



WORK
RESIDENT LEADERSHIP & FACILITATION
BOOK

sponsored by the Annie E. Casey Foundation

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About the Annie E. Casey Foundation

The Annie E. Casey Foundation is a private charitable organization dedicated to helping build better futures for disadvantaged children in the United States. It was established in 1948 by Jim Casey, one of the founders of UPS, and his siblings, who named the Foundation in honor of their mother. The primary mission of the Foundation is to foster public policies, human-service reforms, and community supports that more effectively meet the needs of today's vulnerable children and families. In pursuit of this goal, the Foundation makes grants that help states, cities, and neighborhoods fashion more innovative, cost-effective responses to these needs. For more information, visit the Foundation's website at www.aecf.org.

CONTRIBUTIONS

CONTRIBUTIONS AND ACKNOWLEDGMENTS

The primary mission of the Annie E. Casey Foundation is to foster public policies, human-service reforms, and community supports that more effectively meet the needs of today's vulnerable children and families.

The mission of the Leadership Development Unit of the Annie E. Casey Foundation (AECF) is to “accelerate the performance of individuals, organizations, and communities in their efforts to make measurable improvements in the lives of disadvantaged children and families.” This year, the Unit has a special emphasis on strengthening the leadership capacities of resident leaders in *Making Connections* sites. Resident Leadership and Facilitation (RLF) Training is an important part of that work. Major funding for this training comes from the Foundation's Leadership Development Unit. AECF's Technical Assistance Resource Center (TARC) also provides vital support. Local *Making Connections* and Civic Sites are providing co-investments as they request RLF training for multiple cadres of residents.

The RLF curriculum and this Workbook are primarily the work of Jolie Bain Pillsbury of Sherbrooke Consulting, Inc. Clara Aham, Rosa Briceño, Caroline Gaston, Bob Hoffman, and Steven Jones have made valuable contributions. The ideas of resident leaders who have participated in RLF trainings during the past three years have guided, informed, and enriched the curriculum and Workbook.

This curriculum and Workbook are primarily for resident leaders. Your leadership is vital to the success of your families, your neighborhoods, and your communities. This Workbook is dedicated to you.

Donna Stark
Director of Leadership Development
The Annie E. Casey Foundation

PURPOSE

AND

RESULTS

PURPOSE and RESULTS



Purpose

The Resident Leadership and Facilitation (RLF) Training is designed to help participants gain an understanding of the skills needed to lead successful meetings that result in decisions about actions that will achieve desired results.

Results

Resident leaders will strengthen their abilities to:

- Understand the role and responsibilities of a facilitator
- Use an approach to facilitation that respects and values diverse opinions and backgrounds
- Use facilitation skills to engage residents in making group decisions and actions that will produce results
- Identify characteristics and attributes of what makes an effective facilitator and how these attributes pertain to RLF
- Frame “Effective Questions” as a tool for facilitating conversations and designing meetings using the Results, Resources, and Relationships (3 R) framework
- “Listen For” responses from meeting participants



Webster's defines "Skill" as "great ability or proficiency" AND as "an art, craft, or science."



- Prepare for upcoming resident meetings by developing meeting designs that respect and value diverse opinions and backgrounds and produce results
- Use facilitation skills to resolve difficult dynamics and disagreements in achieving meeting results
- Understand the value of working with other resident meeting facilitators for support and mutual skill development
- Use an individual learning plan that focuses on the continued use of skills learned in RLF as meeting leaders and as meeting participants
- Be effective participants in meetings in their neighborhoods and in the broader community
- Help move forward local efforts to improve outcomes for children and families

The meeting design will provide the opportunity for participants to

- Learn about the thinking that underlies Results-Based Facilitation
- Identify the skills that they already have in their “tool kit”
- Practice the facilitation of a meeting, with support from coaches
- Begin to build a support network of other results-based facilitators

AGENDA

agenda / First Day

- 8:30 AM **Breakfast—Getting to know you** *Enjoy a full, hot breakfast & coffee with your fellow resident leaders & the coaching team.*
- 9:00 AM **Welcome & Purpose** *Let's begin by reviewing the purpose, objectives, and agenda for the workshop.*
- 9:20 AM **The Role of the Facilitator & What Makes an Effective Leader/Facilitator** *Think about what skills are useful in facilitating meetings in your neighborhood and community.*
- 10:00 AM **Building on Strengths—Adult Learning, Coaching, and Feedback** *We all have knowledge and skills to offer. Let's discover what we bring.*
- 10:30 AM **Break**
- 10:45 AM **Practicing RLF Skills—Part 1, Listening with Appreciation and Openness** *Take this opportunity to see, do, and coach a “starter” kit of RLF skills as you continue to get to know your fellow facilitators.*
- 11:30 AM **Practicing RLF Skills—Part 2, The 3 Rs, “Listening For,” & Effective Questions** *Take this opportunity to see, do, and coach a “starter” kit of RLF skills as you continue to get to know your fellow facilitators.*
- 12:15 PM **Lunch**
- 1:00 PM **Practicing RLF Skills—Part 3, Practice Skills on Your Upcoming Meeting** *See, do, and coach the skills from the morning to help design your upcoming meeting. Discuss how a co-facilitator and flip charter can help you have an effective meeting.*
- 2:15 PM **Break**
- 2:30 PM **Practicing RLF Skills—Part 4, Role-Playing & Practice, Practice, Practice** *Practice facilitating/co-facilitating part of a results-focused meeting by applying the skills you have learned as you role-play a “typical” results-focused resident meeting.*
- 4:00 PM **Debrief** *Share your thoughts about the day and get some overnight assignments.*
- 4:30 PM **Adjourn**

agenda / Second Day

- 8:30 AM Getting Started**
Enjoy breakfast and coffee with your fellow resident leaders and the coaching team.
- 9:00 AM Reflections on the First Day**
Share your overnight thinking and review the work for the day.
- 9:20 AM Complete Practice Sessions**
Continue meeting in small groups to practice RLF skills. Review Resource Pages, if time allows.
- 10:20 AM Break**
- 10:30 AM Meeting Design**
Revisit your own meeting and do a timed agenda.
- 11:15 AM Facilitating Difficult Dynamics**
Think about and practice how to handle disagreement and people whose behavior disrupts meetings.
- 12:15 PM Lunch**
- 1:00 PM Practice, Practice, Practice**
Continue practicing how to handle difficult dynamics and disagreement.
- 2:15 PM Reflections/Sharing on the Previous Session**
- 2:30 PM Break**
- 2:40 PM Next Steps & Support Planning**
Develop your Personal Learning Plan. Think about what support you need from your fellow participants and from Making Connections as you continue to develop your leader/facilitator skills.
- 3:30 PM Evaluation / Wrap Up / Graduation**
Help the coaches with their Learning Plans by completing the evaluation form. Share final comments. Receive your Graduation Certificates.
- 4:00 PM Adjourn**

RESIDENT

LEADERS AND

COACHES

RESIDENT LEADERS and COACHES



Resident Leaders

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**WHAT MAKES
AN EFFECTIVE
FACILITATOR?**

WHAT MAKES an EFFECTIVE FACILITATOR?



CHARACTERISTICS OF A GOOD FACILITATOR:

PERSONAL

- Be on time
- Produce hope for others
- Appropriate appearance
- Appropriate vocabulary
- Appropriate body language

PREPARATION

- Know the topic, audience, and relationships
- Visit the meeting space
- Set goals
- Define agenda
- Have appropriate tools (e.g., flip charts, etc.)

ATTITUDE

- Respectful
- Positive
- Ego-less
- Agenda-less
- Do no harm
- Motivate
- Be patient

FACILITATION

- Listen
- Practice
- Manage time/flow
- Read group
- Summarize
- Follow-up

OTHER CHARACTERISTICS OF A GOOD FACILITATOR: _____

CHAIRING / FACILITATING

The differences between chairing and facilitating a meeting are in the categories of ROLE and RESPONSIBILITIES.

