2012

Collaborative Learning Environments Project

Site Report
VON NB - Program Facilitators

CLE Project – Practice Site with NB VON

The Collaborative Learning for Health Professionals initiative (CLE) was developed in 2009 by the Atlantic Advisory Committee on Health Human Resources. Funding was provided by Health Canada. CLE is a skills-building project with demonstration, research, and evaluation components. The purpose of the CLE was to assess the effectiveness of various approaches to strengthening interprofessional skills. These skills envisage communication, conflict resolution, role clarification, team functioning, patient/family-centredness, and collaborative leadership.

The CLE was delivered at four project sites including a province-wide group of program facilitators with the Victorian Order of Nurses (VON) New Brunswick. The facilitators work in eleven separate communities throughout the province, facilitating delivery of a VON program with, and for, people who live in their respective communities. The facilitators have backgrounds in social work, early childhood education, nursing, and other health services. The majority of the facilitators are bilingual. They share a common job description (attached): they work with municipal governments, the financial sector, corporations in their communities, as well as the education and voluntary sectors. The facilitators meet two or three times a year for the purpose of program planning and training. They also communicate electronically with each other to seek advice or share best practices.

In April 2011, to discuss opportunities for the CLE project, CLE project staff met with the provincial manager for the VON program and supervisor of the facilitators. The manager/supervisor agreed to schedule a discussion with the facilitators. In earlier interaction with the CLE project, the VON had determined that, as no direct contact with patients was envisaged, ethics approval was not required for the CLE interventions.

In advance of that meeting, the CLE needs assessment tool – in English and French – was distributed to the facilitators (attached). At the June 2011 meeting, the CLE project staff

described the CLE project. The facilitators were enthusiastic about the opportunity enhance their skills. The facilitators completed the CLE needs assessment tool during the meeting. The results showed gaps in negotiation skills as well as in area of environmental scanning related to policy and emerging technologies. Responses on conflict management showed that half the group felt their skills were effective and the other was not confident of their abilities to manage conflict.

The CLE project team considered various approaches to support the skills gaps identified by the facilitators. It was recognized that the choice of approach had to take account of contextual factors such as their infrequent meetings, their geographically distinct networks, and the fact that they do not share an office. Thus, to address the results of the needs assessment, CLE project staff decided to develop three workshop-based modules supported by self-directed learning.

Two syntheses of literature (attached) were distributed to each of the facilitators: one related to environmental scanning; and the other, to conflict resolution. In addition, each participant received a list of questions (attached) which involved consideration and application of the elements of the syntheses; the questions were to be completed and discussed in a workshop session. A workbook – in French and English - on each of the two topics (attached) was developed for use in a half-day workshop.

A learning module on negotiation skills were also designed (attached). The approach used for this module was a half-day workshop.

All three modules were delivered over two days in November, 2011. There were 14 participants at the session.

In January 2012 interviews with two of the participants were used to evaluate the effect of the training. Both agreed that their negotiation skills had improved. They also acknowledged that they were more self-confident especially in seeking out partners and engaging other stakeholders and suppliers.

In terms of the approach used, no specific evaluation was made of the substance in the learning modules. Interviewees claimed to have used the learning documents distributed at the workshop session. They also indicated that the session had created an appetite for more professional development.

All of the facilitators had reviewed the advance preparation material prior to the workshop. Many, however, had not completed the questions. They claimed time constraints.

Appendix 1 Facilitator job description

Position Title: Program Facilitator,   VON Healthy Baby and Me Project

Reports to: VON Healthy Baby & Me Program Manager

Revised: June 2007

Summary of Function:

  To assess the community needs and implement pre-and post-natal education programs for
   pregnant and parenting adolescents.

Responsibilities:

1.1   To network with existing resources within the community to assess needs and to
          determine how Healthy Baby & Me will continue to be implemented within the area.
1.2   To network with the Family Resources Centres and other community agencies, services
          clubs, and the business and volunteer sectors to establish partnerships to help meet the
          identified needs of the healthy Baby & Me participants.
1.3   To be responsible for preparation and delivery of pre-and post-natal education
          programs to the Healthy Baby & Me program participants.
1.4   To work with an Advisory Committee using the terms of reference in developing and
          modifying programs and delivery methods appropriate to specific communities.
1.5   To be responsible for liaison with the Program Manager, local VON staff and other
          community agencies.
1.6   To be responsible for administrative duties to ensure effective communications is
          maintained between Healthy Baby & Me staff, the community, and the participants.
1.7   To maintain and submit as required statistical and descriptive records of the program
          for evaluation and other purposes, including a written quarterly report to the Program
          Manager.
1.8   To be responsible for maintaining and using the resource inventory as provided.
1.9   To be responsible for publicity and public relations for the program at the community
          level.
1.10   To recruit Peer Support and volunteers and assist in their training and supervision.
1.11   To participate in staff meetings, continuing education and professional development.
1.12   To provide input into long-range planning for Healthy Baby & Me at the provincial
          level.
1.13   To accept other duties as assigned.

Qualifications:

- Training and or knowledge in one of the health care/social science or education disciplines with emphasis on parental issues.
- Extensive working with youth preferably in a community environment.
- Strong leadership and communication skills including group facilitation skills and the ability to relate to adolescents in a friendly and non-judgmental manner.
- Professional work ethic and the ability to work collaboratively as a member of a team, as well as with professionals and other leaders in the community.
- Ability to work with minimal supervision.
- A valid driver's license and the use of a vehicle.
- Familiarity of the geographical area.
- Bilingualism is desirable in some geographical areas and mandatory in others.

