

QIDP Professional TRAINING



Module 1: Introduction to the World of the QIDP

Module 2: Leadership and Communication

Module 3: Behavioral Supports

Module 4: Person Centered Planning

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Module 2 Introduction

Why is leadership important to you, as a QIDP

First and foremost, a QIDP is responsible for assisting the people served to chart a path for increased independence, well-being and life satisfaction. This requires coordination of services, very often across programs, locations, disciplines and people. The job tasks can be as diverse as the people with whom you work but the one constant is the need for collaboration. There is an abundance of literature available which attempts to define leadership and virtually all definitions include “influence and inspiration of others”. As a professional whose success relies heavily upon collaboration, embracing your role as a leader will assist you in building strong relationships and inspiring commitment from others.

Objectives

Participants will be able to:

- Demonstrate an understanding of the guiding principles of the QIDP Profession.
- Apply principles of leadership to the responsibilities within their position.
- Identify leadership styles and their effectiveness for the position of a QIDP.
- Employ leadership behaviors based upon personal and professional values.
- Recognize the importance of effective communication techniques and strategies, as they pertain to the position.
- Utilize communication and body language to determine type of communication style.
- Describe how to facilitate an effective meeting between diverse groups of participants.
- Exhibit an understanding of leadership and communication techniques when given QIDP application scenarios.

LEADERSHIP

“Leadership is not about titles, positions or flowcharts. It is about one life influencing another.”

- John C. Maxwell

4 Myths about Leadership

1. **The Management Myth:** Leading and managing are *not* the same thing. Much has been written about the differences between management and leadership.

In this field and in your role, you will find that you need to be and should strive to be both an effective manager and leader. Ideally every manager would also be an effective leader and every leader an effective manager.

Consider the following:

Leadership

- About influencing people
- Creates positive change
- Improves effectiveness
- Focus is on the future

Management

- About systems and processes
- Maintains direction
- Improves efficiency
- Focus is on today

2. **The Position Myth:** Leadership is not conferred by position or title. Leaders can be found in all levels of any organization. Position/title may give you the authority to complete certain tasks but will not make you a leader.
3. **The Knowledge Myth:** Often it is assumed that those with knowledge or mastery of a subject are leaders. Knowledge is necessary to be a leader but knowledge alone will not make a leader.
4. **The Pioneer Myth:** Being out front, at the top or the loudest does not make a person a leader. Unless the person out front or at the top has a following, the leader will emerge within the group.

Leadership Styles

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people.

Kurt Lewin (1939) led a group of researchers to identify different styles of leadership. This early study has been very influential and established three major leadership styles: (Lewin, Lippit, White 1939)

- autocratic or authoritarian
- democratic or participative
- delegative or laissez-fair

Although good leaders use all three styles with one of them normally dominant, bad leaders tend to stick with the one style of autocratic.

Autocratic/Authoritarian

When leaders tell their employees what they want done and how they want it accomplished, without getting the advice of their followers, they are using an autocratic style. The Autocratic leader:

- Has an “I know best” attitude
- Is not interested in the personal goals of the members
- Discourages alternative ideas
- Does not encourage Discussion
- Makes all decisions
- Dictates work tasks
- Likes to be in control and in charge

Democratic

Democratic leadership involves allowing members of the group to share and contribute ideas. Democratic leadership, also known as ***participative leadership***, is a type of leadership style in which members of the group take a more participative role in the decision-making process. Researchers have found that this leadership style is usually one of the most effective and leads to increased group morale. The Democratic leader:

- Allows members to make choices

- Has a problem-solving style
- Creates a safe environment in which the members feel free to express their views, thoughts, and ideas without the fear of being ‘put down’
- Guides rather than directs
- Is receptive to members’ suggestions
- May offer alternatives or suggestions leaving most decisions to the group
- Is objective and fact-minded when praising/criticizing

Delegative or Laissez-faire

In this style, the leader allows the employees to make the decisions. However, the leader is still responsible for the decisions that are made. This is used when employees are able to analyze the situation and determine what needs to be done and how to do it. You cannot do everything! You must set priorities and delegate certain tasks.

- Has a “Let it be” attitude
- Remains more or less removed from the whole process
- Allows complete freedom for individual or group decision making
- Makes it clear he/she will only supply information if asked
- Makes infrequent comments on members activities unless questioned
- Makes no attempt to appraise or regulate the course of events
- Can produce independence among members but often low morale

What is your Leadership Style?

