

*Leader's Guide To The CRM Video*

# MINING GROUP GOLD

*The quality approach  
to group interaction.*

With an Introduction by Tom Kayser, Manager of Organization Effectiveness, the Kayser Associates,  
and author of "**MINING GROUP GOLD: How to Cash In On the Collaborative Brain Power of a Group.**"

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# INTRODUCTION

In 1983, with its focused thrust on total quality, the Xerox Corporation began its journey back to being a world-class company. The internal name for this effort was Leadership Through Quality. In my position as manager of organization effectiveness, I have had the opportunity over the past decade to be intimately involved with the exciting transformation of Xerox into one of the premiere Total Quality Corporations in the world. It is, however, a journey without a finish line. We must keep transforming through our unrelenting quest for continuous quality improvement in the pursuit of increased customer satisfaction.

This new direction clearly has put a premium on group-oriented behaviors and actions. *Mining Group Gold* was the result of my direct involvement with Leadership Through Quality. It laid out a set of "how-to's" for initiating and maintaining collaboration in group sessions at all

organizational levels. No total quality effort will bear fruit if it is starved for collaboration.

This **MINING GROUP GOLD** video extracts some of the most fundamental principles from my book *Mining Group Gold: How to Cash In on the Collaborative Brain Power of a Group*. If you or your group members join together to practice them, your ability to mine the gold nuggets of wisdom residing in each others' heads and to process these nuggets into solutions that improve the quality of your teams' output will increase.

Best wishes for becoming a "miner of group gold!"

—Thomas A. Kayser, Manager, Organization Effectiveness, The Xerox Corporation

## SYNOPSIS

The video opens with a dramatic re-enactment — a work team at a manufacturer of heavy excavation equipment is in a crisis: one of their customers is requesting early delivery on its equipment order. More important, lack of creative input from team members is making it difficult to meet customer expectations.

Narration points out that today's emphasis on Quality Management has sparked a new awareness of the importance of generating ideas, not just from managers and team leaders, but from every member of a work team. **MINING GROUP GOLD** is a product of this new awareness, a process that capitalizes on human resources by focusing on group interaction skills.

Tom Kayser, Manager of Organization Effectiveness for the Xerox Corporation, and the creator of **MINING GROUP GOLD** explains that the process is designed to help managers encourage and tap the ideas, information, knowledge and creativity of the people they work with.

As each tool or technique is introduced, it is commented on and demonstrated in actual group sessions by managers and team members at Johnson & Johnson, The Board Of Cooperative Educational Services of Monroe County, New York (BOCES), and the Xerox Corporation.

The first tool, **PREPARATION**, includes a list of five questions that team leaders need to answer in order to plan a successful group session. The answers should provide the purpose of the session; the "desired outcomes" (what needs to be accomplished); who will perform the crucial roles of facilitator, scribe and time-keeper; the agenda; and how much time will be allotted for each agenda segment. Tom Kayser points out that this planning is fundamental. So much so, that a team leader who fails to carry it out hasn't earned the right to convene a group session.

A group session at BOCES introduces the second of the tools: **FACILITATION**. A "primary facilitator" runs the

group session. However, every team member is expected to be a "secondary facilitator," and help the primary facilitator with the process of moving the meeting along productively. Tom Kayser emphasizes the importance of secondary facilitation. It is at the core of the "group gold" philosophy, emphasizing that everyone present has a stake in the creation of a collaborative session.

As we learn while watching a group session at Xerox, the primary facilitator must play two roles: one is that of an efficient processor of ideas and information who keeps the meeting on track. The other role is that of an active participant who contributes ideas and advocates positions. In the course of the group session, we see an example of "role-splitting": a simple technique whereby a primary facilitator tells the group whether he is speaking as a facilitator or as a contributor to the group's discussion. Kayser points out that role-splitting ensures the integrity of the facilitation process while offering a primary facilitator the chance to offer personal input on the issues at hand.

As the Xerox group session continues, we are introduced to the third tool, the roles of **SCRIBE & TIMEKEEPER**. Both work with the facilitator to keep the meeting on track. The scribe keeps a record of the discussion and notes agreed-upon action items. The timekeeper keeps track of the time allotted to each agenda item and periodically reminds the group of their progress, or delay, in terms of the session's schedule.

