Day 1 Brief

1. Team Processes to Drive Team Effectiveness

2. Lean Project Management: Creating the Plan

3. Constructively Engaging in Conflict & Listening

4. Giving & Receiving Feedback
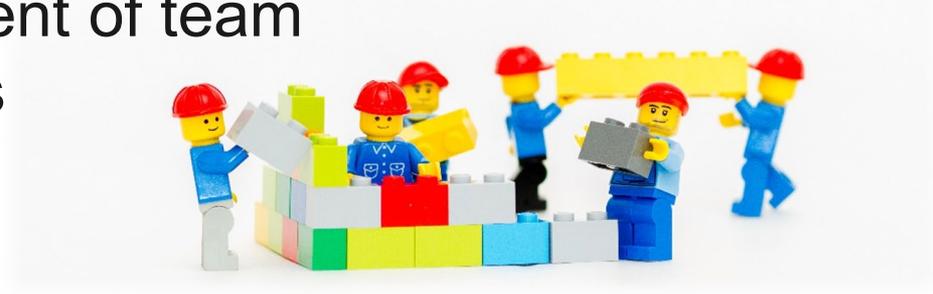
5. Debrief

6. Team Time

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Team Processes to Drive Team Effectiveness
Jennifer Sprecher & Soyoung Kang

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W CENTER FOR HEALTH SCIENCES INTERPROFESSIONAL
EDUCATION, RESEARCH & PRACTICE
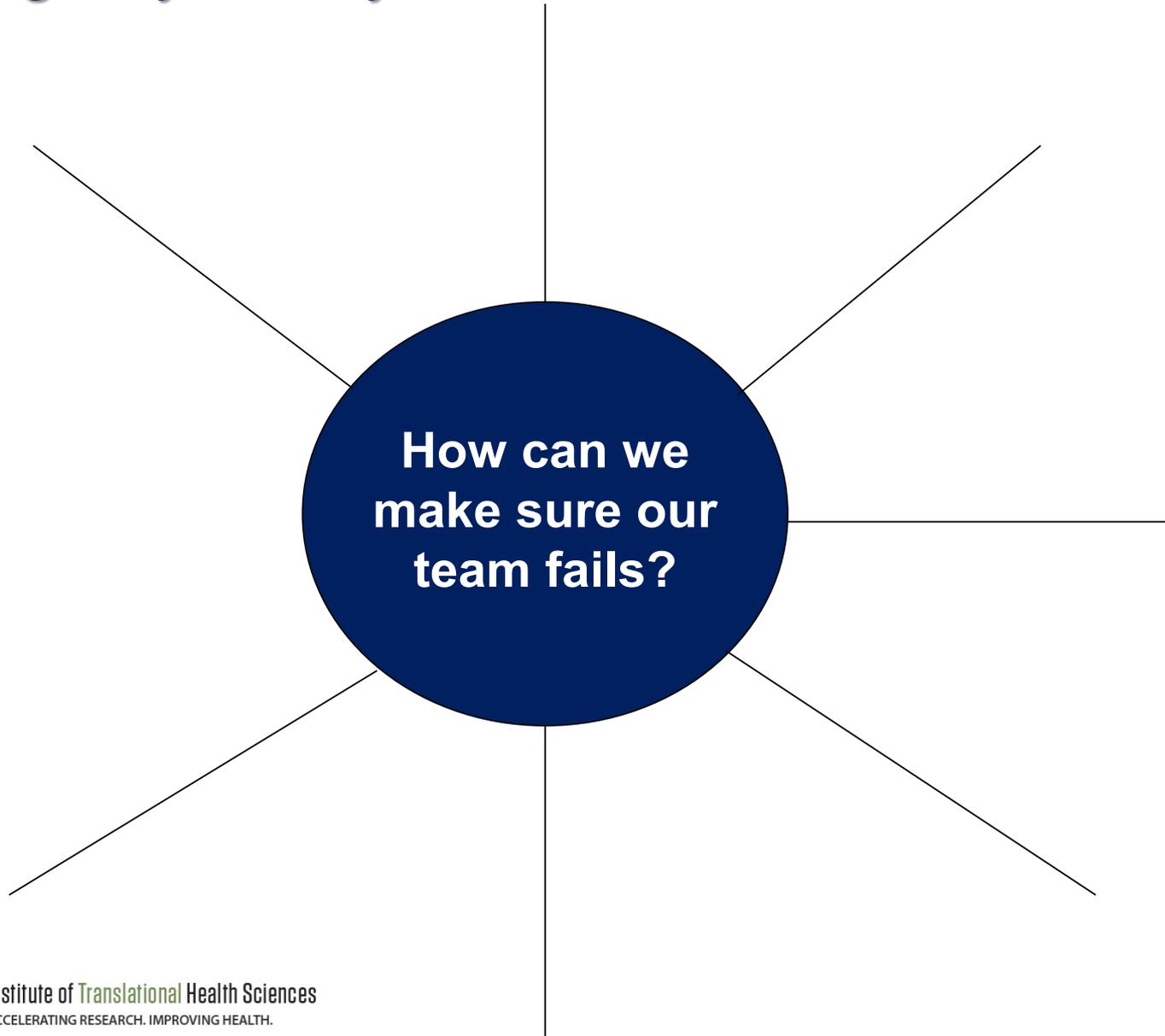UNIVERSITY *of* WASHINGTON

Learning Objectives

► Understand what drives effective & efficient teams

► Learn/practice strategies to improve team processes, roles, & goals

► Describe 4 tools to develop & run an effective meetings

► Identify 3 methods for improving communication & engagement of team members in virtual meetings

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Managing Teamwork

Goals

Process

Roles

Interpersonal

Contingency Activity

How can we make sure our team fails?

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1-2-Team + TRIZ

► Is there anything on your list that you or your team is currently doing?

Structure:

Reflect Alone (1 min)

Discuss as a team (4 mins)

*Circle items on Flipchart! Discuss the impact of circled items on team functioning.

