |
| Prepared copies of meeting handouts when appropriate. | | | | | | | | |
| Conducting meeting | | | | | | | | |
| Reviewed progress to date. | | | | | | | | |
| Reviewed agenda including objectives for each item. | | | | | | | | |
| Requested and incorporated any changes to agenda. | | | | | | | | |
| Requested volunteers for minute recorder, timekeeper, and flip charter. | | | | | | | | |
| Initiated dialogue on agenda items. | | | | | | | | |
| Encouraged participation by all members. | | | | | | | | |
| Encouraged/clarified different points of view. | | | | | | | | |
| Suggested tools (i.e., Pareto, Cause & Effect, Brainstorming, etc.). | | | | | | | | |
| Assured consensus on major decisions. | | | | | | | | |
| Requested volunteers for assignments (i.e., collect data, prepare charts). | | | | | | | | |
| Summarized team decisions and assignments. | | | | | | | | |
| Prepared agenda for next meeting | | | | | | | | |
| **Following up on the meeting** | | | | | | | | |
| Reviewed meeting with facilitator. | | | | | | | | |
| Distributed minutes within team's agreed to time frame. | | | | | | | | |

Use the following space to list actions for improvement:

## Tool 1D: Checklist for Facilitator/Process Coach

| *Place a (+) if the statement is true and a (-) if you believe you need to improve.* | ⇐ Date of Meeting ⇒ | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| Planning meeting | | | | | | | | |
| Prepared ice breakers/team building exercise for meeting. | | | | | | | | |
| | | | | | | | | |
| Conducting meeting | | | | | | | | |
| Conducted ice breakers/team building exercise for meeting. | | | | | | | | |
| Ensured balanced discussion. | | | | | | | | |
| Ensured members are respected, heard and understood. | | | | | | | | |
| Protected people and ideas. | | | | | | | | |
| Ensured information is shared and heard. | | | | | | | | |
| Ensured true consensus is reached. | | | | | | | | |
| Instructed team in tools as needed. | | | | | | | | |
| Provided team feedback. | | | | | | | | |
| Assisted team in evaluating progress at close of meeting. | | | | | | | | |
| | | | | | | | | |
| Following up on the meeting | | | | | | | | |
| Reviewed meeting with Team Leader. | | | | | | | | |
| Met privately with difficult team members (last resort). | | | | | | | | |
| Prepared progress check summaries. | | | | | | | | |
| Communicated team decisions and questions. | | | | | | | | |
| | | | | | | | | |

Use the following space to list actions for improvement:

## Tool 1E: Checklist for Group Members

| *Place a (+) if the statement is true and a (-) if you believe you need to improve.* | ⇐ Date of Meeting ⇒ | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| Planning meeting | | | | | | | | |
| Completed assignments on time. | | | | | | | | |
| | | | | | | | | |
| Conducting meeting | | | | | | | | |
| Arrived to meeting on time. | | | | | | | | |
| Abided by the Ground Rules. | | | | | | | | |
| Used basic courtesies (one speaker at a time, no criticism, etc.). | | | | | | | | |
| Empathically listened to others' ideas. | | | | | | | | |
| Actively participated. | | | | | | | | |
| Shared knowledge and information. | | | | | | | | |
| Respected others' ideas or feelings. | | | | | | | | |
| Appreciated the diverse expertise of each member. | | | | | | | | |
| Volunteered for timekeeper, minute recorder, flip charter, etc. | | | | | | | | |
| Volunteered for assignments (i.e., data collection, chart preparation, etc.). | | | | | | | | |
| | | | | | | | | |
| Following up on the meeting | | | | | | | | |
| Reviewed minutes. | | | | | | | | |
| Prepared for next meeting. | | | | | | | | |
| | | | | | | | | |

*USE THE FOLLOWING SPACE TO LIST ACTIONS FOR IMPROVEMENT:*

## Tool 1F: Checklist for Assessing Your Individual Group Skills

| Behavior | Never | Occasionally | Often |
|---|---|---|---|
| ***Task/Content Skills*** | | | |
| I suggest a procedure for the group to follow, or a method for organizing the task | | | |
| I suggest a new idea, new activity, new problem or new course of action | | | |
| I attempt to bring the group back to work when joking, personal stories or irrelevant talk goes on too long | | | |
| I suggest, when there is confusion, that the group make an outline or otherwise organize a plan for completing the task | | | |
| I initiate attempts to redefine goals, problems or outcomes when things become hazy or confusing | | | |
| I elaborate on ideas with concise examples & illustrations | | | |
| I suggest resource people to contact, and I bring in materials | | | |
| I present the reasons behind my opinions | | | |
| I ask for the significance and/or implications of facts & opinions | | | |
| I see and point out relationships between facts and opinions | | | |
| I ask a speaker to explain the reasoning that led him/her to a particular conclusion | | | |
| I pull together and summarize various ideas presented | | | |

| | | | |
|---|---|---|---|
| ***Process/Interpersonal Skills*** | | | |
| I ask others for information and/or opinions | | | |
| I relate my comments to previous contributions | | | |
| I test to see if everyone agrees with, or understands, the issue being discussed, or the decision being made | | | |
| I summarize the progress the group has made | | | |
| I encourage other members to participate and try to unobtrusively involve quiet members | | | |
| I actively support others when I think their point of view is important | | | |
| I try to find areas of agreement in conflicting points of view and try to address the course of the problem (e.g. “How could we change … so that you could support it?”) | | | |
| I use appropriate humor to reduce tension in the group | | | |
| I listen attentively to others’ ideas and contributions | | | |

## Tool 2: Identifying and Handling Group Stages:

### Tool 2A: Typical behaviors in different stages

| | FORM | STORM | NORM | PERFORM |
|---|---|---|---|---|
| ***TASK (IT)*** | Orientation | Organization | Information Flow | Problem solving |
| ***PERSONAL (I)*** | Inclusion | Control | Openness | Collaboration |
| ***INTERPERSONAL (WE) PARTICIPATION*** | Dependent Uneven, tentative | Conflict Active, attempts to influence, develop cliques | Cohesion Balanced, encouraging others | Interdependent Balanced, supportive |
| ***TRUST*** | Feedback & disclosure absent, minimal risk taking | Hidden agendas sensed, testing limits, limited candor | Confiding in each other, patching up old conflicts, personal sharing | Experimentation, risk taking, candor, equal distribution of tasks |
| ***FLEXIBILITY*** | Easily swayed, cautious, quiet defiance | Low tolerance for others' input, choosing sides, bickering | Active listening, willing to let go | Build on individual strengths, go with the flow |
| ***HANDLING DIFFERENCES*** | Differences played down | Expressed differences, defensiveness, impatience with process | Recognize and discuss differences, high data flow | Respect and value differences, win-win |
| ***OWNERSHIP*** | Complaints about others or organization, blaming, intellectualizing | Selfish interests, competition, struggle for leadership | Sense of team cohesiveness, sense of accomplishment | High commitment, leadership shifts naturally, loyal to the group |

Our team is in ______________________________________________________________

Our team is having difficulty with ________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

## Tool 2B: Focus/Actions of Leader and Facilitator at Different Group Stages

| Stage | Leader Focus & Actions | Facilitator/Process Coach Focus & Actions |
|---|---|---|
| Forming | **Directive and task focused.**<br>•Use one-way communications to review goal, process, group roles and meetings.<br>•Check to be sure agenda and objectives are clear. Encourage "doable" stretch goals and standards.<br>•Check to be sure members understand why they are doing things, developing Rules of Trust<br>•Avoid compromising group goal for political issues.<br>•Exhibit personal commitment to goal and confidence in the group's ability to achieve it.<br>•At close of meetings, ask members to briefly paraphrase decisions and assignments. | **Self-disclosure, openness and listening.**<br>•Open meetings with icebreakers that encourage disclosure and personal interaction (e.g. have people share favorite activities, best part of job, an excellent teamwork experience, break group into pairs so members can get to know each other).<br>•Listen to what is <u>not</u> said. Observe non-verbal cues of discomfort, apprehension, and confusion. Ask, "What's going on?" This can be directed at an individual member or the whole group.<br>•Demonstrate disclosure by openly expressing your own feelings. Encourage members to openly express feelings.<br>•Monitor for balanced participation.<br>•At close of meetings, ask members to evaluate the meeting, i.e., what was good, what could be improved. Tie responses to the "Rules of Trust." |
| Storming | **High task and high relationship focus.**<br>•Maintain flexibility on achieving the agenda's objectives, but adhere to the process.<br>•Clarify tasks, provide the "whys" and encourage questioning. Obtain buy-in and consensus.<br>•Use two-way communications, encouraging and supporting transfer of responsibilities to group.<br>•Constructively resolve disputes. If conflicts become heated, ask for consensus to change the agenda and spend the time resolving the conflicts. | **Provide positive and negative feedback. Create safe environment.**<br>•Monitor participation, tracking who says what and use it to provide positive feedback.<br>•Provide feedback if participation becomes unbalanced, i.e., "John you've had 15 minutes to give your opinion. Let's go around the table and hear from the others."<br>•Acknowledge angry, hostile, defensive statements. Encourage discussing feelings, i.e., "Mary, I can tell you're really dissatisfied. How are others feeling?"<br>•Intervene when members are not abiding by the "Rules of Trust," i.e., "We agreed to no side conversations."<br>•Intervene *immediately* if there are personal attacks and blaming statements. Protect members' ideas and issues.<br>•If members are allowing their self-interests to dominate ask, "What are the 3 primary benefits to listening to each other and working as a team?"<br>•At meeting end, ask members to evaluate the meeting, i.e., what was good, what could be improved. Check for changes to and consensus on the Rules of Trust. |

| | | |
|---|---|---|
| Norming | **Low task and high relationship focus.**<br>•Open the meeting and take the lead in discussions when others' don't.<br>•Encourage responsibility for and a sharing of tasks in the members.<br>•Celebrate the cohesion, develop a group identity, and take group photos. | **Explore differences, uncover unspoken issues and encourage self-critiques.**<br>•Use icebreakers to encourage creativity, looking at things from different perspectives, i.e., brainteasers, paradigm shifters, etc.<br>•Monitor for group think. If issues don't seem to be fully discussed, check for other points of view, i.e., "Susan, what is your opinion?"<br>•Balance discussion and dialogue. Encourage dialogue by asking "Could the opposite be true?" ***Discussion*** (tool to present/defend different views, to develop action bounded by views presented). ***Dialogue*** (tool to explore different views to discover a new view and actions evolve. Judgments and assumptions are suspended. Each member must see the others as colleagues, without adversary or hierarchy.<br>•At meeting end ask why things went well or why there were difficulties. Tie responses to group growth. |
| Performing | **Low task and low relationship.**<br>•Empower the members to conduct the meetings and process.<br>•Maintain leadership responsibilities through delegation.<br>•Periodically reinforce the team excellent work. | **Encourage group towards self-intervention and self-management.**<br>•Use icebreakers that encourage collaboration and self-direction, i.e., ways to celebrate our group experience, things I want to share with others about the experience.<br>•If conflict arises or the team becomes unfocused, ask what is happening and what *they* need to do to fix it.<br>•Coach the group in facilitation skills.<br>•Plan session to celebrate progress and validate each other. |

## Tool 3. Tools for Choosing to Work in Group Effort

### Tool 3A: When to Use "Real-Team" versus "Single Leader" Unit

***Katzenbach, JR and Smith, DK. The discipline of virtual teams.* Leader to Leader. *Fall 2001. 16-25.***

*"Single-Leader Unit"*
**Discipline**

***.Individual goals add up to group's purpose (performance outcome)***
Members work mostly on individual tasks that match their skills
Work products (outcomes) are mostly individual
Rigorous working approach driven by leader

Strong individual accountability

*"Real-Team"*
**Discipline**

Compelling "performance purpose" – exceeds sum of individual goals
Members work jointly to integrate complementary talents & skills
Work products (outcomes) are mostly collective or joint efforts
Adaptable working approach shaped & enforced by members
Mutual plus individual accountability

*Both Disciplines Need "Working Group Fundamentals"*

Understandable charter
Good communication
Clear member roles
Time-efficient process
Reasonable accountability

**Tool 3B: Guidelines for working responsibly - no matter who reports to whom**

Avery, Christopher M. Individual-based teamwork – teamwork isn't just a group process. This time it's personal. *Training & Development*. January 2002. 47-49.

- *Develop your ability to respond*. Distinguish between accountability (agreement to be held to account for some result; can assign) and responsibility (feeling of ownership; must be self-generated).
- *Commit to exercising your responsibility every day*.
- *Retain your personal power*. Accept your power to make or break a collaborative arrangement.
- *Increase your provocability*. Call "foul" (respectfully) at the earliest sign of agreements not being honored. And, expect to be called on your agreements.
- *Experience judgments fully and then let them go*.
- *Learn from every upset*.
- *Master your intentions*. Know and picture your outcomes.
- *Live and work on purpose*.
- *Open a new relationship with a contribution*. (intention, information, energy, access, resources)
- *Be a present hero by serving yourself and your team simultaneously*.

## *Tools for Meeting Management*

1. Meeting Template
2. Generating and Organizing Ideas/Creativity
    a. Brainstorming
    b. Walkabout brainstorming
    c. Nominal group technique
    d. Affinity diagram
    e. Six thinking styles
3. Decision Making Options
    a. Decision-making hierarchy
    b. Multi-voting
    c. Gradients of agreement for reaching consensus
4. Examples of Group Norms and “Rules of Trust”
5. Examples of Tools to Evaluate Group Work

## Tool 1. Agenda Template

Leader/Facilitator: Process Coach: Recorder:
Members Present:

| Item | Discussion | Conclusion | Action |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| **CELEBRATIONS!!** | | | |
| **Meeting Feedback:** | | | |

**NEXT MEETING:** **Date:** **Time:** **Location:**

## Tool 2. Generating and Organizing Ideas/Creativity

### Tool 2A: Brainstorming

A successful brainstorm involves everyone, encourages creativity, generates excitement and energy, and separates people from the ideas that they suggest.

- Start by reviewing the topic so that everyone understands the issues
- Give people a minute or two of silent thinking time and/or have participants briefly share their ideas with a neighbor. These two approaches accommodate different thinking styles.
- When ideas start to flow, let them come. Wild and farfetched ideas are encouraged!
- No discussion, evaluation or criticism of ideas during brainstorm. That will come later.
- Hitchhike - build on the ideas of others
- Write all ideas on a flipchart so everyone can see them. (15 minutes should provide a great list!)
- Be sure to find a way to bring closure to the session. Prioritizing the list using multi-voting or Las Vegas voting will provide the most promising ides.
- Follow up with participants to let them know how their ideas were used.

### Tool 2B: Walkabout brainstorming

This exercise is designed for situations where you want to solicit everyone's ideas but have a limited time to complete the task.
Topic areas (recommended maximum of 6) are written on flip charts, with one topic area for each "station."
Divide the number of people you have by the number of stations or topics you wish to brainstorm about. (Example: with 6 topics and 24 people, split the group into sub-groupings of 4 each).
Place each subgroup in front of a topic, and have them brainstorm for 3-4 minutes, listing all of their responses to that topic on the flip chart.
At the end of the designated time, have each group rotate to the next topic. At the new topic area, the group reviews the previous brainstormed list, checks off the ideas that they agree with, and then adds their own ideas to the list.
Continue the process until all groups have brainstormed ideas and noted agreement for each topic area.

## Tool 2C: Nominal Group Technique (NGT)

A possible alternative to brain storming is NGT, a structured variation of small group discussion methods. The process prevents the domination of discussion by a single person, encourages the more passive group members to participate, and results in a set of prioritized solutions or recommendations. The steps to follow in NGT are:

- Divide the people present into small groups of 5 or 6 members.
- State an open-ended question: What are some ways we could encourage students to be more engaged in PBL?
- Have each person spend several minutes in silence individually brainstorming all the possible ideas and jot these ideas down.
- Have the groups collect the ideas by sharing them round-robin fashion (one response per person each time), while all are recorded on a flipchart. No criticism is allowed, but clarification in response to questions is encouraged.
- Have each person evaluate the ideas and individually and anonymously vote for the best ones (for example, the, best idea gets 6 Points, next best 4 Points, etc).
- Share votes within the group and tabulate. A group report is prepared, showing the ideas receiving the most points.
- Allow time for brief group presentations on their solutions.

## Tool 2D: Affinity diagram

An affinity diagram is based on the concept that information or ideas can be grouped together because they have an "affinity" for each other. It is used as a way to organize a lot of listed information, such as that which occurs in a brainstorming session, when people present future scenarios, or when organizing output from a large number of task groups.

- Record each idea on index cards or Post-Its.
- Randomly lay out completed cards/Post-its on a wall, table, of flip chart.
- Working in silence, have participants (limit number to those who can work comfortably in the space) move the cards/Post-its into groupings. Cards/Post-its can be moved an unlimited number of times, and it is OK to move more than one card/Post-it at a time or merge groups of cards/Post-its. Cards/Post-its cannot be removed; one card/Post-it can be considered a "group."
- If disagreements appear - e.g., two people keep moving one card/Post-it back and forth between two groups - create another card/Post-it with the same idea and put one in each group.
- The sorting process is complete when people back away from the cards/Post-Its and the sorting stops.
- Ask the participants to label groupings by writing a "header" card that captures the central theme of that grouping.
- Transcribe all groupings, and distribute to all participants.

## Tool 2E: Six Thinking Styles

Dr. Edward de Bono developed a technique called Six Thinking Hats to help teams stay focused on creative problem solving by avoiding negativity and group arguments. The six styles of thinking involve participants in a type of mental role play that increases mental flexibility and prevents “groupthink.”

**White Hat** thinking requires participants to consider only the data and information at hand. Group members put aside proposals, arguments, and individual opinions and review only what information is available or required.

The **Red Hat** gives participants the opportunity to present their feelings or intuition about the subject without explanation or need for justification. This hat helps groups bring conflict to the surface and allows members to air feelings openly without fear of retribution, encouraging risk taking and right-brain thinking.

**Black Hat** thinking calls for caution and critical judgment. Using this hat helps groups avoid groupthink and proposing unrealistic solutions. This hat should be used after the group has generated lots of ideas so that creativity is not stifled.

The **Blue Hat** is used for process control to help groups evaluate the thinking style and determine if it is appropriate. This hat allows members to ask for summaries and helps the team progress when it appears to be off track. It is useful for "thinking about thinking."

The **Green Hat** makes time and space available for creative thinking. When in use, the group is encouraged to use divergent thinking and explore alternative ideas or options.

The **Yellow Hat** is for optimism and a positive view of things. When this hat is in use, group look at the logical benefits of the proposal. Every Green Hat idea deserves some Yellow Hat attention.

### How to use the six thinking styles technique

This technique can be used during and between meetings as follows:

A thinker puts on or takes off one of the hats
The meeting facilitator or group leader asks a thinker to put on or take off one of the hats
All thinkers put on one hat for a period of time
Each thinker is assigned a different hat to wear for a period of time
All thinkers wear hats they do not normally wear

***Adapted from* The Team Handbook, *3rd edition, peter Scholtes, Brian Joiner and Barbara Streibel, Oriel Incorporated.***

## Tool 3: Decision Making Options

### Tool 3A. Decision-Making Hierarchy

SINGLE OR SMALL POWER/INFLUENCE GROUP
1 or a few people (small power/influence group) make decision

MAJORITY
Over 50% of members present vote for one proposal;
Majority gets something they are happy with;
Minority get something they may not want at all.

