

1/18/85 Notes

CONSULTING SKILLS

Entry, Scouting, and Data Gathering

Objectives:

To gain awareness of the objectives, pitfalls, and practical methods associated with the entry and scouting process in initial client contacts

- Gathering background information

- Understanding the presenting need or problem as the client perceives it

- Establishing role expectations for clients and consultants

- Developing a helping relationship

- Understanding and influencing expected results and outcomes

- Identifying potential project activities

- To apply knowledge about entry to planning and current field projects

To understand stages in a diagnostic project and what needs to be accomplished at each stage

To become familiar with a wide range of data gathering

AGENDA

10:30	Orientation and Planning
11:00	Phases in the Consulting Process
11:15	Entry Objectives and Issues
11:45	Entry Guidelines
12:20	LUNCH
1:30	Continued
2:30	Review of Entry Guidelines
3:00	Application to Projects
3:30	Break
3:45	Continued
5:00	Close

PHASES IN THE CONSULTING PROCESS

Development of a need for change

- Establishment of a change relationship

- Diagnosis of client system's problems

- Examining alternatives

- Establishing goals and action plans

- Implementation of change

- Generalization and stabilization of change

- Relationship termination

PRESENTING NEED

Did I get all relevant information?

Who wants the change? Who doesn't want to change?

Who will be affected by change and what is their perception?

What if the client is perceived as the problem by other organizational members?

Is there a "hidden agenda"?

Is the client's perception "off the wall"?

How do I assess if it's my perception that is biased?

Has the client given us all the information we'll need? How will we know before disaster strikes?

Telling the client what he/she doesn't want to know!

How can the proposal be worded to include client's perceived presenting need if perceived

as off track by consultant?
Recognizing "hidden agendas" and how to deal with their creators.

ISSUES AND PROBLEMS IN UNDERSTANDING THE PRESENTING NEED AS THE CLIENT PERCEIVES IT

What if the clients don't agree? How much time will it take to address?
What if client's perception is biased by own needs?
Is the consultation process going to disrupt the organization?
What if factions in organization disagree about presenting need?
Who might influence change in a negative way?
Given need is identified, is client organization ready to change? Is it resistant to change?
What are we trying to achieve?
clear understanding of how the client perceives the need
unbiased interpretation
establishing rapport
not committing for a solution
understand relationship between organization members and presenting problem
--consensual
--non-consensual
understanding the power influence
what do we want to know about need?
--where within organizational structure need is perceived
--timeline --who wants change
--consequences --who is committed to change
--urgency --who is affected by change
--time --energy
--mores

What are the potential pitfalls?
hidden agenda may sabotage project
lack of understanding bias would be detrimental to outcome
accepting 'face value' of presenting need
providing interpretation of problem that is not timely
absence of consensus about problem among principal players
consultant takes sides vs. promoting a process by which consensus may be obtained
being openly/covertly judgemental
jumping to conclusions without all relevant information

PRACTICAL STEPS/GUIDELINES

Establish self as creditable
Being cognizant of active listening skills--clarification
Use of open-ended questions that are unbiased
Go into interview feeling that you don't have to solve problem and 'be magic'
instantly
Apply an open system framework to conceptualize problem
Be prepared not to make a commitment of an intervention before all info is gathered
by providing a credible rationale
Gather appropriate information ahead of time, both business/industry
Flexibility--having preplanned contingency options

UNDERSTAND (and perhaps influence) EXPECTED RESULTS OR OUTCOMES

How do I not bias results obtained?
How do I overcome influence of power sources when I disagree?
How can I ensure outcomes are those desired by organization and not imposed by me?
Is there sufficient commitment to follow through to achieve desired results?
What are optimal results realistically possible within their environment?
How can we overcome resistance? Should we? (Maybe we're wrong!)

How do I know I am on target to influence change?
 What if changes needed are beyond the scope of the practicum project?
 Will there be a follow-up of study done?
 Do you as a consultant have skills/resources necessary to effect the expected result?
 How do we ensure implemented changes will be maintained after our work is done?
 Are expected results reasonable?
 Is the business phasing out and I've joined a sinking ship?
 How can we overcome the influence from the management?
 Has a complete list of problems been identified which will lead to complete solution?
 How to ensure that changes will be implemented
 Was the outcome predetermined by management?
 There are often no easy solutions = ongoing process
 What are you trying to achieve?

1. Realistic expectations of what the project can accomplish
2. Set up a yardstick against which to measure actual results or outcomes
3. Achieve mutual understanding of expected results
4. Assessing their (client) commitment to the results--and increase commitment

WHAT ARE POTENTIAL PITFALLS?

1. They may expect more than we can do
2. They may expect more than can be done (is feasible)
3. Unrealistic timing
4. Misunderstanding of what is expected
5. Imposing our values on client system
6. Not being specific enough
7. Outcome satisfies only part (or a fraction) of client system

WHAT PRACTICAL STEPS AND GUIDELINES CAN YOU RECOMMEND?

1. Clearly expected results in advance with client
2. Provide a realistic timeline. Allow some flexibility.
3. Continually assessing progress
4. Keeping channel of communications open
5. Be as specific as possible
6. Allow for changes as more and/or better information becomes available
7. Setting up a follow-up system
8. Make language understandable to client
9. Ensure mutual commitment to the outcome
10. Ensure potential activities (process) will lead to desired outcome
11. Analyze the effect of outcome on all parts of client system
12. Ensure the outcome solves the real or underlying problem

EXPLORE HOW YOU MIGHT WORK TOGETHER: POTENTIAL CONSULTANT CLIENT ROLES

Client may see consultant's role as more or less than what the consultant would be comfortable with and vice-versa
 Client may not understand consulting process
 Client may not understand consultant's skills
 Are roles clear?
 Be sure the roles are discussed and agreed upon--spell them out in the contract
 Client must prepare by not becoming dependent on the consultant
 Difficulty in scheduling willingness of client to devote sufficient time
 Bias on part of client about what your role would be, i.e., role conflict between you and client
 Are the roles decided on feasible?
 Biases I might have about client's and my role
 Prejudgment about client role
 Client wants you to do all the work/only wants to share positive outcome

Perception of consultant as outsider

Is the client willing to change his long-term behavior?

How to overcome conflict between the client and the consultant

How will we know where we stand in organization?

