

Module 11: Conflict Management

Preparation

Review Reference Manual

Equipment, Materials, Supplies

- Newsprint, Easel, Markers, Masking Tape
- One set of broken squares (see exercise) for each small group

Exercise Preparation

- Review *Exercise 11-1: Conflict Management-Critical Incidents*
- Review *Exercise 11-2: Broken Squares*
 - Prepare sets of Broken Squares according to the exercise directions.
 - Make copies of the Broken Squares Observer/Judge Instruction Sheet, one for each group.

Room Arrangements

Participants should be seated at tables in groups of six people per table.

Overview

Purpose

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

Objectives

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

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

Content	Time
Introduction	2 minutes
Understanding Conflict	18 minutes
Conflict Management Styles	20 minutes
A Positive Approach to Resistance	10 minutes
Broken Squares Exercise	40 minutes
	Total time: 1 hour and 30 minutes

Time/Materials Content/Activities

Introduction **DISCUSS** the purpose, objectives, and overview of the module.

2 minutes

Purpose

OV 11-1

TELL participants the purpose of this module is to enable participants to help teams identify and manage conflict.

OV 11-2

Objectives

PREVIEW the objectives from page 1 of this module

OV 11-3

Overview

PREVIEW the module contents.

Understanding Conflict

18 minutes

PRESENT AND DISCUSS the definition of conflict based on reference manual information.

OV 11-4, 11-5, 11-6

ASK participants to brainstorm the negative consequences of conflict.
RECORD their responses on newsprint.

ASK participants to brainstorm the positive consequences of conflict.

RECORD their responses on newsprint.

OV 11-7 through 11-10 **ADD** negative or positive consequences of conflict missing from their brainstorming, based on reference manual contents.

OV 11-11 **Goals of training in conflict management**

EXPLAIN these are 4 goals when helping a team to learn to identify and manage conflict.

OV 11-12 **1. Dispel Negative Notions about Conflict**

- **DISCUSS** the goal of recognizing the positive aspects of conflict based on reference manual information

OV 11-13 **2. Recognize Sources of Disagreement**

- **DISCUSS** the sources of disagreement based on reference manual information
- **ASK** participants to give examples of each. Provide examples from reference manual if they cannot identify any.
 - Facts
 - Methods
 - Goals
 - Values

OV 11-11 **3. Adopt a variety of conflict management styles**

- **EXPLAIN** that participants will learn about a number of conflict management styles in this module.

4. Express, appreciate, and manage resistance

- **EXPLAIN** why a team should value resistance and that they will learn about how to do this in this module.

Conflict Management Styles

20 minutes

OV 11-14 through 11-23

Exercise 11-1: Conflict Management

INTRODUCE the exercise. (10 minutes)

- **ASK** participants to turn to the first page of *Exercise 11-1: Conflict Management* / or Figure 1 and 2 in Module 11.
- **REVIEW** each management style, its characteristic behavior, justification for use, and possible negative consequences.

- **EXPLAIN** that the purpose of this exercise is to determine when to use each conflict management style.

CONDUCT the exercise. (5 minutes)

- **DIVIDE** participants into 5 groups.
- **ASSIGN** one of the critical incidents for each group to discuss.
- **TELL** each group to choose one person to be the time keeper and one person to be the recorder.
- **TELL** participants to read their incident silently to themselves and choose the cause and management style they think is correct. Discuss their answer and seek consensus on their answer.

SUMMARIZE the exercise. (5 minutes)

- **ASK** the recorders for each group to read their incident and the agreed upon answers for the cause of the disagreement and the appropriate conflict management style.

PROVIDE feedback and additional information as needed.

Positive Approach to Resistance

10 minutes

OV 11-24 through 11-30

PRESENT the steps in a positive approach to resistance, based on reference manual information

- Surfacing the resistance
- Honoring the resistance
- Exploring the resistance
- Rechecking the status of current resistance agreement

SUMMARIZE by stating the key points from the reference manual about dealing with resistance.

- The objective is to work with and reduce resistance – it is not possible to eliminate resistance..
- Write down what the resister says.
- Once the resistance is at a workable level, thank the resister and move on..

Exercise 11-2: Broken Squares

40 minutes

INTRODUCE the exercise.

- **TELL** participants they will perform an exercise that may include a need to recognize and resolve conflict.
- **READ** with participants the group instructions for *Exercise 11-2: Broken Squares*.

