Closing - Day 2

Equipment, Materials, Supplies

❑ Newsprint, Easel, Marker pens, Masking tape

❑ Evaluation Questions for Modules 4 - 8, one set of questions for each participant

Room Arrangements

Round tables should be set up with six chairs placed in a semicircle around each table facing toward the front of the room.

Time/Materials	Content/Activities
Review and Preview *8 minutes* *Expectations list and cards*	**REVIEW** each module stating the key content and purpose of each activity. **REVIEW** the white index cards (expectations) written at the beginning of the day to see if participants learned what they had hoped to learn and if there were remaining questions to be answered or addressed. **CROSS OUT** items on the expectations sheet that were accomplished. **PREVIEW** the Day 3 agenda by describing Modules 9-13 and explaining how each is associated with the others.
Feedback *10 minutes*	***Pluses and Wishes*** **ASK** participants to say one thing they liked about today (Pluses). **RECORD** responses on newsprint. **REMIND** participants that this is a brainstorming technique and there should be no judgements made or responses given for the pluses or wishes at this time. **ASK** participants to say one thing they would do differently (Wishes). **RECORD** responses on newsprint. **REVIEW** Pluses and Wishes and confirm what impact this information will have on further conduct of the training.
Homework *2 minutes*	**ASK** participants if they have chosen a topic for their just-in-time training session. Ask if they have any questions. **ENCOURAGE** participants to talk with you about their chosen topic, if there is any doubt in their minds that the topic is appropriate for a just-in-time skill training.

TELL participants they may want to begin their trainer notes and discuss them with peers or the instructor at the end of Day 3. Remind them there will be time to practice their presentations at the end of Day 3.

Evaluation

10 minutes

ASK participants to answer the questions related to Modules 4 to 8. They will turn in their responses prior to leaving for the day.

Opening - Day 3

Equipment, Materials, Supplies

❑ Newsprint, Easel, Marker pens, Masking tape

❑ White index cards, size 3" x 5", at least 10 per participant

Preparations

❑ Summarize Day 2 evaluations for class review. Consider making bar graphs showing number percent correct answer by answer (not by participant).

Room Arrangements

Round tables should be set up with six chairs placed in a semicircle around each table facing toward the front of the room.

Another table of any shape should be placed in the front of the room for the instructor.

An extra table may be placed at the back of the room to hold miscellaneous items and provide a space for observers to sit.

Place the white index cards in the center of each table.

Time/Materials	Content/Activities
Opening	**Response to Feedback from Day 2**
20 minutes	**DISCUSS** any actions taken in response to Day 2 Feedback
Evaluation summary	**Evaluation review**
	RETURN evaluation sheets to participants
Participant evaluation sheets - Day 2	**SHARE** results of class evaluation.
	DISCUSS any questions that got low correct scores, or any items participants continue to have questions about.
OV or poster of evaluation scores	
	Logistics
	ANSWER any questions participants might have.
Posted ground rules and expectations	**Norms and Participant Expectations**
	REVIEW the ground rules and expectations. Give participants the chance to modify the ground rules.

modify the ground rules.

Preview Day 3

10 minutes

PREVIEW the purpose and objectives for

- Module 9 - Making Decisions
- Module 10 - Conflict Management
- Module 11 - Change Management
- Module 12 - Enhancing Creativity
- Module 13 - Communicating with the Organization

ASK participants to write down anything that they would like to learn today that is not already on the expectations list - one item on each white index card.

ASK participants to attach their cards with masking tape to newsprint.

REVIEW these learning needs with the group and tell them which topics will and will not be covered. This activity also can help the instructor focus the course on individual or group learning needs and interests.

Module 9: Making Decisions

Preparation

Review Reference Manual

Equipment, Materials, Supplies

❑ Newsprint, Easel, Markers, Masking Tape

Exercise Preparation

❑ Review the methods of decision making and think of examples of each method's use that occurred in the last two days..

❑ Review *Exercise 9-1: Interventions for ineffective decision making.* Prepare ideas for answers

❑ Review *Exercise 9-2: Cash Register*

   ❑ Make extra copies of the Cash Register Worksheet to give to the recorder of each small group.

Room Arrangements

Participants should be seated at tables in groups of 4 to 6 people so they face each other.

Overview

Purpose

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

Objectives

At the end of this module participants will be able to:

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

Content	Time
Introduction	2 minutes
Stages of Decision Making	5 minutes
Decision-Making Model	3 minutes
Decision-Making Methods	10 minutes
Ineffective Decision-Making Behaviors	10 minutes
Cash Register Exercise	30 minutes
	Total time: 60 minutes

Time/Materials   Content/Activities

Introduction

DISCUSS the purpose, objectives, and overview of the content.