CHAIRING

- Agenda driven
- Owns the result
- May have vested interests
- May rely on Robert's Rules of Order
- Listening as a skill is important, but not key
- May limit discussion
- May rely on group's "Secretary" taking notes

FACILITATING

- Results driven
- Enables group to own the result
- Is (and needs to be perceived as being) neutral
- Flexible in adopting & adapting rules (esp. in consensus decision-making)
- Listening is a key skill
- Tries to ensure all voices are heard and given equal weight
- Uses flip charts to aid progress

ENCOURAGE PARTICIPATION

- Make sure everyone feels comfortable speaking
- Develop a structure that allows all ideas to be heard
- Make members feel good about their contributions
- Make sure that the ideas and decisions come from the group and are not leader dominated
- Support ideas and do not criticize anyone for what they say

PRINCIPLES

- A facilitator draws out the opinions and ideas of group members instead of giving personal opinions
- Facilitation is focused on HOW people participate in the process of learning or planning, not just on WHAT gets done
- A facilitator is neutral. He or she never takes sides

GOOD FACILITATION

- Understand the goals of the meeting
- Keep the group and the agenda moving forward
- Involve everyone in the meeting
- Make sure decisions are made democratically

ADULT

LEARNING

PREFERENCES

ADULT LEARNING PREFERENCES



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Adults learn:

- What they need;
- What they want;
- By using their preferred styles;
- By reflecting on their own experiences;
- According to their own experiences;
- By seeing what their colleagues are doing;
- In response to their own questions and concerns; and
- When safety and trust are balanced with some discomfort about their new situations.

Unless you try to
do something
beyond what you
have already
mastered, you
will never grow.

Bill Cosby

FEEDBACK

AND

COACHING

FEEDBACK and COACHING



Providing Feedback

Feedback is about observation.

Feedback involves giving information that can be *helpful* to the person receiving the feedback in making choices about their own performance.

Feedback is different from advice, opinion, or criticism and is:

- Timely
- Specific
- Includes the impact created (e.g., perception and reactions)
- It describes (*not* judges)

[Feedback] is like snow: the softer it falls, the longer it dwells upon, and the deeper it sinks into the mind.

Samuel Taylor Coleridge

Feedback is information about behavior given in the present, which may influence the way people behave in the future.

Advice is not feedback

Usually, advice is about shoulds. Quite often it is unsolicited, unappreciated, and not followed.



Coaching

Coaching is about challenging AND supporting people, giving them the gift of your presence.

Coaching is about behaviors and is up-close and personal.

Coaching requires the person being coached to give permission for the coach to violate some of our more important social rules.

Coaching involves assessment and interaction.

Coaching supports behavior change and can include dialogue, direct instruction, and modeling of the behavior (by the coach).

The Coaching Model

1. Listen *and* observe — focus on content **and** presentation. (Message and medium)
2. Contrast what is with your model (ideal) of what should be.
3. Provide **positive** feedback on changes in **behavior**.
4. Model it. Encourage practice.

APPRECIATIVE

LISTENING

APPRECIATIVE LISTENING



EXERCISE: THE STORY

The people had lived by the river for many, many years. The children learned from the elders every day. One of the elders had a special gift for telling stories and the children loved to hear them.

One of the children always listened very carefully to the beginning of every story, but would run away before the end. One day the elder said to the child — “Are you bored with the stories? Is that why you run away before the story ends?”

And the child answered: “No — the stories are exciting. It’s just that I know that even if you begin the story, it’s up to me to find a way to end it!”

NOTES:

Listen or thy tongue
will keep thee deaf.

American Indian Proverb

By demonstrating
interest and openness,
we begin building
trust and developing
effective relationships.

Enlightened Leadership

Silence is one great
art of conversation.

Anonymous

Characteristics of Appreciative Listening

- Being quiet while the other person is talking
- Being attentive to the speaker by not performing other tasks
- Looking at the person who is speaking
- Responding when the speaker asks something
- Thinking about what the speaker is saying, rather than thinking about what you want to say next

- _____
- _____
- _____
- _____
- _____
- _____

self-assessment

Do I need to:	Yes	No
1. Stop talking.	<input type="checkbox"/>	<input type="checkbox"/>
2. Imagine the other person's viewpoint.	<input type="checkbox"/>	<input type="checkbox"/>
3. Look, act, and be interested.	<input type="checkbox"/>	<input type="checkbox"/>
4. Observe non-verbal behavior.	<input type="checkbox"/>	<input type="checkbox"/>
5. Not interrupt. Sit still past my tolerance level.	<input type="checkbox"/>	<input type="checkbox"/>
6. Listen between the lines.	<input type="checkbox"/>	<input type="checkbox"/>
7. Speak only affirmatively while listening.	<input type="checkbox"/>	<input type="checkbox"/>
8. Ensure understanding through rephrasing key points.	<input type="checkbox"/>	<input type="checkbox"/>
9. Stop talking. Take a vow of silence once in a while.	<input type="checkbox"/>	<input type="checkbox"/>
10.	<input type="checkbox"/>	<input type="checkbox"/>
11.	<input type="checkbox"/>	<input type="checkbox"/>

What will I practice?

How will I practice it?



Appreciative Listening

“APE-ing”

is a technique that helps us listen appreciatively and manage our own hot buttons.

Acknowledge:

Body language mirrors the customer’s

- Lean forward
- Offer a little listening noise

Paraphrase:

Empathic responses

- Use your own words to reflect your understanding
- Address feelings

Explore:

Open-ended, inquisitive questions

- Ask “what?”, “how?”, not “why?”

exercise

Topical Areas for Discussion

A. Read through the list of issues and place a check mark in either the agree or disagree column as appropriate for you.

	<i>Agree</i>	<i>Disagree</i>
1. Capital punishment should be outlawed.	<input type="checkbox"/>	<input type="checkbox"/>
2. Teens should be able to get contraceptives without parental consent.	<input type="checkbox"/>	<input type="checkbox"/>
3. The U.S. should be more active in the Middle East peace process.	<input type="checkbox"/>	<input type="checkbox"/>
4. Medical marijuana use should be legal for people with life-threatening illnesses.	<input type="checkbox"/>	<input type="checkbox"/>
5. Assisted suicide is an important option for terminally ill people.	<input type="checkbox"/>	<input type="checkbox"/>
6. The government should ensure that everyone has access to health insurance.	<input type="checkbox"/>	<input type="checkbox"/>
7. People should be able to carry firearms to protect themselves.	<input type="checkbox"/>	<input type="checkbox"/>

B. Choose a topic that you and your Learning Partner have a difference of opinion on (one of you agrees with the statement and one of you disagrees). Take turns sharing your views and practicing APEing. After each turn, spend a few minutes doing self-assessment and giving each other feedback.



Steps for Listening Appreciatively

Step 1: Become aware of how you currently listen.

The first step is creating an awareness of how you currently listen in order to recognize any changes that you might need to make.

For example, people often filter what they hear in a conversation. In other words, we hear what we want to hear. At other times, we may not listen intently enough to distinguish between what is being said and our reaction. Or, we are not listening because we are thinking about what to say next. Perhaps the worst mistake people make is not listening because they have already made up their minds on whatever the talk is about. These behaviors effectively shut down communication and close the door to exploring interests and options.

To become aware of your current listening behavior, notice:

- If you are listening or reacting.
- What you are appreciating about the speaker's words.
- If you are thinking about what to say next.
- If you are listening with an open mind.
- If you are curious about what is being said.

Step 2: Recognize what to listen for.

As we listen, we do not just receive information; we also process it. We like what we hear or we don't like it. We agree or we disagree. Before drawing a conclusion, we can listen better by understanding what to listen for. Asking yourself the following two questions can help.

- What are my assumptions?
- What preconceived ideas am I bringing to the discussion?

Step 3: Use effective questions to listen appreciatively.

Once we begin to change the way we listen, we find that we are curious about the speaker's:

- Assumptions,
- Facts, or
- Point of view.

This naturally leads us to gather more information or to inquire.

- What led the speaker to a specific conclusion?
- What is the speaker's line of reasoning?

Ask the questions that will change the world.

Gandhi

Guiding principle:

"How can I help this individual gain more clarity or value in the process of answering the question? . . . be patient as you change questions into an expression of trust, openness, and solution-seeking."

Enlightened Leadership



Inquiry is an effective means to create a dialogue in a non-threatening way. It also makes one's thinking more visible to others. The key to using questions well is not to judge, threaten, or attack the speaker. Examples of inquiry might include,

- What leads you to conclude that?
- How does the proposal affect ... ?
- What things need to happen if ... ?
- How do you feel about ... ?

Keep in Mind ...

Letting the speaker know your reasons for asking questions by connecting them to your interests can lead to more specific answers.

self-assessment

Step 1: Become aware of how you currently listen. Yes No

- | | | |
|----------------------------------------------------------|--------------------------|--------------------------|
| Was I reacting instead of listening? | <input type="checkbox"/> | <input type="checkbox"/> |
| Was I thinking of what to say next instead of listening? | <input type="checkbox"/> | <input type="checkbox"/> |
| Was my mind wandering instead of paying attention? | <input type="checkbox"/> | <input type="checkbox"/> |
| Was I listening with an open mind? | <input type="checkbox"/> | <input type="checkbox"/> |
| Was I curious about what was being said? | <input type="checkbox"/> | <input type="checkbox"/> |

Step 2: Think about what you need to practice.