Narration explains that, for the process to be successful, facilitators must take advantage of the fourth tool, the opportunity to initiate and maintain an **OPEN CLIMATE**. In interviews, corporate managers explain that managers & team leaders must be as objective as possible and resist the temptation to immediately influence the group with

their thoughts if true collaboration is the goal. For collaboration to be a reality, the manager or leader must be willing to have his or her ideas and thoughts be tossed into the hopper with everyone else's. This also means the manager or leader must be willing to be influenced by the discussion. If managers avoid signaling strong biases and let the meeting happen, the group will achieve better results and greater ownership of the process and the decisions it produces.

Maintaining an open and collaborative climate means recognizing and nurturing constructive contributions. A Xerox group session illustrates a variety of tools and techniques for doing this, including: Safeguarding Ideas, Gate-Opening, Restating Opinions, and Testing of Comprehension.

The process also provides for managing obstacles to the group process with the last tool: DEALING WITH EMOTIONS. In the course of a Xerox team's group session, we see how the techniques are used to manage the most disruptive obstacle to group productivity: the surfacing of strong feelings.

A group member raises an idea that the group had considered at a previous meeting. Somewhat annoyed,

a fellow group member reminds everyone that a decision had been made regarding the idea at an intervening meeting. Trying to reduce the tension, a group member in the role of secondary facilitator begins to defuse the emotional conflict by making suggestions on how to work through the problem.

A dramatic sequence introduces techniques for facilitating through emotions. Some team members want to increase robotics on the assembly line. Others are concerned that this may signal layoffs. Emotions are high and the facilitator uses the "Feelings, fact solution" sequence to deal with them. To move through the sequence, she asks the group to take a minute of silence to jot down their feelings, then invites the group members to share this information. When the feelings have been aired, she summarizes them—re-stating each position to test comprehension—and has them written on a flip chart to prove to everyone that their ideas have been heard and understood.

The video concludes with a comprehensive review of the major tools of MINING GROUP GOLD, as well as a summary by Tom Kayser on the importance of eliciting the best contributions from every team member. □

## BACKGROUND

There is little doubt that managers are facing the challenge of their professional lives. Downsizing, restructuring, redistricting, mergers, acquisitions, and consolidations are responses to fierce global competition. Additionally, an unrelenting need to improve customer satisfaction, product quality, and level of service are pressing managers into more demanding, more facilitative roles. They are being asked to take on more responsibilities in flatter organizational structures, which places them closer to problems they often don't have the necessary technical expertise to deal with.

Managers are being asked to do more with less. Learning and practicing facilitation skills will be the surest way for managers to provide the new level of leadership required to meet the challenges, and this is true regardless of industry or professional occupation.

Facilitation is the key to unlocking the gold mine of wisdom and knowledge buried in the heads of meeting participants. When released, this wisdom can be used to solve problems, make decisions, resolve conflicts, develop alternatives, create strategies, heal interpersonal strife, and much, much more.

### #1 — Preparation for a Productive Group Session

The foundation of a group session is a clear understanding of its purpose and desired outcomes.

The purpose of the session is the reason for bringing the group together within the four walls of the conference room. Zeroing in on the session's purpose is not hard to do. By completing the following phrase, "To share and process information relative to...", an incisive purpose can be written every time. For example, a manager conferring with his or her staff on the subject of holding a team-building session could state the purpose for coming together as: "To share and process information relative to holding a group team-building session."

Desired Outcomes, which may also be called goals, objectives or outputs, are specific statements identifying what is to be accomplished during the time spent in the session. Said differently, when the people leave the session, they will know, specifically, what was completed and what wasn't. The desired outcomes do four things:

1.) They define the type of session being conducted,

- 2.) They provide focus for the session,
- 3.) They create common expectations among all participants and
- 4.) They provide a benchmark against which the actual outcomes can be compared to gain a sense of the session's productivity.

Unless the team produces a clear statement of purpose and succinctly defined desired outcomes before a group session, they are taking a giant step toward meeting failure. Lack of a purpose and explicit desired outcomes, the session wanders. Frustrated and confused, group members may get tangled in endless arguments over the very purpose of the meeting. Furthermore, without a stated purpose and desired outcomes to help a group refocus and get back on track when necessary, the group session can't move forward toward a productive conclusion. (Note: Two agenda sheets are provided with this Leader's Guide. One has already been filled out with the activities from Training Design #1. The blank form can be photocopied for future group sessions.)

