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INTRODUCTION

Purpose: To improve colleague facilitation skills so that they will be able to increase meeting effectiveness and achieve desired outcomes.

Expectations: Please list one to three things you want to learn from this course.

Facilitation skill assessment: Please place an x next to the facilitation skills listed below in which you feel competent.

-------- Planning a meeting.

-------- Conducting a meeting.

-------- Evaluating a meeting.

-------- Developing meeting rules.

-------- Leading a group in consensus decision-making.

-------- Handling conflict while staying in control.

-------- Using three or more facilitator tools such as brainstorming.

-------- Dealing with challenging people.

Facilitation is the most noble, selfless and giving form of leadership that gains little attention but accomplishes much. “You can accomplish anything, if you don’t care who gets the credit.”

Forbes
What Is Facilitation?

"Facilitation is fast becoming a core competency for anyone who's on a team, leading a task force, heading up a committee or managing a department."

Definitions

Facilitator
Content
Process
Ground Rules or Norms

Definitions

Facilitator
- Contributes structure and process
- Helper and enabler
- Support others
Definitions
Facilitator
Content
- Topics or subjects under discussion at any meeting
- Task, the decision made, or issues explored

Definitions
Facilitator
Content
Process
- Structure, framework, methods and tools
- Climate or spirit established
- Facilitator style

Definitions
Facilitator
Content
Process
Ground Rules or Norms
- Mutually agreed rules created by the group members used to govern themselves (Page 9)
What Does a Facilitator Do?

Facilitation is a way of providing leadership without taking the reins.

A facilitator's job is to get others to assume responsibility and to take the lead.

When Facilitating

- Participants are members of teams whose mission is to improve performance.
- Meeting objectives are based on process improvements.
- An agenda is used to structure the meeting effectiveness.
- Questions are used to develop individuals involvement.

When Facilitating

- Flip Chart is used to record team members inputs and ideas.
- Facilitator teaches members to use tools for team problem solving.
- Facilitator works to build consensus in group decision making.
- Facilitator manages the meeting process, not content.
Differentiating Between Content and Process

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects for discussion</td>
<td>Methods and procedures</td>
</tr>
<tr>
<td>Tasks</td>
<td>Maintaining relations</td>
</tr>
<tr>
<td>Problem being solved</td>
<td>Tools being used</td>
</tr>
<tr>
<td>Decisions made</td>
<td>Setting rules</td>
</tr>
<tr>
<td>Agenda Items</td>
<td>Group dynamics</td>
</tr>
<tr>
<td>Goals</td>
<td></td>
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</table>

Content vs. Process Leadership

- Offering an opinion with the intent of influencing the outcome of discussions is acting as the 'content leader.'
- 'Process leader' or facilitator, is neutral on the content and actively orchestrates the action.

A facilitator’s job is to manage the process and leave content to the participants.
## Facilitation as Coaching

<table>
<thead>
<tr>
<th>Authoritarian Style</th>
<th>Coaching Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task oriented</td>
<td>Quality oriented</td>
</tr>
<tr>
<td>One-way communicator</td>
<td>Encourages colleague empowerment</td>
</tr>
<tr>
<td>Makes all decisions</td>
<td>Works for consensus from teams</td>
</tr>
<tr>
<td>Pushes change directed from the top</td>
<td>Works to initiate change through groups/teams</td>
</tr>
</tbody>
</table>

## Facilitation Behaviors and Tools

### Core Practices

Define the manner, style and behaviors of the facilitator

### Process Tools

Structured activities that provide a clear sequence of steps

## Facilitation Behaviors and Tools

### Core Practices

Define the manner, style and behaviors of the facilitator

Experienced Facilitators:

- stay neutral
- listen actively
- ask questions
- paraphrase
- synthesize ideas
- manage digression
- offer clear summaries
- give and receive feedback

### Process Tools
Facilitation Behaviors and Tools

Core Practices

- Process Tools
  Structured activities that provide a clear sequence of steps
  Process Tools such as:
  - Brainstorming
  - Multi-Voting
  - Nominal Group Technique
  - Force Field Analysis (page 10)

Core Practices Overview

- Stay neutral on content
- Listen actively
- Paraphrase to clarify
- Ask questions
- Use the flip chart
- Keep time

- Play Ping-Pong
- Test Assumptions
- Synthesize
- Summarize periodically
- Park it
- Use spell-check button

Focus on Questioning

Effective questioning, asking the right question at the right time, is the key facilitative technique.

If you want to...
Stimulate everyone's thinking
Allow people to respond voluntarily or avoid putting an individual on the spot

Then...
Direct questions to the group
Ask a question such as “What experiences have any of you had with this problem?”
Focus on Questioning

Effective questioning, asking the right question at the right time, is the key facilitative technique.

If you want to...
- Stimulate one person to think and respond
- Tap the known resources of an "expert" in the group

Then...
- Direct the question to the individual
- Direct the question to that person "Mary, you have a lot of experience... What would you do?"