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TRIZ to Team Agreements

► Summarize 4-6 team agreements for your team based on TRIZ results

► Examples:

Team Agreement

In order to work effectively and efficiently we have outlined some basic tenants we have all agreed to follow. Throughout this project we will adhere to the following:

1. Attend meetings at agreed times
2. Meet all deadlines
3. Have a positive attitude
4. Do not ignore group communication
5. Be honest and willing to ask for help
6. Do not assume someone else is doing the work, cor

CCU Team Agreements

1. Suspend Assumptions
2. Listen, Don't Re-load
3. Balance Advocacy with Inquiry
4. Attribute Positive Intent
5. Minimize Interruptions
6. Strive to Participate

Written by members of the CCU on August 13, 2015

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Team Welcome Letters

► Tool to discuss & develop a shared understanding of team goals, dynamics, & expectations (including how you plan to get work done)

► Creates a framework for productive working relationships

- Can help with formation of shared team identify

- Serves as a scaffold for building trust & psychological safety

- Helps avert conflicts stemming from differing expectations

► Provides a roadmap for new team members

Should be considered a living document (plan to revise periodically)

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Bennett et al., 2014

Team Welcome Letters

POTENTIAL CATEGORIES TO ADDRESS:

► Goals of collaboration (including… when is the project "over"?)

► Team Agreements

► Expectations/accountability

► Authorship & credit

► Contingencies & Communication

► Conflict of interest

Resources/Examples

1) Bennett, L. M., Maraia, R., & Gadlin, H. (2014). The 'Welcome Letter': A Useful Tool for Laboratories and Teams. *Journal of Translational Medicine & Epidemiology*, *2*(2). Retrieved from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5479682/

2) University of Minnesota Office for Conflict Resolution (example welcome letters): http://ocr.umn.edu/resources/resources-research-teams

3) NIH Office of the Ombudsman (questions for collaborators): https://ombudsman.nih.gov/sites/default/files/Revised%20Partnering%20Agreement%20Template.pdf

4) UW CHSIE Team Writing Toolkit: https://collaborate.uw.edu/ip-team-writing-toolkit/

Effective Meetings

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Bottom Line

► Meetings are expensive

► Depending on number and salary level:

  ▪ $500-$4000 per meeting

► Effective meetings can save well over this amount

► Ineffective meetings are a loss of this amount + the loss of the return on the unperformed activities.

► What other types of non-monetary elements are involved?

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Objective

► Improve the Effectiveness of meetings by building personal Katas

► Provide tools and processes that supports effective meetings.

Contingency Guideline
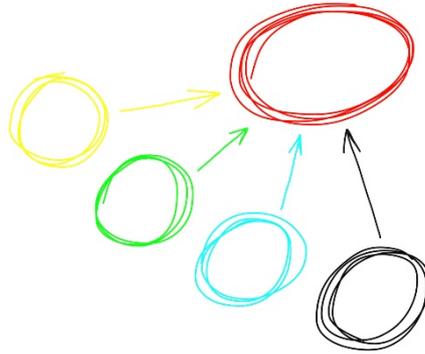
Moving from the worst meetings to the best

How do we make sure this meeting is a waste of Time?

Why Do We Have Meetings?

Communicate information	Gather input	Make decisions

Other Methods of Communicating Information

- ► Pre reads
- ► Links
- ► Videos
- ► On line courses

Decision Making

Authoritative   Consultative   Compromise   Consensus

Sample Agenda
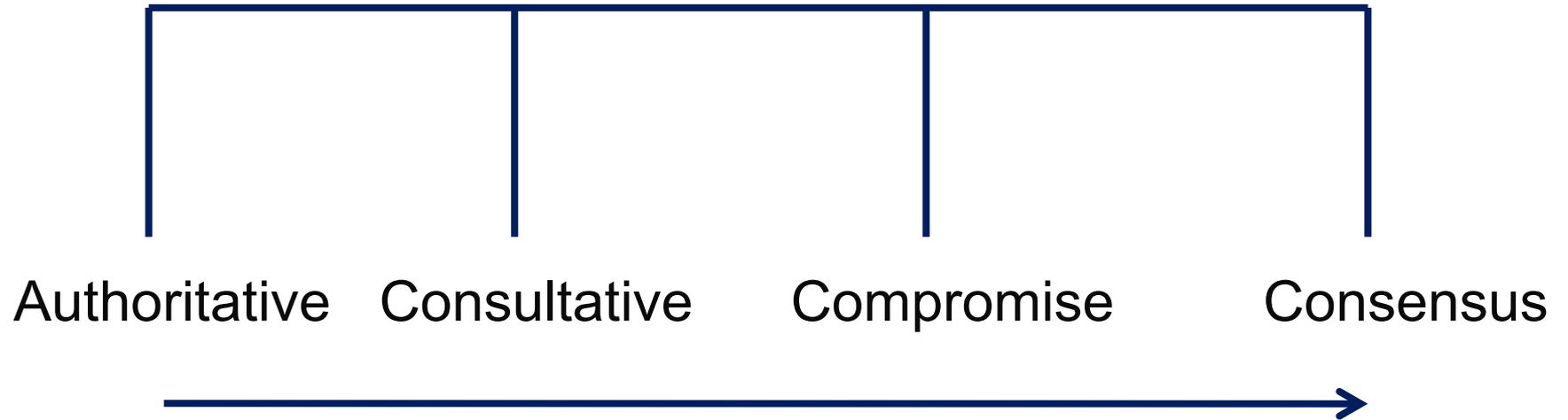
Every Meeting has an Objective

Name Meeting Agenda

Date/ Time:
Objective:
Invitees

Name		Attend	Attendance		Attend

Who is invited

Agenda

Visible timing for easy tracking

Include interactive tools where possible

Minimize didactic, maximize interactive

Clear desired outcomes for each agenda item

Time	Topic	S/D/G	Desired Outcome

S/D/G = Sharing Information, Decision, Gather Input

Meeting Evaluation

What went well	Could do better
	•

Periodic meeting evaluations to improve meeting effectiveness

Meeting Minutes

Action Items from Meeting date:

