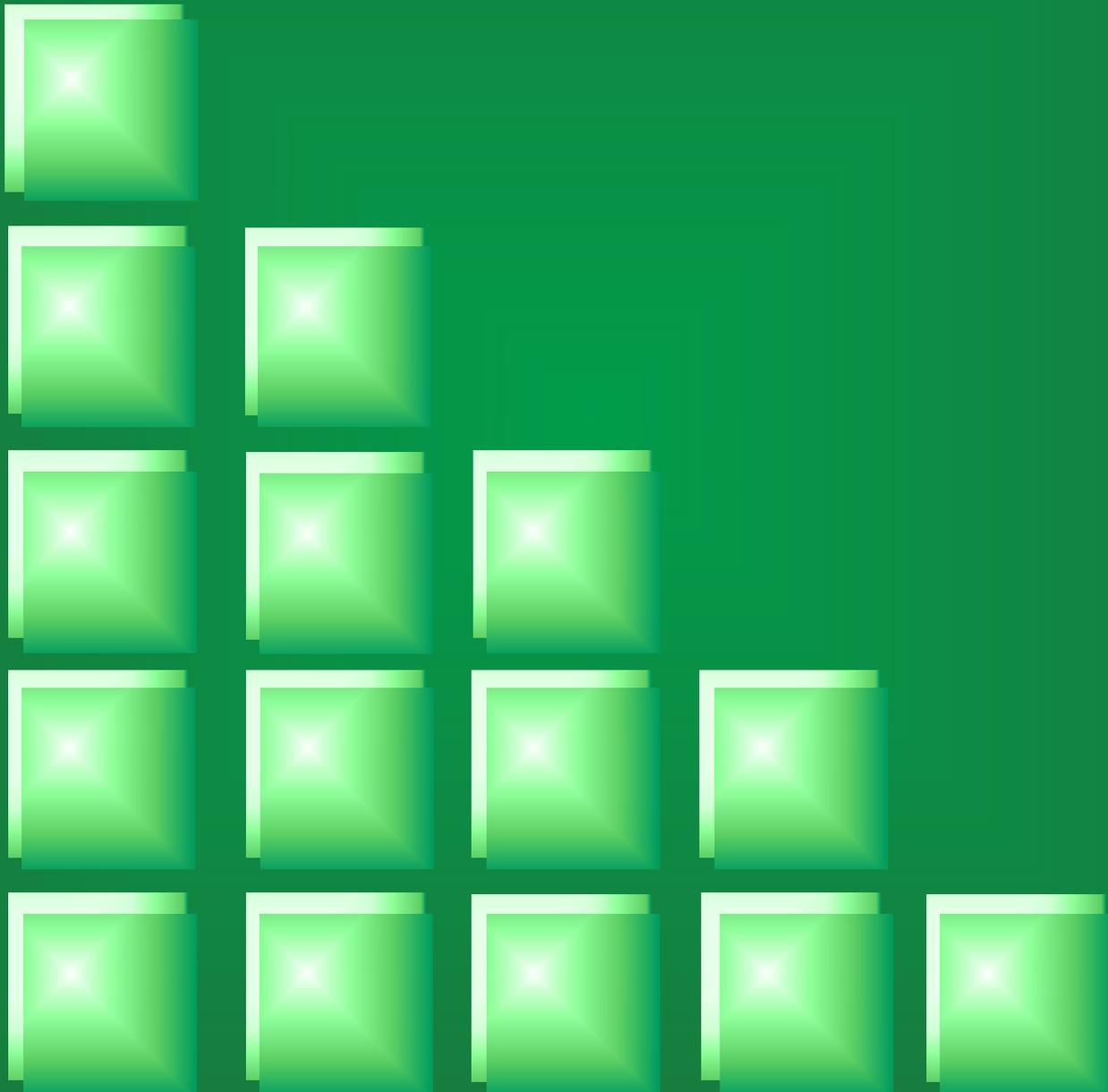




Facilitation Skills for Managers





Facilitation Skills for Managers

Training Curriculum Package

This training program was prepared under cooperative agreement 98A08GIG1 between ETR Associates and the National Institute of Corrections, U.S. Department of Justice.

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Revised 02/01

FACILITATION SKILLS FOR WORK GROUPS TRAINER'S MANUAL

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Overview

Series:	GROUP FACILITATION SKILLS
Curriculum:	FACILITATION SKILLS FOR MANAGERS

Prepared By: Barbara Collins, Susan Yeres, M. Gale Smith

Date: February 1999

Length: 16 hours

Rationale For Training Program:

Facilitation of groups requires knowledge of individual's interactions in groups and group process strategies, as well as skill in leading group participants to achieve specific goals.

Course Outcomes:

Skills can be broken down into specific steps and practiced to achieve proficiency.

Appropriate Audience:

"*Facilitation Skills for Managers*" is designed for a group of 18-24 managers who run meetings and/or lead task groups (for example, a team set up to design a new facility, to plan and carry out a facility-wide event, or to develop a new policy).

Special Instructions:

Participants in this training program work in groups of six that stay together for the entire 16 hours. The training room should be set up with round or rectangular tables for each group of six. Attached is a description of each module in the training program, in the recommended sequence. There is an estimated length of time needed to conduct each module. If the number of participants in the training program exceeds 24, each module may take slightly longer to conduct (or less if numbers of participants are substantially under 24).

Equipment:

Overhead projector and screen
Extension cord
VCR/Monitor
Flip chart easels (4) and Flip chart pads (6)
Instaframe
Baton (pointer)

Instructional Materials:

- < Participant Manual
- < Signs:
 - C I Love Facilitation
 - C Facilitation is Hard Work
- < Candy “prizes” for Facilitation Warm-up activity
- < Handling Challenges card sets
- < Course Completion Certificates

Overheads:

- < OH #1, Facilitation Skills for Managers
- < OH #2, Course Outcomes
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- < OH #7, Effective Work Groups
- < OH #8, Facilitation
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- < OH #10, Critical Tasks of Facilitating Work Groups
- < OH #10A, Stages of Group Development
- < OH #11, PAL Process of Meetings
- < OH #11A, Groan Zone
- < OH #12, The Problem-Solving Process

Handouts:

- < Work Group Plan
- < Activity Process Guide (1 per person)
- < Dealing with Difficult Dynamics

General Materials:

1 roll scotch tape	6 blank transparencies
4 rolls masking tape	300 index cards
1 stapler	4 3x3 post-its
1 bx staples	4 11/2x2 post-its
1 pair scissors	1 glue stick
1 bx each paper clips, large & small	1 3-hole punch
1 bx binder clips	1 bx rubberbands
3 dz pens	20 paper pads
2 dz pencils - sharpened	2 rolls clear packing tape
1 white out	100 sheets white copy paper
30 highlighters	5 each ETR small & large envelopes
1 pk (4) overhead pens	1 pkg push pins
30 markers (1 dz. dark colors & 2 dz assorted)	1 x-acto blade
6 chart pads for easel stands	5 return labels - fed ex class roster

Reference Materials:

How to Lead Work Teams - Facilitation Skills, Fran Rees, Jossey-Bass Pfeiffer.

Facilitation Skills for Team Leaders, Donald Hachett and Charles Martin, Crisp Publications.

Managers as Facilitators, Richard Weaver and John Farrell, Berrett-Koehler Publishers.

Effective Meeting Skills, Marion E. Haynes, Crisp Publications.

Facilitator's Guide to Participatory Decision-Making, Sam Kaner, Lenny Lind, Catherine Toldi, Sarah Fisk and Duane Berger, New Society Publishers.

FACILITATION SKILLS FOR MANAGERS:

Content Outline

Module	Summary & Rationale	Length
Module 1: Introduction and Course Overview	The purpose of this module is to provide participants with an overview of the 16-hour training program and begin the “Forming” process for participant groups that will work together throughout the training program.	1 hour 40 minutes
Module 2: What is Facilitation?	The purpose of this module is to help participants clarify the differences between facilitator, manager and leader roles they play, and to begin exploring the role of facilitator in effective work groups.	1 hour 25 minutes
Module 3: Know Yourself and Your Group	The purpose of this module is to provide participants with an opportunity to assess their skills as facilitators and set learning goals for skill enhancement.	1 hour 10 minutes
Module 4: Getting Started	The purpose of this module is to help participants understand how groups “form” and what a facilitator can do to set a climate for effective work.	2 hours 45 minutes
Module 5: Getting Work Done	The purpose of this module is to provide participants with tools for guiding a work group through the tasks it must complete. These tasks include planning and conducting meetings, making decisions and solving problems.	4 hours 45 minutes
Module 6: Handling Challenges	The purpose of this module is to provide participants with practice in effective methods of handling challenging behaviors in groups.	2 hours 10 minutes
Module 7: Completing Work	The purpose of this module is to provide participants with ideas and suggestions for helping their work group finish tasks, including evaluating their work and celebrating accomplishments.	1 hour 10 minutes

total hours 16

NATIONAL INSTITUTE OF CORRECTIONS

FACILITATION SKILLS FOR MANAGERS

Trainer Agenda

(2-day delivery)

Time Schedule	Day 1
Module 1 - Introduction	
8:00-9:00 am	Anticipatory Set (60 min) Overview Form Groups
9:00-9:10 am	Break (10 min)
9:10-9:50 am	Input (10 min) Charge and Ground Rules Practice Assignments Independent Practice (20 min) Closure (10 min)
Module 2 - What is Facilitation?	
9:50-11:15 am	Anticipatory Set (30 min) Effective/ineffective Work Groups Instructional Input (20 min) Task and Process Define Facilitation Guided Practice (20 min) What Role to Play Closure (15 min) Introduce Work Group Plan
11:15-11:25 am	Break (10 min)
Module 3 - Know Yourself and Your Group	
11:25-12:00	Anticipatory Set (5 min) Instructional Input (5 min) Guided Practice (25 min) Values Interviews
12:00-1:00 pm	Lunch (60 min)

1:00-1:05 pm	Warm-Up
1:05-1:40 pm	Independent Practice (15min) Goals for Personal Development Closure (15 min) Contributions of Group Members
Module 4 - Getting Started	
1:40-3:00 pm	Stages of Group Development Anticipatory Set (5 min) Instructional Input (5 min) Input and Guided Practice (60 min) Closure (10 min)
3:00-3:10 pm	Break (10 min)
3:10-4:20 pm	Preparing for Your Work Group Anticipatory Set (5 min) Instructional Input (5 min) Guided practice (20 min) Closure (5 min) Setting a Climate for Effective Work Anticipatory Set (5 min) Instructional Input and Guided Practice (30 min)
4:20-4:30 pm	Break (10 min)
4:30-4:45 pm	Setting a Climate for Effective Work (con't) Closure (15 min)
4:45-5:00 pm	Closure for Day 1 (15 min)
Time Schedule	Day 2
8:00-9:10 am	Warm-up (10 min)
Module 5 - Getting Work Done	
8:10-9:10 am	Conducting Effective Meetings Anticipatory Set (5 min) Instructional Input (10 min) Guided Practice (30 min) Closure (15 min)
9:10-9:20 am	Break 10 (min)

9:20-11:10 am	<p align="center">Making Decisions and Solving Problems</p> Anticipatory Set (45 min) Instructional Input (20 min) Guided Practice (30 min) Closure (15 min)
11:10-11:20 am	Break
11:20-12:15 pm	Lunch (60 min)
Module 6 - Handling Challenges	
1:15-1:20 pm	Warm-up Activity
1:20-2:10 pm	<p align="center">Feedback</p> Anticipatory Set (5 min) Instructional Input (5 min) Guided Practice (30 min) Closure (10 min)
2:10-2:45 pm	<p align="center">Handling Challenges</p> Anticipatory Set (5 min) Instructional Input (30 min)
2:45-2:55 pm	Break (10 min)
2:55-3:40 pm	<p align="center">Handling Challenges</p> Guided Practice (30 min) Closure (15 min)
Module 7 - Completing Work	
3:40-4:20 pm	Anticipatory Set (5 min) Instructional Input (5 min) Guided Practice (20 min) Closure (10 min)
4:20-4:30 pm	Break (10 min)
4:30-5:00 pm	Training Closure and Evaluation (30 min)

NATIONAL INSTITUTE OF CORRECTIONS

FACILITATION SKILLS FOR MANAGERS

Trainer Agenda (2.5 -day delivery)

Time Schedule	Day 1
Module 1 - Introduction	
8:00-9:00 am	Anticipatory Set (60 min) Overview Form Groups
9:00-9:10 am	Break (10 min)
9:10-9:50 am	Input (10 min) Charge and Ground Rules Practice Assignments Independent Practice (20 min) Closure (10 min)
Module 2 - What is Facilitation?	
9:50-10:20 am	Anticipatory Set (30 min) Effective/ineffective Work Groups
10:20-10:30 am	Break (10 min)
10:30-11:45 am	Instructional Input (20 min) Task and Process Define Facilitation Guided Practice (20 min) What Role to Play Closure (15 min) Introduce Work Group Plan
11:45-12:45 am	Lunch (60 min)
12:45-1:00 pm	Warm-Up (15 min)

Module 3 - Know Yourself and Your Group	
1:00-2:10 pm	Anticipatory Set (5 min) Instructional Input (5 min) Guided Practice (25 min) Values Interviews Independent Practice (15min) Goals for Personal Development Closure (15 min) Contributions of Group Members
2:10-2:20 pm	Break (10 min)
Module 4 - Getting Started	
2:20-3:50 pm	Stages of Group Development Anticipatory Set (5 min) Instructional Input (5 min) Input and Guided Practice (60 min) Closure (10 min)
3:50-4:00 pm	Break (10 min)
4:00-4:45 pm	Preparing for Your Work Group Anticipatory Set (5 min) Instructional Input (5 min) Guided practice (20 min) Closure (5 min)
4:45-5:00 pm	Closure for Day 1 (15 min)
Time Schedule	Day 2
8:00-8:10 am	Warm-up (10 min)
8:10-9:00 am	Setting a Climate for Effective Work Anticipatory Set (5 min) Instructional Input and Guided Practice (30 min) Closure (15 min)
9:00-9:10 pm	Break (10 min)
Module 5 - Getting Work Done	
9:10-10:10 am	Conducting Effective Meetings Anticipatory Set (5 min) Instructional Input (10 min) Guided Practice (30 min) Closure (15 min)
10:10-10:20 am	Break 10 (min)

10:20-11:25 am	Making Decisions and Solving Problems Anticipatory Set (45 min) Instructional Input (20 min)
11:25-11:35 am	Break (10 min)
11:35-12:20 AM	Guided Practice (30 min) Closure (15 min)
12:20-1:20 pm	Lunch (60 min)
1:20-1:35 pm	Warm-up Activity (15 min)
1:35-2:30 pm	Other Tools for Facilitators Instructional Input (10 min) Guided Practice (30 min) Closure (15 min)
2:30-2:40 pm	Break (10 min)
Module 6 - Handling Challenges	
2:40-3:45 pm	Feedback Anticipatory Set (5 min) Instructional Input (5 min) Guided Practice (30 min) Closure (10 min)
3:45-3:55 pm	Break (10 min)
3:55–4:45 pm	Handling Challenges Anticipatory Set (5 min) Instructional Input (30 min)
4:45-5:00 pm	Closure for Day 2 (15 min)

Time Schedule	Day 3
8:00-8:15 am	Warm-up (15 min)
8:15-9:00 am	<p style="text-align: center;">Handling Challenges</p> Guided Practice (30 min) Closure (15 min)
9:00-9:10 am	Break (10 min)
Module 7 - Completing Work	
9:10-10:00 am	Anticipatory Set (5 min) Instructional Input (5 min) Guided Practice (20 min) Closure (10 min)
10:00-10:45 am	Training Closure and Evaluation (45 min)

ANTICIPATORY SET

In the fall of 1992, the National Institute of Corrections Academy initiated an effort to revise current training curricula and to develop new programs according to guidelines set forth in the Instructional Theory Into Practice (ITIP) model. Key points of the model include: a focus on the learner, instruction directed to higher level objectives; applied learning; a lesson plan format which links outcomes and performance objectives to training activities and to evaluation of learning; and the ultimate importance of instructional design and delivery decisions made by trainers.

In the ITIP model, an "anticipatory set" begins the lesson plan. In this section of an instructional sequence, the instructor establishes readiness for learning in the learner and begins efforts to ensure transfer of newly acquired information, skills, values, or attitudes to job performance. Effective anticipatory set, ones which serve the purpose of bringing the learner to the learning task, are characterized by instructor actions and training activities which focus the participants attention specifically on what is supposed to be learned and detach him/her from environmental or personal distractions. The key conceptual focus of the lesson plan or module is introduced and performance objective participants will be expected to meet explicitly shared. Reference is made to previously known information and to previous modules of instruction in order to "locate" learning and to provide a frame of reference in which new learning content can be placed. This association of new information with previously learned content, skill and values, as well as with the participants life experience or current job performance needs, provides a reason or rationale for the participant to engage in the instructional process, and a meaningful context for training activities, including what the trainer will do and what the participant will do, also helps to ensure that from the first moment, the participant is involved in structuring the learning to be done and in devising means to apply it.

Trainers should, at this stage of the lesson, strive to eliminate actions or information which does not pertain directly to critical attributes of the learning task. Examples, illustrations, models, and learning materials which are interesting, but unrelated, should be avoided.

Discussions which may lead participants' minds to wander or lecture which forces them to assume passive learner roles should be discarded. Every attempt should be made to ensure that participants go forward into the lesson without misunderstandings or misperceptions, positively and accurately "anticipating" what is to come.

Excerpted from: "Instructional Theory Into Practice: Essential Elements of Instruction-Part One" by Lois Hay in The Journal of Correctional Training

INSTRUCTIONAL INPUT

A training session developed according to the ITIP model will have a lesson plan based on learning outcomes and performance objectives derived from a needs assessment process. Such a lesson plan would begin with an anticipatory set which prepares the participant for learning by connecting prior knowledge and experience with the new learning. The next element of the lesson plan, known as the "instructional input" will be structured according to decisions the trainer makes on a number of key questions.

First, *What is the "context of the learner"? Who are the participants? What are their group and individual learning characteristics, preferences, and needs?* Answering these questions creates a "learner-centered" lesson which is responsive to participants and which places balanced responsibility for learning on the trainer and the learners. The research related to how people learn reminds us that participant groups will be made up of individuals who take in and process information very differently, who learn best under distinctly different conditions. Trainers can use their insight about learning style differences and preferences to build into the lesson plan activities which allow learners of all types to take in and process the content being presented.

Secondly, *What is the "context, or nature of the learning task"? Are the required learning outcomes related to information acquisition or awareness, to skill mastery, to application of processes in given situations or to incorporation into personal behavior of specified values and attitudes? What on-the-job performance levels will learners be expected to*

attain? Different types of learning tasks require different levels of cognitive processes and different training strategies and activities. If knowledge and basic understanding of information are all that is required, print materials or visual media, lecture and discussion or demonstration can be used. If skill acquisition is the goal, learning experiences must be extended beyond information sharing to include practice opportunities with corrective or reinforcing feedback from the instructor. If job requirements call for using information/skill in new or varied circumstances, for modifying practices to adapt to changes in the work environment, for decision-making or for creativity, performance objectives for training must be raised to that cognitive level and instructional activities need to simulate those levels of functioning.

