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20,000 LIVES

PARTICIPANT GUIDE

What is 20,000 Lives?

Named for the 2010 census population of Plumas County, 20,000 Lives is a community coalition designed to connect people that strive to make our communities even better places to live, work, learn, and play.

It is a coalition of active community members, community-based organizations, businesses, non-profits, and government agencies that collaborate to improve the quality of life for everyone in Plumas County.

This collaborative network allows people working in certain topic areas to find others doing similar work. Information can be shared, resources can be discussed, tasks can be aligned, and

everyone involved can stay aware of current activities.

Launched in December of 2013, the 20,000 Lives group continues to meet quarterly, and distribute

weekly e-mail updates and quarterly newsletters to more than 350 members.

Welcome! We are excited to collaborate with you!



Work Groups

Instead of creating new work or unnecessary meetings, the intent of 20,000 Lives is to use time, energy, and resources efficiently.

Part of this approach is the creation of work groups by people doing similar work. For example, a number of people from multiple different organizations may

have the same goals and expected outcomes. Meeting together to understand everyone's role in the larger setting of Plumas County allows for efficiency and improved communication. It also means that efforts are not duplicated and that services are provided effectively.

These work groups are started by participants as needed, and may disband once they achieve their primary goal. They form organically, and anyone can start a work group if they see an opportunity to collaborate.

See the next page for logistical details.



How to stay connected:

Visit the 20,000 Lives website, hosted by the Plumas County Public Health Agency:

<https://www.plumascounty.us/2335/20000-Lives>

Join the 20,000 Lives mailing list to receive weekly updates, quarterly newsletters, and updates about work groups. E-mail:

20000lives@countyofplumas.com

20,000 Lives only succeeds when everyone contributes their thoughts, ideas, and energy. It is truly based in the community, and can't be done without you!

Communication and access to information are foundational aspects of 20,000 Lives. Use the resources listed to the left to receive information, share your thoughts, and stay connected.

And don't forget to put quarterly meeting dates on your calendar so you can meet with other participants.

Work Group Logistics

Work groups can be established by any 20,000 Lives participant that has identified others doing similar work, and when collaboration would create better outcomes for the community. This often occurs in the setting of the quarterly meetings, and involves networking with other 20,000 Lives participants.

Typically, there are one or two individuals that serve as work group leads. They are responsible for creating and updating an e-mail contact list, scheduling meetings, creating agendas, maintaining sign-in sheets to track participation, and distributing meeting minutes. This role can rotate among work group members as needed, but it is always necessary to have a designated lead.

In the spirit of efficient use of time,

work group meetings should be convened only when needed and the agendas should be action-oriented. If meetings cease being productive, the work group leads should consult with the group to refocus activities, discuss the purpose of continued meetings, or disband the group.

Efficient and timely communication is crucial to the success of work groups. The group leads should maintain regular communication with colleagues via e-mail. This helps people stay connected and engaged. Often, scheduling challenges preclude attendance, and making meeting minutes available helps everyone track progress.

Attached to this guide as appendices you will find some helpful material to help your work group succeed. This in-

cludes two different versions of a sign-in sheet. One for open format meetings where unexpected guest can fill in their contact information, and one for standing meeting where just a signature is needed to track attendance.

The agenda template is also available as a fillable form. This template allows you to both create an agenda, and also fill in meeting details to create minutes (including action items). Remember to keep meeting minutes thorough yet succinct. If these turn into large writing projects you may be less likely to complete them in timely way.

And don't forget to review the Facilitation 101 guide to ensure productive, focused meetings!



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	Name	Organization	Signature
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Attendees:

Topic/Item	Time allocated	Topic Leader(s)	Objective	Decisions, Notes and Action Items
Welcome & Introductions	min		Introduce new members; housekeeping	
	min			
	min			
	min			
Next Steps	min			



Facilitation: 101

A Basic Guide

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What *IS* facilitation? – An Overview

❖ WHAT IS FACILITATION?