What	Who	When	Comments

Track action items

Decisions and Discussion

Topic	Decision/ Discussion

Track key decisions or outcomes of discussions

Roles

Facilitator

Leader

Scribe

Timekeeper

Team member

A Conference Call in Real Life

Effective Virtual Meetings

► Virtual Teams take more time – plan for it in your grant

► Video Conferencing

► Interaction

► Regular communications – alternatives to email

► Shared file locations

► Use picture features

► Leadership

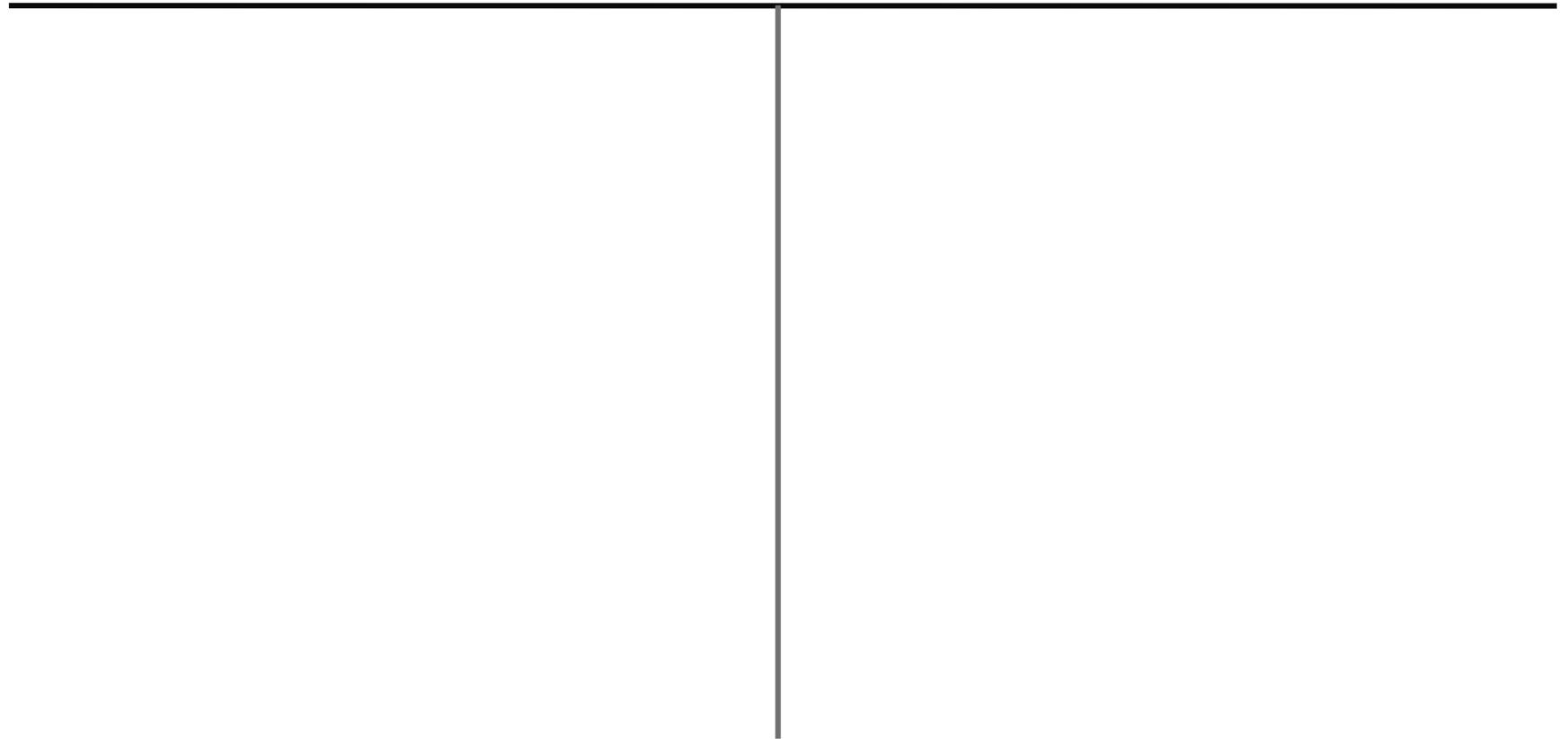ITHS | Institute of Translational Health Sciences
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Continuous Improvement

➢ +/▲

▶ Group Effectiveness Scale

▶ Meeting Evaluation by Meeting Mentor

▶ Fist of Five

Continuous Improvement

+   ▲

4 Katas to improve team effectiveness

► **Meeting Agreements**

► **Welcome letters**

► **Meaningful Agendas**

► **Balanced Input**

► **Meeting Evaluation**

Questions?

BREAK: 10:25-10:40am

Lean Project Management: Creating the Plan
Jennifer Sprecher

What is the Process to Reach your Objective?

CONSIDERATIONS:

► Data collection

► Identification of problems, root causes

► Development of solutions, materials

► Piloting

► Establishing a consistent ongoing process

▪ Process Flow Charting

Tools

BRAINSTORMING

► Contribute

► Clarify

► Evaluate

▪ Flowcharting

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Table Exercise – Flow Project Steps

Project Charter Section H

Create flow chart for your project

Work Plan

PROJECT CHARTER SECTION H

Project Duration:

► Phased to 3 months

► Milestones by month to 3 month

► Phases (if not milestones) should provide indication of success

Break it Down & Map it Out

In the same group, select 1 of the projects and develop the groups of work that will need to be done to accomplish the project.

Map It Out:

Work Breakdown Structure- Develop milestones to ensure the project is done on time.

Project Plan:

Open the Project Plan to enter the milestones & tasks from the work breakdown structure. For each task add the primary person responsible for completion of the task (resource), start date, duration & predecessors (tasks that must be completed prior to beginning this task).

Table Exercise – Milestones

Complete Section H of Charter: Milestones

Communication Plan

PLANNING FOR COMMUNICATION

- Purpose

- Message

- Audience

- Frequency

- Modality of message/ Vehicle

- Creator of message

- Distributor of message

Handouts: blank form and example

Table Exercise – Complete Risks

Charter Section F

Determine your greatest risks

Identify how you will address those risks

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Constructively Engaging with Conflict & Listening
## Nicole Summerside & Jennifer Sprecher

Acknowledgements: Erin Blakeney, School of Nursing &Tracy Brazg, Center for Health Sciences Interprofessional Education, Practice and Research

Learning Objectives

1. Begin transforming concept of conflict from defensive to problem solving

2. Describe key concepts related to identifying & constructively engaging with conflict

3. Develop & expand your understanding of Conflict Mode preferences

4. Learn about tools & practice strategies to prepare/engage with conflict

5. Increase listening skills

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Conflict Definition
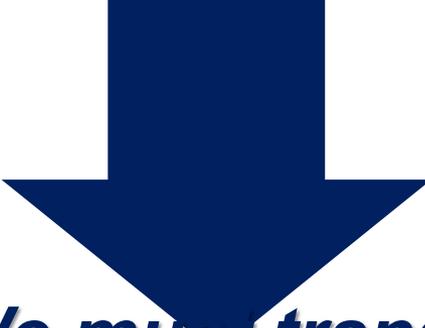
Occurs when one person's concerns/desires/values/needs are different from another's

"We must transform our viewpoint of conflict from aggressive head-butting to mutual problem-solving"

Fisher, et al. Getting to Yes, 1991

What underlines a conflict is usually people seeing things in different ways

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Why Address Conflict?

