

Post-event Clinic

The post-event clinic is a technique to aid in detecting and managing dysfunctional or non-value-added phenomena for the specific purpose of improving individual performance and team productivity. Normally the clinic is conducted immediately following an event (ranging from a significant workshop or seminar to a short meeting). The clinic is needed to help improve an ailing environment as well as sustain high performance and productivity. The clinic is best accomplished in a facilitated environment but may occur effectively otherwise. In most cases, the “senior” person must initiate the clinic and make it a regular part of the event routine.

Normally, in an environment where the clinic is not part of the regular routine, clinic remarks often begin being shallow – lacking importance. People may not learn much early on, but as the culture becomes more supportive of the clinic routine, depth of dialogue will yield important learnings that will translate into improvements in performance and productivity.

Here’s what happens!

The senior person simply says, “Let’s clinic this one!” This can be said before, during, or at the end of an event. If it’s said early on, people will be more conscious of potential clinic remarks.

The first few times a clinic is done, people will have to be reminded about the purpose of the clinic routine and how to go about engaging in the dialogue. The purpose of the clinic is to learn from retrospective examination of what went well and what did not go well during the event for those in attendance. Everyone ought to participate, although forced dialog may be counterproductive at first. Eventually, everyone ought to engage.

Although the senior person will prompt the clinic, we discourage the senior person from actually conducting or leading the clinic routine. The facilitator, if present, or some other person designated/selected will actually conduct the clinic and keep notes – easel and pad recording are recommended so the dialog is focused on the topic, not on a specific individual.

To get dialog about the quality of the event started, the clinic may begin with the open-ended questions from the following list:

1. How did this go for you?
2. Were the topics we covered meaningful?
3. What did we get out of our time together that made it worthwhile?
4. What could we do better the next time to improve our productivity?
5. Did anyone dominate the airtime in a way that prevented others from full participation?
6. Were everyone’s expectations of the event met?
7. What frustrations went unvoiced or unnoticed?
8. What were our most important learnings?
9. What questions went unasked?
10. Were the right people here – who should be here the next time we meet on these topics?

Following the event clinic, someone will copy and distribute the clinic notes to those who attended. Then it becomes everyone's responsibility to follow through and change behaviors that will improve the next event. Copies of clinic notes may also be made to file with documentation relevant to a topic that surfaced during the clinic as an aid to topic review later.

The senior person ought to pay close attention to clinic notes. Often opportunities for assisting people in their personal growth objectives have an origin in clinic notes. Supervisors, managers, subordinates, and often peers can help people who have expressed a need to be supported in pursuit of personal improvement programs. To this end, clinic notes ought not to be used as a weapon to force compliance or document noncompliance. If the clinic cannot be a helpful learning tool, it ought not to be engaged at all.

Organizations can experiment with all sorts of alternative clinic options by making up routine forms to record clinic data/information on, by rotating clinic assignments, or by adding to the list of open-ended clinic questions. The purpose is to learn. Keeping it simple and valuable will likely have long lasting utility.

Remember to either input directly to *CapacityWare*TM or transcribe the clinic results after-the-fact. This record will be used to help improve the facilitator network performance. See also the Learning Styles and Adult Learning Model, Facilitation Teams Manual, Tab 2, Attachment 4.2.7.