## #2 — *The Role of The Facilitator*

A facilitator is a person who helps a group free itself from internal obstacles or difficulties so that it may more efficiently and effectively pursue the achievement of its desired outcomes for a given group interaction. Effective facilitation is at the core of group-oriented approaches to problem solving, planning, and decision making.

In the broadest sense, facilitation occurs any time a group member behaves in a manner that advances the group toward any of three basic goals:

- 1.) Developing or refining a structure and/or process that promotes achievement of the meeting's desired outcomes.
- 2.) Making certain that information and data are shared, understood and processed in an open, participative environment.
- 3.) Removing any internal blockages hindering the accomplishment of the session's desired outcomes.

Facilitation revolves around these three goals; every team member must understand them and be prepared to share the

responsibility for achieving them, because facilitation is always a shared responsibility. Although one person (the manager, team leader or other designated individual) has the formal responsibility of being the primary facilitator for a particular session, all other team members are designated as "secondary facilitators". Every member of the group must share the responsibility for making the session as successful as possible.

No one person can possibly be sensitive to all task, process, and individual problems existing at any given moment in a group session. Some members may be more skilled at using task-oriented behaviors such as proposing, seeking information, testing comprehension, and summarizing. Others may be prone to concentrate on group-oriented behaviors such as encouraging, harmonizing, and performance checking. The key point is that the facilitation process is not the sole responsibility of the primary facilitator. That person should expect, and receive, assistance from everyone in attendance if a session's productivity is to be maximized.

## #3 — *The Roles of Scribe and Timekeeper*

In this regard, the scribe and timekeeper also act as support for the facilitator as well. The timekeeper does this by accurately monitoring the time taken for each agenda item and alerting the facilitator when the group is using more, or less, than the

allotted time. The scribe helps the group, not only by making precise notes of the many ideas and decisions reached during the group session, but also by listing whatever action items may have been identified.

## #4 — *Initiating an Open and Collaborative Climate*

The facilitator must lay the foundation for a productive group session by helping group members feel comfortable so that they want to collaborate, and instilling in them a need to collaborate because the issue is recognized as important and worthy of their time and effort to work through. The facilitator may accomplish this in the following ways:

- *Present the issue so the focus is on the situation, not on behaviors.*

Formulating and presenting an issue in terms of behaviors immediately locks in a limited and biased perspective: the people are to blame. On the other hand, formulating and presenting an issue in terms of the situation immediately expands the number of solutions. A situational focus virtually eliminates the possibility of the "personal attack, defend, counter-attack" spiral that easily can consume and destroy a group session before it gets underway.

Example: An in-house print shop consistently misses deadlines. The manager of internal services could present the problem to the print shop team in behavioral terms by asking, "What can be done to motivate you guys to work faster?" In situational terms, the

manager could ask, "What can be done to improve the efficiency and effectiveness of our operation across our two shifts?"

- *Present the issue so that it encompasses common interests.*

There are at least three powerful ways to present an issue so that it conveys mutual interests.

- 1.) Degree of Group Control. Emphasizing the degree of control that the group has in resolving the issue is one way to demonstrate mutual interests. The greater the degree of control, the greater the motivation to solve the problem. Having control of one's destiny is a significant motivator.
- 2.) Fairness. State the problem so it stresses fairness for all concerned. Volatile issues such as budget cuts, reductions in the work force, relocation, and merit increases can be defused, and motivation built for a collaborative effort.

- 3.) Congruence Between Personal and Organizational Goals. Establishing that meeting an organizational goal will also have the effect of helping the team meet personal goals is another way of stimulating interest. Earning a bonus for meeting a team's performance target is an example of this.

- *Share your knowledge of the relevant facts regarding the topic or issue.*

The initial information given to the group is critical, since it provides the members with their first impression of what they are undertaking. Properly supplying essential information involves the following considerations:

- 1.) Provide background information nonjudgmentally. Primary background information must be presented in a descriptive, nonevaluative manner. Interpretation and evaluation come later.
- 2.) Present only what is needed to clarify and describe the situation.
- 3.) Set expectations. Alert the group members to what they should do to process the issue. For example, should they simply clarify the data, generate recommendations, analyze the problem, make a decision, or some combination of the above? Clearly setting these parameters and guidelines upfront is critical to maintaining openness and honesty. Allowing a group to think they may be making a decision, when all you want is input from them, can quickly destroy the openness and collaboration you are trying to develop and maintain.

