

how to produce a new solution when disagreement exists – option one-and-a-half

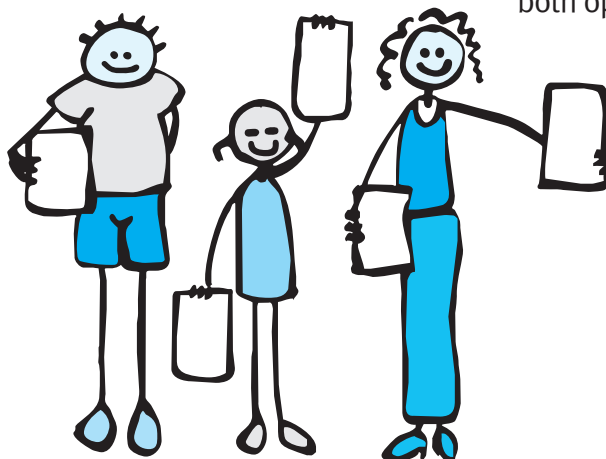


background information

This tool can be used when disagreement exists over which option to choose. The aim is to produce a new option based on the two options that cannot be agreed upon. This new option is to contain the advantages of the two options, while minimising their disadvantages. This new option could be considered as ‘the best of both worlds’. This tool is particularly useful when trying to reach a decision through consensus.

what to do³

- ④ Define the two options and allow for clarification questions so that all participants have a clear understanding of what each option involves.
- ④ In the large group, list the advantages and disadvantages of option 1. Then select which of these advantages are most important.
- ④ Repeat for option 2.
- ④ Using tools that generate ideas, such as *brainstorming*, list possible ways of achieving the best of both options, thus developing a list of third options.
- ④ Select one of these new options, or combine key suggestions into one option thereby creating *option one-and-a-half*. Check that it avoids the key disadvantages of both options.

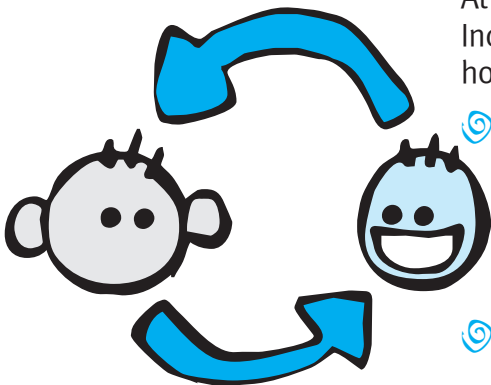


how to handle conflict⁵

background information

Conflict occurs when people or groups have differing opinions or views about a specific situation or issue. It can be both constructive and destructive and affects every part of our lives. Conflict can clear the air, and is constructive when issues are brought into the open and solutions sought. If we agreed all the time, we really would not be searching for the best solutions to problems. If you do not agree with something, you owe it to the group to put forward an alternative suggestion if you believe it has a greater chance of success. Working together to resolve conflict and find the best solution can produce positive outcomes. Failure to address the problem issues can cause feelings of anxiety to grow and a decrease in group effectiveness.