- What can I do to be a better listener?
- What are my barriers to listening with appreciative openness?
- Is there something I can do to address these barriers?

Step 3: Create a practice plan.

- What is the one thing I plan to practice?
- How will I practice?
- How can my learning partners support my practice?

Where in your life currently do you think good quality listening could make a difference?

I do not know if you have ever examined how you listen, it doesn't matter to what, whether to a bird, to the wind in the leaves, to the rushing waters, or how you listen in a dialogue with yourself, to your conversation in various relationships with intimate friends, your wife or husband...

If we try to listen we find it extraordinarily difficult, because we are always projecting our opinions and ideas, our prejudices, our background, our inclinations, our impulses; when they dominate we hardly listen at all to what is being said...

In that state there is no value at all. One listens and therefore learns, only in a state of attention, a state of silence, in which this whole background is in abeyance, is quiet; then, it seems to me, it is possible to communicate... real communication can only take place where there is silence.

Krishnamurti

THE

3 R'S

THE 3 R'S



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You can facilitate any conversation if you set a background, ask effective questions, and listen for the key responses.

Background for the Discussion:

This gives a focus, or sets a boundary for the discussion.

Effective Questions:

An *effective question* is:

- open-ended (not answered with “yes” or “no”);
- inquisitive — leads people to think (“What?”, “How?”, not “Why?”);
- you-oriented (“What do you think...?” “How do you feel about...?”); and
- appreciative (trust that the person has the answer).

When the effective leader is finished with his work, the people say it happened naturally.

Lao Tse

Listen For:

An effective facilitator *Listens For* what people are saying in response to effective questions.

It is better to know some of the questions than all of the answers.

James Thurber

relationships + resources = results

Relationships — how people relate to you, to each other, and to the result.

Resources — what people have and can bring to help get the results. E.g., their time, their commitment, their passion, their talent, who they know, who they can influence, access to others, etc.

Results — what you want to accomplish. Results are what you see when actions achieve their purpose.

The fourth R is an effective Resident Leader/Facilitator who helps the group get the results.

results

Preparing for Your Meeting

Possible effective questions the facilitator might use to decide what result he or she would like to see from the meeting:

Example Effective Questions

- If successful, what would we see?
- What do we want to have at the end of the meeting?
- How would you measure progress?

Example Listen For

- People's pictures of success
- Decisions made, things done, good feelings
- Things to track

Example Background Statement:

We have a meeting scheduled for next month because _____

in order to _____

Example Results Statement:

By the end of the meeting, people will have...

relationships

Preparing for Your Meeting

Possible effective questions I might use to decide who needs to be involved to get our results:

Example Effective Questions

- Who needs to be involved to get our results?
- Who has been invited? Who else is needed?
- How do we get them there?

Example Listen For

- Names & affiliations
- Names & affiliations
- Who can help get them there?

Example Background Statement:

We have a meeting scheduled for next month because _____

in order to _____

Example Relationship List:

Neighbors, youth, local businesses, mayor's community affairs representative, parents, law enforcement _____

resources

Preparing for Your Meeting

Possible effective questions I might use to identify resources that are available to us or that we need to get to our results:

Example Effective Questions

- What do we know about making this successful?
- What can those invited do to help?
- What do they need so they will give their time and attention?
- When do resources need to be available?

Example Listen For

- Ideas, who, what
- What people can do
- What sponsors or others can do to help those invited
- Dates, prework

Example Background Statement:

We have a meeting scheduled for next month because _____

These are the people we have invited _____

Example Resources:

Ideas about what works, actions people can take, skills people bring, materials needed _____

the 3 r's framework



self-assessment

Understanding and using the 3 R framework:

- | | Yes | No |
|--------------------------------------------|--------------------------|--------------------------|
| Do I understand the 3 R framework? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can I articulate the 3 R's for my meeting? | <input type="checkbox"/> | <input type="checkbox"/> |

Using effective questions to listen appreciatively:

- | | Yes | No |
|---------------------------------------------------------------------------------|--------------------------|--------------------------|
| Did I use constructive, helpful questions? | <input type="checkbox"/> | <input type="checkbox"/> |
| Were my questions judgmental? | <input type="checkbox"/> | <input type="checkbox"/> |
| Were my questions threatening? | <input type="checkbox"/> | <input type="checkbox"/> |
| Did my questioning help me to understand the topic and/or point of view better? | <input type="checkbox"/> | <input type="checkbox"/> |

Using effective questions to explore the 3 R's:

- | | Yes | No |
|----------------------------------------------------|--------------------------|--------------------------|
| Can I ask effective questions about relationships? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can I ask effective questions about resources? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can I ask effective questions about results? | <input type="checkbox"/> | <input type="checkbox"/> |

Recognizing what to listen for:

- | | Yes | No |
|-------------------------------------------------------------|--------------------------|--------------------------|
| Did I know what I was listening for? | <input type="checkbox"/> | <input type="checkbox"/> |
| Did I connect my effective questions to a listen for? | <input type="checkbox"/> | <input type="checkbox"/> |
| Did I use my listen for to help me say what I heard? | <input type="checkbox"/> | <input type="checkbox"/> |
| Did I stay open to other possibilities while listening for? | <input type="checkbox"/> | <input type="checkbox"/> |

Listening for the 3 R's:

- | | Yes | No |
|---------------------------------|--------------------------|--------------------------|
| Can I listen for relationships? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can I listen for resources? | <input type="checkbox"/> | <input type="checkbox"/> |
| Can I listen for results? | <input type="checkbox"/> | <input type="checkbox"/> |

What I will practice: _____

CO-FACILITATING

RESULTS-BASED

DISCUSSIONS

CO-FACILITATING Results-Based DISCUSSIONS



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ROLE OF THE CO-FACILITATOR

- Check with lead facilitator if you haven't heard all the statements; check for accuracy of recording.
- Be an extra set of eyes; notice the dynamics in the room — e.g., someone who has had a hand up or made a verbal gesture, but was not seen by the facilitator. You may say something like... *“Bob, I think Caroline wants to join the conversation.”*
- Copy/board/flip chart accurately what people have said. Do not “re-interpret” what they said.
- Manage the non-verbals so as to not bring the focus on yourself.
- Put headings on each page; number each page.
- If you make a comment, it's important to turn the meeting back to the lead (It doesn't have to be verbal — just fade to the background).
- Listen for allies; people who are supporting each other. Listen for adversaries.



WHY RECORD THE MEETING?

- Let people know they've been heard
- Provide a visible running record
- Provide information to people who were not there
- Help keep everyone on track

HOW TO RECORD MEETINGS EFFECTIVELY? PAY ATTENTION TO:

- **Having the proper tools (different color markers, newsprint, tape)**
 1. Try keeping all of these "Recorder's Tools" in a special box or tote bag, so you don't forget anything.
 2. What is being recorded should be clearly visible to the whole group.

■ Working effectively with the group

1. Listen hard at all times.
2. Remain neutral.
3. Ask the group to repeat or clarify as necessary.
4. Accept corrections graciously.
5. Work with the facilitator.

DECIDING WHAT TO RECORD

1. The recorder will write down what is often called the “group memory.” It depends on the meeting, but it can often include: questions, answers, concerns, feedback, ideas from brainstorming sessions, & decisions.
2. If in doubt, it’s perfectly fine to ask something like, “Should I be writing that down?” or, “How can I best capture that on paper?” The idea is to work with the group to help you decide what to record.

record:
to keep
(information)
for the future,
by writing it
down or
storing it on a
computer

*Cambridge
International
Dictionary*

■ How to record most effectively

The following tips can help make the job easier and the work more clear. If you are the recorder:

1. Write large, legibly, and fast.
2. Don't try to write every word. Paraphrase what's been said. If you have changed the speaker's words considerably, check to be sure you have captured the idea correctly.
3. Don't worry about spelling. You'll still get the point across.
4. Use color, symbols, and underlining to highlight your points.
5. Don't number different thoughts on the same topic, as numbers may establish a priority or suggest that one idea is better than another.
6. Label and number your sheets.

**PREPARING
FOR YOUR
MEETING**

worksheet #1

Using the 3 R's to prepare for your meeting

For your upcoming meeting, fill in as much of the table as possible:

RESULT STATEMENTS

RELATIONSHIPS

Who is coming/missing?