Problem-solving should be taught through solving real work place problems. Decisions should be formulated and action recommended within realistic simulations and role-plays. The mode of instructional input should model the kind of thinking and learning to be done. Also, of all the available information related to any type of learning, *What will be selected for instruction? What are the critical attributes of the learning and what materials, examples, and questions will focus participants on those points? What analogies, metaphors, or pictures will illustrate essential concepts, skills, or desired behaviors? What contrasts or comparisons will help participants to differentiate from or associate this information with other knowledge they possess?* All the trainer decisions in this area result from accurate assessment of what must be learned and how the learning must be applied.

Finally, *How will the trainer know if the desired learning is taking place as training progresses? What checks for understanding will occur? What modifications or adjustments in instructional strategy will be made to enhance or redirect learning?*

Although the traditional mode of input is lecture or written material, the answers to the above questions may demand that the trainer look for ways to supplement these methods or replace them with strategies more appropriate for high level performance outcomes.

Although input follows anticipatory set in the lesson plan and the lesson delivery, the determination of content should come first in the trainer's planning process. It is almost

impossible to design an effective anticipatory set without a clear understanding of the input necessary to reach the established performance objectives.

Excerpted from: "Instructional Theory Into Practice: Essential Elements of Instruction-Part Two" by Lois Hay in The Journal of Correctional Training.

GUIDED PRACTICE

Lessons begin with an anticipatory set which prepare participants to learn. This is followed by instructional input strategies which are interactive, participant centered, and formatted to cause participants to deal with training content at higher levels of thinking. Inclusion of these first two elements in lesson design will, however, not have the desired positive impact without opportunity for participants to practice under the guidance of an instructor. It is through such "guided practice" that information, concepts, skills and new behaviors are incorporated into the ongoing job performance of employees. Research on learning and instruction tells us that without practice and feedback on the effectiveness of performance, only two to five percent of participants will ever attempt new skills or behaviors upon returning to daily responsibilities in an agency.

We also know that trainers report that practice and application of training content is often missing in agency curricula. Extremely limited hours of training, vast amount of information to be "covered" and large classes are cited as reasons why practice opportunities are so limited or nonexistent. Lecture, varied by question and answer sequences and a few discussions, continues to dominate the time devoted to training. The ITIP model proposes that unless practice opportunity is provided in each lesson, unless participants have some chance to be guided through application of information and concepts, job performance will not change and instructional time spent in lecture will largely be wasted.

To avoid such wasted and to take advantage of the potential of practice to improve participant job performance, training design should ensure that:

- C opportunities to apply training content, to practice actions, behaviors and skills needed on the job are appropriately placed in instructional sequences,
- C all practice focuses on the desired learning or set of learnings, that initial practice situations closely simulate job condition or contexts for performance, participants have sufficient, varied, and correct models and examples to follow,
- C trial efforts by participants are monitored by the instructor and that they receive immediate, specific, reinforcing, or corrective feedback on the accuracy of their performance, several opportunities are provided to practice each key learning exercise so that improvement and refinement in performance can occur, practice should go beyond simple replication of prescribed actions or behaviors and, where appropriate, include experimentation with alternatives, a chance to reflect on one's performance and to dialogue with others involved in the same learning experience, and the concept of "practice" be continued and extended beyond the classroom to the job site, with supervisors replacing instructors in the role of performance monitor and coach.

Training which incorporates these principles regarding practice is most commonly found in skill training which translates agency policy into operational procedures. Across the country new law enforcement and correctional officers receive classroom instruction with demonstration and with an incumbent officer and on-the-job training allow the new officer to observe and perform tasks in a safe and effective manner before he or she functions independently. The same model can be used in other areas of training which have been considered "soft skills" or "conceptual" in nature. Programs regarding leadership, diversity, quality management, etc. can become more effective and have more impact in the work place if participants have the opportunity to observe how it looks when performance meets the standards; to actually try out actions and behaviors and to learn to evaluate and select from available options as situations change. In order to incorporate more opportunities for practice, trainers may need to consider:

How can background information and content be shared so as to free up classroom time for practice, feedback, and application?

Are needs assessments and task analysis procedures in place to identify key job competencies time for practice and feedback and application?

What steps will be necessary to extend practice beyond the classroom into job performance?

Excerpted from: "Instructional Theory Into Practice: Essential Elements of Instruction-Part Three" by Lois Hay in The Journal of Correctional Training.

INDEPENDENT PRACTICE

The ITIP lessons plan format uses an anticipatory set to prepare participants to learn, instructional input strategies appropriate to adult learners to convey content and guided practice which gives learners opportunities to receive corrective or reinforcing feedback on initial trials of new skills and behaviors. The next component of the ITIP model, "independent practice", may or may not take place in the classroom setting.

Independent Practice is practice which usually occurs without the direct supervision and assistance of the instructor, although he or she may structure the assignment or individual learning experience within which the practice takes place. Independent practice can make use of learned material more automatic through repetition, can extend the amount of information learned beyond what is generally provided to everyone in the classroom, can expand the learners perception of how information can be applied in varied situations and can cause new information to become an integrated part of an already existing system of participant knowledge, abilities, and interests. Independent practice personalizes the learning so that each participant can use it appropriately.

Adult training in a classroom environment rarely includes such independent practice, either due to time constraints or to the difficulty of meeting many diverse learner needs, or perhaps due to inability to simulate all the many contexts within which the learning can be applied. Neither is it usual that homework assignments structure such learning opportunities nor that intermediate learning environments exist between the training classroom and the workplace. A fact of adult training/learning is that most significant practice opportunities arise in the course of job performance which is required to meet standards, which is appraised against those standards, and where the stakes are high.

In spite of difficulties, trainers can structure several types of independent practice into classroom instruction and build bridges between the training environment and the workplace. In the classroom, such independent activity and opportunity to relate to the learning to the participants personal experience in the workplace can come through verbal processing or training activities, through discussion and reflection on applications of information to their work situation, and through action planning for transfer of classroom learning to job performance.

Upon return to the job, participants can be supported to practice new skills and behaviors if they have explicit ways to stay connected to the instructor/trainer, if a mentor or coach is available to assist, and if periodic checks by supervisors are made to determine if skills and behaviors are in place and improving.

Since the individual practice techniques in the classroom are likely to be characterized by mental activity not observable behavior or actions, it is important that the techniques be specifically structured to direct participant thinking to real world situations they face and that the thinking be done in sufficient detail to indicate the participant will know what to do and how to do it on his or her own. Note taking guides which outline key points of information and end with critical questions on how to apply it can insert individual practice even in the middle of instructional input. Discussion guides used in small groups which direct participants to share how they will use training experiences in their work provide personalization of information. Assigning participants to analyze training content for

components which will be easy to implement and others which will be difficult and to determine how those difficulties can be overcome compels thoughtful application, and written action implementation plans to be used upon return to work and are helpful in integrating new information into existing knowledge and expertise.

In more ideal situations, class sessions can be interspersed with periods of time in which individual participants complete a variety of assignments related to information received in class and ranging from readings, to written exercises, to job experiences. These assignments are evaluated and successive classroom training builds on achievements and addresses problem areas. The assignments may build toward and culminate in, a project which demonstrates overall learning in the training program. Mentors can be used to monitor application of training on the job.

Given the importance of individual practice in transfer of training to job performance, these questions should be asked when designing lesson plans or training programs.

How may the time available for training be allocated to allow for individual practice?
What are the most crucial elements of the training content to be practiced? What combination of training techniques will provide every individual participant the opportunity to personalize the training content?

If time does not allow for individual practice in the module, can instruction in the classroom be interspersed with practice assignments what are the basis for future lessons, or can practice occur in mentored situations on the job?

Excerpted from: "Instructional Theory Into Practice: Essential Elements of Instruction-Part Four" by Lois Hay in The Journal of Correctional Training.

CLOSURE AND EVALUATION

The terms "closure" and "evaluation" refer to any point in an instructional sequence where it is appropriate or necessary to summarize, emphasize, personalize, or assess participant

learning. In the ITIP lesson plan format, a section which concludes the lesson is also referred to in this manner. It formally serves those functions described above as well as being a final opportunity, within a time frame, for the trainer to mediate the content and the learning process. Evaluation, in this context, refers to assessments of the knowledge or skill level of the participants, as well as the assessment of the training itself by participants. Effective evaluations serve as needs assessments for future training.

In designing the evaluation and closure portion of the lesson, these instructional considerations become important. Active participant involvement in this section of a lesson continues to be essential to achieve desired impact.

Techniques which cause participants to summarize key points of information, review processes by which they learned, reflect on "real world" applications of the new learning and come to a perception of the degree to which they have learned are essential here.

Trainer responsibilities and functions include:

- clarification of any questions, misperceptions, miscommunication
- reiteration of key points not surfaced by participants
- encouragement to personalize the learning
- making connections between this lesson, previous learning and activities and experience yet to come
- explicitly comparing performance objectives for the training session with perceived learning accomplishments (both the trainer's and the participants' perception)
- assigning of independent practice as necessary or desirable

Excerpted from: "Instructional Theory Into Practice: Essential Elements of Instruction-Part Five" by Lois Hay in The Journal of Correctional Training.

NATIONAL INSTITUTE OF CORRECTIONS

FACILITATION SKILLS FOR MANAGERS Trainer Agenda

Time Schedule	Day 1
Module 1 - Introduction	
8:00-9:00 am	Anticipatory Set (60 min) Overview Form Groups
9:00-9:10 am	Break (10 min)
9:10-9:50 am	Input (10 min) Charge and Ground Rules Practice Assignments Independent Practice (20 min) Closure (10 min)
Module 2 - What is Facilitation?	
9:50-11:15 am	Anticipatory Set (30 min) Effective/ineffective Work Groups Instructional Input (20 min) Task and Process Define Facilitation Guided Practice (20 min) What Role to Play Closure (15 min) Introduce Work Group Plan
11:15-11:25 am	Break (10 min)
Module 3 - Know Yourself and Your Group	
11:25-12:00	Anticipatory Set (5 min) Instructional Input (5 min) Guided Practice (25 min) Values Interviews
12:00-1:00 pm	Lunch (60 min)
1:00-1:05 pm	Warm-Up
1:05-1:40 pm	Independent Practice (15min) Goals for Personal Development Closure (15 min) Contributions of Group Members

Time Schedule	Day 1
Module 4 - Getting Started	
1:40-3:00 pm	<p style="text-align: center;">Stages of Group Development</p> Anticipatory Set (5 min) Instructional Input (5 min) Input and Guided Practice (60 min) Closure (10 min)
3:00-3:10 pm	Break (10 min)
3:10-4:20 pm	<p style="text-align: center;">Preparing for Your Work Group</p> Anticipatory Set (5 min) Instructional Input (5 min) Guided practice (20 min) Closure (5 min) <p style="text-align: center;">Setting a Climate for Effective Work</p> Anticipatory Set (5 min) Instructional Input and Guided Practice (30 min)
4:20-4:30 pm	Beak (10 min)
4:30-4:45 pm	<p style="text-align: center;">Setting a Climate for Effective Work (con't)</p> Closure (15 min)
4:45-5:00 pm	Closure for Day 1 (15 min)

Time Schedule	Day 2
8:00-9:10 am	Warm-up (10 min)
Module 5 - Getting Work Done	
8:10-9:10 am	<p style="text-align: center;">Conducting Effective Meetings</p> Anticipatory Set (5 min) Instructional Input (10 min) Guided Practice (30 min) Closure (15 min)
9:10-9:20 am	Break 10 (min)
9:20-11:10 am	<p style="text-align: center;">Making Decisions and Solving Problems</p> Anticipatory Set (45 min) Instructional Input (20 min) Guided Practice (30 min) Closure (15 min)
11:10-11:20 am	Break
11:20-12:15 pm	Lunch (60 min)
Module 6 - Handling Challenges	
1:15-1:20 pm	Warm-up Activity
1:20-2:10 pm	<p style="text-align: center;">Feedback</p> Anticipatory Set (5 min) Instructional Input (5 min) Guided Practice (30 min) Closure (10 min)
2:10-2:45 pm	<p style="text-align: center;">Handling Challenges</p> Anticipatory Set (5 min) Instructional Input (30 min)
2:45-2:55 pm	Break (10 min)
2:55-3:40 pm	<p style="text-align: center;">Handling Challenges</p> Guided Practice (30 min) Closure (15 min)

Time Schedule	Day 2
Module 7 - Completing Work	
3:40-4:20 pm	Anticipatory Set (5 min) Instructional Input (5 min) Guided Practice (20 min) Closure (10 min)
4:20-4:30 pm	Break (10 min)
4:30-5:00 pm	Training Closure and Evaluation (30 min)



Module 1

Series:	GROUP FACILITATION SKILLS
Curriculum:	FACILITATION SKILLS FOR MANAGERS
Module:	INTRODUCTION AND COURSE OVERVIEW

Time Required: 1 Hour 40 Minutes

Summary and Rationale:

The purpose of this module is to provide participants with an overview of the 16-hour training program and begin the “Forming” process for participant groups that will work together throughout the training program.

Performance Objectives:

Participants will:

1. get to know other members of the group.
2. get a preview of the training program.

Equipment:

- C Easel Stand with Chart Pad
- C Overhead Projector and Projector Screen

Materials:

- C Participant Manual
- C Sheets of Newsprint cut in half (one half-sheet per person for shields)
- C 4 sets of Assignment Cards (6 assignments per set)
- C Markers
- C Masking Tape

Overheads:

- OH #1, Facilitation Skills for Managers
- OH #2, Course Outcomes
- OH #3, Agenda - Day 1
- OH #4, Agenda - Day 2
- OH #5, Charge
- OH #6, Ground Rules

1. INTRODUCTION & COURSE OVERVIEW DESIGN

CONTENTS

REFERENCE

ANTICIPATORY SET
Approx. 60 minutes



Overview

Display overhead #1, ***Facilitation Skills for Work Groups.***

Greeting/housekeeping from host and/or NIC representative.

Trainers introduce themselves and say in their own words.

Facilitation Skills for Managers Groups

National Institute of Corrections Academy

Facilitation Skills for Managers

OH 1

SAY

“On behalf of the National Institute of Corrections, I would like to welcome you to Facilitation Skills for Managers. The first order of business is to get to know one another.”

Have individuals make a 4-box “shield” on one half sheet of newsprint including:

- C name
- C symbol for role(s) you usually play in groups (examples: Leader, Listener, Idea Person, Devil’s Advocate, Caretaker, Clown, Secretary, Facilitator)

Half-Sheets of Newsprint

- C one benefit of working in groups
- C one challenge of working in groups

Have each person introduce self, explain symbol, and read benefit and challenge of working in groups.

Form Groups
"Shopping for Diversity" Exercise

Have participants form 4 groups of 6 (fewer groups if less than 20 participants), seeking diversity in roles people play, people they don't work with, gender, etc.

Use cards, X's become the 4 "core" members – 1 per group.

- C Mill around 4 areas
- C "Shop" at all 4 areas
- C Commit to a group
- C Ask them to check their groups, move if necessary.

In groups they formed, list expectations for course (first individually, then pool with their group). Groups report out.

Trainer introduces Course Outcomes. Display overhead #2, **Course Outcomes**.

Index Cards- 1 person; 4 with "x" on them, the rest blank.



Course Outcomes	
<ul style="list-style-type: none"> ■ During this training program, participants will: <ul style="list-style-type: none"> < Examine and practice the critical tasks of facilitation for work groups < Develop a plan for facilitating work groups in their jobs. 	
Facilitation Skills for Managers	OH 2

Manual, p.1-1

Trainer reviews Agenda by displaying overhead #3, **Agenda - Day 1** and overhead #4, **Agenda - Day 2**, connecting topics to expectations.



Manual, p. 1-2

Agenda - Day 1

- AM
 - I. Introduction
 - II. What is Facilitation?
 - III. Know Yourself and Group
 - PM
 - III. Know Yourself...(cont'd)
 - IV. Getting Started
- Facilitation Skills for Managers

OH 3

Agenda - Day 2

- AM
 - V. Getting Work Done
 - PM
 - VI. Handling Challenges
 - VII. Completing Work
- Facilitation Skills for Managers

OH 4

10 MINUTE BREAK



INPUT
Approx. 10 minutes

Display overhead #5, **Charge**.

Charge is the group's overall assignment.

The Charge makes clear what is expected of the group. It defines the scope of the work and the results expected. The Charge outlines the obligations of the group to the organization, and it can be measured in some way.

Facilitation Skills for Managers

OH 5

Tell them they will stay in these groups for 2 days.

The "Charge" for your small groups for this training is:

- C share personal goals for facilitation***
- C all practice facilitation in different activities (rotate leadership role)***
- C give one another feedback***
- C work together to achieve course objectives***

Define Ground Rules.

Display overhead #6, **Ground Rules**.



Ground Rules...

...are agreements made among group members about how to do things in the group.

Facilitation Skills for Managers

OH 6

INDEPENDENT PRACTICE
Approx. 20 minutes

Small groups set their ground rules (needed to achieve the group's "Charge") on newsprint and post.



CLOSURE
Approx. 10 minutes

Tell them:

Small groups can add to their own ground rules during the training, if necessary. Any comments about the activity?

No reports to large group.

1. Groups let trainers know what they need from trainers to support the group (work groups function within an organization).
2. Any rule they've established that impacts the trainers or whole group.

Assignments for Practice

Give each group a set of 6 index cards with the practice assignments (one per card).

Assignment Cards:

1. Stages of Group Development
2. Setting a Climate for an Effective Work Group
3. Meeting Planning
4. Making Decisions and Solving Problems
5. Feedback
6. Handling Challenges

Have each member select a card. For that activity, that member will practice facilitating the group. (Add a brief description of the practice and assurances that they will get instruction and coaching. Ask for considerations in selecting a topic, e. g., most experience, comfort and familiarity with topic.) Further instructions will be given at the beginning of each activity.

Post a schedule of when assignments come up (e.g., Day 1 p.m.).

10 MINUTE BREAK



Facilitation Skills for Managers

National Institute of Corrections Academy

Course Outcomes

During this training program, participants will:

- C Examine and practice the critical tasks of facilitation for work groups
- C Develop a plan for facilitating work groups in their jobs

Agenda - DAY 1

AM

I. Introduction

II. What is Facilitation?

III. Know Yourself and Group

PM

III. Know Yourself . . . (cont'd)

IV. Getting Started

Agenda - DAY 2

AM

V. Getting Work Done

PM

VI. Handling Challenges

VII. Completing Work

Charge . . .

. . . is the groups overall assignment. The *Charge* makes clear what is expected of the

group. It defines the scope of the work and the results expected. The *Charge* outlines the obligation of the group to the organization, and it can be measured in some way.

Ground rules . . .

. . . are agreements made
among group members

about how to do things in
the group.



Module 2

Series:	GROUP FACILITATION SKILLS
Curriculum:	FACILITATION SKILLS FOR MANAGERS
Module:	WHAT IS FACILITATION

Time Required: 1 Hour 25 Minutes

Summary and Rationale:

The purpose of this module is to help participants clarify the differences between facilitator, manager and leader roles they play, and to begin exploring the role of facilitator in effective work groups.

Performance Objectives:

Participants will:

1. examine the role and behaviors of a work group facilitator.
2. identify a group in which they play this role.
3. begin developing a Work Plan for use in facilitating a work group on the job.

Equipment:

- C Easel Stand with Chart Pad
- C Overhead Projector and Projector Screen

Materials:

C Participant Manual

C Masking Tape

C Markers

C Cards

Handout:

C "Work Group Plan? handout (front pocket of manual)

Overheads:

OH #7, Effective Work Groups

OH #8, Facilitation

2. WHAT IS FACILITATION? DESIGN

CONTENTS

REFERENCE

ANTICIPATORY SET

Approx. 30 minutes

In groups, have participants count off 1 through 6.