Competencies:

- *Leadership*: ability to inspire and guide individuals and groups
- *Flexibility:* ability to adapt to and work effectively with a variety of situations, individuals, or groups.
- *Creativity*: ability to come up with new and unique ideas, to be seen as original and value-adding in brainstorming situations.
- *Independence*: able to work in a well-planned, organized manner without supervision.
- *Communication:* able to provide clear corporate direction and communicate a compelling vision and motivate others to share it.
- *Self-development:* is personally committed to and actively works to continuously improve, to recognize and develop strengths and limitations and to understand and develop the different skills and approaches required for different situations.
- *Quality Improvement:* Promotes the standards for improvement agreed to by VON Canada, regional and provincial teams, and the Board, and ensures implementation within a program/service. Commits resources to improve service, eliminate barriers, and grants approval for improvement initiatives.
- *Caring and Respect:* Appreciates and celebrates the contributions and successes of other individuals and groups, makes the vision of VON sharable by everyone and adheres to and rewards core values.

Appendix 2 Needs Assessment Questionnaires

Health Canada and the departments of health in each of the four Atlantic provinces are working with several sites to identify supports available to clinicians and other care providers. As part of this project, we would ask you to rank 11 questions below:

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I have good negotiation skills					
2. The health care professionals in my unit respect and trust each other					
3. I don't want to waste time learning with other health care professionals					
4. Patients would ultimately benefit if health care professionals work together					
5. Other health care professionals in my unit are effective at conflict management					
6. I am not sure what my professional role is in my organization					
7. I have used case studies to learn new skills					
8. I am better able than others in my unit to keep up with changes to policies and/or					

health care technologies					
9. I have to acquire more team-work skills than other professionals in my unit					
10. Shared learning with individuals in other health professions will help me to communicate better with patients and other professionals					
11. I have benefited from professional development courses.					

Santé Canada et les départements de santé dans chacune des quatre provinces de l'Atlantique travaillent avec plusieurs emplacements pour évaluer les méthodes de formation des travailleurs en équipe. Comme faisant partie de ce projet, nous vous demandons de classer les 12 phrases ci-dessous:

Phrase	Fortement en accord	D'accord	In-certain	Pas d' accord	Fortement en désaccord
1. Je possède de bonnes habiletés de communication.					
2. Les animateurs du programme Bébés en santé et moi se respectent et se font confiance entre eux.					
3. Je connais des organisations et individus dont le travail et les connaissances soutiennent le programme Bébés en santé et moi dans mon région.					
4. La formation en groupe des animateurs améliorait l'administration du programme Bébés en santé et moi au Nouveau Brunswick.					
5. Les patients bénéficieraient ultimement si les professionnels des secteurs de santé et autres travaillaient ensemble.					
6. Les autres animateurs du programme Bébés en santé et moi sont efficaces à la gestion de conflit.					
7. Je reconnais quel est mon rôle dans le programme Bébés en santé et moi.					
8. J'ai utilisé des études de cas afin d'apprendre de nouvelles habiletés.					
9. Je suis mieux capable que les autres animateurs du programme Bébés en santé et moi de me tenir au courant des					

changements de politiques et/ou des technologies dans les soins de santé.					
10. Je dois acquérir plus d'habiletés que les autres animateurs du programme Bébés en santé et moi en fonction du travail d'équipe.					
11. Partager l'apprentissage avec les autres individus animateurs du programme Bébés en santé et moi va m'aider à mieux communiquer avec les patients et les autres professionnels.					
12. J'ai bénéficié de cours de perfectionnement professionnel.					

Vos réponses seront confidentielles cependant nous vous demandons s'il vous plait de vous identifier _____.

CLE

Conflict Resolution

SELF-DIRECTED ASSIGNMENT

Janet Davies
11/1/2011

Conflict Resolution

Causes of Conflict in the Workplace[1]

Most conflicts stem from poor communication in which one party misinterprets the words or actions of another party. Some of the key issues that can trigger conflict are:

- Values—one's belief systems, ideas of right versus wrong, etc.;
- Relationships—stereotypes, poor or failed communications, repetitive negative behaviours, etc.;
- Externals/Moods—factors unrelated to the conflict, psychological or physiological issues of parties in conflict;
- Data—lack of information, misinformation, too much information, data collection problems;
- Interests—each party's wants, needs, desires, fears, or concerns;
- Structure—limitations on resources like time and money, geographical constraints, organizational structure, authority issues;
- Different work methods;
- Different goals;
- Different perspectives; and
- Stress.

Six critical steps for conflict resolution:

1. *Identify the problem*. Through discussion, parties define the things that both agree on, as well as the ideas that have caused the disagreement.
2. *Brainstorm possible solutions*. Parties brainstorm potential approaches to the problem without considering the feasibility of the ideas.
3. *Evaluate each alternative*. Parties analyze each approach to the problem, considering the pros and cons of each.
4. *Determine the best solution*. Parties choose the most mutually acceptable solution, even if it is not perfect for either party.
5. *Implement the alternative*. Parties agree on the details of what each party must do.
6. *Continually evaluate the solution*.

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[1] From http://www.westbrookstevens.com/conflict_Resolution.htm

Benefits of Managing conflict

Managed Conflict	Out of Control Conflict
Strengthens relationships and builds teamwork	Damages relationships and discourages cooperation
Encourages open communication and cooperative problem-solving	Results in defensiveness and hidden agendas
Resolves disagreements quickly and increases productivity	Wastes time, money and human resources
Deals with real issues and concentrates on win-win resolution	Focuses on fault-finding and blaming
Makes allies and diffuses anger	Creates enemies and hard feelings
Airs all sides of an issue in a positive, supportive environment	Is frustrating, stress producing and energy draining
Calms and focuses toward results	Is often loud, hostile and chaotic

*Adapted from "Managing Workplace Conflict" – www.mala.ca

Actions to Minimize Conflict

➢ *Respect others.*
➢ *Communicate expectations.*
➢ *Encourage teamwork.*
➢ *Empower people.*

Task to be completed before November 16, 2011

1. List the three most important values that you expect to find in a workplace.
2. Describe a workplace situation where one or more of those values was not present. What happened?   How did you feel?

Exercise

To my darling husband,
Before you return from your business trip I just want to let you know about the small accident I had with the pickup truck when I turned into the driveway. Fortunately not too bad and I really didn't get hurt, so please don't worry too much about me. I was coming home from Wal-Mart, and when I turned into the driveway I accidentally pushed down on the accelerator instead of the brake. The garage door is slightly bent but the pickup fortunately came to a halt when it bumped into your car. I am really sorry, but I know with your kind-hearted personality you will forgive me. You know how much I love you and care for you my sweetheart. I am enclosing a picture for you. I cannot wait to hold you in my arms again.

