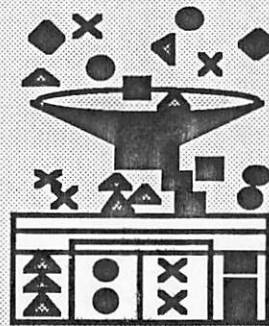


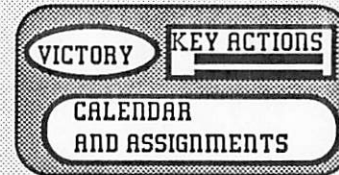
EFFECTIVE TEAM BUILDING SKILLS



DISCUSSION
METHOD



WORKSHOP
METHOD



ACTION PLANNING

EFFECTIVE TEAM BUILDING SKILLS
Presented by The Institute of Cultural Affairs

Tuesday, November 6, 1990

8:30 am Introductory Conversation & Overview

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9:15 am Workshop Demonstration

10:30 am Break

10:45 am Workshop Method Dynamics

11:15 am Individual Application Exercise

11:45 am Assignments & Preparation for
Workshop Practice

LUNCH

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1:00 pm Group Practice of Workshop Method
Evaluation & Feedback

2:45 pm Break

3:00 pm Action Planning Demonstration

4:00 pm Action Planning Dynamics

4:20 pm Assignments & Preparation

4:45 pm Reflection on the Day

5:00 pm End of Day

Wednesday, November 7, 1990

8:30 am Style of Facilitator

9:00 am Action Planning Practice

10:30 am Break

10:45 am Reflection & Feedback

11:15 am Discussion Method
Demonstration

12:15 pm LUNCH

12:45 pm Discussion Method Dynamics

1:15 pm Individual Application

1:45 pm Assignments & Preparation

2:15 pm Break

2:30 pm Discussion Method Practice

3:30 pm Evaluation & Feedback on
Practice Sessions

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4:30 pm
5:00 pm

Reflection & Evaluation
Send Out

EFFECTIVE TEAM BUILDING SKILLS

Thursday, September 14, 1989

8:30 a.m. Course Overview & Focused Discussion
9:15 Demonstration of Workshop Method
10:30 Break
10:45 Presentation: Basic Workshop Method
11:15 Practice: Individual Application Exercise
11:45 Group Practice: Assignments & Preparation
in Small Teams
12:15 Lunch

1:00 p.m. Group Practice: Basic Workshop Methods
2:15 Evaluation & Feedback on Practice Sessions
2:45 Break
3:00 Demonstration: Basic Action Planning
4:00 Presentation: Basic Action Planning
4:20 Group Practice: Assignments & Preparation
in Small Teams
4:45 Reflection on the Day
5:00 End of Day

Friday, September 15, 1989

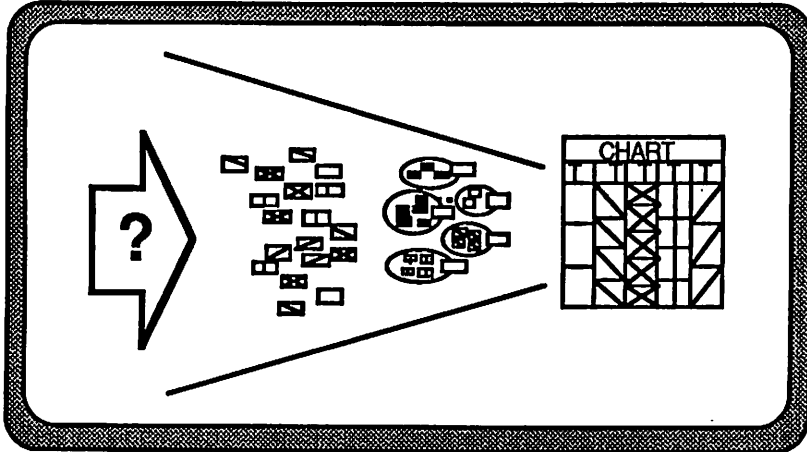
8:30 a.m. Focused Discussion: The Facilitating Role
9:00 Group Practice: Basic Action Planning
10:30 Break
10:45 Reflection & Feedback on Practice Sessions
11:15 Demonstration: Basic Discussion Method
12:00 Lunch

12:45 p.m. Presentation: Basic Discussion Method
1:15 Practice: Individual Application Exercise
1:45 Group Practice: Assignments & Preparation
in Small Teams
2:15 Break
2:30 Group Practice: Basic Discussion Method
3:30 Evaluation & Feedback on Practice Sessions
4:00 Practical Application Design
4:30 Evaluation of Training
5:00 Send Out

WORKSHOP METHOD

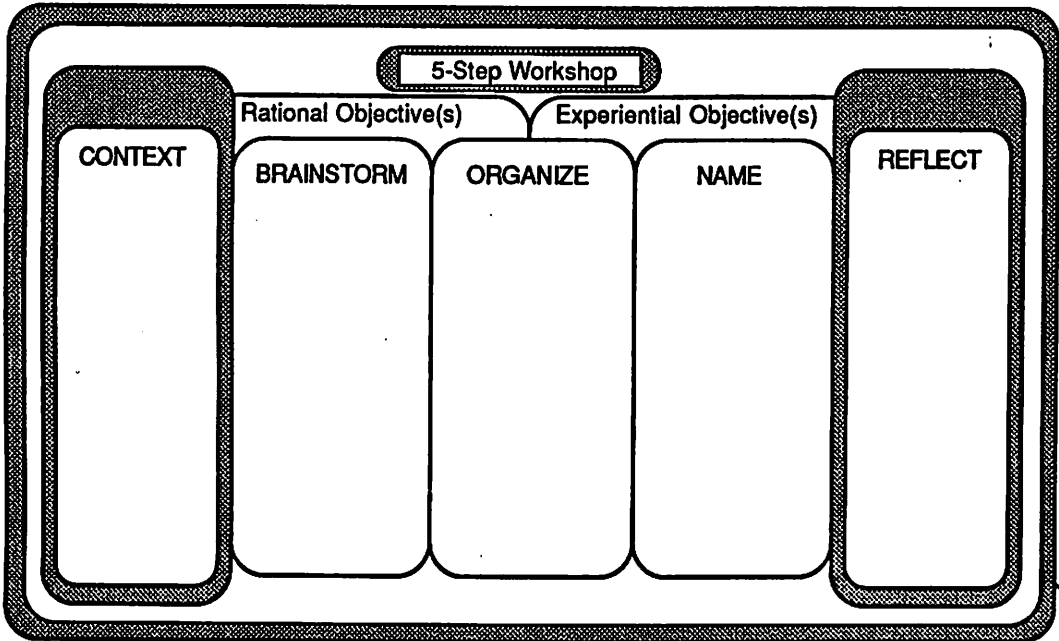
**THE INSTITUTE OF CULTURAL AFFAIRS
4750 North Sheridan Road
Chicago, Illinois 60640
312-769-6363**

WORKSHOP METHOD INTRODUCTION



Use the workshop method when you want to ...

- generate creativity and new energy in a short amount of time
- infuse the team with a sense of responsibility
- catalyze integrated thinking (rational and intuitive)
- build practical team consensus



A Structured Experience ... with 5 Key Steps

Context	Setting the Stage
Brainstorm	Generating New Ideas
Organize	Forming New Relationships
Name	Discerning the Consensus
Reflect	Confirming the Resolve

Individual Brainstorm

What are the
key elements of
effective teamwork?

Notes and reflection on the group work

Final Product: Keys to Effective Teamwork

Notes on Presentation

RATIONAL OBJECTIVE(S)

EXPERIENTIAL OBJECTIVE(S)

CONTEXT

BRAINSTORM

ORGANIZE

NAME

REFLECT

ASSIGN SOMEONE
TO READ STEPS
DIFFERENT PERSON
FOR EACH STAGE

TAKE A MOMENT
TO LOOK OVER
THESE 5 STEPS
AND THE COMPONENTS
OF EACH

RECALL HOW
DAVID DID
THIS

WORKSHOP METHOD

tion:

RATIONAL OBJECTIVE(S)

What the team needs to clarify or make a decision about

EXPERIENTIAL OBJECTIVE(S)

What the team needs to experience with each other

CONTEXT

Setting the Stage

1. Highlight Focus Question
2. Explain Product/ Outcome
3. Outline Process and timeline

BRAINSTORM

Generating New Ideas

1. Brainstorm Individually
2. Select your best ideas
3. Brainstorm as a Group

ORGANIZE

Forming New Relationships

1. Form Pairs (3-5) Intuitively
2. Develop clusters
3. Relate extras

NAME

Discerning the Consensus

1. Discern the focus of each cluster
2. Discuss cluster for clarity and insights
3. Name each cluster

REFLECT

Confirming the resolve

1. Create Design to hold consensus
2. Discussion on workshop
3. Next Steps



CONTEXT

- sets the mood for full participation
- gives an overview of how the workshop integrates into daily
- produces confident attitude toward a new situation

STEPS

1. Highlight focus question
2. Explain product / outcome
3. Outline process and timeline

HINTS

- What is the aim of the workshop
- Explain how focus question was decided upon
- State clearly why this workshop is important.
- State clearly what the product or outcome will be.
- Explain how the process will work.
- Give everyone clear understanding of available time.