What are you trying to achieve?

Role clarification:

--client perception of consultant as credible source of help

--reach agreement on consultant's roles, duties, responsibilities

--commitment of client and consultant to meet agreed upon responsibilities

--break down prejudices or prior conceptions of consultant's role

Establish norms for working together

--confidentiality

--honesty

--access to necessary resources and information

Client understanding of consulting process--time and resources required

Are roles and expectations of client and consultants realistic?

--skills of consultant

--client's commitment to implement change

Assume responsibility for ownership of problem and commitment to change

--all levels of organization

WHAT ARE POTENTIAL PITFALLS?

Client misunderstands amount of resources necessary to implement

Unwillingness of client to trust consultant as a viable source of help

Unwillingness of client to provide necessary information

Tendency of consultant to prematurely focalize problem in certain people

Prejudice against consultation as a profession

Perception of consultant by lower levels of organization as tool of upper management to exploit work force

Accepting role based on client expectations beyond abilities

Upper management perception of consultant as disruptive influence--rabble rouser

Different managers with conflicting visions of consultant's role

Client perception of consultant as solution to all problems--unrealistic expectations

WHAT PRACTICAL STEPS AND GUIDELINES CAN YOU RECOMMEND?

Explicit statement of contract expectations

--necessary resources and information to be provided by client

--regular progress reporting procedures

--procedure in place for feedback from client to consultant about degree to which

goals are being achieved

Clarification of consultant's role made by client to subordinates

Don't misrepresent or exaggerate abilities to meet all problems

Involve all stakeholders in organization with consultant as much as possible

Establish decision-making structure between client and consultant on the intervention

--clarify who decides what

--who controls necessary resources

Clear communication

--definition of terms used in contract

--report any changes in organization or procedures

--no changes in consulting activities without agreement (knowledge) of client

--use language of client

Provide background information about skills and experiences of consultant

--identify past clients without breaking confidentiality

Develop operating norms early in consulting process

ISSUES AND PROBLEMS IN BEGINNING ESTABLISHMENT OF A HELPING RELATIONSHIP

Can I help this organization, i.e., do I want to, am I capable?
Avoiding alienation of client through value judgements
How to establish your credibility or expertise
Resentment of change on the part of employees
How can I get their trust and confidence?
How can I give assistance without creating dependency?
How does the client formulate the problems?
What if a key person/s does not want to cooperate in the project?
Client principals bias other employees about what you are there to accomplish
Overcome hostility in certain portions of organization. Maybe divided receptiveness?
How much responsibility is the client willing to assume?
When does lack of fit (organizational culture/personal style) necessitate withdrawal from project?
How can we establish the client's trust?
What if we have problems identifying who the client really is?
How can I match my style to organizational climate and needs?
What if client doesn't take our team seriously as a potential helping resource?
What if client wants magical solution and I'm no magician?
How to overcome bias of client when the consultant has poor/negligible prior experience--How does one establish credibility?
How fast can I support the client--e.g., first help example?
Approaching situation with prior opinions and trying to fit situation into prepared solution
Am I willing to accept help from the organization?
What are you trying to achieve?
Environment physically and emotionally conducive to helping relationship
--trust
--confidentiality
--honesty
--comfortable, private environment
--open communication; verbal and non-verbal
Encourage self-sufficiency, discourage dependance
Establish credibility
--emphasize experience, skills
--build on credibility of program
--appearance
 appropriate for organization
 professional demeanor
 confident
Goal and role clarification
Establish joint working relationship
Help to establish need recognition

WHAT ARE POTENTIAL PITFALLS

Team perceived as "students" and not as "professionals"
Client has unrealistic expectations
Team may overcommit to organization
Client is unreceptive to help
Client becomes dependent on team
 Quick solutions to specific problems rather than general, long-range process solutions
Client underutilizes team abilities
Team fails to recognize "lack of fit"
Team trapped despite lack of fit

WHAT POSITIVE STEPS AND GUIDELINES CAN YOU RECOMMEND?

Be prepared
 professional
 have action plans for potential pitfalls (i.e., when individual experiences
 in group vary, present total group's experience as a way of
 establishing credibility for all members.)
Don't make on the spot commitments
Be honest about abilities
Be empathetic
 --paraphrase
 --self-disclose
Emphasize working together attitude;
 "together we will develop organizational processes for dealing with
problems
Team initiates
 --contract
 --meetings
 --presentation of information
Bring up confidentiality early
Concentrate on what you can do for organization
Focus on personal style similarities
Establish guidelines for dealing with conflict (dealing with lack of fit)
Clearly outline and agree on process steps

ISSUES AND PROBLEMS IN ACQUIRING RELEVANT BACKGROUND INFORMATION

Client not very informative/not willing to divulge critical information
 A key person is an "information keeper"
Client has a bias that is not representative of "true picture"
Giving oriented information
Getting around vested interests or defensive orientation
Deciding which background information is true when it conflicts
Which information is more important?
Establish trusting climate
Viewing each individual's perception of the problem as a perspective vs. "right
or wrong"
Do we have access to all of the relevant information?
Is the client comfortable sharing information with us?
What are key aspects of the client(s) that need to be taken into account in
 order to establish a viable working relationship?
How do we handle sensitive information that must be kept confidential?
Is there enough time to acquire necessary information?
Inability to understand technical aspects of organization or industry as a whole
Time
 justify time spent on information gathering with client
 be prepared
 a. form designed with required information--prioritize
 b. seek sources for technical information (vocabulary)
 --journals
 --books
 --human resources
 c. be aware of level of entry as well as try to enter as high in
 hierarchy
 as possible
How to assess bounds of ethical information gathering
How to obtain access to needed information
Determining stumbling blocks
What if client dumps a truckload of information and expects you to read it
Premature determination of relevance
How to weed out useless information
When do you have enough to move on (do you ever stop gathering background

information?)

Where do you find necessary background information?

What are you trying to achieve?

Accurate, clear picture of organization, i.e.,

--where it has been

--where it is

--where it wants to go

Acquire knowledge (factual) and perceptions as basis for formulating future courses

of action

WHAT ARE THE POTENTIAL PITFALLS?