what to do

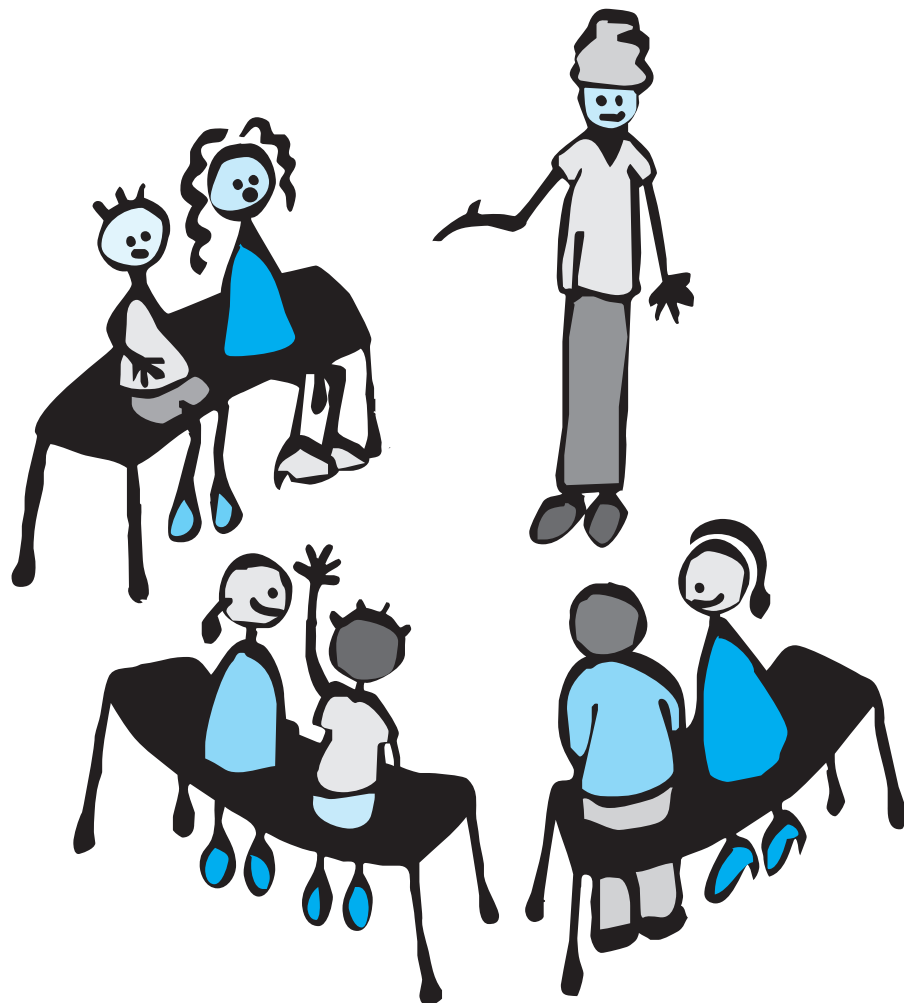


A number of tips for reducing conflict are discussed. Sometimes these are the responsibility of group facilitators. At other times, these are the responsibility of group members. Including some of the following tips as the ground rules for how the group works can often reduce destructive conflict.

- @ Matters are to be dealt with openly and honestly. Openness and honesty help to create an environment of support and trust where conflict can be dealt with constructively. Groups that operate on this basis have the best chance of success.
- @ Feelings should be expressed, but not at the expense of those of another person. Robbing a person of their self-esteem will cause resentment and make you an enemy.
- @ Each group member should be provided with an opportunity to argue their case if they believe in it. However, they should be prepared to drop it if the majority of the group vote against it.
- @ Share your opinions while genuinely listening to the ideas of others. This enhances communication.

The following range of strategies can be used to help resolve conflict and gain agreement to deal with conflict.

- ④ Gain commitment from all parties or participants that they want the situation improved and are willing to negotiate, which could mean meeting others halfway.
- ④ Discuss the issue without attaching blame or attacking anyone. Define the problem. Concentrate on the issue, not the person who raised it.
- ④ Share information by asking each party to state their point of view clearly and calmly.
- ④ Each party listens to the other side of the argument, asks questions to check understanding, and interprets and rephrases what they think is being said. The facilitator should challenge inappropriate questions. Questions should continue until the group is satisfied that a point of view has been understood.