<div align="center">

Your loving wife
XXX

</div>

P.S. Your girlfriend called.

CLE

CAHIER PREPARATOIRE

POUR LA FORMATION
CONCERNANT LA
RESOLUTION DES CONFLITS

NOVEMBRE 2011

Résolution des conflits

Les causes de conflits en milieu de travail[2]

La plupart des conflits découlent de la mauvaise communication dans laquelle une partie a mal interprété les paroles ou les actions d'une autre partie. Certaines des questions clés qui peuvent déclencher un conflit sont les suivants:
• Valeurs personnels, les croyances, les idées du bien et du mal, etc.;
• Relations personnelles- stéréotypes, des communications mauvaises ou échouées, des comportements négatifs répétitifs, etc.;
• Facteurs externes et non liés au conflit, les problèmes psychologiques ou physiologiques des parties en conflit;
• Manque d'information, la désinformation, trop d'information, les problèmes de collecte de données;
• Les besoins, désirs, craintes ou des préoccupations;
• Structure- limites des ressources comme le temps et l'argent, les contraintes géographiques, la structure organisationnelle, les questions de l'autorité;
• Différentes méthodes de travail;
• Différents objectifs;
• Différentes perspectives et
• le stress.

Six étapes essentielles pour la résolution des conflits:

1. Identifier le problème. Par la discussion, les parties définissent les choses que les deux d'accord, ainsi que les idées qui ont provoqué le désaccord.
2. Remue-méninges des solutions possibles. Parties brainstorming approches possibles du problème sans tenir compte de la faisabilité des idées.
3. Evaluez chaque alternative. Parties d'analyser chaque approche du problème, en considérant les avantages et les inconvénients de chacune.
4. Déterminer la meilleure solution. Parties de choisir la solution la plus acceptable, même si elle n'est pas parfaite pour les deux parties.
5. Mettre en œuvre les alternatives. Parties s'entendent sur les détails de ce que chaque partie doit faire.
6. Évaluer continuellement la solution.

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[2] De http://www.westbrookstevens.com/conflict_Resolution.htm

Avantages de la gestion des conflits

Conflit géré	*Conflit hors contrôle*
Renforce les relations et renforce le travail d'équipe	Endommage et décourage la coopération & le travail d'équipe
Favorise la communication ouverte et résolution de problèmes	Crée des approches défensifs et des ordres du jour cachés
Résout les désaccords rapidement et augmente la productivité des ressources	Perte de ressources - temps, d'argent et humaines
Traite des questions réelles et se concentre sur une résolution 'win-win'	Se concentre sur la faute et la blâme
Rend les alliés et la colère diffuse	Crée des ennemis et des sentiments durs
Discute tous les aspects d'une question dans un environnement positif	Produit le stress
Calme et se concentre vers les résolutions	Souvent bruyant, hostile et chaotique

* Adapté de «Gestion des conflits en milieu de travail» - www.mala.ca

Actions pour minimiser les conflits
¬ Respect des autres.
¬ Communiquer les attentes.
¬ Encourager le travail d'équipe.
¬ Donner aux personnes.

Résolution des conflits

EXERCISE # 1

Alligator River

Il était une fois une femme nommée Abigail qui était en amour avec un homme nommé Grégoire. Grégoire vivait sur la rive d'une rivière. Abigail vivait sur la rive opposée du fleuve. La rivière qui séparait les deux amants était grouillante d'alligators. Abigail a voulu traverser la rivière pour être avec Grégoire. Malheureusement, le pont avait été emporté.

Alors Abigail a demandé à Sinbad, un capitaine de bateau, de lui faire traverser la rivière. Il a dit qu'il serait heureux de si elle coucherait avec lui. Elle a refusé et est allé immédiatement à un ami nommé Ivan pour expliquer sa situation. Ivan ne voulait pas être impliqué du tout dans la situation.

Abigail senti sa seule alternative était d'accepter le plan de Sinbad. Sinbad a ensuite transféré Abigail sur l'autre côté du fleuve.

Lorsque Abigaïl racontait à Grégoire l'histoire de Sinbad, Grégoire lui écarté avec dédain.

Abigail s'est tourné vers Slug avec son conte d'ennui. Slug, resentiant de compassion pour Abigail, a battu Grégoire sauvagement. Abigail était heureux de voir Grégoire obtenir son dû.

_____

Classez les cinq personnages du personnage le plus offensant pour le moins répréhensible. Le personnage que vous trouvez les plus répréhensibles est le premier sur la liste, puis la deuxième plus répréhensibles, et ainsi de suite, avec la cinquième étant le moins répréhensible.
1 (le plus offensif) ... ... … … 2 ... ... 3 ... ... 4 ....5 (le moins répréhensible)

Interrogez-vous sur le personnage que vous avez classé comme le plus offensif:
• Est-ce le genre de personne que vous voulez être au moins parfait?
• Quel genre de personne serait à l'opposé de ce personnage?
• Citez trois choses que vous pourriez faire ou sont en train de faire pour être comme le contraire de la personne que vous considérée comme la plus offensive.

EXERCISE #2

mon cher

Avant ton retour de voyage d'affaires, je veux juste te faire connaître le petit accident que j'ai eu avec la camionnette. Heureusement il n'était pas sérieux et je ne me suis pas fait mal, alors s'il te plaît, ne t'inquiètes pas trop. Je rentrais de Wal-Mart, et quand j'ai tourné dans l'allée j'ai accidentellement poussé sur l'accélérateur au lieu du frein. La porte du garage est légèrement courbé, mais le pick-up, heureusement, est venu à une halte quand il tombé sur votre voiture. Je suis vraiment désolé, mais je sais que tu me pardonneras. Tu sais combien je t'aime et que je prends soin de toi mon cher. Je joins une image pour toi. Je ne peux pas attendre de te tenir dans mes bras à nouveau.