“Each even numbered person think of a specific experience you have had in a work group that felt positive (when group worked effectively). Odd numbered people think of a negative experience (when group did not work effectively).”

Have each group identify a Time Keeper, Recorder and Reporter.

- < Time Keeper - In numerical order (1-6), tell your stories briefly (1-2 minutes per person).
- < Recorder - In group, list characteristics of effective and ineffective work groups.
- < Reporter - Round robin report in large group. Trainer creates master lists - effective and ineffective work groups. Keep for Day 2 (meetings).



Review **Objectives** for Module II.

Manual, p.1-4

- C Examine the role and behaviors of a work group facilitator
- C Identify a group in which they play this role
- C Begin developing a Work Plan for use in facilitating a work group on the job

INSTRUCTIONAL INPUT

Approx. 20 minutes

Display overhead #7, **Effective Work Groups**.

Define an Effective Work Group.



An **effective work group** gets its work done and every member is satisfied with the way the group worked and what they accomplished.

Facilitation Skills for Managers

OH 7

Manual, p.1-5

Define "Task" and "Process":

Task outcome is: "gets its work done.."

Process outcome is: "everyone is satisfied with . . ."

- C distribution of work
- C how conflicts were dealt with
- C how ideas were used/not used
- C Inclusion/exclusion
- C respect (how people were treated/valued)
- C communication

Energizer
Need energy here.

Display overhead #8, **Facilitation**.

Participant Manual



Facilitation is a process through which a person helps others complete their work and improve the way they work together.

Facilitation Skills for Managers

OH 8

Manual, p. 1-6

In large group, “brainstorm” [define the technique for the group] a list of practical things a facilitator would do to help a group “*complete their work and improve the way they work together.*”



Model “brainstorming” as a technique.

A facilitator helps the work group:

- C Clarify tasks
- C Redefine the roles of its members
- C Plan meetings
- C Learn to work together better
- C Plan projects
- C Finish work (come to closure)
- C Make decisions
- C Map processes
- C Resolve conflicts
- C Make sense of piles of information

Ask them:

How is this list different from what you do as “managers”?

Conduct a group discussion on the advantages of taking a facilitative role (objective/neutral, not “we/they”, understand and support, develop leaders).

Answers might include: allow others to make decisions, wait for consensus (assumes facilitator can live with what group decides).

GUIDED PRACTICE

Approx. 20 minutes

Have participants turn to page 1-7 of their manuals titled ***Contrast Roles of Leader, Manager, Facilitator*** and review it with them. Have them turn to page 1-8 of their manuals titled ***What Role to Play*** and complete it.

Manual, p. 1-7 & 1-8

Review and discuss.

Suggested responses listed below:

- | | |
|------|-------|
| 1. L | 6. L |
| 2. M | 7. F |
| 3. F | 8. F |
| 4. M | 9. F |
| 5. M | 10. L |

CLOSURE

Approx. 15 minutes

At tables, discuss specific tasks in your group's work that you could facilitate.

Introduce ***Work Group Plan*** (manual - front pocket).

Work Group Plan handout

Trainer Note: Refer to Course Outcomes

Manual, p. 1-1

Pick a work group in which you play (or could play) a facilitator role. Name the group and list the members. Have them complete Work Group Plan items 1 & 2. (Commitment to try this.)

Work Group Plan, #1 & #2

You will be applying what we do in this training program to your Work Group Plan as we add each piece of information.

10 MINUTE BREAK

Facilitation. . .

. . . is a process through which a person helps others complete their work and improve the way they work together.

An effective work group. . .

gets its work done and every member is satisfied with the way the group worked and what they accomplished.

Work Group Plan

Part 1: Getting Started

1. Identify the group you want to plan for. Name the members.

Group _____

Members _____

2. Now that you have identified a group, are you the facilitator? If no, can you substantially effect the work of this group? How?

If you are also the manager of this group. What tasks/decisions can you let the group handle, with you acting as facilitator only?

Task:

3. For each group member in #1, list 2-3 contributions that person makes to the group, e.g., good listener, helps reduce tension, skill in budgeting, concerned about clients.

Name	Contributions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

4. What Stage of Development has your group reached? What behaviors do you see in the group?

What facilitative behaviors can you try to help the group move on to the next stage?

5. What do you believe the Charge of this group is (or should be)?

6. What steps do you need to take to help you work group develop a positive climate for effective work, e.g., create ground rules, clarify goals and tasks, mediate conflicts?

Part 2: Getting Work Done

7. Write a Purpose for your next meeting of your work group.

List the **Agenda** items that need to be included and number them in the order they should be completed.

What **Logistics** need to be taken care of for the meeting? How will they be handled?

8. What decisions will your work group be making soon? What preparation do you need to do to help the group make these decisions?

9. What “tools” for facilitation can you try with your work group? How will you use them?

Part 3: Handling Challenges

10. How can you increase the level of trust in your work group so that people can work together more effectively?

11. What problems does your work group have now? Describe them in terms of the stages of group development.

12. What can you do as far as facilitator to respond to the problems in a way that will help the group to work together more effectively?

Part 4: Closure and Evaluation

13. What work has your group accomplished lately? What can you do to help the group evaluate its product and process and celebrate its accomplishments?



Module 3

Series:	GROUP FACILITATION SKILLS
Curriculum:	FACILITATION SKILLS FOR MANAGERS
Module:	KNOW YOURSELF AND YOUR GROUP

Time Required: 1 Hour 10 Minutes

Summary and Rationale:

The purpose of this module is to provide participants with an opportunity to assess their skills as facilitators and set learning goals for skill enhancement.

Performance Objectives:

Participants will:

1. assess their own facilitation skills and set goals for improving skills.
2. identify the contributions of each member of their own work group.

Equipment:

- C Easel Stand with Chart Pad
- C Overhead Projector and Projector Screen

Materials:

- C Participant Manual
- C Candy or other “prizes” for Facilitation warm-up activity
- C Sign: I Love . . .
- C Sign: Facilitation is . . .
- C Markers
- C Masking Tape

Overheads:

- OH #9, Self

3. KNOW YOURSELF AND YOUR GROUP DESIGN

CONTENTS

REFERENCE

ANTICIPATORY SET Approx. 5 minutes

Post the signs *I Love Facilitation* and *Facilitation is Hard Work* and have people stand at one end or between two signs according to how they feel about these two statements. Have a few volunteers share their reasons.



Review Module III Objectives.

Refer to manual p. 1-9.

- C Assess their own facilitation skills and set goals for improving skills
- C Identify the contributions of each member of their own work group

INSTRUCTIONAL INPUT Approx. 5 minutes

Display overhead #9, **Self.**



Self



The most powerful tool a facilitator brings to a group is themselves.

Experience

Modeling

Facilitation Skills for Managers OH 9

Emphasize that the facilitator's capacity to effectively influence a group comes from their experience, which they use to understand the group members, and their ability to model the kinds of behavior they expect of others.

Explain that effective facilitators must have a sound understanding of themselves, how your behavior and abilities can help how groups become more effective and contribute to group process.

GUIDED PRACTICE
Approx. 25 minutes



You are going to interview each other in pairs and get information in the four areas of Knowing Yourself.

Manual, p.1-10

Explain each area and give them 5-10 minutes to individually jot notes in response to each question.

Note: Item 4 – list capabilities related to

helping groups be more effective.

Tell them:

Since being able to listen with full attention, ask questions and paraphrase are important skills, the "interviewer" will practice in this way: While one partner is telling their thoughts, and responses, the "interviewer" may only show good non-verbal listening behavior, and ask questions. After each item, paraphrase until you are accurate.

In pairs, have them interview each other. Summarize by explaining that every group experience they are in is an opportunity for them to grow and increase their capabilities.

60 MINUTE LUNCH

WARM-UP
Approx. 5 minutes

Hang a sheet of newsprint for each group and give each group a marker. Write on each easel: "Facilitation" – How many words can you make? Time them. Give small prizes (candy) to groups that do best (or to all).

Model this with another trainer.

Meet with people who have Assignments 1 and 2 and prepare them.



INDEPENDENT PRACTICE
Approx. 15 minutes

Tell them:

You will now have a chance to do a self-assessment and make a plan for practicing in this group.

Manual, p. 1-11 to 1-14

Have them complete ***Goals for Personal Development.***

Next, look at the members of the group you identified in your Work Group Plan. List at least 2 contributions they make to a group on Work Plan, item 3.

Work Group Plan, #3

CLOSURE
Approx. 15 minutes

After all members of the small group are finished, have them share each person's goals and discuss in group how to help each other. Then share their responses to identifying contributions of group members.

How you view people's value to the group affects how you treat them and how they behave.

Self

THE MOST POWERFUL
TOOL A

FACILITATO

R

BRINGS

TO A GROUP

IS

THEMSELVES.



EXPERIENCE

MODELING



Module 4

Series:	GROUP FACILITATION SKILLS
Curriculum:	FACILITATION SKILLS FOR MANAGERS
Module:	GETTING STARTED

Time Required: 2 Hours 45 Minutes

Summary and Rationale:

The purpose of this module is to help participants understand how groups “form”, and what a facilitator can do to set a climate for effective work.

Performance Objectives:

Participants will:

1. examine Stages of Group Development and identify things the facilitator can do to help the group in each stage.
2. identify a Charge for their own work group.
3. identify and plan for the things they can do as facilitators to set a climate and clarify tasks and procedures for their own work group.

Equipment:

- C Easel Stand with Chart Pad
- C Overhead Projector and Projector Screen

Materials:

- C Participant Manual
- C Overheads
- C Markers
- C Masking Tape

Handout:

- C Activity Process Guide Handout - 2 per table

Overheads:

- OH #10, Critical Tasks of Facilitating Work Groups
- OH #10A, Stages of Group Development
- OH #5, Charge

4. GETTING STARTED DESIGN

CONTENT

ANTICIPATORY SET
Approx. 5 minutes

Display and discuss OH #10, *Critical Tasks of Facilitating Work Groups*.

REFERENCE



**Critical Tasks
of
Facilitation Work Groups**
Getting Started
Getting Work Done
Handling Challenges
Closure and Evaluation
Facilitation Skills for Managers OH 10

STAGES OF GROUP DEVELOPMENT

ANTICIPATORY SET
Approx. 55 minutes

SAY *Getting Started is the first Critical Task of a work group facilitator.*

How many of you have been in groups where members were angry at each other, took sides, tried to sabotage the group's work, etc.?

How many have been in groups that worked out their differences and really became productive?

Have a few volunteers share their experiences.

Have a few volunteers share their experiences.

How many of you are familiar with the concept that groups go through stages over time?

Review the Objectives for Module IV.

Manual, p.2-1

- C Examine Stages of Group Development and identify things the facilitator can do to help the group in each stage.
- C Identify a Charge for their own work group.
- C Identify and plan for the things they can do as facilitators to set a climate and clarify tasks and procedures for their own work group.

INSTRUCTIONAL INPUT
Approx. 5 minutes

Introduce the Stages of Group Development. Display overhead #10A, **Stages of Group Development** and have them read the introduction.



Stages of Group Development	
Performing	Forming
Norming	Storming
Facilitation Skills for Managers	OH 10A

Manual, p. 2-2

Explain that the facilitator plays an important role in helping the group understand, cope with and work through each of these stages, and that many groups can get stuck at an early stage and never progress unless some member(s) or a facilitator has the skill and confidence to help them move ahead.

INPUT AND GUIDED PRACTICE
Approx. 60 minutes

Tell the group that this is the first activity in which a member of each small group will practice being a facilitator. Remind them of the behaviors and tasks of the facilitator identified earlier (and still posted on the wall).

Assign one of the four main stages to each small group. Have the person who selected this activity in each group turn to page 2-8 and follow the instructions for organizing a demonstration of the stage they have been assigned. Take a few minutes to read and prepare. We will help.

Manual, p. 2-3 to 2-8

Tell them each group will demonstrate a stage and that after each demonstration, the group will discuss that stage. They will have 30 minutes to prepare, and each group will have 5 minutes to do their demonstration.

Help groups with their assignment.

After 30 minutes (or when all groups are finished) have the entire group read the "Forming" page and then have the "Forming" group perform its demonstration.

A group is considered "new" if the facilitator is a new member, if a new member joins the group, or if you are trying to change the norms in an existing group so they can work in a new way.

After each demonstration, ask the **observers** (5-minute discussion per group):

What behaviors from the Stage page did you see in this role play? What other behaviors might a new group show?

What facilitator behaviors from the Stage page did you see demonstrated? What other things could a facilitator do in this stage to help the group members become comfortable in the group?

What issues have or might come up in your own work groups at this stage? What can you do to help the group get their questions answered and feel part of the group?

Read the "Storming" page. Have the "Storming" group present. Then ask the processing questions above. Continue with the "Norming" and "Performing" groups.

Manual, p. 2-4 to 2-6

CLOSURE Approx. 10 minutes

After all groups have finished, ask what questions or concerns participants still have about identifying and handling the stages of group development and discuss these briefly.

Ask the **facilitator** in each group to use the “Activity Process Guide” handout to review their experience with their small group.

Activity Process Guide handout (2 per group)

ACTIVITY PROCESS GUIDE

Facilitator tells the group:

- < What I disliked or found challenging about the process.
- < What I liked or found rewarding about the process.
- < What I learned from the experience that I can use with my own work group.

Facilitator asks small group members:

- < What did I (the facilitator) do that helped the group?
- < What did you learn from the experience that you can use with your own work group?

Facilitation Skills for Managers

HO1

Have each group report highlights of learning. Recognize facilitators with applause.

Have participants take out their **Work Group Plans** and complete item 4, based on what they just learned.

Work Group Plan, #4

10 MINUTE BREAK

PREPARING FOR YOUR WORK GROUP

ANTICIPATORY SET
Approx. 5 minutes

What would have happened if we just started this training with Stages of Group Development?

Discuss, referring to “Forming” stage needs.

INSTRUCTIONAL INPUT
Approx. 5 minutes

Before bringing your work group together, there are some things a facilitator should do and plan, to prepare the members for working as a group and to insure that the group gets off to a good start. These include: Clarifying the group's 'Charge', planning how you will set a climate for productive work, and preparing a process for helping the group develop its own goals, roles, ground rules and procedures.

A Charge (refer to OH #5) is the overall outcome the group will be held accountable for. Recall our Charge to you at the beginning of this training.

Ask the group:

How did the Charge help you as a group member?



Charge is the group's overall assignment.

The Charge makes clear what is expected of the group. It defines the scope of the work and the results expected. The Charge outlines the obligations of the group to the organization, and it can be measured in some way.

Facilitation Skills for Managers

OH5

GUIDED PRACTICE
Approx. 20 minutes

Have the participants take out their **Work Group Plans** and fill in item #5 with the Charge of their own work group as they see it. Give them 10 minutes to write. If they don't know what is expected of their work group, have them write in to whom they should go to get a clearer Charge, and what questions to ask of that person.

Work Group Plan, #5

Have small groups share their Charges and help each other clarify them.

Trainers assist groups.

CLOSURE
Approx. 5 minutes

Ask a representative from each group to share what the group learned from writing and sharing their Charge statements.

SETTING A CLIMATE FOR EFFECTIVE WORK

ANTICIPATORY SET
Approx. 5 minutes

Ask the group to define “climate” of a work group. For example: *Climate is the way people feel about each other and the work they are doing.*

Ask how climate affects the work of the group.

Tell them:

You are going to do an activity in your small groups to identify things a facilitator can do to help a group create a positive climate.

INSTRUCTIONAL INPUT & GUIDED PRACTICE
Approx. 30 minutes

Have the group members who selected "Setting a Climate for Effective Work Groups" as their practice session to turn to page 2-11 and follow the instructions

Manual, p. 2-11

there. Tell them they have a total of **30 minutes** for their group to complete the task. The trainers will assist them as needed.

When the groups have completed their work, have each spokesperson briefly give the title of one grouping they created, a couple of examples of issues, and their suggested facilitator responses. Go around again if groups have more categories that haven't been mentioned. Trainers can add suggestions.

Trainer note: Make sure they cover such climate setting activities as clarifying the charge; setting goals/objectives; setting ground rules; laying out deadlines; helping people share their skills & abilities; and select roles in the task.

10 MINUTE BREAK

CLOSURE Approx. 15 minutes

A facilitator in each small group should process the activity using the **Activity Process Guide** hand out.

Activity Process Guide handout

Have participants take out their **Work Group Plans** and complete item #6 regarding climate setting.

Work Group Plans, #6

Have them share their plans in their small groups.

Discuss: How have your ground rules contributed to setting the climate?

How can you make them more useful?
Refer to Norming and difference in ownership when groups form their own ground rules.

If there is time, have the groups review their ground rules and clarify them or add any for this training.

DAY 1 CLOSURE
Approx. 15 minutes

This is the end of the first day of this training program and we would like to check in with each of you on how the training is going for you. Please turn to page 2-15 and complete the Day One Review form individually. When you are finished, please put them face down in the middle of your table and we will collect them.

In your small groups, please share whatever comments about the day you wish to share. If a group has something they wish to share with or ask the trainers, they can send a representative to let us know what it is. Thank you for your involvement today. We look forward to working with you tomorrow when we move on to Getting Work Done, Handling Challenges, and Closure and Evaluation.

Manual, p. 2-15

Trainer Note: this should give a reading on how the groups are getting on, based on members' individual feedback.

Meet for 5 minutes with Facilitators for Assignment 3, 4 and 5.

Critical Tasks of Facilitating Work Groups

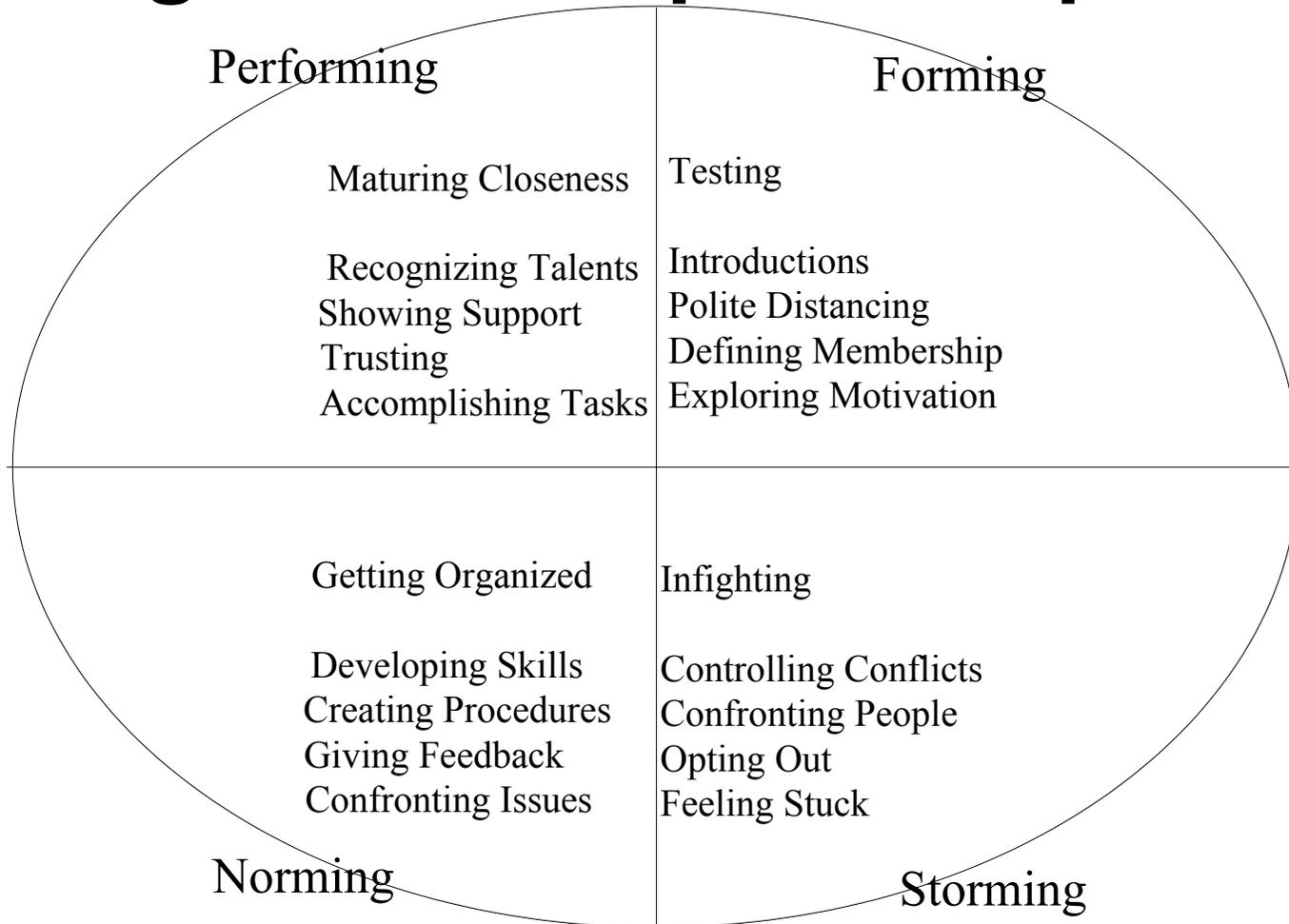
Getting Started

Getting Work Done

Handling Challenges

Completing Work

Stages of Group Development



Charge. . .