Facilitation is the process of enabling groups to work cooperatively and effectively. Facilitation is a way of providing leadership without taking the reins. It's the facilitator's job to get others to assume responsibility and take the lead. Facilitation is important in circumstances where people of diverse backgrounds, interests and capabilities work together.

In facilitation it is important to know your purpose and to create an agenda. All participants should be aware of, and agree with, the purpose of the session. The purpose should be worded clearly and simply. Ideally it should be visible at all times so that participants can be reminded of it if necessary. A clear agenda helps focus participants on the work at hand, and helps the facilitator enforce timekeeping

- *As a facilitator what would you do?*
 - ✓ Help to define the a group's overall goals and its specific objectives
 - ✓ Help members assess their needs and create plans to meet them
 - ✓ Guide group discussion and keep members on track
 - ✓ Make accurate notes reflecting the ideas of group members
 - ✓ Help the group understand its own processes in order to work more effectively
 - ✓ Support members assess their current skills and build new skills
 - ✓ Using consensus to help a group make decisions that take all members' opinions into account
 - ✓ Provide feedback to the group, so that they can assess their progress and make adjustments
 - ✓ Support members to manage their own interpersonal dynamics
 - ✓ Manage conflict using a collaborative approach
 - ✓ Help the group communicate effectively
 - ✓ Create a positive environment in which members can work productively to attain group goals
 - ✓ Foster leadership in others by sharing the responsibility for leading the group
 - ✓ Teach and empower others to facilitate

- *What types of assignments would a facilitator be asked to design and lead?*
 - ✓ A strategic planning session
 - ✓ A session to clarify objectives
 - ✓ A team-building session
 - ✓ A priority setting meeting
 - ✓ A problem-solving meeting
 - ✓ A meeting to share feedback and improve performance
 - ✓ A meeting to negotiate team roles and responsibilities

Note: A facilitator's job is to manage the process and leave the content to the participants.

Sooo... *What's the difference?*

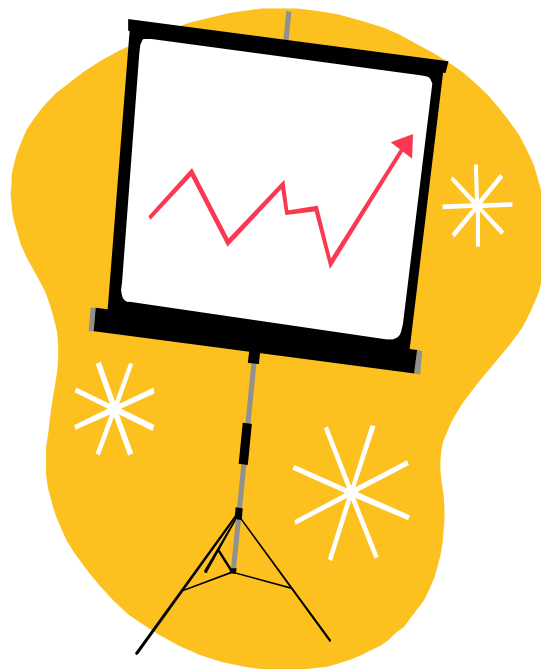
- *Process VS Content*

→ Process refers to the What of an interaction and Content refers to the How of the interaction.

Process = how things are being discussed and include the methods, procedures, format and tools that are used.

Content = what is being discussed and includes the task at hand, the subjects being dealt with, and the problems being solved.

Content	Process
<i>What</i>	<i>How</i>
The subjects for discussion	The method and procedures
The task	How relations are maintained
The problems being solved	The tools being used
The decision made	The rules or norms set
The agenda items	The group dynamics
The goals	The climate



❖ FACILITATION TOOLS

- *Core Practices* - regardless of the type of meeting you're facilitating, make constant use of core practices. Core Practices are rooted in the manner, style and behavior of the facilitator.
- *Process Tools* - are structured activities that provide a clear sequence of steps.

