

# **Improve and Accelerate Group Process in Your Classes: Tips and Tools That Work!**



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# Introductions

- Purpose of this session
- Who we are – Marilyn and Betty
- Who you are –



# Accelerated Improvement Process (AIP)

- 1st conceived and pioneered by the Office of Quality Improvement at the University of Wisconsin-Madison (from QLD website)\*
- Successfully used in academic and non-academic units across the UW campus
- Core principle is reducing cycle time
  - the total elapsed time from a request for a product or service to the delivery to the client or customer





## **UW-M Accelerated Improvement Website**

- <http://www.wisc.edu/improve/improvement/accel.html>
- [AI Facilitator Guide](#) (PDF)
- [AI - An Overview](#) (PDF)
- [AI Overview and Process Guide](#) (PDF)
- [AI Power Point Presentation](#) (PDF)

# AIP @ IUPUI

- Brief overview – usage at IUPUI
- Examples -
  - Graduate admission process
  - UL – methods for assessing instruction
  - Responding to program review
  - Centralizing and decentralizing departmental processes
  - Updates from the Feb. 21st quarterly IUPUI AIP facilitators' workshop



# AIP @ IUPUI

- Examples – Academic Settings
  - Betty
    - HPER H363-Personal Health
    - HPER P195-Teaching Team Activities
    - HPER L135-Learning Community for Exercise Science and Teaching Majors
  - Marilyn
    - OLS 375 – Training Methods



# AIP Tools

- “Reverse” ground rules – Marilyn
  - Faculty 1<sup>st</sup>, Students 2<sup>nd</sup>
- Dots or cones or clickers – Betty
  - Prioritize, rank along a spectrum
- Flowchart – Betty & Marilyn
  - How will our group go about its work
- Tips for monitoring group work – Betty & Marilyn

# Applying Accelerated Improvement Process to Your Teaching

Share with a colleague one AIP tool you might use in your teaching



# References

- \*QLD web address  
<http://qldlearning.com/index>
- UW-Madison Office of Quality Improvement  
<http://www.wisc.edu/improve/>
- IUPUI Human Resources  
<http://www.hra.iupui.edu/training/services.asp>

# Presenters

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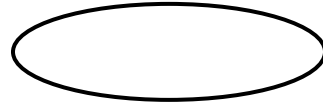
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# Symbols Used in Flowcharts

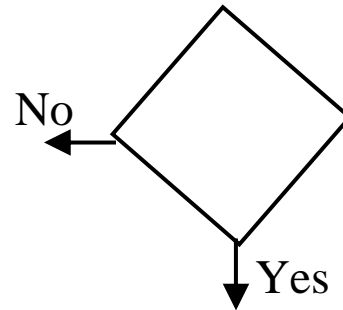
Start/End



Process Step



Decision



# Flowcharting

## *Still a Powerful Tool for Improving a Process*

(from *Facilitator Tool Kit*, Office of Quality Improvement, University of Wisconsin, Madison, <http://www.wisc.edu/improve/factoolkit.pdf>)

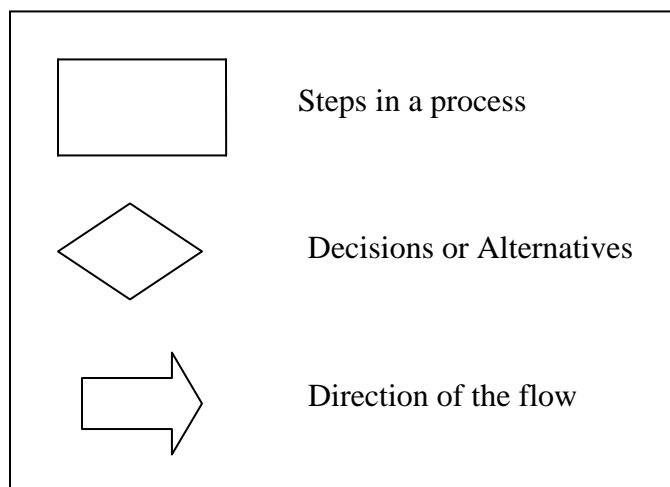
In higher education, almost everything we do is part of a process. If a process is a series of steps aimed at accomplishing something, it is clear that processes abound in teaching, research, and service.

Our ability to do our work depends on how well these many processes are designed and carried out. We can often function surprisingly well with clunky, inefficient processes. But what could we accomplish with processes that worked quickly, smoothly, and in which errors were a rare exception? An ocean liner could sail from New York to South Hampton dragging her anchor behind. However, the trip would be a ponderous experience compared to a journey in which the anchor is properly stowed.

No one purposely designs dysfunctional processes. Over time, processes in large organizations tend to become more complex and less efficient as expedient adaptations are made without a view to the purpose or big picture. Processes degrade all by themselves if they are not tended to.

A powerful tool to improve our processes is the flowchart. Literally a picture of the steps in a process, a flowchart shows the sequence of steps and decisions. Common flowchart symbols are shown in Figure 1.

Flowcharts provide excellent documentation of a process and can be a useful tool to analyze how various steps in a process are related to each other.



*Figure 1. Common flowchart symbols*

### **A Flowchart can be used to:**

- Provide a common language
- Provide common reference points
- Document an existing process
- Document an “ideal” process
- Uncover loopholes
- Identify process bottlenecks
- Identify unnecessary tasks
- Identify duplication of effort
- Identify tasks that can be improved

Flowcharts are generally categorized as process flow, top-down, or deployment. In process flow, the steps of the process are identified from beginning to end and the steps are arranged in the order in which they are completed. This type of chart identifies major activities and decision points along with the important inputs and outputs of the process.

### **To create a process flowchart:**

1. Identify what begins the process and what ends it. For example:

<b>Beginning Steps (Input)</b>	<b>Ending Steps (Output)</b>
Mail comes in	Mail delivered
Form comes into office	Data entered
Information requested	Catalog mailed
Student admitted	Fees paid

2. List all the steps in the process, from the input to the output.
3. Arrange the steps in the order in which they are completed.
4. Draw a diagram, using appropriate symbols for each step.
5. Use arrows, showing the direction of the process flow from step to step.
6. Show points in the process where steps are held up due to actions outside the process; these are wait states. Examples: processor must wait for additional documents; customer must wait for supervisor’s approval; etc.
7. Label all symbols. Title and date the chart.
8. Check your work and correct chart as necessary.
9. Get consensus from the team: “Is this how it really is?”

## **“Reverse” Ground Rules**

**Ask**, “What could I, as a faculty member, (facilitator, team leader, etc.) do to ensure failure of this course (meeting, activity)?”

Let group respond with ideas and list on flip chart paper. Tape to wall.

**Next, ask** “What could you, as students, (participants, etc.) do to ensure failure of this course (meeting, activity)?”

Let group respond and list on a different piece of flip chart paper. Tape to wall, beside the other one.

*What we have are two lists of things we think we should NOT do, if we want to be successful and not fail in this endeavor.*

(If we ask students what they do NOT want, they tend to be much more honest and we can see what their concerns are.)

**Review** each list, if needed.

**Tell them** if you are willing to do the OPPOSITE of the list as the faculty member (facilitator) or if there are exceptions.

**Ask** the students (participants) if they are willing to do the OPPOSITE of the list, in order to make the course successful. Try to get a commitment.

Have someone type up the lists, using the title “Reverse Ground Rules, We agree to do the *opposite* of this list!”