Votre femme aimante.
XXX

Post-scriptum : votre blonde a appelé.

WORKBOOK ON CONFLICT MANAGEMENT SKILLS

Optimizing HBM Program

11/16/2011

Conflict is an inevitable part of human relationships. Conflict can arise from differing perspectives and seemingly incompatible values or priorities.

There are four key elements[3] common to all conflicts, whether large or small:

1. All conflict involves at least two parties - two or more people, two groups, two countries, a person and a group, a country and a group, etc.
2. Some sort of struggle or threat, either real or suspected, exists.
3. Interaction or interference takes place.
4. The interaction may be emotional.

Types of conflict:

Conflict type	Description
Values conflict	Involves incompatibility of preferences, principles and practices that people believe in such as religion, ethics or politics.
Power conflict	Occurs when each party wishes to maintain or maximize the amount of influence that it exerts in the relationship and the social setting such as in a decision making process.
Economic conflict	Involves competing to attain scarce resources such as monetary or human resources.
Interpersonal conflict	Occurs when two people or more have incompatible needs, goals, or approaches in their relationship such as different communication or work styles.
Organizational conflict	Involves inequalities in the organizational chart and how employees report to one another.
Environmental conflict	Involves external pressures outside of the organization such as a recession, a changing government, or a high employment rate.

Source http://hrcouncil.ca/hr-toolkit/workplaces-staff-volunteer.cfm

Question

Among agencies in your community, which type of conflict is most frequent?
Stages of conflict

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[3] (http://www.omafra.gov.on.ca/english/rural/facts/06-067.htm)

1. **Tension Development** - Various parties start taking sides.
2. **Role Dilemma** - People raise questions about what is happening, who is right, what should be done. They try to decide if they should take sides, and if so, which one.
3. **Injustice Collecting** - Each party gathers support. They itemize their problems, justify their position and think of revenge or ways to win.
4. **Confrontation** - The parties meet head on and clash. If both parties hold fast to their side, the showdown may cause permanent barriers.
5. **Adjustments** - Several responses can occur, depending on the relative power of each party.

Six critical steps for conflict resolution:

1. *Identify the problem*. Through discussion, parties define the things that both agree on, as well as the ideas that have caused the disagreement.
2. *Brainstorm possible solutions*. Parties brainstorm potential approaches to the problem without considering the feasibility of the ideas.
3. *Evaluate each alternative*. Parties analyze each approach to the problem, considering the pros and cons of each.
4. *Determine the best solution*. Parties choose the most mutually acceptable solution, even if it is not perfect for either party.
5. *Implement the alternative*. Parties agree on the details of what each party must do.
6. *Continually evaluate the solution*.

Group dynamics

Teamwork originates with, and builds relationships among, a group of people who share a common interest or purpose. Working in teams allows individuals from different areas (e.g. programs, fund raising, marketing, etc.) with different roles (staff, volunteer, and client) and perhaps from different organizations to work together on issues of interest to team members.

A team focuses its work on common objectives and finding solutions to shared problems. It uses formal processes such as record keeping, facilitation and scheduled meetings to achieve its objectives.

There are three levels of need that have impacts on the productivity and flow of the team: team needs (building and maintaining of the team); task needs (getting the job done); individual needs. Conflict among these needs undermines the potential of the team.

In terms of individual needs, according to the HR Council of Canada, there are three basic interpersonal needs: inclusion, control and openness (see text box). These needs determine how each individual treats her people and how each wants to be treated by others.

Understanding conflict response styles

Thomas and Kilman developed a model that identified five common strategies or styles for dealing with conflict. They identified five conflict managing behaviours:

1. <u>Competing.</u> The goal of this stance is to win. In this mode the individual aims to pursue one's agenda at another's expense. This may mean standing up for one's needs, defending a cherished position and/or simply trying to win. The goal is deemed very important. This style is also referred to as a forcing or dominant style.
2. <u>Accommodating.</u> The goal of this stance is to yield. Typically a person using this conflict mode neglects his or her needs to satisfy the concerns of the other person.
3. <u>Avoiding.</u> The avoiding style is both unassertive and uncooperative. The goal of this stance is to delay.
4. <u>Collaborating.</u> This style is both assertive and cooperative. The goal is to find win-win solutions to issues that satisfy the concerns of the conflicting individuals.

Inclusion:

- **Key Concern:** Who is in or out?
- **Feelings Experienced:** anxiety, anticipation, hope, hesitation, discomfort
- **Behaviours Expressed:** overly talkative, watchful, inviting, supportive, guarded

  - **A tip to help work with this need:** Pay attention to whom is over- and under- participating. This can become an issue in the group as big talkers try to pressure the quiet member into talking more.

Control:

- **Key Concern:** Who gets to decide what for whom?
- **Feelings Experienced:** frustration, stuck, incompetence, powerlessness, apathy
- **Behaviours Expressed:** resistance, competition, avoiding, challenging, bickering

  - **A tip to help work with this need:** Notice if your group is preventing any decision-making procedures from being established. This can leave a group powerless and stuck. Try to establish an agreement on how your group will make decisions and define how and who will take on leadership.

Openness:

- **Key Concern:** How do members feel about each other?
- **Feelings Experienced:** satisfaction, trust, warmth, safe, enthusiasm
- **Behaviours Expressed:** sharing, problem-solving, active listening, collaboration

  - **A tip to help work with this need:** As a sense of togetherness develops, observe if extreme or rigid interpersonal behaviors are displayed, as some members can appear under- and over-personal. Either these members can act reserved, cautious or distant while others are overwhelming and regularly personalize situations and issues. By cultivating an environment of acceptance and trust, each member is known and treated as an individual, and their unique abilities can be used for the betterment of the whole group.

Source http://hrcouncil.ca/hr-toolkit/workplaces-teams.cfm

- When the relationships matters the most, use the collaboration or accommodation strategies.
- When the goal is vital to maintain, above all else, use competitive or collaborative strategies.
- When the relationships and the goal are both relatively important to you, a compromising style will probably be most effective.
- If neither the goal nor relationships matter, avoiding conflict may be the best bet.