- *Resist the temptation to immediately influence the thinking of the group.*

After presenting primary background information, team leaders or facilitators should initially hold back their thoughts, value judgments or favored actions. Instead, they should give team members the opportunity to focus attention on areas that are important to them. In fact, the issues they identify during this opening phase of the session may be the most relevant and critical ones—the ones that must be debated in order to make a quality decision that the whole group can support.

For members to willingly and constructively participate in a group session, they need to feel that their thoughts, ideas, opinions, and proposals are wanted and genuinely needed by

the manager and the rest of the group members. The atmosphere must be such that everyone feels comfortable putting his or her viewpoints on the table. "Feeling comfortable" is a result of knowing one's ideas and opinions will be given a fair hearing and above all, knowing that issues are attacked—not people.

Group leaders can maintain an open and collaborative climate in which group members are encouraged to provide their thoughts and ideas by using the following techniques:

**Stimulate Contributions.** Questions are the mainline tool for information seeking, opinion testing, and test of comprehension. To stimulate and maintain collaboration, group leaders need to ask questions that are nonthreatening yet specific enough to bring about a spirited response because they cannot be answered in just two or three words. Open questions make it possible to orchestrate a rich and highly interactive discussion focused on achieving the desired outcomes.

**Invite Rough Proposals.** Facilitators cannot afford to discourage people holding back because their proposition is hazy in their own minds. If you wait for, or only accept, fully-developed and well-thought-out ideas, many viable proposals and solutions may never surface.

**Provide Reinforcement.** The impact of positive reinforcement is strengthened considerably when it is communicated verbally and augmented nonverbally with expressions and gestures. Be certain, however, that the verbal message you deliver is congruent with your nonverbal cues. If not, the reinforcement is ambiguous.

**Safeguard Proposals.** Every idea or proposal put forth by a group member is not going to be worthy of a detailed analysis. However, making sure that proposals and ideas are heard and understood by the whole group is a top priority for any group leader attempting to mine "group gold."

The value of this activity is threefold. First, it decreases the chance of prematurely rejecting an idea whose merit is not immediately obvious; second, knowing that their proposals will at least be heard and understood encourages group members to offer suggestions more freely; third, the group can add to an infant idea and ultimately develop it into a mature solution.

## #5 — Dealing With Emotions

For the manager or team leader acting as primary facilitator, being able to deal properly with feelings is the single most critical facilitation skill to be honed. Feelings are information that needs to be processed, and a primary facilitator should guide that process through the following sequence:

**Feelings.** When a group is in the "feelings" phase, it is pointless to say, "Let's keep feelings out of this" because the group is

already expressing them. To handle this stage properly, feelings must be accepted, acknowledged as real, and processed in an organized manner. Any time a group moves into the "feelings" phase, the primary facilitator should encourage individuals to express their emotions, process them in an organized way, and move into phase two. If this is not done, the session may get bogged down in a directionless, emotional confrontation.

**Facts.** Having had a chance to ventilate feelings in a structured way, the group is now ready to develop and analyze the facts in a less emotional, more objective manner. The primary facilitator is in a position to help the group generate and use facts, and to identify and analyze the problem.

**Solutions.** Once the facts have been assembled and the problem has been identified and analyzed, the final stage is reached. The group is ready to generate potential solutions, select one of them, and make decisions about implementing it.

## Summary

Group sessions are the lifeblood of organizations. Whether we like it or not, sitting down face-to-face with a group of people often is the right way—the only way—to process information and achieve goals. Groups have two assets that exceed those of any individual in the group: they possess more knowledge, and they can think in a greater variety of ways—unfortunately these potential assets may not always be realized.

The group may fall into so much dysfunctional conflict that it cannot operate. On the other hand, the group may realize its full potential and produce a superior output which propels everyone's commitment and feelings of satisfaction to their zenith. The tools and techniques of **MINING GROUP GOLD** are powerful and proven aids for making this happen.

# SUGGESTED TRAINING DESIGNS

The training designs outlined on the following pages will suggest ways to derive maximum benefit from **MINING GROUP GOLD**. In selecting a training design, be sure to consider the nature of your training group, its size, the amount

of time available, as well as your overall goals. Then choose the design that best meets the needs of your group, and make any changes you feel are necessary.