CONSENSUS
Group finds a proposal acceptable enough that all members
can support it and live with it;
no member opposes it, though may not be first priority
(See the Gradients of Agreement on the next page.)

MULTI-VOTING OR NOMINAL GROUP TECHNIQUE
(STRUCTURED CONSENSUS PROCESS)
Each person has multiple votes or points they place on list of options;
likely that everyone will get something they want.

UNANIMOUS
Everyone votes for the proposal; everyone is totally satisfied

## Tool 3B. Multi-Voting

During brainstorming efforts, people generate long lists and then have to sort through and evaluate the ideas that are generated. Multi-voting helps a group to determine where to begin action by creating a sense of priority and defined next steps. The process is useful for choosing between alternatives and for ranking priorities, and is a powerful way to let people know that their voice is equal to anyone else's in the room. There are two approaches:

***<u>Regular multi-voting</u>***

People are asked to vote for a series of choices with their dots. They are given anywhere from 2-7 dots and asked to place one dot each on the ideas, proposals or options they are interested in.

***<u>Las Vegas voting</u>***

Again, give participants 2-7 dots and ask them to distribute among the ideas as they choose. This means that they can put 1, 2, 3 or all of their votes (stacking their votes) on one particular item if they wish to.

After either the regular multi-voting or Las Vegas voting process, count up the votes and prioritize the list, focusing on the top 3 or 4 items.

## Tool 3C: Gradients of Agreement for Reaching Consensus

This tool can help groups define acceptable consensus. It helps establish a non-threatening environment in which participants can feel comfortable expressing their honest views about a decision. Groups, seeing the different views, can then "massage" the decision to increase group ownership.
You can use the following sample scale in an informal way, drawing a line on a flip chart, and asking people where along the line they would put themselves in regard to the decision.

| | | |
|---|---|---|
| ***1.*** | ***Endorsement*** | ***"I like it."*** |
| 2. | Endorsement, with minor point of contention | "Basically I like it." |
| 3. | Agreement with reservations | "I can live with it." |
| 4. | Abstain | "I have no opinion." |
| 5. | Stand aside | "I don't like this, but I don't want to hold up the group." |
| 6. | Formal disagreement, but willing to go along with the majority | "I want my disagreement noted in writing, but I'll support the decision." |
| 7.<br>8. | Formal disagreement, with request to be absolved on responsibility for implementation | "I don't want to stop anyone else, but I don't want to be involved in implementing it." |
| | Block | "I veto this proposal." |

***Resources for this and alternative methods: Sam Kaner. Facilitator's Guide to Participative Decision-Making.***

## Tool 4: Examples of Group Norms or "Rules of Trust and Respect"

***Common Basic Ground Rule Issues and Examples***

| | |
|---|---|
| Attendance<br>Promptness<br>    Arrive on time – end on time<br>Meeting place and time<br>Agendas, minutes and records<br>    Stick to the agenda - leave own agenda at the door.<br>    Don't lose an idea – use an "Issues sheet"<br>    Minutes done when fresh<br>Assignment expectations<br>    Assignments done on time.<br>Rotation of routine group responsibilities (recorder, time keeper, etc.)<br>Confidentiality boundaries<br>Decision making<br>    Seek common ground<br>    Abide by consensus<br>    Agree to disagree | Participation and conversational courtesies<br>    Leave rank at the door<br>    Everyone is invited to participate; your silence will be assumed to be in agreement with what is being said in the group<br>    No side conversations. Only one person speaks at a time in the group.<br>    Differences, disagreement and dissent are OK. We'll air them, attempt to understand their origins, take note of them, move on.<br>    People can only speak for themselves, not for others at the table, others in their department or the school.<br>Self-responsibility<br>    Pain is optional (Speak up if you're not learning; take care of self physically).<br>    Have fun! |

***Example (modified) from a group working on race relations***

| | |
|---|---|
| I will participate fully<br>I will speak for myself (and not for others)<br>I will listen (with fascination); everyone has something to offer<br>I will respect other people and their life experience<br>I commit to the process (stay the entire time)<br>I commit to the assignments | I am responsible for my own learning<br>I am accountable to the group for my work<br>I will hold accountable other members of the group for what they say they want to be and for the actions they choose to take<br>I will hold confidentiality within the group<br>I will not process my feelings through other people |

## Tool 5: Examples of Tools to Evaluate Group Work

At the end of every small group meeting, it is important to stop and assess in order to:

- Make adjustments to keep group on track
- Generate specific ideas to improve future group work
- Build a habit of continuous improvement
  - Are we doing the right things ***(effectiveness)***?
  - Are we doing things right ***(efficiency)***?
- Build an atmosphere of candid discussion without blame

***Simple process for group feedback***

Go around the group, and have everyone:

- offer their reaction to the session.
- respond to what would they like themselves, the group as a whole, or a group member to START, STOP, DO LESS OF, or DO MORE OF.

say what they LIKED, would LIKE TO IMPROVE for himself/herself or whole group.

***Simple written tool to gather feedback anonymously and then discuss[1]***

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Generally speaking, our work on our **task** was: *(On a scale with 1 the descriptor on left & 7 the descriptor on right)* | | | | | | | | |
| Disappointing | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Great |
| Rambling | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Very focused |
| Lethargic | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Energetic |
| For our next meeting, we should try: | | | | | | | | |
| Our group **process**: *(On a scale with 1 the descriptor on left & 7 the descriptor on right)* | | | | | | | | |
| Was unstructured | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Was structured |
| Distracted us from task | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Facilitated our task |
| Scientific | 1 | 2 | 3 | 4 | 5 | 6 | 7 | "Shooting from the hip" |
| Was divisive | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Was cooperative |
| For our next meeting, we should try: | | | | | | | | |

[1] Scholtes, ibid. Jane E. Henry and Meg Hartzler. Tools for Virtual Teams. Milwaukee, WI; ASQ Quality Press, 1998.

## Team Building without Time Wasting.

Marshall Goldsmith and Howard Morgan.
In Kelly, Goldsmith and Company. 1998.

1. Ask each member of the team to confidentially record their answers to the following, using a 1-10 scale (with 10 = ideal):
   - How well ***are*** we doing in terms of working together as a team?
   - How well do we ***need to be*** doing in terms of working together as a team?
2. Have a team member calculate the results. Discuss. If see need to improve, you can go on to the following:
3. Ask the team, "If every member could change 2 key behaviors which would help us close the gap between ***where we are*** and ***where we want to be***, which 2 behaviors should we all try to change?"
4. Help members prioritize all the behaviors (many will be similar) and (using consensus) determine the two most important behaviors to change (for all members).
5. Have each member have a 1-on-1 dialogue with another member. Each will request that their colleague suggest two areas for personal behavioral change (other than the two already agreed upon by the group) that will help the team close the gap between ***where we are*** and ***where we want to be***. (takes about 5 minutes each. If there are 7 team members, each team member will participate in six brief 1-on-1 dialogues).
6. Let each team member review his/her list of suggested behavioral changes and choose two that seem most important, and then announce them to the group.
7. Encourage each member to ask for a brief (5 minute) "progress report" from each other on their effectiveness in demonstrating the two key behaviors common to all, and the two individual behaviors.
8. Conduct a mini-survey follow-up process in about 4 months – where every member will receive confidential feedback from all other team members on his/her perceived change in effectiveness. Items include:
   - the 2 common group behaviors (-3 less effective … 0 no perceptive change…3more effective – and also, no change needed, not enough information)
   - the 2 individual behaviors (same scoring as above))
   - an item that assesses how much the individual has been following up with other members. (no perceptible, little, some, frequent, consistent follow up)
9. Have an outside person calculate and prepare a confidential report for each member.
10. In a team meeting, each member discusses key learning, and asks for further "feedforward" suggestions in brief 1-on-1 dialogue.
11. Review the summary results with the team regarding the two team behaviors. Provide positive recognition for changes and increased effectiveness. Encourage to keep continuing focus and improvement. Continue the entire process as needed.
12. Continue monthly brief "progress reports."
13. One year later, conduct summary session with final mini-survey.
14. Ask team if more work is needed – if not, "declare victory" and work on something else!

## World Wide Web Resources

Downloadable Team Worksheets from *The Team Handbook*, 3rd edition. www.teamhandbook.com Log on, entering all of the information in the required fields. Password = teams. Worksheets are available for the following:

- Brainwriting form
- Charter worksheet
- Charter template
- Closure checklist
- Communication planning worksheet
- Failure Mode Effect Analysis (FMEA)
- Joint review meeting notes worksheet
- Meeting agenda and minutes
- Meeting observation form 1: examples of contributions
- Meeting observation form 2: patterns of contributions
- Meeting skills checklist
- Planning grid
- Presentation preparation worksheet
- Prioritization matrix
- Progress checklist
- Project planning template
- Project selection worksheet
- Responsibility matrix
- SIPOC (Suppliers, Inputs, Processes, Outputs, customers) worksheet
- Stakeholder commitment planning form

## *Tools for Project Management*

2A. Basic Project Parts – Checklist
2B. Developing Project Vision
  a. Visioning
  b. History from the future
2C. Enrolling People
  a. Two-minute presentation
  b. Networking
  c. Stakeholder identification
  d. Guiding coalition
  e. Stakeholder commitment scale
2D. Project Charter
2E. Backward Planning Flow Charting
2F. Responsibility Charting
  a. Role and responsibility matrix
  b. Responsibility and approval charting of stakeholders
2G Project Protection Charting
  a. Disruptive event visualization
  b. Critical moments and critical incident paths
2H. Gantt Charting
2I. System Assets and Challenges
  a. Asset Review
  b. Gaining a Systems Perspective of Strengths and Challenges
2J. Logic Model
2L. Grove Game Plan

## Tool 2A. Project Parts – Checklist[1]

| Project Stage | Sub-parts | Functions Covered | Toolkit for Project Work |
|---|---|---|---|
| **Initiate** | Idea generation | Find and create concept.<br>Identify idea worth doing | *2B: Visioning<br>*2B: History from the Future |
| | Selling | Sell the idea; sweep people in. | *2C: Enrolling |
| **Plan/design/define** | Scope | What's in and what's out? Define objective, project boundaries, stakeholders | ***2D: Project charter**<br>***2L: Grove Game Plan** |
| | Work breakdown structure | *Flow chart of tasks<br>*Time frame<br>*Responsibility & accountability matrix<br>*Acceptance criteria – Quality needed? How measure success? How know made improvement?<br>*Cost planning – budget & resources needed – assessment of skills needed<br>*Risk planning (project protection) – What could go wrong? What will we do about it? | ***2E: Backward planning**<br><br>***2F: Responsibility chart**<br><br><br><br><br><br>***2G: Project protection charting** |
| | Communications plan | Keep stakeholders informed | *1A: Meeting template |
| | Procurement plan | Make or buy decisions | |
| | Change management plan | | |
| **Execute/control** | Implement, install, test, produce | *Tracking status<br>*Contingency plans | ***2H: Gantt chart** |
| | | *Managing changes to scope, schedule, budget, quality | ***2I: Gaining systems perspective of strengths & challenges** |
| | | *Feedback loops<br>*Taking corrective action | *1C: Group ground rules<br>*1A: Meeting feedback |
| **Close out/hand off** | Comparison with project plan | Evaluate | |
| | Recommendations for future | *Lessons learned<br>*Feedback from stakeholders and project group | |
| | Closure | *Administrative closure<br>*Close out report | |

[1] Adapted from Project Management Institute

## Tool 2B: Developing a Project Vision

### Visioning

**Look ahead to successful completion of your project – bringing an idea worth trying to action in place.**

- Paint a vivid picture in your mind of the condition you want to create.
- See it as ***already happening***.
- Create a crystal clear picture of what that looks like.
  - What is happening?
  - What are other people doing?
  - What are you doing?
  - How are you and they feeling?

### History from the future

**This tool adds a time line to the above vision. As you consider the above vision, visualize:**

- What steps did you and others take to achieve this action?
- What feelings did you have throughout the project?
- What circumstances and people were barriers to your success?
- How did you overcome these difficulties?

Now, tell this story to someone, AND tell it in the ***PAST TENSE***, as if it has already happened.

## Tool 2C: Enrolling

### Two-minute presentation

- Develop a ***2-minute presentation*** of your project – the 2-minute elevator speech – the 2-minute sound bite.
- Consider various stakeholders you want to enroll, and tailor the 2-minutes to them.
- Make this presentation so powerful that listeners will want to participate in, support, and contribute to your project.

### Networking

**Successful projects are *not solo events.* You will need all the support you can get, including people who can:**

List the names of the people you plan to include in your network, and the roles you'd like them to play. The more powerful your network, the more empowered your project is.

| Role | Person |
|---|---|
| Give advice | |
| Give access to resources | |
| Open doors | |
| Give reality check | |
| Cheerlead | |
| | |
| | |
| | |
| | |

### Stakeholder identification

**People work on projects that look to them like a *game worth playing*. What can you offer to people that will interest them, such as?**

- Meeting new people
- Challenge
- Fun
- Opportunity to make a difference
- Visibility
- Learning new competencies

Consider the people you'd like to work on your project.

| Person | What would interest them to join the project? |
|---|---|
| | |
| | |
| | |
| | |
| | |

## Guiding Coalition

**Create a Guiding Coalition to help you in championing your change project. Consider people that fit the following criteria:**

| Criteria | People or Stakeholder Groups |
|---|---|
| Cross-Slice of Critical Stakeholders | |
| Those with Credibility | |
| Varied Expertise Required for the Project | |
| People with Ability to Drive Change | |
| People with Ability to Implement Change | |

## Stakeholder Commitment Scale

Level of commitment necessary from stakeholder = O

Level of commitment currently demonstrated = X

Focus on the largest gap between X and O

| Level of Commitment | Dean | Dept. Head | Faculty |
|---|---|---|---|
| **Enthusiastic** – will work hard to make it happen | | O | |
| **Helpful** – will lend appropriate support | | | O |
| **Hesitant** – holds some reservations; won't volunteer | | X | |
| **Indifferent** – won't help; won't hurt | O | | X |
| **Uncooperative** – will have to be prodded | X | | |
| **Opposed** – will openly state and act on opposition | | | |
| **Hostile** - will block at all costs | | | |

## Tool 2D. Project Charter

Basic information needed before getting into the details of project planning.

| Questions to ask | Answers |
|---|---|
| **Why** are we doing this project? Where does it fit into our strategic plan? | |
| What is the **problem** that this project will solve? Or, what **opportunity** are we taking advantage of? | |
| What is our **deliverable**? What will we create (tangible item, service, plan, etc.)? | |
| **Who is asking** for this to be done? Will they use the result? Or will someone else? | |
| **Who else is involved**? What other stakeholders are there? How can they impact the project (+ or -)? | |
| What are the specific **features or functions of the deliverables**? How will we decide the quality? | |
| How will the project product users decide if they are satisfied with the deliverable? How will we know if we're DONE? | |
| **When** must we deliver the deliverable? | |
| How much budget do we have available? Can we get more if we need it? | |
| How much people-power do we have available? And, do we have the skills needed? Do we need to build in training? | |
| If we need to make a **trade off**, which is the **most** important: scope, schedule, or budget? | |

## Tool 2E. Backward Planning

Materials needed:

- 3x5 post it note pads, at least 20 for each project member
- Clean surface for posting and moving post it notes around

Process:

- Total group – agree on the end point of the project by date and task.
  *Example*: Application process for Institute 2003 –
  Endpoint = date for sending out acceptance information

- Individual work – each person takes the post it notes and writes down one step or function needed in the process to achieve the endpoint

- Total group –
  - Posts the notes on the wall
  - Move around in the time sequence and function sequence needed
  - Separate into processes and sub-processes
  - Revise the time line if necessary

- Follow up
  - Prepare a flow chart of the process

## Tool 2F. Responsibility Charting

**Role and Responsibility Matrix**

It is useful to clearly assign the responsibilities required for project tasks, and to define the levels of responsibility. Examples might be:

- ***Primary responsibility role***
  - completes task individually, or leads subgroup
  - responsible for producing results in a timely fashion
  - responsible for keeping person with secondary responsibility knowledgeable about the work so they can step in if necessary
  - responsible for keeping Project Manager informed on results, problems, etc.
- ***Secondary responsibility***
  - works with person with primary responsibility to complete the task, and/or
  - back up if person with primary responsibility is away
- ***Others***
  - Responsibility for assigned work on project tasks

Using the flow chart prepared from backward planning, assign responsibility:

| | People Assigned to | | |
|---|---|---|---|
| Task or subtask from flow chart | Responsibility Level 1 | Responsibility Level 2 | Other |
| | | | |
| | | | |
| | | | |

**Responsibility and Approval Charting of Stakeholders**

***Use the following guide to assign responsibility levels to various stakeholders.***

R = Responsible C = Consult A = Approve I = Inform

(mock template)

| Decision/Task | Dept. Chair | Dept. Faculty | Curriculum Committee | Dean | VP Finance |
|---|---|---|---|---|---|
| Budget allocations | C | | | A | A |
| Staff allocations | R | C | | | |
| Curriculum development | | R | A | | |
| Outreach initiatives | | | R | | |

## Tool 2G. Project Protection Tools

In order to implement projects successfully, planners must *both*

- plan logistically, and
- prepare *proactively* for potential problems and develop countermeasures ahead of time.

**Disruptive Event Visualization - Process**

- Individually or total project group
- Visualize or brainstorm possible *disruptive events* (What is likely to go wrong?) that might complicate completing the project the way you envision. These might be:
    - Inexorables
        - Social, population, demography
        - Technology
        - Economic forces
        - Politics, laws, regulations
        - Environment
    - Closer to home problems
        - Stakeholders
        - Organizational structure
        - Etc.
- Describe the impact on your planned actions (How and when will we know?)
- Describe countermeasures that you could design to address the disruptive event (What will we do about it? When and how will we do it?).

**Project Protection Planning Chart**

| Project Element or Milestone | What is likely to go wrong? | How and when will we know? | What will we do about it? | When and how will we do it? |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

## Critical Moments and Critical Incident Paths

**Process:**

- Go back to the flow chart for the project.
- Examine the project from these two perspectives:
  - What was the idea that was worth trying within this project?
  - What is the action that will show your project plan is in place and working? (These are the beginning and end of your project.)
- Identify ***critical moments*** along the path – the events that could make or break success of your project. Be as concrete as possible.
  - Place them in time sequence. (This defines your critical incident path.)
- Brainstorm actions that could change the outcome of those critical moments.

