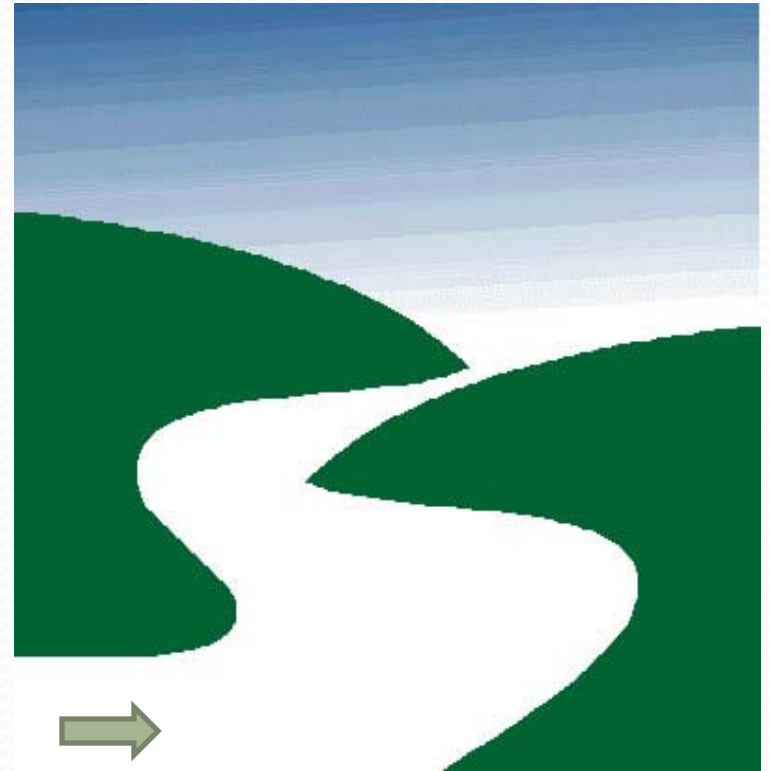


BoRit Asbestos Area Community Advisory Group Process Assessment Report

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Agenda

- Explain assessment process & context
- Answer clarifying questions
- Observations and context
 - Where is the Community Advisory Group (CAG) at this point in its development?
- Recommendations
 - Where to go from here?
- Next Steps



CAG Process Assessment Methodology

- 40 hours of telephone interviews with CAG members
 - Confidential, candid discussion of:
 - Successes
 - Issues
 - Concerns
 - How the process is working
 - Information needed
 - Goals and objectives
- Assessment Report – distillation of key findings plus recommendations

Clarifying Questions?



- Thank you for reading the report
- Do CAG members have a clear understanding of the report?
- Clarifying questions at this time

Context for the Assessment

- Process assessment akin to seeing your doctor for a checkup
 - Deal with issues or changes in stages
- Concerns/discomforts are symptoms of the CAG's current stage of group process development
 - All acknowledge communication difficulties
 - All perceive divisiveness, differing goals within the CAG
 - Many are not comfortable at meetings



Direct vs. Indirect Communication

- Direct communication:
 - Open confrontation/debate is OK
- Indirect communication:
 - “Costs” of direct or emotional confrontations are viewed as outweighing the benefits
- Assumptions based on style may be incorrect
- Understanding different styles and their impacts is important

Task vs. Relationship/Process

- Task-oriented ‘culture’:
 - Get things done, directive, make decisions and move on
 - Too task-oriented may lead to stress, burnout
- Relationship/process-oriented ‘culture’:
 - Values building relationships, meeting everyone’s needs, and fair process
 - Too relationship-oriented won’t get much done
- Need a balance of both

Stages of Team Development

- Forming
 - Team members are introduced
- Storming
 - Conflict; transition from “positions” to “possibilities”
- Norming
 - Reach agreement on the possibilities, goals, process
- Performing
 - Settled relationships and expectations; accomplishes

Storming

- Defending positions; jockeying for control
- People disagree and may blame the process
- Conflict results in little progress towards goals
- Good facilitation and coaching are necessary to work past differences and find commonality
- Opportunity to build understanding

Storming

- Resisting suggested improvement approaches/process
- Sharp fluctuations in attitude
- Arguing among members even when they agree on the real underlying issues/needs
- Defensiveness, competition, and choosing sides
- Unrealistic goals, disunity, increased tension, and distrust