. . . is the groups overall assignment. The *Charge* makes clear what is expected of the group. It defines the scope of the work and the results expected. The *Charge* outlines the obligations of the group to the organization, and it can be measured in some way.

ACTIVITY PROCESS GUIDE

Facilitator tells the group:

- μ What I disliked or found challenging about the process.

- μ What I liked or found rewarding about the process.

- μ What I learned from the experience that I can use with my own work group.

Facilitator asks small group members:

- μ What did I (the facilitator) do that helped the group?

- μ What did you learn from the experience that you can use with your own work group?



Module 5

Series:	GROUP FACILITATION SKILLS
Curriculum:	FACILITATION SKILLS FOR MANAGERS
Module:	GETTING WORK DONE (Task Tools)

Time Required: 4 Hours 45 Minutes

Summary and Rationale:

The purpose of this module is to provide participants with tools for guiding a work group through the tasks it must complete. These tasks include planning and conducting meetings, making decisions and solving problems.

Performance Objectives:

Participants will:

1. learn three steps in preparing for effective meetings and set an agenda for their own work group.
2. learn and practice several group decision-making and problem-solving processes.

Equipment:

- C Easel Stand with Flip Chart Pad
- C Overhead Projector and Projector Screen
- C Cards

Materials:

C Participant Manual

C Overheads

C Markers

C Masking Tape

Overheads:

OH #11, PAL Process for Meetings

OH #11A, Groan Zone

OH #12, The Problem-Solving Process

5. GETTING WORK DONE DESIGN

CONTENT

REFERENCE

WARM-UP
Approx. 10 minutes

Group activity - (trust and cooperation). Have each group create its own name/motto/flag (one or all of these) and present to the rest of the groups.

Review feedback from Day 1 Review and share appropriate trainer responses. Have them complete Work Group Plan 4, 5, and 6.

Work Group Plan, #4, #5, #6

CONDUCTING EFFECTIVE MEETINGS

ANTICIPATORY SET
Approx. 5 minutes



What are the reasons groups of people need to meet?

Possible responses: to receive information, to report on tasks, to coordinate with one another, to solve problems, to make decisions.

Let's look back at the stories you discussed yesterday regarding effective and ineffective work groups. Refer to saved newsprint.



Some of the things mentioned had to do with how meetings are conducted.

What other items would you add that make for ineffective meetings? Effective meetings? Record on newsprint.



Remind the group that Getting Work Done is the second Critical Task of the work group facilitator.

Review the Objectives for Module V.

Manual, p. 2-12

- C Learn three steps in preparing for effective meetings and set an agenda for their own work group
- C Learn and practice several group decision-making and problem-solving processes

INSTRUCTIONAL INPUT
Approx. 10 minutes

There are three things that need to happen to prepare for an effective meeting.



Show overhead #11.

P-A-L Process for Meetings

P = Purpose

A = Agenda

L = Logistics

Facilitation Skills for Work Groups

OH #11

Refer the group to their Manuals for a description of each of these.

Manual, p.2-13

Tell the group:

Purpose means determining what needs to be accomplished. We already listed reasons to have meetings. There are also things that are done more efficiently outside of meetings of the entire work group, such as working on tasks that are one person's responsibility, handling individual supervisory issues, or resolving conflicts that don't involve the entire group.

Each meeting should have a focus or purpose to avoid wasting your own and others' time. The purpose should be announced when members are notified of the meeting so they can be prepared to participate. Or the group can decide on the purpose for its next meeting at the end of each meeting when the date and time are set.

Ask:

Who sets the purpose for your meetings? You? The group? Examples of a purpose are: To select new programs for our program schedule; or To plan for implementing the new performance evaluation system; or To update one another on the tasks we've been assigned; or To report on significant incidents during the previous shift and how they were handled.

The Agenda should reflect specific steps or tasks to be accomplished, and

*should include the name of the person who will present that item and an **approximate time** that will be spent on that item during the meeting. The number of items and the time frames should be reasonable or everyone will be frustrated. The group members can be asked ahead of time to contribute items to the agenda. This helps them feel a sense of ownership and responsibility for the group's work.*

***Logistics** means reserving a meeting room; deciding whether to have refreshments and arranging for them; making sure the room is set up so people can participate comfortably; securing any equipment needed (such as an easel, newsprint, markers); and preparing copies of any handouts needed.*

Ask: What else do you consider for logistics?

Tell the group that in their Manuals there is a sample meeting planning format.

Manual, p. 2-14

Tell them that tomorrow morning they will do a practice activity on planning meetings.

<p>GUIDED PRACTICE Approx. 30 minutes</p>

Have the facilitator who chose Meeting Planning as their practice session turn to p.3-2 in their Manuals and lead their group through the groups the **Meeting Planning Case Study** together. Tell them they have **30 minutes** to complete the entire assignment.

Manual, p. 3-1 & 3-2

Trainers help the groups as needed.

After 15 minutes, make sure each group moves on to the processing questions.

Have each group present its ideas. Ask the other groups for questions they have for the group that reported.

CLOSURE Approx. 15 minutes

Now ask the **facilitator** in each group to use the **Activity Process Guide** hand out.

Activity Process Guide handout

Ask the group what questions they have about planning effective meetings.

Have the participants take out their **Work Group Plans** and complete item #7 (3 parts).

Work Group Plan, #7

10 MINUTE BREAK

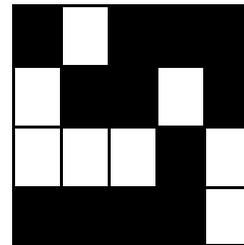
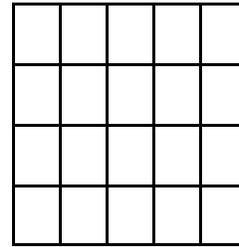
MAKING DECISIONS AND SOLVING PROBLEMS

ANTICIPATORY SET Approx. 45 minutes
--

Trainer Note: Use main room and one breakout room. Two groups per game. Prepare 2 grids of masking tape (5 feet x 5 feet) for the “Haunted House.” Two trainers monitor “safe” or “exploding” boxes (from secret plan) as opposing

Haunted House Grid Haunted House-
“Secret Plan”

teams try to get entire team through mazes in silence. Each team has 5 minutes to plan before beginning. Then they must be silent. Option: Tell teams they are beginning with \$50,000 each, and lose \$1,000 for each mistake. Also, the member making the mistake must back out of the maze and go to the end of the line.



[Trainer Key - White spaces are "SAFE"; Dark spaces "EXPLODE".]

Have the teams return to the main room for processing. They may sit with their original work groups.

Ask the group:

How did your team make its decisions? For example, did you vote in your team? If yes, what do the people who "lost" the vote think of the outcome? What other processes were used? How did team members feel about those?

Who led the decision-making process at first? Did this change as the game went on? Would it have been helpful

to have a designated facilitator for your team? Did you choose one?

How satisfied are you with the outcome your team got? What would have made the process better for you?

How do you feel about the team you were on? What factors contributed to this feeling? (e.g., trust)

How is this process like decisions your work group has to make? (e.g., time pressures may force decision-making that leaves some people out; others may be affected by their decisions; they don't always know whether the decisions will work out for the best)

INSTRUCTIONAL INPUT Approx. 20 minutes

Tell the group:

Decision-making in groups can be a stressful. Time pressures can cause quick decisions to be made and differences of opinions and other factors can slow the process down. But remember that our definition of "effective work groups" says that every member of the group should feel satisfied with the decision and with how the group worked. This is the facilitator's dilemma.

The first step toward helping groups make decisions is to make sure the group actually has the authority to make the decision. Questions to ask include: Who has to carry out this decision? How are they involved? If this is a decision you have been making yourself, can you let go of the outcome and let the group's decision stand? What will happen if the decision results in a problem? Who will be held accountable? Is the group ready to take on this decision and deal with its consequences?

Have the group read **Making Decisions**. Tell them that these questions can help them organize the group's work. Tell them we will be looking at tools for decision-making in a little while.

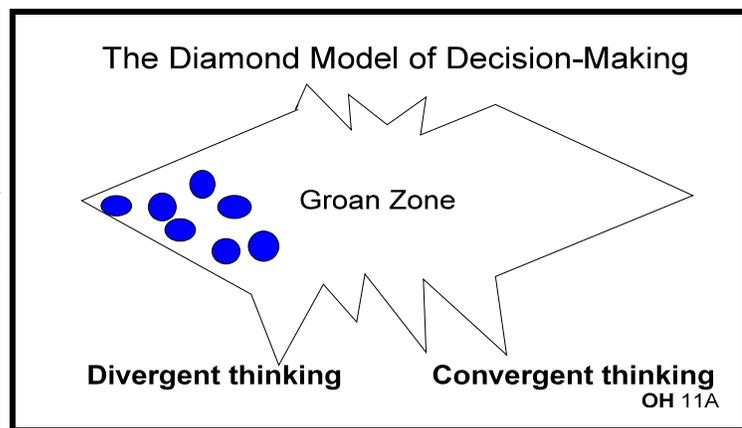
Manual, p. 3-3

Let's assume you have decided that the group is ready and has the authority to make the decision and carry it out.



One way of helping a group deal with the decision-making process is to help them understand that even in the most effective groups, it takes time to make a group decision. The process looks like this:

Show overhead #11A.



Most groups begin working on a decision or problem by suggesting familiar solutions. If the decision or problem is a simple one, the process may end quickly. However, if the matter is more complex, or people have many different opinions or ideas about it, or if the group is not satisfied with the first suggestions, the process may need to take longer. At some point in the process, all of the data and ideas may seem overwhelming for some members of the group, the “Groan Zone”. They may not see an end to the process. Sometimes the discussion may go back to redefining the problem and the group may become frustrated. Ask: Why do people often discover a “Groan Zone” in decision-making?

The facilitator's role is to help the group define the problem or issue clearly, define criteria for the solution or outcome they want, select a decision-making tool or process and encourage them to stay with the process until the decision is made or a plan for solving the problem is reached.

Have the group read the steps of **The Problem Solving Process**.

Display overhead #12, **The Problem-Solving Process**. Go through the steps one by one and expand on them.

Tell the group that taking these steps one at a time without jumping to solution-finding will help the group work more effectively.

Manual, p. 3-4



The Problem-Solving Process

1. Accurately describe the problem itself
2. Gather information - both facts and opinions
3. Describe what would happen if things were going well
4. Brainstorm ideas for solving the problem [Define Brainstorming]
5. Set criteria for selecting a solution and put them in priority order by which is most important [E.g., cost, compliance with policies, acceptability to others, etc.]
6. Assess each ideas against the criteria
7. Pick the best solution and make a plan for implementing it [Include a plan for evaluating after a fair time]

Facilitation Skills for Managers

OH 12

GUIDED PRACTICE Approx. 30 minutes

Have the person in each group who selected **Making Decisions and Solving Problems** for their practice activity turn to Manual p. 3- 5. Tell them they will have 30 minutes to complete the activity.

Trainers assist as needed.

Manual, p. 3-5

CLOSURE Approx. 15 minutes

Ask the participants:

Large group: ***How well did the process work in your group? What worked well? What problems came up in using the process?***

Now ask the **facilitator** in each group to use the **Activity Process Guide** to process in their small group.

Activity Process Guide handout

Have participants take out their **Work Group Plans** and complete item #8, based on what they just learned.

Work Group Plan, #8

10 MINUTE BREAK

OTHER TOOLS FOR FACILITATORS

INSTRUCTIONAL INPUT Approx. 10 minutes

Tell the group to review the “**Tool Box**” of strategies for helping groups work.

Manual p. 3-7 to 3-16

Tell the group:

We have already used several of these tools during this training. Brainstorming was a step in the Problem-Solving process. Affinity Diagram is the process we used when small groups sorted the Climate Setting questions and issues into groups and gave them titles. Consensus building was used in the Meeting Planning activity to check people’s satisfaction with the group’s task and process. We will use Debriefing in the Closure and Evaluation portion of this training.

Review the remaining tools briefly (process mapping, parking lot, multi-voting, cause-effect diagram).

GUIDED PRACTICE
Approx. 30 minutes

Tell the group they will be practicing **Process Mapping** in the next activity. Have the person who chose **Process Mapping** turn to page 3-6 in their Manuals and follow the instructions. They will have 30 minutes to complete the activity.

Manual, p. 3-6

Trainers assist as needed.

CLOSURE
Approx. 15 minutes

Ask the participants:

How well did the process work in your group? What worked well? What problems came up in using the process?

Now ask the **facilitator** in each group to use the Activity Process Guide to process in their small groups.

Activity Process Guide handout

60 MINUTE LUNCH

P-A-L Process for Meetings

P=Purpose

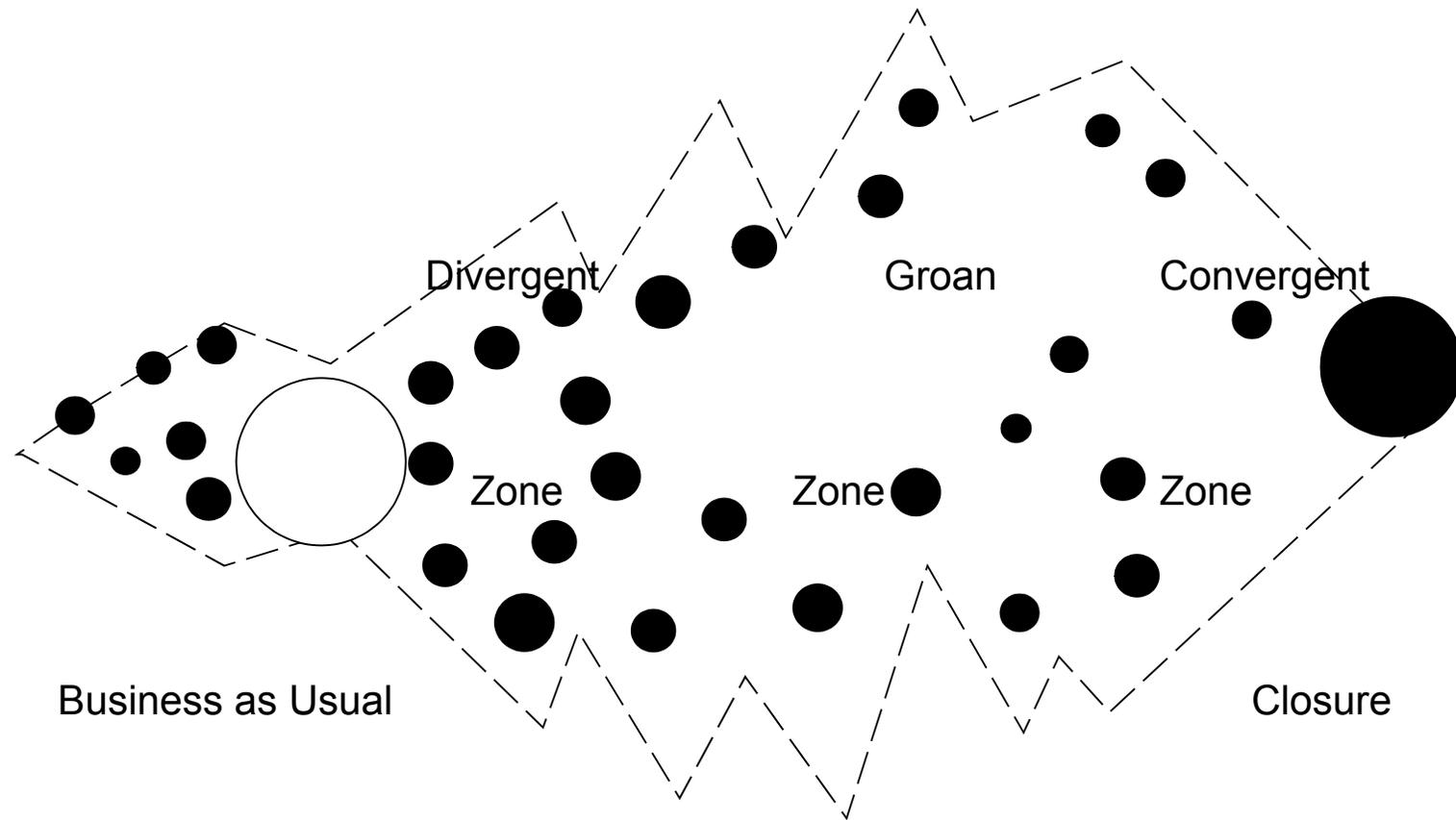
A=Agenda

L=Logistics

The Problem-Solving Process

1. Describe Problem
2. Gather Information
3. What would happen if things were going well
4. Brainstorm solutions
5. Set criteria for solution
6. Assess ideas
7. Choose best solution and try it

Group Decision-Making





Module 6

Series:	GROUP FACILITATION SKILLS
Curriculum:	FACILITATION SKILLS FOR MANAGERS
Module:	HANDLING CHALLENGES

Time Required: 2 Hours 10 Minutes

Summary and Rationale:

The purpose of this module is to provide participants with practice in effective methods of handling challenging behaviors in groups.

Performance Objectives:

Participants will:

1. practice giving and receiving feedback and apply this process to their own work groups.
2. learn and practice effective facilitator responses to individual and group behaviors.

Equipment:

C Easel Stand with Chart Pad

Materials:

- C Participant Manual
- C Markers
- C Masking Tape
- C Handling Challenges Card sets - one per group in envelopes

Handout:

Dealing with Difficult Dynamics (1 per person)

6. HANDLING CHALLENGES DESIGN

CONTENT

REFERENCE

WARM-UP
Approx. 5 minutes

Group Juggle Activity

FEEDBACK

ANTICIPATORY SET
Approx. 5 minutes

Remind the group that Handling Challenges is the third Critical Task of a work group facilitator.