Example:

| Idea worth trying | Critical incidents | | Plan in place and working |
|---|---|---|---|
| Require new rotation | Appoint faculty study group | Student opposition | Plan implemented |
| | Countermeasure Actions | | |
| | Effort endorsed publicly by Dean | Student Affairs dean and Dean intervene to gain support | |

## Tool 2H. Gantt Charting

This tool combines the project flow chart with the time line. This is useful to:

- monitor completion of project milestones
- note time crunches
- assess reality of work loads of project members

*Gantt Chart Template*

| Task | Oct 01 | Nov 01 | Dec 01 | Jan 02 | Feb 02 | Mar 02 | Apr 02 | May 02 | June 02 | Jul 02 | Aug 02 | Sep 02 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |

*Mock Example – Institute 2003 Application Process*

| ask | Oct 01 | Nov 01 | Dec 01 | Jan 02 | Feb 02 | Mar 02 | Apr 02 | May 02 | June 02 | Jul 02 | Aug 02 | Sep 02 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Application materials** | Start | Get approval | Print | Mail out | | | | | | | | |
| **Web site** | | | Prepare site | Post info | | | | | | | | |
| **Process applications** | | | | | | | Receive | Input into data base | Review | Notify | | |

## Tool 2I. System Assets and Challenges

**<u>Asset Review</u>**

Review the assets that are available for you to build on and leverage as you move forward with your project.

| Asset Type | Specific Assets to Leverage | Potential Value if Well-Utilized |
|---|---|---|
| Faculty | | |
| Strong Relationships within Institution | | |
| Community | | |
| Regionally/Nationally | | |
| Professional Associations | | |
| FAIMER/Fellows | | |
| Other: | | |
| Other: | | |

**Gaining a Systems Perspective of Strengths and Challenges**

This tool comes from Rod Napier, Clint Sidle and Patrick Sanaghan. High Impact Tools and Activities for Strategic Planning. New York: McGraw-Hill. 1998. 197-202.

It's a way of clarifying what assets you have within a given organization, organizational unit or group of people. Examples for the list of categories or strategic questions could be (try to have no more than 3-5, or the analysis will be unwieldy).

- What are the 3 greatest strengths of you, your unit, or organization? Or, what are 3 accomplishments that you are most proud of in the last year for yourself, your unit, or organization? Or, what are 3 innovative practices you, your unit, or organization has been successful with in the past year?
- What are 3 top priorities of challenges expected in the next year? Or, what are 3 external threats that make you nervous about the future?
- What are 2 areas that need development? Or, what is a lost opportunity for you, your unit or organization that you wish you had taken advantage of in the last year? Or, what support do you need from others?
- What is one resource that you, your organizational unit, or organization is willing to share? Or, how would you like others to use the services of yourself, your unit, or organization?

To do the process, decide on the categories. Put the grid on the wall so all can see and write on. Individually, generate the information needed to complete the grid. Fill in the information on the grid. Each person does a brief report out to explain their information. Everyone, diagnose what you have seen and heard. Ask questions such as:

- What stands out to us? What gets our attention?
- What are some ways we can leverage our resources?
- What do we need to keep in mind as we plan for the future?
- How do we use our collective strengths to manage the expected challenges?

*Sample Grid*

| Categories or Strategic Questions | Person or Unit A | Person or Unit B | Person or Unit C | Person or Unit D |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

## Tool 2J. Logic Model Template

(FROM: MEASURING PROGRAM OUTCOMES: A PRACTICAL APPROACH. 10TH PRINTING. ALEXANDRIA, VA: UNITED WAY SALES SERVICES. 1996 – CONTACT: 800-772-0008)

| Inputs | Activities | Outputs | Outcomes | Indicators | Data Source | Data Collection Methods |
|---|---|---|---|---|---|---|
| **1.** | | | **Initial:** | | | |
| | | | **Intermediate:** | | | |
| | | | **Longer-term** | | | |
| **2.** | | | **Initial:** | | | |
| | | | **Intermediate:** | | | |
| | | | **Longer-term** | | | |
| **3.** | | | **Initial:** | | | |
| | | | **Intermediate:** | | | |
| | | | **Longer-term** | | | |
| **4.** | | | **Initial:** | | | |
| | | | **Intermediate:** | | | |
| | | | **Longer-term** | | | |

## Tool 2L. Grove Game Plan

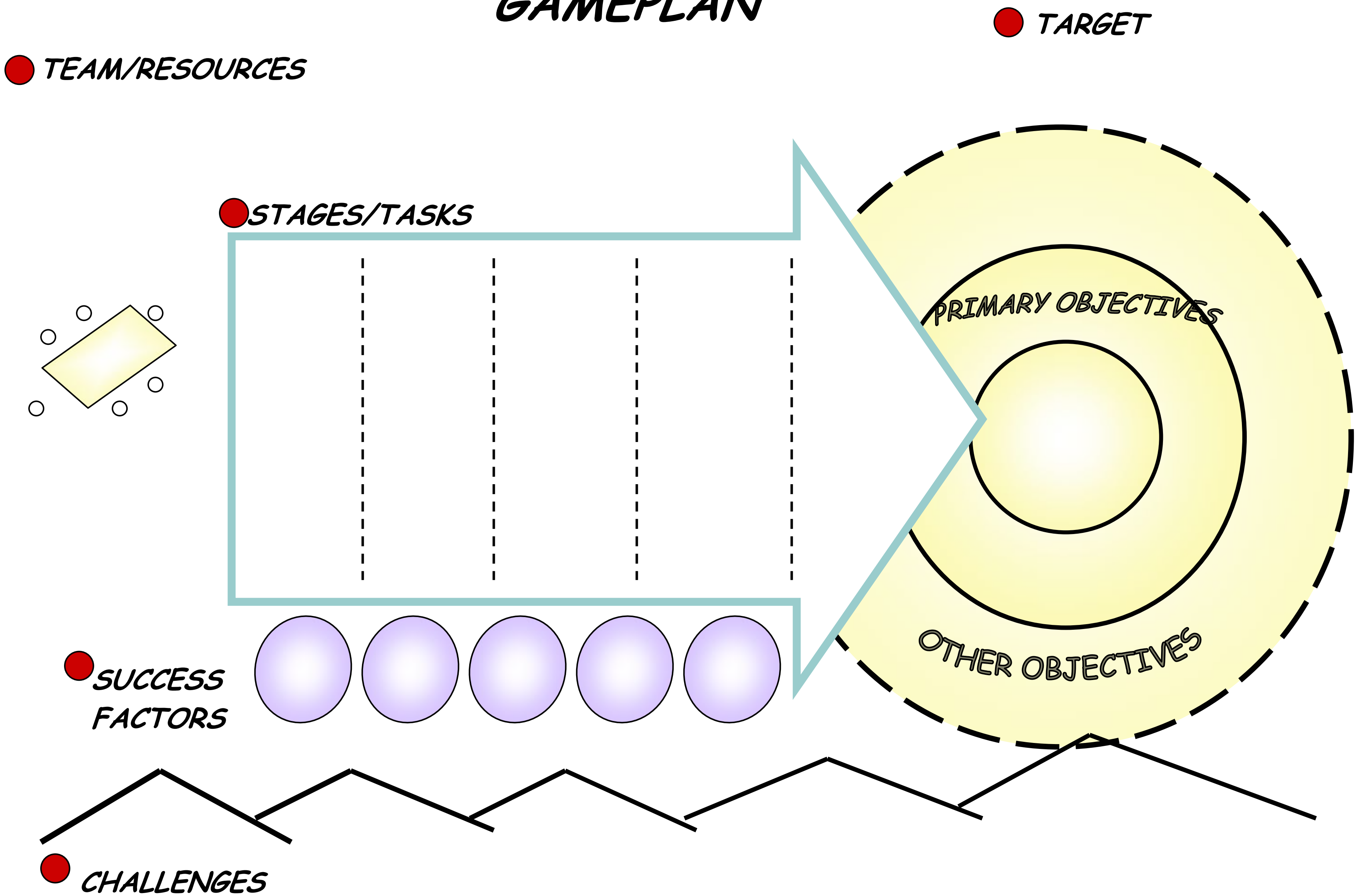
The Grove Game Plan supports the creation of an action plan. The chart integrates a number of Project Planning Tools, including Visioning, a Project Charter, Stakeholder Identification, and Backward Planning. It helps you create a single picture of where you're going, the key steps, success factors and major challenges that may require your attention.

| Step | Description | Example |
|---|---|---|
| 1 | Record the **NAME OF THE ACTION PLAN TEAM** as the title for the Game plan chart. | **THE PROGRAM EVALUATION TEAM** |
| 2 | Record the participants and their skills. List any other resources that may be available. | **Jill K**., data analysis experience<br>**John D**., measurement software experience<br>**Marge J**, focus group & interview experience |
| 3 | Clarify your **TARGET**. It includes the team's mission (big goal) and **PRIMARY OBJECTIVES** (specific deliverables and outcomes), and also the **OTHER OBJECTIVES** that each member brings to the group. | **MISSION:** Launch curriculum program evaluation from a successful AI Planning Summit event that prepared the overall plan.<br>**OBJECTIVES**<br>• Develop **quality measures** to track progress of the post Summit action teams.<br>• Develop **performance measures**<br>• Design and pilot a **productivity measure**.<br>**PERSONAL OBJECTIVES**<br>• Increase faculty involvement and acceptance of a productivity measure.<br>• Increase participants' skills in program evaluation |
| 4 | Name the major project **STAGES** on the top of the arrow and brainstorm **TASKS** necessary for each stage. These can be done in reverse order also, naming the stages after identifying the action steps. | **STAGE 1** (6mos. prior to Summit)<br>**TASK** Research outside sources on ways to measure and evaluate effectiveness of a Planning Summit<br>**STAGE 2** (After the Summit)<br>**TASK:** Pilot quality measures within 6 months. |
| 5 | Record **CHALLENGES** (obstacles, issues and concerns) all along the way, especially as you are identifying actions. | **CHALLENGES**<br>• Limited experience of team with measurement methods. Need for our team to get trained in process improvement tools YESTERDAY!!<br>• Limited experience with positive approach vs. problem solving approach |
| 6 | Add **SUCCESS FACTORS** last. They are the principles and agreements that will be important to the project's success as wheels on a car. They support the action steps. | **SUCCESS FACTORS**<br>• Respect and integrity among participants<br>• Desire to take risks, be innovative – willing to help each other when they stumble<br>• Commitment to AI philosophy |

**Tip: Post-it notes are invaluable for this Game plan action planning process. Brainstorm ideas on post-it's and place them on the chart. Once the team has discussed their ideas and reached agreement, the items can be written directly on the chart.**

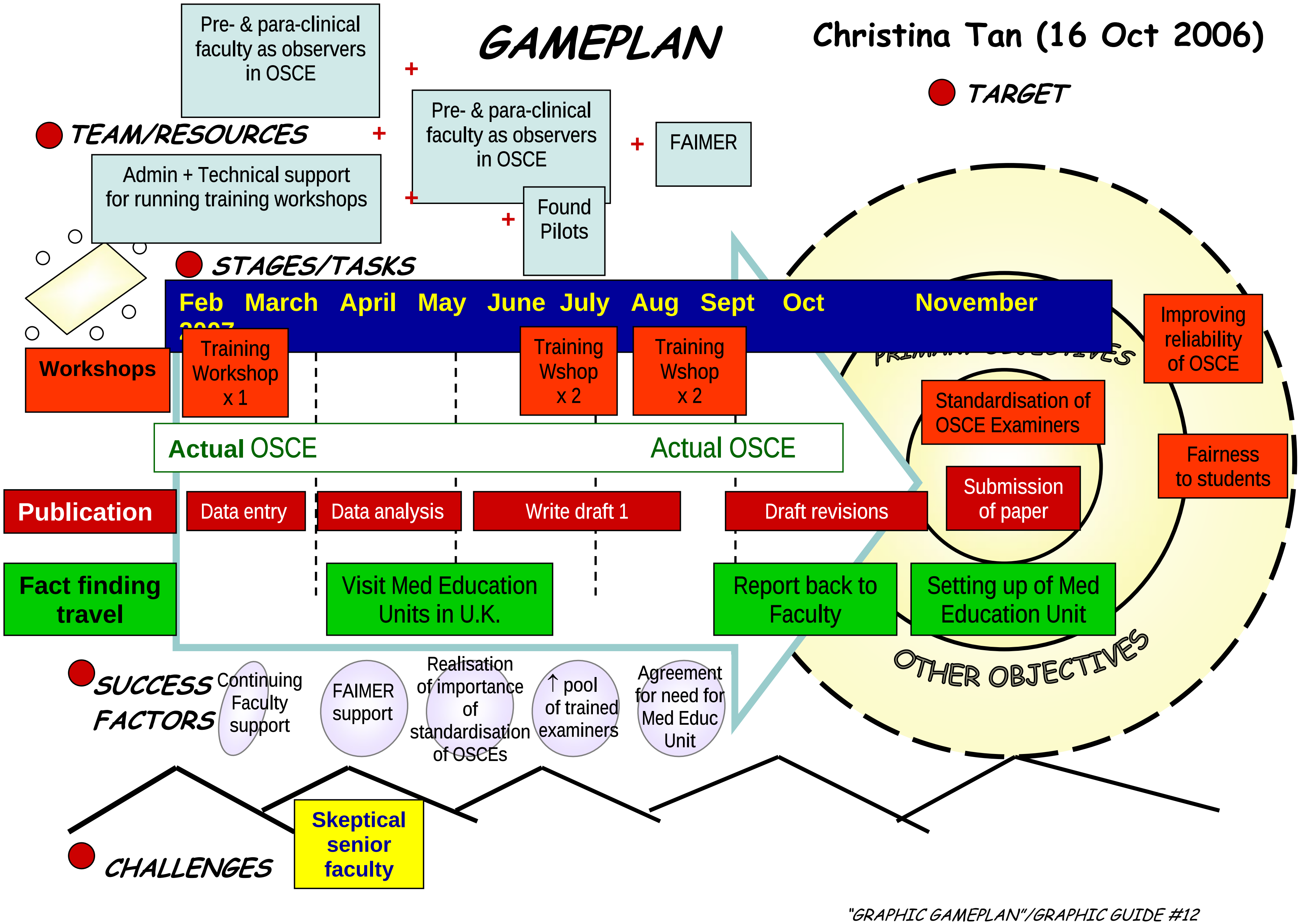
For more information on this and other Grove products, go to: [www.grove.com](http://www.grove.com)

# GAMEPLAN




"GRAPHIC GAMEPLAN"/GRAPHIC GUIDE #12


GAMEPLAN
Christina Tan (16 Oct 2006)
TARGET
TEAM/RESOURCES
Pre- & para-clinical faculty as observers in OSCE
+
Pre- & para-clinical faculty as observers in OSCE
+
FAIMER
Admin + Technical support for running training workshops
+
Found Pilots
STAGES/TASKS
Feb March April May June July Aug Sept Oct November
Workshops
Training Workshop x 1
Training Wshop x 2
Training Wshop x 2
Actual OSCE
Actual OSCE
Publication
Data entry
Data analysis
Write draft 1
Draft revisions
Fact finding travel
Visit Med Education Units in U.K.
Report back to Faculty
Setting up of Med Education Unit
Improving reliability of OSCE
Standardisation of OSCE Examiners
Submission of paper
Fairness to students
OTHER OBJECTIVES
SUCCESS FACTORS
Continuing Faculty support
FAIMER support
Realisation of importance of standardisation of OSCEs
↑ pool of trained examiners
Agreement for need for Med Educ Unit
CHALLENGES
Skeptical senior faculty
"GRAPHIC GAMEPLAN"/GRAPHIC GUIDE #12

## *Managing Interpersonal and Group Conflict*

Conflict is an inevitable part of organizational life. If brought out into the open where issues can be discussed and addressed, conflict can lead to breakthrough ideas, improve communication and relationships and serve to foster the growth of the organization. If allowed to go underground and avoided, conflict can serve as a destructive force resulting in wasted time, energy, resources, impaired productivity and damaged interactions. Managing conflict is a critical competency that every leader needs to learn for greater effectiveness.

## *World Wide Web Resources*

***(to be developed)***

*Control or Surrender*

## ALTERING APPROACHES TO PROBLEM SOLVING

(adapted from Jack Baker, BVC Associates, jwbakerii@worldnet.att.net),

**PROBLEM / CONFLICT AREA**

______________________________________________________________________

______________________________________________________________________

**1. I want to**

**____________________________________________________________**

**and________________________________________________________**

**2. I won't____________________________________________________**

**because____________________________________________________**

**3. If it weren't for (substitute anything I'm doing that is interfering with solving the problem)**

**____________________________________________________________**

**I would______________________________________________________**

**4. I choose to_________________________________________________**

**because____________________________________________________**

**5. My (write anything that makes sense to me)**

**______________________________________________________________**

**______________________________________________________________**

**makes me____________________________________________________**

# Control or Surrender Theory Sheet

(adapted from from Jack Baker, BVC Associates, jwbakerii@worldnet.att.net),

The ability to change one's mind – to shift at will the way that something is viewed – is a skill that can be especially useful during times of rapid change. Often the way a person looks at a problem *is* the problem. Typically, having a problem means feeling the victim of it instead of the cause or source of it. In that state of mind, people do not experience their power to change things. This powerlessness reduces perceptual range and leads to tunnel vision. This is why in most situations the problem owner's ability to recognize the key dynamics of the situation is diminished.

In order to gain new power in a problem situation and a new perspective on the problem itself, it is a good idea to experiment with the priceless ability that all of us possess – the ability to change our minds. The phrase "change your mind" usually denotes something that happens after much consideration or after confronting irresistible evidence contrary to a long-held belief. In other words, it usually takes a long time. But there is another kind of mind changing that has different characteristics:

1. *It is fast.* It can be done at any time, in any moment.
2. *It is conscious.* It involves deliberate control of the mind and does not happen without an act of the will.
3. *It is inclusive.* It sees all possibilities, including the original mind-set, the opposite mind-set, and all points of view between the two.
4. *It is noncommittal.* It involves suspending judgment or commitment to a particular point of view.

Everyone has experienced the occasional problem that seems to defy resolution. One approach that can be helpful is to employ a kind of mind changing that involves altering one's perspective and experimenting with a new perspective. As Einstein said, it is impossible to get out of a problem by using the same kind of thinking that it took to get into the problem. If one has been attempting to control the problem situation, one can make a conscious decision to reverse this perspective and *surrender* to the problem in order to see it differently. Surrendering does not mean permanently accepting the problem or its negative effects; instead, it means deciding to "let go" and stop working so hard to solve it. Letting go may have any of several positive results: the problem may resolve itself; someone else may come up with an acceptable or desirable solution; a good solution may even occur to the problem owner without any conscious effort. Sometimes the release of pressure opens up a number of possibilities. This perspective is based on the notion that in losing something or giving it up, one finds it or gets it back.

On the other hand, if one has been surrendering to the problem, one can decide to control it instead – again in order to see it differently. Controlling means taking a proactive rather than passive approach, working consciously to solve or resolve the situation as opposed to giving in or letting go.  It can be invigorating to feel in charge of a problem situation, and it can be freeing as well. It becomes possible to discover previously unknown resources and to bring these resources to bear on the situation in a productive way.

Both control and surrender are viable ways to address a problem. Steadfast use of one approach or the other can limit creativity and options, whereas the ability to switch viewpoints from one to the other can expand opportunities.