Norming

- Ability to give/receive/use constructive feedback
- Strive to achieve harmony by avoiding conflict
- Use constructive dialogue; seek mutual gains
- A sense of team cohesion, spirit, and goals
- Maintaining team ground rules and boundaries
- As conflict declines have more time and energy to spend on common goals
- Still takes leadership direction, but less than Storming

Performing

- Successfully accomplish tasks and identify as a team
- Mutual gains sought, act by agreement
- Seldom fall back into the Storming phase
- Self-directed: requires little leadership direction
- Have insights into personal and group processes, better understanding of strengths and weakness
- Can prevent or work through group problems
- Constructive self-change

GROUPS

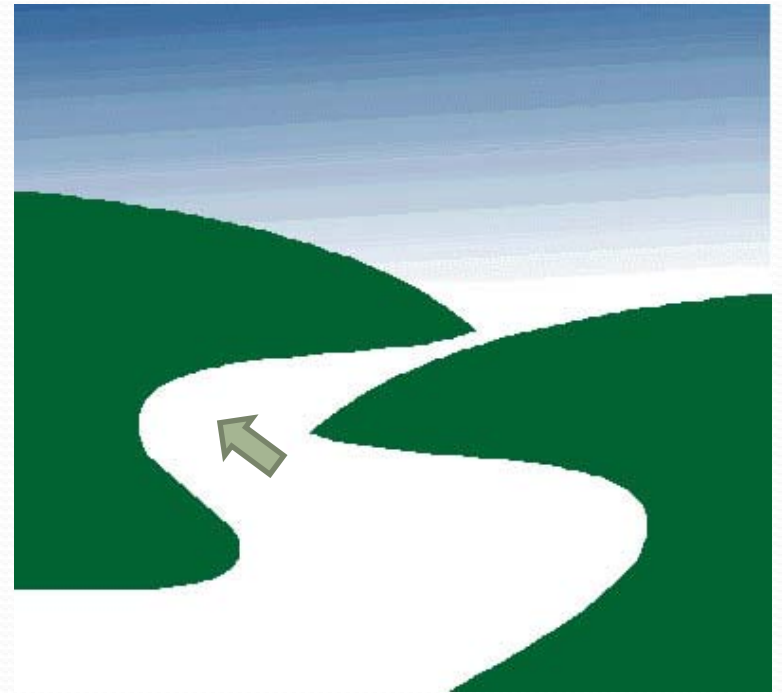
- Communications tend to be centered on individuals
- Individual positions are more important than a “team” opinion
- Defending one’s opinion/ position becomes an end unto itself
- Lack of cohesion, camaraderie, trust
- Get bogged down w/minor issues

COLLABORATIVE TEAMS

- Committed to open communication
- Members state their opinions, thoughts, and feelings without fear
- Value differences of opinion; understand how to resolve conflict
- Honest and caring feedback allows members to be aware of their strengths and weaknesses
- Use facilitation as needed

Collaboration is:

