

QIDP TRAINING FACILITATOR GUIDE

MODULE 1

Introduction to the World of the QIDP

This Guide is provided to assist with facilitation of discussion points, exercises, answers to quizzes, etc. Answers given in this guide are only meant to be used as examples and are not all inclusive of possible responses. Agencies are encouraged to supplement the information provided in each module with agency specific information to meet the needs of the agency. Also, the facilitator should be prepared to modify any materials needed to meet the agency needs.

Background reading materials are listed at the end of the module.

Icons

In this curriculum, the following icons are used:



means be prepared to discuss agency specific information.



means be prepared to facilitate discussion.

Preparing for QIDP Training:

- Read over the entire module;
- Gather additional agency-specific information and reference materials;
- Determine which videos and reference materials to incorporate into which module and when the best time is to introduce each;
- Make sure all information is current and up-to-date;
- Anticipate questions and prepare appropriate responses;
- Develop relevant examples to reinforce the points in the modules;
- Duplicate materials for each trainee

Sign-In Sheets

Sign-in sheets should be maintained and available for review by department staff; and should include the following components: module/class name, class date, class times, instructor signature and trainee signature.

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Facilitator Instructions: As a large group, discuss each of the vital points for communicating effectively. Use the talking points mentioned below to facilitate discussion.

- Verbal Communication - What we say and how we say it.
- Non-Verbal Communication- What we communicate without words.
- Listening Skills - How we interpret both the verbal and non-verbal messages sent by others.
- Negotiation - Working with others to find a mutually agreeable outcome.
- Problem Solving - Working with others to identify, define and solve problems.

Verbal/non-verbal communication

- **Being polite and courteous, respecting other people’s view-points and being aware of cultural differences is an important point to consider when communicating. Be sure to keep your own emotions in check and be aware of others.**
- **Nonverbal communication should reinforce what is being said, not contradict it. If you say one thing, but your body language says something else, your listener will likely feel you’re being dishonest. For example, you can’t say “yes” while shaking your head no.**
- **If you disagree with or dislike what’s being said, you may use negative body language to rebuff the other person’s message, such as crossing your arms, avoiding eye contact, or tapping your feet. You don’t have to agree, or even like what’s being said, but to communicate effectively without making the other person defensive it’s important to avoid sending negative signals**

Listening Skills

- **Listening is the most fundamental component of interpersonal communication. Listening is not something that just happens (that is hearing), listening is an active process in which a conscious decision is made to listen to and understand the messages of the speaker.**
- **Remain neutral and non-judgmental. This means trying not to take sides and form opinions, especially early in the conversation.**
- **Active listening involves listening with all the senses, giving full attention to the speaker and actively showing verbal and non-verbal signs of listening.**

Negotiation

Negotiation is a process by which compromise or agreement is reached while avoiding argument and dispute. The principles of fairness, seeking mutual benefit and maintaining a relationship are keys to a successful outcome.

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(Continued)



Facilitator Instructions: Discuss the common barriers to organization listed. Ask participants to share their strategies to address those barriers. Include information below to facilitate discussion.

Common Barriers:

- Feeling overwhelmed
- Procrastination
- Multi-tasking
- Jumping between tasks
- Getting hung up on a task
- Getting distracted

Strategies may include:

- **Organize your day – use the first hour of the day to assess priorities and to focus on what you absolutely need to get done. If need be, ask for help prioritizing your list.**
- **Tackle your list in chunks. Create your list focusing on tasks that MUST be completed daily, which must be completed within the week and those due within the next month. Re-examine at the end of the week and reprioritize for the next week.**
- **Clear your workspace. Get rid of things you don't need and place the things you need in an orderly manner. A cluttered environment is a distracting environment.**
- **Reward yourself – Schedule short breaks or make a deal that you'll reward yourself when you come to a pre-determined milestone in a large or uninteresting project.**

My Roles and Responsibilities as a Q

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Facilitator Instructions: As a group, discuss each of the points listed and whether the trainee will be responsible for the duty described. If the Q is not responsible, discuss which agency staff are responsible for that particular duty. Discuss each topic with relevant details on agency procedures.

My Roles and Responsibilities as a Q

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Facilitator Instructions: Divide trainees into small groups and brainstorm very specific strategies for assisting the people we serve with flourishing based upon Seligman's PERMA model. Use talking points below to facilitate ideas and discussion.

Positive Emotions can be viewed as happiness and joy.

- **Subjective determination, but is expressed behaviorally as being in a state of calm; peaceful**
- **The degree to which a person believes they experience positive emotions in the present (joy, excitement, love) in the future (optimism, hope) and in the past (forgiveness, serenity)**

Engagement is associated with participation in activities such as sports, work, hobbies and spending time with friends.

- **Positive emotional bond that's established with work, hobbies**
- **Total absorption (commitment and union) when engaged in work or hobby**

Positive Relationships are at the core of well-being. Positive relationships with family, friends, neighbors and colleagues should be intentionally sought and fostered.

Close relationships of support, empathy and recognition

Meaning comes from a connection to a bigger cause, living for a greater purpose.

- **Associated with belonging to serve a cause bigger than self (assisting those in need; volunteering, etc.)**
- **The practice of spirituality that has meaning to one's culture**

Accomplishment involves goal achievement, learning a skill or realizing a dream.

- **Getting results after undertaking a task**
- **Working toward immediate and future goals**

My Roles and Responsibilities as a Q

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Time Management Matrix

Facilitator Instructions: As a large group, discuss and categorize the QIDP duties found on page 6. You may want to record class decisions on flip chart or white board.

Discuss how certain factors could prompt a change in priorities and, therefore, cause one to shift responsibilities from one quadrant to another. For example, 'ordering supplies' would likely fall into the not-urgent category, unless you have run completely out and staff cannot document program information without needed supplies. Writing staff evaluations would also be considered non-urgent, unless you have put them off for a long period of time and the due date is almost upon you.