5. Compromising. The goal of this stance is to find middle ground: a mutually acceptable solution where each person gives up something.

Each style is appropriate in particular contexts. Each response style is useful and necessary. The more an individual can use the conflict styles appropriately, the more effective is the management of conflict.

The choice of style is based on what outcome is the most important to you and to the organization. For example, for some organizations coming to consensus and making decisions together are valued ways of working.

Actions to Minimize Conflict

➢ Respect others.
➢ Communicate expectations.
➢ Encourage teamwork
➢ Empower people.

Building successful work teams

Be clear about your objectives

What do you want the team to achieve? Consider the potential roadblocks and opportunities. Make sure that all team members are aware of the objectives and how the team will reach them. Identify a team leader can help the group stay on task. Celebrate when the team achieves a milestone.

Determine who needs to be on the team

Consider whether you need to include staff members, board members, volunteers and/or clients/or other stakeholders. Choose people who have a good understanding of the issue. Include people who will bring new perspectives and ideas and will learn from this process. Also consider politics. [Who is connected to management or leadership? Who can clear the way of organizational obstacles? Who gets along with whom? Who will be disruptive or uncooperative?] Don´t be afraid to add new members as the process continues.

Establish a time frame for completion of the team´s work

Remember that group work can often take longer than individual work.

Empower the team to work well together

Be sure the team members have the skills and resources they need to work well together - for example, facilitation skills, finances, support staff, executive support, access to technology and the skills to use it.

Identify how the team will communicate

Establish a process for the team to report on its efforts and results. The team will have to establish how members will communicate among themselves and how they will communicate their work to others (for example, minutes of meetings, e-mail, web site and list-serves).

Task
Discuss Alligator River (attached)

Workbook Prepared by Janet Davies

janet@janetdavies.ca

613 889 0634

Conflict Resolution Case

Alligator River Story

Once upon a time there was a woman named Abigail who was in love with a man named Gregory. Gregory lived on the shore of a river. Abigail lived on the opposite shore of the river. The river that separated the two lovers was teeming with man-eating alligators. Abigail wanted to cross the river to be with Gregory. Unfortunately, the bridge had been washed away.

So Abigail went to ask Sinbad, a riverboat captain, to take her across. He said he would be glad to if she would consent to go to bed with him. She promptly refused and went to a friend named Ivan to explain her plight. Ivan did not want to be involved at all in the situation.

Abigail felt her only alternative was to accept Sinbad's terms. Sinbad then took Abigail across the river.

When Abigail told Gregory about her deal with Sinbad, Gregory cast her aside with disdain. Heartsick and dejected, Abigail turned to Slug with her tale of woe. Slug, feeling compassion for Abigail, sought out Gregory and beat him brutally. Abigail was happy to see Gregory getting his due.

Rank the five characters from the most offensive character to the least objectionable. The character whom you find most reprehensible is first on the list; then the second most reprehensible, and so on, with the fifth being the least objectionable.

1 (Most offensive) ………...2………………3………………4……………….5 (Least objectionable)

Ask yourself about the character you ranked as most offensive:

- *Is this the kind of person you least want to be like?*

- *What kind of person would be the opposite of this character?*

- *List three things you could do or are now doing to be like the opposite of the person you rated as most offensive.*

Classeur concernant les compétences de déterminer les besoins des communautés d'HBM

Les connaissances sur notre environnement extérieur aident à répondre aux changements et à la planification des actions futures. Ces connaissances proviennent de la collecte et l'analyse des informations et des données sur les événements, les tendances et les relations. L'analyse de l'environnement facilite les actions de l'organisation de:

- Profiter des occasions;
- Identifier les meilleures pratiques;
- Atténuer les risques;
- Maximiser les ressources ; et
- Anticiper les problèmes / défis / retards.

Analyse de l'environnement est une action délibérée qui dépend des réseaux formels et informels te des connaissances des programmes et priorités de l'organisation.

LISTE analyse de l'environnement
1) Quels sont les sujets importants et pertinents pour mon programme (ou organisation)?
2) Lorsque pour recueillir des informations sur les sujets
3) Comment utiliser l'information
     i. Analyser l'information à partir de diverses sources
     ii. Confirmer l'analyse des réseaux
     iii. Identifier les décisions nécessaires et le qui, comment et quand ces décisions
4) Quelles sont les sources d'information sur ces sujets?
     a. Quelles sont les organisations?
     b. Quels événements?
     c. Quels réseaux?

Tâche individuelle pour le 16 novembre, 2011

Y at-il des possibilités d'améliorer HBM dans votre région?
Quel est le moment le plus approprié pour agir sur les opportunités?
Qui (quelles organisations) peut vous aider?
Quels sont les risques?
Quelles décisions sont nécessaires pour tirer parti des opportunités?
Qui a le pouvoir de prendre ces décisions?

CLE

Self directed Learning

On

Environmental Scanning

ENVIRONMENTAL SCANNING

Self-directed Learning

Environmental scanning

> *What is happening <u>outside</u> my organization that can affect my program?*

Knowledge about our external environment assists in responding to change and planning future courses of action. This knowledge comes from gathering and analyzing information and data about events, trends, and relationships. This is called environmental scanning. It can position you and the organization to:

- take advantage of opportunities;
- identify best practices;
- mitigate risks;
- maximize resources; and
- anticipate issues/challenges/delays.

Environmental scanning is a deliberate action of people in an organization who have developed formal and informal networks and who are able to understand and communicate the effect of information and data on the organization's programs and strategy.

ENVIRONMENTAL SCANNING CHECKLIST

1) What subjects are important and relevant to my program (or organization)?
2) When to collect information on the subjects
    i. On-going
    ii. In preparation of an event
        o Prior to meeting of HBM Advisory Committee
        o Prior to VON NB event
        o Other
    iii. In response to event or policy/direction change
    iv. To support program planning and evaluation
    v. Other
3) How to use the information
    i. Analyze information from variety of sources to:
        1. Identify trends
        2. Identify issues or changes
        3. Identify and analyze unexpected and unusual
    ii. Confirm analysis with networks
    iii. Identify decisions needed and the who, how & when of those decisions
4) What are the sources of information on those subjects?
    a. Which organizations?
        i. VON NB Board
        ii. Media (web, print, electronic)
        iii. Provincial Legislature

    iv. Parliament
    v. Government Departments
    vi. Competitors
    vii. Like-minded organizations
    viii. other
  b. Which events?
    i. Conferences
    ii. Meetings
    iii. HBM activities
    iv. Other
  c. Which networks?
    i. Other program facilitators
    ii. Informal sources (friends)
    iii. HBM Advisory Committee
    iv. Others

Individual task for completion by November 16, 2011

Are there opportunities to improve HBM in your region?

When is the most appropriate time to act on the opportunities?

Who (which organizations) can help?

What are the risks?

What decisions are needed to take advantage the opportunities?

Who has the authority to make those decisions?

WORKBOOK ON ENVIRONMENTAL SCANNING SKILLS
Determining community needs for HBM

November 16, 2011

CLE project

Knowledge about our external environment assists in responding to change and planning future courses of action. This knowledge comes from gathering and analyzing information and data about events, trends, and relationships. This is called environmental scanning. It can position you and the organization to:

- take advantage of opportunities;
- identify best practices;
- mitigate risks;
- maximize resources; and
- anticipate issues/challenges/delays.

Environmental scanning is a deliberate action of people in an organization who have developed formal and informal networks and who are able to understand and communicate the effect of information and data on the organization's programs and strategy.

ENVIRONMENTAL SCANNING CHECKLIST
5) What subjects are important and relevant to my program (or organization)?
6) When to collect information on the subjects
   vi. On-going
   vii. In preparation for an event
   viii. In response to event or policy/direction change
   ix. To support program planning and evaluation
   x. Other
7) How to use the information
   i. Analyze information from variety of sources to:
      1. Identify trends
      2. Identify issues or changes
      3. Identify and analyze unexpected and unusual
   ii. Confirm analysis with networks
   iii. Identify decisions needed and the who, how & when of those decisions
8) What are the sources of information on those subjects?
   a. Which organizations?
      i. VON NB Board
      ii. Media (web, print, electronic)
      iii. Provincial Legislature
      iv. Parliament
      v. Government Departments
      vi. Competitors
      vii. Like-minded organizations
      viii. other
   b. Which events?
      i. Conferences
      ii. Meetings
      iii. HBM activities
      iv. Other
   c. Which networks?
      i. Other program facilitators
      ii. Informal sources (friends)
      iii. HBM Advisory Committee

iv.   Others

What is going on outside my organization that affects the HBM program?

<u>Demographics</u>

Based on 10 years of research in the area of women's economic development, the Canadian Women's Foundation (http://www.womenmovingwomen.ca/aboutthemovement_EN.asp) states that:

- The number one predictor of health for a woman in Canada is her income.
- One in seven women[1] in Canada lives in poverty; almost half of Aboriginal women live in poverty;
- Over half of single mothers live in poverty;
- More than one million children live in poverty in Canada
- Infant mortality rates are higher when their mother lives in poverty. They face increased susceptibility to infectious disease and heart disease along with a heightened vulnerability to mental illness.

In addition, in a 2010 news story, the Canadian Journal of Human Sexuality showed that, between 1996 to 2006, Canada's rates of teen pregnancies declined 36.9 per cent, compared with a 25 per cent decline in the U.S., a 4.75 per cent fall in England and a 19.1 per cent increase in Sweden. http://www.cbc.ca/news/health/story/2010/05/26/teen-pregnancy.html

Another source http://www4.hrsdc.gc.ca/.3ndic.1t.4r@-eng.jsp?iid=75#M_3 shows the rate of births to teens (females 14 to 19 years of age) declined from 29.9 per 1,000 female teens in 1974 to 12.0 in 2008. Average national is 12.0 births per 1000; NB is 17.9 per 1000 (highest is Atlantic Canada)

Questions

Is this information relevant to the HBM program?

How could you use this type of information in your community?

What are the sources of research and data in your community?

The Canadian Centre for Social Development monitors demographic information related to Canadian families. It uses data bases from Statistic Canada, among others. Based on CCSD information (http://www.ccsd.ca/factsheets/family/):

- There were 8.4 million families in Canada in 2001.

- The majority of Canadian families are married households. In 2001, 70.4% of families were married couples, 13.8% were common-law relationships, and the remaining 15.6% were lone-parent families.
- Over the last decade, there has been a steady increase in the number of lone-parent families. Between 1991 and 2001, the number of male lone-parent families grew by 49%, while the number of female-lead lone-parent families rose by 35%.

Province/Territory	Married, children at home	Married, no children at home	Common-law, children at home	Common-law, no children at home	Female lone-parent	Male lone-parent
New Brunswick	40.1%	30.9%	6.0%	6.9%	13.1%	3.0%
CANADA	**41.4%**	**29.0%**	**6.3%**	**7.5%**	**12.7%**	**2.9%**

Source: Calculations by the CCSD using data from Statistics Canada's 2001 Census, Ivision Table 97F0005XCB01006.ivt.

Questions

How do these numbers compare with the make-up of families in your community?

What sources of information would you use to estimate the number of pregnant and parenting adolescents in 2012?

Program Effectiveness

In February 2006, *First Steps Housing Project Inc.,* Saint John, did a comprehensive overview of the published literature on the topics of teen pregnancy, poverty, homelessness, effects of teen parenting and of poverty on child development, effects of childhood abuse and the societal and financial costs of "doing nothing". (http://tamarackcommunity.ca/downloads/vc/SJ_Literature_Review.pdf)

Questions

Based on your experience, what do you think the conclusions of the report were?

Are you aware of other research in this area?

How could HBM Program use information on program effectiveness?