Incorrectly defining the bounds of ethical information gathering

Time restraints

Lack of technical understanding

Incorrect identification of viable sources (e.g., right people)

To assume that information gathering should stop

Inability to distinguish between relevant and irrelevant information "FILTER"

Inability to establish a climate of trust "CONFIDENTIALITY"

Inability to establish credibility therefore client reluctant to share information

Inability to recognize your own biases and/or clients'

WHAT PRACTICAL STEPS AND GUIDELINES CAN YOU RECOMMEND?

Be prepared

a. have form designed with required information to help with gathering data

b. prioritize

c. seek sources for technical information (increase vocabulary, add credibility)

journals

books

human resources

d. schedule meeting with high level personnel (add credibility and initial viable

source)--Ask for key people they feel might be helpful

e. be aware of ethical boundaries of gathering information

f. find about others in organization--biographical sketch

Initial entry

a. be professional

b. use active listening

to avoid reluctance

to share information, establish rapport and trust

c. be aware of personal biases

d. ask for specific organizational information (i.e., company goals, organization

chart, annual report, internal publications, external publications

e. be aware of norms and physical environment

Ongoing process

a. information gathering continues

b. continual weighing of information

EXPLORE POTENTIAL ACTIVITIES

What if they can't afford to do what they need to?

Will the activity address or solve the problem?

How will I overcome problems of getting individuals together (scheduling)?

Willingness to commit time needed

Do they have an idea already of what should be done and how it is to be done and does that fit in with your idea?
 Would one activity be best or should a combination of activities be explored?
 Is there an understanding of the potential problems that come about when change is introduced?
 How to help client overcome fear of change potential activities may bring
 To what degree are resources (personnel, money) available to implement activities?
 Should there be back-up options in case primary plan is unfeasible?
 How to assess resources needed to implement
 What if client activity assessment is not supported by key employees?
 Are proposed activities consistent with decisionmakers' values and attitudes?
 What facilities is the client willing to give?
 What are you trying to achieve?
 to match activity with the needs of the organization
 involve members of the organization in the change effort
 determine appropriateness of activity
 --must "fit"--match culture or personality of organization
 realistic sequencing of activities
 --not too fast, not too slow
 utilize members of organization to determine appropriate activity
 ensure commitment of resources
 ensure continuation of your change effort
 --after you leave--without you
 determine if this activity has been tried before
 create climate that says: change is possible and desirable
 develop open/trusting working relationship

WHAT ARE THE POTENTIAL PITFALLS?

Not matching correctly the needs of the organization and the activity
 Perception of needs change
 Can't reach agreement with client on appropriate activity
 Didn't anticipate "ripple" effects of intervention
 Activity doesn't match culture of company
 Sabotage due to political issues, power struggles, territoriality
 Misjudge your time or money needs
 Succumbing to your own biases or beliefs
 not being objective
 Making decisions based on dated, biased, or inaccurate information
 Accepting client's diagnosis prematurely
 Failure to gain buy-in or support for selected activity
 Ego needs of the consultant
 Over-emphasis of negatives of the situation

WHAT PRACTICAL STEPS AND GUIDELINES CAN YOU RECOMMEND?

Get good data base--do your homework
 Keep an open mind--don't prejudge situation
 Determine sources of support and commitment limits, get "buy-in" from the top
 Objectively evaluate your abilities and interests
 Gain trust of individuals--be open--give realistic preview of activity
 Avoid becoming emotionally attached to outcome
 Build in cushion on financial and time matters
 Don't eliminate potential solutions too soon
 Trust your intuition--don't be afraid to take risks and to make mistakes [trust your feelings, Luke!]

CONDUCT INITIAL ORGANIZATIONAL CONTACT ("ENTRY")

- Outline presenting needs and problems
- Clarify client goals for the diagnosis
- Obtain background information on the organization
- Identify what assessment or intervention activities might be called for
- Determine whether assistance can be provided to meet current organizational needs
- Identify clients responsible for project planning and decision making
- Assess whether have obtained sufficient information to develop proposal

ASSESS SELF AS PROSPECTIVE CONSULTANT

- Assess own motivation
- Assess fit with client needs
 - style
 - experience
 - values
- Make a decision regarding whether to pursue or refer

DEVELOP PROPOSAL

- Specify objectives
- Describe methods
- Propose steps
- Propose timeframes
- Describe project personnel
- Propose project roles and responsibilities for clients and consultants
- Proposed methods for project communication and coordination
- Estimate costs
- Describe next steps
- Preview proposal with clients

REACH AGREEMENT ON PROJECT/PROPOSAL

- Submit written proposal (first draft)
- Review proposal with client
- Modify proposal and resubmit
- Gain final approval from client

CONDUCT INITIAL ORGANIZATIONAL SCAN

- Identify key stakeholders for the project
- Conduct initial interviews, observations and record reviews to identify key organizational characteristics
- Ensure understanding and support among key personnel
- Assess the organization's readiness for change
- Feedback results of scan to key clients
- Identify areas of focus for further diagnosis

DETAILED PROJECT PLANNING

- Clarify who should be involved in detailed project planning
- Determine topics or dimensions to be assessed
- Determine key area and levels of the organization to be assessed
- Determine who will be involved in providing data
- Identify how data will be collected
- Plan the process of data collection
 - select sample
 - design survey
 - design interview
 - arrange for records search
 - etc.
- Plan the process of data analysis
- Plan the process of data feedback
- Plan the process for problem-solving and planning for action [plan the process of planning?]
- Plan how the diagnostic project will be evaluated (how will we know if we are successful?)
- Plan how to earn commitment for change

CONDUCT STAGESETTING FOR THE DIAGNOSIS IN THE ORGANIZATION

- Communicate the purpose and process of the diagnosis to organization members
- Prepare managers and supervisors to support the process
- Arrange the logistics
- Conduct education seminars with managers about the consultation
- Develop strategies for overcoming resistance to participation

CONDUCT DATA COLLECTION

- Implement diagnostic interviewing
- Implement planned surveys
- Implement planned observations
- Implement planned review of records
- Implement group interviews

CONDUCT DATA ANALYSIS

- Take steps to examine data without a priori assumptions
- Systematically organize the data
- Interpret the meaning of the data (for organizational functioning)
- Test data base supporting preliminary conclusions

REVIEW PROJECT

- Assess progress
- Check clients' perceptions
- Modify process as needed
- Identify additional data needed