- ④ Each party (or the facilitator) is asked to summarise the situation. Ensure both parties are focussed on the issue and not on each other.
- ④ Ask the group to *brainstorm* solutions (generate options). Others should listen to each solution. Questions should be asked until a shared understanding of each solution is reached.
- ④ Decide on the solution that has the best chance of success. Try to decide on one that is mutually acceptable. If the other party does not support it, they will have difficulty trying to carry out the decision.
- ④ If two groups are involved, each group may like to have a spokesperson that presents the group's views. The other group can only address questions to the spokesperson of the group. This helps to remove blame and prevents everyone trying to talk at once.
- ④ It is sometimes possible or necessary to 'agree to differ'. This should only occur after both parties are satisfied that their different points of view are understood.
- ④ Conflict is often due to a lack of effective communication. Good communication will help possible conflict issues to be discussed before turning destructive. Ensure effective communication by:
 - providing opportunities for views to be expressed. Providing a chance for people to state their opinion helps prevent them from leaving and complaining to others about what happened



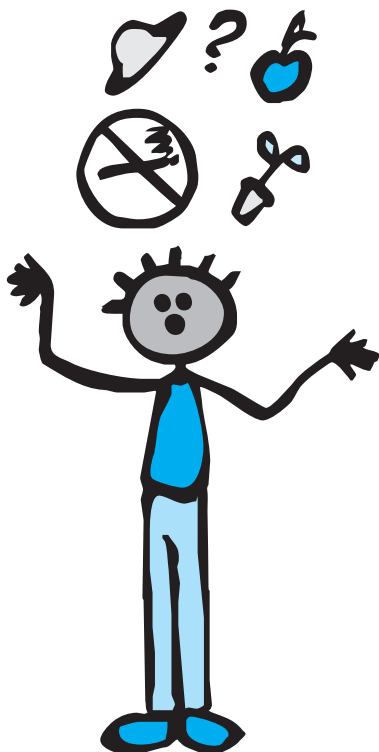
- creating an atmosphere that encourages listening, rephrasing and questioning for clarification
- valuing the opinions, skills and contributions of others
- appreciating openness and honesty.

how to highlight barriers and opportunities for reaching a goal – force field analysis³

background information

This tool is useful if a problem or issue can be stated as a goal that has a number of possible solutions. For example, the goal could be a healthier tuckshop. This tool does not specifically generate options for reaching the goal, but looks at both ‘driving forces’ (opportunities) and ‘restraining forces’ (barriers) that relate to the goal. Once these forces are identified, action plans can be designed to overcome barriers and enhance opportunities. A *force field analysis* can help you decide which actions to take.

what to do



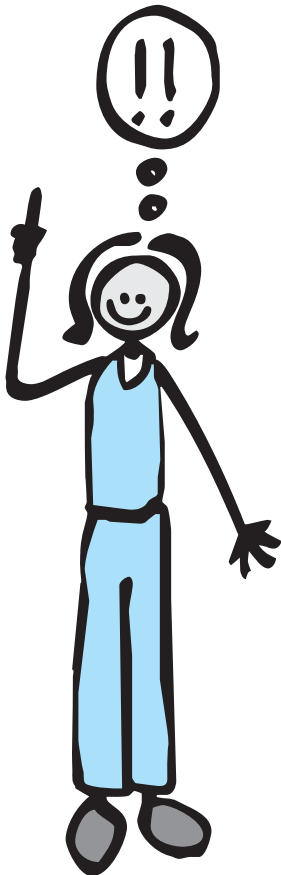
- ☻ Define the problem or situation as a goal.
- ☻ List all the driving forces (things that help to achieve the goal- opportunities) that currently exist. Use other tools such as *brainstorming*, discussion or *problem census* and *nominal group technique* to generate this list.
- ☻ Rate the strength of each driving force on a 1 to 10 scale where one (1) indicates a very weak influence and ten (10) indicates a very strong influence.
- ☻ List all the restraining forces (things that hinder the achievement of the goal-barriers).
- ☻ Rate each restraining force on the 1 to 10 scale.
- ☻ Identify how each of the highest scoring or most influential restraining forces can be reduced.
- ☻ Identify how driving forces can be used or strengthened to help you reach a goal.
- ☻ Sometimes, as a result of identifying a restraining force, a new problem or goal is identified. These forces may require a separate *force field analysis* (second order analysis) before discussing how to deal with them.
- ☻ Use strategies that reduce restraining forces and enhance driving forces in your action plan.

how to map the potential for change in your school – red and blue activity

background information

When selecting priorities and action planning, it is worthwhile to know how much potential for change exists within the school. Examining what is already happening within the school and what else could be done to improve the school can do this.

what to do



This activity can be used once a list of priority issues has been developed to:

- establish which needs or issues have the most potential for change
- generate ideas or strategies for dealing with the identified priority issue/s.

