Facilitator Guide

Introduction

This guide should be used with the video "LMP Learning: Issue Resolution Process." It provides skilled LMP facilitators with activities to reinforce the information presented in the video.

All the exercises can be delivered either virtually or in person. If you are using a virtual environment, ask the participants to please use their cameras and not mute themselves.

Prior to the session, read through this facilitator guide and select activities based on:

- content that provides participants with the greatest benefit
- length of the training session

Accompanying materials include:

- The LMP Skills Booster: Issue Resolution PowerPoint with slides for all of the activities.
- The LMP Skills Booster Learner Worksheet: Issue Resolution for participants' use.
    - If delivering this training in person, have printed copies of the learner worksheet available for all participants.

Time Requirements
Make sure the group has time to complete the activity or activities you select.

Activities	Time Required
Knowledge Polling Questions	10 minutes
Reflection Questions	15 minutes
Small Group Activities	15–30 minutes

Activities

Knowledge Check Polling Questions

Overview

Ask up to 11 of these knowledge questions to increase and check for retention. You can do this in the following ways:

- Create an interactive poll for participants to insert their answers. Use a polling tool such as the ones embedded in MS Teams or Zoom.
- In a meeting — whether virtual or in person — display the accompanying PowerPoint deck called LMP Skills Booster: Issue Resolution to lead the activity. The knowledge polling questions are found in the same-named section of the deck.

Select the number of questions that provide learning opportunities and that you have time to address. When selecting polling questions, consider how they complement any reflection questions you may be using, to avoid redundancy.

The answers to the questions are in bold.

1. Fill in the blank: When issues arise, we seek to resolve them quickly and efficiently and at the _____, in alignment with how we solve issues within our Partnership.

    a. highest possible level
    b. **lowest possible level** (if participants don't know what "lowest possible level" means, explain that it means at the point at which the issue occurs)
    c. most convenient level

2. True/false: Issue resolution is an LMP system for raising and quickly resolving workplace issues.

    a. **true**
    b. false

3. What factors cause conflict?

    a. resistance to change or new ideas
    b. disagreement in norms, values, or culture
    c. performance or behavioral problems
    d. **all of the above**

4. Finish this phrase: Among other things, the issue resolution process identifies_____.

    a. who is the problem
    b. **what is the problem**
    c. all of the above

5. What is the ideal point at which the issue resolution process begins?
    a. when a problem only involves gross misconduct or negligence.
    b. when any type of conflict arises in the workplace and someone in the office hears about it
    c. **when an employee or supervisor identifies a problem and brings it to their manager or union representative**

6. What are the 3 key elements of the issue resolution process?
   Select all that apply:
    a. identifying who is at fault
    b. **identifying the problem**
    c. **managing conflict**
    d. **seeking solutions that meet the interests of the parties involved by using an interest-based problem-solving approach**

7. When an issue resolution process begins, who works together to initiate a fact-finding mission to understand the problem?

    a. the union representative
    b. **the manager and the union representative**
    c. the employee and the manager

8. Why is collaborative fact-finding a critical component of issue resolution?
    Select all that apply:

    a. **it offers a fuller view of the issue**
    b. **it includes the perspective of both the manager and the worker**
    c. **it allows individuals to review content in an objective setting**
    d. **it builds trust and allows a fair process for everyone involved**
    e. it lets everyone know what KP is doing to resolve issues

9. During the fact-finding effort, what is being investigated?

    a. **the root cause of the issue**
    b. who is to blame for the issue
    c. assumptions that were made about the issue

10. Finish this phrase: The collaborative fact-finding done by the manager and the union representative helps flag the issues that truly require escalation, while triaging and identifying a path forward for_____.

    a. getting on with business
    b. **less complex issues**
    c. more complex issues

11. Finish this phrase: To properly categorize an issue, the manager and the union representative need to have _____.

    a. only information on the issue
    b. only context about the issue
    c. **both information and context about the issue**

Reflection Questions

Overview

There are 7 reflection questions to choose from. These questions are meant to encourage reflection and discussion with the group.

Facilitate a group discussion. Allow at least 5–10 minutes for each reflection question and discussion. Choose reflection questions based on the amount of time you have allotted for this booster.

When you select the reflection questions, check that they're not like the polling questions you've already asked.

In a meeting, display the accompanying PowerPoint deck called LMP Skills Booster: Issue Resolution to lead the activity. The questions are found in the Reflection Questions section.

Display each question when you ask it.

1. What are examples of the types of problems addressed by the issue resolution process? *Possible responses may include:*
    - An employee is concerned about how scheduling is handled.
    - A supervisor is concerned about the amount of overtime that's being accumulated.
    - Two workgroups have a conflict with a particular process.
    - An employee identifies a work process that is not working well.