Core Practices	Process Tools
<ol style="list-style-type: none"> 1) <i>Staying Neutral</i>—never impose opinions or take over decision making. Focus on the process elements and avoid the temptation of exerting control over the content under discussion. 2) <i>Listening Actively</i>—Listen to understand and use attentive body language, make eye contact, prompt quiet people to take part. 3) <i>Asking Questions</i>—Questions can be used to test assumptions, invite participation, gather information and probe for hidden points. Effective questioning encourages people to delve past the symptoms to get at root causes. 4) <i>Paraphrasing</i>—facilitators paraphrase continuously during discussion to help clarify ideas. 5) <i>Synthesizing ideas</i>—when people commit and build on each other's thoughts, it insures that the ideas recorded on the flip chart represent collective thinking. 6) <i>Staying on track</i>—set time guidelines for each discussion. Point out digressions whenever discussions veer off topic. 7) <i>Giving and Receiving feedback</i>—ask periodically for feedback about the pace, process and content. 8) <i>Testing Assumptions</i>—facilitators always strive to bring the assumptions people are operating under out into the open and clarify them, so that they are clearly understood by everyone. 9) <i>Collecting Ideas</i>—keep track of both emerging ideas and final decisions. Use a flipchart or electronic board so everyone can see notes. Notes must reflect what participants actually said, rather than your interpretation of what they said. 10) <i>Provide Summaries</i>—an effective facilitator can listen to a complex set of ideas and then offer a concise and timely summary. 	<ol style="list-style-type: none"> 1) <i>Visioning</i>—a participative approach to goal setting for groups of any size. You use this when members need to clarify their own thoughts and then share those ideas with each other to create a shared statement of the desired future. 2) <i>Brainstorming</i>—a synergetic technique that frees people to think creatively and generate innovative ideas. You should use this when you want to generate a free flow of creative ideas that are not bound by usual barriers. It allows people to explore new ideas and challenge traditional thinking. Lets people put ideas on the table without fear of being incorrect. Results in a long list of ideas. 3) <i>Force-field Analysis</i>—is a structured method of looking at the two opposing forces acting on a situation. You should use this when you need to surface all of the factors at play in a situation, so that barriers and problems can be identified. The purpose is to clarify the resources available, and also the barriers or obstacles. Helps groups understand what they need to do to succeed. Force-field analysis is a valuable tool for analyzing situations and identifying problems that need to be solved. It helps groups make more effective decisions because it lets members look at both the positive and negative forces at play. 4) <i>Multi-Voting</i>—this is a priority ranking tool that enables a group to quickly sort through a long list of ideas. It is used to sort through a large number of choices and to establish priorities rapidly. Multi-voting is democratic and participative. 5) <i>Priority Setting</i>—is a process for involving the members of a team or department in identifying priorities in any cutback situations. You should use this when there's a desire to involve the members of the group rather than having management determine the priorities. The purpose is to benefit from the input and ideas of all staff. It helps members clarify their priorities and take responsibility for managing in a constrained environment.

	Process Tools
	<p>6) <i>Root-Cause Analysis</i>—is a systematic analysis of an issue to identify the root causes rather than the symptoms. You should use this when you need to delve below surface symptoms and uncover the underlying causes of problems.</p> <p>7) <i>Decision Grids</i>—is a matrix that uses criteria to assess a set of ideas in order to determine which ones are most likely to be effective. You use this when you want to provide a structured decision-making process for dealing with a complexity issue involving various elements, Transform a random debate into one in which solutions are judged against an objective set of criteria. This results in a clear and sorted ideas emerge from a mass of random inputs.</p> <p>8) <i>Survey Feedback</i>—is a process that involves gathering information and feeding it back to members so that they can interpret the data and identify action steps. You should use this when there's a problem that group members need to address, about which they lack information. This creates a sense of commitment and accountability amongst members for making improvements.</p> <p>9) <i>Gap Analysis</i>—is a means of identifying missing steps needed to achieve a goal. This should be used when a group needs to understand the gap between where they currently are and where they ultimately want to end up. Gap analysis encourages a realistic review of the present and helps identify the things that need to be done to arrive at the desired future.</p> <p>10) <i>Wandering Flip Chart</i>—is a safe and participative means of engaging a large number of people in productive conversations about specific items. A way of gaining a lot of input from a large group in a short time. This creates a relatively safe and anonymous setting for conversation.</p>