The following steps should be performed for each need or priority issue.

- Invite participants to form small groups and hand out the *Mapping potential for change* worksheet to each group.
- Each small group may be given a different need or priority issue. Write the issue at the top of the worksheet.
- On the worksheet, ask participants to list everything that is already dealing with the issue in BLUE pen. List these under the worksheet headings of:
 - curriculum, teaching and learning
 - school organisation, ethos and environment
 - partnerships and services.
- On the worksheet, list ideas or strategies that could be implemented to deal with the issue in RED pen.

In a group, or after returning to the large group, discuss:

- Where is there the most potential for change?
- What areas show the most potential for change?
- How can we best use this information?

The ideas and recorded discussion that result from this activity should be kept, shared with others and used to assist the development of the action plan.

worksheet: mapping potential for change

our healthy school:.....

BLUE: current practice

RED: potential strategies

curriculum, teaching and learning	school organisation, ethos and environment

partnerships and services

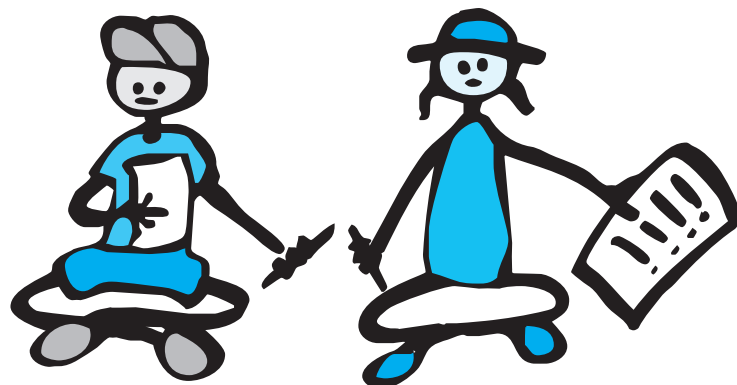
how to create an action plan

background information

An action plan is developed to plan how the needs of the school will be addressed. Developing an action plan is an important step in the *health promoting schools* process. As discussed in Booklet 2 – *The process*, an action plan should include:

- the **goal** (the improvement or changes you hope to achieve in the long term – what you want to ultimately achieve)
- the **outcomes** (the improvement or changes you hope to achieve in the short to mid-term)
- the **strategies and actions** to be implemented (what you will do to achieve your improvement or change)
- the expected **time line** (when you are going to do it, how long it will take and when it will be finished)
- the **resource** requirements (what you need for carrying out the plan)
- the **roles and responsibilities** of key people (who will do what)
- the **monitoring procedures** to be used (how you are going to check the activity is going as planned and is making a difference).

An action plan should include enough information to allow another person to pick it up and implement it. The way the goal and outcomes are stated is important⁶. When reviewing, you can use the outcomes and strategies to find out whether



parts of the plan were achieved. **Monitoring and reviewing your progress** often will allow you to adjust your action plan when necessary so you achieve the best results⁷. A *health promoting schools* action plan should include strategies that cover all three components of the *health promoting schools* approach:

- curriculum, teaching and learning
- school organisation, ethos and environment
- partnerships and services.