Invite different ideas

Address root issues

Solve problems

Protect relation-ships

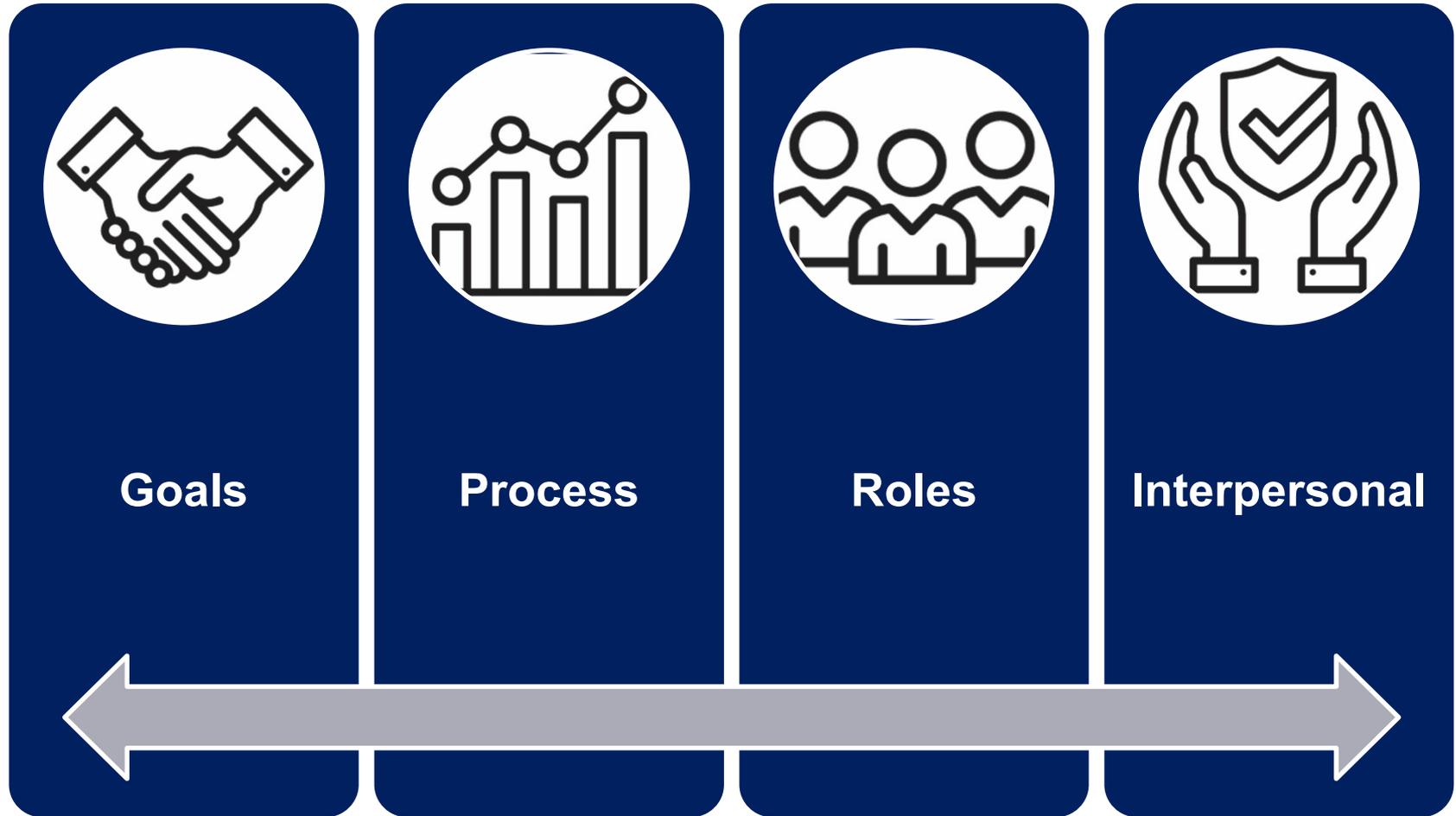ITHS | Institute of Translational Health Sciences
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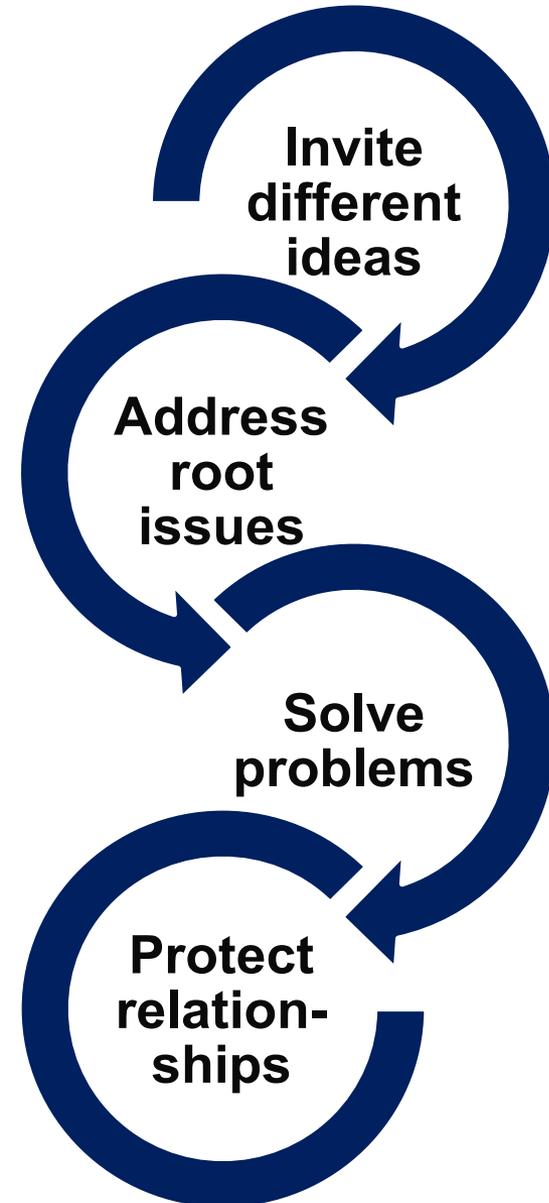
Principles of Constructive Engagement in Conflict

1 **Not all conflicts have or need to have a resolution**

2 **Focus on interests & understanding, not on positions**

3 **Conflicts are addressed by discovering areas of commonality**

4 **Separate the people from the problem**

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Fisher, et al, *Getting to Yes***, 1991**

Types of Conflict

Goals

Process

Roles

Interpersonal

How Do We Approach Conflict?