## OBJECTIVES

After viewing this video and participating in the Training Designs suggested in this Leader's Guide, viewers will be able to:

- Be aware of the five basic questions that managers or team leaders must answer in order to prepare for a group session.
- Understand the importance of the Primary and Secondary Facilitators in removing obstacles to achieving the group session's desired outcomes.

- Understand the roles of Scribe and Timekeeper in keeping the group session on track.
- Realize how an open and collaborative climate can be crucial in eliciting valuable contributions from team members.
- Accept that emotions need to be expressed and processed like any other information, otherwise they will continue to surface, derailing the group's progress.

## DISCUSSION STARTERS

- 1.) A popular joke holds that "A meeting is a place where you keep the minutes but throw away the hours." What are typical problems in group interaction that give rise to this observation?
- 2.) Sometimes group members will agree to a decision or solution that some of them know is not as good as an alternative which has been rejected. What are the possible causes of such an outcome?
- 3.) Have you ever had difficulty in trying to get your ideas a fair hearing at a meeting? How did that experience make you feel? How did it affect your attitude toward the following: a.) the team leader, b.) other team members,

- c.) your willingness to present other ideas, and d.) your commitment to the team's mission?
- 4.) In what ways could an unresolved emotional conflict among team members affect a group's future productivity?
- 5.) The Chinese philosopher Lao-Tse once said, "A good leader is best when the people barely know he leads. A good leader talks little but when the work is done, the aim fulfilled, all others will say, 'We did this ourselves'." In what ways does this quotation describe the role and responsibility of a primary facilitator in the **MINING GROUP GOLD** process?

## TRAINING DESIGN #1—(2 hours, 30 minutes)

- 1.) Introduce the workshop briefly. (A sample Agenda, listing all activities in Training Design #1 is provided with this Leader's Guide.) Ask the participants to recall a team meeting from their past that was particularly unproductive. Ask the participants to share their examples and list some of them on a flip chart. (10 minutes)
- 2.) Show the video **MINING GROUP GOLD**. (25 minutes)
- 3.) Direct the group's attention to the list of obstacles to team productivity elicited in #1 which you have posted on the flip chart. Discuss which of these obstacles could have been overcome by the tools and techniques demonstrated in the video. (20 minutes)
- 4.) Choose one or more Discussion Starters and discuss them as a group. (20 minutes)
- 5.) Have the participants complete Exercise A. (25 minutes)
- 6.) Invite the participants to discuss the following questions: When strong feelings surface in the course

of a team meeting, what is your typical personal reaction? Do you sit by and wait for the people involved to get things out of their systems? Do you urge them to put their feelings aside and focus on the issue? Do you feel obliged to act as a peacemaker? Do you often join in to support one of the parties? (15 minutes)

- 7.) Ask the participants to consider their answers to the questions in #6 above and respond to the following question: Based on your knowledge of the principles of **MINING GROUP GOLD**, how would these behaviors affect the processing of emotions within your group? (15 minutes)
- 8.) In their national best seller, "Reinventing the Corporation," authors Naisbett and Auburden state that "the most successful companies of the new information era are committed to the manager's new role as a developer and cultivator of human potential." Discuss as a group how the **MINING GROUP GOLD** process assists managers in carrying out this role. (20 minutes)

## TRAINING DESIGN #2 (3 hours, 5 minutes)

- 1.) Introduce the workshop and ask the participants to jot down what they feel makes a group interaction productive. Ask them to think in terms of how a session should be conducted and what should be achieved. Ask them to share what they have written and write this information on a flip chart. (10 minutes)
- 2.) Have the participants complete Exercise B. (30 minutes)
- 3.) Show the video **MINING GROUP GOLD**. (25 minutes)
- 4.) Direct the group's attention to the list they created in #1. After allowing them a moment to review this information, invite them to discuss the following questions: Which of the items on the list are specified as part of the **MINING GROUP GOLD** process? Which are created as outcomes of the process? (20 minutes)
- 5.) Have the participants review the results from Exercise B (**WORKSHEET II**). Then discuss as a group how the video has changed or reaffirmed the participants' points of view as expressed by the statements they checked. (10 minutes)
- 6.) Choose one or more Discussion Starters and discuss them as a group. (20 minutes)

- 7.) Have the participants complete Exercise A. (15 minutes)
- 8.) Ask the group to imagine the following situation: A team member has just expressed an opinion about an idea at a team meeting. She is very enthusiastic about it. Sounding annoyed and a little angry, one of your fellow team members has strongly disagreed with her. Another team member jumps in to support the member who disagreed. Reacting to this, the facilitator has urged the group "...to keep our feelings out of this and focus on the issue." (15 minutes)
- 9.) Having described the situation in #8, ask the participants to discuss the following question: Do you agree with the facilitator's handling of the situation? Why or why not? How might the facilitator's approach aid or harm the group's productivity? (10 minutes)
- 10.) Consider this situation: Your group has just concluded an open and candid debate which has produced a high quality decision or solution. How do you feel about yourself and your fellow team members? What long-term effects do you think such feelings have on your team's effectiveness? (20 minutes)

## **EXERCISE A —TOOLS AND TECHNIQUES (25 minutes)**

- 1.) Distribute photocopies of **WORKSHEET I** (page 87) and distribute them to the participants. Review the worksheet directions with the participants and allow them 10 minutes to read the scenario and fill in the blanks.
- 2.) Assign each character in the scenario to one of the participants, then have the participants read their assigned roles in sequence.
- 3.) Starting with fill-in blank #1, invite the participants to share their answers. Ask the

participants to discuss why they chose the answer they did. After concluding a discussion on each answer, provide the participants with the correct answers as indicated in the answer key and discuss why it is correct.

### **ANSWER KEY:**

- |                          |                          |
|--------------------------|--------------------------|
| 1.) Gate-Opening         | 4.) Safeguarding an Idea |
| 2.) Gate-Opening         | 5.) Restating Opinions   |
| 3.) Gate-Opening         | 6.) Role-Splitting       |
| 7.) Safeguarding an Idea |                          |

## **EXERCISE B — PRINCIPLES OF MEETING MANAGEMENT (30 minutes)**

- 1.) Distribute photocopies of **WORKSHEET II** (page 10) to the participants. Direct participants to study the five paired statements and place a check mark next to each A or B statement that best describes the participant's personal point of view.  
(10 minutes)

- 2.) Lead a discussion centering on the following questions: How do the statements you checked reflect a point of view that was shaped by your experience as a team leader or member? How do the statements you checked reflect your views on the way teams really work or your ideal of how teams should work?



## **TOOLS AND TECHNIQUES —WORKSHEET I (Exercise A)**

This worksheet consists of two parts:

**Part I** is a list of 'tools' and techniques for maintaining an open and collaborative climate in group sessions and nurturing constructive contributions from group members.

**Part 2** is a line-by-line scenario in which a group demonstrates a range of techniques and behaviors that can influence the group's productivity.

**Directions:** Review the list of tools and techniques, then read the scenario carefully. Note the lines of dialogue that have a blank space to their right. Turning to the list in Part I of this worksheet, select the tool or technique which best describes a particular line or paragraph of dialogue. Then write the name of the tool or technique in the blank space to the right of the dialogue that illustrates it.

### **Part I: Tools and Techniques**

<b>Safeguarding an idea</b>	Protecting an idea from being prematurely killed.
<b>Gate opening</b>	Inviting a group member to contribute ideas or thoughts on the subject being discussed.
<b>Restating opinions</b>	Making sure that everyone understands the opinions that have been expressed.
<b>Role splitting</b>	The act whereby a primary facilitator moves back and forth between functioning as a facilitator and as a contributing member of the group.

### **Part II: Group Session Scenario**

*Note: As the scenario begins, the group session is already in progress. The primary facilitator is Clare.*

ROB: The thing is, FanCo does a pretty good job of meeting our specs on the manifolds. But they do cut it pretty close when it comes to shipping on

TED: Right. But in the last two months, "cutting close" has meant late deliveries.

ROB: That's true, but if we can get them to work with us through the quality process, I think we can get the results we're looking for.

CLARE: Sounds great, Rob. I think this is really worth exploring further. As long as we're talking about vendors, Mary, do you see any problems or opportunities we should be looking at?

