



The Art and Craft of Facilitation

An Advanced Practice Seminar Based Upon the
Principles in
The Facilitator's Fieldbook by Thomas Justice and David
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Facilitation Is...

- Enabling groups to succeed by
 - The design and management of structures and processes
 - That help a group do its work
 - And minimize the common problems people have working together

Facilitators...

- Carry out the **core processes** of facilitation
- Develop and exercise **fundamental skills** to better meet their duties
- Employ **personal characteristics** that improve the effectiveness and outcomes of groups
- Draw on the **knowledge bases** useful to facilitation

The 9 Core Processes

1. Analyzing information to determine the best approach
2. Designing meetings to support success
3. Establishing the group climate
4. Implementing structures and processes
5. Intervening to manage group dynamics
6. Coaching group members
7. Evaluating meeting effectiveness
8. Navigating decision making
9. Ensuring follow-up action

Self-Assessment #1

- On a scale of 1-7, rank how confident you feel in carrying out each of the 9 core processes
- Where possible add any tips or tools you use to help you carry out one or more of the core processes
- Also indicate any of the processes that you find especially difficult to facilitate (even if you think you manage to do okay with that task)
- Use a chart like the one on the next slide to record your answers

Self Assessment #1 Score Sheet

Core Process	Score (1-7)	Tip for Success	Concern
Analyze Information			
Design Meeting			
Establish Climate			
Implement Structure/Process			
Manage Dynamics			
Coach Group Members			
Evaluate Effectiveness			
Navigate Decision-Making			
Ensuring Follow-up			

Discussion #1

- In your small groups, select a person to be the first volunteer facilitator for the day.
- Using the input from the worksheets the group has just completed, the first volunteer facilitator should lead a discussion about how understanding and using the core processes can help a facilitator improve a child and family team's effectiveness
- The volunteer facilitator should be prepared to briefly summarize the key points emerging from the discussion

The 10 Fundamental Skills

1. Contracting with participants
2. Designing group activities and processes
3. Listening, paraphrasing, observing, clarifying, elaborating
4. Interpreting verbal and non-verbal behavior
5. Confronting others
6. Managing differences
7. Collaborating with others
8. Project management
9. Meeting management
10. Logistics management

Self-Assessment #2

- Looking at the list of 10 skills, pick the 2 skills you would most like to improve in your current practice
- Describe how improving those skills would impact the effectiveness of your teams
- Give an example of a time when using that skill was important in a team meeting that you were either facilitating or participating in

Worksheet #2

Key Skill to Improve	Impact of Improvement	Example of Importance
Skill #1		
Skill #2		

Discussion #2

- Select the next volunteer facilitator
- This person should lead a brain storming discussion designed to generate ways in which staff in a unit or agency could work together to help one another continue to improve their use of these fundamental skills
- As before the volunteer facilitator should be prepared to make a short presentation of the key ideas developed by the group.

The 10 Personal Characteristics

1. Steadiness
2. Confidence
3. Assertiveness
4. Openness
5. Flexibility
6. Authenticity
7. Creativity
8. Humility
9. Optimism
10. Results-oriented disposition

Discussion #3

- Select volunteer facilitator #3
- Discuss whether you agree with the 10 characteristics proposed by Justice and Jamieson
- Would you subtract any?
- Would you add any?
- Now imagine that your group wants to hire a new facilitator. Write an short ad that you are going to post on Craig's list that captures the sort of person you think would be a great facilitator.

The 3 Knowledge Bases

1. Adult Learning
2. Group Dynamics and Decision-Making
3. Process Consultation

Adult Learning

- People see, hear, read and learn differently
- People learn best when:
 - Motivated by the problem, need, or value of the work
 - In partnership
 - When process is interactive & experiential
 - With understandable structure and reinforcement
 - In a physically and psychologically comfortable environment
 - When they have a chance to absorb and present the material themselves

9 Aspects of Group Dynamics

1. Stages of group development
2. Development of group roles
3. Psychosocial issues
4. Task progress
5. Leadership
6. Communication Patterns
7. Participation
8. Conflict management
9. Decision-making processes

The Stages of Group Development

 Two popular versions:

1. Forming, storming, norming and performing
2. Being polite, Goal-setting, Power-resolving, Task-focused and Good-feeling phases.