You MAY SAY:
"THIS STEP GOES WITHOUT SAYING"
"OF COURSE, YOU NEED TO ESTABLISH THE CONTEXT"

THIS STEP IS HONORED MORE IN THE ~~VIOLATION~~ THAN IN THE IMPLEMENTATION

HOW MANY TIMES HAVE YOU EXPERIENCED MEETINGS OR SESSIONS WANDERING AROUND WAITING FOR THE FOCUS / CONTEXT TO BE ESTABLISHED

THE RESULT IS THAT PARTICIPANTS DO NOT KNOW WHAT TO EXPECT

THEREFORE, THERE IS NO WAY TO MEASURE WHETHER OR NOT YOU HAVE ACHIEVED RESULTS / OUTCOME



BRAINSTORM

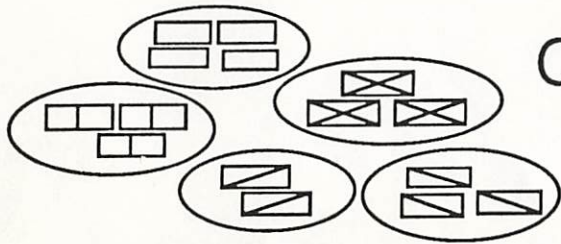
- a method of rapidly listing ideas or issues
- a way to involve all participants in contributing insights
- a process which gets the group's best initial thinking

STEPS

1. Brainstorm individually
2. Select your best idea
3. Brainstorm as a group

HINTS

- Ask questions everyone can answer (e.g. each person brainstorm 5 - 6 elements of effective education)
- Give individuals time to do their own thinking
- Give a few examples first to help seed their imagination
- Ask them to star their best ideas before the group begins to share
- Put their best ideas on cards (using 3 - 5 words)
- Show model of **WRITING BOLDLY**
**LARGE
BLOCK
LETTERS**
- Go around the room at least once so everyone participates
- Do 2 - 3 rounds of people passing up their clearest ideas
- ~~Place the cards randomly on the board or wall~~
 - accept and acknowledge all responses
 - indicate to the group that there are no wrong answers
 - answer questions of clarity only - let the person whose idea it was do the answering
 - judgmental or 'editorial' comments from you or others will cut off the participation of some people
 - if you don't quite understand what the person meant, **ASK** rather than trying to interpret



ORGANIZE

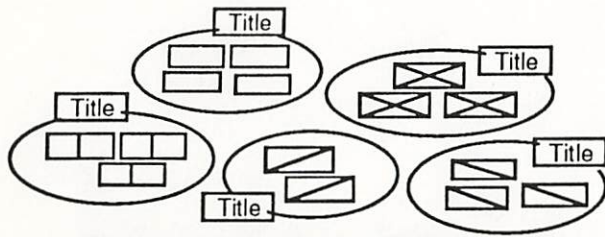
- a way to push the intuitions of the team
- a way to see where points of agreement are
- a way for new relationships to be revealed
- a way to reveal where more data is needed

STEPS

1. Form pairs (3 - 5) intuitively
2. Develop clusters
3. Relate extras

HINTS

- Think through ahead of time how you want the ideas organized (e.g., by intent or similar action)
- Intuitively form 3 - 5 pairs - you are looking for new relationships (not just all the \$ issues going together)
- Ask the group to explain why they organized certain ideas together
 - you are pushing their intuition *TO SEE NEW RELATIONSHIPS*
- Put cards that are similar to the pairs together to form clusters
- Relate all cards on the board (or at the table) to the clusters. Some of these cards might reveal new clusters



NAME

- depth dialogue to discern the consensus of the team
- a process that allows the team to take their work seriously
- catalyzing ownership of work

STEPS

1. Discern the focus of each cluster
2. Discuss cluster for clarity and insight
3. Name each cluster

HINTS

- Look for the largest cluster first
 - Read cards
 - Ask "What is the focus of this cluster?"
 - Listen for insights behind the comments
-
- Sample question: What is the new happening in _____ ?
(focus of cluster)
 - or What is the underlying issue in _____ ?
(focus of cluster)
 - Be alert to combining insights from 2 - 3 people
 - Name each cluster in turn
 - Border title cards to distinguish from other cards

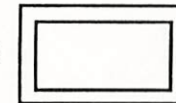


CHART				
T	T	T	T	T

REFLECT

- what we have decided
- how we have operated as a team
- next steps are stated

STEPS

1. Create a chart to hold the consensus

2. Focused discussion on workshop

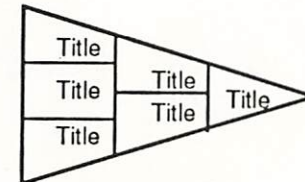
3. Next steps

HINTS

- A chart can quickly and easily hold the total information in front of the whole team
- In creating the chart, relationships between the clusters can be discussed (e.g. largest issue, key new action)
- Sample charts:

Title	Title	Title	Title	Title

Title	Title	Title	Title	Title



- Optional: Teams could write statements that hold insights of each cluster
- Sample discussion:
 - Open - Let's step back from our work for a minute
 - What are the steps of the workshop we've just gone through?
 - Where did you get most involved?
 - Where are you excited or intrigued about our work?
 - What breakthroughs did we have?
 - What is the significance of our work?
- "How does this workshop inform our next steps?"

Individual Brainstorm

What are the
issues I face in building
a team approach
to my work?

Organize Your Issues

Name Your Issue Clusters

FINAL PRODUCT

Chart

Next Steps

INDIVIDUAL WORKSHOP REVIEW

Focus Question: What are the issues I face in building a team approach in my work?

RATIONAL OBJECTIVE(S)
To identify the 3 - 5 issues of my organization that might hamper my team building efforts.

EXPERIENTIAL OBJECTIVE(S)
To experience my ability to analyze my situation both rationally and intuitively.

CONTEXT

The issues I face in building a team approach in my work.

I am exploring the issues/blocks that prevent me from having a successful team approach in my work.

- e.g.
- systems
 - attitudes
 - values
 - policies
 - assumptions
 - workload

BRAINSTORM

1. Brainstorm
 - issues
 - blocks
 - concerns

2. Write one issue per post-it

(This step can rapidly push your intuitions.
List at least 15.)

ORGANIZE

1. Review data.
Begin looking for pairs. Explore new relationships.

2. Develop clusters of issues.

3. Include all your issues.

NAME

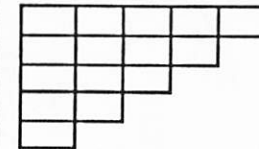
1. Discern the focus of your clusters.