❖ THE KEY TO FACILITATION

- *Effective Questioning:*

- ✓ Asking the right questions at the right time.
- ✓ Handling answers to questions—if a group member directly asks you for your opinions about the content, you have three options:
 1. Redirect the question to another group member or refer it to the whole group.
 2. Defer any questions that are beyond the scope of anyone present and commit to getting back to the group with an answer later.
 3. Provide the answer yourself only after signaling that you are no longer playing the process role and are now providing expert input.
- ✓ Responding to comments—Facilitators often lose neutrality by praising an idea put forward by a member. Instead of praising the content by saying, “That was a good idea!” switch to praising the process instead by saying something like, “Thank you for offering that idea.”

Sample Question Formats:

Fact-finding questions are targeted at verifiable data such as who, what, when, where, and how much. Use them to gather information about the current situation.

e.g. “What kind of computer equipment are you using now?”
“How much training did staff receive at the start?”

Tell-me-more questions can help you find out more about what the participants are saying. They encourage the speaker to provide more details.

e.g. “Tell me more.” “Can you elaborate?”
“Can you be more specific?”

Third-party questions help uncover thoughts in an indirect manner. They’re designed to help people express sensitive information.

e.g. “Some people find that computer training is too time consuming. How does that sound to you?”
“There is some concern about overly autocratic managers in many factories. Can you relate to that concern?”

Feeling-finding questions ask for subjective information that gets at the participants’ opinions, feelings, values, and beliefs. They help you understand views and they contain words like think or feel.

e.g. “How do you feel about the effectiveness of the new equipment?”
“Do you think the staff felt they received enough training?”

- *How **assertive** can you be as a facilitator?*

Do not confuse taking a neutral stance on the content of meetings means being passive. While it is true that facilitators should be non-directive on the topic being discussed, they have to be assertive on the process aspects of any meeting. During discussion, a good facilitator is always assertive in managing member interactions. This involves asking people to rephrase negative comments, calling for breaks and changing the order of items of the flow needs to be adjusted.

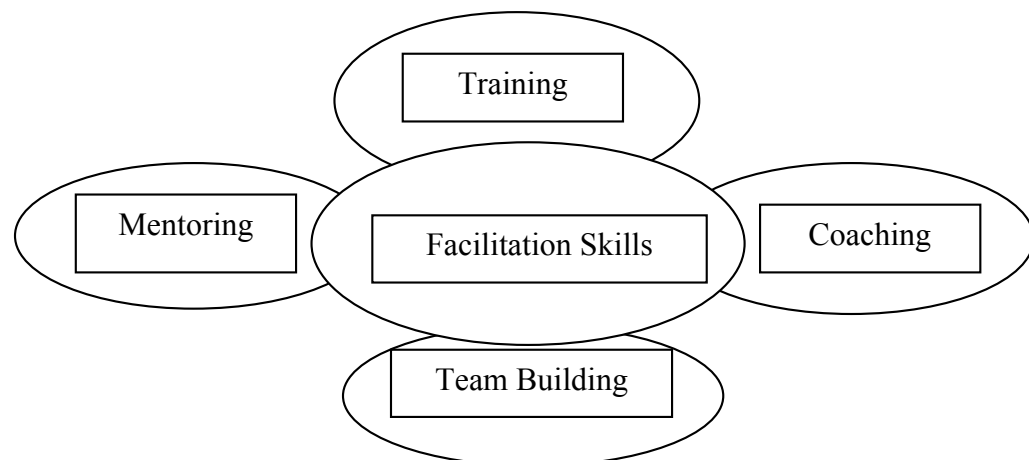
- Some assertive actions facilitators take, when the situation warrants it, include:
 - ✓ Insisting on meeting norms
 - ✓ Calling on quiet people
 - ✓ Stopping to check on the process
 - ✓ Intervening to stop rude behaviors
 - ✓ Asking probe behaviors
 - ✓ Challenging assumptions
 - ✓ Adjusting the meeting design
 - ✓ Insisting on closure
 - ✓ Insuring that action plans or evaluation activities are in place

- *The **impact** of facilitation*

When you are a leader who facilitates, staff is encouraged to stop relying on you for answers and will draw on their own resources. Instead of complying with order, they will participate in creating plans to which they will have a high level of commitment. When you adopt a facilitative approach, each group member becomes a leader because there are opportunities to take initiative.