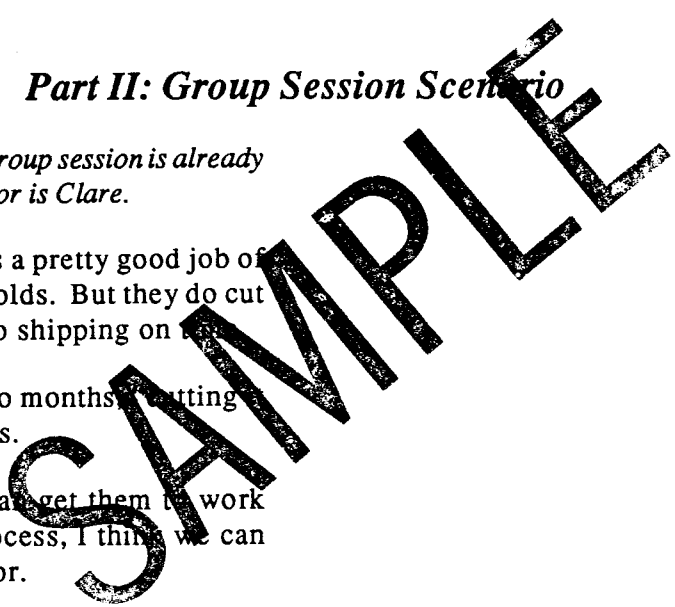
(1) \_\_\_\_\_

MARY: Sure, but I think the problem we have with the manifolds ought to have first priority. I mean, those late deliveries are more than just inconvenient. Take lubrication systems for example.

*(nodding toward Ted)*

Ted, can you give us an idea of how your area's been affected?

(2) \_\_\_\_\_



TED: Sure can. The last shipment was two weeks late. We tried to work around it, but it still cost us four days. And that slowed down the electrical people as well.

CLARE: Alright then. Let's talk about solutions. Mary, did you want to suggest something in particular?

(3) \_\_\_\_\_

MARY: I think we should find a new supplier.

STEVE: Are you kidding? We don't have the time to find a new supplier. Especially if you want to catch up on the days we've already lost.

TED: Hold on, Steve. This thing's been hanging us up for a long time. Let's give Mary a chance to explore the possibilities.

\_\_\_\_\_

MARY: Thanks. There are a lot of firms out there who can make the kind of manifolds we need. And I think we can work jointly with them using the quality process to get the results we need right from the beginning.

CLARE: Thanks, Mary. Okay, so we have a choice here. We can invite FanCo to join us in a quality process approach to improving turn-around time. Or we can search for a new vendor.

(5) \_\_\_\_\_

Does anyone else want to explore the pros and cons any further?

*(no one responds)*

Okay then. I'd like to step away from my role as facilitator here and speak as a participant. I think we should try the joint quality team approach.

(6) \_\_\_\_\_

*(to the group)*

Any other thoughts on this area?

TED: Yeah. I think the best way to make sure those manifolds are here when we need them, is to make them ourselves.

MARY: It's a nice idea, Ted, but it's not really very practical is it?

STEVE: Besides, Tool and Die can barely keep up with our needs as it is.

CLARE: Just a minute, before we bury Ted's proposal, let's test it out. We've heard the negatives, but what about the positives? If they really add up, we might find a way to make this work. Ted?

(7) \_\_\_\_\_

TED: Well, first of all, if we control the production, we're not gonna be hung-up anymore waiting for deliveries and slipping off schedule...

## PRINCIPLES OF MEETING MANAGEMENT —WORKSHEET II (Exercise B)

*Directions: Place a check mark next to each A or B statement that best describes your point of view.*

1A) Strictly adhering to lists of objectives, agendas, and time schedules can squeeze the freedom and spontaneity out of a group session. When it comes to running a session, maximum flexibility is the key to maximum creativity.

1B) Setting objectives for a group session, as well as an agenda and timetable for running the session, are critical to keeping the session on track and making it productive.

2A) A team leader is first of all, a "leader." That includes having a vision of what the team should accomplish and how. It also means being as persuasive as possible in trying to get team members to support the leader's proposals and ideas.

2B) A team leader is first of all, a "facilitator." That includes making sure that team members have an equal opportunity to express their views, make proposals, and have those proposals be given a fair hearing.

3A) A facilitator should be a neutral moderator of group discussion. Facilitator/team members who try to inject their own views into the discussion are undermining the free and open flow of ideas.

3B) Any team member acting as a facilitator has a dual role and responsibility: first, to keep group discussion focused and on track, and second, to contribute his or her thoughts and ideas to group discussion.