## Role Play A: Integration

**A-1**

You are a Department Chair and have been so for several years. The Dean has recently put you in charge of an Integration Task Force to get the departments to work and coordinate more effectively for the students as well as support the mission of the Medical school. Your recent appointment by the Dean was precipitated by the realization that an older, more senior colleague had that assignment and was not successful at all.

This colleague was and is close to the Dean and quite loyal. So far and at this time, you are quite pleased with the success of your efforts with all your colleagues except the former leader of Integration who has been most uncooperative in meetings and subverting of your efforts. You think that she is protecting herself and trying to cover her failures by suggesting you are not on the correct path. You also know she has the Dean's ear.

You have decided to call her to your office to discuss her lack of cooperation. However, you must be sensitive to her relationship with the Dean yet must also be firm in your resolve to have her participate and be a cooperative colleague. Be sensitive yet make sure she commits to some active participation.

# Role Play A: Integration

**A-2**

You are a Department Chair in a medical school with many years experience and success plus a very close relationship with the Dean. For several years, you have headed a Task Force appointed by the Dean to Integrate the faculty for the benefit of the medical students and to support the mission of the school. Your initial efforts were trying but you felt you did impact a culture change to some degree.

Recently the Dean appointed another Department Chair to carry the effort forward and relieved you of your responsibility with many thanks and gratitude for your efforts. While you were a bit surprised by the move, you did feel you were successful.

You have noted that the new Task Force leader, who is relatively new and younger, has been calling for many meetings and changing some of your initiatives. You have missed several meetings because of other commitments and, in fact, have been quite vocal in your dissatisfaction with her efforts.

She has asked you to come meet with her on the matter. You have agreed to do so but will not compromise your views and, additionally, will not and do not have the time to attend all the meetings. You will listen first and then make your points with strong resolve.

Knock on her door.

# Role Play B: Two Camps

**B1**

You are the Vice President for Administration and Development at a large University Medical School. You are a member of the University Executive Committee. The Executive Committee has chartered a Task Force to review and perhaps overhaul the administrative wing (your area of responsibility) and the Task Force is chaired by the Vice President for Hospital Services and Training. The Task Force prepared a questionnaire and distributed it randomly to academic and administrative staff and collected data. The findings basically blasted the leaders in your administrative wing. In fact, it was suggested that some of your people be relieved for incompetence and negligence. You are infuriated and believe the recommendations are biased and not up to standard. You have called the Task Force Chair to meet with you to let him know how you feel. You know your department is well supported by the President and has influence.

# Role Play B: Two Camps

**B2**

You are the Vice President of Hospital Services and Training and the Chair of the Task Force in the University to review and overhaul the Administrative wing. You have been called to meet the Vice President for Administration and Development. Your Task Force was supported by the University Executive Committee. The Vice President of Administration is a member of the Task Force.

Your Task Force created a questionnaire and distributed it randomly to both academic and administrative staff. The results are in and tabulated, and the respondents blasted the Administration area and asked for some dismissals. You also believe they are basically lazy bureaucrats who are well entrenched in the University and resistant to change. You know the encounter with the Administration VP will be heated, but you well hold your ground on the findings and feel you discharged your charter appropriately.

You enter the VP of Administration’s office.

# Role Play C: Honesty and Power

**C1**

You are the designated chairperson of a Student Promotions Committee in your medical school setting. In addition, you hold other positions such as responsibility for Faculty Development and have been a long-term Chair of a department. These multiple roles put you into frequent interfaces with all types of people in your setting from professional to various administrative supervisors. You are well respected, have a long history with your facility and have achieved significant visibility. You are the most senior person in the institution by position, time in setting and probably the highest in compensation.

Your most immediate issue is in the Student Promotions Committee role. A medical student in the last clinical year has frequently been accused of cheating, and you and your Committee have proof of same. You and your Committee also know this student is borderline academically and clinically. Word of this situation has hit the Dean's office. The Dean told you to pass the student on as your job is on the line. You know, as does the Dean, that the student is outspoken on many issues and is politically connected to the school. You and your committee feel this issue must be pressed as it implies honesty, integrity and institutional stability.

You are about to go to the Dean to finally resolve the issue as time limits are closing in. You have made your appointment with the Dean and are about to enter the office. The Dean is autocratic, arrogant, values loyalty and does not want to make waves on this issue. You feel intimidated by this person and lose your thought patterns at times. However, the issue requires resolution and you are about to get past your own anxiety.

# Role Play C: Honesty and Power

**C2**

You are the Dean of a prominent medical education facility. You are approaching retirement and have had a long and illustrious career as a physician, educator and now as an administrator. You have paid your dues.

One of your direct reports is coming to a meeting regarding a medical student in the last clinical year who has been accused of cheating. This faculty member is serving as Chair of the Student Promotions Committee and has discussed this student with you in the past. This is a long-time faculty member, most visible and honored member of the school and has handled many roles with dignity in the institution. This cheating issue has high visibility and you know the Chair is determined to take action on the evidence this time.

You, on the other hand, have made it clear that there is more at stake here than a cheating incident and are not happy with the Chair's persistence. The student is an activist, is well connected to the school through family, and you are concerned about adverse publicity and perhaps legal retaliation if this issue goes any further.

The Chairperson is about to come into your office. You decide to be courteous but firm and do not want this matter to continue. You have to let the Chairperson know where power really resides.

# Role Play D: Lack of Mutual Respect

D1 – Course Director

You are about to have a meeting with a faculty lecturer. He was in a rage when he requested the meeting, having just received student feedback on his lecturing. In fact, it took you 10 minutes to get him off the phone when he set up the meeting. You have looked at the student feedback, and the students were generally very negative about the lecturer. Some of them were downright rude in their comments. You have met with the students' class representative, and it seems that the gist of what the students say is true. Most disconcerting is the fact that the allegation that the lecturer threatened to "nail the students in assessment" if they gave negative feedback about him (based on his experience with student feedback the previous year) was, in fact, true.

Based on your telephone conversation with this lecturer, you know he is coming to the meeting armed with the university's regulations governing student behavior, and will demand to know the identity of the students who made negative comments about him, with a view to taking legal action against them. You also know that despite the negative impression he creates with students because of his believe in the use of fear to motivate them, he does really have the interests of the students at heart and is passionate about his teaching (even if his methods are odd).

He is knocking on your door…

# Role Play D: Lack of Mutual Respect

<u>D2 – Faculty Lecturer in the Course</u>

You are a senior level faculty member and have been teaching medical students for years. You are incensed. You have just received your student feedback, and the ratings are very negative. Moreover, some students have used rude words in the open ended questions like “Dr. B is a b…” This is NOT the way students can be allowed to treat respected faculty members! Your objective is to have students learn the material – they need to know this so that they will be able to treat patients competently. From your educational experience, the best way to motivate students is to instill fear of failure – in the course, and in subsequent incompetent treatment of patients. All this new educational stuff about students as “customers” is WRONG. You are in charge. None of this pandering to students feelings!

So, you immediately called the course director and will be meeting with him in 10 minutes. You have gotten a copy of the Faculty Handbook and have underlined the section where it says students are expected to treat faculty members with respect. You want to know the names of the students, so you can bring a law suit against them. They should not become doctors if they are this unprofessional in their behavior.

You are knocking on the Course Director’s office door…

# Role Play E: Changing the Rules

**E1**

You are the Dean of your medical school and a strong proponent of OSCE. One of your department heads who is on leave of absence has implemented OSCE after much effort and sensitization of his colleagues and with the support of the faculty board. During his leave, he has appointed an acting head of the department. You recently received word that the department has decided to scrap OSCE and he has threatened to resign if that action occurs. You don't want to lose him or the OSCE process. You suspect the acting head has not supported OSCE. The acting head is respected by the faculty and has a strong personality. You decide to call the "acting head" to your office for some discussion on the topic. You want OSCE but know it is controversial. Here comes the "acting head".

## Role Play E: Changing the Rules

**E2**

You are the acting head of a department in your medical school. Your department head is on a 1-year leave of absence. Your department has introduced OSCE with support of the faculty board and strong effort by the department head. However, you sense that the department is not really supportive and only acquiesced under pressure.

Several meetings with faculty has convinced you that OSCE is not what they want and you have decided to scrap the program and have notified the head who is on leave.

You have just been called to the Dean's office and are sure it is with respect to the OSCE action. You have a long tenure in your department and are well respected by your colleagues. You are against OSCE and think the department is as well.

You plan to listen to the Dean but hold your ground for the department even against the wishes of the permanent department head.

You are invited into the Dean's office.

## Role Play F: Harassment and Intimidation

**F-1**

You are the Dean of your medical school. Those to whom you report have informed you that several of the medical students are complaining about harassment and intimidation by their instructors in some of the clinical departments. You have seen some of the letters and you have been chartered to investigate and make changes in the instructors' behavior. You have followed up by surveying several student representatives and all of the heads of the clinical departments.

You are concerned that the situation is real and that there is one faculty member in particular who has been most noted for his inappropriate behavior toward the students. You must take action for the good of the students as well as report to your superiors what action you have taken on the matter. The head of the Department most at fault and noted most frequently in the complaints responded to your survey that he could not believe anyone would intimidate the students. Thus he is oblivious to his own behavior.

You have decided to call him to your office and confront him with the alleged allegations. You know him to be argumentative and abrasive even in faculty meetings. You must get him to address the grievances and change his behavior. You know he will be resistant.

Here he comes.

# Role Play F: Harassment And Intimidation

**F-2**

You are the head of a clinical department in a medical school. You have been there for years and consider yourself very professional and demanding of your students. The Dean of the school has recently conducted a survey of the department heads and various student representatives on the matter of "intimidating and harassing" practices by some faculty members.

You are honestly surprised that such behavior might occur by anyone, much less yourself. He has called all the heads for individual meetings on the matter, and you are about to enter his office to discuss these issues as it is your turn.

While you suspect some students may have complained about your high standards, you are sure the violations are about others. You are one who is both candid and critical when appropriate to both faculty and students alike. As a matter of fact, you convened a meeting in your department on the matter and no one indicated that you or anyone else engaged in any non-professional behaviors. You also know the Dean must respond to his superiors on the matter and is under pressure about the issues.

It is time to see the Dean…

# Role Play G: Harassment & Money

**G1**

You are an Associate Professor/Senior Lecturer and Executive Vice Chair in a medical school. You have a major investigative role in your institution surrounding the alleged behavior of one of the physicians on the faculty who is accused of harassment, creating a hostile environment and other inappropriate behaviors. He is known to be a competent physician clinically but a bit of a renegade.

Your investigation into the harassment charges has taken many hours, intense and emotional interviews with nurse victims and other female staff members. You also feel this physician has been out of line with you, at times, with his remarks and innuendoes. Attempts have been made to discredit your investigation but you are detailed and have covered all the bases up to now. Support from the top is articulated but not tested to date.

You are about to deal with the physician on questions as part of your investigative role and fact-finding activities. This will be a tough encounter because he is articulate, evasive and enjoys a great deal of peer support. He has been quite flamboyant in his spending and has all the images of success and achievement.

## Role Play G: Harassment and Money

**G2**

You are a member of the medical staff at your medical school, part of a thriving medical practice plan and well known in your community and among your colleagues. You have enjoyed success and are financially stable but also like the “good life” and do not deny yourself the finer aspects of life.

Currently you are in the midst of several complaints about your behavior, particularly with the opposite sex. You are frustrated by this, feel it is jealousy and a sham with people pushing their own agendas. You are about to have a discussion on this matter with the head of the investigative team. You feel she is pushing her own agenda and, in fact, feel she is just angry, particularly at men.

She has also pressed you on some of your involvements with your practice group which is highly successful. The loss of funding and the changing medical environment has been just a plain pain in the b___ to you. This meeting will be more aggravation and you want it over with in a hurry. However, if she presses, you will pull no punches and use your influence in the school and community if you have to. Here she comes…

# Role Play H: Back Doors and Micro-Management

**H1**

You are the only woman in your specialty area in a major medical facility. You have a new Section Chief who came on board approximately three years ago. The honeymoon lasted for a short period of time and then he began a number of activities you have found frustrating. Among those, he has cancelled educational meetings that were of your initiative, you have had a research Fellow assigned to you and then taken away, and you clearly have style differences with your Section Chief. He micro-manages and you are much more empowering and delegation-oriented. You have had a number of family difficulties that revolve around the health of one of your family members and your Section Chief has insisted upon evening meetings that take you away from your responsibilities at home. In addition, you are short-staffed, you are busy both financially and professionally and you need additional faculty member support to which your Section Chief has been resistant.

You have had a performance review with your Section Chief where he seemingly was much more interested in his problems than he was in coaching and counseling your development. You have heard by rumor that he has talked to some junior faculty members about your performance, and that frustrates you to a great degree because of his lack of dealing with you in a straight-forward fashion.

You have talked with several of your colleagues and have made attempts to communicate your concern to your Section Chief and, in fact, have even corresponded with his boss, the Chairman of Medicine, and the Dean. Having made all these attempts, you have now reached the point where you and the Section Chief need to sit down and have a resolution as you are seriously contemplating whether this is the appropriate environment for you. In that context, you have asked for a meeting with your Section Chief and you are about to begin the meeting in a few moments.

## Role Play H: Back Doors and Micro-Management

**H2**

You are a relatively new Section Chief of a major organization and have recently been hired by the Chairman of the Department of Medicine. In the course of your tenure, you have responsibility for several people in your specialty area. One of the key members of your organization is a highly respected woman who has had numerous successes in the organization regarding educational meetings, highly effective research and an individual who is respected for the most part by her colleagues.

You have recently had a performance review with her, and while you have been mostly positive, you have had a number of concerns you have discussed with her and she seemingly has had difficulty accepting your points of view.

Some of your issues have surrounded her unwillingness to be flexible enough to make changes in the residency and research program that has caused you to reassign some personnel. In addition, she has frequently missed some evening meetings you have scheduled due to what she describes as illnesses within her family. While you are compassionate with her concerns of family illness, you are not too sure she has not taken advantage of that situation. You are also one who is fiscally responsive and have tried to maintain a good balance in the economics of your department. However, she continues to insist that she needs additional faculty member support and you have been quite firm in your resistance up to this point. This individual is one who has frequently enjoyed a great deal of freedom, you have tried to "tighten up the organization" both fiscally and from a management perspective, and she has generally been resistant to this. You are also aware of the fact that she has corresponded with your boss, and while you understand her frustration, you are not particularly happy with what you consider to be her lack of professionalism in going over your head.

The stress between the two of you has been growing over some period of time, and she has asked for a meeting with you to discuss some of her concerns. While you are willing to meet with her, you find this somewhat uncomfortable and you are clear within your own perspective that you must remain firm with her.

You are also under considerable performance demands by your boss and therefore find yourself in a very difficult situation because you want to maintain her as a professional but also recognize from a management standpoint that she must change some of her behaviors. Here she comes…

## Role Play I: Power and Academic Position

**I -1**

You are the Academic Affairs Secretary at a Medical School and are about to deal with a situation presented by the Director of the new integrated course “Medicine, Man and Society”.

Shortly you are going to meet the Director’s Department Head and Full Professor of Public Health.

This meeting is necessary because the Dean has asked you to gather all pertinent information and resolve the situation to best serve the needs of all constituents.

As you understand the situation presented by the Director, who is a Sociologist and Assistant Professor of Public Health, the issue surrounds end-of-course exams and grading procedures. This Director is a good teacher, works for the State government and has a wide background in community needs. She is also assertive and politically connected.

The Director claims that after the course exams and results were posted, the Department Head and Full Professor ordered the Public Health Department staff personnel to remove the results from the students’ bulletin board. Exams were reviewed and different marks assigned to same. Results were similar but some grades were better, some worse. The students were distressed by this action and made a presentation to the Secretary of Student Affairs.

You must get to the bottom of this, and in preparing to meet the Department Head, you must balance the needs of all parties, preserve the new integrated course and support the Department Head’s stature and reputation.

As he enters your office, you are determined to be firm but fair and will willingly listen to his perspective.

# Role Play I: Power and Academic Position

**I-2**

You are an M.D., Full Professor and Head of Public Health as well as a pediatrician with a successful practice well known in the community. You have been called to a meeting with the Secretary of Academic Affairs and are about to enter the office. This meeting has been precipitated by some issues surrounding the Executive Curriculum Committee, a new Course Director's displeasure, some end-of-course exam results changes and your role and responsibility for academic standards.

To date, you have been responsible for contents, learning goals and evaluation of the discipline of Public Health and Preventive Medicine. You have supported a new integrated curriculum at the School of Medicine but have some reservations. The traditional model has served you and the Medical School well in the past.

Nonetheless, you have supported the concept of a Course Director role and even the new Course Director of "Medicine, Man and Society". She is a Sociologist who is very popular and has an excellent reputation as a teacher. You question her judgment on occasion regarding information she shares about roles and hierarchy in the University.

You have felt somewhat out of the decision power loop and are concerned about maintaining standards. During exam preparation, you contributed but were not part of the grading process. Thus, you took your responsibility seriously and did review and change some grades after they were posted. That created serious reaction which has led to the meeting you are about to attend.

As you go to meet the Secretary of Academic Affairs, you know she supports the new curriculum, but you must maintain standards and are prepared to defend your position and decisions. While change is good for the most part, one must not sacrifice academic standards and experience. You have just been called to her office and ….

# Role Play J: Work Ethic

**J1**

You are a Ph.D. tenured Associate Professor/Senior Lecturer and a strong researcher with a number of people working for you. Those working for you include Fellows who are M.D.'s, post-Ph.D.'s, Ph.D. students and technicians. You are a sophisticated, experienced Grants writer, you obtain the Grants for your institution and you put in a considerable amount of work in those efforts to do so. You work long hours, starting early in the morning until late at night, and are becoming increasingly frustrated with the fact that the people in your organization do not seem to have the same drive or willingness to work the hours necessary. You realize that these people in your organization are ill-prepared for the future if they are to be successful in their chosen enterprises.

You further understand that their failure to produce and work the hours necessary will reduce the chances of future Grants and therefore may put your own position in some degree of jeopardy. While you are frustrated with this, you are becoming increasingly jealous of the people in your organization who take the liberties they do and yet you find it very difficult to adjust your own work ethic because of the stakes that exist if you do not produce.

Your intensifying discomfort with their behavior and their work ethic has led you to decide to talk to one of your leading Fellows in the organization to see if you can bring about some change in both this Fellow's behavior as well as others in the organization. You have had opportunities to terminate some of the people working for you, and while you do not consider this Fellow worthy of termination, you are greatly concerned about this Fellow's behavior and the impact this Fellow may be having on the rest of the organization.

You are about to meet with this Fellow and knock on the door for your initial engagement.

# Role Play J: Work Ethic

**J2**

You are a senior Fellow, post-Ph.D., working on a grant and reporting to a tenured Associate Professor who has been historically very strong in bringing grants to the organization. The Professor is a competent professional, highly detailed, highly driven, and sometimes you feel that this person needs to "get a life." You have tremendous respect for this Professor, you realize the Professor has a dedicated interest in all the people working in the organization yet you are concerned that this person may have things a bit "out of balance." In that context, you have tried to bring some humor to the organization both with your Associate Professor and with your colleagues. Frequently your attempts at humor have brought some degree of contempt from your Associate Professor.