Facilitation skills are central to other important leadership functions. Basic Facilitation skills such as active listening, paraphrasing and feedback are at the center of today's leadership competencies.

- *Facilitation as a Core Leadership Competency*



• *Best and Worst Facilitator Practices:*

Some of the **best** things a facilitator can do:

- ✓ Carefully assess the needs of members
- ✓ Probe sensitively into people's feeling
- ✓ Create an open and trusting atmosphere
- ✓ Help people understand why they're there
- ✓ Make members center of attention
- ✓ Work hard to stay neutral
- ✓ Display energy and appropriate level of assertiveness
- ✓ Treat all participants equal
- ✓ Periodically summarize related ideas into a coherent summary
- ✓ Know how to use a wide range of process tools
- ✓ Insure that participants feel ownership for what has been achieved
- ✓ End on a positive and optimistic note

Some of the **worst** things a facilitator can do:

- ✓ Remain oblivious to what the group thinks or needs
- ✓ Lose track of ideas
- ✓ Take poor notes or change the meaning of what was said
- ✓ Get defensive
- ✓ Be overly passive
- ✓ Put people down
- ✓ Let discussions get sidetracked
- ✓ Be insensitive to cultural diversity issues
- ✓ Have no alternative approaches



❖ **FACILITATION STAGES**

I.) Assessment and Design

The first step in ensuring success in any facilitation is to make sure the meeting design is based on sufficient and adequate information. The best way to start is to interview the person who asked you to facilitate the meeting. In addition to this person, it's important to also gather information from other members. Always check your and their assumptions by gather data from a cross-section of members.

To assess the needs and status of the group you can use:

- One-on-one interviews
- Surveys
- Group interviews
- Direct Observation

Any time you gather data about a group, a summary of that information must always be fed back to the members. If possible, share this feedback before the meeting agenda is presented. Once all the data is collected and you feel confident that you understand the group and their needs, you can create a preliminary design.

II.) Feedback and Refinement

Once you've created a proposed agenda for the session, it's wise to share that design with group members to get their input and approval. If a disagreement about the design arises, you need to insure that all viewpoints are heard and that optional designs are considered. If the group has valid reasons for not wanting to do an exercise, respect that concern. On the other hand, you should stand firm and assertively promote your design, especially if meeting members are new or reluctant to use participatory techniques or have a history of dysfunction.

III.) Final Preparation

The industry standard for session leaders is one day of preparation for each day of facilitation. What should be done as part of final preparation:

- ✓ Finalize design and put into writing for client
- ✓ Clarify roles and responsibilities of all parties
- ✓ Check suitability of meeting location
- ✓ Identify all material needed
- ✓ Help the group leader prepare a letter detailing meeting logistics and the final agenda for distribution
- ✓ Complete all handouts and required flip charts

IV.) Starting a Facilitation

Ensure that you set the room up in a conducive manner. Here's a checklist:

- ✓ Introduce yourself and give a brief personal background
- ✓ Clarify the role you'll be playing as the facilitator
- ✓ Clarify the roles to be played by other members
- ✓ Go around the room and have members introduce themselves
- ✓ Review any data collected from members; have key points on flip chart; on overhead or powerpoint
- ✓ Clarify the goal and the specific objectives of the session

V.) During a Facilitation

Your key contribution during any meeting is to provide the structure and process focus that will keep the discussion moving efficiently and effectively.

You will need to:

- ✓ Insure that all members participate
- ✓ Manage any conflicts or differences of opinions
- ✓ Keep the group on topic
- ✓ Monitor time and maintain appropriate pace
- ✓ Help members adhere to their ground rules
- ✓ Make interventions if there are problems
- ✓ Maintain a high energy level and positive tone
- ✓ Help members articulate key points
- ✓ Keep track of ideas in by making concise notes

VI.) Ending a Facilitation

In ending facilitation one of your key contributions is to insure that decisions are reached and detailed action steps are in place before moving to the next topic or adjourning the meeting.

Here are some ways you can help a group bring effective closure to a meeting:

- i. Provide summary statements about what has been decided and record these on a flip chart
- ii. Insure that each action item is accompanied by detailed action plans
- iii. Help group create an agenda for the next meeting
- iv. Decide on a means of follow-up, either written reports or a group session
- v. Conduct a written evaluation of the session or conduct an exit survey
- vi. Solicit personal feedback from participants

VII.) Following up on a Facilitation

If the facilitation consisted of a brief meeting, you might simply call the group leader to determine the extent to which the session helped the group become more effective. If the session was a major decision-making workshop or retreat, encourage the group leader to send out written follow-up questionnaires. You may negotiate with the group to facilitate a follow-up meeting at which the progress is discussed and evaluated.



The Meeting's Members

❖ GROUP FACILITATION SKILLS

* Brooks-Harris, 1999

Being an effective group leader / facilitator involves using skills that allow you to influence the way a group interacts and learns. These skills are collectively referred to as “*Group Facilitation Skills*.” In order to develop these skills, you will need to identify, learn, and practice a wide variety of specific behaviors that promote positive group interactions.

This page will describe four types of facilitation skills that promote different types of experiential learning. The model represented here assumes that **an effective group leader has facilitation skills appropriate for promoting different types of interactive learning.**

- *Engaging Facilitation Skills* - invite members to be a part of a group. They encourage a member to feel included and valued within the group context. These skills help individuals make the transition from their past experiences into a new context. They help group members reflect on what they already know and prepare them for interactive learning. Engaging skills are used to create curiosity, interest and energy. They encourage the discovery of personal meaning and interpersonal connections.
- *Informing Facilitation Skills* - are used to provide a group with information from outside the group and to help the group learn about itself. These skills include teaching factual information and allowing group members to gain new knowledge. Two types of information are relevant to a group learning format; first, content information from outside the group and, second, process information from within the group itself.
- *Involving Facilitation Skills* - encourage positive interaction and learning between group members. These skills create an opportunity for active experimentation and encourage learning by practice and allow group members to put new knowledge to practical use. Because involvement occurs when group members themselves practice and gain hands-on experience, these facilitation skills require a shift in focus away from the leader and toward the group and the members within the group.
- *Planning Facilitation Skills* - focus on planning for the future and applying learning from the group to other contexts. These skills encourage members to work together to make specific plans to accomplish group or individual goals. Planning skills prepare group members to move from active experimentation within the group to concrete experience beyond the group.

❖ MANAGING CONFLICT

→ It is important to know what kind of conflict you are dealing with!

- **Types of conflict:**

1.) *Value conflicts* → struggle over beliefs, principles, faith, logic

* these are the hardest conflicts to resolve!*

Example: evolution

2.) *Tangible conflicts* → arise over elements that can be measured, counted, divided

Example: money

3.) *Interpersonal conflicts* → occur from my feelings about you the person

* second most difficult conflicts to resolve!*

Example: “I’ve never liked you!”

4.) *Boundary conflicts* → two types: penetration & expansion

* very common, left unresolved can lead to interpersonal conflicts*

Boundary penetration – someone has invaded your territory

Boundary expansion – someone is expecting you to increase your role boundary and you do not want to

5.) *Perceptual conflicts* → revolve around mutual misunderstanding

easiest to resolve



- ***Types of conflict resolution strategies:***

*Harvey & Drolet, 2004

- ***Problem-solving:*** Most used strategy. Starts with carefully defining the nature of the problem. Next, group engages in data collection and interpretation to develop a variety of possible solutions. Lastly, through consensus group chooses a mutually acceptable approach to solve existing problem.
- ***Expansion of Resources:*** Essentially enhancing resources when legitimate demands are made, this approach is only effective in resource-rich environments. Warning, this approach is often considered a “quick-fix”.
- ***Establishing a Superordinate Goal:*** Strategy consists of getting the group to cooperate because of a higher-ordered belief or value. These are values, beliefs or goals that overarch the present conflict. This strategy can only work if 1.) there are higher values than those under dispute and 2.) all parties in the dispute have a commonly held higher value.
- ***Interdependence Analysis:*** Similar to superordinate goals, this approach seeks to have parties involved realize a larger reality. In other words, a mutual need for one another is recognized. This approach helps parties acknowledge their interests are interdependent and they need each other for future success. Warning, this strategy does not attempt to solve an existing dispute but rather tries to create an environment where an agreement can be reached.
- ***Compromise:*** One of the more common approaches. Compromise is based around the idea of “mutual deprivation” where all involved loss or give up something. Compromise assumes equal positions of power. Therefore, when unequal power exists some form of equalized power must be established before the compromise can work. Compromise works well as an intermediate solution and disputes surrounding moderately important goals.
- ***Authoritative Command:*** The ole fashion “Do it because I told you to!” Though appealing and time-efficient this approach does not produce commitment because those involved in the dispute did not participate in the design of the resolution. Additionally, it leaves those involved skill-less when further problems arise. This type of strategy can project you too deeply into the groups’ functions and can even potentially shift your role from “helper” to enemy. This approach is only to be considered when both of the following conditions are met: speed of response / resolution is critical and when authority is acceptable to the people involved.

- *Organizational Structure Alteration*: The alteration of organizational structure (i.e. transferring an employee, changing reporting structure or changing job role) all have a similar result, eliminating the interaction between disputing parties. This approach has some drawbacks namely losing talented people, shifting problems to other departments and not solving underlying issue.
- *Human-relations interventions*: Some HR interventions include: sensitivity sessions, trust formation, team building, power awareness, values clarification and cooperative learning approaches. Though results vary all interventions require long-term commitment and are not recommended for short-term conflicts.
- *Third-party intervention*: Involves the introduction of a third party i.e. *facilitator* (one who specializes in gaining clarity and paraphrasing), *negotiator* (one skilled in mediating, equalizing power and providing options), *arbitrator* (one who offers solutions, making decisions/rulings and constructing action plans) or *intervener* (one who imposes solutions and initiates action). Depending on desired results type of third party may vary.
- *Role-analysis technique (RAT)*: This technique involves the clarification and adaptation of individual organizational roles. Job expectations for each role within a group are defined and discussed, first by the individual and then by the entire group. One job position at a time, a consensus about job expectations is reached by group members and then each individual writes their own newly revised job description.
- *Norm-setting*: Norms are generally expectations that govern the actions of a group of people. Often conflicts can arise when no norms exist within a group. Without group “guidelines” individuals create their own set of rules that rarely correlate with other group members. A set of norms must be created among conflicting group members and written down. Norms must be agreed upon and livable for all those involved.
- *Communication and feedback*: Though typically a strategy that should be intertwined with other techniques communication and feedback can solve conflicts relating to general misunderstandings. However, the strategy is frequently just a gateway into a deeper underlying issue.
- *Smoothing and avoidance*: Most overused strategies and also the least desirable. These techniques often only give the appearance of a resolved conflict and underlying issues tend to balloon creating more work later down the road.

• **Linkage Chart: Types of Conflict and Resolution Strategies**

* = preferred values (Harvey & Drolet, 2004)

Conflict-Resolution Strategy	Type of Conflict				
	Value Conflict	Tangible Conflict	Inter-Personal Conflict	Boundary Expansion/ Penetration	Perceptual Conflict
Problem-Solving		X*		X*	
Expansion of Resources		X*		X	
Superordinate Goal	X		X		
Interdependence Analysis	X		X*	X	
Compromise	X	X		X	
Authoritative Command	X	X	X	X	
Alteration of Org. Structure	X	X*	X	X	
HR Interventions			X*		X
Third-Party Interventions	X	X	X	X*	
Role Analysis Technique				X*	
Norm-setting			X*	X*	X*
Communication & Feedback			X	X	X*
Smoothing & Avoidance	X		X		

• ***Types of Difficult People:***

*Harvey & Drolet, 2004

- *Irrational Type:* This type is impervious to communication. They are unreasonable and illogical. The problem is not the content of the issue but the inability of the person to hear anyone else.
- *The Recognition Seeker:* This type has a need for attention and to be noticed. Behaviors can manifest in a positive or a negative manner as far as group effectiveness is concerned.
- *The Bully:* This type loves confrontation, I mean loves it and cannot get enough. He/she “wins” by using intimidation and focuses on the battle at hand not long term goals.
- *Space Cadet:* This type is off in a different world and prone to have unrelated additions to discussions or make irrelevant points.
- *Hidden-Agenda Type:* This type repeatedly hides their intentions and needs. Often they engage group members in fights over the “secret” not real agenda.
- *Oblivious Type:* This type does not mean any harm but they repeatedly violate the needs of others. They simply do not realize what they are doing.
- *Whiner:* This type wears you down through tone of voice. The whiner plays the victim and refuses to accept responsibility.
- *High-Ground Fighter:* This type fights from a morally superior position; they have sympathy and public relations on their side.
- *Wonderfully Nice Person:* This type overpowers you with friendliness and of course guilt. If you say “yes”, you’ll hate yourself later. BUT if you say “no”, you’ll hate yourself immediately.
- *The Sniper:* This type does not confront you to your face; instead they go behind your back. Additionally, they feel very at ease lying to you.
- *The-Know-It-All:* This type has read, seen, tried and experienced it all. They feel superior and do not hesitate to share their knowledge with others.
- *Passive Resister:* This type does not like to be direct but likes to control through guilt and last-minute comments.
- *The Indecisive:* This type can never reach a decision. They always need more data, more time and more options. Put under pressure they want someone else to choose for them.

- *General Responses to Difficult People*



1. Don't try to change
2. Diagnose difficult types
3. Stay calm & self-assured
 - Maintain leverage
4. Control the process
 - "Out-of-body" tactic
 - Be strategic
5. Be patient
 - Choose your time
 - Choose your issue
6. Set norms
7. Search for a win
 - Give people a way out
 - Value them
8. Use body language
9. Remember that a difficult person speaks only for the difficult person!

• ***Specific Response to Difficult People***

Type	Response	Type	Response
Irrational Type	<ul style="list-style-type: none"> ▪ Let energy be spent ▪ Ask questions ▪ Find key word ▪ Give direction 	High-Ground Fighter	<ul style="list-style-type: none"> ▪ Retreat
Recognition Seeker	<ul style="list-style-type: none"> ▪ Bring aside ▪ Give praise ▪ Withdraw recognition for negative behavior 	Wonderfully Nice Person	<ul style="list-style-type: none"> ▪ Stick to your agenda ▪ Avoid guilt (out-of-body tactic) ▪ Know what <i>you</i> want
Bully	<ul style="list-style-type: none"> ▪ Stay calm (out-of-body tactic) ▪ Stay strong ▪ Don't worry about battles, go for war 	Sniper	<ul style="list-style-type: none"> ▪ Bring into the open ▪ Establish public norms
Space Cadet	<ul style="list-style-type: none"> ▪ Agree and go on ▪ Use their words to restate your point 	Know-It-All	<ul style="list-style-type: none"> ▪ Test knowledge ▪ Listen ▪ Harness them ▪ Give tasks incrementally ▪ Focus on content, not style
Hidden-Agenda Type	<ul style="list-style-type: none"> ▪ Explore agenda ▪ Ask questions ▪ Avoid guilt 	Passive Resister	<ul style="list-style-type: none"> ▪ Involve ▪ Draw out in public ▪ Avoid guilt if passivity continues
Oblivious Type	<ul style="list-style-type: none"> ▪ Direct feedback ▪ Replicate behavior ▪ Create unease ▪ Face to face 	Indecisive Type	<ul style="list-style-type: none"> ▪ Ask many questions ▪ Be careful of problem ownership ