

QIDP TRAINING FACILITATOR GUIDE

MODULE 2

Leadership and Communication

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.

Leadership Styles in Action

Trainee Notebook Page 6

Facilitator Instructions: Trainees should answer the following, then discuss as a group. Only partial sample answers are included to facilitate discussion.

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

Answers may include:

- Discourages new ideas
- Not within the philosophy of working as a team
- Not interested in personal goals of others
- May have others feeling that they are not valued within the organization

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

- Working with staff on problem solving
- Creating a safe environment where people feel free to share ideas
- Allowing the group to make the final decision
- Being objective and fact minded

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

- The Leader still has ultimate responsibility in the delegative style

Walking the Talk

Trainee Notebook Page 9

Facilitator Instructions: Either working individually or in pairs, have trainees identify behaviors that exemplify the listed values. Then discuss as a group. Use agency specific values, policy and procedure in the discussion where appropriate.

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

Discussion Points

Trainee Notebook Page 13

Facilitator Instructions: Work in small groups. Have each group answer the following and then discuss.

Word Choice



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?

Discussion may include vocabulary level used, sentence length and structure, use of visual cues to enhance word understanding, specific medical or disability related 'jargon'.

Tone



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

Sarcasm involves sending and receiving verbal messages that do not match the speaker's tone of voice, body language and/or facial expression so the message is hard to interpret. Individuals will become unsure of your meaning when communicating and will likely begin to mistrust you.



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

Answers may include such times as: when speaking in a noisy area or when trying to alert someone of danger.

Cadence



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

Speaking quickly may degrade the clarity of speech making it more difficult to be understood. We must also consider the fact the some people we help support need more time to process the communication before it is truly received.

Noise



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?

It may be intimidating and cause distraction from the message.

Opportunities for Effective Communication

Trainee Notebook Page 16

Facilitators Instructions: In groups, have trainees use the following chart to identify potential communication barriers, noting solutions you may have identified from the material covered thus far. Discuss. See limited examples listed below.

Who	What are you likely to talk about with this group?	Considerations When Communicating <i>Barriers / Solutions</i>
Individual (Client)	Goals, plans	<p>Problem with speech (articulation) where the individual is not easily understood.</p> <p>Consider supplementing discussions with pictures so the topic area can be more thoroughly explored and distraction/frustration over communication remains at a minimum</p>
Family Members	Sexual issues	<p>The family may not want to talk about the subject.</p> <p>Provide educational tools for parents.</p>
Direct Service/ Support Staff	Programmatic issues	<p>Staff may think they know better and adapt the ISP to how <i>they</i> think programs should be run.</p> <p>Model appropriate behavior; 1:1 discussion of individual rights and the DSP role</p>
Other Agencies, Other Providers	Discuss agency specific issues	

Communicating Using DISC

Trainee Notebook Page 20

1. How would you communicate with an individual you help support if you knew he/she was a D?
 - **Be direct using simple sentences.**
 - **Do not discuss a number of topics at one time; stick to business.**
 - **Use a goal-oriented approach**
 - **Provide win/win situations**
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?
 - **Do NOT cause or foster disharmony among the group**
 - **Do NOT rush discussions and consensus**
 - **Do NOT hinder friendly discussion among group members**
 - **Do NOT ignore opinions of others**
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?
 - **Use data/facts to examine the situation from all sides**
 - **Focus on the quality of service that will be gained.**
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?
 - **Choose a light-hearted sociable approach**
 - **Ask what impression the boss has on the program**
 - **Be ready for a quick decision**
5. What style communicator are you? How do you know?
 - **Solicit answers from around the room.**

SCENARIOS

Trainee Notebook Page 23

Facilitator Instructions: Have participants work in small groups to brainstorm how best to handle each the situations presented in each scenario. Discuss as a large group. Then discuss the other difficult meeting scenarios. Use the following talking points to facilitate discussion.

Scenario 1:

- **Attempt closure on the topic.**
- **Ask if the topic needs to go to the ‘parking lot’ to be discussed at a time when full attention can be given to resolution.**

Scenario 2:

- **Start the meeting on time. Making a practice of late starts just gets everyone in the habit of arriving late.**
- **Don’t allow the late arrival to disrupt the meeting. You can say something like “Marlon, you can ask Joe or Mary to catch you up at break time; right now we’re discussing _____.”**

Scenario 3:

- **Answers vary here. They usually start with asking the mother for further details and clarification, and then (whether in the meeting or afterward), talking to the individual. Additional conversations should be had with the house manager/lead staff and DSPs, as well as the other individuals in the home, as appropriate.**
- **Make sure to follow-up with the mother about the plan developed, if you’ve found evidence of the bullying. If not, the ‘plan’ may be as simple as, “I plan to check in with Jim and the house staff frequently to see if this changes, but I haven’t been able to find any specific evidence of bullying. Jim and I are going to work on increasing his involvement in social activities so he doesn’t spend so much time alone in his room.”**

Other Difficult Meeting Scenarios to Discuss:

Someone who makes a good point, but one that is not related to the topic

- **“Bob, excuse me, but I’m not sure how that fits into the discussion. Can you clarify for me?”**
- **Acknowledge the story; ask what key piece of it he wants captured/included in the discussion.**

Someone who makes an irrelevant, unworkable suggestion

- **“Tell why that might work, because my initial reaction is that it wouldn’t.”**
- **“Stan, I think that’s a great point, and I’m glad you’re looking at this from all angles. We are really short on time, however, so let’s let the group decide if we need to discuss that perspective.”**

Someone who whispers or writes notes to others throughout the meeting

- **Non-Verbal Communication:** look at person, raise eyebrows, wave hand, stop person who is talking and let the side conversation carry on.
- **Ask a Question:**
 - “Did you have something you wanted to add?”
 - “Susan, do you have a question for Sam?”
- **Give a brief summary of what was just said, then ask for an opinion:** “I believe we’d all be interested in your thoughts on this.”
- **Verbally intervene:**
 - “Just a reminder, we agreed to ‘one conversation at once.’”
 - “I’m afraid we’re going to miss out on the good ideas when everyone is talking at once. I know I can’t keep track of all these thoughts.”
 - “Susan, please hold your comments until Sam is finished.”
 - “We’ll hear from Sam, then Susan, then Paula.”
- **Group signal or hold:**
 - Say “do we need to take a break?”
 - Raise a hand to quiet all conversations.

Someone who makes a presentation for which (s)he is clearly unprepared

- This is tricky. You have to gauge whether it might be appropriate to jump in and help, or whether that would make it worse.
- If possible, give them an out (e.g. “Jim, we can go to Jenny first if you need a couple of minutes to prepare.”)

Someone who makes a sexist comment

- **First time:** “I hope that comment wasn’t an indication that we all need armor for this meeting.” Or simply, “That isn’t language we tolerate in these meetings/at this agency.”
- **Second time:** “We welcome all ideas and comments that contribute to the group, but not those that contribute negatively.”
- **Third time:** “Bill, this isn’t the first time you’ve targeted Jen in this meeting. Please stop.”
- “Bill, what is the specific concern you have with Jen’s idea/suggestion?”
- **Fourth time:** “Bill, if this is something personal between you and Jen, it isn’t appropriate to play it out here. Can you continue with us productively, or is there an issue you need to resolve first privately?”
- **For group:** third time, say “Team, how are you feeling about Bill making all these comments?”
- **Follow-up with your supervisor.**
- If you have to, stop the meeting and pull the person out to talk to him/her.