2. Explore clusters for the new clarity or insights they reveal to you.

3. Name each cluster.

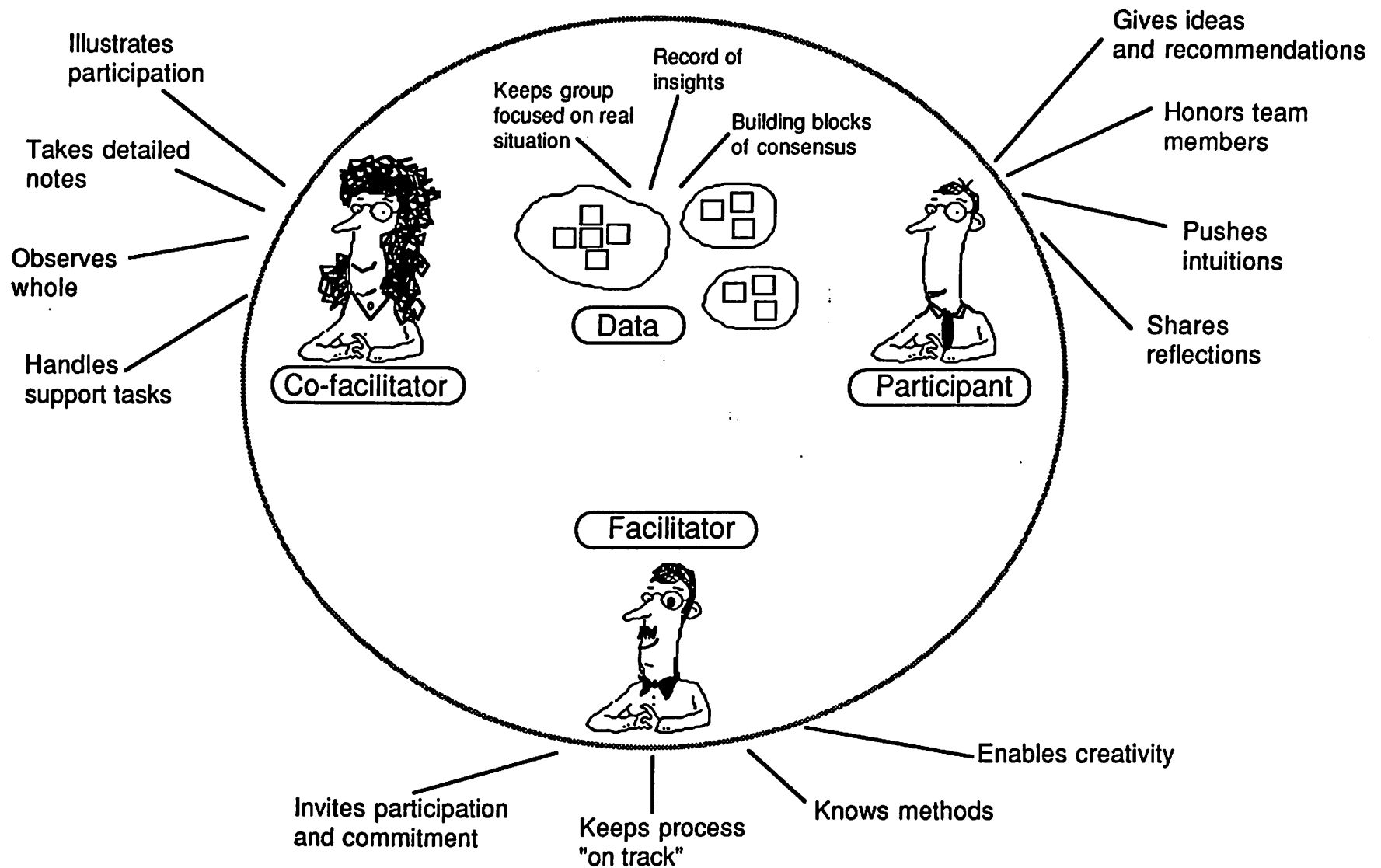
REFLECT

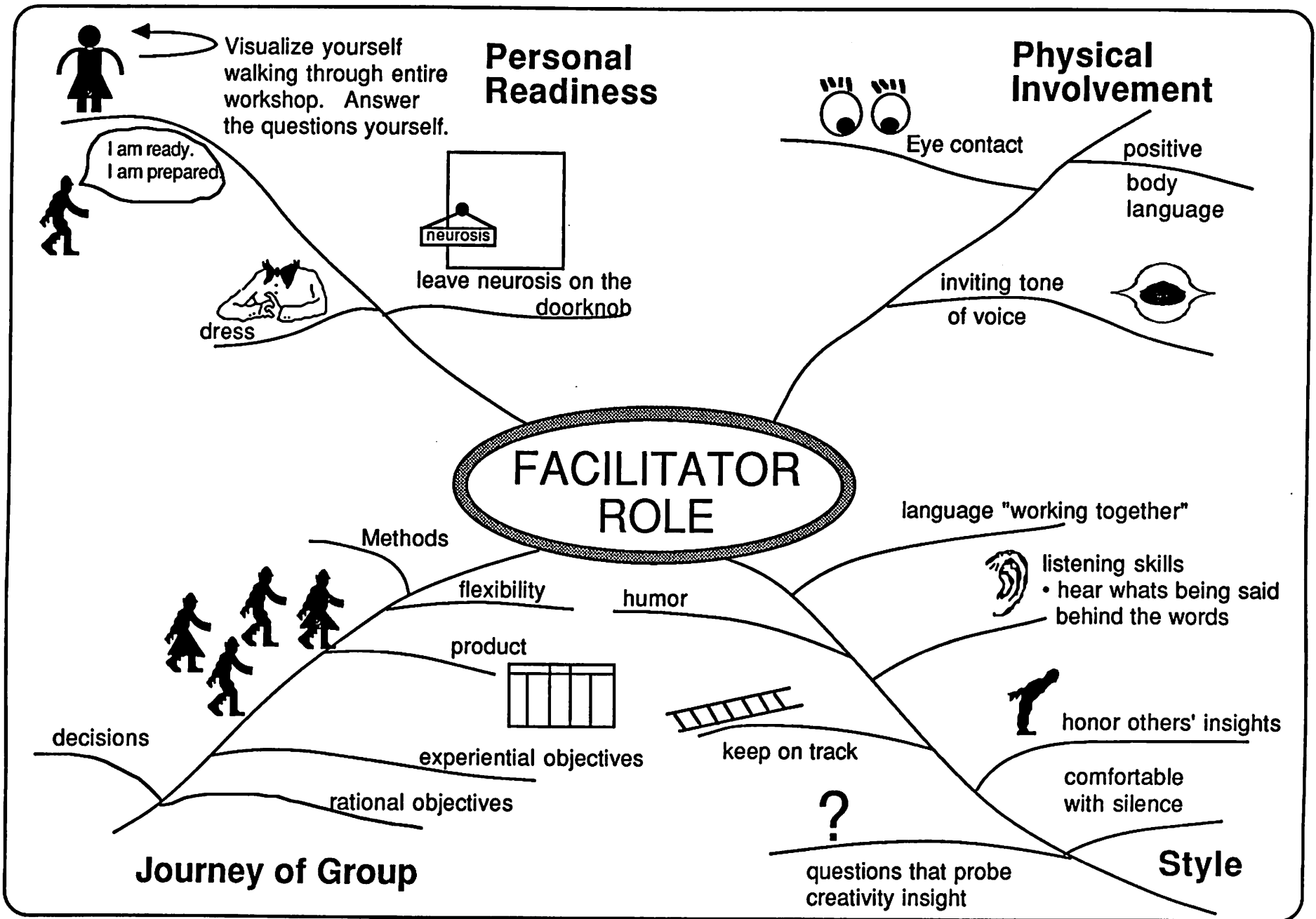
1. Organize the clusters with the largest on the left.



2. What new insights have become clear?
3. How might you resolve these issues?

ROLES WITHIN THE TEAM

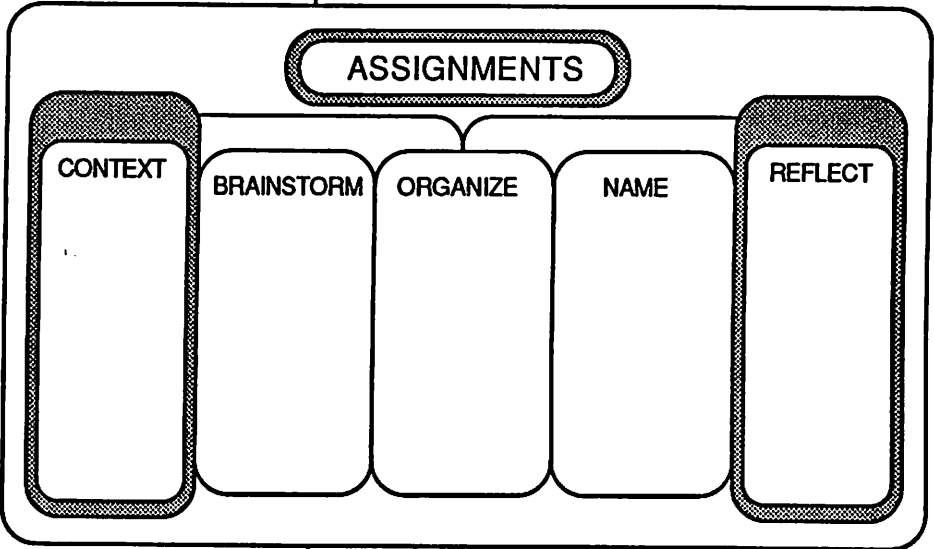




WORKSHOP METHOD PRACTICE

IN PREPARATION FOR YOUR WORKSHOP ASSIGNMENTS

- Read through the procedures
- Highlight key words
- Rewrite procedures in your own words
- Visualize yourself walking to the front of the room and going through your key steps
 - what will be your first words?
 - how will you use the aids?
 - what materials will you need?
 - how much time will you take?



[Empty rectangular box for Focus Question]

Focus Question:

CONTEXT

RATIONAL OBJECTIVE(S)

EXPERIENTIAL OBJECTIVE(S)

REFLECT

BRAINSTORM

ORGANIZE

NAME

FACILITATOR FEEDBACK

Facilitator

Observer

Topic

Date

Work on

+ -

Comfortable / confident opening

Context: clear, precise

Concise questions

Body language

Working together language

Use of aids

Overall delivery

Comments on procedures

DESIGNING YOUR WORKSHOP

SITUATION ANALYSIS

Background:

Needs:

Direct/Indirect:

Time Frame:

What has been happening?

What are the current needs of my team?

Do I need a direct or indirect approach?

How much time do I have for the Workshop?
How soon must I do this Workshop?

PRODUCT

Benefits:

Focus Question:

Rational Objective

Experiential Objective

Why are we doing the Workshop?

What decision does the team need to make?

What you want the team to clarify or make a decision about? (Be precise.)

What do I want the team to experience?

PEOPLE

Who:

When:

Where:

How:

What are the view points that need to be present?
Who has wisdom about this topic?
Who needs to become more aware of this topic?

Date and time of the Workshop?

Where is the meeting?

How will the team be notified?

PROCEDURES

What are the questions for each workshop step?

MATERIALS

What materials do I need for the Workshop?

Focus Question:

CONTEXT

RATIONAL OBJECTIVE(S)

EXPERIENTIAL OBJECTIVE(S)

REFLECT

BRAINSTORM

ORGANIZE

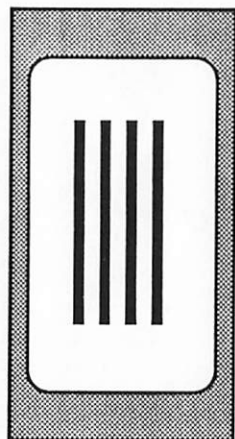
NAME

**DISCUSSION
METHOD**

**THE INSTITUTE OF CULTURAL AFFAIRS
4750 North Sheridan Road
Chicago, Illinois 60640
312-769-6363**

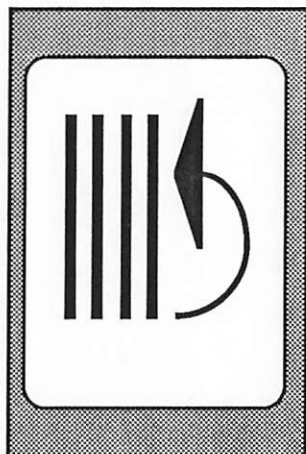
FOCUSED DISCUSSION METHOD FLOW

OBJECTIVE



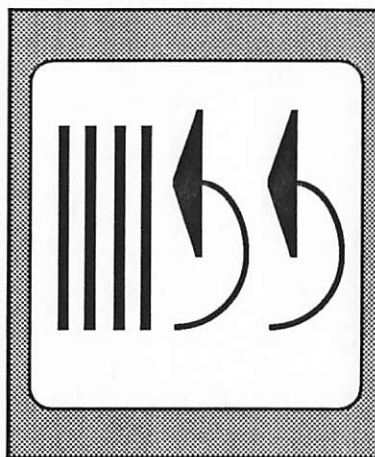
GETTING THE FACTS

REFLECTIVE



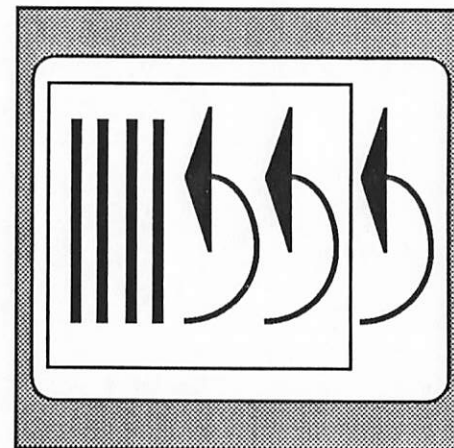
EMOTIONS, FEELINGS,
ASSOCIATIONS

INTERPRETIVE



VALUES, MEANING,
PURPOSE

DECISIONAL



FUTURE RESOLVES

NOTES ON PRESENTATION

WHY IS THE DISCUSSION METHOD NEEDED?

Every experience is a potential focus for reflection. The BASIC DISCUSSION METHOD is a progression of questions that take a group on a journey of consciousness. This method is useful for reflecting on experiences such as a movie, a project site visit, a planning session, a work day, or any common or extraordinary life event.

The DISCUSSION METHOD is a structure for effective communication. It is a process that can be used with individuals or groups. It can be used with questions or statements. It is a tool that enables concerned people to initiate and take part in productive dialogue. And, when used with sensitivity, it can enable profound sharing and unity within a group.

WHY IS IT NEEDED?

Several difficulties are common when we try to communicate with others. Often we are asked (or we ask others) to evaluate or judge something without all the facts. Or discussions that were held for a specific purpose remain so general that it is difficult to make a decision. Or, we ramble and talk around the subject without ever reaching any depth of feeling or thinking, leaving everyone unsettled and dissatisfied with the results.

The DISCUSSION METHOD can become the basis for:

- * collecting data and ideas
- * giving out information
- * discussing tough issues
- * reflecting on important issues and events
- * getting ready to do a problem-solving workshop
- * praise/correction statements
- * group preparation of reports or presentations

DISCUSSION METHOD OVERVIEW

OPENING

WELCOME
CONTEXT

RATIONAL OBJECTIVE

What does the team need to decide about?
What topic does the group need to develop?

EXPERIENTIAL OBJECTIVE

What the team needs to experience with each other
ie, excitement
intrigue with a new idea
authentic struggle

CLOSING

COMMENTS
REFELCTIONS

O BJECTIVE



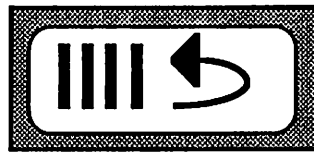
GETTING THE FACTS

Focus attention.

Questions begin with what people

- see
- hear
- touch
- smell
- taste

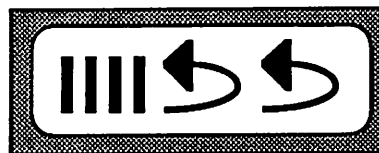
R EFLECTIVE



EMOTIONS, FEELINGS, ASSOCIATIONS

- Questions illuminate people's emotional responses
- What they feel about something - what angers, excites, intrigues or frightens
- What past associations they have

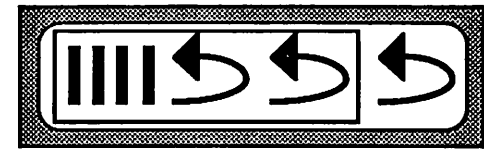
I NTERPRETIVE



VALUES, MEANING, PURPOSE

- Questions highlight layers of meaning and purpose
- The significance people attach to a subject
- The story out of which they live

D ECISIONAL



FUTURE RESOLVES

Questions allow individuals to decide their relationship and response to their situation.

HELPFUL HINTS

Each discussion is tailor-made for best results. Questions have to be relevant to the subject and the group. It is important to prepare questions in advance. Here are some recommendations for the best kind of questions to use in a group discussion:

- 1 - Specific questions get better results.
- 2 - Ask for specific examples and illustrations in answers.
- 3 - Ask open-ended questions that cannot be answered with "yes" or "no".

OBJECTIVE

Sample questions:

What scenes do you remember?

What colors?

What bits of conversation did you hear?

How many people were there?

What did you observe?

REFLECTIVE

Sample questions:

What was your first response?

Where do you remember the whole group reacting?

Where were you excited, frustrated?

How did you feel when that happened?

INTERPRETIVE

Sample questions:

What is this movie about?

What were the most significant events of the week?

Why was this day important?

Which of these actions would be first priority?

DECISIONAL

Sample questions:

What would you say about this event to someone who was not here?

How does this day affect your anticipation of tomorrow?

What change is needed? What is the resolve of this group?

TOPIC:

OPENING

RATIONAL OBJECTIVE(S)

EXPERIENTIAL OBJECTIVE(S)

CLOSING

OBJECTIVE

REFLECTIVE

INTERPRETIVE

DECISIONAL

TOPIC:

OPENING

RATIONAL OBJECTIVE(S)

EXPERIENTIAL OBJECTIVE(S)

CLOSING

OBJECTIVE

REFLECTIVE

INTERPRETIVE

DECISIONAL

PATTERNS IN LEADING A FOCUSED DISCUSSION

When using the Discussion Method, it helps to be familiar and comfortable with several common situations and know how experienced leaders handle them. You will gradually develop your own ways of handling them; ways that best suit your own personality and the needs of the group. But until then, here are some specific recommendations.

SITUATION	WHAT TO DO	EXAMPLES
1. GETTING STARTED	<ul style="list-style-type: none"> • Assure pleasant climate, no interruptions before the session begins. Uncluttered, tidy space. • Provide a context as the session begins: what we are doing is important. • First question should be asked with precision. Have it written down before you start. 	<p>"Let's get started. Jim, will you please shut the door. At the annual meeting we decided to establish a more effective communication system. We need to get this in place quickly and smoothly to ensure participation of the entire community. What are the elements of a good communication system?"</p>
2. KEEPING TRACK OF IDEAS	<ul style="list-style-type: none"> • Write brief phrases on your own note pad after each response. • Ask one or two participants to take notes. • Use notes to recap between questions. • Use notes for writing reports. 	<p>"You mentioned these elements." (Read back the list) "Which is most crucial to ..."</p>
3. KEEPING THE DISCUSSION GOING	<ul style="list-style-type: none"> • If nobody answers, repeat the question; reword or rephrase only as a last resort. • If participants are going off the topic, repeat the question. • If someone grandstands or talks for a long time, ask for a specific example; ask if someone else has a specific example. 	<p>"Someone else, how will a new communication system affect the community?"</p>

SITUATION

WHAT TO DO

EXAMPLES

4. MAINTAINING FOCUS

- When the group begins to stray off the subject, recap briefly what has been said so far.
- Acknowledge and "bracket" the distraction.
- Repeat the question.

"That is an important concern. Let's bring it up next time we do a problem analysis. Now, someone say how the new communications system will affect the community?"

5. KEEPING THE DISCUSSION PRACTICAL

- When you introduce the question, give a practical example yourself.
- When an answer is abstract or merely gives the person's judgement, ask for an example from their own experience.

"The video board in the lounge caught my eye the other morning. What are some other practical examples of good communication?"

6. RESOLVING DISAGREEMENTS

- You don't have to. It is helpful to have many points of view in the discussion.
- If people argue, don't take sides, but ask the group if there are any other viewpoints.
- If someone disagrees, have them say what their own idea is, rather than just disagree.

"Strong feelings are ok, but we have to get a wide range of ideas, too."

"It looks like we have at least three angles to cover. Are there any others?"

7. BRINGING THE DISCUSSION TO A CLOSE

- Review what was discussed.
- If you made notes, let the group know how the results will be used.
- Tell them when they will receive the results and acknowledge their participation.

"We have covered a lot of ground in just a few minutes. Now let's move on to the problem solving workshop to decide on the specific action plans."

ACTION PLANNING

**THE INSTITUTE OF CULTURAL AFFAIRS
4750 North Sheridan Road
Chicago, Illinois 60640
312-769-6363**

ACTION PLANNING INTRODUCTION

VICTORY

KEY ACTIONS

CALENDAR
AND ASSIGNMENTS

Action Planning for Project Start - Up

1. Deciding the Victory
2. Discerning the Key Actions
3. Creating Calendar of Actions and Assignments

Action Planning will promote the successful launch of a project at its most critical phase by

- clarifying directions
- aligning resources
- designating leadership roles and responsibilities
- building team trust and support

ACTION PLANNING OVERVIEW

VICTORY	KEY ACTIONS
CALENDAR AND ASSIGNMENTS	

1. VICTORY

(task or accomplishment)

2. CURRENT REALITY

STRENGTHS	BENEFITS
WEAKNESSES	DANGERS

3. COMMITTED TO

4. BRAINSTORM A LIST OF APPROPRIATE ACTIONS

5. ORGANIZE ACTIONS

6. CREATE MOTIVATING IMAGE or SLOGAN

7. CALENDAR OF ACTIONS to show momentum

LAUNCH ACTIVITY	ONGOING ACTIVITIES	VICTORY COMPLETE

8. TEAM ROLES and OVERALL COORDINATOR

9. COST of this ACTION PLAN

DECIDE THE VICTORY

VICTORY KEY ACTIONS
CALENDAR AND ASSIGNMENTS

1. VICTORY

2. CURRENT REALITY

STRENGTHS	BENEFITS
WEAKNESSES	DANGERS

3. COMMITTED TO

BRAINSTORM AND ORGANIZE THE ACTIONS

VICTORY

KEY ACTIONS

CALENDAR

AND ASSIGNMENTS

4. BRAINSTORM - LIST APPROPRIATE ACTIONS

5. ORGANIZE - GROUP THE ACTIONS INTO SEVERAL CLUSTERS

6. CREATE MOTIVATING IMAGE OR SLOGAN

CALENDAR OF ACTIONS AND ASSIGNMENTS

VICTORY KEY ACTIONS
CALENDAR
AND ASSIGNMENTS

7. LAUNCH ACTIVITY	ONGOING ACTIVITIES	VICTORY COMPLETE

8. TEAM ROLES AND OVERALL COORDINATOR	9. COST OF THIS ACTION PLAN
---------------------------------------	-----------------------------

DECIDE THE VICTORY



STEPS

1. VICTORY

HINTS

- Imagine the victory complete: ask for appropriate particulars about the completed project.
 - What do you See? When will it be done?
 - Feel? How long will it take?
 - Hear? How long do we have?
- This is a fun place to introduce visualization as a way to imagine the victory.
- Individuals make notes as leaders ask the above questions
- Share with whole group (put ideas on cards or take notes on board or flip chart)

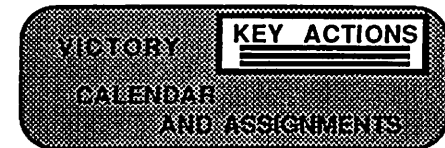
2. CURRENT REALITY

- List:
 - STRENGTHS in our situation that lead toward the victory
 - WEAKNESSES that threaten the accomplishment of the victory
 - Potential BENEFITS of pursuing this course of action
 - Potential DANGERS of seeking to go in this direction

3. COMMITTED TO

- What does the current reality reveal about the victory?
- Write a clear, compelling, concise statement that summarizes the commitment.

KEY ACTIONS



STEPS

4. BRAINSTORM

HINTS

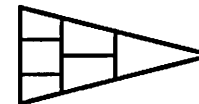
- ~~A list of appropriate actions~~
- Everyone list tasks that will move towards the victory (big and small actions.)
- Individually choose the key one; write on a card
- Go around and get at least one from each member of the team
- Place cards on the board or wall
- Ask for other actions not listed to be sent up on cards

5. ORGANIZE

- Group the actions into several clusters (criteria may be technical expertise, territory, workgroup, project phase,)
- Name each cluster
- An optional step: Divide into sub-groups to work on creating more detailed actions and the calendar for each cluster

6. MOTIVATING IMAGE OR SLOGAN

- Create a catchy title for the project, name the campaign or form a visual image of the task ahead
- Priorities may be discerned by putting cluster names on an "arrow into the future" with the key priority at the tip (or design other shape)



CALENDAR AND ASSIGNMENTS

VICTORY KEY ACTIONS
CALENDAR AND ASSIGNMENTS

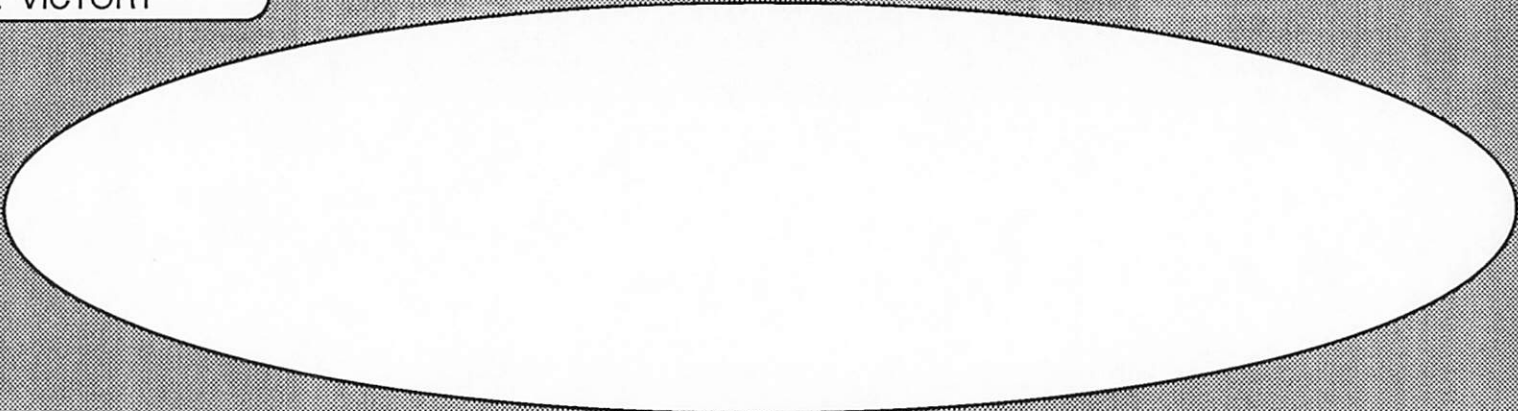
LAUNCH ACTIVITY	ONGOING ACTIVITIES	VICTORY COMPLETE
	<p>7. CALENDAR OF ACTIONS</p> <ul style="list-style-type: none"> -- Put victory date at end of calendar. -- Divide the calendar horizontally by clusters from the "organize" step(s) -- Place actions along these "tracks" according to whether they are launch activities, ongoing activities, or completion activities. (fill in other actions as necessary.) -- Watch for interplay between "tracks" to see where momentum building events may take place -- Decide on regular times for the whole team to meet together (daily, weekly, monthly, quarterly) depending on the length of the project -- Have one person talk through how this action will unfold from the launching steps to completion 	
<p>8. TEAM ROLES AND OVERALL COORDINATOR</p> <ul style="list-style-type: none"> -- Agree on an overall coordinator, select members and leaders for sub-groups -- Clarify team roles 	<p>9. COST OF THIS ACTION PLAN</p> <ul style="list-style-type: none"> -- Estimate overall cost to achieve the victory 	

DECIDE THE VICTORY

VICTORY KEY ACTIONS
=====

CALENDAR
AND ASSIGNMENTS

1. VICTORY



2. CURRENT REALITY

STRENGTHS	BENEFITS
WEAKNESSES	DANGERS

3. COMMITTED TO

BRAINSTORM AND ORGANIZE THE ACTIONS

VICTORY

KEY ACTIONS

CALENDAR
AND ASSIGNMENTS

4. BRAINSTORM - LIST APPROPRIATE ACTIONS

5. ORGANIZE - GROUP THE ACTIONS INTO SEVERAL CLUSTERS

6. CREATE MOTIVATING IMAGE OR SLOGAN

CALENDAR OF ACTIONS AND ASSIGNMENTS

VICTORY KEY ACTIONS
CALENDAR
AND ASSIGNMENTS

7. LAUNCH ACTIVITY	ONGOING ACTIVITIES	VICTORY COMPLETE

8. TEAM ROLES AND OVERALL COORDINATOR	9. COST OF THIS ACTION PLAN
---------------------------------------	-----------------------------

ACTION PLANNING WORKSHOP

RATIONAL OBJECTIVE(S)
To discern the necessary action steps.

EXPERIENTIAL OBJECTIVE(S)
To feel I'm part of a "winning team".

CONTEXT

Divide into teams for each new direction.

Explain the implementation work sheet.

Decide on the amount of time needed.

Bojo
3

VICTORY

1. **VICTORY**
Ask for particulars about the completed project.
4 What do you see/ feel/ hear?
Individuals make notes.
Put on a board or chart.
2. **CURRENT REALITY**
List strengths and weaknesses in our situation. Talk through potential benefits and dangers which would result from pursuing this course of action.
8 Make notes on chart.
3. **COMMITMENT**
What does the current reality reveal about the victory?
Write a statement that summarizes the commitment.
5

chuck
1

KEY ACTIONS

1. **BRAINSTORM**
Individual brainstorm of actions.
Get at least one from each team member and place on board or wall.
5
2. **ORGANIZE AND NAME**
Group the actions into several clusters and name each.
15
3. **MOTIVATING IMAGE OR SLOGAN**
Create a catchy title, campaign name or visual image of the task ahead.
5

... for ...
25

CALENDAR AND ASSIGNMENTS

1. **CALENDAR OF ACTIONS**
Put victory date at end of calendar. Divide the calendar horizontally into the number of action clusters. Place actions along the tracks by "launch", "ongoing", and "completion". Decide on a regular time for the whole team to meet.
15
2. **TEAM ROLES AND OVERALL COORDINATION**
Agree on overall coordinator and leaders for the sub-groups.
5
3. **COST OF THIS ACTION PLAN**
Estimate the overall cost to achieve the victory.
5

25

REFLECTION

Jim

What stands out for you from our time together?

Where do you sense we had a breakthrough?

What are you looking forward to?

What will be the significance of accomplishing these actions?

3

[Empty rectangular box]

RATIONAL OBJECTIVE(S)

EXPERIENTIAL OBJECTIVE(S)

CONTEXT

VICTORY

KEY ACTIONS

CALENDAR AND
ASSIGNMENTS

REFLECTION

3

ACTION TRACKING HINTS



BUILD AND SUSTAIN MOMENTUM

- Establish rhythm of planning, accomplishments, celebration
- Plan an early success
- Keep the purpose before the team

KEEP EVERYONE INFORMED

- Consistent reports of meeting and progress
- Keep wall calendar updated and posted. Use as team decor
- All informed of meetings

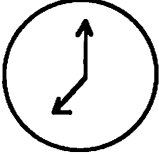
UPDATE PLAN

- New information, situation might change, manager might make changes to plan
- Which actions were initiated last week?
- What were the accomplishments of the last 7 days?
- What were the breakthroughs in your thinking?
- Where are you blocked?
- Where do we need to push next week?

TEAM MOTIVATION

- Acknowledge all the little accomplishments/efforts
- Everyone has an assignment
- Use failures as learning opportunities

RO: EO:



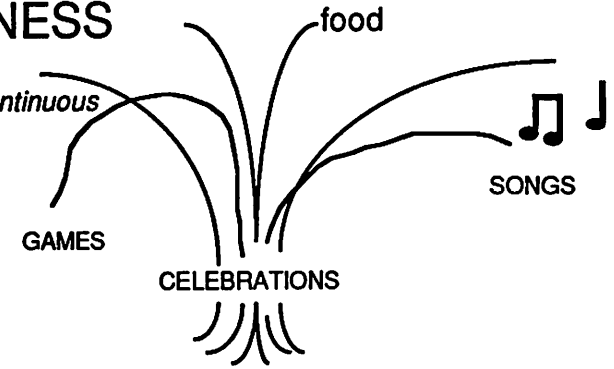
TIME

What is the most helpful use of time to accomplish the stated objectives?