2 Minutes   *Purpose*

OV 9-1   TELL participants the purpose of this module is to enable participants to enhance a team's ability to make decisions.

OV 9-2   *Objectives*

PREVIEW objectives from the reference manual.

OV 9-3   *Overview*

PREVIEW the module content and tell participants they will have several opportunities to practice facilitating decision making.

Stages of Decision-Making

PRESENT an overview of the stages of decision-making from the Reference Manual.

EMPHASIZE the need to implement what is decided, and to evaluate the effectiveness of decisions.

5 Minutes

**OV 9-4
through 9-8**

Decision-

DISCUSS (based on the reference manual) the two dimensions that

Making Model	correlate with a decision's effectiveness: quality and acceptance.
3 Minutes *OV 9-9*	**EXPLAIN** the Decision-Making Model from the reference manual and **REFER** to it when describing the decision-making methods.
Decision-Making Methods	**DISCUSS** the methods of making decisions, based on reference manual information. **DESCRIBE** the decision making methods based on reference manual information (listed below). Note advantages and disadvantages of each, where pertinent.
10 Minutes *OV 9-10 through 9-16*	- Decision by Lack of Response - Decision Made by Expert(s) on the Team - Voting - Rank Ordering - Multi-voting - Majority Vote - Criteria-based Decisions – Decision Matrix - Consensus **ASK** participants for examples of each that may have occurred in the past 2 to 3 days. **PROVIDE** examples if needed.
Ineffective Decision Making Methods	**DISCUSS** that teams may use a variety of avoidance strategies - discussion-limiting strategies - to cope with decisional conflicts (based on reference manual).
10 Minutes *OV 9-14*	
	DISCUSS that the role of the coach is to observe and intervene appropriately in group process – to help a team recognize when it is using ineffective methods, and facilitate them to improve decision making processes
Exercise 9-1: Interventions for ineffective decision making	***Exercise 9-1: Interventions for ineffective decision making*** **INTRODUCE** the activity. **TELL** participants that the purpose of this exercise is to practice facilitating decision making using the 4-step approach to group process intervention. **TELL** participants they may take out and review from

Exercise 4-1 the *4- Step Approach To Group Process Intervention.*

- **TELL** participants this exercise will be done as a large group.

CONDUCT the activity.

- **ASK** different participants what they would say, following the 4-step approach, to facilitate a team engaging in each of the following behaviors. (Descriptions of the behaviors are in the reference manual)

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

SUMMARIZE the activity.

- **ASK** participants about their experience using the 4- step approach to group process intervention.

OV 9-18, 9-19, 9-20

"Groupthink"

DESCRIBE symptoms of "groupthink", a barrier to effective decision making, based on reference manual information.

ASK participants to speculate about which stage of development is likely to promote "groupthink" (may be more a risk in norming, but can occur in any stage).

DISCUSS that "groupthink" may look like consensus, but is a false consensus. **DISCUSS** ways to probe apparent consensus to avoid this (based on reference manual information.)

Exercise materials

Exercise 9-2: Cash Register

INTRODUCE, CONDUCT AND SUMMARIZE the exercise as described in *Exercise 9-2: Cash Register*.

30 Minutes

Transition

REVIEW the main themes and topics of this module.

TRANSITION to discussion of creativity and conflict management by saying that these are all areas in which team building may be beneficial.

Exercise 9-1: Interventions for ineffective decision making

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

- **Procrastinating:** The team postpones a decision, rather than studying alternatives and arguing over their relative merits.

- **Bolstering:** The team quickly, but arbitrarily, formulates a decision without thinking things through completely. Then, to legitimize the solution, the value of favorable consequences are exaggerated and the importance or likelihood of unfavorable consequences are minimized.

- **Avoiding responsibility:** The team denies responsibility by relegating the decision to another group or by diffusing accountability throughout the entire organization.

- **Ignoring alternatives:** The team considers only choices that are very similar to the existing situation; they "play it safe" and do not apply any creativity to the issue.

- **Satisfying:** Members accept as satisfactory any solution that meets minimal criteria even if superior solutions exist.

- **Trivializing the Discussion:** The team avoids dealing with larger issues by focusing on minor sub-issues.

The 4-step model for group process interventions

1. Give the team feedback on the observed behavior.

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

3. Ask the team for input.

4. Ask the team to decide on action.

Exercise 9-2: Cash Register: Group Decision Making

Goals

- To demonstrate how decision making is improved by consensus seeking.
- To explore the impact that assumptions have on decision making

Group Size

An unlimited number of groups of four to six participants each.

Time Required

Approximately thirty minutes.

Materials

- A copy of the Cash Register Worksheet for each participant and for each group.
- A pencil for each participant.