RESOURCES

Materials Needed

RESOURCES

What do participants bring?

worksheet #2

Designing your meeting

One result statement for my meeting is: _____

The following people need to be at the meeting to achieve that result: ____

An issue the group will have to address to achieve that result is: _____

In order to facilitate a conversation to resolve that issue, this is the background I will set, the effective question I will ask, and what my co-facilitator will listen for and flip chart:

Background Statement: _____

Effective Question: _____

Listen For: _____

Flip Chart "Setup": _____

What kind of results are you trying to achieve?

Compare your “results” statement to those below

Examples of Meeting Results:

- Relationships strengthened
- Information shared
- Ideas generated
- Issues explored
- Solutions developed
- Decisions made
- Commitments made
- _____

Examples of Neighborhood Activity Results:

- Well-trained home visitors who help mothers get prenatal care
- Job placement programs that help residents get good-paying jobs with benefits
- Parents reading to their children every night
- Youth enjoying and attending programs that help them succeed in school
- Neighborhood “cleanups” that involve everyone on the block
- _____

Meeting results lead to actions that produce good programs and activities in neighborhoods.

Examples of Community Results:

- Babies born healthy
- Parents working
- Children learning
- Youth learning
- Neighborhoods thriving
- _____

Neighborhood activity results produce conditions of well-being for children, families, and adults in their communities.

exercise

The 3 R's: A Summary Planning Form

Background Statement

We have a meeting scheduled next month because: _____

We are meeting in order to: _____

Result

A Result of our meeting will be: _____

Relationships

We will invite the following people to help us get to our Result: _____

Resources

We have or will need the following Resources to enable us to get our Result:

Effective Question

I will use this Effective Question to get the discussion started: _____

EXERCISE

PREPARING FOR YOUR PRACTICE MEETING: THE MEETING DESIGN

This exercise provides you an opportunity to prepare for your upcoming meeting with a co-facilitator. Each pair of co-facilitators will have 15 minutes to share their meeting designs with each other and to offer feedback to each other.

Your meeting design for this Exercise should include:

- a clear Background Statement explaining why this meeting is occurring
- a desired Result for this meeting
- the Resources you have available or will need for your meeting
- who should be invited to the meeting
- an Effective Question you will use to get the meeting discussion started

As you share your proposed meeting design, your co-facilitator will practice asking Effective Questions to help you think through the meeting design.



- Responding to Effective Questions will help you think carefully to be sure you are clear about the Background Statement, the Result you want from the meeting, the Resources you will need for the meeting, who should be invited (Relationships), and your Effective Question.
- Your answers will prepare your co-facilitator to know what to Listen For in the meeting as he or she helps you facilitate by flip charting key responses of meeting participants.

Be sure to use APEing skills as you talk with each other.

When each of you has shared your proposed meeting design and received feedback, take a minute to write down the changes to your meeting design that you now want to make. Also, write down the things you will Listen For when you are co-facilitating with your partner.

When you have completed planning your meeting design in this way, you should both be ready to facilitate and co-facilitate because you are both clear about:

- What Result you want your meeting to achieve
- What Resources you have available or will need for your meeting
- Who you need to invite to your meeting
- What you and your co-facilitator will Listen For during your meeting

Next, each of you will write your Background Statement, the Result for your meeting, and your Effective Question on a sheet of easel paper. Now you are ready to practice facilitating a meeting and having your co-facilitator help by flip charting.

PRACTICING

Each member of a pair will have the opportunity to practice both facilitating and co-facilitating. The participants and the coaches will provide feedback to each person. Each pair will have 20 minutes for the whole process.

The process is as follows:

- One person facilitates and the co-facilitator flip charts. (6 minutes)
- The pair then sit in front of the group, take a minute to think, and then one of the pair talks about: (3 minutes)
 - What facilitation skills they used during this role-play
 - What they learned about the role and responsibilities of a co-facilitator
 - What went well
- The participants and then the coach(es) offer feedback. (5 minutes)
- The second member of the pair then does the same thing, and the participants and coach(es) offer feedback. (6 minutes)
- The next team sets up while the first pair self-assesses using the form on the next page. (2 minutes)
- This process continues until each pair has the opportunity to facilitate and co-facilitate.

self-assessment

Self-Assessment and Feedback on the Exercise

Use the Self-Assessment section to assess *your own* performance. Use the Feedback section to help give feedback to others. After the feedback from your peers and the coaches fill in the Practice section.

Self-Assessment:

	Yes	No
Did I set the background using an easily understood statement?	<input type="checkbox"/>	<input type="checkbox"/>
Was I able to use effective questions to help clarify and focus the discussion?	<input type="checkbox"/>	<input type="checkbox"/>
Was I able to identify listen fors?	<input type="checkbox"/>	<input type="checkbox"/>
Was I able to hear those listen fors?	<input type="checkbox"/>	<input type="checkbox"/>

Feedback:

	Yes	No
Did the facilitator set the context in a clear easily understood statement?	<input type="checkbox"/>	<input type="checkbox"/>
Did the facilitator use effective questions?	<input type="checkbox"/>	<input type="checkbox"/>
Did the facilitator listen for?	<input type="checkbox"/>	<input type="checkbox"/>
Did the co-facilitator listen for and flip chart accordingly?	<input type="checkbox"/>	<input type="checkbox"/>

What I will do to practice: _____

self-assessment

Results:

Yes **No**

Was I able to clearly articulate the results I want for my meeting?

Did I list between two and four distinct results?

Were the results observable?

Do the results and purpose match?

Relationships:

Yes **No**

Can the people invited to the meeting accomplish the results?

Is there anyone missing who is needed or could help me get the results?

Do I know the people invited?

Do the people invited know each other?

Resources:

Yes **No**

Do I have everything in place that I can provide to make the meeting successful?

Do I have the resources needed to help us get the results?

Is preparation needed to ensure the required resources are accessible at the meeting?

Am I missing anything?

MEETING

DESIGN

MEETING DESIGN



Here is a way of thinking about meeting design.

- First, think about what result(s) you want from the meeting. List it/them, **with no number or “a,b,c”** that might indicate that one is more important than the others: instead, use a bullet or star. One result is OK; more than three is probably too many.
- Unless the group knows each other well, you will probably want to start with introductions. This is especially important if there is someone new to the group. You may want to do an ice-breaker, or “Conociéndonos” as we call it in this book, if you believe that it will be important for people to get relaxed and more comfortable with each other. Another way of helping people feel comfortable is to do a “check-in” as you have seen the facilitators do in this training.
- It’s best to have the first item on the agenda be **“review and approval of the agenda.”** This will allow the meeting participants to make the meeting their own by either approving or amending the agenda.
- Next, think again about the results you have identified for this meeting. Think about what you will need to discuss and do during the meeting in order to reach these desired results. What will you need to talk about first? This will probably be setting the background. Then, will you need to share some information? What else will need to happen in order to end up with the desired results? Think about the sequence of the agenda items. Each item should build on the previous one. **BE REALISTIC ABOUT TIME.** Don’t crowd too much into the agenda and raise expectations that can’t be met.



- Leave plenty of time for the important closing agenda item of Next Steps. Next Steps can include:
 - Date, time, and location of the next meeting
 - A review of commitments people have made for what they will do before the next meeting
 - A list of what people want to have on the agenda of the next meeting
 - Other

Now you are ready to go back and put beginning and ending times for each agenda item. Again, **BE REALISTIC**.

TEMPLATE FOR AN AGENDA FOR A 3-HOUR MEETING

Meeting Title _____ Meeting Date _____

Purpose _____

Results:

- _____
- _____
- _____

8:30 AM **Coffee**

9:00 AM **Introductions and Check-In**

9:15 AM **Review and Approve Agenda**

9:20 AM **Establish or Review Group's Ground Rules**

9:30 AM

(Fill in what you will do during this time)

10:15 AM **Break**

10:30 AM

(Fill in what you will do during this time)

11:45 AM **Next Steps**

12:00 PM **Adjourn**

Note: This time frame can be adapted for an afternoon, or evening, or shorter meeting.

Note: Facilitators should prepare their own list of Relationships and Resources needed in order to accomplish the Results for this agenda.

You got to be careful if you don't know where you're going, because you might not get there.