The Canadian Journal of Human Sexuality concluded that sex education and easier access to birth control partially explain why far fewer teenage girls are getting pregnant.

Question

How could the HBM program use this type of information?

_____

Issues

The Canadian Institute for Health Information recently published http://www.cihi.ca/CIHI-ext-portal/pdf/internet/WILLMS_VULNERABLE_TEENS_EN the results of its 2009 research identified four major health issues among Canadian children and adolescents:

- Smoking;
- Overweight and obesity;
  - Behavioural and developmental outcomes of children born to adolescent

mothers; and
- Mental health (self-esteem).

Questions

How significant are these issues for adolescents in your community?

What, in your view, is the major challenge for adolescents in your community?

Apart from school, which two organizations are most involved with adolescents in your community?

_____

Advisory Committee

Describe (do not name) the most active member of the HBM Advisory committee.

What modifications have been made to the HBM program in your community in the last two years?

What was the reason for the modification?

What results were obtained as a result? What did you learn?

What opportunities exist for service clubs, businesses, government agencies and community organizations to discuss issues and programs?

Prepared by Janet Davies   janet@janetdavies.ca   613 889 0634

Classeur concernant les compétences de déterminer les besoins des communautés du BS&M

Qu'est-ce qui se passe en dehors de mon organisation qui affecte le programme* BS&M*?

Démographie
Basé sur 10 années de recherche dans le domaine du développement économique des femmes, la Fondation canadienne des femmes (http://www.womenmovingwomen.ca/aboutthemovement_EN.asp) stipule que:
　　· Le prédicateur de la santé pour une femme au Canada est son revenu.
　　· Un sur sept femmes au Canada vit dans la pauvreté; près de la moitié des femmes　 autochtones vivent dans la pauvreté;
　　· La moitié des mères célibataires vivent dans la pauvreté;
　　· Plus d'un million d'enfants vivent dans la pauvreté au Canada
　　· Les taux de mortalité infantile sont plus élevés lorsque leur mère vit dans la pauvreté. Ils font face à une susceptibilité accrue aux maladies infectieuses et les maladies cardiaques avec une vulnérabilité accrue aux maladies mentales.

En outre, en 2010, la Revue canadienne de la sexualité humaine a montré que, entre 1996 et 2006, les taux du Canada de grossesses chez les adolescentes sont baissés de 36,9 pour cent, comparativement à une baisse de 25 pour cent aux États-Unis, une baisse 4,75 pour cent en Angleterre et une augmentation de 19,1 pour cent en Suède. (http://www.cbc.ca/news/health/story/2010/05/26/teen-pregnancy.html)

Une autre source démontre que le taux de naissances chez les adolescentes (femmes de 14 à 19 ans) a diminué, passant de 29,9 pour 1000 adolescentes en 1974 pour 12,0 en 2008. Moyenne nationale est de 12,0 naissances pour 1000; NB est de 17,9 pour 1000 (le plus élevé au Canada atlantique)

Questions
Est-ce l'information pertinente pour le programme BS&M?

Comment pourriez-vous utiliser ce type d'information dans votre communauté?

Quelles sont les sources de la recherche et les données dans votre communauté?

_____
Le Centre canadien pour le développement social surveille les informations démographiques relatives aux familles canadiennes. Il utilise les bases de données de Statistique Canada, entre autres. Basé sur l'information du CCDS (http://www.ccsd.ca/factsheets/family/):
　　· Il y avait 8,4 millions de familles au Canada en 2001.
　　· La majorité des familles canadiennes sont mariés ménages. En 2001, 70,4% des familles étaient des couples mariés, 13,8% étaient des unions, et le reste, 15,6% étaient des familles monoparentales.
　　· Au cours des dix dernières années, il ya eu une augmentation régulière du nombre de familles monoparentales. Entre 1991 et 2001, le nombre de mâles des familles monoparentales a augmenté de 49%, tandis que le nombre de femmes monoparentales a augmenté de 35%.

Province / Territoire	Marié, des enfants à la maison	Marié, sans enfants à la maison	en union libre, enfants à la maison	en union libre, sans enfants à la maison	Femme monoparentale	Homme monoparentales
Nouveau-Brunswick	40,1%	30,9%	6,0%	6,9%	13,1%	3,0%
CANADA	41,4%	29,0%	6,3%	7,5%	12,7%	2,9%

Source: Calculs du CCDS à partir de données provenant de Statistique Canada, Recensement de 2001, Ivision Tableau 97F0005XCB01006.ivt.

Questions
Comment ces chiffres se comparent avec le make-up des familles dans votre communauté?

Quelles sources d'information allez-vous utiliser pour estimer le nombre d'adolescentes enceintes et parentales en 2012?

_____

Efficacité du programme

En Février 2006, First Steps Housing Project Inc, Saint John, a fait un aperçu exhaustif de la littérature publiée sur les thèmes de la grossesse chez les adolescentes, la pauvreté, l'itinérance, les effets de la parentalité chez les adolescentes et de la pauvreté sur le développement des enfants, les effets de l'abus de l'enfance et des coûts sociaux et financiers de «ne rien faire".
(http://tamarackcommunity.ca/downloads/vc/SJ_Literature_Review.pdf)

Questions
Selon votre expérience, que pensez-vous des conclusions du rapport ont été?
Etes-vous conscient d'autres recherches dans ce domaine?
Comment pourrait le Programme BS&M utiliser l'information sur l'efficacité du First Steps Housing Project Inc?
_____

Le Journal canadien de la sexualité humaine a conclu que l'éducation sexuelle et un accès plus facile au contrôle des naissances expliquer en partie pourquoi beaucoup moins de jeunes filles sont à tomber enceinte.

Question

Comment le programme HBM utilisent ce type d'information?

_____

L'Institut canadien d'information sur la santé a récemment publié (http://www.cihi.ca/CIHI-ext-portal/pdf/internet/WILLMS_VULNERABLE_TEENS_EN) les résultats de son 2009 la recherche a identifié quatre principaux problèmes de santé chez les enfants et les adolescents canadiens:

> • Le tabagisme;
>
> • Le surpoids et l'obésité;
>
> • Les résultats du comportement et du développement des enfants nés de mères

adolescentes ; et

> • La santé mentale (estime de soi).