Physical Setting

A room large enough for groups and individuals to work without being distracted or overheard by others.

Process

1. Tell participants to turn to the first page of *Exercise 9-2: Cash Register* Worksheet in their Participant Manuals. Tell participants that they have five minutes to read "The Story" paragraph and then to indicate whether each of the "Statements About the Story" is *true, false,* or *unknown* (indicated by a question mark). This step is done individually.

2. Remind participants that, while working in teams, they should identify a leader, recorder, timekeeper and a coach (as facilitator) if needed.

3. Give each recorder one copy of the Cash Register Worksheet and tell participants that each group has approximately ten minutes to reach consensus on whether each statement is *true, false,* or *unknown.* The recorder should put their decisions on the Worksheet.

4. End group work after 10 minutes.

5. Announce the "correct" answers. (Statement 3 is false, statement 6 is true, and all other statements are unknown.)

6. Lead a brief discussion of the experience, eliciting comments from participants about the difficulty of reaching consensus, how assumptions can color decision making, how easy it is to fall into "groupthink" and about the value of consensus in group decision making.

Exercise 9-2: Cash Register Worksheet

The Story

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

Statements About the Story

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

1. A man appeared after the owner had turned off his store lights.　　T　　F　　?

2. The robber was a *man.*　　T　　F　　?

3. The man did not demand money.　　T　　F　　?

4. The man who opened the cash register was the owner.　　T　　F　　?

5. The store owner scooped up the contents of the cash register and ran away.　　T　　F　　?

6. Someone opened a cash register.　　T　　F　　?

7. After the man who demanded the money scooped up the contents of the cash register, he ran away.　　T　　F　　?

8. While the cash register contained money, the story does *not* state *how much.*　　T　　F　　?

9. The robber demanded money of the owner.　　T　　F　　?

10. The story concerns a series of events in which only three persons are referred to: the owner of the store, a man who demanded money, and a member of the police force.　　T　　F　　?

11. The following events in the story are true: someone demanded money, a cash register was opened, its contents were scooped up, and a man dashed out of the store.　　T　　F　　?

Module 10: Enhancing Creativity

Preparation

Review Reference Manual

Equipment, Materials, Supplies

❑ Newsprint, Easel, Markers, Masking Tape

❑ A book different than this course's Participant Manual, Reference Manual, or Instructor Notes. It can be any book on any subject.

Exercise Preparation

❑ Review *Exercise 10-1: Magic Circles.*.

    ❑ Prepare a sheet of newsprint for the Magic Circles activity (four circles), as shown in the example. Draw it in such a way that you will be able to cover the bottom two circles, either with another sheet of paper or the bottom part of this sheet.

❑ Review *Exercise 10-2: Hidden Squares* located at the end of this module.

    ❑ Prepare a sheet of newsprint for the Hidden Squares activity as shown in the example.

Room Arrangements

Participants may be seated at tables. No specific grouping is necessary.

Overview

Purpose

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

Objectives

At the end of this module participants will be able to:

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

Content	Time
Introduction	5 minutes
Understanding Creativity	15 minutes
Blocks to Creativity	30 minutes
The Creative Team	10 minutes
	Total time: 60 minutes

Time/Materials   Content/Activities

Introduction

5 Minutes

OV 10-1

DISCUSS the purpose, objectives, and overview of the content.

Purpose

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

Objectives

OV 10-2

PREVIEW module objectives, from the reference manual.

Overview

OV 10-3

PREVIEW the module contents.

Understanding Creativity

15 Minutes

OV 10-4

DISCUSS the examples of creativity found at the start of the reference material for this module.

RHETORICALLY ASK: "Where do such ideas come from?" "How do ideas arise" seemingly from nowhere?"

INTRODUCE the activity

- **TELL** participants they will now do an activity that will explore our understanding of creativity.

CONDUCT the activity.

- **ASK** one participant what words come to mind when he or she thinks of the word "creativity."
- **RECORD** these words on newsprint and continue until he or she can no longer think of any new words.

- **ASK** another participant to open a book to the page number that is the same as the number of people in his family.
- **ASK** him or her to find the last full word on the page and show it to the first participant who is standing.
- **ASK** the first participant to say that word out loud and note the first letter of that word.
- **ASK** the first participant to think of additional words that begin with that letter and are associated with "creativity."
- **RECORD** the additional words on newsprint.

SUMMARIZE the activity.

- **ASK** the group to say what they observed in this activity.
- **CONTINUE** until you think the following point has been sufficiently reinforced, "the new word stimulated his creativity and resulted in more ideas to be expressed".
- **SUMMARIZE** by reviewing some of the main thoughts from the Reference Manual on how creativity works, such as

  - The process of creation is hard to describe in rational and objective terms. People often are unable to explain how ideas came to them.
  - People can learn to develop their creative potential by "tuning in" to latent aspects of themselves.
  - Despite the "it just happened" phenomenon, creativity does not have to be unplanned or haphazard. Teams can enhance their creativity with the use of relatively straightforward techniques.