An action plan could also include a rationale – that states why you want to achieve this outcome.

what to do

- ☉ Once the school community has determined an outcome, use the blank *action plan proforma* in this booklet to develop your action plan.
- ☉ To determine outcomes, use the *How to set outcomes* tool in this booklet.
- ☉ To identify strategies and actions, use the *How to ensure the strategies of an action plan are comprehensive* in this booklet.
- ☉ **To help determine what monitoring and reviewing processes will be used, see the *How to review and reflect on your progress* tool in this booklet.**

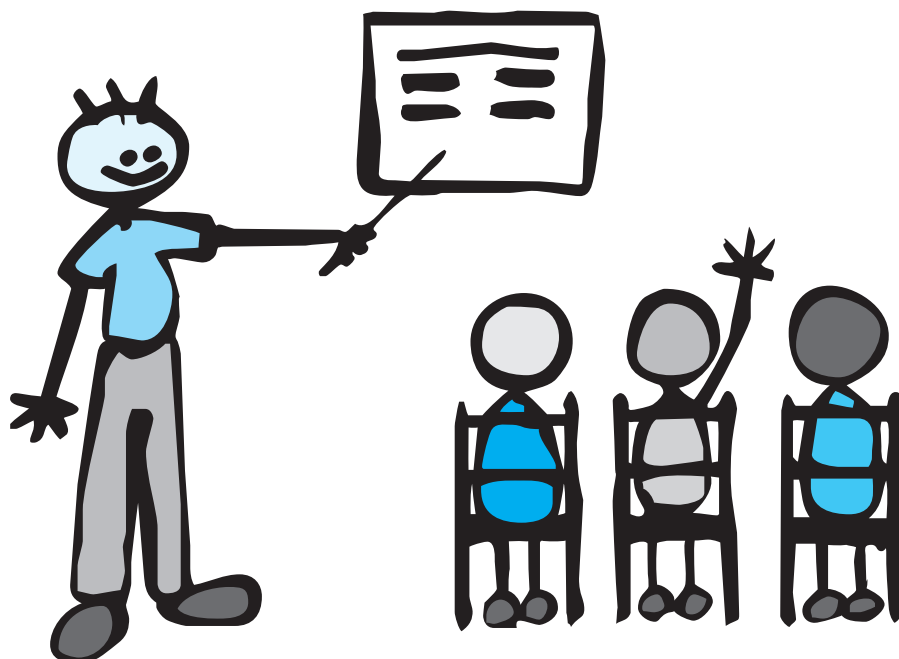


Figure 1: action plan proforma using a sun safety example

Goal/s— (Change or improvement to be achieved in the long term)

To reduce exposure of members of the school community to ultraviolet radiation⁸

Outcome/s	Strategies and action	Timeline		Responsibility	Resource requirements	Monitoring procedures
		Start	Finish			
Change or improvement to be achieved in the short term	What will be done to achieve the outcomes?	Expected start and completion times		Who will be responsible for the action?	What resources are required to put the strategy into action?	How will you know that the strategy has worked? How will you measure this?
1. To increase the proportion of students and staff who wear hats	wearing hats with wide brims to become a compulsory part of the school uniform	Term 1		Sunsmart Committee School Council Uniform convenor	time, costs associated with purchasing new stocks	new students will be purchasing and wearing wide-brimmed hats
	make hats cheaper for students through negotiation with supplier and uniform shops	Term 1		Uniform convenor	time	cost of hats will be lower
	include the risks of sun exposure in the curriculum	Term 1	Term 2	English and HPE Heads of Departments	time	a measured increase in knowledge of the risks of sun exposure by students
	invite Queensland Cancer Fund to talk to staff, parents and students about minimising sun exposure	Feb		Sunsmart Committee	—	a measured increase in knowledge of the risks of sun exposure by students
	encourage all teachers to wear hats during sport and playground duty	Term 1	Term 2	Staff representative all teachers	—	an increased proportion of teachers wearing hats during outdoor activities
2. To make current practice supportive of sun protection	review or develop the <i>Sun Smart</i> policy	Feb	April	Sunsmart Committee and School Council	time	
	review school uniforms to ensure they are as sun resistant and protective as possible, in design and fabric	Term 1	Term 2	Sunsmart Committee and Parents & Citizens' Association in conjunction with School Council	time, costs associated with purchasing new stocks	uniforms redesigned if necessary