Review the Objectives for Module VI.

Manual, p.4-1

- C Practice giving and receiving feedback and apply this process to their own work groups
- C Learn and practice effective facilitator responses to individual and group behaviors

Tell the group:

We are now going to look at handling challenges in working with groups. We have already examined the Storming stage of group development as a normal phase a group will go

through in its progress toward performing effectively. We have also looked at the "chaos" (Groan Zone) that may appear to occur in the middle of the decision-making process.

What other problems have you seen come up in groups that you feel are challenging for a facilitator? Record these on newsprint.

INSTRUCTIONAL INPUT
Approx. 5 minutes



Tell the group:

Sometimes the issue that makes group work difficult is lack of trust in one another. They may be concerned that they are not appreciated or respected by the other group members, or cannot rely on others to deal honestly with them.

One way of building trust is to make sure people receive feedback on their participation directly rather than through put-downs, being ignored, or other trust-reducing methods.

Feedback is a method for helping people see how their behavior appears to others so they can decide whether they wish to change that behavior. Often, people are not really aware of the effects their behavior may have on others. The behavior may be habit, or may be chosen to achieve some goals they have. Feedback helps them understand it from another person's perspective.

GUIDED PRACTICE
Approx. 30 minutes

Have them review the **Characteristics of Helpful Feedback**.

Manual, p. 4-2

Tell them that helping group members give each other feedback can build trust. One way to begin is to have group members tell each other (or write down) positive characteristics each other group member has that help the group accomplish its work. Another is to call people on the unproductive methods of "feedback" they may use to discourage unpopular behaviors.

Tell them that they will now be taking part in a feedback activity. Have the person who selected **Feedback** as their practice session turn to p. 4-4 and follow the instructions for the activity. They will have 30 minutes to complete the activity. (Small groups decide whether to put own names on top of form.)

Manual, p. 4-4

CLOSURE
Approx. 10 minutes

Ask the participants:

How well did the process work in your group? What worked well? What problems came up in using the process?

Now ask the **facilitator** in each group to use the **Activity Process Guide** handout to process in their small group.

Activity Process Guide handout

Have participants take out their **Work**

Work Group Plan, #10

Group Plans and complete item #10, based on what they just learned.

60 MINUTE LUNCH

[Trainer Note: Coach those with Assignment #6 – Designate Case Study#]

HANDLING CHALLENGES

ANTICIPATORY SET
Approx. 5 minutes

Tell the group:

As we have said, working in groups presents many challenges for the facilitator as well as for the group members. How you as facilitator respond to behaviors by group members has a strong influence on the climate of the group and how well it will work in the future. Some responses will encourage better behavior and help the group; others may increase negative behaviors and interfere with the group's work.

The next activity will help you identify effective facilitator responses to challenging behaviors of group members.

INSTRUCTIONAL INPUT

Approx. 30 minutes

Give each group an envelope marked Handling Challenges. Tell them that the envelopes contain cards that they will sort into three different categories. In each envelope there is a longer card that has the category headings - Problem, Typical Mistake and Effective Response. Their task is to work together in their groups to organize the cards so that each Problem (in capital letters) has a corresponding Typical Mistake card and Effective Response card. Then they can check their work against the completed list.

Check for understanding of the task by having volunteers explain the activity.

Have the groups work on the task for 20 minutes or until the group is satisfied with their list.

Hand out the completed list (**Dealing with Difficult Dynamics** handout) and have the groups check their lists against the correct one.

When the groups are finished, discuss:
What questions do you have about the answers to the Dealing with Difficult Dynamics list?

Did you find "Typical Mistakes" that you have made? What response did you have to the Effective Responses for those items?

Index Cards with Problem, Typical Mistake and Effective Response Items.

Marked Envelopes

Dealing with Difficult Dynamics handout

What did you learn from this activity?

GUIDED PRACTICE
Approx. 30 minutes

Have the person who selected **Handling Challenges** as their practice activity turn to p.4-9 in their Manuals and follow the instructions there. Tell them the **Case Studies** are on pages 4-5 to 4-8. Tell them they will have 30 minutes to complete the activity.

Manual, p. 4-5 to 4-9

When all groups are finished, have each group report by reading their situation and giving the group's response.

After each presentation, ask the groups:

What questions do you have for this group?

What suggestions would you add?

10 MINUTE BREAK

CLOSURE
Approx. 10 minutes

Ask the participants:

How well did your group work together? What worked well? What problems came up in completing the task?

Now ask the **facilitator** in each group to use the **Activity Process Guide** to process in their small groups.

Activity Process Guide handout

Have participants take out their **Work Group Plans** and complete items 11 & 12, based on what they just learned.

Work Group Plan, #11 & #12

DIFFICULT DYNAMICS PRODUCE DIFFICULT PEOPLE

Periods of misunderstanding and confusion are normal when a group has to wrestle with a difficult problem. These periods are characterized by feelings of tedium, tension and a general sense of impatience and frustration. Even though these are normal experiences, they are nonetheless unpleasant.

Staying focused at such times is an enormous challenge. Clear-headed thinking deteriorates as emotional urgency intensifies. Some people get so exasperated and overwhelmed they can barely pay attention. Others feel compelled to take over the leadership of the discussion, whether or not they know how to do it effectively. Some people just want to withdraw and get away. And others, feeling their anger rise, struggle privately to stay cool - when what they *really* want to do is pick a fight.

Despite the rise in tension, many people continue making efforts to stay present and committed to the task. They keep trying - but they're trying under pressure. This can't help but affect their moods, their presentation styles, and their thinking abilities. Their behavior toward others may be less than sensitive. They might blurt out their ideas with less tact than usual. They might go on and on - oblivious to the effect they're having on their audience - because they feel they're on the verge of an important line of thought. These are a few of the countless examples of the symptoms people exhibit when trying to contribute their best thinking under stress.

The expression of these symptoms makes many people uncomfortable. If there is a facilitator, people usually look to the facilitator to "save them" from their anguish. Indeed, many popular books* claim that the facilitator's proper response to difficult dynamics is to "control those difficult people." For example, it's conventional wisdom to talk to such a person during the break and ask him or her to tone it down. Similarly, most people expect a "get back on track." We believe, however, that so-called solutions like these are based on a faulty line of analysis - namely, that eliminating a symptom will somehow remove the cause of the distress.

This chapter offers the reader a different perspective. Difficult dynamics are treated as group situation that can be handled supportively rather than as individual personalities which need to be fixed. On the first four pages, advice is given for handling twelve common "difficult" situations. The remaining pages provide tools that help group members work together to tackle *any* pattern they may wish to change.

**For examples, see Dinosaur Brains, A. Bernstein, New York: Balantine, 1990*

DEALING WITH DIFFICULT DYNAMICS

PROBLEM	TYPICAL MISTAKE	EFFECTIVE RESPONSE
DOMINATION BY A HIGHLY VERBAL MEMBER	<p><i>Inexperienced facilitators often try to control this person.</i></p> <p><i>“Excuse me, Mr. Q do you mind if I let someone else take a turn?”</i></p> <p><i>Or, even worse, “Excuse me, Ms. Q you’re taking up a lot of the group’s time . . .”</i></p>	<p><i>When one person is over-participating, everyone else is under-participating. So, focus your efforts on the passive majority. Encourage them to participate more. Trying to change the dominant person merely gives that person all the more attention.</i></p>
GOOFING AROUND IN THE MIDST OF A DISCUSSION	<p><i>It’s tempting to try to “organize” people by getting into a power struggle with them.</i></p> <p><i>“Okay, everybody, let’s get refocused.” This only works when the problem isn’t very serious.</i></p>	<p><i>Aim for a break as soon as possible. People have become undisciplined because they are overloaded or worn out. After a breather, they will be much better able to focus.</i></p>
LOW PARTICIPATION BY THE ENTIRE GROUP	<p><i>Low participation can create the impression that a lot of work is getting done in a hurry. This leads to one of the worst errors a facilitator can make: assume that silence means consent, and do nothing to encourage more participation</i></p>	<p><i>Switch from large-group open discussion to a different format that lowers the anxiety level. Often, idea-listing is the perfect remedy. If safety is a major concern, small is a major concern, small group activities are very important.</i></p>

DEALING WITH DIFFICULT DYNAMICS

PROBLEM	TYPICAL MISTAKE	EFFECTIVE RESPONSE
TWO PEOPLE LOCKING HORNS	A lot of time can get wasted trying to “resolve a conflict” between two people who have no intention of reaching agreement. People often use one another as sparring partners, in order to clarify their own ideas.	Reach out to other members and say, “Who else has an opinion on this issue?” or, “Let’s step back for a minute - are there any other issues that need to be discussed?” Remember: don’t focus your attention on the dominant minority, focus on the passive majority.
ONE OR TWO SILENT MEMBERS IN A GROUP WHOSE OTHER MEMBERS PARTICIPATE ACTIVELY	“Mr. Z, you haven’t talked much today. Is there anything you’d like to add?” This may work when a shy member has non-verbally indicated a wish to speak. But all too often, the quiet person feels put on the spot and withdraws further.	“I’d like to get opinions from those who haven’t talked for a while.” Breaking into small groups works even better. Small groups allow shy members to speak up without having to compete for “air time.”
WHISPERING AND SIDE JOKES	Facilitators commonly ignore this behavior in the hope that it will go away. Sometimes it does, but it frequently gets worse.	With warmth and humor, make an appeal for decorum. “As you know, those who don’t hear the joke often wonder if someone is laughing at <i>them</i> .” If the problem persists, assume there’s a reason. Has the topic become boring and stale? Do people need a break? Or the reverse - maybe <i>everyone</i> needs time for a small group discussion.

DEALING WITH DIFFICULT DYNAMICS

PROBLEM

TYPICAL MISTAKE

EFFECTIVE RESPONSE

MINIMAL PARTICIPATION BY MEMBERS WHO DON'T FEEL INVESTED IN THE TOPIC

Act as though silence signifies agreement with what's been said.

Ignore them and be thankful they're not making trouble.

Look for an opportunity to have a discussion on "What's important to me about this topic?" Have people break into small groups to begin the discussion. This gives everyone time to explore their own stake in the outcome.

POOR FOLLOW-THROUGH ON ASSIGNMENTS

Give an ineffective pep-talk.

Ignore it. "We didn't really need that information anyway."

Put most of the responsibility on one or two people.

Have people do assignments in teams.

Build in a report-back process at a midpoint before the assignment is due. This gives anyone having trouble a chance to get help.

FAILURE TO START ON TIME AND END ON TIME

Wait for the arrival of all the "people who count." This obviously means starting late-but hey, what else can you do?

When it's time to end, go overtime without asking. If anyone has to leave, they should tiptoe out.

Start when you say you're going to start. (Waiting encourages lateness.)

If you must go overtime, call a break so people can "phone home."

If going overtime is recurrent, improve your agenda planning.

DEALING WITH DIFFICULT DYNAMICS

PROBLEM	TYPICAL MISTAKE	EFFECTIVE RESPONSE
<p>QUIBBLING ABOUT TRIVIAL PROCEDURES</p>	<p>Lecture the group about wasting time and “spinning our wheels.”</p> <p>Space out, doodle and think to yourself, “It’s their fault we’re not getting anything done.”</p>	<p>Have the group step back from the content of the issue and talk about the process. Ask the group, “What is really going on here?”</p>
<p>SOMEONE BECOMES STRIDENT AND REPETITIVE</p>	<p>At lunch, talk behind the person’s back. Tell the person-in-charge that she/he must take more control.</p> <p>Confront the person during a break. Then, when the meeting resumes, raise your eyebrows or shake your head whenever she/he misbehaved.</p>	<p>People repeat themselves because they don’t feel heard. Summarize the person’s point of view until she/he feels understood.</p> <p>Encourage participants to state the views of group members whose views of group members whose views are different from their own.</p>
<p>SOMEONE DISCOVERS A COMPLETELY NEW PROBLEM THAT NO ONE HAD PREVIOUSLY NOTED</p>	<p>Try to come up with reasons why the group would not need to focus on that issue</p> <p>Pretend not to hear the person’s comments.</p>	<p>Wake up! This may be what you’ve been waiting for - the doorway into a new way of thinking about the whole situation</p>



Module 7

Series:	GROUP FACILITATION SKILLS
Curriculum:	FACILITATION SKILLS FOR MANAGERS
Module:	COMPLETING WORK

Time Required: 1 Hour 10 Minutes

Summary and Rationale:

The purpose of this module is to provide participants with ideas and suggestions for helping their work group finish tasks, including evaluating their work and celebrating accomplishments.

Performance Objectives:

Participants will:

1. identify the steps a facilitator can take to help a group complete its work.
2. identify steps the facilitator can take to help the group use their experiences to work more effectively in the future.

Equipment:

C Easel Stand with Chart Pad

Materials:

- C Participant Manual
- C Markers
- C Masking Tape
- C Course Completion Certificates

7. COMPLETING WORK DESIGN

CONTENTS

REFERENCE

ANTICIPATORY SET Approx. 5 minutes

Tell the group:



The last Case Study gave us an example of a group that needs closure on a completed project. One role of the facilitator is to help the group evaluate its work and celebrate its accomplishments.

Review the objectives for Module VII.

Manual, p. 4-10

- C Identify the steps a facilitator can take to help a group complete its work
- C Identify steps the facilitator can take to help the group use their experiences to work more effectively in the future.

INSTRUCTIONAL INPUT Approx. 5 minutes

Tell the group:

There are two things that need to take place when a group completes its work or accomplishes a goal: the first is to help the group with closure -- that is, to evaluate the product of their effort

and to acknowledge that the work is finished. This should include some form of celebration to mark the end of the task and help people feel good about the work they have done together.

The second thing that a group needs to do when a goal is reached is to evaluate its process and identify what worked well for them and what they can learn from the experience that will help them work more effectively in the future. This needs to happen whether the group worked well together or poorly. Identifying positive behaviors that should be continued is as important as identifying problem behaviors that need to be changed -- In fact, the positives are probably more important because the group needs to see what they've done that shows promise for the future or they will become discouraged.

Review Steps for Closure and Evaluation with the group.

Manual, p. 4-11

<p>GUIDED PRACTICE Approx. 20 minutes</p>
--

Have the small groups use the **Steps for Closure and Evaluation** to decide on a way for them to evaluate and close their work together during this training program and do it.

Manual, P. 4-11

10 MINUTE BREAK

CLOSURE Approx. 10 minutes

Have group members share their thoughts and feelings about their groups.

Have participants take out their **Work Group Plans** and complete item #13, based on what they just learned.

Work Group Plan, #13

TRAINING CLOSURE AND EVALUATION Approx. 30 minutes

Ask the group if they have remaining questions or comments about facilitating work groups and respond as needed.

Have each participant share one thing they learned and one thing they need to continue to work on as a result of participating in this training program.

Have participants turn to the NIC Training Program Evaluation form, complete it and turn it in.

Manual, p. 4-12

Celebrate by handing out individual certificates of completion.

Certificates

Thank the participants for their work and close the training program.

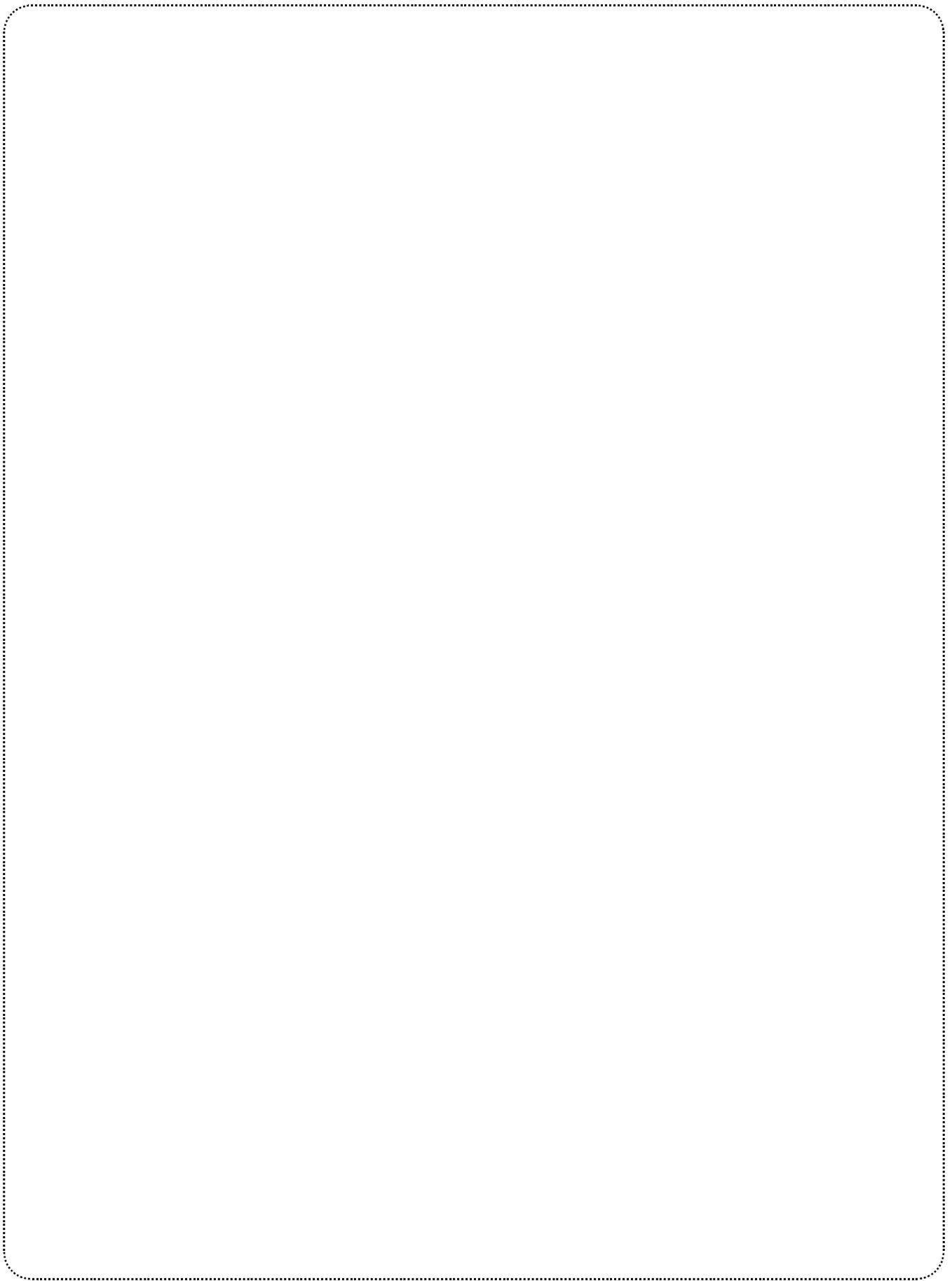
National Institute of Corrections



NIC Academy

Facilitation Skills for Managers

Section 1
Participant Materials



Course Outcomes

During this seminar, participants will:

CExamine and practice the critical tasks of facilitation for work groups

CDevelop a plan for facilitating work groups in their jobs

Agenda

Day 1

AM

- I. Introduction
- II. What is Facilitation?
- III. Know Yourself and Your Group

LUNCH

PM

- III. Know Yourself and Your Group (con't)
- IV. Getting Started

Day 2

AM

- V. Getting Work Done

LUNCH

- VI. Handling Challenges
- VII. Completing Work

Charge

Charge is the group's overall assignment. The Charge makes clear what is expected of the group. It defines the scope of the work and the results expected. The Charge outlines the obligations of the group to the organization, and it can be measured in some way.