A good leader uses all three styles, depending on the forces involved between the followers, the leader, and the situation. Some examples include:

- Consider using an **authoritarian** style with a new employee who is just learning the job. This style is great when you are a good coach. The employee is motivated to learn a new skill. The situation is a new environment for the employee.
- Consider using a **participative** style with a team of workers who know their job. This style is helpful when you know the problem, but do not have all the information. For this style to be effective, the employees need to know their jobs and want to become part of the team.

- Consider using a **delegative** style with a worker who knows more about the job than you. You cannot do everything and the employee needs to take ownership of his/her job! In addition, this allows you to be more productive.
- **Consider using all three** by telling staff that a procedure is not working correctly and a new one must be established (authoritarian). Asking for their ideas and input on creating a new procedure (participative). Delegating tasks in order to implement the new procedure (delegative).

Other Important Points about Leadership

- **Leadership is not about control.** Leaders lead others by inspiring them to commit to a worthy cause or endeavor.
- **Lead by Example** – Leaders are always “on stage” (even when you don’t know it). One should use these opportunities to demonstrate good habits.
- **Integrity** – Leaders carry out their responsibilities with high levels of integrity and high ethical standards. Without integrity, employees will lose trust in your leadership. Employees must trust you for leadership to be effective.
- **Pro-activity** – Balancing each day’s priorities with thinking about the future is a skill that separates weak leaders from strong leaders. Leaders avoid the temptation of operating in the ‘crisis management’ mode – becoming ‘crisis junkies’.
- **Innovation** – Leaders are constantly looking at ways to do things better and to add value at every opportunity.
- **Personal Responsibility** – Leaders take responsibility for their failures and avoid playing the “blame game,” using mistakes as opportunities to learn and grow.
- **Emotional Baggage** – Leaders effectively manage their emotional baggage and the emotional baggage of their employees.

Leadership Styles In Action

Reflect upon the 3 styles as they relate to the role of the QIDP.

1. Give four reasons that an autocratic leadership style is not effective for a QIDP.

2. List four specific ways that a QIDP can use democratic leadership.

3. What do you think is the difference between delegation and a delegative leadership style?

Frameworks of Leadership

More recent thinking, writing and study regarding leadership asserts that leadership, has more depth than Lewin's styles. Contemporary frameworks of leadership are often based upon character, interpersonal relationships and communication. Most assert that leadership is not about personality; it's about behavior. Leadership frameworks often identify a set of skills and abilities that can be studied, learned and applied contingent upon context.

One way to think about leadership and your role as a QIDP is:

- Leadership of self
- Leadership of others

Leadership of Self

Leadership of self is about taking personal responsibility for your decisions, choices and actions. It is about taking responsibility for both what we do and what we don't do.

Challenges are seen as opportunities, not as burdens that prevent our success. Personal responsibility is about refusing to be a victim of life happening to us.

Stephen Covey, author of *First Things First*, *The 7 Habits of Highly Effective People* and *The 8th Habit*, defines character as the "sum of habits" and therefore, to become successful or to be a leader, you need to cultivate the necessary habits. He suggests that highly effective people share these principles. His foundational habit, Habit 1, is "Be Proactive." Habit 1 is about personal responsibility and begins with the mindset "I am responsible for me, and I can choose."

Self-leadership is thus the starting point recognizing, as Stephen Covey would say, "We all carry our weather with us".

Leadership of Others

Your particular position may or may not include the management and supervision of others. Nevertheless you will often be responsible for the behavior of others, making your capacity to influence and inspire even more important.

Robert Greenleaf, author of *Servant Leadership*, states, "The servant-leader is servant first. It begins with the natural feeling that one wants to serve. Then conscious choice brings one to aspire to lead. The best test is: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, more likely themselves to become servants?" (Greenleaf, 1977/2002, p. 27)

The people we serve grow and learn largely because of the day to day interactions that they have with DSPs, not because of perfect service plans written by QIDPs. This makes your interactions and your relationships with the DSPs incredibly important.

Having a genuine concern for the needs of others and recognizing such needs, as well as responding to them are hallmarks of servant leadership. It is not the loudest or proudest that is the leader, but the one who is in the service of others that becomes the true leader.