HOUR MEETING FORMAT					
Flow	Disc	Tracking the Action	W/S	Check signals	Reflect
	10'	15'	20'	5'	10'

EVENTFULNESS

How build liveliness, momentum into discontinuous activities to increase motivation?

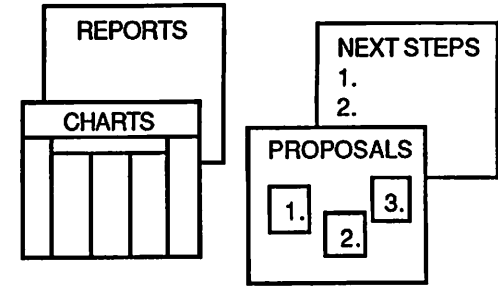


T.E.A.M.S.

for Effective Meetings

ACCOMPLISHMENTS

How to pull together decisions of the team so they can be remembered and built upon?



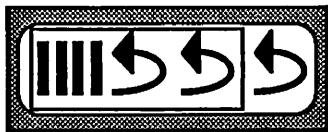
Action Removes the Doubt... DECOR



SEATING ARRANGEMENTS

SPACE

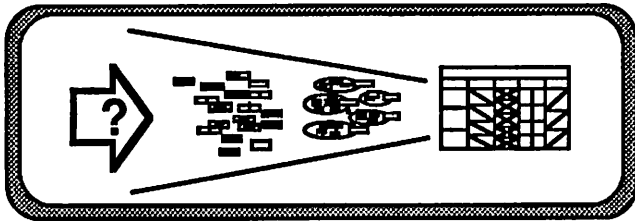
How to shape the space to enable desired results?



DISCUSSION METHOD

METHODS

What are the appropriate methods that will encourage participation and effective action?



WORKSHOP METHOD

ACTION PLANNING



MEETING FORMAT

RATIONAL OBJECTIVE
to update the plan

EXPERIENTIAL OBJECTIVE
to sustain momentum

CONTEXT

- Review agenda
- Special reports
- Training
- Focused discussion
- Accomplishments

TRACKING THE ACTION

- Which actions were initiated last week?
- What were the accomplishments of the last 7 days?
- What were the breakthroughs in your thinking?
- Where are you blocked?
- Where do you need to push next week?

WORKSHOP

Samples:

- Issues analysis
- Develop new directions
- Action planning
- Report preparation
- Presentation preparation

CHECK SIGNALS

Review:

- Assignment
- Next meeting
- Announcement

REFLECTION

Brief reflection on meeting's and team's accomplishments

WHO IS THE ICA?

The Institute of Cultural Affairs (ICA) is in the business of organizational development. For nearly 30 years the ICA has provided programs and services which enable groups and individuals to manage change more creatively. The ICA has learned that group effectiveness increases when the people involved originate the plans themselves. The ICA creates and adapts to their clients the "Technologies of Participation". These ICA methods release individual creativity and assist in the formation of group consensus and internal partnership. These participative processes generate ownership, engender motivation, create clear goals, open up communication channels, broaden perspectives, and enhance adaptation to the changing business environment. The uniqueness of the ICA lies in its ability to deliver and implement what others only recommend. In sum, the ICA is committed to enabling individuals within organizations to develop prime performance.

TECHNOLOGIES OF PARTICIPATION FOR PRIME PERFORMANCE

ENVISIONING PROGRAMS

Philosophy & Values
Retreat

Situational Analysis
Process

Mastering Change
Seminar

STRATEGIC ACTION PROGRAMS

Management Alignment
Retreat

Strategic Planning
Process

Customer Service
Seminar

IMPLEMENTATION PROGRAMS

Innovative Culture
Retreat

Team Action
Process

Facilitator Skills
Seminars

Leading a Group in Individual Brainstorming

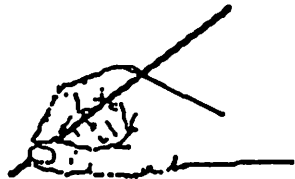
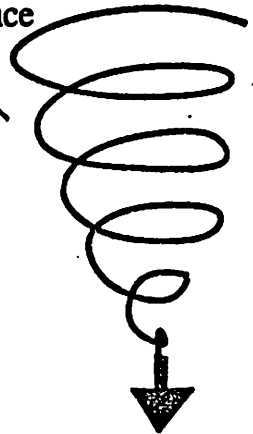
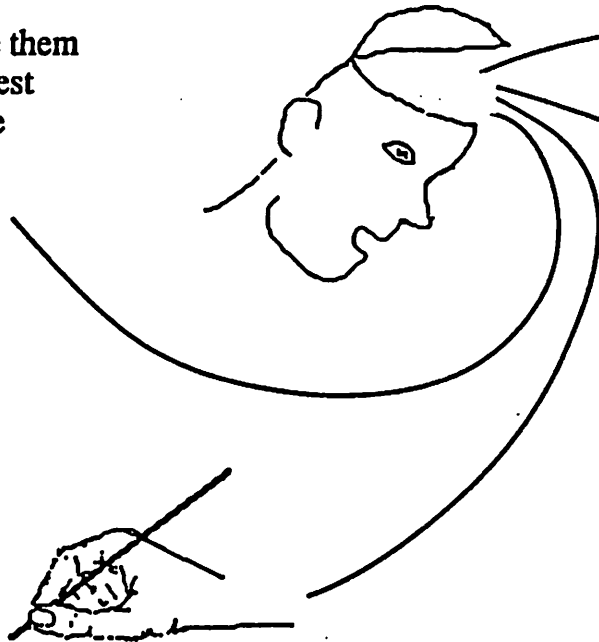
Finally, have them select their best ideas to share

Put focus in the centre

fill the page

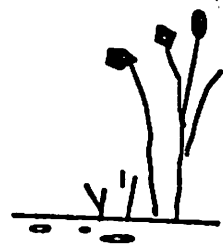
ask for silence to tap our depths

let them draw pictures

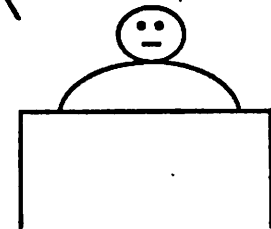


Keep Writing

apples bananas
oranges "jellybeans".



examples seed the imagination



Hold the judge

Individual Brainstorm

What are the
key elements of
effective teamwork?

BUILDING CONSENSUS THROUGH WORKSHOPS

CONTEXT

Provides background so everyone is released to work on the focus question.

BRAINSTORM

- Everyone's ideas on the topic get into the workshop.
- Hidden agendas have the possibility of surfacing.
- No decisions are made in this step.
- Excitement, enthusiasm for new ideas.

ORGANIZE

- New insights are allowed to surface and old ones to be reviewed.
- Intuitions are allowed to inform the group's thinking.

NAME

- Depth Discussion on the topic once all the data is shared.
- Initial consensus reached.

REFLECT

- Consensus is clarified.
- Implications are looked at.

GENERATING CREATIVITY

How the workshop steps generate creativity

CONTEXT



- Discussion Method can be used to stimulate thinking.

BRAINSTORM

- Have participants put focus in centre of paper to communicate expansive ideas not just linear thinking.
- Brainstorming allows all the thinking to be poured from the brain.
- Sharing a few examples to "seed" people's imagination.
- Providing individual silent time gives people a chance to tap their deeper wisdom.

ORGANIZE

- The mind is a natural problem solver; when any 2 cards are brought together it is possible to generate new insights.

Example:

BRICK FOOD

The mind will look for an association.

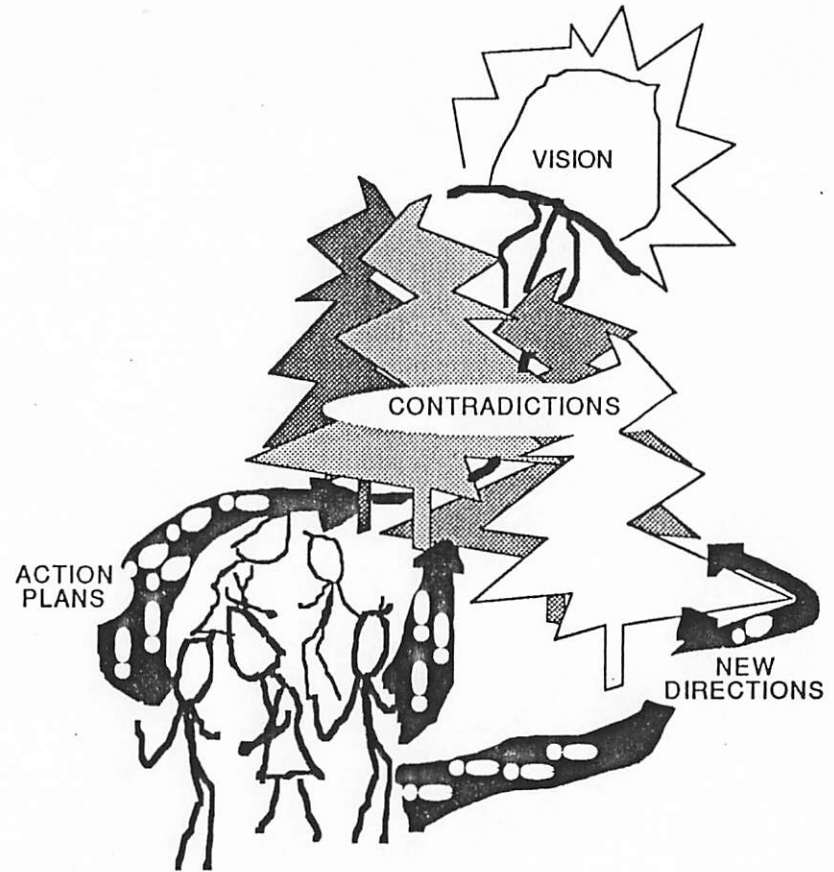
NAME

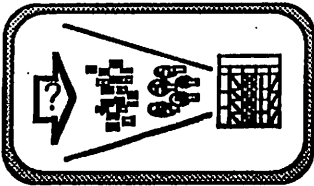
- Push for creative use of language to communicate new ideas, relationships.
- Use of Discussion Method in the naming process can help facilitator focus and deepen the dialogue.

REFLECT

- When reflecting on team participation you have opportunity to reinforce healthy team practices.

STRATEGIC PLANNING PROCESS INTRODUCTION





DISCERNING A FOCUS QUESTION

Every Strategic Planning Process focusses on an area of concern for the specific group. It is useful to keep a decor "poster" before the group at all times to remind them of the planning focus.

An adequate FOCUS QUESTION directly or indirectly contains the following six elements:

1. the issue or concern
2. states who the participants are
3. refers to who is served by this organization
4. mentions the time period for the realization of the vision
5. points to the vocational or depth issues of the client
6. A "What" question is most helpful.

Below are focus questions used in ICA consultations with a variety of groups:
How well do they include the six elements?

Pediatric Care Grant
Valley Medical Center
How can we develop this clinic as a model for Primary Health care?

Student Resident Halls
University of Wisconsin
at Oshkosh
What should residential hall life look like in 3-4 years that promotes both academic excellence and a healthy community life?


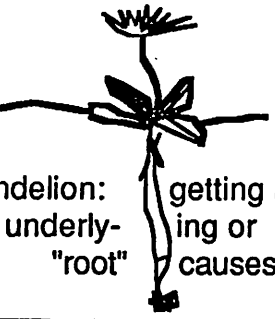
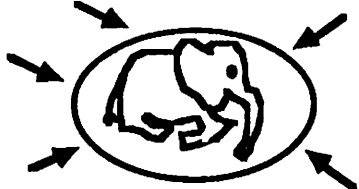
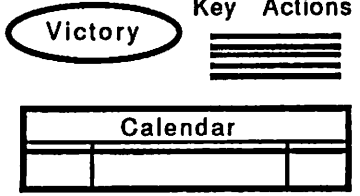
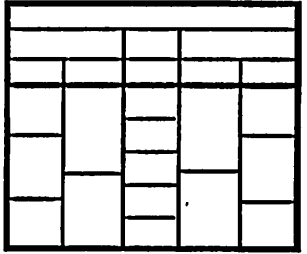
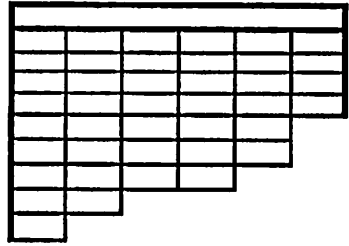
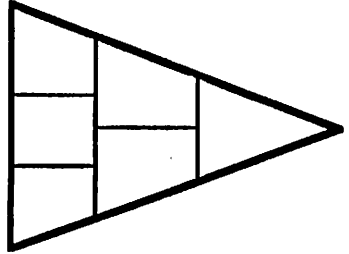
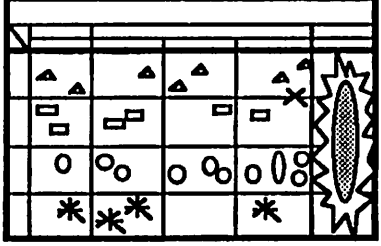
Department of Transportation
Minnesota
What are the new directions necessary in 1-2 years to effectively deliver transportation services considering decreasing tax base, increased maintenance demands, and a mandate to structurally reorganize?

Kornylak
(a small company)
By combining the initiatives and efforts of all the personnel, how can the company expand without losing the talents and training through turnover?

Junior League
Chicago
How will the Junior League of Chicago reflect the volunteer edge of the 80's?



..... AN IN DEPTH LOOK AT THE PLANNING PROCESS

	VISION	CONTRADICTIONS	NEW DIRECTIONS	ACTION PLAN
FOCUS QUESTION	<p>Given the stated area of concern , what is the recognizable condition you would hope to have in place in the next two to four years? Or, What do you want to see happen by 2-4 years time?</p>	<p>If the stated vision is to be realized, what are the issues, deterrents, blocks, irritants, etc. which must be dealt with?</p>	<p>What are the new directions in which we must move in order to resolve the contradictions and realize our vision?</p>	<p>What are the substantial actions that must be taken in order to actuate the new directions?</p>
ILLUSTRATION	 <p>Each person has a piece of the puzzle.</p>	 <p>Dandelion: getting at the underlying "root" causes.</p>	 <p>Looking for several new directions or approaches to deal with underlying obstacles.</p>	<p>Victory</p> <p>Key Actions</p> 
PRODUCT				

BUILDING CONSENSUS THROUGH WORKSHOPS

CONTEXT

Provides background so everyone is released to work on the focus question.

BRAINSTORM

- Everyone's ideas on the topic get into the workshop.
- Hidden agendas have the possibility of surfacing.
- No decisions are made in this step.
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- New insights are allowed to surface and old ones to be reviewed.
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NAME

- Depth discussion on the topic once all the data is shared.
- Initial consensus reached.

REFLECT

- Consensus is clarified.
- Implications are looked at.

STYLE OF FACILITATORS

FACILITATORS love the organization for which they work. They care about its future and have decided that it is worth transforming and has possibilities for service to the larger community. Any reservations held by facilitators are left outside the meeting room. So are their own personal likes and dislikes. In the interchange with participants, they push beyond their own self-doubt and cynicism. Personal opinions are kept in the background. Facilitators exert every means possible to gain the insights of the participants.

FACILITATORS guide instead of participate. They ask open-ended questions designed to elicit creativity and insight. Answers are not given, but question after question is asked to draw out wisdom, to clarify it, to build on it with other insights and to help the group create a conclusion to which all can be committed. Naive questions intentionally asked may get at the roots of apparent disagreement, thereby revealing a difference in understanding or values, providing a basis for resolution. Every contribution is a piece of the puzzle which the group needs. Since each participant has an important perspective to contribute, naturally-quiet people are drawn out even if naturally-dominant people are asked to listen more than is usual for them. Clarity is promoted by enabling participants to state their contributions in short, succinct phrases conveying concise meanings.

FACILITATORS prepare extensively. When working with a group, they familiarize themselves with the history of the organization, its current external operating environment and internal working atmosphere. They set a clear context for the task at hand, request data from participants on their anticipations regarding desired results from the interaction of those in the group. The objective of the interaction, the time allotted for consideration and the needed impact on participants are all kept clearly in mind. In many situations, an objective is for the group to conclude that it already has the power and the authority to implement its plans.

FACILITATORS are concerned with both process and results. They keep the interaction moving toward a decision. Consensus among the group is the guiding factor, not a presumed right or wrong. When no consensus in a critical arena is apparent, a decision about the process necessary to produce consensus is discerned. Sometimes, the reality of the consensus will reveal itself as the group continues its work. Not every issue has to be sorted out at the instant it is raised. Clear conclusions regarding decisions made are required. Objective documentation of the work of the group is insured for every participant, paving the way for implementation.

FACILITATORS always reflect on what is happening in the situation. In the group process, time is scheduled for the group to consider the significance of its work. Humor is both demonstrated and elicited as a way of releasing tension and providing relief from intensive work. Facilitators encourage intuitive leaps utilizing right brain capabilities and sparking corporate creativity which is a highly motivating force producing commitment.

FACILITATOR STYLE

THE FACILITATOR loves the organization for which he/she is facilitating. This means one cares for the future of the organization, has decided it is worth transforming and that it has possibilities for service to the larger community. Even if one has reservations, one leaves them outside the meeting room as well as one's own neuroses about what one likes and dislikes. One resists contempt and cynicism in oneself and pushes beyond them in interchange with participants. One keeps personal opinions in the background and exerts every means to gain the objective insights of participants.

THE FACILITATOR is a guide, not a participant. She/he asks open-ended questions designed to elicit the utmost in creativity and insight. One assumes every contribution has an insight behind it, further, that it is his/her task and that of the group's to gain that insight for the corporate good. One does not give answers, but asks question after question to draw out wisdom, clarify it, build on it with other insights and help the group forge out a concrete consensus to which the whole group can commit itself. One sometimes asks intentionally naive questions, intending to get at the roots of apparent disagreement, thereby revealing a difference in understanding or values and providing a basis for resolution. One assumes that every participant has an important perspective to contribute and draws out naturally quiet people even if that requires asking naturally dominant people to listen more often than is their habit. One promotes clarity by enabling participants to contribute their wisdom in short, succinct phrases which convey concise images.

THE FACILITATOR prepares extensively. She/he then sets a clear context for the task at hand, requesting data from participants on their anticipations regarding desired results from the group's interaction. One has clearly in mind the objective of the interaction, the time allotted for consideration and the needed impact on participants. In many interactions, one experiential objective is for the group to conclude that it already has the power and authority to implement its decisions. One familiarizes oneself with the organization's history, current external operating environment and internal working atmosphere.

THE FACILITATOR is concerned both with process and results. He/she keeps the interaction moving toward a decision. When there is no consensus in a critical arena, one facilitates a decision about the process necessary to produce consensus. Consensus among the group becomes the guiding factor, not presumed right or wrong. One assumes the reality will reveal itself in due time as the group continues its work. One believes that not every issue has to be sorted out at the instant of its being raised.

THE FACILITATOR is a reflective human being. She/he regularly makes time for the group to reflect on the significance of their work. One demonstrates and elicits humor which releases tension and provides discontinuous relief from intensive work. One facilitates intuitive leaps which utilize right brain capabilities and which spark corporate creativity, a highly motivating force which produces commitment. One requires clear conclusions regarding decisions made and ensures objective documentation of the group's work for every participant, thereby paving the way for implementation.