STORIES WE TELL OURSELVES

► Influenced by cognitive bias:

  ➢ Fundamental attribution error
     (aka correspondence bias or attribution effect)
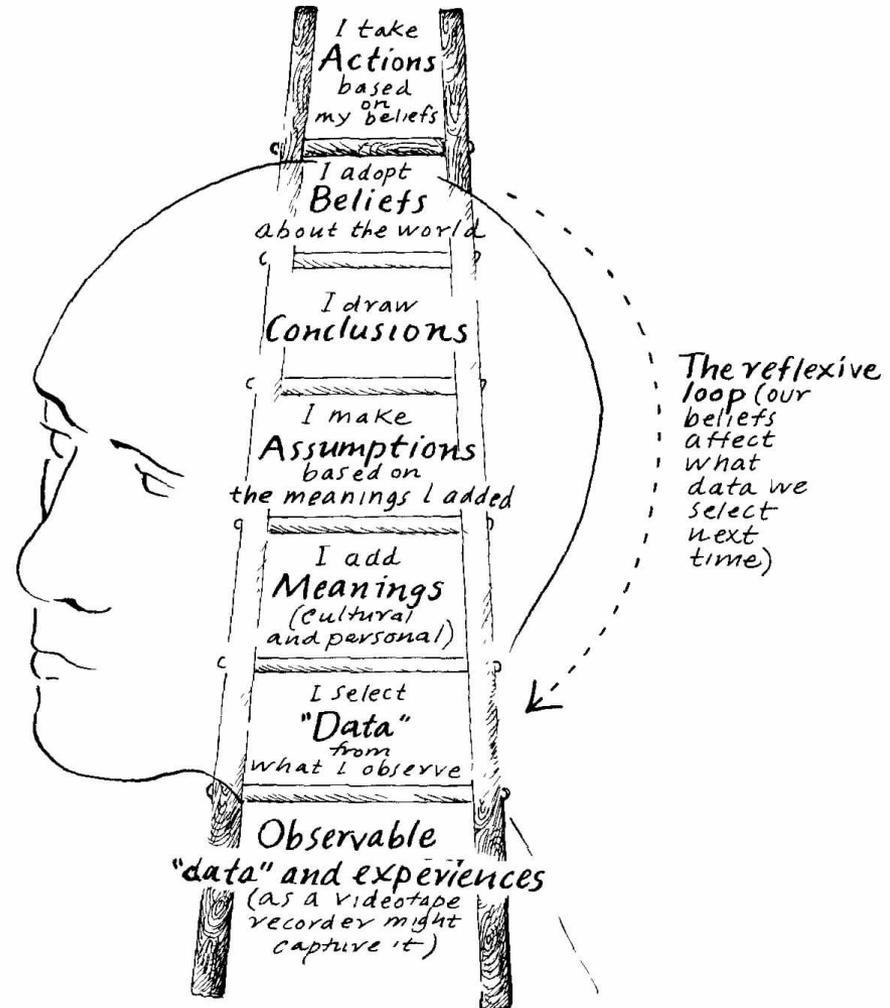
  ➢ Ladder of inference

CHASING UNICORNS by Vicki Jacoby

Used with permission from V. Jacoby

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Ladder of Inference

TAKE A MINUTE TO ASK YOURSELF:

► What really happened?

► What was said?

► What did I hear?

► What conclusions did I come to?

► Could there be another explanation?

► Why would a ration person act that way?

Source: The Fifth Element Fieldbook, Senge 1994

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Fresh Conflict Mindset

Person	Issue	**Feelings**	Self-concept	Ideal win	Min win
PI	IRB submitted late	Over-burdened; lack of capacity	No one cares about the amount of work & burden. The grant is starting late, we may not catch up, not sure I can handle these working styles	My team has my back and gets us back on track with our timeline	Get the IRB submitted ASAP
Research Coordinator	IRB submitted late	Under-appreciated	My value and work is being questioned. I am not seen as good at my job	PI to acknowledge that they did not reply to pertinent info needed to submit the IRB	Trust that I will get it done. Respond to emails so that I can do my job

Stone et al, *Difficult Conversations*, 2010

Thomas-Kilmann Conflict Mode Instrument (TKI)

UTILIZE MODES IN APPROACHES TO CONFLICT

► 5 modes

► Assess an individual's behavior in conflict situations

► No preferred mode:

- Understand the +/- of one's preferred mode
- Building skills for different conflict modes can be useful
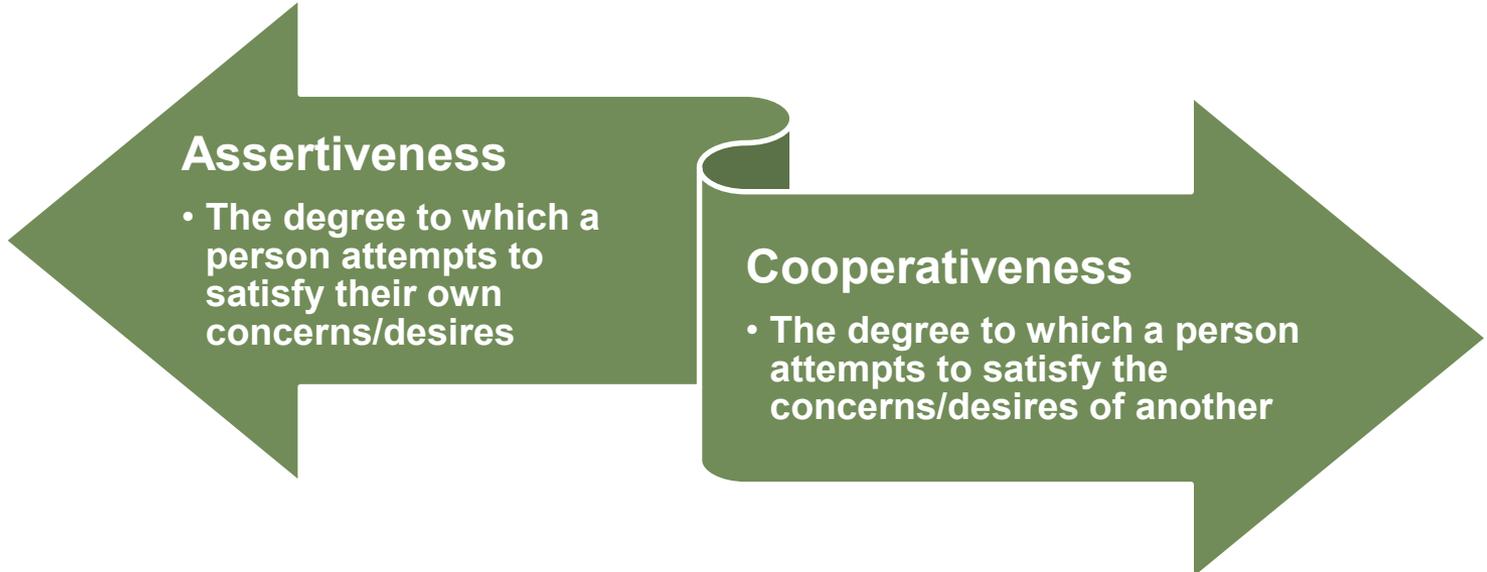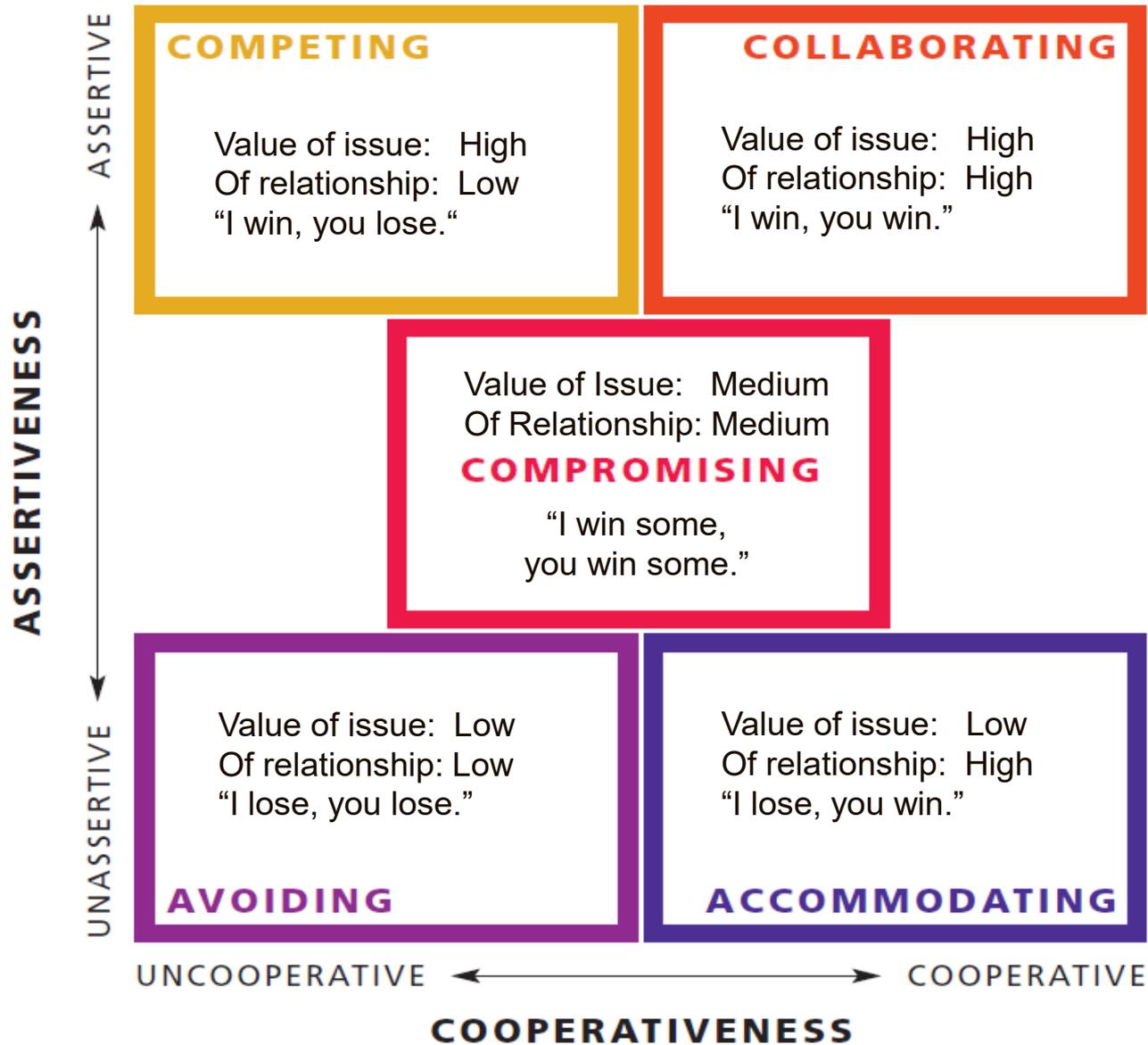
Assertiveness

• The degree to which a person attempts to satisfy their own concerns/desires

Cooperativeness

• The degree to which a person attempts to satisfy the concerns/desires of another

ASSERTIVE

UNASSERTIVE

ASSERTIVENESS

UNCOOPERATIVE ← → COOPERATIVE

COOPERATIVENESS

ASSERTIVENESS — ASSERTIVE / UNASSERTIVE

COMPETING
Value of issue: High
Of relationship: Low
"I win, you lose."

COLLABORATING
Value of issue: High
Of relationship: High
"I win, you win."

Value of Issue: Medium
Of Relationship: Medium
COMPROMISING
"I win some,
you win some."

AVOIDING
Value of issue: Low
Of relationship: Low
"I lose, you lose."

ACCOMMODATING
Value of issue: Low
Of relationship: High
"I lose, you win."

UNCOOPERATIVE ← → COOPERATIVE

COOPERATIVENESS

Group Conflict Mode Score

► Write down your most-used & least-used TKI modes

► On the worksheet, tally your team's scores

► Sketch bars on the blank graph to record your teams results

► Example on back

Group Conflict Mode Reflection

► Are there any obvious disparities?

► Do you see consensus?

► To what could you attribute the similarities and/or differences among the group?

► How do you think environment, job responsibilities, and skills affect the outcome?

► What benefits could come from the group profile you see here?

► Are there any pitfalls to this particular group profile?

Listening Skills

► Key dimension of communication:

- Information sharing

- Emotion handling

- Conflict management

► Communication on research teams is complex!

- Interprofessional power differentials & dynamics

- Time pressure

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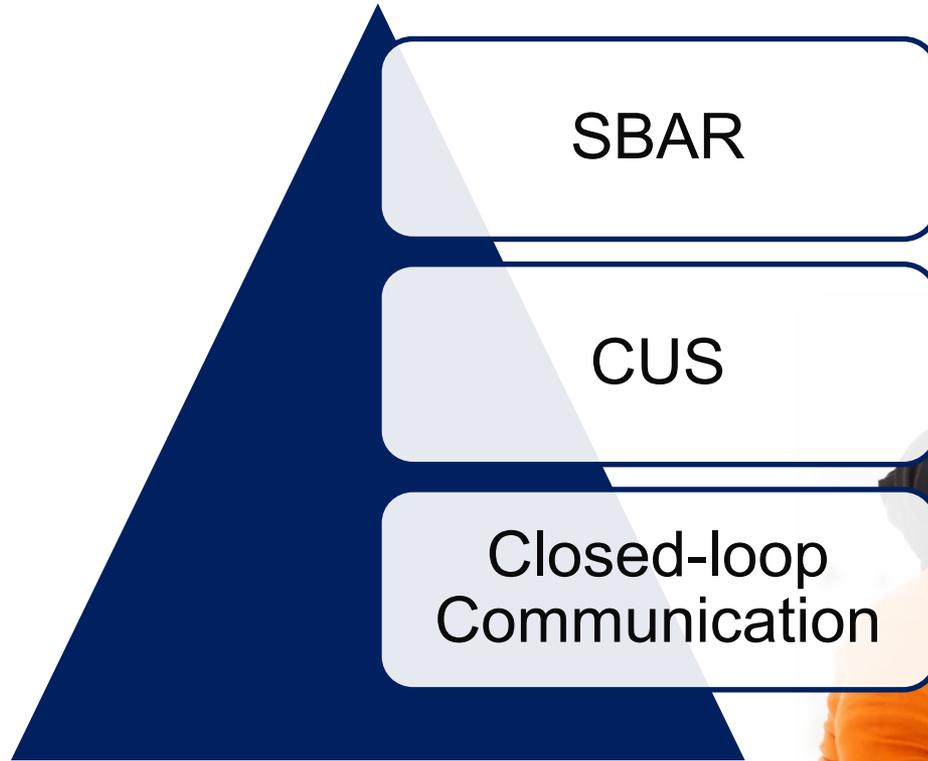# It's Not About the Nail

Empathic Communication Skills

► Your team members want to be heard. They won't listen until they are heard. Clear the emotion first.

- Seek first to understand

- Get the full message (words, tone, volume, body)

Improving Communication with Tools

► Listen, question, clarify

► Listen for meaning behind the words

► Summarize

► Acknowledge & verify

► Move from emotion to problem solving

► Appreciative inquiry

► Stay balanced

► Restate

► Repeat

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Application of Clinical Tools in Research

SBAR

CUS

Closed-loop Communication

Fresh Conflict Mindset Activity

Person	Issue	Feelings	Self-concept	Ideal win	Min win

Stone et al, *Difficult Conversations*, 2010

Resources

► Personalized TKI Report (will be emailed to you)

► Above model is adapted from "Conflict and Conflict Management" by Kenneth Thomas in *The Handbook of Industrial and Organizational Psychology*, 1976

► A Brief History of the TKI | Kilmann Diagnostics. (n.d.) Retrieved February 14, 2018, from http://www.kilmanndiagnostics.com/brief-history-thomas-kilmann-conflict-mode-instrument

BREAK: 2:00-2:15pm

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Giving & Receiving Feedback
Brenda Zierler

Giving and Receiving Feedback

SESSION GOALS

- ► Understand the purpose of feedback

- ► Gain knowledge & skills to give/receive constructive feedback

- ► Identify methods for soliciting team feedback

- ► Practice strategies to give/receive feedback

Guiding Principles

FEEDBACK SHOULD BE:

▶ Informal

▶ Non-judgmental

▶ Brief

▶ About a recent performance

▶ Solicited

**CONTINUUM BETWEEN
FEEDBACK & EVALUATION**

Osmun and Parr (2011)

Feedback that Leads to Conflict

► Conflict avoidance

► Defensive posturing

► Lack of trust

► Lack of clear objective

Johari Window		
	Known to Self	**Not Known to Self**
Known to Others	Open	Blind Spot
Not Known to Others	Hidden	Unknown

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Constructive Feedback?

Preparing to Provide Effective Feedback

► Be aware of feedback overload

► Have a constructive purpose

► Provide a balance between positive & constructive

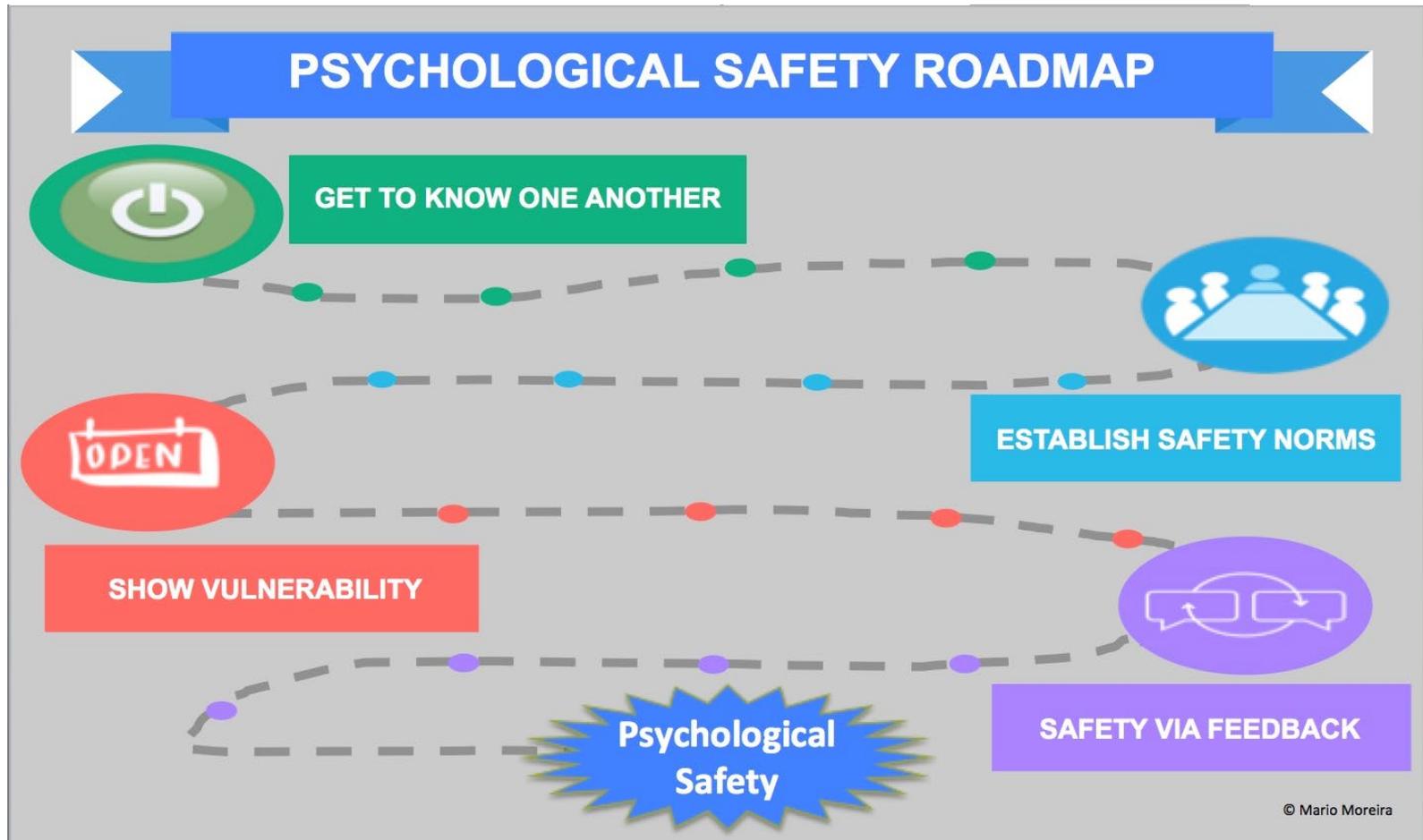| Focus on:	Rather than:
• Description	• Judgement
• Observation	• Inference
• Behavior	• The person