Questions

Quelle est l'importance de ces questions pour les adolescents dans votre communauté?

Quelles sont, à votre avis, est le principal défi pour les adolescents dans votre communauté?

En dehors de l'école, quelles organisations sont les plus impliquées auprès des adolescents dans votre communauté?

_____

Comité consultatif

Décrivez (ne pas le nom) le membre le plus actif du comité consultatif de BS&M.

Quelles modifications ont été apportées au programme BS&M dans votre communauté dans les deux dernières années?

Quelle était la raison de la modification?

Quels résultats ont été obtenus à la suite? Qu'avez-vous appris?

Quelles sont les possibilités pour les clubs de services, entreprises, agences gouvernementales et les organismes communautaires pour discuter des questions et des programmes?

Cahier preparé par Janet Davies   janet@janetdavies.ca   613 889 0634

Appendix 6 Negotiation Skills module

Successful Negotiating

"Are you tired of getting the short end of the stick in negotiations?"

 For most of us negotiating is not something we come by naturally. Sometimes we don't even realize that we are directly involved in a negotiation. At other times we often wind up feeling uncomfortable, frustrated and angry because we rarely get what we wanted from the negotiation.

The fact is that negotiation is a skill and skills can be learned. Developing negotiating skills can be one of the most important management tools that you can have in today's competitive environment.

In this seminar you will learn how to recognize opportunities to negotiate as well as gaining a thorough understanding of the strategies, tactics, ploys, power plays and counter measures you need to succeed in any negotiation.

Key Objectives

- ✓ Avoiding the typical mistakes and pitfalls by understanding the objectives, principles and process of a negotiation.
- ✓ Understanding and capitalizing on the negotiating strength, style and approach of both parties.
- ✓ Enhancing your cultural awareness and understanding of international negotiations.
- ✓ Creating a solid game plan by conducting the proper research, developing realistic expectations and establishing settlement ranges.
- ✓ Determining the right starting position, controlling emotions and effectively implementing strategies, tactics, concessions, and counter measures.
- ✓ Dealing with tough negotiators, tough tactics and breaking deadlocks.
- ✓ Knowing when to walk away or bring the negotiations to a close.
- ✓ Getting it in writing!

Who should attend: Business professionals at all levels who negotiate for themselves or on behalf of their organization.

Special features: Highly interactive session that allows participants to practice and apply negotiating theory in specific exercises, role plays and case studies.

The Mutual Gains Approach

The Mutual Gains Approach (MGA) to negotiation is a process model, based on experimental findings and hundreds of real-world cases that lays out four steps for negotiating better outcomes while protecting relationships and reputation. A central tenet of the model, and the robust theory that underlies it, is that a vast majority of negotiations in the real world involve parties who have more than one goal or concern in mind and more than one issue that can be addressed in the agreement they reach. The model allows parties to improve their chances of creating an agreement superior to existing alternatives.

MGA is not the same as "Win-Win" (the idea that all parties must, or will, feel delighted at the end of the negotiation) and does not focus on "being nice" or "finding common ground." Rather, it emphasizes careful analysis and good process management.

The four step Mutual Gains Approach was developed by scholars and practitioners at the Consensus Building Institute, a Cambridge, Massachusetts based company founded by MIT professor Lawrence Susskind.

The four steps of the Mutual Gains Approach are:

Preparation

Prepare by understanding interests and alternatives. More specifically, estimate your BATNA and how other parties see theirs (BATNA stands for "best alternative to a negotiated agreement"). Having a good alternative to agreement increases your power at the table.] At the same time, work to understand your own side's interests as well as the interests of the other parties. Interests are the kinds of things that a person or organization cares about, in ranked order.

Good negotiators listen for the interests behind positions or the demands that are made. For instance, "I won't pay more than ninety thousand" is a position; the interests behind the position might include limiting the size of the down payment; a fear that the product or service might prove unreliable; and assumptions about the interest rates attached to future payments. The party might also be failing to articulate other non-financial interests that are nonetheless important.

Value Creation

Create value by inventing without committing. Based on the interests uncovered or shared, parties should declare a period of "inventing without committing" during which they advance options by asking "what if…?" By floating different options and "packages" —bundles of options across issues—parties can discover additional interests, create options that had not previously been imagined, and generate opportunities for joint gain by trading across issues they value differently.

Value Distribution

At some point in a negotiation, parties have to decide on a final agreement. The more value they have created, the easier this will be, but research suggests that parties default very easily into positional bargaining when they try to finalize details of agreements. Parties should divide value by finding objective criteria that all parties can use to justify their "fair share" of the value created.

By identifying criteria or principles that support or guide difficult allocation decisions, parties at the negotiating table can help the groups or organizations they represent to understand why the final package is not only supportable, but fundamentally "fair." This improves the stability of agreements, increases the chances of effective implementation, and protects relationships.

Follow Through

Follow through by imagining future challenges and their solutions. Parties near the end of difficult negotiations—or those who will "hand off" the agreement to others for implementation—often forget to strengthen the agreement by imagining the kinds of things that could derail it or produce future conflicts or uncertainty.

While it is difficult to focus on potential future challenges, it is wise to include specific provisions in the final document that focus on monitoring the status of commitments; communicating regularly; resolving conflicts or confusions that arise; aligning incentives and resources with the commitments required; and helping other parties who may become a de facto part of implementing the agreement. Including these provisions makes the agreement more robust and greatly assists the parties who will have to live with it and by it.

Planning Your Negotiation

What information do you need about the other side?

1.
2.
3.

What are the issues or concerns?

Issue (prioritize)	Why is it important?	Settlement range?

1.
2.

What do we want?   What do they want?

-
-
-

Areas of agreement?

_____
_____
_____

Areas of disagreement   Low   Moderate   High

-
-
-

Our BATNA:

_____
_____

Their BATNA:

_____
_____

Possible concessions

1.
2.
3.