Personal Values are the principles, qualities, or standards that are considered worthwhile or desirable by a person. Thus, values describe what is important to a person. Your values are the result of all that you have experienced in your life and include influences from your parents and family, your religious affiliation, your friends and peers, your education, your reading, and more.

Values provide an internal compass and a rationale for a person's behavior. They represent your highest priorities and deeply held driving forces. Thus, values shape people's behavior. One of the easiest ways to determine a person's values is to watch how he or she behaves.

Effective leaders recognize these influences and identify and develop a clear, concise and meaningful set of values/beliefs. When you are part of any organization, you bring your deeply held values and beliefs to the organization. There they co-mingle with those of the other members of the company to create an organization or family.



Discuss your agency's core values.

Walking the Talk

Activity Description: Great leaders have identified and clarified their core working values. They understand how each of their core values translates into leadership behavior. Either working individually or in pairs, identify behaviors that exemplify the listed values.

Leadership Values	How do you exemplify this value: habits, behaviors, etc.
Integrity	
Positive Attitude	
Discretionary Effort	
Accountability	
Honesty	
Compassion	
Respect	
Stewardship	

COMMUNICATION

*“The single biggest problem in communication
is the illusion that it has taken place.”*

— George Bernard Shaw

Why is communication important to you, as a QIDP?

Much of your job will be accomplished through communication with others, both verbal and written. The nature of the position requires that you talk to medical and clinical professionals, parents and family members, direct support staff and most importantly to the individuals you are supporting.

Understanding the tenets of excellent communication, knowing your personal style, recognizing others' style and being able to adapt will help you to build and maintain strong relationships. Effective communication is necessary for effective leadership.

Myths about Communication

1. **Focus on the Facts:** While facts are important, they cannot be the only focus of conversation. Often we spend too much time figuring out what to communicate and too little time on how to communicate. Communication is as much about the people communicating as it is about the content.
2. **Stick to the Truth:** Speaking the blunt truth without concern for the receiver, the situation and the context will not increase the likelihood that you are understood. When communicating, there are more options than honesty or dishonesty.
3. **Sugarcoat Bad or Unwanted Information:** Avoiding difficult conversations will neither eliminate the need for them nor facilitate strong relationships. Deliver your message respectfully. You can be considerate of the other person's feelings or vantage without sugarcoating.

Types of Communication

Communication between people occurs across three dimensions:

- Nonverbal Communication- Behavior and elements of speech (aside from the words themselves) that transmits meaning.
- Verbal Communication- The words that we choose
- Written Communication- Setting pen to paper

Nonverbal communication

The following are components of nonverbal communication:

- Facial expression
- Gestures
- Body language or posture
- Manner of speech (sometimes called *para-verbal* communication). Manner of speech includes:
 - Tone- The general quality or character of the communication
 - Volume- Reflects the loudness of the communication
 - Cadence- The rhythm of the communication

The way you listen, look, move and react tells the other person whether or not you care, if you're being truthful and how well you're listening. When your nonverbal signals match up with the words you're saying, they increase trust, clarity and rapport. When they don't, they generate tension, mistrust and confusion.

Nonverbal communication is comprised of our facial expressions, gestures, and posture. It also includes the manner in which we speak: tone of voice, loudness and the rhythm of speech.

Facial expressions are among the most universal forms of body language. The expressions used to convey fear, anger, sadness, and happiness are similar throughout the world.

We use gestures to express ourselves often without thinking. We may use our hands when arguing or speaking animatedly. Gestures can be either intentional and direct or unintentional. Gestures change considerably across cultures, so it's important to be careful to avoid misrepresenting your message.

The position of our bodies or parts of our bodies is referred to as posture. Posture can convey a wealth of information about how a person is feeling as well as hints about personality characteristics, such as whether a person is confident, open, or passive.

The tone of voice we use is also an important part of nonverbal communication. We've often heard the phrase "It's not just what you say; it's **how** you say it." People can 'read' our voices by listening to timing and cadence, loudness and tones and inflection. For example, tone of voice can indicate sarcasm, anger, affection or confidence.

Nonverbal communication can be in alignment with or contrary to what is being said.

Verbal Communication

Words not only convey information, they also mirror our values. As a professional, the QIDP can convey a sense of respect or lack of it by the words that are chosen when communicating with individuals supported or colleagues. Whether speaking or writing, it is important to choose just the right words to convey your message. You may need to change the wording that you use depending on who the receiver of your message may be. Always remember to use respectful, people first language when communicating about individuals supported.