Yogi Berra

Examples of what you can do to get different types of meeting results

MEETING RESULT	TYPE OF WORK	APPROACHES	PREPARATION
Relationships strengthened	People getting to know each other	<ul style="list-style-type: none"> ■ Conociéndonos ■ Eating together 	<ul style="list-style-type: none"> ■ Gather materials ■ Bring food ■ Have stress toys
Information shared	People learning new things	<ul style="list-style-type: none"> ■ Story telling ■ Review highlights of a report ■ Coaching/feedback 	<ul style="list-style-type: none"> ■ Choose topic ■ Prepare report ■ Read report ■ Practice
Ideas generated	Creative thinking	<ul style="list-style-type: none"> ■ Post-it notes ■ Drawing pictures 	<ul style="list-style-type: none"> ■ Gather materials ■ Set context, EQ
Issues explored	Inquiry and dialogue	<ul style="list-style-type: none"> ■ Paired conversation 	<ul style="list-style-type: none"> ■ Set context, EQ
Solutions developed	Problem solving	<ul style="list-style-type: none"> ■ Define problems ■ Create options 	<ul style="list-style-type: none"> ■ Set context, EQ ■ Define problems
Decisions made	Making choices together	<ul style="list-style-type: none"> ■ Consensus (rule of thumb) 	<ul style="list-style-type: none"> ■ Learn rule of thumb ■ ID sources of conflict ■ Set context, EQ
Commitments made	Negotiating requests/contributions	<ul style="list-style-type: none"> ■ Dialogue to ID barriers to action & what is needed to overcome them 	<ul style="list-style-type: none"> ■ Set context, EQ ■ Solution development ■ Decision-making ■ Relationship building

EQ – Effective Questions

Designs are most effective when they are sensitive to:

- the purpose of the meeting
- the size of the group
- the nature of the work to be done to accomplish the purpose
- what the participants bring to the meeting and what “brings” them to the meeting

Effective design requires:

- information gathering
- analysis/diagnosis
- consideration of options
- choosing an approach
- refining the approach — before, during, and after the meeting

Preparation is an important element of effective meetings. If participants are un- or under-prepared, critical meeting time is spent bringing them up-to-speed. Demanding or over-preparation can set a barrier between the participants and the results.

Types of preparation:

- Effective Questions
- Targeted readings
- Handouts
- Relationship building/interviews
- Logistics
 - AV
 - Room setup
 - Refreshments

Principle: Form follows function

ROOM SETUP

The following are some of the elements to create an ideal physical space for results-based facilitation. Following each ideal element is a tip to help you cope with all too frequent “less than ideal.”

- Windows/natural light
 - Use plants or flowers (they can be fake) or lamps to create feel of more natural space
- Bright (but not harsh) light
 - Put a lamp or lamps on a table — put pink paper or filters or light bulbs to soften light
- Clear lines of sight (no columns in the middle of the room)
 - Arrange tables around columns and use the columns for flip charts or symbolic messages
- Quiet and controllable heating and air conditioning system
 - Acknowledge people’s discomfort (too hot or cold) and try to accommodate them — make paper fans, share sweaters, etc.
 - Acknowledge strain of hearing “over” noise and ask people to speak louder or use microphones



No plan, no matter how well developed, ever survives the first encounter with reality.

- Enough room so that people can sit comfortably at their tables and pull back a bit for pair and trio conversations. Enough space for people to get by.
 - Acknowledge discomfort and thank people for their patience — use more frequent stretch breaks or ways to get people moving or standing
- Walls you can use to post important flip charts
 - Use additional flip chart stands so you can display work as needed
- Nearby restrooms with enough capacity for both men and women
 - More frequent & longer breaks
- Cellular reception and nearby public telephones for use during breaks
 - Longer breaks
- A square-shaped room to accommodate people sitting at tables in a “half-circle” with flip charts at the front of the room. The “half-circle” gives people the ability to talk to each other as peers in small and large groups.

- The following are options for creating the “half-circle”:
 - Round or half-round tables set with 4–10 chairs (no chairs with backs to “front” of the room)
 - Rectangular tables with chairs on three sides forming the “spines” of a fan shape.
 - Open U with flip charts in the front
 - For small groups, people seated around three sides of a table with the flip chart in front.

Work within limitations of the room to create the best approximation you can of the “half-circle” — for example, if you have a “long narrow rectangular room” make one of the “long” sides the front.

Effective Questions for Actions and Next Steps

What you do next in order to build on the results of the meeting.

- What are the next steps?
- What is the desired result of each next step?
- What makes the result important to the meeting participant?
- What is missing that would make the result possible?
- What can you see when the result is achieved? Who would notice?
- What does success look like? Who would celebrate success?
- What is the impact, consequence of achieving the result?
- What will you do next? What is the logic of that action — how will that action move you forward?
- What is the sequence of the actions?
- Who will you take action with or connect to?

Effective Questions for Commitments

The specific promises that are made about who will do what when and with what impact to achieve the next steps and actions.

- What will be done?
- What is the necessary action to move us forward?
- Who will do it?
- How will you do it?
- When will it begin and end?
- What is the impact of doing it?
- What are the consequences of not doing it?
- What is the backup plan if people can't do what they say they will do?
- What could prevent or be an obstacle to the action being taken?
- What relationships could remove or bypass the obstacle?
- What conversations are needed to create those relationships?
- What would it take to be “unequivocally” committed to taking the action?

FACILITATING

DIFFICULT

DYNAMICS/

DISAGREEMENTS

FACILITATING **difficult** DYNAMICS / DISAGREEMENTS



Dealing with “difficult dynamics”

PROBLEM

- Domination by one person
- Two people “locked in battle”
- One person is repetitive and strident
- One or two silent members
- Low participation by most of the group
- Goofing around by many
- Whispering or side-bar conversations

TYPICAL MISTAKE

- Saying: *Excuse me, you’re taking up everyone’s time.*
- Try to resolve their conflict.
- Take a break and confront them.
- Say to the quiet ones: *You haven’t said anything today. Do you have anything to add?*
- Assume silence means consent.
- Say: *Okay, let’s stay focused.*
- Ignore it and hope it goes away.

EFFECTIVE RESPONSE

- Focus on the passive majority.
- Ask for other ideas and comments.
- (Trying to change the dominant minority gives them all the more attention.)
- Focus on the rest of the group — ask who else has an opinion.
- Summarize the person’s point of view until s/he feels understood. (Repetition means they don’t feel heard.)
- Say: *I’d like to get opinions from those who haven’t talked yet (or for awhile).* Or switch to pairs discussion format.
- Switch to small group or pairs discussion for a short time.
- Take a quick break — a one-minute stretch, etc.
- Use warmth & humor to appeal. *You know those who don’t hear the joke may think someone is laughing at them.* Switch to small groups (so everyone can have conversations) or take a quick break.

Use of the following basics of facilitation will help a facilitator avoid setting up or furthering difficult dynamics/disagreements.

The Basic Do's and Don'ts of Facilitating

DO'S

- Clarify your role from the start
- Listen and observe
- Be neutral on content
- Help the group work together to identify their desired results and develop their agenda
- Suggest methods
- Ask questions to test inferences about individual behaviors

DON'TS

- Assume everyone will have the same understanding of your role
- Dominate the discussion
- Push your own interests
- Identify agenda items and agenda results
- Dictate methods
- Assume you know what everybody means

DO'S

- Check with the group to verify if they decided something or simply had a discussion
- Summarize all decisions and check the accuracy with the group
- Share your observation that the group is not following the ground rules
- Give descriptive interpersonal feedback
- Stop speakers to keep them focused on work “in the current conversation”; be respectful when doing this.
- Acknowledge people and their feelings; be with them in their struggle
- Appear relaxed and playful

DON'TS

- Assume everyone has the same perception of whether they made a decision or simply had a discussion
- Assume everyone has the same idea of what they decided
- Enforce the ground rules
- Give evaluative performance feedback
- Allow speakers to ramble if they are not speaking about the “current conversation”
- Get upset with people when they have difficulty accepting a new idea
- Appear uptight and too serious

A facilitator has two basic jobs (besides staying neutral):

1. Determining who talks when, and
2. Encouraging the discussion.

Here are some techniques that can help in that work:

- **Stacking** — Ask for raised hands of those who want to speak and make a list of speakers and call them in order. Then ask if anyone else wants to speak.
- **Encouraging** — Ask: *Can we hear from someone who hasn't talked in awhile?* Or: *Does anyone else have ideas or reactions?*
- **Balancing** — *Now we know where four people stand, does anyone else have a different idea?* Or: *We've heard the "X" point of view and the "Y" point of view, is there a third way of looking at this?*
- **Listening for common ground** — an intervention when a group is polarized; acknowledges disagreement and focuses on agreement. (1) Indicate that you are going to *summarize the group's differences and similarities*. (2) Summarize the *differences*. (3) Summarize the *similarities*. (4) Ask for confirmation: *Have I got it right?* (5) Identify areas of agreement or common ground?
- **Sequencing** — an intervention when a controversial topic has been introduced that may seem off-topic (tangent). Say: *We appear to have two conversations going (or two pulls in this discussion) — some of you want to*

respond to [whatever the tangent was or whoever said it] and some of you want to return to the previous topic [whatever it was]. I'll take two or three comments on what [name] said. Then I will re-introduce the previous topic and we can spend a few minutes on it. Then, if necessary, we can take stock and see what's most important to focus on at that point.