OV 10-5

Blocks to Creativity

30 Minutes

OV 10-6, 10-7

DISCUSS the 5 common blocks to creativity from the reference manual.

- Block 1: Rigid mind set
- Block 2: Poor communication skills
- Block 3: Lack of open expression
- Block 4: Lack of knowledge and acceptance of techniques for generating creativity
- Block 5: Lack of organizational support

Exercise 10-1: Magic Circles

Magic Circles

INTRODUCE, CONDUCT AND SUMMARIZE *Exercise 10-1: Magic Circles* as described in exercise directions.

Exercise 10-2: Hidden Squares	***Hidden Squares*** **INTRODUCE, CONDUCT AND SUMMARIZE** *Exercise 10-2: Hidden Squares* as described in exercise directions. **BRIEFLY DISCUSS** the last Block to Creativity - Block 5: Organizational Support. **ASK** participants to add to the list of organizational practices that inhibit creativity.
The Creative Team ***10 Minutes*** ***OV 10-8***	**DISCUSS** information from the reference manual, stressing: • Why creative teams are desirable. • What a creative team "looks" like.
Transition	**REVIEW** module objectives and link them to the next module.

Exercise 10-1: Magic Circles

Goal

To encourage participants to broaden their horizons and look upon their environment as presenting opportunities, not limitations

Materials:

Prepared newsprint with the bottom half of the figure covered

Time Required:

5 to 10 minutes

Procedure:

1. Present the top half of the figure on the next page to participants, so that everyone can see it at the same time.

2. Ask how many people think that Circle A is larger and how many think Circle B is larger.

3. Demonstrate, by revealing the bottom half of the figure, that both circles are the same size.

Discussion questions:

1. Why does one circle appear larger?

2. If anyone said the circles were the same size, ask: How did you make that judgment?

3. How important was "proof" to changing your mind? Note: Help participants see the connection between this exercise and the way we are influenced by assumptions, other people's opinions, and habit (subjective information). If we take the time to measure or count (objective information), we "see" things differently. For example, a child may appear flushed and feel hot to the touch (symptom/subjective). Checking by thermometer shows that the child has no fever (sign/objective).

4. What is similar from your own experience? For example, have you changed your mind about an important issue? If so, what caused you to do that? (Note: If participants have trouble with this question, suggest that perhaps they have sought additional information, done something they had never actually experience before, or tried to look at an issue from someone else's point of view.)

A
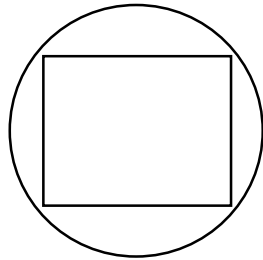
B
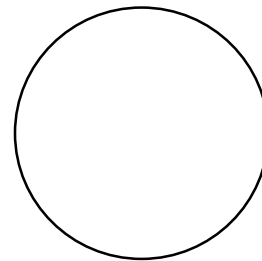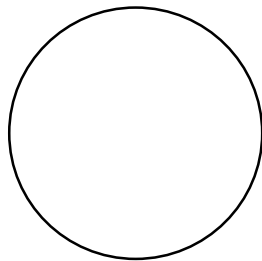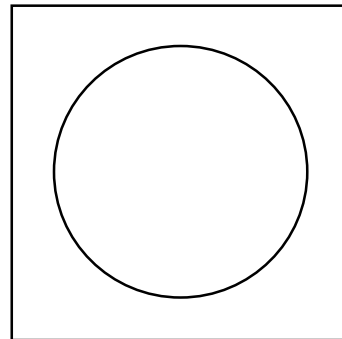
Exercise 10-2: Hidden Squares

Goals

To encourage participants to dig deeper into problems and visualize them from a different perspective; to see not only the whole, but also various combinations of parts.

Materials

A flipchart, transparency, or handout with the figure shown on the next page

Time required

10 minutes

Procedure

1. Provide participants with a drawing of a large square, divided as shown on the next page. Then direct them to quickly count the total number of squares seen, and report that number verbally.

2. The correct answer is 30, developed as follows: 1 whole square, 16 individual squares, 9 squares of 4 units each, and 4 squares of 9 units each.

Discussion

1. What factors prevent us from easily obtaining the correct answer? (We stop at the first answer, we work too fast, we think too rigidly)

2. How is this task like other problems we often face? (Many parts make up the whole.)

3. What can we learn from this illustration that can be applied to other problems?

Hidden Squares