A Word About Noise

Noise is defined, in communication terms, as anything that interferes with the communication process between a speaker and his/her audience. It can be internal or external and can disrupt communication at any time.

There are four categories of noise; **physiological, physical, psychological, and semantic.**

Physiological noise is created by what we think and how we feel. Being hungry, tired, angry, anxious, feeling ill, or actually having blindness or deafness are internal conditions that can affect what we say and hear, causing messages not to be received as they were intended.

Physical noise could be an airplane passing overhead, a classroom full of chatty teenagers, the hum of the refrigerator, air temperature that is too hot or cold, lighting that is too bright or dim, or the feedback from a microphone. In addition, conditions such as standing next to the speaker system or trying to conduct a meeting with construction being done on the building next door can interfere with the way a message is received.

Thoughts of not being good enough, interesting enough, or engaging enough for the audience can interfere with one's ability to clearly encode the message in a public speech. **Psychological noise** includes cultural bias, prejudice, being defensive or sad. Another source of psychological noise might be having a disorder such as Autism. Any of these things can distort a message.

Telling a joke with a punch line that is specific to a geographical area, using local jargon or professional terminology are examples of **semantic noise**. A speaker whose native language differs from the listener's may have trouble sending clear messages. Heavily accented speech often has the same effect.

Word Choice – QIDPs work with a wide variety of people. Understanding that your choice of words may need to be significantly different from person to person will make **you a more effective communicator**.



Discuss how you might give the same information to a parent, a doctor, and a DSP. How might your word choices change in each of the conversations?

Tone – Your tone is as perceived by the person you are talking to. In other words, if the listener feels that your tone is sarcastic, professional, upbeat or offensive then that is the quality of your tone, regardless of whether that was your intention.



A great deal of humor is based upon sarcasm. Discuss why sarcasm may be problematic when communicating with the people we serve.

Volume – Most people have a sense of their natural volume. Are you a loud talker or a mumblor? Matching your volume to that of the person you are speaking to can be helpful.



Sometimes we raise our voice without realizing we are doing it. Discuss some situations where you unknowingly raise your voice without realizing it.

Cadence - The rhythm and speed of your speaking can have a big impact on the listener's understanding and processing of the message. In circumstances where you are not understood, it may not be your word choice, but the speed at which your message is being delivered.



Discuss situations in which the cadence and speed of your speech affect how a message is heard by the listener.

Noise - Working to reduce the noise involved in communication, based on your audience, is important to making communication more clear.



Consider the noise conveyed by a large man with a very deep tone. How might stature and appearance affect the way a message is heard and processed?



Considering the concept of noise when communicating with individuals with disabilities is crucial to the success of the communication process. Discuss why noise may be problematic when communicating with the individuals we serve.

Written Communication

Written communication differs significantly from verbal and nonverbal in that there is a permanent product. Written communication does not have the benefit of supporting communication such as facial expressions, tone, volume and cadence.

When determining the best way to send a message, consider the following:

- The sensitivity and emotional content of the subject
- How easy it is to communicate detail
- The receiver's preferences
- Time constraints

A Word about E-mail:

Recognizing that we live in a world where virtually everyone is connected to the internet, it is becoming more common for professional correspondence to occur through email. Because your conversation is in writing, both you and the email recipient are unable to use visual and auditory cues to help interpret meaning. Word choices are more crucial in such situations.

It is important to use email etiquette each time you send a message in order to effectively communicate with others. Here are a few tips to remember before you send an email:

- Use the subject line and be descriptive with it. This makes your search, or someone else's search, for the email later on *much* easier.
- Address the person at the beginning of the email. For example, "Hello Linda."
- Consider opening with friendly dialog rather than jumping right to the subject to avoid appearing curt.
- Be clear and concise.
- The use of symbols and graphics are not appropriate or professional (e.g. smiley faces).
- Be careful with the use of all caps and bolded words, some find it offensive.
- Choose your words carefully. Avoid anything the reader could perceive as sarcasm or negativity.
- Stick to non-emotional, factual statements. Avoid voicing your opinion unless it's particularly relevant; don't editorialize.
- Close the email with a professional phrase such as "Sincerely" or "Regards."
- Add a signature line with your contact information to every email.
- Read through your message before sending.