Outcome/s	Strategies and action	Timeline		Responsibility	Resource requirements	Monitoring procedures
		Start	Finish			
	reschedule athletics carnivals and swimming carnivals to less extreme times of the day or evenings	this year	ongoing	HPE Head of Department	cost of hire of flood lit venues	athletics and swimming carnivals rescheduled
	reschedule physical education classes, activities and breaks to the less extreme times of day	this year	ongoing	HPE Head of Department and School Council		phys ed classes which are conducted in the hottest part of the day are held undercover or indoors
3. To increase use of sunscreen by students and staff	make the practice of applying sunscreen routine by placing sunscreen dispensers close to classroom exits ⁸	Term 1	ongoing	Sunsmart Committee	cost of sunscreen cost of dispensers	sunscreen dispensers fitted near classrooms
	encourage students to take responsibility for their own health by asking them to bring sunscreen from home ⁸	Term 2	ongoing	Student Council and Staff representative		no. of students bringing sunscreen from home
	seek P&C funding for sunscreen costs	Term 1	one-off	Sunsmart Committee	\$\$	funding allocated
	raise awareness among parents by publishing skin cancer prevention in newsletter to encourage parents to supply their children with sunscreen and hats ⁸	Term 1	Term 2	Sunsmart Committee Admin assistant	details included in newsletter	increase in no. of students bringing sunscreen increase in no. of students wearing hats
4. To increase the amount of shade in the school	conduct an audit of school grounds to establish shaded areas and potential for shaded areas	Term 2	Term 3	Sunsmart Committee Geography and environmental studies classes Groundsmen	copies of audit tool	report on audit
	fundraising for money to erect shade shelters	Term 1	Term 4	Sunsmart Committee and Parents and Citizens' Association	time, contributions	funds raised
	invite Queensland Cancer Fund to talk to staff, parents and students about minimising sun exposure	Term 2 Term 2	Term 2 Term 2	Sunsmart Committee Sunsmart Committee Parents and Citizens' Association		

Outcome/s	Strategies and action	Timeline		Responsibility	Resource requirements	Monitoring procedures
		Start	Finish			
	family day at school to plant trees		Sep	Sunsmart Committee	cost of trees	trees planted
	include gardening in curriculum	Term 4	Term 1	Science KLA	time	
	contact local landscaping organisations for sponsorship and advice	Term 2		coordinator/teachers	time	sponsorship and advice received
	organise visits and a series of lectures from landscaping specialist to the school community	Term 2	Term 3	teachers/Science students	time	work units delivered
	incorporate shade protection into the school <i>Sun Smart</i> policy	Term 1	Term 2	Sunsmart Committee	time	policy revised
	reduce reflected radiation from surfaces such as walls and pavements by applying non-reflective paint and planting trees alongside pathways ⁸	Term 1	Term 3	Sunsmart Committee and grounds staff	cost of paint cost of trees time/cost of painter	walls and pavements painted trees planted
	organise students to paint theme murals under buildings to beautify as well as encourage imaginative play in protected areas ⁸	Term 3	Term 4	Art Department and Sunsmart Committee	cost of paint time	mural completed

how to set outcomes

background information

Outcomes are the statement of change that you want to bring about in the short to medium term, not what you are actually going to do. What you are actually going to do is called an activity or strategy. Outcomes are also different from goals, as goals are the change you want to achieve in the long term.

Once a working group has identified outcomes, it is beneficial to check if they are SMART outcomes.



SMART outcomes are:

- S**pecific
- M**easurable
- A**chievable
- R**ealistic
- T**ime specific.

what to do

- ☺ Taking time to write SMART outcomes will help ensure that you are able to achieve your outcomes. The following activity can help you develop SMART outcomes.
- ☺ Refer to the Action Plan and list the outcomes in the first column of the table below.
- ☺ For each outcome, consider whether the outcome fulfils the criteria. The following questions are a prompt to help you.