The Associate Professor of your lab has asked to have a meeting with you to discuss some concerns, and while you welcome this engagement, you are conscious of the fact that the tension between the two of you has been increasing lately. The Professor has recently fired one of the technicians for what was considered to be inappropriate behavior on the technician's part, but you feel fairly comfortable that the technician was not disrespectful and clearly had a "good sense of humor."

Because you are in a senior position and about to fulfill your educational requirements and begin your own career, you want to maintain your position, yet at the same time, you need to communicate to your boss that things may have gotten out of perspective. You need to be respectful yet firm and clearly need to get your message across. The Professor is about to enter your office for this discussion and you need to be prepared for ways to effectively resolve this growing dispute.

# Role Play K: Managing Emotions and Control

## K1

The undergraduate management program of a large Medical Faculty (200+ students per annual intake) is being revised. Part of the revision process involves major changes in existing traditional teaching methods. In keeping with current theories about adult learning, all the basic science and pathology courses have been horizontally and vertically integrated around body systems, and all learning objectives are structured around clinical problems, i.e., a systems-based, problem-oriented, student-directed learning program. Lectures have been reduced to strategic plenary sessions only, and individual sessions are only allocated if the curriculum design team is satisfied that a lecture session or series is needed to enhance specific aspects of the new integrated basic health sciences course.

The entire process of restructuring the program is taking place in phases, and the activities of each phase are coordinated by Curriculum Phase Conveners. They are responsible for ensuring that all work is running on schedule, that all role players are involved, that existing courses in the traditional curriculum are adequately represented in the new integrated courses being designed, and that the philosophy of adult learning is upheld in the design process.

Phase 1 of the restructuring process is complete, and to date, implementation has gone reasonably smoothly. You are a mature woman who is a respected member of the Faculty. You are a member of the non-dominant ethnic/racial/religious power group within the school. You are well known in your field and have been involved in undergraduate teaching for many years. You have always taught in the traditional style and have serious reservations about the learning styles encompassed in the new curriculum. You are very concerned about what students are not learning in the new curriculum and how they will cope without this knowledge. You have been involved in academic support programs for academically disadvantaged students for more than a decade and are concerned that the new program disadvantages academically weak students.

Moreover, you are upset that academic autonomy is now subject to peer review and strongly disapprove. In your opinion, course design and content should be determined within a department and are not the domain of a curriculum design team or Curriculum Phase Convener. The Convener for your course is a young woman Faculty member who is of the dominant ethnic/racial/religious power group within the school.

During your lecture series, you handed out a complete set of lecture notes used in the old lecture-based, discipline-specific traditional curriculum. This was prompted by a request from the students for “lecture notes”. The Convener came to you and angrily told you off for having done this without consultation with her or the curriculum design team.

Word of the conflict has reached the Curriculum Steering Committee, and you have been asked to meet with the Convener to resolve the issue. You feel mistreated and also recognize that this event has the potential to escalate. You are particularly concerned about the Convener’s recent behavior toward you and want to make a point about respect and professionalism. It is time for her to arrive.

# Role Play K: Managing Emotions and Control

## K-2

The undergraduate management program of a large Medical Faculty (200+ students per annual intake) is being revised. Part of the revision process involves major changes in existing traditional teaching methods. In keeping with current theories about adult learning, all the basic science and pathology courses have been horizontally and vertically integrated around body systems, and all learning objectives are structured around clinical problems, i.e., a systems-based, problem-oriented, student-directed learning program. Lectures have been reduced to strategic plenary sessions only, and individual sessions are only allocated if the curriculum design team is satisfied that a lecture session or series is needed to enhance specific aspects of the new integrated basic health sciences course.

The entire process of restructuring the program is taking place in phases, and the activities of each phase are coordinated by Curriculum Phase Conveners. They are responsible for ensuring that all work is running on schedule, that all role players are involved, that existing courses in the traditional curriculum are adequately represented in the new integrated courses being designed, and that the philosophy of adult learning is upheld in the design process.

You are a Curriculum Phase Convener. You are a talented young woman (of the dominant ethnic/racial/religious power group within the school) who enthusiastically believes in the new course design. You were selected as Convener because of your drive, enthusiasm and ability to organize. You have been involved in undergraduate teaching for several years and have recognized the need for educational method reform.

Phase 1 of the restructuring process is complete, and to date, implementation has gone reasonably smoothly. Soon after mid-year, however, an upset occurred. One of the teachers is a well-respected, mature Faculty member who is a woman of the non-dominant ethnic/racial/religious power group within the school. During a series of lectures, she handed out a complete set of lecture notes used in the old lecture-based, discipline-specific traditional curriculum. This was apparently prompted by a request from the students for “lecture notes”.

This action was not discussed with you. The students, suddenly confronted by the differences between the learning expectations of the old and new curricula, now approach you with questions such as: “How do these notes relate to the clinical problems we are supposed to be working on?” and “What do we need to learn for the exams?”

You are extremely upset that your role as Phase Convener has been completely discarded in this action, and you angrily told the Faculty member this. You were not consulted at all and feel that this directly undermines the purpose of the entire process of change. You are faced with answering the student queries and feel ill-equipped to do so. You did not sanction the action that precipitated the situation in which you now find yourself, and you do not know how to resolve the situation.

Word of the conflict has reached the Curriculum Steering Committee. You recognize that this has the potential to derail the entire new curriculum (and to adversely affect your career). You are also acutely aware of the potential ethnic/racial/religious overtones that may rapidly develop. This was not part of the original situation but may become a spill-over phenomenon if it is not contained soon. You have been asked by the Curriculum Steering Committee to meet with the Faculty member, and you realize you must control your emotions if you are to deal with the complex issues. You are about to enter her office.

# Conflict Scenarios

## Conflict Scenario 1 - PBL

You are the program director in an integrated PBL curricular system. You have had great successes in co-opting members from most subject disciplines to the programme and students are happy with the level of integration.

You are, however, continuously faced with staff from the Pathology department with a substantial service commitment and a Head of Department who openly proclaims that she does not believe in the merits of PBL. Although the head of department promised to ensure that staff from Pathology offer lectures to students in the programme, she maintains that they do not have the capacity or time to forward questions to the Assessment committee that constructs integrated assessments. Despite the fact that you know that students only value content that are assessed, you find that your Dean is sympathetic to this specific department because of the service load. You are however also concerned that staff from other departments in your faculty will soon find out that Pathology is “getting away with murder”. How do you address the issue?

## Conflict Scenario 2 – PBL

The scenario involves the Chair of a Medical Education Department attempting to implement a pilot class using the Problem-Based System of learning. There is a senior faculty member who is much respected in the college and is very influential with many other department chairs and who is adamantly opposed to any program using the PBL.

The PBL proponent has presented the proposal to the Dean's Council and this senior faculty member has heard of it. He accosts the proponent in the corridor and starts to criticize the project and his voice continues to gain in volume as he starts to accuse the proponent of using the proposal to serve those whose ultimate aim is unchristian and in violation of the religious principles of the college. After being assured that the proposed program will not affect him and his teaching directly, the response of the senior faculty member is that "even if it does not affect him directly, he will devote his time and concentrate his efforts to destroy the project." How would you deal with this senior faculty who is presently raising his voice on you in the middle of the college corridor with other department chairs and even students now focusing their attention on the heated discussion?

## Conflict Scenario 3 – Faculty Training

You have been assigned to develop a faculty training programme at your institution. About 2 years ago, your faculty appointed a Head of the Undergraduate school, to which you then report. After a period of 18 months, the faculty started to grumble of his lack of leadership and management skills. When your institution are forced to merge with another university, the University management use the opportunity to advertise all Head of School posts, and your head of school, despite his application, failed to be appointed to the position that he previously held. He now keeps busy by volunteering to help you with the faculty training programmes, but often arrives late for workshops and do not assist with any preparations towards faculty training activities. You have lost all respect for him and his behaviour and both of you now report to a new acting Head of School. You wish to address the issue but feel sorry for the man.

## *World Wide Web Resources*
# Accessed August 15, 2007

Appreciative Inquiry and Other Strengths-Based Methodologies

- Appreciative Inquiry Commons, Case Western Reserve University: http://appreciativeinquiry.cwru.edu/,
- Positive Organizational Scholarship, University of Michigan http://www.bus.umich.edu/Positive/
- AI Consulting LLC - http://aiconsulting.org – numerous summaries of work in healthcare
- Taos Institute - http://www.taosinstitute.net/
- Complex Adaptive Systems - www.plexusinstitute.org
- Positive Deviance - www.positivedeviance.org

Whole System Change Methodologies

- Search Conference - http://www.nmsu.edu/~iirm/articles/cabana1.html
- Future Search – www.futuresearch.net
- Participative Design Workshop - http://www.nmsu.edu/~iirm/articles/cabana2.html
- Gemba Kaizen® - www.kaizen-institute.com/
- Organization Workshop – www.powerandsystems.com
- Whole-Scale™ Change - http://www.dannemillertyson.com/
- Dialogue – 1) http://www.berkana.org/ 2) http://www.pegasuscom.com/
- http://www.thedialoguegrouponline.com/
- Open Space Technology – http://www.openspaceworld.com/
- Conference Model® - http://www.axelrodgroup.com/index.shtml
- Think like a Genius® - http://www.thinklikeagenius.com/
- Real-Time Strategic Change™ - http://www.rwjacobs.com/

## *Small “L” Leadership Behaviors*

*Briefing Notes, Center for Applied Research*

In the leadership literature, stories abound about individuals taking heroic actions, often at some risk to triumph over the business as usual culture. In complex organizations these stories can be demotivating as they suggest a ‘dare to be great’ image of leadership that is often at variance with most people’s experience of their daily work. Particularly in academic medicine, the complexity and opacity of the organization and how it works can make individuals feel helpless (Seligman, 1992) in to make a difference beyond their own lab, their clinical work, or their own teaching. Thus people participate ambivalently in institutional work or in formal or ad hoc roles and groups. In this briefing note, we describe small leadership behaviors. They can begin locally in one’s role and groups and when sustained they can create ‘small wins’ (Weick, 1984) that can make a significant difference to the climate of a work group or a team. These facts on the ground, in turn, can catalyze others who interact with it.

### Meetings

***Setting norms.*** Early in a meeting’s or group’s life, setting norms and enforcing them creates a vitalizing climate for work. Examples are: starting on time, letting the leader know about absences, having a member brief someone who has to be absent to keep the group up to speed, ending on time with clear next steps, etc.

***Attend to transitions into meetings.*** Where have you as the leader just come from? How much time have did you have to collect your thoughts and get centered on what you want to have happen (like surgical scrubbing before an operation). Where have others come from and how might briefing checking in be relevant to the work the group has to take up.

***Set the pace, tone and climate.*** Take a minute to set the tone.  Think musically about the flow—take time on important issues, move quickly on less significant issues. Watch the engagement; invite people into the conversation who are hanging back, check if there are felt stakes if the conversation feels flat. Interrupt a pattern of hub (you as leader) and spokes (each individual member) versus a conversation in the round.

***Use silence.*** Requesting participants take a few moments quietly to jot down their ideas for addressing an issue greatly increases overall thoughtfulness and the diversity of ideas. Making each person do their own thinking helps control counter punchers who specialize in hanging back and then critiquing other’s ideas. Silent individual work helps people transition into the meeting from what they were doing before. In the meeting, use silence after posing a key question to pull others into the conversation.

***Use subgroups.*** Especially with large groups (over 12) and even in smaller groups, it helps to invite people to converse informally in smaller groups as part of an overall working session. Then pull themes across the groups (not full reports from each). Straw polling can be a quick way to check if the theme or idea from one group was talked about in other groups.

***Invite caucuses of similar people to explore differences.*** Talking in a homogenous group in a context where you see other perspectives working in parallel often creates more edge in a conversation and sharpens some of the differences before they are engaged and worked through with cross group conversations. For example, in a working session on translational research, there might be moments when it is useful to have subgroups of clinicians and scientists as well as mixed sessions.

***Straw polling can be used directly with larger groups.*** To get the sense of the group or a board on various options that are in play can help uncover a group's need for more conversation. It can also be powerful when people do not know one another, for example, at new faculty orientation, to invite people to indicate some aspects of their background: clinicians, basic scientists, administrators, etc.

***Match space and setting to the type of meeting.*** Pick spaces that fit with the task. Smaller rooms can energize groups. Subgroups working in parallel in a large room can be more energizing than if they are all in their own spaces. Fixed seats and typical boardroom setups can create a more formal dynamic that inhibits easy exchange and leads to more speaking to be heard than to engage.

***Facilitate thematically not by listing who wants to talk.*** When groups take up important issues, often many want to jump into the debate. Leaders too often identify by sequence the next three to four speakers to allocate the scarce airtime. But the effect is to fragment the group's thinking. The third or fourth person had their thought before listening to the contributors two and three so it undermines any building on each other's ideas. Instead, ask who wants to join and extend the initial idea or position, assuring others that next the group will take up another point of view and the person who was eager to get in can introduce that theme.

## Strategic Inquiry

***Time travel.*** Invite people to think about the operative time horizon of an issue, how long before there would be real changes in practices, and how would it be different from the past and what might be similar (Gilmore and Shea, 1997).

***Invite skepticism.*** At the beginning of a working group on an initiative, ask participants to think of the toughest question a skeptical friend might ask them about the work of the task force. Then have them ask their question of a neighbor so the group gets practice in responding to some of the predictable questions that will come to them. The set can be made into a FAQ that can be used on a Web site or to help brief others who need to understand the aim of the group. This reinforces their obligation to be communicating with their back home constituencies.

***Imagine how an initiative or change might fail.*** By inviting your colleagues to think about possible modes of failure and the appropriate prophylaxis sharpens attention on the areas of vulnerability in a plan.

***In framing the task, invite people to link relevant experience.*** Silos in the mind prevent people from accessing relevant data, experience and analogies to the work.

***Infiltrate dead meetings vs. incur the cost of adding yet another ad hoc meeting***. Many meetings in academia are routine and deadening rather than vitalizing. If you can negotiate access and time on the agenda and can engage the group on a key initiative, it can give you information, new ideas, new allies, and save you the effort of organizing special consultative processes to engage others (Hirschhorn and May, 2000).

***Think of issue jujitsu***. When you look at your calendar each day, forget for a minute why they want to see you and associate to how they might be helpful for your strategic agenda—perhaps linking you with a key supporter, giving you a piece of intelligence on a proposed action, etc. This harvests more value from an investment of your scarce time you have already made in agreeing to see this person.

***Actively practice important negotiations or requests with key stakeholders in an important initiative.*** It's easy to stay abstract and be too wrapped up in a change effort that one is championing. By working with a close colleague to practice the conversation, one can get a sharper sense of the key concerns, what might be the other's key concerns, and how better to make the case (CFAR, 2004).

## Organizational work

***Sense and test how people see your role.*** Be explicit about what are and are not your responsibilities, the constraints you have, and help them see the difference between your personal views and what the role may require of you in particular decisions. Educate them about how the issues look from your vantage point.

***Develop a shared language/short hand for clarifying roles and responsibilities.*** Academia puts little stock in job descriptions and in any case much of the real work takes place in ad hoc assignments, delegations, etc., that are often communicated quickly. Working to get a shared short hand that indicates if someone is responsible for taking the lead, versus being consulted or informed or having an approval at the end of the process helps people be accountable for the work. Invite others to talk about how they want to be involved in a particular process or decision. (Gilmore, 2004, ch. 12)

***Distribute the work of worry to get more engagement.*** When reviewing large documents, such as board books, or strategic plans, assign different members sections of the overall material and tell them they will be expected to take the lead in the discussion of those parts. This gets the entire document well reviewed (instead of only the first part), and distributes leadership, and engages the receiving group rather than only listening to the authors of the sections present.

***Use and hold accountable the standing structure.*** E-mail makes direct communication to all from a leader too easy, bypassing the intermediate structure. Consider transmittal of key documents, strategic plans via the supervisory roles so that each leader has to explicate the implications of the policy or plan for his or her specific unit. (Gilmore and Krantz, 1991)

## Consultation processes

***Ask people for summative thoughts at the end of meetings or working sessions.*** Given how fragmented everyone's attention is, when they have been focusing for an hour or half day in rich conversations, it can be a powerful capstone to ask people to take a minute to jot down one or two key priorities from the conversation, and one or two issues that they think was under tended to. This gives the group much more information to guide the next steps.

***Encourage inquiry rather than battling assertions.*** Academic norms hone critical skills more than inquiry. Research on top-team meetings suggest that few ask genuine questions to draw out each others thinking versus advocating their position. Answer a question with a question, as the question is often just a polite way of signaling interest in an issue rather than really soliciting an answer. Ask people what is behind their question.

***Invite people to give their thinking though the safety of reporting on the views of others.*** Often people find it easier to give negative information indirectly, for example a division chief saying that faculty will resist a new policy, when he or she may share those views. By inviting people to share their sense of the views of groups with whom they have contact such as patients, faculty in their divisions, they can both give their views of that group but also can safely surface some of their concerns as if they came from this group.

***Invite people to see themselves through others' eyes***. After a group has been working, it can be powerful to ask participants how a key stakeholder group, if listening in, would see their blind spots or the strengths of the ideas they have developed. This prevents self-absorption and keeps the group open to the diversity of thinking outside of their membership.

### References

"Briefing Notes: Enactments to Identify Key Strategic Issues." Philadelphia: CFAR, 2004, pp. 1 – 6.

Gilmore, Thomas North. Making a Leadership Change: How Organizations and Leaders Can Handle Leadership Transitions Successfully. New York: Authors Choice Press, 2003.

Gilmore, Thomas N. and Krantz, James. "Innovation in the Public Sector: Dilemmas in the Use of Ad Hoc Processes." In Journal of Policy Analysis and Management, Vol. 10, No. 3, 1991.

Gilmore, Thomas and Shea, Gregory. "Organizational Learning and the Leadership Skill of Time Travel." Journal of Management Development, 16 (4) Summer 1997, pp. 302 – 311.

Hirschhorn, Larry and Linda May. "Campaign Approach to Change: Targeting the University's Scarcest Resources." *Change, the journal of the American Association for Higher Education*, March 2000, pp. 30 – 37.

Seligman, Martin E. P. Learned Optimism: How to Change Your Mind and Your Life. New York: Pocket Books, 1992.

Weick, Karl E. "Small Wins: Redefining the Scale of Social Problems." *American Psychologist*, January 1984.

For more information on this or related materials, contact CFAR at center@cfar.com or 215.320.3200, or visit our Web site at http://www.cfar.com.

## Making Explicit – Strategies for Teaching / Learning + Change

1. Interviews – safe way to deepen connections, increase understanding so work will be done more smoothly.

2. Post everything – so all see all information.
   - save time for small groups to work vs. all plenaries

3. Gallery Walk – make group / shared meaning of small group work

4. Quick introductions – done by facilitator;
   - all are "seen + heard", quickly.

5. Interviewer wrote information – so each interviewer knows they were "heard";
   - to increase listening + understanding skills of interviewer .