It is important to recognize both when to send emails, as well as when to "stop the email chain" and pick up the phone. Can you think of specific examples of when this may be true for a QIDP?



Insert agency specific email information here.

A Note about Professional Phone Messages: Often you will be relying upon connecting with people via the telephone and you are not likely to be behind a desk for much of the day. Given this, you may find yourself periodically in a game of phone tag, where you and another person call regularly but rely upon messages. When taking or leaving a message consider the following:

- When leaving a message, spell names and recite numbers slowly enough for the listener to write them.
- You might ask that the information be repeated back to you
- Providing information about the purpose of your call will help the person be more prepared when they return your call.
- When taking a message, ask for names to be spelled or numbers to be repeated
- You might ask if the recipient is expecting the call
- Requesting information about the purpose of the call will help the person be more prepared when returning the call.



Insert agency specific phone information here.

Opportunities for Effective Communication

While working as a QIDP, you will have numerous opportunities for communicating and linking with others. Look over the following chart and identify potential barriers to effective communication with the identified parties, noting solutions you may have identified from the material covered thus far.

Who	What are you likely to talk about with this group?	Considerations When Communicating <i>Barriers / Solutions</i>
Individual (Client)		
Family Members		
Direct Service/ Support Staff		
Other Agencies, Other Providers		

DiSC: A Framework for Communication

The success of communication is the responsibility of the communicator. Through flexibility, the communicator should adapt his or her style to the style of the person with whom they are communicating. Although each style has its strengths and challenges, with none in particular being superior to the rest, learning to communicate with each style is crucial to creating and maintaining a healthy relationship.

One Personality Profile called the DiSC is based on the work of psychologist Dr. William Moulton Marston and was introduced in his 1928 book "Emotions of Normal People". The DiSC Framework outlines four main styles of communication. Although we are all a combination of all four styles, we may rely more heavily on one style in comparison to the others.

The Dominant **D** Style focuses on results. Guided by big rewards, they enjoy determining what can be accomplished. The Dominant style is easy to spot because they just want the facts and nothing but the facts. Because of this, many times they can be perceived as bossy and insensitive. They are extremely goal oriented and their major motivation is to get things done. They'll take a project and run with it. Many times they won't even have a plan when they begin. They'll just forge ahead with an attitude of "we'll figure it out as we go." The Dominant style paints with a broad brush and has little use for details, so don't give them any more details than are absolutely necessary to get your point across.

An Influential **I** places emphasis on others. They are often very social, warm and trusting individuals. They love people and love to talk. Their natural sociability allows them to talk for long periods of time about almost anything. They have an attractive personality and are the life of the party. They are enthusiastic, curious, and expressive.