PREPARE FOR DATA FEEDBACK

- Determine what information should be fed back
- Determine who should provide feedback
- Determine how feedback will be provided
- Plan the data feedback process
- Prepare findings statement
- Prepare statistical tables and charts
- Write feedback summaries and reports

CONDUCT DATA FEEDBACK

- Finalize data feedback process
- Provide any necessary training in data feedback
- Conduct any necessary individual feedback sessions
- Conduct data feedback meetings with relevant groups
- Submit data feedback reports
- Develop a shared understanding of the problems, issues, and opportunities

PLANNING FOR CHANGE

- Establish goals for the change effort
- Conduct problem-solving and action planning meetings to address identified opportunities
- Develop plans for earning commitment to needed changes
- Plan for evaluation of change effort
- Establish organizational structures and roles to support the change

IMPLEMENT PLANNED CHANGES

- Facilitate implementation
- Review progress
- Provide ongoing visible management support
- Arrange for reinforcement of contributors
- Troubleshoot where needed

EVALUATE DIAGNOSTIC EFFORT

- Gather data on results of action steps
- Analyze results against objectives
- Communicate results

2/15/85 DIAGNOSTIC INTERVIEWING AND FEEDBACK

Overview of agenda and objectives

Prepare case study I

- rationale

- findings

- recommendations

Present and critique case I

Factors affecting acceptance of help

Guidelines for Feedback

Lunch

Interview data for case study II

Issue identification

Issue analysis

Feedback formulation

EMPLOYEE INVOLVEMENT

Definition: Productivity improvements are realized largely through the decisions and actions of people throughout the organization. Thus, the degree to which employees have the opportunity to contribute their ideas and efforts toward improvements increases productivity.

Rationale: how productivity and quality of work life are effected

Increased employee commitment to

- goals

- implementation of company decisions

- cooperation

I mprove morale thus

- reducing turnover and absenteeism

- employee needs met; recognition etc. improving

Increase quality of product

Increase in quantity of product

Increased ability to adapt to changes in environment

Improved management of material assets

Findings:

Hourly worker:

- majority are generally satisfied with the level of employee involvement (5:3)

- lack of follow-through on complaints about machinery

- lack of communication

- there were three satisfied people, they liked suggestion box and crew meetings

Evaluation of crew meeting by hourly employee

- half liked it and the other half had concerns or reservations about procedure and outcomes

- people are holding back accurate information

Middle Management:

- Middle Management generally liked the idea of crew meeting to keep people informed and to hear ideas and complaints. However, foremen lack training and meetings were not well structured. They don't want just a bitch session.

- Crews afraid to express opinions.

Grievances and problem-solving:

- bosses unapproachable

- procedures lacking or unclear

- no follow-through

Top Management:

- Many top managers doubt crew meetings yield valuable information though some are pleased

- Some top managers don't see value of employee's involvement

- Some top managers think crew meetings leaders need training

Concern over decision making

Implications:

- Lack of trust
- Lack of effective communication
- Lack of value of employee's opinion
- Lack of job security
- Lack of appreciation of value of employee involvement
- Crew meeting will fall apart
- Losing employee motivation with losing employee ideas for improving production and safety
- Not taking advantage of employee's ability
- Management losing credibility
- Losing quality control
- Less commitment to decisions
- No complete information for problem solving, so they will have poor solution
- Production is less than it could be

RECOMMENDATIONS

- A. Crew meetings--
 - agendas needed, set jointly by management and workers
 - top management assures follow-through, esp. machinery care and safety
 - top endorses value of meetings--held on company time
 - assures no firing for candor
 - training for facilitators
 - guidelines for meetings (rules)
 - eliminates "bitch sessions"
 - task oriented
 - commitment to action plans developed at meetings
 - set production and quality control goals
 - clarify work and quality control procedures
- B. Develop procedures for crew leaders to meet formally and regularly with top management
 - agendas
 - minutes
 - presentation of crew meeting results and action plans
 - review by management
 - feedback in person at crew meetings
- C. Continue suggestion box
 - discuss suggestions at crew meetings

ORGANIZATION AND LEADERSHIP (structure)

Definitions

The organizational structure is the manner in which an organization is put together to achieve its goals.

Leadership consists of attitudes, skills, styles, clout of key personnel used to manage assets of the organization effectively.

Rationale: How productivity and quality of work life are impacted

- Provides direction and clarity
- Defines communication patterns
- Offers vehicle for decision making
- Defines and influences work group processes and outcomes
- Defines role of individuals and departments

The organizational structure defines how people work together, development of communication patterns and the decision making process. The skills, styles, attitudes and influence of key personnel provides a vehicle for individual and departmental roles in improving productivity through directly influencing these processes structure and leadership provide a means to improve productivity and quality of work life.

Findings:

- They feel that decisions could be made at lower levels
- Decisions are skewed very heavily
- If I were king, I will return the decision-making power to production manager
- We need superintendents with mechanical background
- Need for supervisors training
- The decision comes mostly from management
- Power taken away from bosses
- Good supervisors are the main things
- From office communication good
- Conflict between veneer and sawmill
- Management needs to make our idea seems like theirs
- Need for replacing or fixing equipment not acknowledged by management
- Don't fix it unless it won't run

Recommendations

- Train line supervisors
 - decision making
 - job knowledge
- Return decision making to production managers (close to source)
- Awards at three-month meetings
 - for improved production
 - reduced costs
 - procedural contributions
- Assure opportunity for positive feedback through
 - perf [?] appraisals
- Intermix shift workers in social and sport activities
- Ensure timely maintenance of equipment
 - initiate maintenance reports with dates and times
 - need for replacement
 - each shift send to maintenance chief

MEASUREMENT AND PERFORMANCE FEEDBACK

Rationale

- How productivity and QWL are impacted
- Measurement provides for observable, quantitative, concrete ways of assessing organizational functioning
- This assessment can include information about resource usage (human, material, capital & technology), satisfaction, strengths and weaknesses, trends, progress and opportunities for change.
- Measurement also provides an objective basis for providing performance feedback.
- This feedback reduces uncertainty and ambiguity; everyone knows what is expected and how they are doing. This can effect absenteeism, motivation, turnover, etc.
- Rewards can provide clear guidelines of the behaviors that have been identified as important in accomplishing personal and organizational goals and objectives. By looking at what actually reinforces employees and what is provided as reinforcers.
- By the organization, discrepancies can be identified and reduced. This reduction can improve productivity and QWL