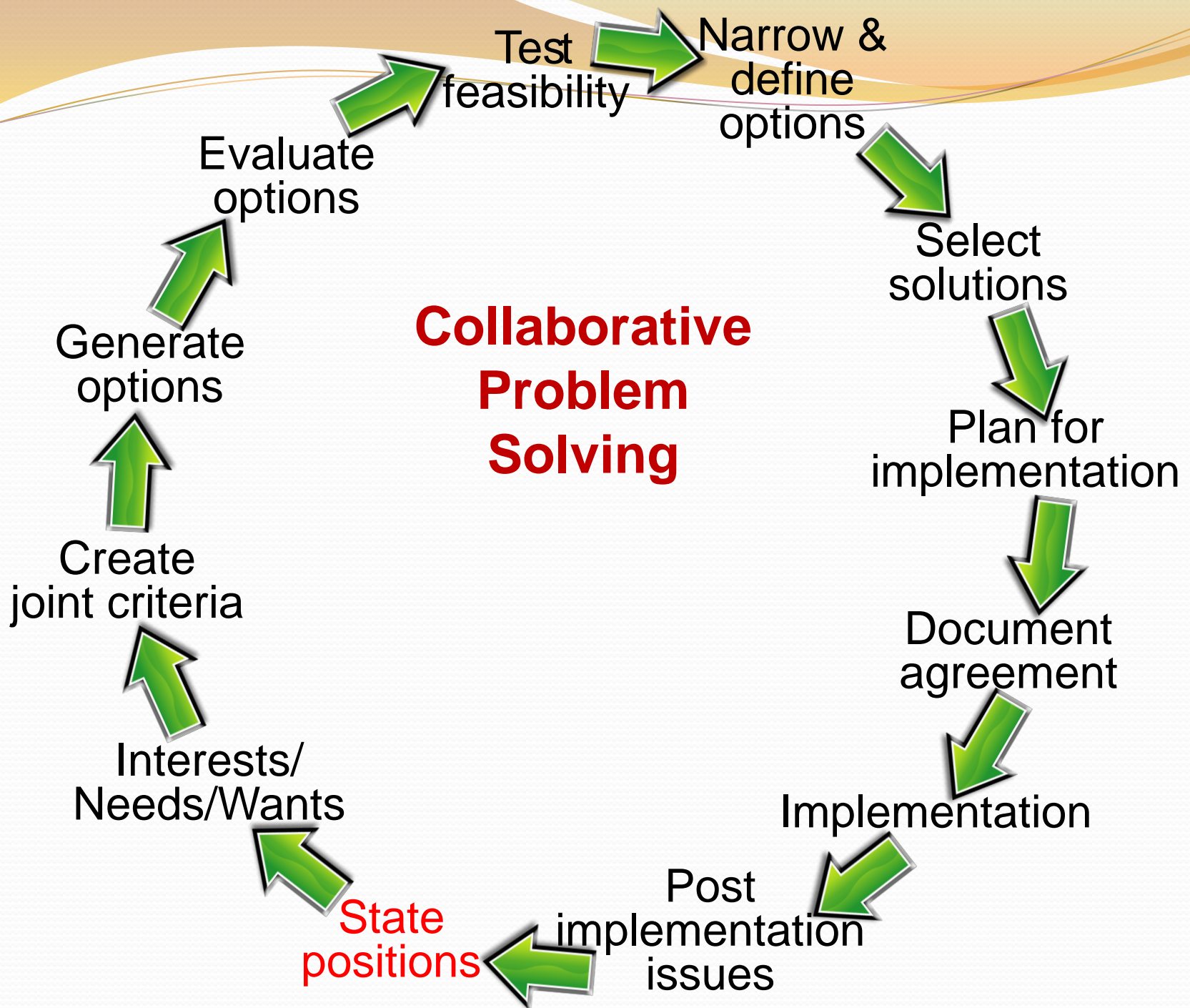
- Working together in a joint intellectual effort
 - *Webster's Dictionary*
- To “co-labor” to effect systemic change towards a shared goal
- Benefits of collaborative dialogue
 - Greater impact as cohesive group
 - More rewarding than conflict



Collaborative Dialogue Principles

- *Suspension:*
 - Putting all ideas, opinions etc. before the group without attachment
- *Speaking:*
 - Verbal exploration; voicing deeper feelings in a responsible manner
- *Listening:*
 - Truly hearing without judgment
- *Inquiry:*
 - Openness to explore topics, actions, positions that are 'suspended' before the group
- *Respect:*
 - Willingness to hear and understand the positions/needs of others, and assist with building agreement

Collaborative Problem Solving



Recommendations



- Professional facilitation and coaching
- Improve communication
 - Diverse styles – each needs to adjust
 - Collaboration workshop
 - Practice effective communication & active listening with facilitation
 - Learn to work as a team; focus on the underlying common interests

Interviewee Process Suggestions

- Consistently enforce ground rules, procedures
- Boundaries for behavior, civility, speaking time
- Facilitation
- Develop communication protocol
- Explore decision making approaches/tools
- Review agenda development process
- Track action items from meetings
- Periodically evaluate, improve CAG process
- Make time for observers to speak

Recommendations

- CAG opportunities:
 - Develop consensus goals, objectives, tasks
 - Create consensus CAG work plan with milestones, schedule
 - Integrate Work Groups into work plan implementation
 - Enforce, review and update the CAG Operating Procedures
- Your CAG – your responsibility

Next Steps

- Schedule communication/collaboration workshop
- CAG & leadership consider implementation of recommendations
 - Goals/Tasks/Work Plan
 - Review/revise Procedures
 - Information needs requests
 - Co-Chair/W.G. Leader facilitation training
- EPA response to this Assessment