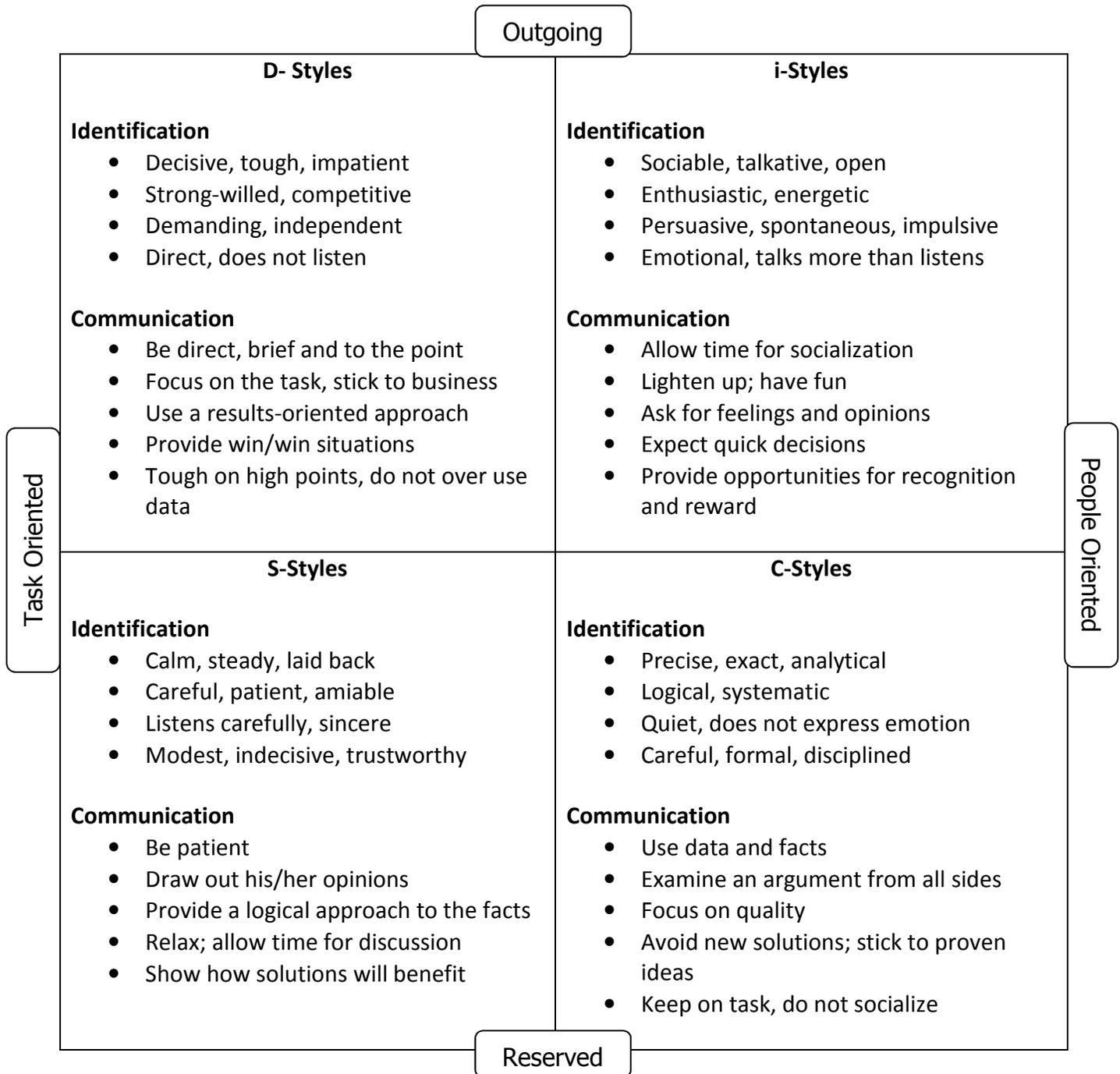
The Supportive **S** individuals minimize conflicts to create a calm, compassionate environment. They are patient, well-balanced, and make up the largest percentage of the population. The person with a Supportive communication style typically has a low key personality and is calm, cool and collected. They tend to be patient, well balanced and happily reconciled with life. Supporters are the largest percentage of the population and they are typically competent and steady workers who do not like to be involved in conflict. When there is conflict they may be called upon to mediate the problem. They are good listeners and usually have many friends. One of their major motivations is to avoid offending anyone.

The detail-oriented Conscientious **C** values accuracy and details. Please the C with lists, charts, graphs, and figures. These are the "facts and figures" people. They love to gather details and

organize things. They tend to be deep, thoughtful, analytical, serious and purposeful. Because their communication style includes a need for details, they sometimes hesitate to make decisions if they feel that they don't have enough facts. They love lists, charts, graphs and figures. Because they pay so much attention to details, they can sometime be seen as being pessimistic. Many times they can be seen as frugal or economical.

DiSC Communication Styles

The information in the DiSC chart further describes each of the DiSC styles. As you read, identify which type of communicator you believe you are. Think of the people you communicate with on a daily basis, what style are they? Have you been communicating with them properly?



Communicating Using DiSC

Reflect upon the following statements as they relate to the role of the QIDP.

1. How would you communicate with an individual you help support if you knew he/she was a D?

2. Suppose you determined that you were leading a group of S's? What are four things you should NOT do in your group meeting?

3. If you are on the phone with an individual's guardian, whom you knew to be a C, how might you communicate the need for the individual to switch day programs?

4. You have identified your boss as an I communicator. How would you provide feedback to your boss on a specific program he/she just asked you to review?

5. What style communicator are you? How do you know?

Facilitating Effective Meetings with Leadership and Communication Skills

You will attend many meetings and will facilitate even more. Examples of types of meetings are:

- Staff/Department
- Annual staffing/CST
- Meeting with families and other providers
- Special projects
- Intake
- Service planning

Although each meeting has a different purpose and agenda, they all have the same basic structure. Each has a beginning, middle, and end. At the beginning you set the tone and direction; you create roles and ground rules to guide participant behavior. In the middle, you discuss the agenda and at the end, you confirm agreement regarding necessary actions.