Developing Group Roles

Task Behaviors

- Getting it started
- Building the idea
- Challenging the idea
- Establishing consensus
- Moving to action
- Evaluation

Maintenance Behaviors

- Energizing
- Gate Keeping
- Harmonizing
- Supporting
- Humor
- Setting Standards
- Observing
- Praising

Self Assessment #3

- Facilitators model, support and assists the group in building these behaviors
- Think an example of a time when you one or more of the task behaviors (or facilitated their use by a group member) to help the group accomplish its task
- Similarly think of an example of a time when you or a group member used a maintenance behavior to develop or maintain group cohesion.
- Summarize the situation and the type of behavior in the chart on the next page

Self-Assessment #3 Worksheet

Group Situation #1	Addressed through a Task Behavior
Group Situation #2	Addressed using a Maintenance Behavior

Psychosocial Dynamics

Expression	Counter Expression
Trust in one another's motivation, honesty, safety and confidentiality	Distrust, suspicion, untested assumptions
Need for control or power	Willingness to support and join in
Need for Inclusion, identity and status	Willingness to focus on task
Need for autonomy	Need for dependency – or for counterdependency
Need for structure	Acceptance of ambiguity
Need for security, to prove worth; competitiveness	Willingness to take risks
Need for intimacy and closeness	Acceptance of boundaries, meeting needs outside of the group

Task Progress

- The group needs to be clear about, make decisions about, and follow through on four issues:
 - What the results will be, how the outcomes will look, and what they are accountable for
 - How they will accomplish these results
 - Who will be involved, what they will do, what roles will they take on
 - When they will be done, complete certain phases, meet, submit reports, etc.

Leadership

- Who creates and controls the agenda?
- Who decides how the work gets done?
- Who gets listened to?
- Who influences opinions and directions?
- Who approves plans and expenditures?
- Leadership ≠ facilitation

Communication Patterns

- **Verbal:** who talks, and who talks to whom
 - Intensity, tone, and inflection
 - Vocabulary (group's own terms of art)
- **Non-verbal:** who doesn't talk, expressions of agreement, disagreement, interest
 - Movement and posture
 - Eye contact and avoidance
 - Alliances

Participation

- Never equal, but it should be:
 - Balanced
 - Healthy
 - Focused
- Key is to get out needed information and perspectives while maintaining interest and investment in outcomes

Conflict Management

- Conflict is inevitable and can be healthy
- Key is how differences are surfaced, discussed, managed and resolved
- Learning is lost both when conflicts become contests
- And when they are buried
- Some are dealt with on-line, some off, but must be resolved

Decision-Making Process

- Group should choose its preferred option, but recognize fall-backs and default if choices are made
- Basic options are consensus and consultative
- Consensus can be absolute, by vote or by acceptance
- Consultative means making recommendations to a reviewing person or agency
- Important to right-size the process and match with group's charter

Self Assessment #4

- Review the 9 aspects of group dynamics
- Which ones are you comfortable monitoring and managing?
- Which ones are challenging for you
- Using the chart on the next page rank the dynamics from 1 through 9, where the number 1 group dynamic is easiest for you to manage and 9 is the hardest

Worksheet #4

Group Dynamic	Rank
Understanding and using the stages of group development	
Helping the group develop task and maintenance roles	
Understanding and managing psychosocial issues	
Monitoring and supporting task progress	
Supporting and managing the emergence of group leadership	
Identifying and managing communication patterns	
Insuring balanced and effective participation	
Managing conflicts	
Guiding decision making to insure authentic choices	