EXPECTATIONS

- 1. What made you decide to come to this course?**
- 2. What 3 things do you expect to achieve by attending this course?**
- 3. What do you bring that will enable this course to succeed?**
- 4. How do you expect to be different on Thursday because of your participation in this course?**

EVALUATION

- 1. What 3 things did you learn about Team Building Skills?**
- 2. On a scale of 1 (low) to 5 (high) how do you feel about the time you spent working with Team Building Skills?**
- 3. What expectations were met and how? What expectations were not met and why?**
- 4. How will you be able to use these methods in your work and life?**

PRACTICAL VISION WORKSHOP

Intent: To have the group create their shared vision for the department that will inform their mission.

CONTEXT

This first session is what we call the 5-Year Practical Vision Workshop. In this session I want to give you the opportunity to project yourself ahead 5 years into the future.

I want you as the department to answer the question: What is your vision of what the _____ department needs to look like in order to serve the community of Barrington in 1995? (Write this on a flipchart)

In this workshop it is our intent to have you identify 7-8 arenas of your common vision for the department. The workshop process that we will use will give you the opportunity to do your own individual brainstorming, to share your vision elements in small teams and then as a total group to get all the information in front of us on the wall and name our consensus of our 5-year vision for our department.

We want to create our department's shared vision that will inform our mission.

I am going to help you do a visioning exercise. I want you to imagine that you are producing a video of your department's service delivery in 1995. Imagine that you are in charge of taking the camera filming team around. You are the producer. This is a video depicting the department of 1995 that you see needs to be in place. So relax and close your eyes or if you don't want to close your eyes find a comfortable place to focus your vision. I don't want you to write anything just now. Just listen and allow yourself to envision while I ask questions and guide you in your visioning of the department of 1995. 2 minutes

VISUALIZATION QUESTIONS

What is your vision of what the _____ department needs to look like in order to serve the community of Barrington in 1995?

Facilitate the group's thinking with some seed questions:

What types and levels of service do you see yourself providing in 1995?
What new services?

What progress have you made in serving the public?

What kind of positive feedback are you getting from the public in 1995?

What does your department's budget look like in 1995?

What priorities are reflected in the budget of 1995?

What do you see in your vision that indicates that you have improved your budgeting process and financial accountability?

What indicators do you see that you are operating efficiently and cost effectively in 1995?

What are you doing in 1995 that insures that funds are being allocated across the broad range of needs?

What do you see in your vision that indicates that you have enhanced departmental cooperation and communication?

What do you see that indicates improvements and further professionalization of your management processes?

What reorganization efforts do you see to enable you to respond and deliver services more effectively to the community? Do you envision expanded staff? What positions and how many?

What technology or equipment improvements are enabling you to better serve the public?

What are the training emphases and needs in your department in 1995?

What do you see in your budget that indicates improved two-way communication with the public - input from them and feedback from you?

What do you see in your vision that indicates that you have improved your communication with other departments and with the elected officials?

What kind of cooperative efforts are being initiated with departments in other neighboring communities that mutually benefit all?

What do you see in your vision that indicates that your department is anticipating and planning for future needs adequately?

What new trends and needs are you responding to in 1995?

You can tailor these questions and create additional ones of your own. 5
minutes

BRAINSTORM

Now I want you to write down your own individual list of 8-10 vision elements or pictures that you envisioned. Try to be as specific as you can be. Take not more than 5 minutes.

Next take a moment to put a star beside 3 of your vision elements that you feel are very important.

Now I want you to take 10 minutes to share your list of vision elements in small teams. I'm going to assign teams of 2 or 3. When you are in your team, I want you each to quickly read off your list to each other. Listen for agreement and as a team I want you to do the following: (You write the following on separate cards and place them on the wall)

- 1)* Write ____ vision elements per team
- 2) Write one vision element per card
- 3) Write in 3-5 word phrases
- 4) WRITE LARGE PLEASE

*To determine the number of vision elements per team, divide the number of teams into 40 cards. You are aiming to get about 40 pieces of data from the group. So if you have 6 teams then you divide 6 into 40, you ask each team to give you 6 or 7 cards

While the group is sharing its vision elements, you can place 7 symbol cards on the wall to categorize the data. Create a couple of extra symbols in case the vision expands. 10 minutes

ORGANIZING

It is a good idea to remind the group of the process again. Tell them: We are going to gradually get all your vision element cards up here in front of us on the wall. We will begin to put your vision cards up here randomly. As we get more cards up, you will begin to identify elements of your vision that point to a similar result. We will group these similar vision elements in columns. We want to identify 7-9 similar groupings and then have you as a whole group give a name to the vision that each column represents.

Ask each team: Please spread your cards out in front of you so the whole team can see them.

Begin by asking: I want you to select one of your CLEAREST cards and pass it forward to me. You then hold up each card, read it out loud and place it randomly under one of the symbols. As you do this with each card, check with the group to make sure that the group understands what the team means. But do this quickly. Don't get into long speeches. Complete putting up this first round of cards. Don't group any cards together just yet.

Next ask each team: Please pass forward 2 random cards. As you read the cards and hold them up for the group to see, ask: Is this card similar to another one already up here or is it different? Have the group watch to see if they seem similar to one of the other cards already posted. If the card is similar, place it under that card. If it is not place it by itself under another symbol. Continue to ask this until you have placed all those cards. (If there are no symbols left for the moment, place the card on the wall to the side for a moment until the group decides a grouping of cards it relates to.)

Ask the group: Please pass up one more card. Continue to have the group decide which column to locate the cards in. By now you should have some columns with anywhere between 2-4 cards in them. You might still have a couple of cards standing alone. Now tell the group: I want you to give a 2-word title to these columns that tells us what the arena is. Listen to 2 or 3 phrasings and write the one that seems to express the group's consensus. For example, they might say that one is "Citizen Communication" or "Technology Upgrading". Don't belabor this. Tell

them: This is just a temporary title. We will refine it later. Have them title as many of the columns as they can. If they can't name a column right now or if there is only one card by itself, leave it for the moment. The group may add more cards to the single ones later or it may fit in with one of the other columns later.

Now tell them: I want you to look at the rest of your cards. See which column of cards they seem to fit with and mark each card with the appropriate symbol. As soon as you have done that, have someone from your team bring those marked cards up here and tape them in the appropriate column. Tell the group: If you have any cards that do not seem to fit with any of the columns up here, pass those cards up to me. You place those cards aside on the table for the moment in front of you and come back to them later.

After the teams have taped up their remaining cards, you say: Alright I am going to read quickly through these cards you put up here. You tell me if you agree that they seem to fit with that column. If they do not fit tell me where you think they fit. Do this as quickly as possible. By now there should be enough groupings to find a fit.

Then go back to the cards that some of the teams said did not seem to fit with anything else. Often the group will determine that they do fit with one of the groupings already on the wall. If by this time you have any single cards remaining, simply ask the group which column it most closely is related to and move it there. 25 minutes

CONSENSUS

We are now ready to give a title to each of our vision columns. Let's start with the longest column here. This is the one we have called "Technology Upgrade" so far. You tell the group: Now I am going to read all the cards in this column. You listen and be ready to tell me a good 3 - word title that describes our vision for 1995? What is it we want to see in place in this arena by 1995? Listen to 2 or 3 responses. Feed back what you hear to the group. Listen for agreement. A resulting title might be "State-of-the-Art Technology" or "Upgraded Technology and Equipment". Have your 2nd facilitator write this title on a bordered card and the you place it at the top of the column.

OK, let's move to the next longest column. This is the one we called "Citizen Communication". I am going to read through this column. Again, I want you to listen. Then tell me what is it we want to see in place in citizen communication by 1995? What is our vision about citizen communication? Again, listen and feedback. Test what you hear. Ask what kind of communication, for instance. Is it just improved communication or is it more specific than that? Eventually, you might get something like "Two-Way Citizen Communication" or "Accurate Citizen Input". Try to get the specificity of the department's hoped-for vision.

Continue to do this until the columns are all named. Some of the columns will be easier than others to name. But again don't belabor it. Do the best you can. Have your 2nd facilitator make a title card for each column as the group agrees on the title. 25 minutes

REFLECTION

When you have completed the workshop, ask someone from the group to read the vision titles outloud for the whole group.

What stands out in this vision?

What are you satisfied to see included in your vision?

What surprised you about this vision?

What new insights or learning has this created?

Which of these do you feel we need to move on as quickly as possible?

What are 2 or 3 themes you see running through our vision?

If we move in this direction in the next 5 years, how are we going to be different as a department?

Thank you all for your participation. We did a great job here today. We're going to get this work typed up so everybody will have a copy. We want to continue to build on our vision in the next session when we try to identify some of our own and our stakeholder's values and then write our department' mission statement. 10 minutes

Time: Approximately 1 hour and 15 minutes

Materials: 5 x 7 cards, black markers, masking tape and flipchart

**APPLYING TEAMBUILDING SKILLS
TO THE 10 STEPS OF QUALITY IMPROVEMENT**

STEP NUMBER	DISCUSSION METHOD (DM)	WORKSHOP METHOD (WM)	ACTION PLANNING (AP)
1. BROAD TOPIC			
2. SURVEY CUSTOMERS			
3. PROJECT STATEMENT			
4. CUSTOMER REQUIREMENTS			
5. PROCESS FLOW			
6. CAUSE AND EFFECT			
7. MEASURES			
8. DATA			
9. CORRECTIVE ACTIONS			
10. MONITOR RESULTS			

PRACTICAL APPLICATION DESIGN

Think through some situations in which you intend to apply one or more of these Team-Building Skills within the next month. Describe one of these situations:

Which one(s) of these skills do you plan to apply in that situation?

What is your intent in using this particular skill? What is your hoped-for outcome?