Findings:

Survival

- don't know how performance and/or performance measure relate to profits
- don't have a specified measurement system
- goals are unclear

No performance feedback measure

- don't know when they're doing a good job
- creates uncertainty
- affects motivation

- no opportunities can be realized
- creates job and role ambiguity
- rewarded for group performance rather than individual performance
- no relationship between profit measures and individual performance
- Poor work atmosphere
 - competitiveness
 - ambiguity
 - negative feedback only or no feedback
 - motivation level based on avoidance or escape
 - lack of clear guidelines
- Performance feedback (lack of)
 - same as for measurement and performance feedback
- Unclear seniority and promotion system
 - discourage improved performance
 - status quo encouraged
 - lose full utilization of human resources
 - talented people don't promote
 - stagnation of workforce
 - ceiling effect on performance
 - discourages risk taking and ideas for work improvement
 - promotes
 - "brown nosing"
 - resentment
 - frustration
 - individuals do not perceive that rewards are contingent on behavior/performance
 - salary compression at the first-line supervisor (getting third choice)

RECOMMENDATIONS

- Measurement and performance feedback and rewards/recognitions
 - goals clarification
 - see recommendations by "Goal Group"
 - measurement
 - task analysis of each stage of production
 - specify units of measurement
 - determine desired production levels
 - interventions
 - participative decision making among work groups and management
 - work with management to eliminate salary compression
 - determine a vehicle for employee idea input; process to consider implementation and to provide feedback
 - explicit career paths
 - rewards and recognition for meeting and exceeding desired production level
 - establish a performance appraisal system
- Develop a systematic ongoing process for gathering information from on-line production worker which can be communicated to assets management decision makers
 - two-way communication (workers informed of technology options)
 - supervisors trained in information gathering (active listening)
 - incentive system for suggestions
 - involve maintenance employees
- Thorough training on all new equipment
 - users
 - maintenance
- Plans for overcoming resistance to change need to be developed
- Coordination between materials suppliers and production planners
 - periodic planning meetings
 - review inventory needs
- Supervisors communicate to production workers reasons for problems

TECHNOLOGY MANAGEMENT

Findings:

- New technology doesn't help much
- No training/maintenance of new equipment
- Poor communication/scheduling between different phases of operations
- Low morale
 - lack of essential information
 - pressure to produce with inadequate material
 - no felt concern for dilemmas
- No emphasis on quality
 - high quality goods with low quality material
- Poor reception of suggestions regarding equipment
- Top level: too much money spent
 - Lower level: not enough money spent
- Too much down time
 - antiquated equipment
 - slow repairs
 - improper training on new equipment
- No preventive maintenance
- No dust removal equipment
- Not enough long-range planning
 - new equipment
 - preventive maintenance

Rationale: How productivity and quality of work life are impacted

- effective management of capital assets will allow technical improvements
 - which will allow more efficient use of materials
 - which as a result will increase productivity
- technological improvements can improve the quality of work life by making work easier and more interesting
- effective capital management can allow the organization to be more competitive
- effective capital management can allow the resources to be available for employee benefit programs
- planned material management minimizes the need for large material and product inventories yet provides materials necessary for a steady production process

ASSETS MANAGEMENT

Definition:

Asset management is optimizing use of your material, technological and capital assets through effectively planning controlling, coordinating and directing these assets to the achievement of organizational goals.

Definition of goals-features:

- specific, realistic & achievable
- observable, behavioral, measurable
- reflective of philosophy of organization
- congruence between individual and organizational goals
- desirable to individual and organizational goals
- desirable to individual and organization
- challenging
- participative formation
- time-frame specific point at which it is reached
- long-term with specific short-term
- effectively communicated

Goals--A set of organizational guidelines that provide a means to achieve desired outcomes as defined by the mission and philosophy of the organization. Effective goals should be specific, challenging, but achievable, and measurable in behavioral terms.

Rationale: How productivity and quality of worklife are impacted

- goals have motivational power

- goals provide a basis for performance evaluation (individual and organizational)
- goals give purpose and direction
- goals create a shared sense of purpose
 - improved morale
 - teamwork and esprit de corps enhanced
- goals establish positive expectations for change and/or improvement

Implications:

- present goals are not motivating
 - unchallenging
 - no participation
 - unclear
 - inconsistent
 - inadequate feedback
 - no reward contingencies
- PPR ineffective
 - doesn't establish congruent goals
 - fosters resentment in management
 - goals not communicated to lower levels
 - should be a dynamic process
 - review should occur when conditions warrant
 - doesn't allow for lower level participation
- goals not tied to performance evaluations

RECOMMENDATIONS

- Articulated organizational mission statement
 - developed by top management
 - orientation for new employees
- Operational goals are developed jointly by top and middle management that are congruent with mission statement
- Specific objectives with time frames for achievement developed by middle managers and their work groups
- Periodic review of goals congruent with performance evaluations
- Revise goals when conditions warrant

IMPLICATIONS

- Capital resources not effectively managed
 - no input from lower levels on capital improvement decisions
 - lack of buy-in, "sabotaging"
 - lack of training on new equipment
 - no preventive maintenance
 - no communication to lower levels on capital improvement rationale
 - lack of coherent c.i. program
- Material assets not effectively managed
 - scheduling/communication problems
 - lack of quality control adherence
 - expectation of high quality goods from low quality material
- Low morale
 - lack of essential communication
 - employees perceive no empathy from
 - lack of trust on either end
- Receptive to help or advice
 1. Use their language
 - use simple language
 2. Use analogies and metaphor
 3. Changeable behavior
 4. Start with small successes and build on them
 5. Use reference of other companies and researches
 6. Be specific and objective. Descriptive vs. evaluative
 7. Involve them in the recommendation process
 8. Provide framework for opportunities

9. Get "buy-in" from key people
10. Use their frame of reference in communicating with them
11. Keep visual aids clear and simple
12. Allow time and create opportunities for their feedback
13. Focus presentation on implication
14. Give the positive before the negative
15. Giving support and empathy
16. Identify potential source of defensiveness
17. Active listening
18. Don't give too much data--be concise
19. Limit items to 7 + 2
20. Remind them that the information was provided by their worker
21. Small group vs. large group
22. Show them the "felt need"
23. Show them the consequences of an action
24. Specify the benefit from change
25. Use case examples in your presentation
26. Be direct but do it in a palatable way
27. ?