CONDUCT AND SUMMARIZE the exercise as described.

Transition

REVIEW the module objectives and link them to the next module.

Exercise 11-1: Conflict Management

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

When to Use Different Conflict Management Styles

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

Conflict Management - Critical Incidents

Instructions

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

- Facts
- Method
- Goals
- Values

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

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

Incident 1

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

What's the source of this conflict?

What style of conflict management would you use?

Why?

Conflict Management - Critical Incidents

Instructions

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

- Facts
- Method
- Goals
- Values

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

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

Incident 2

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

What's the source of this conflict?

What style of conflict management would you use?

Why?

Conflict Management - Critical Incidents

Instructions

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

- Facts
- Method
- Goals
- Values

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

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

Incident 3

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

What's the source of this conflict?

What style of conflict management would you use?

Why?

Conflict Management - Critical Incidents

Instructions

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

- Facts
- Method
- Goals
- Values

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

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

Incident 4

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

What's the source of this conflict?

What style of conflict management would you use?

Why?

Conflict Management - Critical Incidents

Instructions

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

- Facts
- Method
- Goals
- Values

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

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

Incident 5

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

What's the source of this conflict?

What style of conflict management would you use?

Why?

Exercise 11-2: Broken Squares

Goals

- To analyze some aspects of how members of a team work together.
- To sensitize participants to behaviors which may contribute toward or obstruct the solving of a group problem.

Group Size

Any number of groups of six participants each (there are five participants and an observer/judge in each group)

Time Required

Approximately forty minutes.

Materials

- A set of broken squares (prepared according to directions following) for each group
- One copy for each group of the Broken Squares Group Instruction Sheet
- One copy for each observer of the Broken Squares Observer/Judge Instruction Sheet

Physical Setting

A table that will seat six participants is needed for each group. Tables should be spaced far enough apart so that no group can see what the other groups are doing.

Procedure

1. Form groups of 6 people - **five participants plus the observer/judge**. Give each observer a copy of the Broken Squares Observer/Judge Instruction Sheet. Distribute the set of broken squares (five envelopes) to the teams, one envelope per person. The envelopes should not be opened until the signal is given to start.
2. Give each observer/judge a copy of the Broken Squares Group Instruction Sheet. The trainer should read these instructions to the groups, asking for questions or questioning groups about their understanding of the instructions.
3. Tell the groups to begin work. The trainer should monitor tables during the exercise to help the observer/judge enforce the rules established in the instructions.
4. When all groups have completed the task, the trainer should guide the groups in a discussion of the experience. The observers/judges should be asked for their input. The trainer encourages the groups to relate this experience to their “back-home” situations.

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Variations (Optional)