6. Map – one method (among others) to show diversity + range of background + expertise + perspectives in group

7. Group Norms – created "by group", so group is more accountable;
   - posted (or given to each on small cards) for all to see, remember, and use.

8. Expectation - # 2 on interviews – check as to what participants expect – needs assessment;
   - can revise teaching/plans or clarify what will be included or not.

9. Using "dots" - physically moving and putting a "dot"/ "stake" has an emotional impact – ownership, etc.

10. Time Keeper role – Create urgency to complete tasks to "god enough" stage;
    - can be refined later if necessary.

11. Conscious eye contact – with large / small groups – while speaking.

12. Facilitated information gathering from groups → collected info → flipchart →computer
    a. Group reports – especially use in sensitive area (e.g., norms, etc.);
    b. 1 group report + others add only new information;
    c. Facilitator reads flip charts – especially for brainstorming (e.g. Listserv tips, etc).

13. Appreciative feedback – Acknowledge accomplishment – applaud! Thank!
    - Ask "what was BEST?" and "What could make it EVEN BETTER?".

14. High engagement with freedom / choice
    – Roles for most all (e.g. observers, timekeepers in small group work).

15. Active adult learning
    – Not lecture or lecture AFTER experience ( e. g. small group work);
    - ENGAGE in practical activity ( e. g. review project progression).

16. Refining Thinking
    a. Moment of quiet reflection (especially good for MBTI introverts);
    b. Share briefly with a partner (<1min each) – idea gets more crisp/clear in explaining it to another.
    c. "Pop up" sharing by some people

17. Mixture of group + individual activities
    – Gives MBTI "**I**'s" time to think, re-energize.

18. Careful / Deep Listening
    – Repeat what you heard. Ask, "is this what you meant?";
    - Listen for what is "under the word".

19. Quiet brainstorming
    – alone, in silence (good for MBTI "**I**'s" or if have lots of hierarchies present).

20. Affinity diagramming

21. Decision – making ; Multi-voting
    - Important – physically move & put dot;
    - Straight or Las Vegas type of voting;
    - # dots small – medium # (<1/2 of items) depending on goal.

22. Faculty or Meeting Guide
    – agenda = task;
    - this includes process.

23. Actual practice with tools
    - e. g. Stake holder analysis.

24. Ways for people to get to know each other
    - on person-person vs. professional – professional level – learning circle, etc.

25. Structured reflection
    – build into schedule (we did not do enough of this).

26. Comfortable relaxed setting

27. Comfortable space for work outside formal sessions
    – Extra rooms : - Gathering places, etc.

## Feedforward Instead of Feedback

Try *Feedforward* Instead of Feedback to Improve Your Ability to Lead Direct Reports, Colleagues and Students, Marshall Goldsmith, *Leader to Leader*, Summer 2002. 11-13

*Feedforward* is a method developed by the premier Executive Coach for U.S. corporate leaders. Feedforward focuses on the future, and solves the problem that feedback focuses on the past. Reasons to try feedforward include:

1. We can change the future; we can't change the past.
2. It is more productive to help people be right than prove they were wrong.
3. Feedforward can reinforce the possibility of change, while feedback can reinforce personal stereotyping and negative self-fulfilling prophecies.
4. People do not take feedforward as personally as they do feedback.
5. Most people hate getting negative feedback, and we don't like to give it!
6. Feedforward is especially suited to successful people.
7. Feedforward can come from anyone who knows about the task, and it does not require personal experience with an individual
8. Feedforward can cover almost all of the same material as feedback.
9. Feedforward tends to be much faster and more efficient than feedback.
10. Feedforward can be a useful tool to apply with managers, peers and team members. It does not imply superiority of judgment.

<u>The steps can be done in pairs or in a group.</u>

1. Pick one **specific behavior** you want to change. Change in this behavior will make a **<u>significant, positive difference</u>** in **<u>how you lead direct reports, colleagues or students</u>**.
2. Describe this behavior on a post it note: "I want to be a better listener." "I want to give feedback without making the other person defensive"
3. Ask for ***feedforward*** – for ***two*** suggestions for the FUTURE that might help achieve the positive change in your selected behavior. Your colleagues are *not* allowed to give any feedback on the past. They are only allowed to give ideas for the future. They will write their suggestions on post-it notes.
4. Listen attentively to the suggestions and take notes. You're *not* allowed to comment on the suggestions in any way. You are not allowed to critique them, or even to make positive judgmental statements like "That's a good idea."
5. Thank your colleague for their suggestions.

<u>You give feedforward in a similar fashion</u>

6. Ask your colleagues what they would like to change.
7. Provide feedforward – two suggestions aimed at helping them change.
8. Say "You're welcome," when they thank you.

## *What Is Appreciative Inquiry?*

- Appreciative Inquiry assumes that every living system has untapped, rich, and inspiring stories of the positive. It holds that these stories, these experiences, when systematically explored and shared,
    - release positive energy and innovative insight into how a system functions
    - produce the kind of energy and insight that is vastly superior to the kind of energy and insight achieved through the negation, criticism, and spiraling diagnosis associated with problem-and deficit-based approaches to change.

- Appreciative Inquiry is a
    - practical philosophy of being in the world at a day-to-day level
    - highly adaptable process for engaging people to build the kinds of organizations and world that they want to live in.

- AI involves
    - systematic discovery of what gives a system "life" when it is most effective and capable in economic, ecological, and human terms
    - weaving that new knowledge into the fabric of the organization's formal and informal infrastructure.

- Appreciative Inquiry is the art and practice of asking questions that
    - strengthen a system's capacity in positive ways
    - enable the system to re-conceptualize its purpose, principles, and design
    - enhance the system's most generative forces.

- Communication patterns, roles, processes, systems, strategies, and structures shift during a formal AI process of organization development as people learn more about what contributes to times of energy and excellence.

## Comparison of Strengths-Based and Traditional Change Methodologies

| | Strengths-Based Approaches | Traditional Change Methods |
|---|---|---|
| **Metaphors** | **(engagement/invitation)** **e.g. How do we invite people to the learning?** | **(command/control/engineering)** **e.g. How do we drill information down to all levels of the organization** |
| **Assumptions of Reality** | **There are multiple realities; reality is negotiated and may involve power and political processes** | **There is a single reality; reality can be discovered using rational and analytic processes** |
| **Assumptions of Change** | **Change is inherent and can be self-organizing. No attachment to specific outcome.** | **Change can be created, planned and managed. Work toward a specific desired outcome.** |
| **Process*** | **Change is continuous and/or cyclical; interventions can be iterative and non-linear** | **Change is episodic and linear therefore interventions are systematic and structured** |
| **Source of change** | **Distributed – solutions is in the community** | **Centralized: solution lies with the leadership/executive team** |
| **How change occurs*** | **Creating new social agreements through explicit or implicit negotiation leads to change** | **Collecting and applying valid data using objective problem-solving methods leads to change.** |
| **Assumptions of change**** | **Powerful change processes occur at micro level with relationships, interactions and stories (distributed)** | **Powerful change occurs at macro “strategic” level of the organization (centralized)** |
| **Positive Focus** | **Focus on what people are passionate and energized about** | **Focus on what the priorities of the organization are** |
| **Positive Focus** | **Focus on what is working and how to expand or create** | **Focus on what is not working and how to repair or eliminate** |
| **Tension between thinking and doing*** | **Emphasis on changing mindsets and how one thinks** | **Emphasis on changing behavior and what one does** |

| (continued from previous chart) | Strengths-Based Approaches | Traditional Change Methods |
|---|---|---|
| **Degree of commitment/ engagement** | **High Engagement, commitment and responsibility (100% participation or representation)** | **Less engagement, commitment and responsibility because of perception change is imposed** |
| **Assumptions about outcomes** | **Emergent, evolving and no attachment to specific outcome** | **Specific outcomes, inevitably flows from the process** |
| **Process** | **Integrative/systemic** | **Analytical/subgroupings** |
| **Style** | **Collaborative (flocking, accomplish more together than can alone) – synergy – finding the right balance of styles** | **Competitive (tendency to comparisons, benchmarking, high performer)** |
| **Sustainability** | **Sustainability achieved through self-organizing** | **Sustainability achieved with much effort from leadership** |
| **Tension between chaos and order** | **Tolerant of some ambiguity and chaos** | **Strive for some order and control** |

* Is there a New OD? – Robert Marshak pp 1-12
http://www.odnetwork.org/publications/seasonings/2005-vol1-no1/article_marshak.html

** Facilitating Organization Change: Lessons from Complexity Science – Edwin E. Olson, Glenda H. Eoyang

## *Become an Appreciative Leader*

***Appreciative Eye → Track → Fan***

Attend to and amplify positive inter-subjective traits.

1. ***See - Develop an appreciative mind-set*** – add to your skill of problem-solving, the ability to see your organization as people and relationships with limitless capacity. The only limit is what is possible in our shared mind-maps, our collective imagination! It is NOT about having a Pollyanna view; it is having a map that acknowledges the power of maps for co-creating the relationships that people have.
2. ***Track*** – we get more of whatever we pay attention to. (1) Be clear what you want more of, what you want to amplify. (2) Link this to human aspirations. (3) Track, stalk, look for the things (no matter how tiny!) that you value, care about, and want more of in the future.
3. ***Fan*** – look for ways to increase what you want more of – attention, praise, blessing – creation of social bonds, sense of camaraderie – ask for more of the same attitude or action. Amplify the likelihood of the action continuing: (1) notice it – recognize it in public or private; (2) reward it with recognition, praise, visibility, etc.; (3) change policies to create incentives to increase the activity.

---

Bushe, Gervase. Clear Leadership: Davies-Black Pub, 2001. (ISBN: 0891061525).

---

## *Develop an Attitude of Gratitude Toward Others: Positive amplifying loops.*

Think of three things at work for which you are grateful.  If you cannot immediately think of something, ask yourself these questions.

| | |
|---|---|
| ❖ Who did something that moved you forward?<br>❖ Who made your work a little easier?<br>❖ Who lightened your load for a while so you could focus?<br>❖ Who represented you when you weren't there to speak for yourself?<br>❖ Who expected more of you than you expected of yourself?<br>❖ Who makes it possible for you to do what you do?<br>❖ Who do you take for granted who deserves your thanks? | ❖ Who spoke up for you?<br>❖ Who trusted you?<br>❖ Who nudged you?<br>❖ Who supported you?<br>❖ Who asked your opinion?<br>❖ Who served you cheerfully?<br>❖ Who included you?<br>❖ Who covered for you? Who protected you?<br>❖ Who let you know they value your work? |

In each case, who needs to know that you appreciate these things?

- ❖ ***Tell*** them (best, to their face, and not by email or phone)
- ❖ ***Specify*** how they or their action affected ***you***
- ❖ ***Be specific and focus on their impact on you***. For example, "I appreciated having all the materials out on the table in the order I need them. I feel wonderful that I have been able to focus on the Institute Fellows and not on the logistics of putting on the Institute, because I know that you will have taken care of 99% of those important details."

---

Christopher Avery. Thanksgiving at work. Team Wisdom Newsletter. November 25, 2003. www.partnerwerks.com

### *Develop Your Vocabulary of Appreciation & Process of Cultural Empowerment*

| **Vocabulary of Appreciation: Hope & Process of Social and Organizational (Re)Construction** | **Vocabulary of Deficit & Process of Enfeeblement** |
|---|---|
| 1. Inclusive communities of inquiry form; select positive topics for collective action/inquiry | 1. Scientific disciplines form; begin to create categories of illness (deficit vocabulary) |
| 2. Communities of inquiry create vocabularies of hope by searching for positive examples & "best practices" in society and organizations | 2. Collection of professionals emerges to diagnose & cure multiple forms of illness |
| 3. Communities of inquiry consensually validate vocabularies of hope through moral dialogue | 3. Everyday language of clients is translated into deficit vocabularies of the profession |
| 4. Communities of inquiry disseminate vocabularies of hope to the general public | 4. The profession disseminates its vocabularies of deficit to the general public |
| 5. Vocabularies of hope are absorbed into common language; organizations and society learn how to be hopeful and to innovate | 5. Vocabularies are absorbed into common language; the culture learns how to be ill |
| 6. Vocabularies of hope expand; fuel social and organizational (re)construction | 6. Deficit vocabularies expand, become; fuel enfeeblement of society |

Ludema, James. "From Deficit Discourse to Vocabularies of Hope: The Power of Appreciation." In Appreciative Inquiry: Rethinking Human Organization Toward a Positive Theory of Change, eds. David Cooperrider et al., 265-287. Champaign, IL: Stipes Publishing Co., 1999.

---

### *Pay Attention to Strengths to be an Effective Manager*

- *Appreciative Eye: Focus on strengths 80% of the time*
- *Tracking: Identify strengths by asking:*
  - *When does he/she perform exceptionally well? (Even if overall performance is not stellar, look for moments of functioning well.)*
  - *Which tasks/activities does he/she enjoy and that give him/her gratification?*
  - *What new knowledge and skills does he/she acquire quicker than average?*
  - *When does he/she talk with pride and enthusiasm about his/her work?*
- *Fanning: Once you have identified the strengths, ask:*
  - *Which strengths could he/she use more often? For what relevant tasks?*
  - *Of what colleagues could he/she be a good partner? Complement each other?*
  - *How can he/she further develop these main strengths?*
- *Finally, dedicate 20% of your attention to what does not seem to go right:*
  - *What would he/she want/have to change? How could this be achieved?*
  - *With respect to the improvement area, was there a time/occasion when his/her performance already seemed to be better (or even slightly so)? How could this occasion be recreated? What was going on?*
  - *What would have to be changed in the tasks/work context of him/her?*

*Coert Visser and Maarten Jan Thissen.* **www.djehoty.com** *(accessed July 9, 2004)*

## *Four Generic Questions: Appreciative Inquiry Interviews*

1. **BEST EXPERIENCE:** Tell me a story about the best times you have had with your organization. Looking at your entire experience, recall a time when you felt most alive, most involved, or most excited about your involvement. What made it an exciting experience? Who was involved? Describe the event in detail.

2. **VALUES:** Let's talk about some things you value deeply, specifically the things you value about yourself, the nature of your work, and about this organization.

   A. Without being humble, what do you value most about yourself-as a person and as a member of this organization?

   B. When you are feeling best about work, what about the task itself do you value?

   C. What do you value about the organization?

   D. What is the single most important thing that your organization has contributed to your life? To the world?

3. **CORE VALUE:** What is the core value of your organization? Give some examples of how you experience those values.

4. **THREE WISHES:** What three wishes would you make to heighten the vitality and health of this organization?

# *Dynamic Relationships: Abridged Excerpt*

(Jacqueline M. Stavros and Cheri B. Torres. *Dynamic Relationships: Unleashing the Power of Appreciative Inquiry in Daily Living.* Chagrin Falls, OH, USA: Taos Institute Publications. 2005. ISBN: 0-9712312-4-9)

p. 100-106. This practice moves you toward the **appreciative paradigm**. You can discover that you are a significant player in developing positive, generative ways of being in relationship with others. This offers you a means for creating more joy and abundance in your organization, community and family.

**The Practice.** Cycles of reflection and action are essential to taking appreciative action in stressful situations and this practice supports that. First, "**Stop**!" then **inquire** into the interaction: Look at what actually occurred, listen to and consider your responses, and **act only after reflecting** on the desired relationship. This is done by practicing these six principles.

1. **The Principle of Awareness** (Stop): Take a deep breath.
2. **The Constructionist Principle** (Look): How am I understanding what has been said or done? How am I making sense of it?
3. **The Principle of Awareness** (Look again): What is really happening or being said? What are the "facts" and what am I making up? What assumptions am I making?
4. **The Poetic Principle** (Look yet again): What am I focusing on? What else could I attend to that will provide me with additional pertinent information? How else might this story read?
5. **The Principle of Simultaneity** (Listen): How did I immediately perceive what is occurring? What state of body or mind contributed to this response and my immediate reaction in how to act? What is my immediate response when I entertain another way of understanding what is currently happening?
6. **The Anticipatory Principle** (Keep Listening): What kind of relationship do we want to create together? What actions on my part will move us toward that kind of relationship?
7. **The Positive Principle** (Act): What question can I ask that will move our relationship forward in a positive way? What appreciative action can I take?

Ideally, this process is carried out in the moment, when you first "see" the proverbial Mack truck in your experience. Before using this process in "real time", practice the technique by applying it to past situations. Choose a situation that occurred where you didn't see the "Mack truck" and were broadsided with the consequences moving you away from the relationship you desired. For example:

> ***IMAGINE THAT LAST MONTH YOUR DEPARTMENT WAS UNDER PRESSURE TO ACCOMPLISH A PROJECT BY A DEADLINE. EVERYONE HAD BEEN WORKING OVERTIME AND WAS STRESSED. IF YOU MISSED THE DEADLINE, IT WAS GOING TO BE YOUR JOB ON THE LINE. A COLLEAGUE CAME BY TO LET YOU KNOW HE WAS LEAVING FOR THE DAY. YOU LOOKED AT YOUR WATCH; IT WAS ONLY 6 PM AND YOU MADE A NASTY COMMENT, SHOOK YOUR HEAD AND MADE NOTE THAT THIS PERSON REALLY DID NOT CARE MUCH ABOUT THE PROJECT OR THE REST OF THOSE WORKING THERE. HE DEFINITELY WOULD BE OFF THE NEXT PROJECT!***

Here is how the process can play out on this past experience:

**1. The Principle of Awareness: (Stop):** Take a deep breath…*What was that? What just happened? Ahh—*

**2. The Constructionist Principle? (Look)** How am I understanding what has been said or done? How am I making sense of it? …*I understood his leaving early as not caring. If he truly cared, he would have stayed late like the rest of us.*

**3. The Principle of Awareness: (Look again):** What is really happening or being said? What are the "facts" and what am I making up? What assumptions am I making? … *What really happened is he came in and said he was leaving. It was 6 PM already an hour past normal closing time. I have no idea why he left when he left; I didn't ask. I made up that he didn't care. He certainly had worked hard on the project and he contributed significantly to it. In fact, he had stayed later than most every night last week.*

**4. The Poetic Principle (Look yet again):** What am I focusing on? What else could I attend to that will provide me with additional important information? How else might this story read? … *I focused solely on his leaving and the rest of us staying behind and working. I might have focused on how much he had already contributed and how many nights he had stayed late over the last two weeks. I might have asked if he had plans or if everything was okay at home. I might have even focused on whether I would be more efficient and effective if I left now also and got a good night's sleep.*

**5. The Principle of Simultaneity: (Listen):** How did I immediately perceive what is occurring? What state of body or mind contributed to this response and my immediate reaction in how to act? What is the immediate response I have to entertaining another way of understanding what might be happening? … *I perceived his leaving in a negative way. I was incredibly stressed. It had not only been a long day, it had been a long couple of weeks working on this project. The deadline was looming and I was fueled by fear for my job and primed for reacting. I was extremely tired, hadn't been sleeping well, and knew I was going to be there very late again that night.*

**6. The Anticipatory Principle: (Keep listening):** What kind of relationship do we want to create together? What actions on my part will move us toward that kind of relationship? … *I want a positive relationship with him. He's good worker, sharp and talented. I want us to relate in ways that are mutually supportive, open and honest. I want a relationship where we both feel valued.*

**7. The Positive Principle (Act):** What questions can I ask that will move our relationship forward in a positive way? What appreciative actions can I take? … *I could have said: "Good night. You deserve a night going home early." OR "I know our late nights have been hard on families. Is everything okay?" OR "Thanks for all your hard work on this project; it will be over soon."*

**Are you ready to try it for yourself?**

First, recall a past situation where the Mack truck broadsided you! Write down what happened and how the relationship evolved through the experience. Then put the six principles to work for yourself:

| |
|---|
| **1. The Principle of Awareness (Stop):** Take a deep breath. What thought or feeling "woke me up?" |
| **2. The Constructionist Principle (Look):** How am I understanding what has been said or done? How am I making sense of it? |
| **3. The Principle of Awareness: (Look again):** What is really happening or being said? What are the "facts" and what am I making up? What assumptions am I making? |
| **4. The Poetic Principle: (Look yet again):** What am I focusing on? What else could I attend to that will provide me with additional important information? How else might this story read? |
| **5. The Principle of Simultaneity (Listen):** How did I immediately perceive what is occurring? What state of body or mind contributed to this response and my immediate reaction in how to act? What is the immediate response I have to entertain another way of understanding what might be happening? |
| **6. The Anticipatory Principle: (Keep listening):** What kind of relationship do we want to create together? What actions on my part will move us toward that kind of relationship? |
| **7. The Positive Principle (Act):** What questions can I ask that will move our relationship forward in a positive way? What appreciative actions can I take? |

The point is to understand how to apply the six principles in daily life within the cycle of reflection and action, especially under stressful interactions. It also helps you recognize there are a variety of ways of understanding a situation, often more easily done when you are not in the heat of the moment. Applying the six principles in this way enhances your awareness of your significance in the relationship and invites you to consider appreciative actions in the future.

**Repeat and Repeat**

To move towards the appreciative paradigm and appreciative actions, practice with a number of past experiences that are over and done. Such practice will support the creation of new ways of relating. Practice also on current events - perhaps ones where you are recovering after being hit by the Mack truck!

**FOCUS BOX (**p. 107)

In normal, interpersonal interactions as soon as you sense the Mack truck- i.e. you become aware of those fast moving negative emotions or thoughts (anger, irritation, annoyance, worry, suspicion, jealousy, judgment, criticism, resentment etc.

1. **STOP**! And take a deep breath.
   -Principle of Awareness
2. **LOOK** (Reflect)
   - Constructionist Principle
   - Principle of Awareness
   - Poetic Principle
3. **LISTEN** (Reflect)
   - Principle of Simultaneity
   - Anticipatory Principle
4. **ACT**
   - Positive principle

It truly takes practice and time outs to allow for the cycle of reflection and action to move you in a positive way forward in building the most dynamic relationship with appreciative intent.

**FOCUS BOX** (p. 90)

To summarize the application of these principles in the appreciative paradigm, consider:

- In your communities of choice and practice, there is always someone and/or something of value or an opportunity waiting to be discovered.
- What you focus on, believe, think, imagine and act upon informs your relationships and what you create together.
- Your life becomes real and meaningful through your shared beliefs, thoughts, conversations, expectations and actions.
- There is power in asking positive questions.
- The Principle of Awareness highlights the need for understanding that your relationships are dynamic and you are a significant member of your [organizations and] communities.
- The Principle of Awareness supports your ability to apply the original core principles of AI as self-reflective awareness is needed to apply the principles in your life:
    - <u>Constructionist Principle</u>: the way we know affects our actions
    - <u>Principle of Simultaneity</u>: change happens the moment you ask the question.
    - <u>Poetic Principle</u>: life is an open book
    - <u>Anticipatory Principle</u>: we move in the direction of the images we hold.
    - <u>Positive Principle</u>: the more positive the image or question, the more positive the action.

## *Eleven Steps for Efficient Change in Medical Education*

By Janet Grant

1. Attempt to change only what needs changing. If it works, leave it alone. "If it ain't broke, don't fix it".

2. Talk, talk and talk again. Explain your ideas to friends and colleagues, seek allies, convince others, listen and amend your ideas.

3. Always promote the opportunities of change or the benefits. DO NOT TRY TO SELL YOUR SOLUTION OR YOUR BLUEPRINT. Ownership of the change initiative and its outcome is a vital issue. People must feel able to influence the process.

4. Have available a broad vision of how things might be after the change so that you can have outline discussions with people and offer them some anchorage in the future world.

5. Make sure you have the organisational power to see the change through. Get key people on your side or involved early on. Independent practitioners have a very powerful veto if they are not consulted and not involved.

6. It is far, far better to try a small change that succeeds than a huge one that fails or goes astray. The organisation learns to accept change through its own success. Bite sized chunks!

7. Never plot change in secret and then spring it upon an unsuspecting public. It is far better to work in the open and to keep informed everyone who will be affected by the changes. Be prepared to make mistakes in the open.

8. Be prepared to alter proposals and to accommodate other viewpoints. A compromise that spreads ownership may lead to 80% of the original concept being implemented, whereas failure to accommodate others' views may lead to 100% of the original concept failing.

9. Try to think the changes through to implementation and try to anticipate future difficulties or obstacles in your chosen path. The art of good change management is to design your way around the obstacles, not trying to flatten them.

10. Spend your time discussing, designing, refining and publicising and do not be tempted to rush headlong into implementation with an ill-conceived plan that will fall apart at the first hurdle.

11. There is a place for the written word but only as a confirmation of direct communication.

REFERENCES


- Gale, R. & Grant, J [1998] Medical Education in the Millennium: *Managing Change in Medical Education.* Oxford University Press. ISBN 0 19 262399 0
- Gale, R. & Grant, J [1997] Managing Change in a Medical Context: Guidelines for Action. Association for Medical Education in Europe Education Guides. No. 10.

## *Managing the Monkey*

**William J. Oncken and Ray Wells.**

Why does it often seem that managers typically run out of time while their staff runs out of work? It may be because managers typically give away so much of their time. It's true that managers must spend a great deal of time communicating and interacting with others. However, as I'll illustrate, there are ways to keep a better balance in the workload between managers and their staff by learning to "keep the monkey where it belongs."

Here's a common scenario.

Let's imagine you are a manager walking down the hallway. You notice one of your staff, Susan, coming up the hallway. When you are abreast of one another, Susan says, "Good morning. By the way we've got a problem. You see...."

As she continues, you recognize in this problem, the same two characteristics common to all problems your staff bring to your attention: (a) you know enough to get involved, but (b) not enough to make the on-the-spot decision expected of you. Eventually, you say, "So glad you brought this up. However, I'm in a rush right now. Let me think about it and I'll get back to you." Then you part company.

Let's analyze what's just happened. Before you met, on whose back was the "monkey?" On your staff member's Susan's. After you parted, on whose back was it? Yours. Your problem as a manager begins the moment a monkey successfully executes a leap from a staff member's back to your back and does not end until you return the monkey to its proper owner for care and feeding.

So what is this "monkey" notion anyhow?

The "monkey" is the TASK TO BE ACCOMPLISHED AS A RESULT OF AN INTERACTION or THE RESPONSIBILITY FOR ACTION ON A PARTICULAR MATTER. In short, who has the NEXT MOVE?

In accepting the monkey, you have voluntarily assumed a position subordinate to your subordinates. That is, you have allowed Susan to make you her subordinate by doing two things a subordinate is generally expected to do for her supervisor - you have accepted a responsibility from her, and, you have promised her a progress report! Your staff member Susan, to make sure you don't miss this point, will later stick her head in your office and cheerily ask, "How's it coming?"

Or let us imagine again that, in concluding a working conference with another staff member, your parting words are, "Fine - send me a follow-up E-mail on that."

If you look closely, you'll realize that while the monkey is now on the staff member's back (because the next move is his), it is poised for a leap. Now watch that monkey. The staff member dutifully sends the requested E-mail through your network. You flip on your system and print a hard copy for further follow-up.

Whose move is it now? Yours. If you don't make that move soon, you'll get a follow-up E-mail from your staff member. The longer you delay, the more frustrated your staff member will become (he'll be "spinning his wheels") and the guiltier you'll feel (your backlog of E-mail from all of your other staff members is also mounting.)

This pattern you have as a manager of accepting upward leaping monkeys leaves you with seventeen piles on your desk and a longer "to do" list than you can possibly get to in an eight-hour day.

Why does all this happen? Because in each instance, *you and your subordinate assume at the outset, wittingly or unwittingly, that the matter under consideration is a joint problem*. The monkey in each case begins its career astride both your backs. All that it has to do now is move the wrong leg, and - presto -your staff member deftly disappears. You are thus left with still another acquisition to your menagerie. Of course, monkeys can be trained not to move the wrong leg. But it is easier to prevent them from straddling backs in the first place.

## Who's Working for Whom?

By Friday afternoon, the manager has picked up 25 screaming monkeys - far too many to do anything about individually. Now her task is to sit down before the end of the week to "prioritize" her newly acquired "monkeys" while her staff members are "spinning their wheels," waiting for a resolution to their original problem.

Imagine what they are saying to each other as they wait: "What a bottleneck. She just can't make up her mind. How anyone ever got that high up in our company without being able to make a decision we'll never know."

Worst of all, the reason the manager is unable to make any of these "next moves" is that she has her time almost entirely eaten up by requirements from her boss and by the rest of the system. It's become a seemingly unresolvable vicious circle guaranteed to produce ulcers in nothing flat!

Over-stressed, overworked and getting quickly obese from the absence of any exercise, the manager summons her friends with an SOS plea. Fortunate as she is, one of her friends teaches her the fine managerial art called "The Care and Feeding of Monkeys" over the weekend.

She is elated.

## *Getting Rid of the Monkeys*

On Monday morning, confident and beaming, she returns to the office and asks each of her staff members who are waiting to have their monkeys attended to join her for a brief meeting.  Session after session, the following scenario occurs:

1. She takes out the monkey (metaphorically speaking, of course), places it on her desk, asks the staff member to help describe all of its components thoroughly, and decides with the staff member how s/he will make the next move.  For certain monkeys, this takes some doing.

2. She recites THE RULE: "At no time while I am helping you with this or any other problem will your problem become my problem.  The instant your problem becomes mine, you will no longer have a problem.  I cannot help a person who hasn't got a problem.  I will be inordinately happy to help you sort out your problem and help you to determine the next moves to make - whether they are yours, mine, or someone else's.  The problem, however, is still yours."

As she faithfully follows this same line of conversation with each of her staff members, she suddenly realizes that she no longer has a need to shut her door.  Her upward leaping monkeys are gone.  They will return - but by appointment only.  Her appointment calendar will assure this.

What I have been driving at in this monkey-on-the-back analogy is to transfer the initiative for solving the problem from the manager to her staff member and keep it there.  I have tried to highlight a truism as obvious as it is subtle: before management can develop initiative in their staff, they must see to it that the staff has the responsibility for the initiative.

Those who have been around the managerial world for some time know that transferring initiative, another way of describing the delegation of responsibility, is not as simple as the placement of the monkey on someone's shoulders at the end of an exchange.  Intuitively, most managers have questions about employee capability, commitment, the level of trust between the manager and the staff member, and the relative riskiness of the task to be accomplished.  Therefore, let's take a few moments to examine what is called "The Anatomy of Initiative."

There are five degrees of initiative that an employee has in relation to his/her supervisor and/or the system.  Since this is perhaps the most critical aspect of the notion of caring and feeding the monkey, its importance is magnified below:

## Five Degrees of Initiative

**A. Wait until told.** *Lowest Initiative.*

**B. Ask what to do.**

---

**C. Recommend, then take resulting action.**

**D. Act, then advise at once.**

**E. Act on own, then report routinely.** *Highest Initiative.*

If you are wondering what the dividing line is all about, that should be self-evident by now. Clearly, individuals who indulge themselves in the lowest two initiatives - "wait until told" or "ask what to do" - have no real control over their workday or how they set their priorities. S/he thereby forfeits any right to complain about what s/he is told to do or when s/he is told to do it.

## The Job of the Manager...

The job of the manager, in relation to his/her subordinates or staff, is twofold: first, to outlaw the use of initiatives A and B - "wait until told" or "ask what to do," - thus giving the staff no choice but to learn to master "completed staff work." Second, to see that for each problem (monkey) that is assigned, delegated or reacted to, it is properly "insured" at one of the final three initiative levels - "recommend, then take resulting action," "act, but advise at once," or "act on own, then routinely report." Insurance you say?

Exactly. Let's suppose that you are working with a staff member who is inordinately competent with their work, committed to the organization, and with whom there is a strong trusting relationship between her and the manager. The only thing that varies then is the nature or the "risk" of the task to be accomplished.

If it’s a $500 decision, the manager may choose to "insure" that decision at the highest initiative level - the subordinate may "act on (his) own, them report routinely." If it’s a $2000 decision, the "insurance" level may become "act, but advise at once." And if its a $5000 decision, the manager may ask the subordinate to "recommend, then take resulting action." This is the same loyal, competent trustworthy person being managed with three different allowable levels of initiative.

Insurance is critical for all kinds of risks. Financial risks are the most obvious. Others may include risk of individual status within the organization, risk of your boss losing face with his boss, risk of the reputation of your organization, and legal risk with liability or libel/slander. The different kinds of risk need to be predetermined by the manager and the organization.

## The Job of the Staff Member...

The job of the staff member is simple; unless you are new to the organization or are in a situation where you are being trained, never use the lowest levels of initiative - "wait to be told" or "ask what to do." If your responsibilities in a job or with a special project are not absolutely clear, spend time with your immediate supervisor to pin down responsibilities and levels of authority to act upon those assigned responsibilities.

Ask what the areas of "risk" are for your supervisor and for the organization so that you can know what level of initiative with which to respond when a problem arises. Regardless of the level of risk, staff members should always accompany their problems with <u>at least</u> two solutions as well as their recommendations for what they believe the best solution to be.

As the relationship grows between the supervisor and the staff member, staff will find that they will have increasing levels of "freedom" to respond to and resolve the various problems that they encounter.

## For Both Staff and Management...

This is the final critical stage for successfully managing the monkey: Set up an appointment for follow-up as necessary. Calendars should be carried to all interactions where appointments are to be made. There is no such appointment as "some time next week" or "as soon as possible." There is only exact time and location - "10 am Thursday in my office," for example. Appointments may be renegotiated as necessary; in today's fluid workplace, priorities constantly shift, often from hour to hour or day to day.

## *Care and Feeding of Monkeys*

To further clarify our analogy between the monkey-on-the-back and the well-known processes of managing and controlling, the following outlines five hard and fast rules governing the "Care and Feeding of Monkeys." (Violations of these rules will cost hours of time!)

Rule 1. Monkeys should be fed or shot.

Otherwise, they will starve to death and you will waste valuable time on post-mortems or attempted resurrections.

Rule 2. The monkey population should be kept below the maximum number that management has time to feed.

Staff members will find time to work as many monkeys as management finds time to feed, but no more. It shouldn't take more than five to fifteen minutes to feed a properly prepared monkey.

Rule 3. Monkeys should be fed by appointment only.

Management or staff should not have to be hunting down starving monkeys and feeding them on a "catch-as-catch-can" basis.

Rule 4. Monkeys should be fed face-to-face or by phone - not by memo (or E-mail).

(If by mail, the next move will be most likely by management - remember?) Documentation may add to the feeding process, but it cannot take the place of feeding.

Rule 5. Every monkey should have an assigned feeding time and degree of initiative.

These may be revised at any time by mutual consent, but never allowed to become vague or indefinite. Otherwise, the monkey will either starve to death or wind up on management's back.

## *Concluding Thoughts*

In conclusion, the best advice for developing a system of keeping the monkeys where they belong is to get control over the timing and content of what you do. The first task of management is to create more time for themselves by assisting their staff in resolving their own problems (monkeys). The second is to use a portion of this newly found time to see to it that staff possesses the appropriate level of initiative, and then to see to it that this initiative is, in fact, taken.

The result of all this should be a more balanced system, which will in turn enable both staff and management to multiply, without theoretical limit, the value of each hour spent by all members within the system. As staff learn to solve more problems (monkeys) and take on more responsibility, management is freed to do what they should be doing - leading, developing a shared vision for the organization, and planning how to get there. Wouldn't that be a rosy scenario?

Adapted, in part, from *"Management Time: Who's Got the Monkey,"* by William Oncken, Jr. and Donald L. Wass, Harvard Business Review, November-December, 1974, and *The One-Minute Manager Meets the Monkey* by Kenneth Blanchard, William Oncken, Jr. and Hal Burrows, William Morrow and Co., New York, 1989.

## *Learning Communities*

The FAIMER Institute includes ***Learning Circle Communities***. This is a return to an original form of human community, as well as a leap forward to create a new form of community for leaders of the 21st century. We use this group design to help the Fellows develop conversations to link where we came from, where we are, and where we might go.

In the Learning Community, members are *intentionally diverse*. With such diversity, new solutions and friendships are possible that can fulfill the potential for dialogue, professional and personal replenishment and wisdom-based change.

Our long-term goal is for all the FAIMER Institute Alumni to become a ***"Community of Practice,"*** a group informally bound together by personal connections and understanding, shared expertise, and passion for improving academic health centers and the people they serve. This Community of Practice can help drive strategy to advance our diverse medical schools and academic health centers, solve problems of individual members, transfer effective practices, and develop individual and group professional skills.

Etienne Wenger defines Communities of Practice as:
"groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly…Membership therefore implies a ***commitment to the domain***, and therefore a ***shared competence*** that distinguishes members from other people...They value their collective competence and ***learn from each other***… In pursuing their interest in their domain, members engage in joint activities and discussions, ***help each other, and share information***. They build relationships that enable them to learn from each other." [italics and boldface added for emphasis]

## *World Wide Web Resources*

***Web sites for deepening conversations and developing shared meaning*** (accessed 30 Jul 2006)

- www.peerspirit.com –Conversation Circles
- www.storycatcher.net – Network fostering personal storytelling
- http://www.ewenger.com/theory - Communities of Practice
- www.turningtooneanother.net - Global Conversation Circles
- www.conversationcafe.org – Processes for conducting Conversation Cafes
- www.collectivewisdominitiative.org – Collective Wisdom Initiative, originally started by Fetzer Institute
- www.david-bohm.net/dialogue - Physicist who has done a great deal to promote dialogue as opposed to discussion
- www.publicconversations.org – Promote constructive conversations that that reach across differences
- www.cpn.org - Civic Practices Network, a Learning Collaborative for Civic Renewal
- www.wtb.org. - Women Transcending Boundaries
- www.womenofwisdom.org – Women of Wisdom communities

# Starting Your Learning Community

(Obtain a more detailed version of the Basic Guidelines for Calling a Circle, as well as the principles and practices, excerpted from Christina Baldwin's Calling the Circle, the First and Future Culture (Bantam, 1997), from http://www.peerspirit.com/htmlpages/circlebasicsprv.html.)

**Suggested agenda**: See the Assignment Directions. Briefly:

- Establish basic group principles, perhaps using the Agreements below
- Start each session with meditation, or quiet out-loud reading, perhaps of the quotations below. This helps people to slow down, become present and centered.
- Perhaps have a quick "check-in" from everyone.
- Have everyone tell their story (Assignment #1). If that is completed, discuss the common themes, go on to Assignment #2, or other activities that enrich your understanding of each other (showing photographs, reading ethnic writers, listening to local music, etc.)
- Close the meeting with brief check-outs from everyone, and quiet reading to disengage.

**Possible agreements for your Learning Circle Community**

- What is said in the circle belongs in the circle. We will hold stories or personal material in confidentiality and honor other material, information or decisions with a level of confidentiality appropriate to the setting.
- The circle is a practice in discernment, NOT judgment.
- Each person takes responsibility for asking the circle for the support they want and need.
- Each person takes responsibility for agreeing or not agreeing to participate in specific requests.
- Anyone in the circle may call for silence, time-out, or ritual to reestablish focus, to re-center, or to remember the need for spiritual guidance.
- Agreements are adaptable. If something is not working, revise the agreements and maintain the process.
- We listen to each other with compassion and curiosity.

**Beginning Each Learning Circle Meeting with reading quotes.**

This is a very useful aid to help participants slow down, center, and be really present.

1. "So many of us do not know our own story. A story about who we are, not what we have done. About what we have faced to build what we have built what we have drawn on and risked to do it, what we have felt, thought, feared, and discovered through the events in our lives. The real story that belongs to us alone….Stories are someone's experiences of the events of their life, they are not the events themselves." *Remen, p. xxvii*

2. "As a physician, and as a human being, I live in a world of stories. Stories are not replicable because our lives are unique….Yet in the telling of stories we also learn what makes us similar, what connects us all, what helps us transcend the isolation that separates us from one another and from ourselves….We all have within us access to a greater wisdom, and we may not even know it until we speak out loud….Listening to stories can also be healing. A deep trust in live often emerges when you listen to other people's stories. You realize you are not alone; you're traveling in wonderful company." *Remen, p. xv-xvii – Foreword by Dean Ornish, M.D.*

3. "We have to slow down. Nothing will change for the better until we do. We need time to think, to learn, to get to know each other. We are losing these great human capacities in the speed-up of modern life, and it is killing us." *Wheatley, Turning to One Another – Simple Conversations to Restore Hope to the Future, p. 19*

4. "Before there were meetings, planning processes, or any other techniques, there was conversation – people sitting around interested in each other, talking together….We are reawakening an ancient practice, a way of being together that all humans remember….People want to tell their story, and are willing to listen to yours." *Wheatley, p. 24*

5. "We attend a conference or meeting for our own purposes, for 'what I can get out of this.' Conversation is different….Good conversation connects us at a deeper level. As we share our different human experiences, we rediscover a sense of unity… And as an added joy, we also discover our collective wisdom. We suddenly see how we can be wise together." *Wheatley, p. 28*

6. "Listening is one of the skills required for good conversation. Slowing down is a second. Most of us work in places where we don't have time to sit together and think. We rush in and out of meetings where we make hurried, not thoughtful decisions….I hope we can notice what we're losing – in our day-to-day life, in our community, in our world. I hope we'll be brave enough to slow things down….If we want our world to be different, our first act needs to be reclaiming time to think. Nothing will change for the better until we do that." *Wheatley, p. 31, 96, and 99*

7. "Someone might say that things like talking and listening are important, but they don't cause change….I would differ.…In deeply receiving another, I not only hear how to respond to further our relationship, I live in the connection that is that relationship. I am changed by it, and I in turn change it." *Johnson*

8. "New learning doesn't come from 'The Temple' – in other words, from traditional institutional sources of knowledge. It comes from conversations among smart people in shared spaces….'Open' learning spaces – those that embrace diverse points of view – will outperform 'closed' learning spaces." *Thornton May, corporate futurist, in Fast Company, November 2000.*

9. "Speed in work has compensations. Speed gets noticed. Speed is praised by others. ….When it becomes all-consuming, speed is the ultimate defense, the antidote to stopping and really looking….The great tragedy of speed as an answer to the complexities and responsibilities of existence is that very soon we cannot recognize anything or anyone not traveling at the same velocity as we are. We see only those moving in the same whirling orbit and only those moving with the same urgency….We start to lose sight of colleagues who are moving at a slower pace, and we start to lose sight of the bigger, slower cycles that underlie our work….Just as seriously, we begin to leave behind the parts of our own selves that limp a little, the vulnerabilities that actually give us color and character." *David Whyte, p.172*

10. “This is not the age of information.
    This is not the age of information.
    Forget the news and the radio and the blurred screen.
    This is the time of loaves and fishes.
    People are hungry, and one good word is bread for a thousand.” *David Whyte, p. 186*.

11. “When I ask you to listen to me and you start giving advice, you have not done what I asked.
    When I ask you to listen to me and you begin to tell me why I shouldn’t feel that way, you are trampling on my feelings.
    When I ask you to listen to me and you feel you have to do something to solve my problems, you have failed me, strange as that may seem.
    So please just listen and hear me. And if you want to talk, wait a few minutes for your turn and I promise that I will listen to you.” *Anonymous*

12. “There is an endless net of threads throughout the universe….
    At every crossing of the threads there is an individual.
    And every individual is a crystal bead.
    And every crystal bead reflects
    not only the light from every other crystal in the net
    but also every other reflection throughout the entire universe.”
    *Indra’s Net, from the Rig Veda as described by Anne Adams*

*13.* “[Let us] reflect upon what we are doing and build a sense of community that supports us socially and emotionally in the face of unprecedented change.” *Robert Lengel, Director, Executive MBA Program, University of Texas San Antonio.*

14. “Somewhere a circle of hands will open to receive us, eyes will light up as we enter, voices will celebrate with us whenever we come into our own power. Community means strength that joins our strength to do the work that needs to be done. Arms to hold us when we falter. A circle of healing. A circle of friends. Someplace where we can be free.” *Starhawk*

*15.* “Each [person’s] story becomes a mirror for another…to see [him or] herself and …their resiliency.” *From Goddesses in Older Women by Jean Shinoda Bolen, M.D.*

16. “Understanding and telling ’my’ story is a process of self-awareness that serves as a foundation for recognizing ‘your’ story and co-creating ‘our’ story.” From Susan Hagdorn and Gail Roe. Refiguring personal narrative as a path to leadership: a global perspective. In: *Building Leadership Bridges* 2004: 55-61.

17. “Today's diversity means not only that more people participate in decision making but that the new players bring different backgrounds and expectations to the table. Dialogue used to be simpler to do because we shared frameworks...You just do it...But we can no longer 'just do it.' Reaching mutual understanding through dialogue doesn't come naturally to us anymore.” Daniel Yankelovich, *The Magic of Dialogue.*

18. “Stories show a path, shine a light on our way, teach us how to see, remind us of the greatest of human possibilities. We are invited to laugh, to awaken, to join our journey with others. Their stories are our stories – they have the power to touch us, move us, and to inspire us. *Stories of the Spirit, Stories of the Heart,* Feldman and Kornfeld, 1991.

19. “When you’re with other people sharing stories, you realize that some people have problems harder than yours. You can learn something from others.” *Sikhethiwe, participant in Kufunda Learning Village, Zimbabwe, as quoted in Reflections, v6, p. 62, 2005.*

*20.* “…the heart of thee is the heart of all; not a valve, not a wall, not an intersection is there anywhere in nature, but one blood rolls uninterruptedly an endless circulation through all - as the water of the globe is all one sea, and truly seen, its tide is on. *Ralph Waldo Emerson, from essay, The Over-Soul, 1841.*

*21.* “Some of us need to discover that we will not begin to live more fully until we have the courage to do and see and taste and experience much less than usual …There are times, then, when in order to keep ourselves in existence at all we simply have to sit back for a while and do nothing. And for a man who has let himself be drawn completely out of himself by his activity, nothing is more difficult than to sit still and rest, doing nothing at all. The very act of resting is the hardest and most courageous act he can perform.” *Thomas Merton*

*22.* **When Someone Deeply Listens To You**
When someone deeply listens to you
it is like holding out a dented cup you've had since childhood
and watching it fill up with cold, fresh water.
When it balances on top of the brim, you are *understood*.
When it overflows and touches your skin, you are *loved*.
When someone deeply listens to you, the room where you stay starts a new life
and the place where you wrote your first poem begins to glow in your mind's eye.
It is as if gold has been discovered!
When someone deeply listens to you your bare feet are on the earth and a beloved land that seemed distant is now at home within you. — *John Fox*

## Learning Circle Agreements

What is said in the circle belongs in the circle. We will hold stories or personal material in confidentiality and honor other material, information or decisions with a level of confidentiality appropriate to the setting.

The circle is a practice in discernment, not judgment.

Each person takes responsibility for asking the circle for the support they want and need.

Each person takes responsibility for agreeing or not agreeing to participate in specific requests.

Anyone in the circle may call for silence, time-out or ritual to re-establish focus, to re-center, or to remember the need for spiritual guidance.

Agreements are adaptable. If something is not working, revise the agreements and maintain the process.

We listen to each other with compassion and curiosity.

The circle holds the responsibility to offer help/support if there is a sense that it is needed.

# Learning Community Assignments

Assignment #1 – Tell Your Personal Professional Stories

- Go around the group. Have EACH person INTERVIEW one person, and be INTERVIEWED by another – so all will have experience both being interviewed and interviewing.
- Let each person tell their story ***fully*** while you listen.
- ***Listen*** carefully, and ***don't interrupt*** when a Fellow is sharing their story (at least 30 min.).
- ***Avoid asking questions***; only ask if you need clarification.
- Try using the following questions from the Appreciative Inquiry approach. Have one person read each question *out loud* to the person telling their story.

**The Tree of Life**
**An Appreciative Inquiry of Your Life**

1. Tell me about **your roots**. Who are your ancestors? Who are your grandparents? How have they influenced and impacted your life? Tell me about an exceptional moment where you came to understand the legacy of family or ancestry that you carry forward. Tell your story in all the rich detail you can provide.

2. How did you get where you are today, here at the FAIMER Institute? What was your **professional and personal life journey to this point**? What has been a **special highpoint** in your professional life as a scientist or health professional? What have been critical junctures for you? We want to get to know you as a person as well as a professional colleague. Describe in as rich detail as you feel comfortable – where you were born, your childhood family life, what educational path you followed, what your professional career journey has been, what your adult life and family are like, and the defining moments that have led you to where you are today. There may be ups and downs – all these have made you who you are – a valued member of the FAIMER family.

3. What are the things that you **value deeply about yourself**? What are your gifts, your talents, the things that you offer to the world?

4. What are the **dreams you have for yourself**? For your family? For your world of work?

(TAKE AT LEAST 30 MINUTES PER PERSON FOR THESE FOUR QUESTIONS)

After everyone has told their story, reflect on the common themes that you have heard among your Learning Community.

**Additional Activities**

● Practice the Dialogue Skills (see Dialogue Skill Sheet) for Assignment #2 if you have time during your three sessions, Otherwise, do individually.

● Engage in other activities to enrich your understanding of each other – sharing local music, writing, photographs, etc. Invite faculty if you wish!

Assignment #2 -- Discuss the tips on getting the most out of your FAIMER Institute experience.

***Understand the nature of adult learning***. You learn more when you:

- Feel the *need to learn*.
- *Experience* the material by living it as well as "receiving" it from a lecturer. Experiment with roles and new behaviors, speak out, consciously pursue leadership or followership positions, and collect others' reactions to your statements and actions.
- Are *surprised*. Clarify before a session: What do I *think* I know about this topic? What do I *not know*? Be surprised by learning you have abilities you were not aware of, or that there are areas where you've simply been unaware of the extent of your ignorance!

***Embrace, intentionally, your own ignorance***. Take *risks,* functioning outside your comfort zone, letting go of the idea of performing competently. When you try and fail to be perfect, you fully engage your ignorance, entering emotional space where optimal learning occurs.

***Understand the nature of group representativeness.***

- You are both an individual and a member of different groups (disciplinary, country, racial, ethnic, religious, married/single, etc.). Become more aware of your multiple identifications, to escape their grip on your thinking and belief patterns.
- Consciously leave behind the spoken or implicit assumption that you represent your home institution/country. Recognize as you import your own ignorance into the FAIMER Institute, you also carry the ignorance of your work unit. Consider asking, "We don't know how to handle situations like ... in my organization; does anyone have experience with this?"
- Recognize that the learning you or others do is also *group* learning; the collective is enhanced by insights the parts develop. For example, when a scientist learns about managing interpersonal conflict, their work unit is enriched.

***Map out your relevant internal and external stakeholders -*** those who have an investment in you, in the construction of your job function and in the execution of your job.

- Explicitly identify them. As you go through the Institute
  -- Observe how others occupy positions/take stances like your key stakeholders; learn 'how they think.'

  --Take on roles; pursue lines of arguments as a key stakeholder, to learn "their world."

  -- Reflect on how these stakeholders would reflect on what you are experiencing and learning, what they might want you to carry back into your relationship with them.
- Realize that you are making a commitment to being a change agent, learning about how to manage a host of organizational perturbations.

***Acknowledge the work-life balance dilemma -*** Consider keeping a personal journal – stream-of-consciousness or one of the other forms of journaling. You will be surprised by the value of this systematic reflection done without conscious awareness of what insights were being opened up.

---

Adaptation for FAIMER Institute of: Mindfulness and Executive Education by G.P. Shea, K.K. Smith, and T.N. Gilmore (Working Paper of Center for Applied Research, November 1997).

## Dialogue Skills

**Try these in your Learning Community:**

- Distinguish *advocacy* (persuading, discussing) from *inquiry* (obtaining understanding, asking open-ended questions of inquiry to make meaning*)*.
- Give people *space* to talk. One speaker at a time. No interrupting, 'talking over' or side-bar conversations. Consider raising your hands to speak, or having a 'talking stick' to transfer to the speaker of the moment.
- Listen to one another *openly* and with *acceptance* rather than discussing or specifically answering any one person's remarks. In *attentive* listening, we respect one another. Listen for understanding, especially for the meaning *beneath* the words.
- Express *appreciation* for others' views and ideas.
- Allow examination of some of your *unquestioned assumptions, beliefs, and sacred-cow tenets* you have taken for granted.
- Let there be *silence*. Silent periods are OK! Share out of the *silence*. Time and space between sharing and contributing is helpful to really take in what others have shared, and to integrate their messages into your own understanding.
- Speak to the *center* of the group, and not to any one person.
- Speak more from *feelings* and *personal experience* than from ideas and opinions.
- All opinions are equal. View *disagreements* as an opportunity to learn. Disagreements are *non-judgmental.*
- Have a boundary for *beginning* and *ending* in dialogue. Then you can return to the familiar advocacy mode with greater understanding of others' points of views.
- In your usual task-oriented group work, consider having short periods of dialogue, with no task orientation necessary, when the meeting is becoming non-productive. You often return to the task refreshed and more able to make progress towards it.

# Closing the Journey

Mindfully attend to the transition to back home, and translation of your learnings.[3]

① *Make **action** plans for your trip back home*
-- Prune or weed before planting. Make a list of 'not to do's' as well as a list of 'to do's'! Shorter lists of carry-aways increase your likelihood of application back home.
-- Give up some exciting ideas to focus on what is actually doable. Put some ideas on back burner.
-- Identify **several specific actions**. Commit to completing them within the first two weeks. (The size of the actions matters less than their existence and your commitment to carry them out).
-- Consider making a personal contract with a trusted colleague or Institute Fellow, based on fulfilling these near-term action plans. Use carrots or negative personal consequences!

② *Look back to look ahead*
-- Work against the all too frequent 'flight into action' plans until after you have looked back and consolidated some of your thoughts and feelings about the Institute 2003 experience.
-- Consider jointly building a log of shared experiences on the listserv, to help recall happenings.
-- **Harvest insights of yourself and others about how you have taken up your various roles during Institute 2003**. Share with other Fellows your observations about how they took up their voice in large-group sessions versus small groups, what their roles were in formal vs. informal aspects of the program, etc. And ask for feedback for yourself.

③ *Tour your native land*
-- Close the loop with those who participated in your leaving. If gratitude is in order, express it. Note, they may have learned something by your absence. Explore what they have discovered.
-- For the adventuresome, consider slowing down, analyzing particular situations. Adopt an observer/anthropologist view vs. immediately moving full speed. Consider asking those to whom you've delegated responsibilities for their professional growth to continue for a week, while you observe, interview, plan, and renegotiate how you can connect your insights with the real situation.

④ *Create pull versus push*
-- Create ways to motivate back home to pull learning/ insight from you rather than your pushing them. Create conditions where others might ask before you feel driven to tell.
-- Try a limited foray of applying your new knowledge that has a strong chance of success, perhaps because it is linked to an important issue for the organization.
-- Inoculate yourself against your own undercutting. Link your new ideas to work that are already underway or soon must be. Use your new ideas to carry out required work, rather than make new work in order to try out those ideas!

⑤ *Buffer ideas until they are strong*
-- Incubate/protect your ideas (your children) until they are strong enough on their own.
-- Find places to try out an idea where it is safer to fail, such as in your voluntary roles.

---

[3] **Summary and Adaptation to ELAM of: Mindfulness and Executive Education by G.P. Shea, K.K. Smith and T.N. Gilmore (Working Paper of Center for Applied Research, November 1997)**

-- Acknowledge you will have a reduced competence period; stick with trying the new skill to reach the next plateau. If you cannot tolerate it, you'll revert back and not develop new skills. Remember moving from DOS to Windows?!
-- Buffer yourself from loss of energy to apply a new idea/technique. Avoid 'going it alone'. Consider who might be interested in the idea/technique. How can you support their understanding or appreciation of it? How can they come to support you in it? Can you 'bookend' with an Institute 2003 Fellow, rehearse before you try it out, debrief afterwards.

⑥ *Teach to learn* - create contexts where others can make their own discoveries - model the new behavior - avoid telling others the answers you have recently discovered.

⑦ *Create a similar learning context back at home* as you had in Institute 2003 - encouraging risk taking, stumbling - supportive environment - reflecting at each point on what you are grasping and what is eluding you.

## INDIVIDUAL AND GROUP ACTION STEPS

**Person:** **Date:**

| | | | |
|---|---|---|---|
| ***Simple Commitment*** **– concrete action you can do in 1-2 weeks, within your existing authority and resources** | ***Action**<br><br>*** Partner: ___________________**<br>***Date to be completed: ________**<br><br>***Reward for completing** | ***Action**<br><br>***Partner: _____________________**<br>***Date to be completed: _________**<br><br>***Reward for completing** | ***Action**<br><br>***Partner: ______________________**<br>***Date to be completed: __________**<br><br>***Reward for completing** |
| ***Offers*** **– sharing of your resources (time, talent, etc.) in response to a request or spontaneously** | | | |
| ***Requests*** **– what you would like from someone or the group** | | | |

## Syllabi and Faculty Guide

(TO BE DEVELOPED)

# Managing and Developing Your Academic Career

**(TO BE DEVELOPED)**

# Scholarship

**(TO BE DEVELOPED)**