- Specific?**
- ☺ Is the outcome specific as opposed to being general or vague?
 - ☺ Is the outcome stated in words that are easily understood?
 - ☺ Is the outcome clear or ambiguous?

- Measurable?
 - Can change that has occurred as a result of action be measured?
 - How will you know when improvement has occurred? (What are the indicators of improvement?)

- Achievable?
 - Can the outcome be achieved in the time available?
 - Can the outcome be achieved given available resources?

- Realistic?
 - Is the outcome relevant to the issue?
 - Are you likely to meet your outcome?
 - Is what you are hoping to achieve possible?

- Time specific?
 - Have you specified the time by which you expect to achieve your outcome?
 - Have you allocated enough time in which to achieve your outcome? Is your time frame realistic?

Table 1: checklist for SMART outcomes

Tick the box to indicate ‘Yes’ and cross the box to indicate ‘No’.

outcomes	specific	measurable	achievable	realistic	time-frame

It is useful to rewrite or remove any of the outcomes that you have marked with one or more crosses .

how to ensure the strategies of an action plan are comprehensive

background information

To ensure the strategies of an action plan are comprehensive, it is useful to explore them in relation to the three components of the *health promoting schools* framework.

what to do

- ④ As a group, generate or categorise the strategies and actions under the three components of the *health promoting schools* framework:
 - curriculum, teaching and learning
 - school organisation, ethos and environment
 - partnerships and services.
- ④ Write these into the table over the page.
- ④ Consider if all of the components have been sufficiently addressed. If one or more of the components has not been adequately addressed, it may be appropriate to add more strategies.
- ④ Check that the strategies take advantage of all opportunities to address the three components of the *health promoting schools* framework.

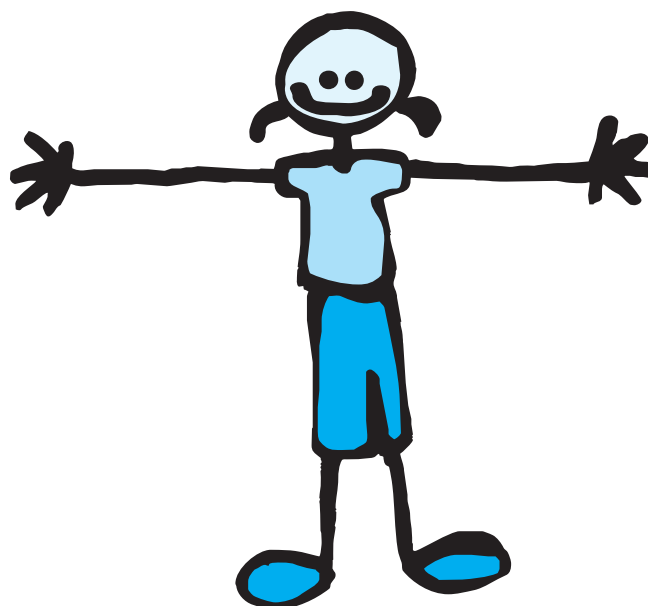


Table 2: categorising actions and strategies into the three components of the health promoting schools framework

	curriculum, teaching and learning	school organisation, ethos and environment	partnerships and services
A C T I O N S / S T R A T E G I E S			

how to review and reflect on your progress

background information

Reviewing and reflecting on your progress is an important part of the *health promoting schools* process. Review and reflection is needed to determine how well a particular action has run, and what effect or impact the *health promoting schools* initiative has had in your school community.

what to do making a 'before and after' comparison

A common way to find out about the effect of an activity is to collect two sources of data and then compare them.

You need to know what the situation was like before (pre-data or baseline data), and compare this to what it is like after the activity (post-data). To know if any improvement or changes have occurred, follow these steps.



- ① Collect data before the activity commences (pre-data or baseline data). Please note: you need to work out what type of data you want, and how you will analyse it before collecting it - See *How to conduct a survey* in Booklet 6. The data can be collected using any of the tools in Booklet 6 – *How to gather information*.