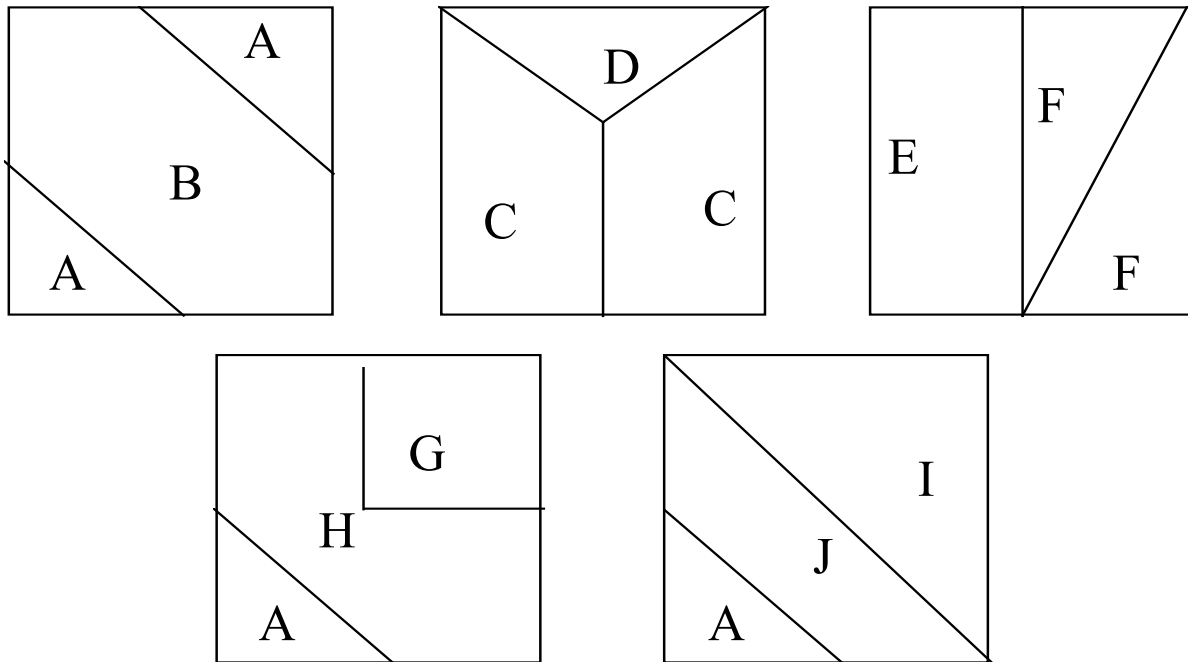
- When one member makes a square and fails to cooperate with the remaining members, the other four can be formed into two-person subgroups to make squares of the leftover pieces. They discuss their results, and the exercise is resumed.
- The five-person teams can be given consultation assistance by the observer/judge or an appointed member of the team. This may be a person who has done the exercise before.
- Ten-person teams can be formed, with two duplicate sets of five squares each distributed among them. Teams of six to nine persons can be formed; in this case, prepare a broken square set with one square for each person, duplicating as many of the five squares as necessary.
- An intergroup competition can be established, with appropriate recognition to the group that solves the problem first.
- Members may be permitted to talk during the exercise, or one member may be given permission to speak.
- Members may be permitted to write messages to each other during the exercise.

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Directions for Making a Set of Broken Squares

A set consists of five envelopes containing pieces of cardboard (or heavy weight paper) cut into different patterns which, when properly arranged, will form five squares of equal size. One set should be provided for each group of five persons.

To prepare a set, cut out five cardboard squares, each exactly 6" X 6". Place the squares in a row and mark them as below, penciling the letters lightly so they can be erased.



The lines should be so drawn that, when the pieces are cut out, those marked A will be exactly the same size, all pieces marked C the same size, etc. Several combinations are possible that will form one or two squares, but only one combination will form all five squares, each 6" X 6". After drawing the lines on the squares and labeling the sections with letters, cut each square along the lines into smaller pieces to make the parts of the puzzle.

Label the five envelopes, 1, 2, 3, 4 and 5. Distribute the cardboard pieces into the five envelopes as follows: envelope 1 (I, H, E); envelope 2 (A, A, A, C); envelope 3 (A, J); envelope 4 (D, F); and envelope 5 (G, B, F, C).

Erase the penciled letter from each piece and write, instead, the number of the envelope it is in. This makes it easy to return the pieces to the proper envelope, for subsequent use, after a group has completed the task.

Each set may be made from a different color of cardboard.

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Broken Squares Group Instruction Sheet

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

Specific limitations are imposed upon your group during this exercise:

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

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Broken Squares Observer/Judge Instruction Sheet

Your job is part observer and part judge. As a judge, you should make sure each participant observes the following rules:

There is to be no talking, pointing, or any other kind of communication.

Participants *may give pieces* directly to other participants but *may not take pieces* from other members.

Participants may not place their pieces into the center for others to take.

It is permissible for a member to give away all of his or her pieces, even if he or she has already formed a square.

As an observer, look for the following:

- Who is willing to give away pieces?
- Does anyone finish “his” square and then withdraw from the group problem-solving?
- Is there anyone who continually struggles with his pieces, yet is unwilling to give any or all of them away?
- How many people are actively engaged in putting the pieces together?
- What is the level of frustration and anxiety?
- Is there any turning point at which the group begins to cooperate?
- Does anyone try to violate the rules by talking or pointing as a means of helping fellow members solve the problem

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Module 12: Change Management

Preparation

Review Reference Manual

Equipment, Materials, Supplies

- Newsprint, Easel, Markers, Masking Tape

Exercise Preparation

- Review *Exercise 12-1: Cycle of Change Interventions*

Room Arrangements

Participants should be seated at tables in groups of even numbered people.