GUIDELINES

Know your audience
 Know the language and metaphors of the client organization
 Be succinct and precise and concise and...
 Focus on opportunities
 Emphasize value and benefits
 Recommend actions that have a high probability of success
 Involve them in the problem-solving process
 Respect the knowledge and experience of audience
 Match your style to the audience
 Be honest and authentic
 Use case examples
 Consider the capacity to implement changes (costs, time, capability, etc.)
 Explain implications
 Offer 'face saving' choices
 Factors making people unreceptive to help or advice:

- Inappropriate language
 - over their heads
 - judgemental
 - too abstract
 - jargonese
 - ambiguity
 - too much area covered
 - too many words
 - too negative
- Making recommendations too specific or too general
- Making recommendations to change what they can't control
- Focussing on problems rather than opportunities
- Having a know-it-all attitude
- Being rigid in your approach
- Not tailoring feedback to their level of readiness
- Too sophisticated a presentation
- Too much information
- Attacking current practices or individuals
- Innapropriate sequencing of ideas or concepts
- Mismanaged time
- Not making clear the value to them
- Failure to consider costs and resources

OBJECTIVES

- To provide students with opportunity to apply their knowledge of the design of a training classroom
- To provide an opportunity to practice a segment of training
- to provide feedback on practice sessions

OVERVIEW OF OBJECTIVES

- 9:10 Stagesetting for practice
 - review roles
 - review norms
 - review feedback procedures
- 9:45 Team A
 - present objectives
 - present audience analysis
 - present agenda and process description for day-long workshop
 - identify segment to be conducted
 - conduct 1-hour segment
- 10:45 Feedback
- 11:00 Break
- 11:15 Team B
- 12:15 Feedback
- 12:30 Lunch

PERFORMANCE CRITERIA

Training Design

- Mix of methods/format
- Obtain interest and attention
- Objectives: Clear, realistic, consistent with needs
- Agenda
 - Sequencing
 - Activity selection
 - Scope and pacing
 - Consistent with participants' needs and readiness
- Creating motivation
- Learning aids match objectives
- Promoting learning (knowledge, skills, attitudes)
- Knowledge of trainers
- Activities appropriate to climate and readiness

Preparation

- Physical arrangements
- Handouts
- Media, films
- Visual aids
- Smooth transitions and flow (choreography)

Conducting training

- Language appropriate
- Time management
- Teamwork among trainers
- Enthusiasm
- Flexibility
- Facilitation of participant involvement
- Responding to audience questions, reactions, needs
- Body language and voice
 - encouraging
 - consistent
 - non-defensive
- Leading feedback
- Getting commitment to goals and process
- Directing activities

Creating actual learning
Use of humor
Create and maintain supportive climate
Respect for trainees
Sensitive to audience
 --examples
 --language
 --values
Demonstrating knowledge
Presentation
 --voice inflection
 --clarity
 --audibility
 --presence
 --pacing
Utilize audience's expertise
Modeling the desired skills and behavior
Appearance
Obtaining reactions and feedback

WELL DONE (Gp. 1)--Coaching a poor performer

1. Focus on critical incident to identify problems
2. Good variety of media
3. Excellent sequencing techniques
4. Good selection of activities
5. Actual learning
6. Clear about method
7. Good worksheets
8. Good use of transitions
9. Good use of exercise structure--facilitator
10. Good instructions--use of trainers for coaching
11. Good pacing
12. Good clear instructions for using workbook
13. Very good for motivation
14. Good teamwork
15. Good presentation skills
16. Points, steps, examples, well-explained--good credibility
17. Provide continuity with previous training
18. Helping presence
19. Good start--well rehearsed
20. No implied criticism
21. Good paraphrasing
22. Appropriate language

OPPORTUNITIES FOR IMPROVEMENT (Gp. 1):

One chart hidden/off to one side
Table with screen on it
No orientation to PACT in beginning
Too much to do in one hour
Ran over a little
Unsure as to whom to critique in role-plays
Should have critiqued after each role-play
Need to use non-sexist language
Speech somewhat too fast

WELL DONES (Gp. 2):--Creativity in planning and problem solving

Box great and creative as well as practical and it created interest

Objective in front of audience

Box drew more attention

Good visual aids--transparencies, drawings, art

Audience involvement through drawing

Key words that drew attention (e.g., magic)

Good fit between exercises and objectives

Audience could handle exercises

Exercises were easy to use and handle

Nice handout

--comprehensive

--understandable

--well-presented

Lecture format was comfortable for audience

Pace was comfortable

Learning occurred

Liked Einstein story--kept attention

Kept motivation level up

It was fun and exciting; pleasant

Positive atmosphere

Ease with equipment usage

Good interaction between trainers and audience

Audience reinforced

Eye contact great--kept attention

Light tone--good for tired and stressed audience--relaxing

Good teamwork

Good time management

Team members moved well in the small space they had

OPPORTUNITIES FOR IMPROVEMENT (Gp. 2)

Lettering on agenda difficult to read

Communication practice on "shotgun" flipcharting (2 scribes)

Print on overhead could be larger

--little hard to read

--less content on overhead

Perhaps use more examples, a little less abstract

AGENDA

9:00	Introduction, agenda review, goal statement, objectives
9:10	Difficulties in problem solving, traditional approaches (activity #1)
	Describe 3-phase creative process
9:30	Strategies for breaking habit-bound thinking (activity #2)
9:45	Effective techniques for generating new ideas (activity #3)
10:00	Break
10:10	Activity #4 and #5, new ideas
11:10	Break
11:20	Controlled imagination techniques (Arcturus IV, Guided Fantasy)
12:20	Lunch
1:30	Describing influence of organizational climate and interpersonal relationships on creative process (activity #6 and #7)
3:15	Break
3:30	Applying creative problem solving to work situation (case study in small groups)
4:45	Debrief and evaluation
5:00	Close

WELL DONES--(Gp. 4)--Negotiating Skills

Good intro--captivating
Good role-playing
Effective use of four-person teamwork
Natural presentation styles
Smooth transitions
Content tied in with audience expectations
Motivational
Relevance to various levels
Conceptual info substantial
Sequencing
Good graphics--humor
Effective use of humor, surprise elements
Strong team cohesion
Recovered well--not disruptive
Careful preparation of exercises
Behavioral control of skill practice good
Adapting to unplanned change
Novel approaches

OPPORTUNITIES FOR IMPROVEMENT (Gp. 4)

Review agenda first
Lecture--need to recap/outline/visual aid to identify main points
Unclear distinction of transitions (panel)
Clearer instructions needed for small group exercise
 --write instructions
 --use "insurance" approach
Design-intervention techniques unclear
Clear instructions for negotiator recommended

NEGOTIATION SKILLS

Objectives

To provide an overview of general skills needed to gain resolution of issues
To provide an opportunity to practice these skills
To provide feedback on skill practice

Definition: Negotiation is a process whereby two or more parties with a conflict of interest reach an agreement, usually a compromise, either by themselves or with the aid of a third party.