4A) When team leaders truly believe in their ideas, they should not hesitate to use the power of their position to persuade group members to go along.

4B) Team leaders should avoid trying to use their position to influence the direction of discussion. When they wish to contribute ideas or advocate positions, they should inform the group that they are speaking as a group member and not as a team leader.

5A) Keeping the meeting on track and limiting unproductive or disruptive behavior is the responsibility of the group leader alone. Group members who attempt to assist in these tasks are undermining the authority of the leader and the harmony of the group.

5B) The entire group has a stake in being productive. When the group process is sidetracked for any reason, group members should be prepared to call it to everyone's attention.

6A) When emotions enter a group discussion, it's better to be professional and put them aside. They can always be dealt with later.

6B) Emotions are factors that will affect a group's productivity. They should be aired and processed at the time they enter the discussion.

## ***RECOMMENDED RESOURCES***

Kayser, Thomas A., *MINING GROUP GOLD*. Additional copies of the book are available through CRM FILMS by calling 1-(800) 421-0833, or fax: (619) 931-5792.

## ***COMPANION FILMS FROM CRM***

### **GROUPTHINK**

Why do groups sometimes make decisions that lead to monumental error? What causes well-informed group members to go along with the majority, even though they anticipate dangerous consequences? Is it groupthink? Was groupthink the prelude to such disastrous events as Pearl Harbor? The Bay of Pigs? The launch and loss of the Space Shuttle Challenger? Here, in one of the most definitive training films ever to explain groupthink, viewers see the phenomenon at work throughout recent history and in an authentic re-enactment of Challenger pre-launch conferences.

### **YOUR PLACE IN TOTAL QUALITY**

When the late founder of a company steps out of his portrait on the office wall and delivers words of wisdom about the need for total quality, you know the company needs help! Henry Barrel's business has slipped into chaos. He sets everyone on the path to total quality, inspiring commitment and a shared vision between management and all employees. Viewers learn the principles, roles and benefits associated with total quality management. Included: Exemplary internal customer services practices. **A Longman Production**

### **MEETING ROBBERS**

If the consistent achievement of efficient meetings seems like pulling teeth, team members may need to see if the Meeting Robbers are present. Show everyone exactly how to spot and stop The Show-Off, The Rambler, The Abuser, The Assignment-Misser, The Super Salesperson and The Whisperer. The Robbers may not know it, but they're stealing precious time.

# Training Design #1—Agenda (Sample)

## "MINING GROUP GOLD"

**DATE:** \_\_\_\_\_  
**TIME:** 9 A.M.  
**LOCATION:** CONFERENCE ROOM  
**FACILITATOR:** \_\_\_\_\_  
**SCRIBE:** \_\_\_\_\_

Order	Subject	Resp.	Info/ Proc/ Share	Desired Outcomes for I.P.Subjects	Time	Finish By
	Agenda Review	All	IS/IP	Agenda	5 min.	9:05
1	Intro Workshop	Facil.	IS		10 min	9:15
2	Show Video	Facil.	IS		25 min	9:40
3	Review Obstacles	All	IP	Express Views to Overcome Obstacles	20 min	10:00
4	Discussion Starters	All	IP	Discussion/Awareness	20 min	10:20
5	Exercise A	All	IS/IP	Application of Tools	25 min	10:45
6	Discussion	All	IS/IP	Assessment of Individual Responses	15 min	11:00
7	Review of #7	All	IP	Real World Use of Tools	15 mins	11:15
8	Discuss Leader As Developer of People	All	IP	Self-Assessment	20 mins	11:35
9						
10						
11	Wrapup/Process Check	All	IP/IS		5 min.	11:40

TOTAL TIME

2 hrs. 40 mins.

# "MINING GROUP GOLD" TEAM MEETING AGENDA

**DATE:** \_\_\_\_\_  
**TIME:** \_\_\_\_\_  
**LOCATION:** \_\_\_\_\_  
**FACILITATOR:** \_\_\_\_\_  
**SCRIBE:** \_\_\_\_\_

Order	Subject	Resp.	Info/ Proc/ Share	Desired Outcomes for I.P.Subjects	Time	Finish By
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11	Wrapup/Process Check	All	IP/IS		5 min.	
TOTAL TIME					hrs.	mins.

SAMPLE

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