Discussion #4

- Select the next volunteer facilitator
- That person should guide the small group through a discussion of their experiences managing team dynamics
- Identify some of the biggest challenges that they have faced and the strategies they used to resolve or manage those challenges
- Prepare to present at least one challenge and solution to the large group

Process Consultation

- “The reasoned and intentional interventions by the facilitator into the ongoing events and dynamics of a group with the purpose of helping that group effectively attain its agreed upon purposes or outcomes”

Choosing Group Interventions

- **Factors to consider:**
 - Purpose of the intervention
 - Focus of concern
 - Type of intervention
 - Timing of the intervention
 - Intensity of the intervention
 - Depth of the intervention

Purpose of the Intervention

- Different purposes lead to different interventions:
 - Provide help to the group in their thinking and action
 - Surface diagnostic information about group process that is valid, useful and leads to insight
 - Create ownership and responsibility on the part of the group members for their processes, dynamics and problem response
 - Develop the group's capability to think, plan and work together

Focus

- **Concern may be:**
 - An individual's behavior
 - A group pattern
 - Misinformation or misunderstanding
 - Process disruptions
 - Loss or lack of direction

Types of Interventions

- Active listening
- Inquiry
- Observation & Feedback
- Concretization
- Historical reconstruction
- Including process focus
- Cognitive inputs
- Skill building
- Counseling and guidance
- Designing processes
- Structural alternatives
- Content suggestions or recommendations

Timing

- When to intervene:
 - Close to the action of interest
 - When the group can use the information
 - When the group is ready, willing and able to use the input
- Interventions should always move the group forward toward their desired outcomes

Intensity

- Not every intervention is at the cutting edge
- Choose intensity to match the impact
 - Quiet closure
 - Gentle humor
 - Refocusing
 - Dynamite a roadblock
- Interventions can have non-linear (unexpected) impacts

Depth

- Depth is a way of targeting your intervention
- Depends on:
 - What you want to accomplish
 - What the group needs to move forward
 - The group's maturity
- Targets include:
 - Content
 - Process
 - Overt group issues
 - Covert group issues
 - Deeper individual issues and hidden assumptions

Three Stages of Facilitation

- Facilitation of any group meeting has three elements:
 1. Preparation
 2. Working with the group
 3. Follow up

Preparation

- **Outcomes:**
 - Group is organized
 - Membership set
 - Purpose clear
 - Roles clear
 - Logistics planned
 - Facilitator's role set
 - Context clear
 - Agenda agreed upon
- **Tasks:**
 - Establish facilitator/member roles
 - Collect needed info
 - Clarify mission
 - Analyze stakeholders
 - Select group members
 - Build agenda
 - Publish agenda, share info
 - Arrange meeting logistics

Working with the Group

- **Meeting Outcomes:**
 - Meeting purposes and outcomes are achieved
 - Participants worked well together
 - Participants satisfied with progress
 - Meeting designs are effectively implemented
 - The group's collaborative capacity is increased
 - Next steps are clear
 - Effective group task and maintenance behaviors are observed

Working with the Group

- **Primary Tasks in Meetings:**
 - Creating a foundation for working together
 - Managing data generation
 - Managing analysis and interpretation of the data
 - Managing decision-making
 - Managing group dynamics
 - Evaluating group process and progress
 - Closing group sessions

Follow-up

- **Outcomes:**

- Meeting record is produced and distributed
- Results are documented for stakeholders
- Approval of results are obtained and announced
- Next steps are carried out
- Needs for further group work are set

- **Tasks:**

- Preparing meeting record and outputs
- Communicating with and informing others
- Obtaining approvals of group's work
- Monitoring interim and implementation work
- Identifying needs for additional group work

Discussion #5

- The last voluntary facilitator should be selected
- As a group compare and contrast how each of you prepare for, run, and follow-up your team meetings
- Identify 3 take-aways that the members of your small group will bring back to their practices from this workshop