Recognizing your role as both leader and facilitator will assist in maximizing the productivity and experience of the meeting for everyone.

Preparation Sets the Stage

- Choose a time and place conducive to the purpose of the meeting
- Provide meeting time and place to the participants
- Make the purpose of the meeting clear to all members
- Prepare agenda prior to the meeting
- Provide team members with an opportunity to contribute to the agenda
- Confirm attendance of participants

Conducting the Meeting Takes Focus

Setting the Tone

To facilitate an effective meeting, it is important to ensure that everyone understands the purpose, scope and limitations of the meeting.

Introductions are important, even if you think that everyone knows everyone else.

Introductions will minimize awkwardness for people who may recognize others but not remember their name.

- Start on time
- Review the agenda or plan for the meeting
- Explain “rules”
- Encourage participation and be prepared to lead the discussion
- Be flexible but stay focused

Reaching Consensus

Although meetings occur for many reasons, virtually every meeting involves decision making and agreement among participants.

Consensus encourages the team to focus and work together. It is the voluntary giving of consent. It involves the group's 100% support for a decision or position even if not all members totally agree with the position. The QIDPs role involves helping the group achieve consensus.

The following are ways to facilitate consensus:

- Make sure adequate time is given to an issue
- Recognize that disagreement may be a part of the process
- Encourage negotiation and collaboration between team members
- Emphasize fact not opinion
- Use structured decision making tools
- Emphasize that compromise doesn't necessarily equate to loss
- Voting is not a viable alternative to sharing information, debating points, providing data, and exploring other alternatives

Summarizing Ensures that Everyone Leaves on the Same Page

- Bring closure to the discussion
- Move to action/seek commitment

Barriers to Effective Meetings

Barrier	Description
Professional Jargon	Members do not understand the clinical terminology. Keep it simple and understandable.
Getting off Topic	An issue may come up that is "bigger" than the one being discussed and the focus inadvertently switches. Ask the group to return to the topic-at-hand.
Side Conversations	Side conversations should be kept to a minimum; they slow progress and limit individual contributions. Use non-verbal communication (raise eyebrows), ask a question, or verbally intervene to put an end to the issue.
Timing	Be it starting late or running too long, be sure to keep an eye on time. Give adequate breaks. Members need reminders and choices to obtain closure.
Repetitive Conversations	Recounting old topics or old stories can cause other participants to mentally check out. Redirect the members to get back on task.

SCENARIOS

Discuss the following scenarios. How would you handle each situation?

Scenario 1: In your monthly meeting, your team has been discussing the same topic for far too long. You're running out of time and have more to cover. How should you handle this situation?

Scenario 2: It's 10:00 a.m. and your meeting is supposed to start, but one of your employees is late. What should you do? Do you say anything to them at the time that they arrive?

Scenario 3: In a Service Plan meeting, an individual's mother states that she is upset about the way her son is being treated at the CILA. He apparently is feeling bullied by housemates and spends the majority of his time in his room. As the QIDP, how would you respond to this situation?

Other Difficult Meeting Scenarios to Discuss:

- Someone who makes a good point, but one that is not related to the topic
- Someone who makes an irrelevant, unworkable suggestion
- Someone who whispers or writes notes to others throughout the meeting

Recommended Reading & Resources

Although we will try to cover a great deal of material with you today in class, the topic of leadership and communication is a broad one that requires continued study and attention throughout your career. We recommend the following resources as good places to start with regard to furthering your knowledge and understanding of this important topic.