■ **Tracking** — useful when discussion is unruly (beyond help from sequencing). Say: *I think you are discussing several issues at the same time. Here they are:*

1) _____ 2) _____ 3) _____ Don't let the group decide which to discuss — wait for the group to respond. Usually someone will offer an integration of several tracks. If not, try sequencing (now that the group is calmer).



Use the 5-step process for effective group conversations when you see:

- Circular discussions
- Group doesn't seem to know what conversation it wants to have
- Only a few people are talking and the rest have checked out

OR When you need ideas or proposals:

Step 1. Set the background and ask the effective questions

Step 2. Give individual thinking time

- At the beginning of a conversation this process is more formal: “take a minute to think and jot down your thought”
- During a conversation it is more informal: “take a moment to think”

Step 3. Paired conversations (have two people share their ideas with each other)

- Use to get people comfortable talking
- Use when you think a topic is complex and people need to clarify their thinking

Step 4. If there are four or more pairs, form small groups and have them share ideas with each other. This is helpful when either:

- There isn't time to “process” the conversations of all the pairs; or
- The group has to resolve issues before it can process a topic in a large group

Step 5. Have the small groups share their ideas with the large group

self-assessment

Facilitating Difficult Dynamics and Disagreements

What do I now understand about difficult dynamics? About disagreement? (Be specific)

- 1. _____

- 2. _____

- 3. _____

How can I use RLF tools (e.g., Listen For, APEING, neutral facilitator role) to facilitate meetings when difficult dynamics/disagreements begin to be played out?

- 1. _____

- 2. _____

- 3. _____

self-assessment

What tools will I practice and be ready to use in my next meeting? (Either as a facilitator or a meeting participant)

- 1. _____

- 2. _____

- 3. _____

How can my behavior/hot buttons (e.g., preconceived notions about participants, previous history with the group, something someone says) get in the way of facilitating difficult dynamics/disagreements during a meeting? What can I do when I feel this happening?

SKILL

PRACTICE

PLAN

SKILL practice PLAN



Choose skills you would like to enhance or develop:

1. SKILL _____

WHAT I WILL DO TO PRACTICE _____

WHEN _____

2. SKILL _____

WHAT I WILL DO TO PRACTICE _____

WHEN _____

3. SKILL _____

WHAT I WILL DO TO PRACTICE _____

WHEN _____

My learning partner is _____

We will check in with each other on _____

RESOURCE

PAGES

RESOURCE PAGES



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CONOCIÉNDONOS

A tool that can be used to build positive relationships in a meeting is an activity that we call CONOCIÉNDONOS. Conociéndonos means “getting to know each other” in Spanish. Conociéndonos takes relatively little time, and helps people get to know each other personally. Otherwise, if some people in a group are well acquainted, and others are not, a situation may arise in which newcomers feel uncomfortable and may not be in a mind set to contribute positively to the group dialogue. In many cultures it is especially important and valued to spend some time early in a meeting doing relationship building.

To do Conociéndonos, the facilitator asks everyone to find someone in the room that they don't know well, or would like to know better, and spend 3–4 minutes talking about a specific question that the facilitator poses. Giving an audible cue half-way through ensures that each person gets an opportunity to share. It's best to use this early in a meeting and then, if it is a meeting of 2 hours or more, to do it periodically.

Here are some questions that RLF coaches have used that help people begin conversations quickly and that lead to good relationship building:

TRADING PLACES

- If you could be someone else in the world for 48 hours, who would you be and for what reasons?
- If you could live anywhere else in the world, where would you live?
- If you could talk to one leader for an hour, who would it be and what would you ask or tell that person?

We don't get to know people when they come to us; we have to go to them so as to learn what they are like.

Goethe

COMMUNITY

- What gift, talent, or strength do you bring to the work today?
- What keeps you involved and working for your neighborhood?
- What do you value most about your community?
- What is a dream you have for your community?
- What is a result you are passionate about?

PERSONAL

- How did you get your name?
- Where were you born? Where are your family's roots?
- Share something that would surprise people to know about you.
- If you had three wishes that would be granted, what would you wish?
- What have you done recently that made you feel really good?
- What are you looking forward to this year?
- What do you plan to do during the ... (could be the 4th of July, Labor Day, Thanksgiving, whatever holiday is coming up soon)?

FUN

- What do you do to relax?
- What do you like to do for fun?
- What are your three favorite foods?
- What is your favorite all time movie or book?
- What other language do you most want to learn and for what reason?
- What do you like to do with your hands?
- What do you like to do with your hands, head, and heart?
- If you were to be on a reality television show, which one would it be?

RLF WORKSHOP-RELATED

- Day One — Opener: What makes you smile?
- Day One — Appreciative Listening: What helps you listen well? When have you been at your best as a listener?
- Day One — Practicing Facilitation: How do you feel about presenting in front of groups?
- Day Two — Opener: Who inspires you in this work?
- Day Two — 3 D's: How do you deal with conflict?

KNOWLEDGE, SKILLS, AND ATTITUDES FOR COLLABORATIVE LEADERS

KNOWLEDGE

Collaborative leaders need to understand:

- Their own strengths and weaknesses.
- Their own values and interests, what they are passionately committed to creating and why.
- Results-based decision-making.
- The relationships, assets, and interests in their community.
- The issues of power, diversity, and the stages and processes of change.
- That community change is not a linear process.
- The levers of change and how to move them.
- The community, government, and the condition of children, youth, and families.

SKILLS

Collaborative leaders need the ability to:

- Communicate in a non-threatening way.
- Frame an issue.
- Generate trust.
- Facilitate meetings.
- Create safety so that people can take risks.
- Use interpersonal skills to deal with all people, especially those not happy with you.
- Relate to where people are coming from and their starting points.
- Share power.
- Prioritize and manage time.
- Listen and hear clearly from a diversity of voices.
- Speak in a way that respects the interests of others and provides clarity in the dialogue.
- Create Win/Win negotiation and reciprocal relationships.
- See diverse contributions and create roles so people can make those contributions.
- Figure out where you are and what the next appropriate step is for that stage and level of change.
- Facilitate people making contributions and following through.
- Assess when and why the group is stuck and the next steps.

ATTITUDES

Collaborative leaders need to value:

- The local decision-making process.
- A focus on results.
- Results-based accountability.
- Diversity and inclusion.
- Families and communities as having strengths as well as challenges.
- The experiences of those who have been part of the traditional services system.
- Youth as resources and stakeholders.
- Community members as knowledgeable about what is best for their community.
- Data as a means of supporting decision-making.
- A range of funding and resources, including informal and in-kind supports.
- Making better use of existing resources.

LISTENING APPRECIATIVELY

“Are you listening to me?” is a common question asked when someone senses that another person is not listening. Listening is a behavior that we do all the time; therefore, we do not generally view it as a skill. However, collaborative members find that listening appreciatively is a basic skill for all of their work.

What are the characteristics of listening appreciatively?

- Being quiet while the other person is talking
- Being attentive to the speaker by not performing other tasks
- Looking at the person who is speaking
- Responding when the speaker asks something
- Thinking about what the speaker is saying, rather than thinking about what you will say next

Why is listening appreciatively important for collaborative members?

Listening is a “building-block” skill. All other individual member skills build on the skill of listening appreciatively. For example:

- Listening appreciatively affects the way that trust is built with other collaborative members.
- Listening appreciatively has an impact on members’ ability to understand the issues and make decisions.
- Developing listening skills is critical to building trusting relationships among individuals with different cultural and ethnic backgrounds.

What Works for Effective Ground Rules

Fewer is better.

Post the ground rules at each meeting.

Do a quick check-in about the rules.

Review the rules periodically to see whether they still work for the group.

Ground Rules

With increased use of collaboration in teams and partnerships, people are looking for ways to use their time with one another more efficiently. Having a set of ground rules increases effectiveness and productivity.