- ② Collect data from the same source following the activity (post-data). Usually you will use the same method of collecting data for both the 'before' and 'after' data collection.

- ③ Compare these two sets of data (before and after) to find out what changes have occurred.

checking if outcomes were met

Another way to reflect on how well an activity has gone is to assess how much the activity has met its outcomes. For this to happen, there have to be clear outcomes set at the beginning of the activity. See *How to set outcomes* in this

booklet. Information that relates to the outcomes is then collected to see if the outcomes have been met. This may require collecting pre- and post-data.

For example, an outcome of a sun safety initiative may be to increase, by 30 per cent, the number of students and staff who wear hats within a particular period of time. To measure whether this outcome is achieved, you would have to do the following.

- Collect baseline data (pre-data) to determine the number of students and staff wearing hats in the sun before the initiative (that is, the percentage of students and staff that wear hats before attempting to address sun safety as part of the *health promoting schools* approach). The information could be collected using observations.
- Work out what your target is — 30 per cent increase in hat-wearing behaviour when in the sun.
- Collect data after the sun safety initiative has been launched (post-data) in the same way as before to determine the number of students and staff wearing hats.

If this second collection of data reveals that hat-wearing behaviour is at your target level (that is, an increase of 30 per cent or more), then your outcome has been met.

However, even if your outcome is met, you still cannot be sure that your sun safety initiative is solely responsible for that change. For example, the change in hat wearing behaviour may have been due to students and staff learning about a colleague who has developed skin cancer, or a sun safe campaign launched on the television, etc.

review without collecting before and after data

Reviewing how well a part of the *health promoting schools* approach has gone, does not always require pre- and post-data. Reviewing includes looking at the strengths and weaknesses of what has happened (the steps and actions taken) and examining how it has happened (the planning that allowed the steps to be taken). To be able to do this, you need to keep a record of what and how things happen. Therefore, recording is vital if you want to reflect on the process used in your *health promoting schools* activities and improve them in the future. See *How to document your progress* in Booklet 6.

Some questions are included below to help you reflect on and review your progress without needing pre- and post-data. These questions can be asked at the end of an activity, during an activity or before starting a new activity so you can learn from previous mistakes. Think of these questions in relation to:

- the outcomes of the activity
- the way the activity was conducted
- the planning of the activity.

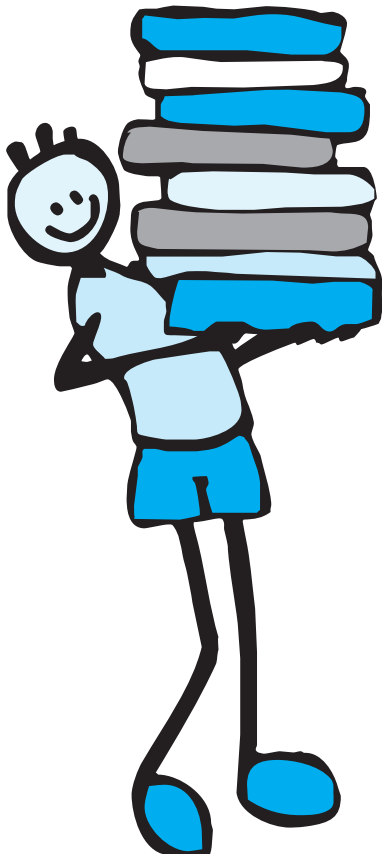
questions for reflecting on and reviewing your progress

- ☉ Did we meet/are we meeting our goals and outcomes?
- ☉ What worked well? Why?
- ☉ What did not work well? Why?
- ☉ What worked better than expected? Why could this be?
- ☉ What did not work as expected? Why could this be? What could have been done about it?
- ☉ What can we do better?
- ☉ What do we need to concentrate on?
- ☉ How could we have done it differently?
- ☉ What was the reaction of the school community? What did we do to influence this reaction?
- ☉ Did we follow the plan?
- ☉ Was the plan appropriate?
- ☉ How can we plan better in the future?



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