- The 7 Habits of Highly Effective People by *Stephen Covey*
- The 8th Habit: From Effectiveness to Greatness by *Stephen Covey*
- The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You by *John C. Maxwell*
- The Agile Manager's Guide to Leadership by *Walter J. Wadsworth*
- Bringing Out the Best in People by *Aubrey C. Daniels*
- Developing Staff Competencies for Supporting People with Developmental Disabilities (Chapters 6,15, & 18) by *James F. Gardner and Michael S. Chapman*
- Handbook of Leadership: A Survey of Theory and Research by *R.M. Stogdill*
- Leadership Styles by *Donald Clark* <http://www.nwlink.com/~donclark/leader/leadstl.html>
- Managing Disagreement Constructively: Conflict Management in Organizations by *Herbert S. Kindler*
- Meetings that Work by *Marlene Caroselli, Ed. D*
- The New Supervisor: Skills for Success by *Bruce B. Tepper*
- Patterns of Aggressive Behavior in Experimentally Created Social Climates by *Lewin, K., Lippitt, R., White, R.K.*
- Reality-Based Leadership: Ditch the Drama, Restore Sanity to the Workplace, and Excuses Into Results by *Cy Wakeman*
- Servant Leadership: A Journey Into the Nature of Legitimate Power and Greatness by *Robert Greenleaf*

- Taking Flight!: Master the DISC Styles to Transform Your Career, Your Relationships, Your Life by *Merrick Rosenberg and Daniel Silvert*
- Team Building: An Exercise in Leadership by *Robert B. Maddux*
- Why Employees Don't Do What They're Supposed To Do..and What To Do About It by *Ferdinand F. Fournies*

A Meeting Checklist

Before The Meeting

- Choose a time and place conducive to the purpose of the meeting
- Agenda is prepared prior to the meeting
- The purpose of the meeting is clear to all members
- Team members have an opportunity to contribute to the agenda
- Meeting time and place are provided to the participants
- Meeting place is comfortable
- Confirm attendance of participants

During the Meeting

- Meeting begins on time
- Introductions are given, even between those who know each other
- Review agenda and purpose
- Use of time is monitored throughout the meeting
- Each member has an opportunity to present his point of view
- Encourage participation and be sure to offer each participant an opportunity to speak
- Members listen carefully to each other
- Be flexible, but stay focused
- Meeting summaries are given periodically throughout the meeting
- No one dominates the discussion
- Everyone has a voice in decision making
- Bring closure to the discussion; Meeting ends with a summary of accomplishments
- People are identified to carry out the action they agreed upon

After the Meeting

- A summary is provided to all members after the meeting
- The QIDP follows up with the members on action agreed upon

Don't Dictate...Facilitate: How to Gain Consensus without Being a Tyrant

by Diane DiResta for *Winnina Team*

Do discussions you're leading shut down when you're hoping they will open up? Is one person always dominating meetings? Do team members not in agreement sabotage your efforts? Chances are you're contributing to the meltdown. Here are a few reasons why team members crash and burn in team meetings.

The team leader talks too much. Lecturing leads to some of the lowest levels of learning and retention. People can easily tune out. According to adult learning research, adults want a sense of control. When the leader does most of the reporting or speaking, the team does not feel involved and will not buy into new ideas so readily. Sell, don't tell.

Team members don't listen. Even if the team leader is listening, others may not be. Is the role of the leader to facilitate the discussion so that others can be heard? Members may talk over one another, take credit for someone else's idea, or discredit a person's suggestions. These behaviors demonstrate a failure to listen. When people aren't heard, they don't feel respected. Without respect, the members won't support each other.

One member dominates. This can happen when the team leader gives one person the floor. More often, it's a result of a strong personality with unmet needs. He or she can intimidate others. The challenge for the team leader is to meet the needs of the dominating person while encouraging others to contribute.

A facilitator orchestrates but does not take center stage. The focus is on the team. This requires a change of mindset. Many leaders fall back on lecturing, telling, and instructing instead of coordinating and facilitating. It's easier to do what's familiar. And some leaders believe to facilitate is to give up control.

Why facilitate? Team members feel heard and respected. This increases morale. More ideas are captured for greater innovation and productivity. Mistakes, glitches and weak strategies are identified, reducing costly errors. Leaders earn support and commitment when the team "owns" the idea. Finally, work is more fun when everybody feels important.

Good facilitators do the following:

Speak less and listen more. Be clear about your objective. If your objective is to get ideas from the group or to gain support for a new initiative, state the purpose, ask questions, and listen. To facilitate a meeting effectively, speak 20% of the time and listen 80% of the time.

Keep the discussion on track. Your job is to make sure that the major points are covered through discussion. A good facilitator preplans the time for each agenda item but is flexible enough to depart from the agenda. The challenge is to know when to rein in the discussion without turning people off. Facilitation is like fishing with a net. You let out the net far enough to catch the fish—the fish swim into the net.