Let us all
remember we
have the same
goal, we may
have different
experiences,
different ways
of verbally
expressing it,
different points of
view. Accept it!
Respect it!

*Valerie Burrell-
Mohammad*



Some collaboratives use the term, “Ground Norms” rather than “Ground Rules.” A norm has a different implication than a rule. The norm defines how members of a group interact with one another emphasizing that these relationships are key to the success of a collaborative’s work.

Ground rules or norms help to:

- Keep a meeting on track to achieve the desired results.
- Encourage members to behave in ways that are acceptable to others.
- Maintain consistency about the use of skills, such as consensus decision-making.
- Define behaviors that are not acceptable to the group.
- Approach disagreements in a positive way.

Follow-Through

For each meeting, groups need to keep track of decisions made, proposals approved, and, most importantly, implementation of agreed-upon actions. Groups use various approaches, including:

- Sending out a short summary of decisions at the meeting and key actions to take (including who and when). This reminder works as a “call to action” for members, committees, and staff.
- Making “help calls” one week after the meeting, inquiring as to whether members or groups need any help with the task agreed to at the meeting.

Meeting Results

The work of a results-based meeting consists of:

- the problems solved,
- the relationships built,
- the knowledge shared, and
- the opportunities identified and explored.

However, if by the end of the meeting there is not clarity and documentation of the key decisions, the commitments to action, and the immediate next steps, then it is unlikely that the meeting results will lead to improved conditions of well-being for children, families, and communities (population-level results and/or program-level results).

Most results-based meetings are “a step along the way” to further action and further results.

The following are effective questions for facilitators to use to support the group in defining the key decisions, the commitments, and the actions and next steps.

Key Decisions: The important choices that the group has made that they need to remember in order to move forward together.

- What were the decisions?
- Was the decision made by consensus?
- Was the decision made by a vote and if so what was the vote count?

DESIGN WORKSHEET

1. Purpose of the meeting:
2. Desired results of the meeting:
3. Number of people and their relationship to each other and their relationship to the purpose:
4. Amount of time available:
5. Location of the meeting:
6. The work this group can do in the available time and space that will produce the desired result:
7. The design approaches that are available to accomplish the work:
8. Preparation needed:

PROFILE

Roles that Reflect a Process Approach

The Alliance for Building Community (ABC) in Vermont analyzed its key tasks and assigned members accordingly. ABC has:

- An Agenda Design Committee of two members who assist the administrative coordinator in creating an efficient agenda for each collaborative meeting.
- Two members who alternate in facilitating meetings, rather than the collaborative chairperson.
- One member who is timekeeper at each meeting.
- One member who observes and evaluates the group decision-making process, and then reports at the end of the meeting.

This emphasis on process helps discussions occur democratically and efficiently and allows more active participation for the collaborative members who are new to leadership.

Logistics

As with all meetings, collaboratives need to plan the logistics of their meetings. Planning involves considerations as to who, what, where, and when, such as the following list of questions:

- Who will attend the meeting?
- Do any participants have special needs? Do new members need a “meeting buddy”?
- Who will facilitate the meeting?
- Who will present issues or proposals? Do they have the information they need?
- Where will the meeting be held? Who is the contact person?
- What is the day and time of the meeting? How long will it run?
- What arrangements are needed for transportation, child care, meals?
- What materials, media, or supplies are needed?
- Should refreshments be available?

CONFLICTS

Conflicts often result when one or more of the people in conflict adopt a position that allows only one solution to meet their needs. Generally interests can be satisfied in a variety of ways (Fisher and Ury, 1983).

Relationship Conflicts occur because of:

- the presence of strong negative emotions,
- misperceptions,
- stereotypes,
- poor communication or miscommunication, or
- repetitive negative behaviors.

These problems often result in what has been called unrealistic or unnecessary conflicts since they may occur even when objective conditions for a conflict, such as limited resources or mutually exclusive goals, are not present. Relationship problems, such as those listed above, often fuel disputes and lead to an unnecessary escalating spiral of destructive conflict (Coser, Moore).

Data Conflicts occur when people:

- lack the information necessary to make wise decisions,
- are misinformed,

- disagree over what data are relevant,
- interpret information differently, or
- have competing assessment procedures.

Some data conflict may be unnecessary since it is caused by poor communication between the people in conflict. Other data conflict may be genuine because the information and/or procedures used by the people to collect data are not compatible.

Interest Conflicts are caused by competition over perceived or actual incompatible needs. Conflict of interest results when one or more parties believe that in order to satisfy his or her needs, those of an opponent must be sacrificed. Interest-based conflicts occur over:

- substantive issues (money, physical resources, time, etc.),
- procedural issues (the way the dispute is to be resolved), or
- psychological issues (perceptions of trust, fairness, desire for participation, respect, etc.).

For an interest-based dispute to be resolved, all parties must have a significant number of their interests addressed and/or met in each of these three areas.

ROLES PEOPLE PLAY IN CONFLICT SITUATIONS

People play a variety of roles in conflict. They may be negotiators who have a stake in the outcome of the dispute; mediators or facilitators — third parties without a stake in the substantive issues in dispute — who have procedural skills useful to disputants in reaching an agreement; or decision-makers or arbiters — people whom disputants have asked to make a decision for them.

Conflict resolution often can be enhanced by clarification of the role that a person plans to play in the problem-solving process. When entering a dispute, a person should decide if s/he is to be a negotiator, mediator, facilitator, or decision-maker/arbitrator, and then decide if other parties will benefit from a clarification of the conflict manager's role.

Note that, in each of the roles, the level of power or influence that a party has varies. In some situations, the conflict manager may have power or authority to make a decision and may choose to use it. In others, a person may have the power to decide, but may refrain from acting so that others can make the decision.

Structural Conflicts are caused by oppressive patterns of human relationships (Galtung, 1975). These patterns are often shaped by forces external to the people in dispute.

- how the situation is set up,
- role definitions,
- time constraints (too little or too much),
- geographical/physical constraints (too far or too close),
- unequal power or authority,
- unequal control of resources,

And so forth often promote conflict behavior.

Value Conflicts are caused by perceived or actual incompatible belief systems. Values are beliefs that people use to give meaning to their lives. Values explain what is good or bad, right or wrong, just or unjust. Differing values need not cause conflict. People can live together in harmony with quite different value systems. Value disputes arise only when people attempt to force one set of values on others or lay claims to exclusive value systems that do not allow for divergent beliefs.

The Circle of Conflict and Conflict Mapping

The Circle of Conflict is a useful analytical tool for examining disputes and uncovering the root cause of conflict behavior. By examining a conflict and evaluating it according to the five categories — relationship, data, interest, structure, and value — we can begin to determine what causes the dispute, identify what sector is primary, and assess whether the cause is a genuine incompatibility of interests or perceptual problems of involved parties. These insights can assist us in designing a resolution strategy that will have a higher probability of success than an approach which is exclusively trial and error (Moore, 1986).

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PROPOSAL-BASED DECISION-MAKING: THE RULE OF THUMB

Step 1. Proposal development

Proposals are made by some one saying:

I propose that _____

Example: I propose that we invite the PTA president to our next meeting.

After a proposal is made people can either build on the proposal or make another proposal. (They cannot just criticize the proposal!)

Example of building on a proposal: I would like to build on your proposal by proposing that we also invite the principal.

Example of making another proposal: I propose that we use our next meeting to decide what we want from the school before inviting anyone.

Step 2. Finding the decision “everyone can go along with”

People have an opportunity to discuss and explore the proposal. When people understand the proposal use thumbs to see who can support the proposal. Scan the room to see the level of support for the proposal.

A quick, visual check on consensus can be made by asking for people’s opinions in a quick poll:



Agree (thumbs up)



Not sure (thumbs sideways)



Disagree (thumbs down)

TIP: Go to the people with thumbs sideways (not sure) or down (disagree) and ask: *What can bring you up?* This gives them an opportunity to say what it would take for them to go along with the proposal.

If they aren’t sure what will help them, have the group ask questions to better understand their concerns and be creative about finding ways to address those concerns. This may involve creating another proposal. People ask questions to better understand these concerns and try to constructively address them (Inquiry). People do not make speeches saying why the proposal is good (Advocacy).

Step 3. Making the decision

The decision is made when either everyone’s “thumb is up” (Consensus) or the group has decided that they have enough support (almost everyone’s thumb is up).



Consensus decision-making — A process of finding a solution that members can support, even if some members are not in full agreement.