Agenda

9:00	Surprise role play	conflict and resolution
	Discussion	"What happened?"
9:30	Lecture	objectives, definition, agenda
9:40	Panel	rationale
9:50	Lecture	general negotiation framework
10:20	Break	[a picture of a coffee cup]
10:30	Lecturette	interaction
	Brainstorm	factors to consider
	Role play	techniques
noon	Lunch	[a picture of a piece of pie]
1:00	Lecturette	defining the problem
	Brainstorm	factors to consider
	Small group task	techniques
2:00	Lecturette	generating and agreeing on solutions
	Lecture	approaches
	Lecture	techniques

3:00	Break	[more coffee, and people stretching out]
3:20	Movie	negotiation techniques
4:10	Discussion	movie
4:30	Charting	workshop evaluation
5:00	Adjourn	

NEGOTIATION FRAMEWORK

- A. Interaction between parties
- B. Definition of problem
- C. Generating and agreeing on solutions

Person bringing up the problem:

Begin by saying something positive about the person you are negotiating with. You can do this by accepting partial blame or by stating some understanding of the problem and how it arose

Next state the problem in neutral terms. Use "I" statements rather than "you" statements

Person listening to the problem:

Listen to and paraphrase what the other person has stated as being the problem Repeat this step until both people agree on the paraphrase

Both people:

Focus on solving the problem

Brainstorm: list several possible solutions

If you say "no," you have to make a positive suggestion

Compromise: both sides must offer to change a little

Don't:

Blame the other person

Bring up the past

Talk about intentions

Make broad generalizations

Lecture

Defend yourself

Change the subject

Zap each other

Talk about why

OVERVIEW/AGENDA

9:00-10:30 Complete diagnosis and feedback. Practice case II.
10:30-12:20 Train-the-trainer workshop.
12:20-1:30 Lunch
1:30-5:00 Train-the-trainer continued

AGENDA

10:30 Introductory remarks and warm-up activity "Stump the trainer"
10:50 Overview of objectives and agenda
--training skills workshop
--clarify expectations
11:10 Historical perspectives on training
11:25 Principles of adult learning
12:20 Lunch
1:30 Planning the training
--conducting the training
--clarify assignments
2:20 Pick topics, small group selection
3:00 Break
3:15 Exercises
3:20 The one minute manager
4:20 Discussion of film
4:30 Evaluation
5:00 Beer Garden

OBJECTIVES

Demonstrate selected elements of effective training
Overview of trends in training
Develop an awareness of principles of adult learning
Create knowledge and ability to apply practical guidelines for planning and conducting training workshops

CASE II DIAGNOSIS AND FEEDBACK

Round I: What are the major issues/problems/opportunities?
Round II: What are the priority needs/problems to be addressed?
Is there a logical organization or order to the issues?
Round III & IV: What information should be fed back? Why or why not?
What activities could the intervention involve?

CASE STUDY II: FEEDBACK CONSIDERATIONS

Public sector organization open to public scrutiny
Stay with the overall gestalt--not too molecular (don't assume they can synthesize the components)
Remember limitations on information processing capacity
Can be more direct with the Board--must be more tentative going down into the organization
Two key criteria for deciding what data to report
--it is accurate
--is it helpful
Keep a systems view

ISSUES

Dwight:

- Leadership
- No follow-through
- Midway switch
- Support services
 - Clerical
 - Scheduling
- Client services
- Goal ambiguity
- Role clarification
 - Board
- Performance feedback
- No opportunity for professional and social interchange
- Talent and knowledge not shared
- Support staff
 - Lack of supervision
 - No one to fill in for Jack
 - "We" vs. "them"
 - Staff vs. Dwight
 - Varying work loads
 - Looking for need satisfaction outside of their job
 - Reward structure
- Morale problem
- Wanted to give up
- Lack of professionalism
- Relationship with Mental Health
- Lack of long-range planning
- Professional staff
 - "Burn-out" symptoms
 - No continuity
 - No exchange
 - No cohesiveness
 - No common theoretical base
- Inappropriately designated task (i.e., intake of patients)

RECOMMENDATIONS

I. Goals

- a. clarify relationship with county
- b. reach agreement on clinic goals
- c. operational goals into roles

II. Organization structure

- a. defines responsibilities of reporting
- b. helps with scheduling and case load assignment

III. Managing assets

- a. human
- b. capital
- c. technology

IV. Performance evaluation/rewards and recognition

KEY ISSUES

- What is the "mission" goals of the clinic?
 - role in care system
- Lack of teamwork, cohesion
- Relation/responsibility of clinic<-->county
 - relation of clinic<-->county staff

No performance evaluations

Lack of leadership

1. No consistent procedure for decision-making
2. Dwight doesn't follow through on: staff decisions
own promises
answering questions, concerns
3. Doesn't act as an advocate to board
4. Doesn't maintain confidentiality
5. Doesn't give feedback or reinforcement
6. Needs to establish territory in regards to county. Be stronger administrator
7. Avoids conflict and should learn conflict resolution/problem solving

Poor communication

Guidelines for assigning cases

Need case staffing

Need to foster further training, professional development

Poor social climate

Need participative decision-making

- assignment of cases
- distribution of work
- designing of tasks
- treatment procedures/goals