Nonverbal Aspects Make a Difference

► Body language = 55%

► Tone of voice = 38%

► Word = only 7%

"Always look for nonverbal cues of defensiveness in the team member receiving feedback."
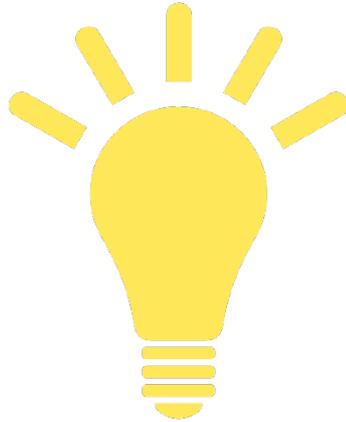
Feedback in Teams

Reflection

1-2-TEAM-ALL

► How is feedback given on your team?

► How would your team like to give/receive feedback?

What ideas did you come up with?

Feedback Scenario

The Summerside Research Team was excited to share the results of their study at the annual Team Science Conference. They had a busy and productive year and currently had multiple competing priorities and deadlines. A team meeting was scheduled to discuss whether or not it was feasible to submit an abstract to the annual Team Science Conference, complete the grant renewal, and hold the 1.5 day training workshop all in the same week.

Jordan volunteered to draft the abstract because the lead (1st) author, Albert, was working on the grant renewal. The remaining members of the team offered to review the draft abstract, provide additional data if needed, or help in any way. The decision to submit the abstract was made and the order of authors was agreed upon by the entire team. There was enough funding to send 2 members to the national conference providing their abstract was accepted.

The abstract was drafted and sent to the team a few days before the due date. There was concern that the results did not include the most recent data and Albert insisted that the results be updated prior to submitting the abstract. Jordan sent an email to Michelle, the data analyst with "***time sensitive request***" written in the subject line and a request for the updated results in the body of the email. He received an immediate ***"out of office"*** message from Michelle.

Jordan was planning to talk to Albert about the data issue and the inability to reach Michelle but got distracted with planning the logistics for the workshop and knew Albert was busy with the grant renewal. When the team gathered for the training workshop, Albert asked why he had not seen the final draft of the abstract before it was submitted (midnight the previous evening). Jordan was visibly upset as he had thought the abstract was due at midnight that day.

No abstract was submitted, nobody got to attend the annual conference.

Preparing to Give Feedback

► Use this tool to prepare to give feedback

► Plan what to say & ask when giving feedback

► **A**ctions – **I**mpact – **I**nput – **D**esired outcome (AIID)

Actions - Impact - Input - Desired outcome (AIID) - plan what to say and ask when giving feedback

Actions	**I**mpact	**I**nput	**D**esired outcome
List examples of the positive or negative actions or behaviours you want to discuss.	*List the specific impacts* of the actions.	*List questions* to draw out their opinion about the observations you have made	*Identify the outcomes* - the results and behavioural changes you want to see
Your preparation			
When you said..., I noticed that you... When you [did]..., What I heard you say was... More ways to frame questions and statements	Describe impacts on other team members, on project outcomes, on customers, on stakeholders. More ways to frame questions and statements	What do you think about the comments I have made? More ways to frame questions and statements	Ask for their suggestions regarding changes to actions or behaviours. Include what you would like to see going forward. More ways to frame questions and statements

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2. The Art of Providing Effective Feedback: American Academy on Communication in Healthcare: 2014

3. Noguchi (2015). Peer Review Feedback: The Good, The Bad, The Really Ugly

4. Osmun & Parr (2011). The occasional teacher. Part 4: feedback and evaluation. Canadian Journal of Rural Medicine; 16, 96-97

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9. Nicol, Thomson & Breslin (2014). Rethinking feedback practices in higher education: a peer review perspective. *Assessment and Evaluation in Higher Education; 39. 102-122*

10. https://serc.carleton.edu/sp/library/peerreview/tips.html (Pedagogy in Action, National Science Foundation)

11. https://www.cabrillo.edu/services/jobs/pdfs/giving-feedback.pdf

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Next Steps & Workshop Debrief

Addressing the Challenge

1 MIN — **Individually reflect on the challenge you identified on day 1; how are you going to address this challenge moving forward?**

2 MIN — **Discuss with the person next to you**

12 MIN — **As a team, share & come up with a plan; consider SMART goals**

WHAT'S NEXT?

► Annual Boot Camp Training

► Consulting

► Coaching

CONTACT US

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► Laurel Barchet: lah19@uw.edu

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Wrap-Up Day 2

DEBRIEF

► What went well today?

► What could have gone better?

► What's one thing you're taking with you?

<div style="border: 2px solid #7a9a5a; padding: 20px; text-align: center;">

Thank you for attending!

Please complete your evaluation

</div>

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Funding

Members can apply for local and national pilot grants and other funding opportunities. ITHS also offers letters of support for grant submissions.

Collaboration

Members can connect with collaborators across the CTSA consortium.

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Team Time

Let facilitators know if you need help!