Overview

Purpose

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

Objectives

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

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

Content	Time
Introduction	5 minutes
Understanding Change	15 minutes
Cycle of Change and Interventions	25 minutes
Understanding Responses to Change	5 minutes
Planning and Implementing Change	5 minutes
Benefits of Effective Change Management	5 minutes
	Total time: 60 minutes

Time/Materials Content/Activities

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

5 minutes

Purpose

OV 12-1

TELL participants the purpose of this module is to enable participants to help a team understand and implement change.

Objectives

OV 12-2

DISCUSS the module objectives from the reference manual.

Overview

TELL participants that in this module change will be addressed from two points of view. First, teams will be discussed as change agents who identify, recommend, and implement changes intended to increase health worker productivity and quality of health care delivery. Secondly, changes occur within the team over time and it is necessary for coaches to recognize these changes and intervene appropriately to keep the team working effectively.

OV 12-3

PREVIEW the module topics:

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

- Benefits of Effective Change Management

Understanding Change

15 minutes

OV 12-4, 12-5, 12-6

Role of QA Teams

DISCUSS that QA teams identify, recommend, and implement changes. Refer to the Reference Manual for background information.

Role of QA Coach

OV 12-7

DISCUSS the role of the QA coach in facilitating and training the team to be effective change agents. Refer to the Reference Manual for background information.

How Change Occurs

OV 12-8

DISCUSS the following mechanisms of change and **ASK** participants to share examples of each.

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

(Be sure to give the example of the introduction of QA as a possibility for a paradigm shift).

OV 12-9

What is Being Changed?

ASK each participant to share at least one way in which his or her organization has changed over the past year. As examples are presented, **WRITE** them on one of four sheets of newsprint, according to the following categories.

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

Note to Instructor: Don't name the categories until after they have finished giving examples. Be sure each participant names a change.

POST the four sheets of newsprint on a wall. These examples will be used for the following discussion and for a later discussion on the cycle of change.

ASK participants if they can see any similarities among the items you grouped together.

SUGGEST the names for the groups. As the categories are named, additional examples can be elicited particularly from the categories that didn't have many examples.

SUMMARIZE by saying a QA team may have an impact in each of these areas.

Cycle of Change

25 minutes

OV 12-10

DISCUSS the four components of the cycle of change, based on the reference manual information..

- Equilibrium
- Ending of Old Ways
- Transition
- Beginning of New Ways

REFER to the posted four sheets of newsprint that list the types of changes participants said were occurring in their organizations.

ASK participants if they can recognize which stage their organization might be in with respect to their identified change.

ASK for several examples and be sure that each participant has identified a stage for their organizational change.

Exercise 12-1: Cycle of Change Interventions.

Exercise 12-1: Cycle of Change Interventions

INTRODUCE the exercise. (5 minutes)

- **TELL** participants the purpose of the exercise is to practice selecting interventions based on the cycle of change model.
- **TELL** participants they will first work individually and then in pairs.

CONDUCT the exercise. (10 minutes)

- **TELL** participants to turn to *Exercise 11: Cycle of Change Interventions*
- **ASK** participants to write their example of a recent organizational change on the appropriate page of the exercise. Each page corresponds with a different phase in the cycle of change.
- **CHECK** to make sure each person has completed this instruction.
- **ASK** participants to review the possible interventions and select at least one that would be appropriate for their situation.

SUMMARIZE the exercise. (10 minutes)

- **ASK** each person to share with a partner what intervention(s) they selected.
- **ASK** two participants whose examples represent each phase to share with the whole group their intervention selections and the thinking behind their selection.
- **PROVIDE** feedback and additional information from the Reference Manual as appropriate.

Understanding Responses to Change

5 minutes

OV 12-11

DISCUSS the three general ways of responding to change, based on reference manual information.

- Neutral
- Innovator
- Resister

OV 12-12

RHETORICALLY ASK if participants recognize their own typical response.

DISCUSS the reasons for different responses to change, based on reference manual information

- The method of implementation, whether planned or unplanned
- Personal factors
- Group factors
- Organizational factors

Planning for Change

5 minutes

OV 12-13

DISCUSS the PDSA cycle and discuss its usefulness in planning for change (from reference manual information)

OV 12-14

PRESENT and discuss the Managing Change graphic and the four steps to managing change (from reference manual information)

- Picture the future
- Assess the present
- Determine the gap
- Develop a plan

OV 12-15

PRESENT the ways to implement change through the following approaches (from reference manual information)

- Participatory
- Educational/communication

- Power
- Negotiation/Compromise
- Consensus

**Benefits of
Effective
Change
Management**

5 minutes

OV 12-16

DISCUSS the benefits of effective change management. Benefits include

- Effective team behaviors are strengthened.
- Effective communication often results.
- Conflicts are reduced.
- Decision making can be improved.