2. Why does the issue resolution process involve the manager and the union representative working together?

    Possible responses may include:

    - to get a full view of the issue
    - to represent all sides of the issue
    - to facilitate problem solving at the lowest level, since both the manager and the union representative may be able to come to consensus decisions quickly
    - to facilitate any data gathering needed
    - to help determine whether the issue resolution is the correct process to resolve the issue (vs. grievance, UBT process or another process)
    - to encourage joint problem solving through collaboration
    - because a union-represented worker is entitled to representation by their local union

3. What is the purpose of investigating the root cause of the issue?

    Possible responses include:
    - to uncover all sides of an issue
    - to get to the heart of an issue
    - to identify the problem instead of focusing on who's at fault

4. How do you think this quote informs how we should engage in the issue resolution process? "How you think about a problem is more important than the problem itself. So always think positively." — Norman Vincent Peale

    Note: Norman Vincent Peale was an American author best known for popularizing the concept of positive thinking.

    Possible responses may include:

    - How a problem is approached and solved can have a greater impact on the individuals involved than the problem itself.
    - If the problem isn't handled in a way that is perceived as fair, there can be negative impacts that are greater than the problem itself.

5. From the issue resolution process components listed below, select the one you think is most important, and explain why.

- identifying "what is right" — not "who is right"
- solving the problem versus settling the issue
- using consensus decision making throughout the process
- using interest-based problem solving throughout the process
- striving for a mutually satisfactory solution in resolving the issue

Possible responses may include:

- Identifying "what is right" focuses on the issue, is blame-free and is forward-thinking — with the goal of finding a solution.
- If a problem is not solved, there will be continuing repercussions.
- Employees need to believe and know that the process used is fair.

6. What are the benefits of issue resolution? State as many benefits as you can think of.

Possible responses may include:

- the issue is resolved quickly and closest to the stakeholders
- relationships are enhanced
- trust is built
- reduction in conflicts, grievances, and patient/member complaints
- more meaningful and effective solutions are fostered through collaboration
- the development of a more constructive work environment

7. Identify and discuss the 5 possible outcomes in an issue resolution process.

The 5 possible outcomes are:

- resolve the issue quickly
- refer the issue to a unit-based team
- escalate the issue — the union decides how it wants to escalate or how it wants to proceed (which could include a grievance)
- use interest-based problem solving for the issue when it's related to a system or procedure
- the issue requires further investigation through the issue resolution corrective action process

Small Group Activities

Overview

There are 3 activities that are done in pairs or small groups. Each of these activities takes between 15–30 minutes. Select an activity the group has time to complete. In these activities, individuals work together and share their thinking. Each activity has a whole group debrief component. Use whichever activities work best for your session.

When selecting activities, consider any previous questions you've used to avoid redundancy.

Important: Distribute the LMP Skills Booster Learner Worksheet: Issue Resolution to participants.

Instructions and the activities also are found in the Small Group Activities section of the PowerPoint deck, and starting on the first page of the Learner Worksheet.

Activity 1

Time: 20 minutes (10 minutes for the small group activity and 10 minutes for debriefing)

Description of Activity: Participants are given information gained after the investigation of the root causes of 5 issues. They work together to select which possible outcome from the issue resolution process is most appropriate to use for each situation — based on the root cause.

Instructions

1. Give participants the Learner Worksheet or display the slide deck for Activity 1 in the Small Group Activities section. If you are displaying slides, note that there is one slide for the outcome of each of the 5 issues.
2. Place participants into pairs or small groups.
3. Ask participants to reference the first page of their Learner Worksheet for Activity 1.
4. Explain that they'll be presented with root causes for 5 issues. For each issue, participants will identify which option from the issue resolution process is most appropriate to use for the fact-finding step.
5. Participants are to select the best issue resolution option for each outcome.
6. Tell them to be prepared to discuss the reasons behind their selections at the whole group debrief.
7. Provide 10 minutes for participants to work through the 5 issues.
8. After the 10 minutes are up, ask participants to come together. Have them share their answers as well as explain the reason why they selected them. Provide them with the correct answer at the end of the discussion.

Outcomes of Fact-Finding	Issue Resolution Process Options	Correct Answer
Issue 1: Contract violation of wages, hours, or working conditions **Issue 2:** Department workflow issues **Issue 3:** Problem with the system used to process something **Issue 4:** Cause is complex and involves individuals and work processes **Issue 5:** The right union and management leaders are part of the fact-finding and have the authority to resolve the issue	1. resolve the issue quickly 2. refer the issue to a unit-based team 3. escalate the issue — the union decides how it wants to escalate or how it wants to proceed (which could include a grievance) 4. use interest-based problem solving for an issue related to a system or procedure 5. the issue requires further investigation through the issue resolution corrective action process	**Issue 1:** No. 3 of issue resolution options **Issue 2:** No. 2 of issue resolution options **Issue 3:** No. 4 of issue resolution options **Issue 4:** No. 5 of issue resolution options **Issue 5:** No. 1 of issue resolution options

Activity 2

Time: 30 minutes (20 minutes for small group work and 10 minutes for debriefing)

Description of Activity: Pairs or small groups of participants discuss the following question about fact-finding:

What are some elements or principles you should consider in fact-finding?