The “Charge” for your small groups for this training is:

- C share personal goals for facilitation
- C all practice facilitation in different activities (rotate leadership role)
- C give one another feedback
- C work together to achieve course objectives

Module II: *What is Facilitation?*

Performance Objectives

In this module, participants will:

- C Examine the role and behaviors of a work group facilitator
- C Identify a group in which they play this role
- C Begin developing a Work Plan for use in facilitating a work group on the job

Effective Work Groups

An effective work group *gets its work done and every member is satisfied with the way the group worked and what they accomplished.*

Task outcome is: “gets its work done . . .”

Process outcome is: “everyone is satisfied with . . .”

- distribution of work
- how conflicts were dealt with
- how ideas were used/not used
- inclusion/exclusion
- respect (how people were treated/valued)
- communication

Facilitation

Facilitation is a process through which a person helps others complete their work and improve the way they work together.

A facilitator helps the work group:

- C Clarify tasks
- C Redefine the roles of its members
- C Plan meetings
- C Learn to work together better
- C Plan projects
- C Finish work (come to closure)
- C Make decisions
- C Map processes
- C Resolve conflicts
- C Make sense of piles of information

Contrast Roles of *Leader, Manager, Facilitator*

Leader

Concerned with doing the right thing

Takes the long-term view

Focuses on what and why

Thinks in terms of innovation, development and the future

Hopes others will respond and follow

Sets the vision: the tone and direction

Appeals to hopes and dreams

Inspires innovation

Taken from Managers as Facilitators

Manager

Concerned with doing things right

Takes the short-term view

Focuses on how

Thinks in terms of administration, maintenance and the present

Hopes others will complete their tasks

Sets the plan: the pace

Monitors boundaries and defines limits

Inspires stability

Facilitator

Concerned with helping people do things

Helps people find a view and articulate it

Helps people concentrate and be clear in the here and now

Helps people think and communicate their thoughts

Hopes others will engage in the process

Helps people make meaning of tone and direction and to function well at required pace

Helps people make meaning of hopes and dreams and pushed appropriately on boundaries

Helps people respond to things that are new and things that remain the same

What Role to Play

Managers must make a decision on which role to play based on a number of factors.

Under “Role,” place an “L” for leader, “M” for manager or “F” for facilitator according to what you believe is the appropriate role to play for each task.

FACTOR

ROLE

1. Setting overall direction - seeing the big picture
2. Delegating work
3. Need for collaboration from others to complete tasks
4. Need for compliance from all team members
5. Setting deadlines
6. Need for support across the organization
7. Need for strong commitment from a team
8. Working with a “mature” team needing less direction
9. Working with a team of subject experts on a project
10. Encouraging innovation

Module III: *Know Yourself and Your Group*

Performance Objectives

In this module, participants will:

- C Assess their own facilitation skills and set goals for improving skills
- C Identify the contributions of each member of their own work group

Goals for Personal Development

This form is to help you think about various aspects of your interaction with others and your skills in group situations. It gives you a chance to set your own goals for development. The steps in using it are:

1. Read through the list of activities and decide which ones you are doing all right, which ones you should do more, and which ones you should do less. Mark each item in the appropriate place.
2. Some goals that are not listed may be more important to you than those listed. Write such goals on the blank lines.
3. Go back over the whole list and circle the numbers of the five activities which you would like to work on most at this time.

Communication skills	Doing all right	Need to do it more	Need to do it less
1. Amount of talking in group	_____	_____	_____
2. Being brief and concise	_____	_____	_____
3. Being forceful	_____	_____	_____
4. Drawing others out	_____	_____	_____
5. Listening alertly	_____	_____	_____
6. Thinking before I talk	_____	_____	_____
7. Keeping my remarks on the topic	_____	_____	_____
8. _____	_____	_____	_____

Observation skills	Doing all right	Need to do it more	Need to do it less
1. Noting tension in group	_____	_____	_____
2. Noting who talks to whom	_____	_____	_____
3. Noting interest level of group	_____	_____	_____
4. Sensing feelings of individuals	_____	_____	_____
5. Noting who is being “left out”	_____	_____	_____
6. Noting reaction to my comments	_____	_____	_____
7. Noting when group avoids a topic	_____	_____	_____
8. _____	_____	_____	_____

Problem-solving skills

1. Stating problems or goals	_____	_____	_____
2. Asking for ideas, opinions	_____	_____	_____
3. Giving ideas	_____	_____	_____
4. Evaluating ideas critically	_____	_____	_____
5. Summarizing discussion	_____	_____	_____
6. Clarifying issues	_____	_____	_____
7. _____	_____	_____	_____

Morale-building skills	Doing all right	Need to do it more	Need to do it less
1. Showing interest	_____	_____	_____
2. Working to keep people from being ignored	_____	_____	_____
3. Harmonizing, helping people reach agreement	_____	_____	_____
4. Reducing tension	_____	_____	_____
5. Upholding rights of individuals in the face of group pressure	_____	_____	_____
6. Expressing praise or appreciation	_____	_____	_____
7. _____	_____	_____	_____

Emotional expressiveness

1. Telling others what I feel	_____	_____	_____
2. Hiding my emotions	_____	_____	_____
3. Disagreeing openly	_____	_____	_____
4. Expressing warm feelings	_____	_____	_____
5. Expressing gratitude	_____	_____	_____
6. Being sarcastic	_____	_____	_____
7. _____	_____	_____	_____

Ability to face and accept emotional situations	Doing all right	Need to do it more	Need to do it less
1. Being able to face conflict, anger	_____	_____	_____
2. Being able to face closeness, affection	_____	_____	_____
3. Being able to face disappointment	_____	_____	_____
4. Being able to stand silence	_____	_____	_____
5. Being able to stand tension	_____	_____	_____
6. _____	_____	_____	_____

Social relationships

1. Competing to out-do others	_____	_____	_____
2. Trusting others	_____	_____	_____
3. Being helpful _____	_____	_____	_____
4. Being protective	_____	_____	_____
5. Being able to stand up for myself	_____	_____	_____
6. _____	_____	_____	_____

List the **items** you want to work on and a **goal** you have for each during the rest of this workshop.

Item	Goal
1.	
2.	
3.	
4.	
5.	

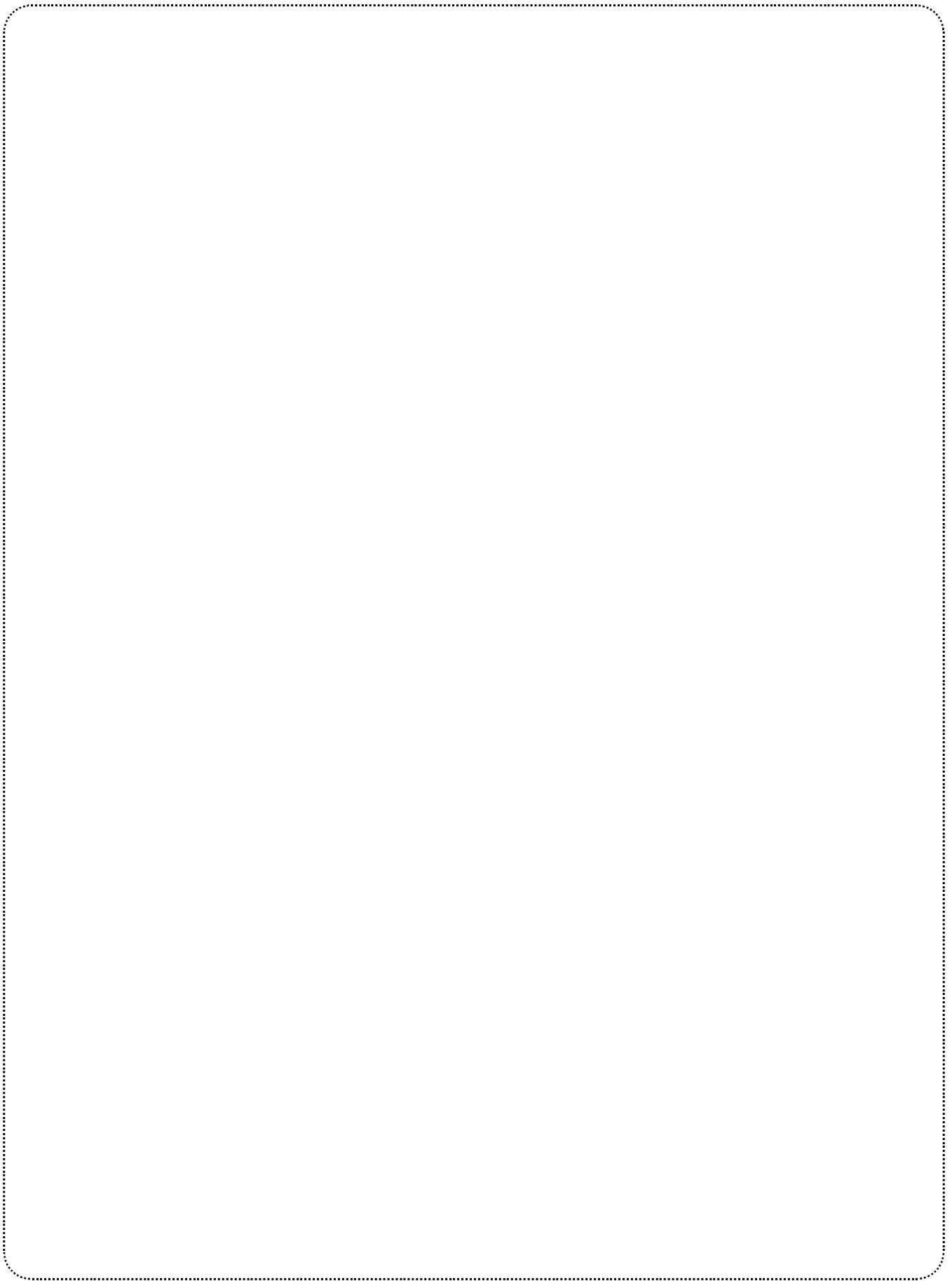
National Institute of Corrections



NIC Academy

Facilitation Skills for Managers

Section 2
Participant Materials



Module IV: *Getting Started*

Performance Objectives

In this module, participants will:

- C Examine Stages of Group Development and identify things the facilitator can do to help the group in each stage

- C Identify a Charge for their own work group

- C Identify and plan for the things they can do as facilitators to set a climate and clarify tasks and procedures for their own work group

Stages of Group Development

It has been thoroughly documented through countless research efforts during the past forty years that small groups go through a series of predictable developmental stages during their group history or life cycle. These studies are remarkably consistent in their identification of developmental stages regardless of the purpose for which the group was assembled.

One of the most recent and thorough efforts was completed by Lacoursiere. He reviewed over two hundred articles and studies of group dynamics and developed a five-stage model that synthesizes most of what is known about group development. Lacoursiere's five stages include: (1) Orientation ("Forming"); (2) Dissatisfaction ("Storming"); (3) Resolution ("Norming"); and (4) Production ("Performing"); and (5) Termination. These stages suggest things to observe that signal changes in the developmental stages and therefore changes in the group's needs. While these stages are described as separate and distinct, it is important to remember that there is a considerable degree of overlap and in fact, some elements of most stages can be found in every other stage. However, those behaviors which seem to be predominant provide the data for determining the developmental stage the group is in at any moment in time.

STAGE 1
“FORMING” or ORIENTATION
Low development level

The forming stage represents the movement of an individual into the group-member status. Most team members will greatly anticipate their involvement.

Group members:

- C Are mildly to moderately eager
- C Have generally positive expectations about outcomes of the experience
- C Show some anxiety and concern about why they are there, what they will get, what the stated purpose of the group means for them, what they will do, what the leader/manager will do, where they fit.
- C Have some anxiety about other members such as who they are, what they are like
- C Are dependent on authority
- C May “test” the leader and group with a range of behaviors

The length of this stage will depend on how clearly the task is defined and how easy it is to achieve. With simple and easily defined tasks, the orientation stage will be relatively short and distinct requiring perhaps only five to ten percent of the time available to the group. On the other hand, in groups with complex goals and tasks this stage may extend over thirty to sixty percent of the group’s life.

Questions at Play:

- C Why are we here?
- C Who are these people?

Facilitator Behaviors:

- C Ensure team members get acquainted
- C Be sensitive to team members’ needs
- C Provide clear direction and information
- C Give team simple tasks
- C Provide team-building activities

STAGE 2
“STORMING” or DISSATISFACTION
Low to moderate development level

Group members:

- C Experience some discrepancy between initial hopes and expectations and the reality of the situation
- C Become dissatisfied with dependence on authority
- C Often experience feelings of frustration or anger about goals and tasks
- C May have negative reactions to the formal leader or other members
- C Sometimes experience feelings of incompetence or confusion
- C May begin to compete or try to “one-up” other members
- C May be concerned about team versus individual responsibilities

Group work on tasks:

- May be disrupted by negative feelings
- Reflects slowly increasing task accomplishment and skill development

The dip in morale and the intensity during this stage is attributed to the degree of discrepancy between the initial expectations and the reality of the situation as perceived by the members. This stage often starts later in groups with complex goals and tasks. Resolution of the dissatisfaction depends partly on redefining goals and tasks so that they are achievable. Generally, this stage constitutes a relatively small fraction of the group’s life. Some groups, however, may become stuck in this stage and continue to be both demoralized and relatively unproductive.

Questions at Play:

- C What do I expect from others?
- C What do they expect from me?

Facilitator Behaviors:

- C Continue to be positive and informative
- C Reassure team that current conflict is normal
- C Deal openly with conflict
- C Give team more responsible tasks
- C Continue to train on team building and team tools

STAGE 3
“NORMING” or RESOLUTION
Moderate to high development level

Group members:

- C Become less dissatisfied as ways of working together become clear
- C Resolve differences between initial expectations and realities in relation to goals, tasks, and skill
- C Decrease animosities toward other members/leaders
- C Develop feelings of mutual respect, harmony, trust – group cohesion
- C Feel pleasure in task accomplishment which begins to overcome earlier negative feelings
- C Begin to feel more self-esteem in relation to group membership and task accomplishment

Group work on tasks:

- C Slowly increases as skills and understanding develop
- C Is enhanced by positive feelings among members

This stage between dissatisfaction and production may be very short (almost nonexistent) or quite long. The length of this stage depends on the ease of resolving feelings of dissatisfaction, the ease of learning new skills, the quality of the interpersonal relationships and the ability of the group to develop norms and processes that enhance their ability to work together and to value differences. If these conditions are unfavorable, the group may dissolve or remain in the dissatisfaction stage. Since the feelings of cohesion and confidence are new and somewhat fragile, the group may tend to avoid conflict or differences for fear of losing the positive climate. This could retard the group’s development and lead to less effective decisions.

Questions at Play:

- C How are we going to work together?

Facilitator Behaviors:

- C Provide less structure as team matures
- C Give team even more responsibility
- C Ensure team does not overly rely on any one member
- C Continue to provide team development and training opportunities

STAGE 4
“PERFORMING” or PRODUCTION
High development level

Group members:

- C Have positive feelings of eagerness to be part of the team
- C Feel confident about outcomes
- C Work well together and agree on the nature of their relationships
- C Are autonomous; not dependent on designated leader
- C Recognize, support, and challenge each other’s competence and accomplishments
- C Communicate openly and freely without fear of rejection or conflict
- C Focus their energy on task accomplishment rather than on resistance or dissatisfaction
- C Feel positive about group membership because of high task accomplishment
- C Relate to each other and to the group in terms of complementary task functions as well as interpersonal support

Group work on tasks:

- C Is enhanced by pride in a job well done as well as team cohesion
- C Is easier, more efficient, and satisfying with a continuing increase in skill, knowledge and confidence

This stage continues with only moderate fluctuations in feelings of satisfaction until the final or termination stage. Work levels remain high and socio-emotional tone remains positive. The time it takes to arrive at this stage depends on the successful resolution of dissatisfaction, on the complexity of the task and its definition, the ease of acquiring skills, and the discrepancy between original expectations and later realities. Although this is labeled the production stage, it does not mean there is no work on the task going on at other times. Some work is being accomplished from the beginning but at a lower level of effectiveness and with less satisfaction than is characteristic of this stage.

Questions at Play:

- C How will we know when we have been successful?

Facilitator Behaviors:

- C Ensure team’s information needs are fulfilled
- C Ensure that the team celebrates its successes
- C Encourage team toward continued growth
- C Continue to train; ensure new team members are properly trained
- C Encourage team members to rotate roles
- C Reduce your involvement as team grows
- C Continue to foster trust and commitment among team members

STAGE 5 TERMINATION

With ongoing intact work groups, this stage is not reached unless there is some drastic reorganization. In ad hoc groups or temporary task forces, however, it does occur and members need to be aware of some of the characteristics of this stage.

Group members:

- C Begin to be concerned about impending dissolution
- C Often experience a sense of loss or sadness about ending the task, or separation from members and the leader
- C Sometimes deny or obscure feelings by joking, missing meetings, or expressing dissatisfaction
- C Often have strong positive feelings about accomplishment

Group work on task:

- C Generally decreases but in some cases, there may be increased work activity to meet deadlines or overcome loss

This stage does occur with the ending of a specific work assignment. Its length varies from a small part of the very last meeting to a significant portion of the last several meetings depending on the length of the experience, the personal meaningfulness of the task, and the closeness of interpersonal ties.

Stages of Group Development

Facilitator Instructions

1. Have your group read the material on the stage you were assigned.
2. Discuss the information to make sure each member of the group is clear about the stage.
3. Help the group decide on a situation the group will act out and a role each person will play to illustrate a group in this stage. *YOU will play the role of the Facilitator for the demonstration.*
4. Make sure each person is comfortable with what they will do during the demonstration.
5. Have the group help you prepare your role as Facilitator to demonstrate effective behaviors for this stage.
6. When it is your turn, have your group demonstrate the stage for the rest of the class.

Setting a Climate for Effective Work

Facilitator Instructions

1. Tell your group that the first step in this activity is for them to reread the material on the *Forming* stage of group development (p. 2-3), and then read *Boundaries* (p. 2-11). Give them **3-5 minutes** to do this.
2. Ask the group members to each take several index cards and a marker and write specific questions and issues a person might have in a new work group, or a group that is going to start working together in a new way. (They may think about the members of their own work groups as well.) ***Only one question or issue per card.***
(Give them **3-5 minutes** to do this.)

For example, cards might say:

"I don't like working with some of the people in this group."

"Will I get to use what I know on this project?"

"How will we make decisions?"

"How will I get my other work done with all these meetings?"

3. After five minutes, or when everyone has stopped writing, have them clear the table and place all of their cards face up. (Group members may have to stand and move around to see all the cards.)
4. Tell the group they should **silently** arrange the cards into groupings that seem to go together. If someone feels a question could fit in two places, they can make a new card and put it in the second grouping. *YOU will not participate in this part of the activity. Just watch how the group members work, and later you will share your observations.* (Give them **3-5 minutes** to do this.)
5. When the group stops rearranging, ask each member if they are satisfied with the groupings. If not, have them move cards. If so everyone can sit down.
6. Tell the members they can speak for the rest of the activity. Ask the group members to tell what it was like for them to do this activity silently. What problems did the silence create? What things did people do to communicate with each other? To compete? *YOU may add your observations for the group to discuss LAST.*

7. Have the group decide on titles for the categories they created. Make sure all members of the group can live with the titles.
8. Now take one category at a time and ask the group to suggest things a Facilitator might do to help a group member get an answer to his/her question or issue. Ask someone in the group to take notes, and someone to report for the group.