Consensus is finding a proposal acceptable enough that everyone can support it and no one opposes it.

Consensus is not a unanimous vote, a majority vote, or everyone totally in agreement.

Consensus is one among many different ways to manage relationships, reach decisions, and take action to achieve results.

MAKING DECISIONS BY CONSENSUS

Consensus means finding a proposal or solution that everyone in the group can support, even though some members may not be in agreement. The assumption for consensus is that individuals will leave their personal issues “at the door” and consider instead the good of the organization. Each person doesn’t have to agree completely with the decision in order to support it.

Consensus is not a unanimous vote. Consensus is reached when each person can at least say, *This is not exactly what I want; however, I can live with the decision and support it.*

Why is consensus decision-making important?

Consensus decision-making is more than a technique for reaching decisions. Consensus decision-making is important because it embodies the values of collaboration, shared responsibility, and accountability for better results. Consider the following about consensus decision-making:

- All viewpoints are heard in the process of reaching decisions; thereby increasing the group understanding of the range of the community's interests.
- Unity and strong support for decisions about the well-being of children and families undergird the process as well as how resources are used to improve conditions.
- Consensus strengthens the decision-making process. It creates a sense of individual responsibility for the group's actions and, at the same time, increases individuals' participation in the decision-making process.

Consensus decision-making does *not* imply that the group thinks alike on all matters. Consensus decision-making does not shy away from conflict. On the contrary, conflict is considered healthy. Exploring diverse viewpoints brings the strengths and weaknesses of proposals into focus and uncovers underlying attitudes and assumptions.

Keep in Mind ...

Consensus is built upon principles such as respect, unity of purpose, nonviolence, self-empowerment, commitment, and active participation.

What are characteristics of consensus decision-making?

- An atmosphere of inquiry.
- A focus *away from* an individual who is advocating personal views.
- The meeting's purpose and results as the criteria for measuring ideas and actions.
- Airing of differing views so that they can be addressed.
- An environment that promotes trust, respect, and unity of purpose.

Keep in Mind ...

If the group cannot reach consensus, it may have the “wrong” issue on the table. The group should go back and re-examine the issue.

Changing to consensus decision-making

One collaborative in Georgia typically used majority rule. As members recognized that the collaborative was stuck in “the usual” way of conducting business, they began exploring consensus decision-making methods.

The collaborative did *not* go from using majority rule one day to using consensus decision-making the next. Instead, members requested and received an orientation on consensus decision-making. They outlined what this new

decision-making process would look like and the steps the collaborative would take to implement it. This process took several months.

Now the collaborative seldom takes votes. Several members have commented on how energized the group is as a whole and that individual members are more vocal and involved at meetings. Other members mentioned that their sense of being vested in the work has increased, and the chairperson remarked that a broader representation of members is now more actively involved.

Consensus decision-making: The process

A consensus approach to decision-making is a format that reflects the best interests, needs, and desires of the entire group. Michigan's LCFCC adopted a consensus decision-making process for its work. The underlying premise was that agreement existed among members on the common intent of the group — its mission, values, principles, bylaws, traditions, and the results to effect.

The process starts with agenda planning that sorts out issues and puts together proposals that advance the organization's purpose. The proposals are brought to the larger group as agenda items for the meeting. Once a proposal reaches the floor, the facilitator asks for any clarifying questions. (Only questions that further the understanding of the proposal are submitted.) Then discussion begins on three levels:

Work joyfully and peacefully, knowing that right thoughts and right efforts inevitably bring about right results.

James Allen

Level One — Open discussion and a call for consensus. The facilitator asks if any concerns or objections to the proposal exist. If none, the proposal passes. If there are concerns or objections, the process moves to Level Two.

Level Two — Discussion focuses on identifying concerns by asking and answering the following questions: How does this proposal conflict with our mission statement? How does this proposal support our mission statement? Comments are short and to the point without rebuttal from others, e.g., *I think this proposal conflicts with our mission by...*The Scribe records responses, pros and cons, for all to see.

Level Three — Discussion is intended to resolve those concerns. Members with concerns may state what it would take for them to agree with the proposal. At this point, a new or revised proposal may emerge. The facilitator then asks for consensus or concerns.

If consensus cannot be reached, closing options include:

- The concerned individual standing aside, if the proposal obviously aligns with the mission and the greater good of the organization;
- Sending the proposal back to the committee for further study;
- Declaring a block.

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EVALUATION

EVALUATION



We would appreciate it if you could take a few moments to share your ideas and experiences.

Please circle the number that best reflects your opinion.

As a result of this workshop:

WORKSHOP IMPACT	Not True		True		Very True
1. I got the results I hoped for from the workshop.	1	2	3	4	5
2. I am more interested in facilitating resident meetings.	1	2	3	4	5
3. I better understand the skills required for results-based facilitation.	1	2	3	4	5
4. I feel better prepared to facilitate a resident meeting.	1	2	3	4	5
5. I met others whom I will contact to discuss ideas, concerns, or questions about results-based facilitation.	1	2	3	4	5
6. The workshop gave me new knowledge, information, or ideas that will help me move local efforts forward.	1	2	3	4	5
7. The relationships I built or strengthened through the workshop will help me move local efforts forward.	1	2	3	4	5
8. I feel that I have learned skills that will help me participate in meetings more effectively even if I am not the facilitator.	1	2	3	4	5

	Not True		True		Very True
WORKSHOP FORMAT					
9. The sessions in which I practiced results-based facilitation skills were useful.	1	2	3	4	5
10. Overall the workshop helped me learn results-based facilitation skills.	1	2	3	4	5
11. The team of coaches did a good job.	1	2	3	4	5
12. The notebook with materials was useful.	1	2	3	4	5
WORKSHOP LOGISTICS (FOOD, MEETING ROOM, ETC.)					
13. I received good information about the workshop dates, location, and content.	1	2	3	4	5
14. The facility was a good place for the workshop to be held.	1	2	3	4	5
15. The food selection, amount, and quality were acceptable.	1	2	3	4	5
16. At the beginning of the workshop my comfort level with the following areas was:	Not Confident		Confident		Very Confident
Facilitating a meeting	1	2	3	4	5
Designing a meeting	1	2	3	4	5
Participating in meetings	1	2	3	4	5

17. For each of the skill areas below, please circle one of the numbers to indicate your level of confidence now in being able to:

	Not Confident		Confident		Very Confident
Remain neutral while facilitating	1	2	3	4	5
Listen For	1	2	3	4	5
Use Effective Questions	1	2	3	4	5
Use APEing	1	2	3	4	5
Use the 3 R's	1	2	3	4	5
Design a meeting	1	2	3	4	5
Co-facilitate (take group notes on a flip chart)	1	2	3	4	5
Handle disagreement or conflict in a meeting	1	2	3	4	5
Handle challenging behaviors in a meeting	1	2	3	4	5

- | | YES | NO |
|----------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 18. I understand the difference between chairing a meeting and facilitating a meeting. | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Do you plan to facilitate meetings in the next few months? | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Was this workshop a good use of your time? | <input type="checkbox"/> | <input type="checkbox"/> |

21. Is there anything about the workshop that you think we should change?

22. Should we do this workshop for others in your neighborhood?

23. Is there anything else you would like to tell us?

PREWORK

PREPARATION WORKSHEET (PREWORK)



Welcome to your workshop!

What you get out of your workshop depends on:

- what you want; and
- the match between what you want and what is offered.

What do I hope to learn from this workshop that can help me as a resident leader and facilitator?



WHAT MAKES an EFFECTIVE FACILITATOR? (PREWORK)



My definition of an effective facilitator is:

There are times when we work with a group of people that just seem to “click” — times of creativity and synergy. Most of us have experienced being part of such a group when not only the work but the very act of working together was particularly successful and rewarding. Think about those experiences when you were working with such a group and answer the following questions:

What made it fun, successful, a high point for you?

What was the outcome?

What did you like best about the experience?

Was there a facilitator? If so, name one thing he or she did that helped make the meeting an exceptional experience?

Think of a time when you were frustrated and didn't know how to get the results you wanted from a meeting.

How large was the group?

What was the purpose of the meeting or the results you were trying to achieve?

Describe the problem or situation that prevented the results from being achieved?

THE 3 R'S (PREWORK)



Meeting Design Worksheet

Think of a future meeting that you will be facilitating in the next few months.

When is the meeting?

How large is the group?

Who will be coming or who do you want to come to the meeting?

What is the purpose of the meeting or the results you are trying to achieve?

What are your hopes for this meeting?

What are your fears for this meeting?



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