Instructions

1. Give participants the Learner Worksheet and display the slide for Activity 2.
2. Place participants into their groups.
3. Ask participants to reference page 4 of their Learner Worksheet.
4. Give participants instructions: You will have 20 minutes to discuss the question about fact-finding with your pair or group and jot down your thoughts.
5. Tell participants to be prepared to discuss and share during the whole group debrief.
6. Provide 20 minutes for the groups to work.
7. After the 20 minutes are up, ask participants to come together in a whole group debrief to share their thoughts and to explain the reasons why.
8. Give the whole group 10 minutes to share their thoughts on the question.
   Facilitator: Key elements and principles of fact-finding to make sure to highlight are:
   - fact-finding is done jointly
   - fact-finding relies on root cause analysis
   - strategies used in fact-finding are interviews, data, or information requests
   - use objective statements and observable facts when reporting the fact-finding results

9. Display the slide in the deck called Conflict Resolution System Flowchart and review the process.
10. Toward the end of the discussion, display the slide called "Root Cause Tools" and let participants know there are good tools on the LMP website, such as the 5 Whys and Fishbone resources that help people get to the root cause of an issue.
11. Tell participants that a link to a tool called Fish Out Your Root Cause Fishbone can be found on page 4 of their Learner Worksheet.

Activity 3

Time: 15 minutes. Use 5 minutes for the group work and 10 minutes for debriefing.

Description of Activity: Pairs or groups of participants work on a word search. This can be done as a timed contest.

Instructions:

1. Prior to the activity:

    - Set a timer for 5 minutes and have it ready.
    - If holding an in-person meeting, have printed copies of the Learner Worksheet available for all participants.

2. Tell participants they'll compete as small groups to be the first to find the 9 words and phrases in the word search.
3. Ask participants to have their Learner Worksheet ready and tell them not to look at the content of Activity 3 yet.
4. If this is a virtual meeting:

    - Tell participants they can either print Activity 3 and work on it offline or, if they have Adobe Acrobat, they can use the highlighter feature and highlight the words and phrases online.
    - Move pairs or small groups into breakout rooms.

5. Inform participants that when a pair has located all 9 words and phrases, they should immediately announce it in Chat.
6. Tell participants they have 5 minutes to find the words.
7. Send them to page 5 of the Learner Worksheet.
8. Start the timer.
9. After 5 minutes, bring everyone back to the whole group to debrief. (Give everyone 5 minutes to finish the word search).
10. In the debrief, ask the winning group to share the location of the words and phrases. As a group, review the meaning of the words and phrases, and ask these types of questions:

    - Does anyone need further clarification on the meaning or intent of any of these words and phrases?
    - Which one of these words or phrases matters most to you and why?

Note: The answer sheet to the word search is on the next page of this guide.

Note: To conduct this activity without it being a competition, remove the timed elements of the activity and give participants 5 minutes to complete the word find.

Answer Sheet

Word Search

Find these words:

- LMP
- TRUST
- ISSUE RESOLUTION
- CONSENSUS DECISION
- COLLABORATION
- WHAT IS RIGHT
- VOICE CONCERNS
- ROOT CAUSE
- CONSTRUCTIVE

(search across, down, or diagonally)

V	C	O	N	S	E	N	S	U	S	D	E	C	I	S	I	O	N	G
M	X	T	O	K	Y	L	N	V	H	E	L	X	U	I	K	M	C	E
E	P	Y	F	S	P	N	T	M	T	G	F	X	U	O	I	I	N	Q
C	V	L	R	A	T	O	R	L	E	D	Y	C	I	U	P	S	X	R
G	O	B	I	R	P	C	U	E	A	L	M	P	N	O	N	S	U	O
N	R	L	E	W	O	X	S	I	E	W	M	L	V	H	J	U	O	O
A	T	Y	L	H	N	O	T	O	R	L	Z	E	P	K	N	E	U	T
R	O	V	R	A	N	S	T	H	L	W	I	T	N	X	U	R	E	C
G	E	R	O	F	B	L	P	C	X	O	R	T	N	E	L	E	F	A
T	L	U	N	P	F	O	L	Y	A	N	F	X	E	E	N	S	Y	U
I	W	A	L	Z	I	N	R	S	C	U	F	A	L	U	D	O	N	S
W	H	I	R	R	O	U	T	A	L	I	S	N	E	N	B	L	O	E
F	C	O	N	S	T	R	U	C	T	I	V	E	B	A	N	U	R	M
C	A	N	B	U	S	R	I	V	E	I	G	E	N	F	O	T	L	S
R	E	V	O	L	U	A	X	I	N	G	O	O	P	I	L	I	N	R
T	V	O	I	C	E	C	O	N	C	E	R	N	S	X	X	O	P	I
I	L	W	H	A	T	I	S	R	I	G	H	T	G	A	D	N	O	T