For example, help the group set ground rules; clarify the Charge of the group; help the group decide how it will make decisions that include everyone; ask group members to tell each other the skills they bring to the group and are willing to contribute; etc.

Boundaries

- 1) **Intellectual:** group and individuals have the time and opportunity to think, speak and make decisions for themselves.
- 2) **Sexual:** sexual harassment
- 3) **Privacy:** what can be shared in the group and outside the group
- 4) **Work Process:** how will we work together and what will we not do
- 5) **Work Roles:** what roles will certain individuals play and not play
- 6) **Use of Resources:** how will our resources be allocated
- 7) **Beliefs:** what does this group believe to be real or true
- 8) **Us vs. Them:** who has shared interests in what we are doing
- 9) **Charge to Group:** what is expected of this group by those who established it
- 10) **Resources available:** the quantity of resources has a finite limit

Module V: *Getting Work Done*

Performance Objectives

In this module, participants will:

- C Learn three steps in preparing for effective meetings and set an agenda for their own work group

- C Learn and practice several group decision-making and problem-solving processes

Purpose-Agenda-Logistics (*PAL*) Process for Effective Meetings

The first step in the PAL meeting process is to define the *purpose* of the meeting. Facilitators use clarifying questions to help a group do this. Being clear about the purpose is vital to having an effective meeting. In some cases, the purpose is mainly to share information. In other cases, a decision needs to be made or a plan outlined. Some meetings are designed to generate a number of options for solving a particular problem.

Setting an *agenda* is the second step in the PAL meeting process. The agenda is driven by the purpose of the meeting. The agenda points out who is responsible for different items. It also must describe a realistic amount of work that can be accomplished in the time available. Facilitators help groups set realistic agendas by asking:

1. How will this agenda item contribute to fulfilling the purpose of the meeting?
2. Have you given yourself adequate time to accomplish the purpose of the meeting?
3. Can you schedule more time for this meeting, or do you need to eliminate one or more agenda items?

Setting up *logistics* is the third step in the PAL meeting process. Once the purpose and agenda are clear, it is important to plan for audiovisual support, appropriate meeting space and setting, food, and other facility needs. When meeting logistics work well, they tend to go unnoticed. When they don't work well, they can wreck a meeting and waste time.

Sample Meeting Plan

Project meeting

<p>PURPOSE</p> <p>Decide which programs will be funded next year</p>	<p>LOGISTICS</p> <p>Person calling this meeting: Program Director</p> <p>Meeting date: October 25 Time: 8:00 a.m. to 11:30 a.m. Location: Conference Room Meeting materials: Funding criteria, current programs list AV equipment: Overhead, easels w/flipcharts, markers Food/Beverages: Coffee and fruit for break-from cafeteria Room layout: U-shape for 12 people</p>																																
<p>AGENDA</p> <table border="1"> <thead> <tr> <th><i>Start Time</i></th> <th><i>End Time</i></th> <th><i>Agenda Item</i></th> <th><i>Lead</i></th> </tr> </thead> <tbody> <tr> <td>8:00 a.m.</td> <td>8:15 a.m.</td> <td>Check in/review meeting purpose</td> <td>Facilitator</td> </tr> <tr> <td>8:15 a.m.</td> <td>9:00 a.m.</td> <td>Review funding criteria</td> <td>Superintendent</td> </tr> <tr> <td>9:00 a.m.</td> <td>10:00 a.m.</td> <td>Review current programs and brainstorm new projects</td> <td>Facilitator</td> </tr> <tr> <td>10:00 a.m.</td> <td>10:15 a.m.</td> <td>Break</td> <td></td> </tr> <tr> <td>10:15 a.m.</td> <td>11:00 a.m.</td> <td>Prioritize all projects using funding criteria</td> <td>Facilitator</td> </tr> <tr> <td>11:00 a.m.</td> <td>11:15 a.m.</td> <td>Reality check-see if we missed anything</td> <td>Facilitator</td> </tr> <tr> <td>11:15 a.m.</td> <td>11:30 a.m.</td> <td>Set next steps/close meeting</td> <td>Facilitator</td> </tr> </tbody> </table> <p>Participants: See attached list.</p>		<i>Start Time</i>	<i>End Time</i>	<i>Agenda Item</i>	<i>Lead</i>	8:00 a.m.	8:15 a.m.	Check in/review meeting purpose	Facilitator	8:15 a.m.	9:00 a.m.	Review funding criteria	Superintendent	9:00 a.m.	10:00 a.m.	Review current programs and brainstorm new projects	Facilitator	10:00 a.m.	10:15 a.m.	Break		10:15 a.m.	11:00 a.m.	Prioritize all projects using funding criteria	Facilitator	11:00 a.m.	11:15 a.m.	Reality check-see if we missed anything	Facilitator	11:15 a.m.	11:30 a.m.	Set next steps/close meeting	Facilitator
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GROUP FACILITATION SKILLS FOR WORK GROUPS

Day One Review

I expected . . .

I got . . .

I still would like . . .

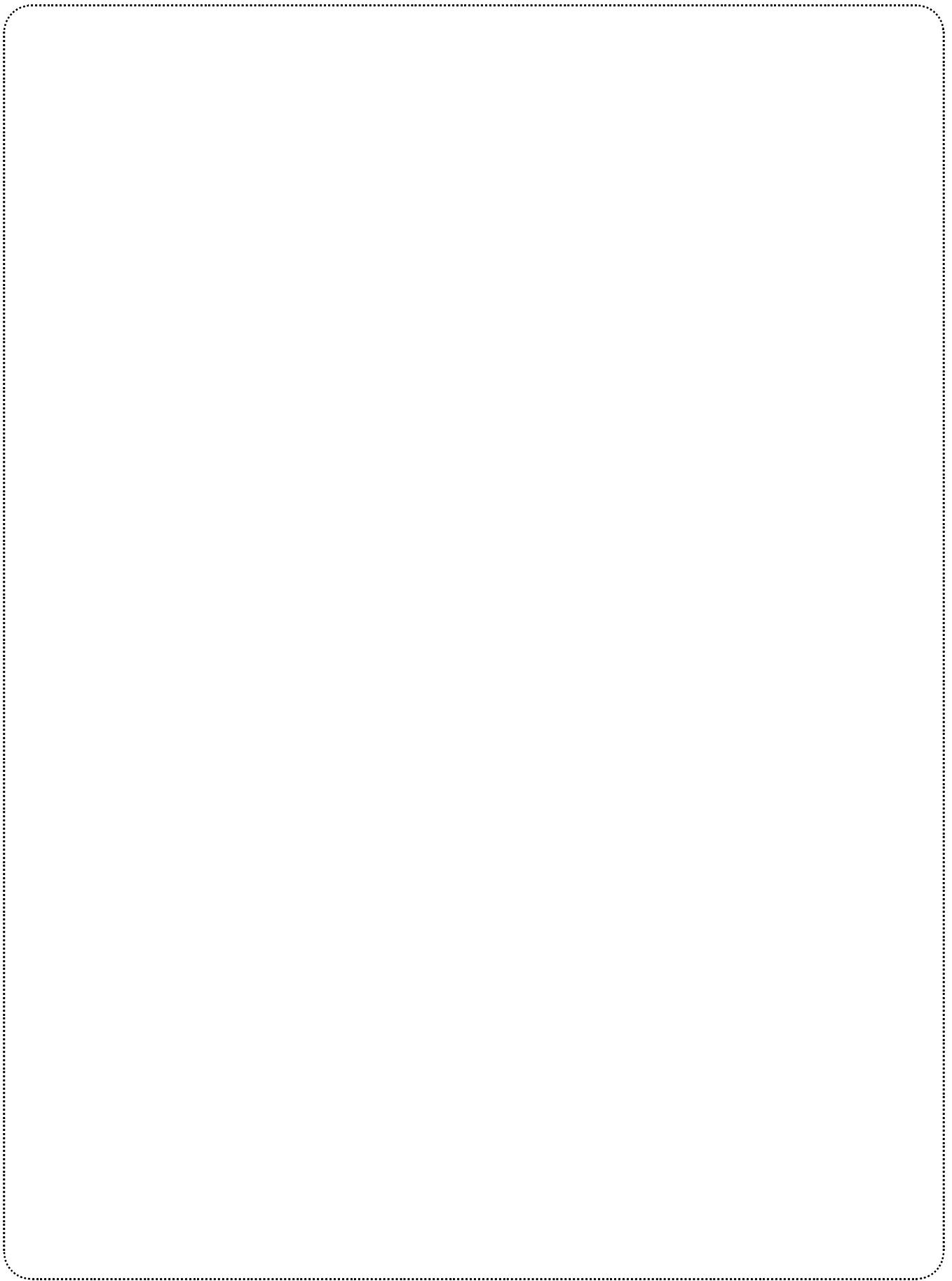
National Institute of Corrections



NIC Academy

Facilitation Skills for Managers

Section 3
Participant Materials



Meeting Planning Case Study

Ms. Jones is the Security Deputy at Warwick Correctional Facility. She supervises seven Wing Managers and the Central Services Manager. She's heard a few of the managers complaining to each other that their weekly 30-minute meetings are not very useful to them since Ms. Jones just reviews policies with them and tells them to comply with them. Some of the policies are not very practical but there's no time allowed for discussion. Also, there's usually not enough time left at each meeting to discuss problems on the units and work out procedures for responding to them so some of the managers try to get together when they can to work on these.

Ms. Jones would like to include the managers more in planning to make the meetings more useful, but she is required to review each policy at least once per year.

What can Ms. Jones do to prepare for her next meeting?

Suggest a ***Purpose*** statement and ***Agenda*** for the next meeting.

Purpose:

Agenda:

What ***Logistics*** might Ms. Jones have to take care of for this meeting?

Conducting Effective Meetings

Facilitator Instructions

Part 1: [15 minutes]

1. Have your group read the Meeting Planning Case Study (Manual p. 3-1).
2. Conduct a discussion to help the group develop answers for the questions at the end of the case study. Try to include every member of the group in the discussions. The goal is to come up with answers everyone in the group can agree to.

Part 2: [15 minutes]

3. Have the group discuss how they worked together by following the instructions below.
 - a. Ask each person to rate how satisfied they are with the group's decisions by rating the results on a scale of 1-5, with 1 being very dissatisfied and 5 being very satisfied. Have each person briefly explain his/her rating.
 - b. Now ask each person to rate how well they think the group worked on the task, using the same 1-5 scale. Have each person briefly explain his/her rating.
 - c. Now have the group discuss ways the group could work together more effectively on the next task it is assigned. If necessary, revise the ground rules your group created at the beginning of the training.
4. Help the group determine who will report the group's answers to the case study questions.

Making Decisions

Following are questions facilitators ask groups to help them make decisions:

1. What are you going to decide?
2. Who will make the decision?
3. What criteria will you use to make your decision?
4. Who is affected by your decision?
5. When must you make your decision?
6. What tool will you use to make your decision?
7. What is your decision this time?

The Problem-Solving Process

1. Accurately describe the problem itself
2. Gather information - both facts and opinions
3. Describe what would happen if things were going well
4. Brainstorm ideas for solving the problem
5. Set criteria for selecting a solution and put them in priority order by which is most important
6. Assess the ideas against the criteria
7. Pick the best solution and make a plan for implementing it

Making Decisions and Solving Problems

Facilitator Instructions

1. Ask a member of your group to volunteer a work problem they have that they would like the group to help them with.
2. Have the group follow the Problem-Solving Process on page 3-4 to work on a solution to the problem. Begin by having the member whose problem it is describe the situation. Have the group members ask questions to gather as much information as possible.
3. Have the person whose problem it is describe what would happen if things were going well, in as much detail as possible.
4. Have the group brainstorm as many ideas as possible without judging or eliminating any at this point. List these on newsprint for the group.
5. Have the member whose problem it is define criteria for selecting a solution. Write these on newsprint for the group. Then have the member take the lead on prioritizing the criteria by numbering them from most important to least.
6. Have the group assess each solution against the most important criteria and suggest the most appropriate solution.
7. Ask the member whose problem it is whether s/he is satisfied with the solution. If not, try to determine whether some part of the process was incomplete.
8. Ask the group to discuss how effectively they worked together.

Process Mapping

Facilitator Instructions

1. Have the group select one of the following job tasks to work on (or have the group choose a job task they are all familiar with):
 - ⓪ Preparing an inmate for transport to court
 - ⓸ Conducting a cell search
 - ⓬ Implementing a new program for inmates
2. Take a stack of index cards and a marker. Have the group brainstorm all the steps they can think of for that task, placing one step on each card.
3. When all the steps have been written on cards, lay the cards out and have the group arrange the cards in the order they should be completed. If there is disagreement about order, have each person state their reasoning, then have the group choose an order that makes the most sense. Continue until the group has laid out all the steps in order.
4. Ask each member of the group to assess how satisfied they are with the final layout of the steps.
5. Ask the group to discuss how effectively they worked together, and what would have improved the process.

The Tool Box

<i>Tool</i>	<i>Objective for Using</i>
Brainstorming	Generate as many ideas as possible.
Consensus	Gain commitment to support a group action or decision.
Process Mapping	Describe and illustrate a process in a step-by-step sequence.
Parking lot	Record items that would divert the group from its current task, but that need to be considered later.
Multi-voting	Sort a list and/or reduce the number of items on a list.
Affinity diagram	Quickly organize a large list of ideas.
Cause-effect diagram	Identify and organize information about possible causes of a problem or desired outcome (observed effect).
Force field analysis	Illustrate the forces for change and forces for stability that are influencing a situation.
Debrief	Describe or evaluate the completion of a task, activity, or experience.

Brainstorming

Objective:	Generate as many ideas as possible.
Summary:	A good brainstorming session produces a long list of ideas. Groups use brainstorming more than any other tool. When a group wants to consider all possibilities, come up with new ideas, and expand beyond current thinking, brainstorming is a good place to start.
Guidelines:	<ul style="list-style-type: none">C Everyone is encouraged to produce as many ideas as possible.C Quantity is the goal, so <i>do not judge others' ideas</i>.C Record ideas so everyone can see them.
Steps:	<ol style="list-style-type: none">1. Decide how to use the information - have a purpose for brainstorming.2. Read the brainstorming guidelines to the group.3. Give everyone approximately 5 minutes to silently work alone to generate some ideas.4. Invite everyone to share his or her ideas and record them exactly as they are spoken.5. Stop the session when no one has any more ideas. Be willing to wait through several silent periods so people can think. Do not cut them off too soon.
Options:	<ul style="list-style-type: none">C You can record ideas on index cards or removable notes so they can be moved around and grouped together later.C You may want to use "nominal group technique" if more vocal group members are dominating the session. In nominal group technique, people take turns, sharing their ideas one at a time until all ideas have been heard.C When recording ideas on flipcharts, you may want to have two people recording ideas to keep things moving at a fast pace.
Group development:	Brainstorming helps people in a group get better at listening to one another. It also helps groups value and support input from every group member. Some people have a tendency to judge ideas quickly. Following the guidelines of brainstorming gives them practice at listening and suspending judgment. They can learn new behavior while helping the group get its work done. Brainstorming also helps people build on the ideas of others - a practical example of the synergy that can come from effective group work.

Consensus

Objective:	Gain commitment to support a group action or decision.
Summary:	When a group reaches consensus, it means that all members agree to support a group action. Members might not completely agree with the action, but they do agree to support it, both within and outside of the group. Consensus is not a majority vote. New groups have a tendency to use the consensus tool too frequently. Some actions or decisions can still be made by individuals or by voting. The group's Charter will help them know when consensus is required.
Guidelines:	<ul style="list-style-type: none">C Use when the commitment of all group members is required. If such commitment is not required, consider alternatives to consensus such as individual decision making or majority vote.C Use when the group is creating a win-win or compromise solution.
Steps:	<ol style="list-style-type: none">1. Clearly define the action or decision through discussion.2. Agree that consensus is required.3. Ask the group the following questions:<ol style="list-style-type: none">a. Can you live with this action?b. Will you support this action within the group?c. Will you support this action outside of the group?<p>If anyone is unable to answer yes to any of the questions, then ask her or him to answer the following question:</p><ol style="list-style-type: none">d. What has to change in order for you to support this action?4. Confirm that the group has reached consensus.
Options:	<ul style="list-style-type: none">C Put a time limit on discussion. If consensus is not reached, use the Conflict Resolution Process.
Group development:	Using the consensus tool is an effective way of helping group members achieve the group's goal rather than always having it their way. It improves both productivity and interdependence.

Process Mapping

Objective:	Describe and illustrate a process in a step-by-step sequence.
Summary:	Process maps accurately show the steps of a work process, providing a clear picture of how the process works. The purpose should be clear before the work is done. The discussion and debate that occurs during a process mapping session is just as valuable as the final process map. Groups discover: (1) The process is not always done the same way; (2) some steps are wasteful and easily can be eliminated; (3) bottlenecks; (4) steps that are not being done; and (5) other trouble spots. Process maps are also called flowcharts.
Guidelines:	<ul style="list-style-type: none">C Note where the group disagrees because that is where problems usually occur in the process.C Identify "owners" - those people responsible for certain parts of the process.
Steps:	<ol style="list-style-type: none">1. Determine the purpose for doing the process map.2. Produce a 1-2 sentence definition of the process.3. Determine the level of detail that the process map will show. Allow for some variation.4. Identify the beginning and end points.5. Have owners map their part of the process in front of the group.6. Confirm that the process has been accurately mapped with the consensus tool.7. Take a look at the entire process. Ask the following questions:<ol style="list-style-type: none">a. Does every part of the process have an owner?b. Where are there discrepancies in the process?c. Where are there the biggest bottlenecks or quality problems?d. Can some steps be eliminated?8. Determine the next steps; confirm how the process map will be used.
Options:	<ul style="list-style-type: none">C Record each process step on a large index card or removable note so it can be moved around later groups will debate the sequence of steps. Trying to flipchart the process directly is too messy.C Identify measures (existing or new) that indicate how well the process is functioning.C Once a process has been mapped, ask the group to map an "ideal" process.
Group development:	Completing a process map helps people improve their listening skills. it helps people understand how their part of the process helps the group.

Parking Lot

Objective:	Record items that would divert the group from its current task, but that need to be considered later.
Summary:	The "parking lot" is a list of items that will be dealt with at a later time. During a meeting, topics come up that are important but not related to the current task or meeting. Or, more information is needed before the discussion can proceed. In these cases, items can be put on the parking lot. This helps groups stay focused on the purpose of a work session.
Guidelines:	<ul style="list-style-type: none">C The parking lot acknowledges that the issue raised is important, but will be dealt with later.C Specify a time to return to the parking lot.C The parking lot should <i>not</i> be used to shut down opposing points of view about the current task.
Steps:	<ol style="list-style-type: none">1. Put the words "Parking Lot" at the top of a flipchart.2. Explain how the parking lot is used, if the group does not already know.3. Place appropriate items on the parking lot.4. At the end of the meeting, specify a later time to deal with items from the parking lot.
Options:	<ul style="list-style-type: none">C A group member can record an item on the parking lot without immediately announcing it to the group.C Individuals recording items on the parking lot can be asked to take responsibility for bringing the item up to the group later.
Group development:	Using the parking lot helps a group honor the ideas put forth by its members. People feel that they have been heard and the group stays on task, which contributes to higher productivity and a stronger sense of interdependence.