Transition

REVIEW module objectives and link to the next module

Exercise 12-1: Cycle of Change Interventions

Instructions

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

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

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

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

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

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

Module 13: Communicating with the Organization

Preparation

Review Reference Manual

Equipment, Materials, Supplies

- Samples of storyboards
- Samples of storybooks
- Newsprint, Easel, Masking Tape, Markers

Exercise Preparation

- Review *Exercise 13-1: Making a Presentation*

Room Arrangements

Participants should be seated at tables with enough room to work individually.

Overview

Purpose

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

Objectives

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

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

<i>Content</i>	<i>Time</i>
Introduction	10 minutes
Storytelling with Storybooks and Storyboards	30 minutes
Making a Presentation	20 minutes
	Total time: 60 minutes

Time/Materials	Content/Activities
Introduction	PRESENT the purpose, objectives, and overview of the content.
<i>5 Minutes</i>	Purpose
<i>OV 13-1</i>	<p>TELL participants that the purpose of this session is to enable them to help a team communicate with others outside of the team.</p>
	Objectives
<i>OV 13-2</i>	PREVIEW objectives for this module, from the reference module.
	Overview
<i>OV 13-3</i>	<p>TELL participants that, in this module, they will explore ways for a team to communicate with the organization, using storybooks and storyboards, and by making presentations. Also, participants will have an opportunity to plan a presentation about the training experience they are currently having.</p>
Communicating with the Organization	PRESENT an overview of key concepts related to why a team must stay in communication with others external to the team, based on reference manual information.
<i>5 Minutes</i>	<p>ASK participants to share with a partner an example of a benefit that resulted from maintaining good communication.</p>
	ASK one person to share a benefit with the entire group.
Storytelling	DEFINE Storytelling, Storybook, and Storyboard, based on reference manual information.
<i>30 Minutes</i>	
<i>OV 13-4 through 13-7</i>	DESCRIBE the Storytelling Process, based on reference manual information.
	SHOW samples of storyboards and storybooks..
<i>Storyboards, storybooks</i>	
Making a Presentation	DISCUSS material from the reference manual about making a presentation of team work to management.
<i>20 minutes</i>	
<i>OV 13-8 through 13-14</i>	

**Exercise 13-1:
Making a
Presentation**

TELL participants to turn to *Exercise 13-1: Making a Presentation* in their participant manuals. Point out this sheet has explanatory notes that refer to presentations made by a quality improvement team.

REVIEW the main steps in preparing for a presentation and ask each person to complete the worksheet as if they would be making a presentation. The topic of the presentation may be one that is the focus of this training or it may be related to team in which they are working at home. Another possible topic may be a presentation to their organizations about the current training they are receiving.

REVIEW participant work. Consider having participants post their work for others to comment on.

Transition

REVIEW module objectives

TELL participants the next hour is open, for preparation of their practice teaching materials (the just-in-time training workshop held on Day 4)

LINK to the close of Day 3.

Exercise 13-1: Making a Presentation

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

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

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

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

Closing - Day 3

Equipment, Materials, Supplies

- Newsprint, Easel, Marker pens, Masking tape
- Blank sheets of paper, at least one per participant
- Evaluation Questions for Modules 9 - 13, 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

10 minutes

ASK participants to summarize the main points they got from today's work.

REFER to the white index cards 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 Day 4's agenda by describing Modules 14-16 and explaining how each is associated with the others.

Feedback

10 minutes

Paired Discussion

DISTRIBUTE blank sheets of paper to each participant.

ASK participants to discuss with a partner what they liked about today's session. Choose one person to be the recorder and record the comments on the piece of paper.

ASK the pairs of participants to discuss what they would do differently. The other person may be the recorder and record the comments on the piece of paper.

ASK each recorder to make sure their writing is legible and to turn in their papers at the end of the session.

REMIND participants they will be doing practice teaching tomorrow, answer any questions they have.

Evaluation

10 minutes

At the end of this closing session, **ASK** participants to answer the questions related to Modules 9-13. They will turn in their responses prior to leaving for the day.