The "B’s" of Facilitator Behavior

- Be Alert
- Be Consensual
- Be Firm
- Be Flexible
- Be Informed
- Be Optimistic
- Be Understanding
- Be Unobtrusive

Facilitating Should Be an Ego less Activity

The purpose is to make the group succeed, not to make you look really important and clever.

An effective facilitator will leave a group convinced that "We did it ourselves!"
5 Principles for Today's Facilitators

1. Practice "Field Awareness"
2. Be a Mirror, Not a Magnet
3. Create Safety
4. Practice Non-Attachment
5. Focus on the Outcome

EXERCISE

Complete the Argumentativeness Scale Instrument Page 10a
Ground Rules

Ground Rules are what the group agrees to abide by. These rules will govern how the meeting will be run, how members interact, and what kind of behavior is acceptable.

Developing Ground Rules:

- Team members brainstorm a list of problems that have arisen during previous staff meetings.
- They discuss the problems and for those they feel are important a rule is developed to prevent or reduce each of the problems.
- The ground rules are then, listed, numbered and written on a flip chart sheet and posted at each meeting.
- Team members can sign the bottom of the ground rules sheet to show their support for the rules.

Common Ground Rules Are:

- Enter into discussions enthusiastically.
- Give freely of your experience.
- Confine your discussion to the current topic.
- Say what you think.
- Only one person speaks at a time.
- Avoid side conversations while someone else is talking.
- Appreciate the other person’s point of view.
- Ensure the success of the outcomes.
- Be on time.
- Respect each other.
Force Field Analysis

What it is:

Force field analysis is a technique that helps you identify and visualize the relationships of the significant forces that influence a problem or goal. You can use it to:

- Identify key factors (forces) that promote or hinder the solution of a problem or the achievement of a goal.
- Identify improvement opportunities.

How to do it:

**Define the objective.** Clearly identify the problem or goal to be analyzed.

**List the forces.** List the key factors that promote or hinder the achievement of your goal or the resolution of your problem. Groups should use an idea-generation technique from the previous section to do this. Use two lists: one for promoting forces and one for hindering forces.

**Prioritize.** Prioritize the forces in each list according to their relative impact on the problem or goal. You can use nominal group technique or some other decision-making tool.

**Implement.** Minimize or weaken the hindering forces and maximize or strengthen the promoting ones.

Force Field Analysis Example

**Goal: Quit Smoking**

<table>
<thead>
<tr>
<th>Promoting Forces</th>
<th>Inhibiting Forces</th>
</tr>
</thead>
<tbody>
<tr>
<td>better health</td>
<td>habitual behavior</td>
</tr>
<tr>
<td>save money</td>
<td>need for nicotine</td>
</tr>
<tr>
<td>won't have to leave building every half hour</td>
<td>need to have fingers occupied</td>
</tr>
<tr>
<td>family won't breathe smoke</td>
<td>need to have something in mouth</td>
</tr>
<tr>
<td>food will taste better</td>
<td>gain weight every time I try to quit</td>
</tr>
</tbody>
</table>
ARGUMENTATIVENESS SCALE

DIRECTIONS: This questionnaire contains statements about arguing controversial issues. Indicate how often each statement is true for you personally by placing the appropriate number in the blank. Use the following ratings to respond to each statement:

1 = almost never true
2 = rarely true
3 = occasionally true
4 = often true
5 = almost always true

1. _____While in an argument I worry that the person I am arguing with will form a negative impression of me.
2. _____Arguing over controversial issues improves my intelligence.
3. _____I enjoy avoiding arguments.
4. _____I am energetic and enthusiastic when I argue.
5. _____Once I finish an argument, I promise myself that I will not get into another.
6. _____Arguing with a person creates more problems for me than it solves.
7. _____I have a pleasant, good feeling when I win a point in an argument.
8. _____When I finish arguing with someone, I feel nervous and upset.
9. _____I enjoy a good argument over a controversial issue.
10. _____I get an unpleasant feeling when I realize I am about to get into an argument.
11. _____I enjoy defending my point of view on an issue.
12. _____I am happy when I keep an argument from happening.
13. _____I do not like to miss the opportunity to argue a controversial issue.
14. _____I prefer being with people who rarely disagree with me.
15. _____I consider an argument an exciting intellectual exchange.
16. _____I find myself unable to think of effective points during an argument.
17. _____I feel refreshed after an argument on a controversial issue.
18. _____I have the ability to do well in an argument.
19. _____I try to avoid getting into arguments.
20. _____I feel excitement when I expect that a conversation I am in is leading to an argument.

Scoring Instructions:
1. Add your scores on items: 2 4 7 9 11 13 15 17 18 20
2. Add 60 to the sum obtained in step 1.
3. Add your scores on items: 1,3,5,6, 8, 10, 12, 14, 16, 19.
4. To compute your argumentativeness score, subtract the total obtained in step 3 from the total obtained in step 2.

Interpretation

73-100 = High in Argumentativeness
56-72 = Moderate in Argumentativeness
20-55 = Low in Argumentativeness

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