Multi-voting

Objective:	Sort a list and/or reduce the number of items on a list.
Summary:	Multi-voting is a simple and quick tool that helps a group sort a list or reduce the number of items on a list. It can be used to work with the information generated during a brainstorming session. When used to sort a list, it helps a group get a general sense of priority. When used to reduce a list, each round of multi-voting cuts the list roughly in half. Multi-voting is not a very analytical tool.
Guidelines:	<ul style="list-style-type: none">C Each member is given the same number of votes.C The number of votes for each group member is equal to a third to a half of the total number of items on the list. For example, if the list contains 30 items, then each person gets 10-15 votes.
Steps:	<ol style="list-style-type: none">1. Decide whether the group is sorting or reducing the list, or both.2. Look for opportunities to combine similar items.3. Agree on the voting criteria. The group may have to use the consensus tool to do this. For example, the criterion for voting on a list of projects might be, "Give more votes to the projects having the most impact on the group's purpose."4. Agree on how votes can be distributed.5. Assign the same number of votes to each person.6. Give the group 2-5 minutes to work silently and individually to decide how to cast their votes.7. Cast the votes.8. Total the results and sort or reduce the list. Decide whether to conduct another round of multi-voting.
Options:	<ul style="list-style-type: none">C Some groups find it helpful to number the items on the list before multi-voting.C Some situations call for multi-voting by secret ballot. A simple show of hands is OK in other situations. A third option is to have everyone mark their votes silently on the same flipchart.C Set some guidelines for the maximum number of votes allowed per item. For example, 15 votes could be distributed as follows: 5 for the first choice, 4 for the second choice, 3 for the third, 2 for the fourth, and 1 for the fifth. Or, people can cast all of their votes for one item, if they so desire.
Group development:	Multi-voting helps every member of a group participate. This leads to a greater level of commitment by group members.

Affinity diagram

Objective:	Quickly organize a large list of ideas.
Summary:	An affinity diagram helps quickly organize a large list of ideas. It is especially useful for organizing lists of 30 or more items.
Guidelines:	<ul style="list-style-type: none">C The first step in using this tool is usually brainstorming, so the brainstorming guidelines apply.C Sorting steps should be conducted silently.C The same item can be placed in more than one category during the sorting steps.
Steps:	<ol style="list-style-type: none">1. Decide why you are using this tool and how the information will be used.2. Conduct a brainstorming session. Put the items on note cards or removable notes.3. Have people get up and come to where the cards or notes are displayed and silently sort the items, grouping like items together.4. If two or more people think an item belongs in more than one grouping, make a duplicate and put the item in both groupings.5. After 5-15 minutes of silent sorting, have the group discuss the groupings.6. Choose a heading that best describes each grouping. The heading name usually can be found on one of the items in a given grouping, although it is OK to create a heading that is not already within the grouping.7. Record the final results.
Options:	<ul style="list-style-type: none">C If the group is larger than 6-8 people, divide the group in two (call them groups A and B) for the sorting process. Have group A silently sort for 5-10 minutes while group B observes. Then have the groups switch roles, with B sorting and A observing. Choosing the headings can be done either in two groups or one large group.C If necessary, use a decision-making process, consensus, or Conflict Resolution Process to work out differences of opinion.
Group development:	Using this tool gives a group practice at organizing development: large amounts of information as a first step in solving more complex problems. This gives them confidence in dealing with some larger problems later.

Cause-effect diagram

Objective:	Identify and organize information about possible causes of a problem or desired outcome (observed effect).
Summary:	The cause-effect diagram illustrates the possible causes of a problem or desired outcome. Arranging information using this tool leads to a better understanding of the factors contributing to an observed effect. This better understanding helps the group evaluate a number of factors before jumping to solutions too quickly. Cause-effect diagrams help groups identify what data they may need to understand the cause of a problem and solve it.
Guidelines:	C The first step in using this tool is usually brainstorming, so the brainstorming guidelines apply.
Steps:	<ol style="list-style-type: none">1. Decide why you are using this tool and how the information will be used.2. Conduct a brainstorming session. Brainstorm the possible causes of an observed effect. Put the items on note cards or removable notes.3. Have people get up and come to where the cards or notes are displayed. Silently sort the items, grouping like items together.4. If two or more people think an item belongs in more than one grouping, make a duplicate and put the item in both groupings.5. After 5-15 minutes of silent sorting, have the group discuss the groupings.6. Choose a heading that best describes each grouping. The heading name usually can be found on one of the items in a given grouping, although it is OK to create a heading that is not already within the grouping.7. Record the final results.8. Choose causes to investigate. Focus on the most impactful causes.
Options:	<p>C You can provide the categories at the beginning of the brainstorming session and then brainstorm items under each. Categories used include: methods, materials, machinery, and people.</p> <p>C The output of an affinity diagram can easily be reformatted as a cause-effect diagram.</p>
Group development:	Using this tool gives a group practice at organizing development: large amounts of information as a first step in solving more complex problems. It helps groups feel more confident in their ability to understand complex problems and identify the actions they can take.

Force field analysis

Objective:	Illustrate the forces for change and forces for stability that are influencing a situation.
Summary:	A good force field analysis helps a group make plans to create something new from a current situation. Moving from the current state to a new state requires an understanding of forces for change and forces for stability. These forces provide information about "leverage points" for changing a situation. A force field analysis is a good place to start when considering less concrete or tangible situations.
Guidelines:	<ul style="list-style-type: none">C Make sure the group develops a plan or simple set of action steps after completing the analysis.C Groups identify forces for change more easily than they do forces for stability. You may have to prompt them with questions.
Steps:	<ol style="list-style-type: none">1. Decide how this information will be used.2. Describe the current state or situation.3. Describe the desired future state or situation.4. Identify the forces that will compel us to change (called <i>forces for change</i> or <i>driving forces</i>).5. Identify the forces that will compel us to remain the same (called forces for stability or restraining forces).6. Set action steps to enhance driving forces and reduce restraining forces.
Options:	<ul style="list-style-type: none">C Brainstorming is a good tool to use with steps 4 and 5.C Forces for stability, or restraining forces, are hard to identify because they are part of the taken-for-granted assumptions. Have the group use the elements of a paradigm (behaviors/activities, vocabulary, assumptions/beliefs, values) to help the group identify these forces.
Group development:	Groups gain experience and skill in solving more complex problems. They also feel their ability to manage change more effectively as a result of using this tool, as long as they set action steps and follow through.

Debrief

Objective:	Describe or evaluate the completion of a task, activity, or experience.
Summary:	Debriefing helps groups learn about how its members are working together and what they can do to improve.
Guidelines:	<ul style="list-style-type: none">C Give every group member the opportunity to participate in the debriefing discussion.C Groups should agree to hold debriefing discussions at the completion of significant tasks or projects.
Steps:	Debriefing is facilitated by asking the following questions: <ol style="list-style-type: none">1. What was your experience when you were working on this task?2. What went well?3. What did not go well?4. How can you do things differently next time?
Options:	<ul style="list-style-type: none">C Let people take some notes before beginning the discussion.C Use nominal group technique to conduct the discussion. In nominal group technique, people take turns, sharing their ideas one at a time until all ideas have been heard.C Specify a time limit or range (with a minimum and maximum time set aside for the debrief) for conducting this discussion.
Group development:	Debriefing may be the most important group development tool. It facilitates learning about how group members work together and contributes to their interdependence.

Good Flipcharting Techniques: *Evidence of your listening skills*

One of the ways facilitators demonstrate their ability to listen, and in the process help groups communicate more effectively, is flipcharting what people are saying. Good flipcharting techniques are essential. Some simple guidelines will make a big difference for your group. These include:

- C Print legibly and big enough so everyone can see.
- C Write down exactly what people say. Avoid the temptation to edit. You'll find this actually goes faster.
- C If you feel you must edit, ask permission to do so. Check to see that your edit matches the intended meaning of the speaker.
- C Write down everyone's comments. Don't screen out or be selective.
- C Alternate colors on long list. This is especially helpful during brainstorming.
- C For shorter, more descriptive lists, make groupings similar in color.
- C If the group is shouting out information faster than you can write it down, ask someone to help you.
- C Prepare more complicated diagrams and tables in advance.

The most effective facilitators are active listeners. They work continuously to improve their listening skills. They approach every work session knowing they will listen more than talk, They remind themselves of the active listening process so they can take in information, interpret it, and check their interpretation. Effective facilitators strive to learn about their own personal barriers to listening so they can overcome them.

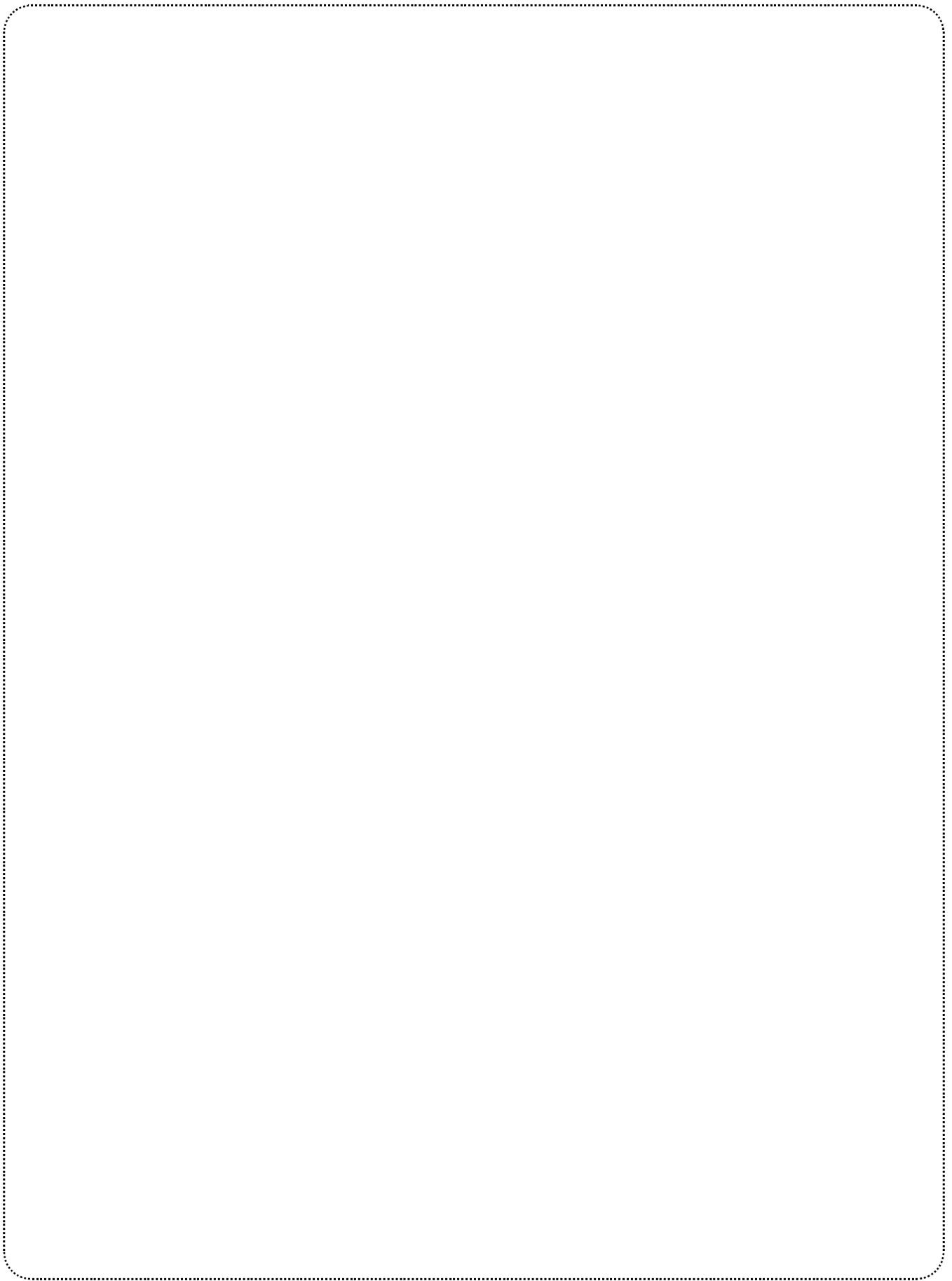
National Institute of Corrections



NIC Academy

Facilitation Skills for Managers

Section 4
Participant Materials



Module VI: *Handling Changes*

Performance Objectives

In this module, participants will:

- C Practice giving and receiving feedback and apply this process to their own work groups
- C Learn and practice effective facilitator responses to individual and group behaviors

Characteristics of Helpful Feedback

The purpose of feedback is to provide constructive information to help a person become aware of how his/her behavior affects another person. It is important, therefore, to give feedback in a way which will not be threatening to the person and increase his/her defensiveness. Some characteristics of helpful, nonthreatening feedback are as follows:

- 1) **Focus feedback on behavior rather than the person.** It is important that you refer to what a person does rather than comment on what you imagine he is. To focus on behavior implies that you use adverbs (which relate to actions) rather than adjectives (which relate to qualities) when referring to a person. Thus, you might say a person “talked considerable in this meeting,” rather than that this person “is a loudmouth.”
- 2) **Focus feedback on observations rather than inferences.** Observations refer to what you can see or hear in the behavior of another person, while inferences refer to interpretations and conclusions which you make from what you see or hear. Inferences or conclusions may be valuable but it is important that they be so identified.
- 3) **Focus feedback on description rather than judgement.** The effort to describe represents a process for reporting what occurred, while judgement refers to an evaluation in terms of good or bad, right or wrong, nice or not nice. Judgements arise out of a personal frame of referenced or value system, whereas description represents **neutral** (as far as possible) reporting.
- 4) **Focus feedback on descriptions of behavior which are in terms of “more or less” rather than in terms of “either-or.”** When you use “more or less” terminology, it implies that the behavior falls in a continuum rather than quality, which is subjective and judgmental. Thus, participation by a person may fall on a continuum from low participation to high participation, rather than “good” or “bad” participation.
- 5) **Focus feedback on behavior related to a specific situation, preferably to the “here and now,” rather than on behavior in the abstract, placing it in the “there and then.”** What you and I do is always related in some way to time and place. We increase our understanding of behavior by keeping it tied to time and place.
- 6) **Focus feedback on the sharing of ideas and information rather than on giving advice.** By sharing ideas and information you leave the other person free to decide how to use the information. When you give advice, you tell him what to do with the information.

Seven Questions Form

Your Name _____

Instructions: Read each of the following seven questions, determine which team member you would choose, and write that person's name in the blank to the right. You may choose any team member for more than one item.

Which team member would you choose . . .

1. To send on an important mission? _____
2. To discuss a new idea with? _____
3. As a companion for recreation? _____
4. To ask for help if you were in serious trouble? _____
5. To be marooned with on a tropical island? _____
6. To escort your spouse/significant other across the country? _____
7. For a boss? _____

Feedback

Facilitator Instructions

1. Have the group members turn to manual page 4-3, "Seven Questions Form," and complete it using the names of the members of your small group. Give them 5 minutes.
2. Collect the forms.
3. Take a sheet of newsprint and list the questions on the left side. Use a few words for each (e.g., Important mission, New idea, Recreation, etc.). Leave room on the right to list several names for each question.
4. Go through the forms one at a time and put the names of the people listed next to each question. Place a check next to a name each time it is repeated.
5. Have the group look at the list. Tell them they will be discussing it in a minute and that people can choose to identify their choices or not during the discussion. Ask them:
 - C What does this information tell us? What questions do you have about the list?
 - C How do you feel about this information?
 - C What patterns do you see?
 - C As a result of doing this activity, what would you say are our team's strengths? What do we still need to work on?
 - C How do you feel about the group at this moment?
 - C What can you personally do to strengthen this group?

Handling Challenges Case Studies - #1

Your work group has been meeting weekly for two months developing procedures for your department. The meetings have gone pretty smoothly so far, with everyone following the ground rules established at the first meeting. Most of the procedures the group has worked on so far have been adapted from those used by other departments. In today's discussion, the group is working on a particularly challenging procedure. Halfway through the meeting, two members begin to argue about their different ideas for this procedure. A few other group members join in the argument, defending one member or the other. Two members become very quiet and seem upset by the anger being shown.

What do you think is going on in the group? What issues are group members dealing with? What stage of group development is the group in?

What do you want to happen as a result of the facilitator's action?

Brainstorm possible facilitator responses to what's going on.

Decide on criteria for assessing the possible responses and rate each brainstormed response against the criteria.

Select one response and describe it in detail.

Handling Challenges Case Studies - #2

Your work group has been working together for 18 months but you just started holding weekly meetings. In the first meeting you told the group the purpose of the meetings - to have them share information and increase their cooperation with one another. Then you tried to get the group to work on setting ground rules but only one or two people participated with you. The other group members just sat there and looked bored. You are now planning your second meeting. You want to get people more involved.

What do you think is going on in the group? What issues are group members dealing with? What stage of group development is the group in?

What do you want to happen as a result of the facilitator's action?

Brainstorm possible facilitator responses to what's going on.

Decide on criteria for assessing the possible responses and rate each brainstormed response against the criteria.

Select one response and describe it in detail.

Handling Challenges Case Studies - #3

Your work group has been working together for a year and has worked through a number of problems and disagreements effectively. Lately, things have really been going well, with people cooperating and getting a lot accomplished at the weekly meetings. You have just been given a new charge by your supervisor that is high priority, and working on it will mean that the group has to set aside its current projects for a while and jump into this one. You are working on ideas for bringing up this new project.

What do you think is going on in the group? What issues are group members dealing with? What stage of group development is the group in?

What do you want to happen as a result of the facilitator's action?

Brainstorm possible facilitator responses to what's going on.

Decide on criteria for assessing the possible responses and rate each brainstormed response against the criteria.

Select one response and describe it in detail.

Handling Challenges Case Studies - #4

Your work group has been working together for two years and has come up against a number of problems and disagreements, some of which never really got resolved. Recently, the group completed the implementation of a new program and it is running extremely well. The last meeting was spent finishing up a few details on the program. At today's meeting, the group is joking and chatting and you can't get them to focus on the next task they have to work on.

What do you think is going on in the group? What issues are group members dealing with? What stage of group development is the group in?

What do you want to happen as a result of the facilitator's action?

Brainstorm possible facilitator responses to what's going on.

Decide on criteria for assessing the possible responses and rate each brainstormed response against the criteria.

Select one response and describe it in detail.

Handling Challenges

Facilitator Instructions

1. Have your group members read the Case Study they have been assigned (manual pages 4-5 - 4-8).
2. Conduct a discussion to help the group develop answers for the questions at the end of the case study. Try to include every member of the group in the discussions. The goal is to come up with answers everyone in the group can agree to.
3. Have the group discuss how they worked together.
4. Help the group determine who will report the group's answers to the case study questions.

Module VII: *Completing Work*

Performance Objectives

In this module, participants will:

Identify the steps a facilitator can take to help a group complete its work

Identify steps the facilitator can take to help the group use their experiences to work more effectively in the future.

Steps for Closure and Evaluation

1. Decide if the task is finished or the goal reached. If not, what still needs to be done? Is the work gone as far as it can go for now?
2. Evaluate the product of the work. Are all group members satisfied with what the group accomplished? How could the product have been more satisfying?
3. Evaluate the process the group used to complete its work. What things happened that helped the group and that they should continue to use? What improvements can be made as they work on their next task?
4. Celebrate! Find a way for the group to express their feelings about completing a task. (For example, present the product to others, tell each other the things each member contributed to the final product, remind each other of what the product will do for the group or the organization, have a party.)