Criteria for salary increments

Mistrust and Isolation

Supervision for county staff

Conflict between Dwight and Jack

Planning and setting priorities for seeing clients--too many on caseload

Scheduling--days/evenings, days off

Procedures for dealing with clients at front desk--fee schedule

No job descriptions

Function of board

No training for clinical staff

MAJOR AREAS

I. Role/goal clarity

- communication
- leadership
- organizational structure
- managing assets
 - human
 - funding
- rewards/recognition
- decision-making
- measurement/feedback

II. Establish organizational goals/boundaries

III. Decision-making procedure

LEADERSHIP ISSUES

Decision making needs more participation with staff

Need conference and feedback with staff on cases

His role unclearly defined--no job description

Dwight limited in interpersonal skills

- feedback, performance evaluation
- conflict resolution
- can't handle emotions
- unable to deal with individual differences
- trust and openness needs to be developed

No follow-through/support for staff in dealing with board--double messages
Promotion/salary issues unclear--professional aspirations stifled--no training

INTERPERSONAL ISSUES

No socializing--lack of openness
Friendships formed into coalitions--Dwight's influence
No opportunity to confer on cases
Personal issues allowed to influence job performance--administrative and clinical staff conflicts
Too little emotional support
Lack of trust

ORGANIZATIONAL ISSUES

County relationship to clinic unclear
--no clear-cut policies stated or understood by staff
--Dwight appears to have greater commitment to county than staff--looking for job with the county?
--implied control by county due to funding
External control resented by staff
--not perceived as legitimate
--staff attributes overwork to county
--housing of county staff in clinic resented

OPPORTUNITIES

1. Dwight--leadership
 - competition between Jack and Dwight
 - dual authority
 - non-psychiatric director--gap between him and professional staff
 - coalitions encouraged by Dwight
 - no follow-through on support for staff with board
 - can't deal with emotions--avoids it
 - no performance evaluation or feedback
2. Role ambiguity--administrative staff
3. No time for professional consultation with colleagues
4. Overwork/burnout
5. Organizational issues
 - county influence resented
 - lack of autonomy
 - outreach clinic reduces staff--too far to travel--more work
6. Conflict between administrative and professional staff
 - scheduling, fee setting--lack of communication about expectations
7. Resentment of county housed in clinic
8. Dwight is spending lots of time with county, may want Directorship of MHD
9. Dwight not keeping professional staff informed on issues with county--more liaison function
10. Dwight too authoritarian in making decisions
11. Administrative salary increases resented by clinical staff

PRIORITY PROBLEMS

Mission statement { Organizational goals
County goals

Goals--clinical

--administrative

Role definition/job description

Reward system and promotion

Performance evaluation
Communication
Interpersonal skills
Decision-making

AGENDA 3/15/85

9:00 Overview of objectives and agenda
9:10 Stagesetting
9:45 TEAM "A"
Present objectives
Present audience analysis
Present agenda and process descriptions for day-long workshop
Identify segment to be conducted
Conduct one-hour segment
10:45 Feedback
11:00 BREAK
11:15 TEAM "B"
12:15 Feedback
12:30 LUNCH
1:45 TEAM "C"
2:45 Feedback
3:00 BREAK
3:15 TEAM "D"
4:15 Feedback
4:30 Debrief sessions and identify learnings
5:00 Close (home)

S P R I N G B R E A K ! ! !

Divide into groups (5 min.)
Pick topics--first come, first served (5 min.)
Plan training for situations (15 min.)
Report to the whole group (15 min.)

FACTORS FACILITATING TRANSFER TO ON-THE-JOB APPLICATION

Training must be relevant to job
Workshop setting should resemble work setting
Training should present info in several ways
Workshop should allow for skill practice
Training must be relevant/familiar to others in organization
Must be realistic--specific--concrete
Handouts to take with you
Case studies
Timing of training relevant to groups' situation--on the job
Incentives should be provided by organization for using skills
Immediate application of skills
Evaluation of skill use
Specific behaviors to work for
Selection of group--must be able/willing to learn
Climate at work must be receptive
Inform those who will be impacted that training is taking place--let them evaluate it
also
Prepare trainees for potential pitfalls of training
Prepare trainees for possibility of regression
Training in parts
Get people involved
Train on site

FACTORS INHIBITING TRANSFER TO ON-THE-JOB APPLICATION

Trainers aren't credible
Boring presentation
Trainees don't see need
Training doesn't match job
Training too difficult
No opportunity to practice
No commitment to training
No support from organization
No evaluation of training
No needs assessment
Poor physical conditions
"Canned" programs--not tailored
People not given "bridges"--ideas to transfer
Training too abstract--not enough behavioral
No incentives to learn in the first place
Can't see benefit (outcome) of applying the behaviors
Mandated training--trainer not informed of that
Trainer must have control over group

TOPICS

Team A	Coaching a Poor Performer	Byron Marilyn Toni Brian
Team B	Creativity in Planning and Problem Solving	Michele Pat Lee
Team C	Making Good Decisions	Mohammad Ali Jackie Steve
Team D	Negotiating Skills	John Hubert Tara Chip Ann

SAMPLE AGENDA AND PROCESS DESCRIPTION

<u>Time</u>	<u>Method</u>	<u>Content/Method</u>
8:00	Presentation	Introduction & Orientation --trainee introductions --objectives --agenda
8:15	Group exercise	Best/Worst Organizations --individual experiences --common experiences --group reports --debrief
9:15	Presentation	Principles and Techniques of Brainstorming
9:30	Demonstration	Brainstorming Techniques
9:45	Presentation	Instructions for Practice Session
10:00	Practice Session I	Practice Brainstorming
10:30	Discussion	Critique

POSITIVES

Workbook--very effective
 --shows commitment
 --color of workbook
Use of graphics--prop
Willingness to take risks
Well-prepared workshop
Involved participants in workshop
Wide variety of media
Inform of upcoming events
Good transitions
Good timing of movie
Responding to crisis
Enthusiastic trainers
Changed roles well--very smooth
Showed spunk to ask for questions and admit mistakes
Stayed on time
Made adjustments well
Felt good about experience--wholistic feeling
Made assignment very clear

OPPORTUNITIES FOR IMPROVEMENT

Lack of eye contact; specifically during panel interview
Make sure media set up in advance
Possible use two charts
Repetitious topic
Clarify instructions
Clarify page in booklet
Timing of panel discussion
Introduce workbook sooner--its purpose
Design book by main points--let participants take more notes
Give personal interpretation of information in workbook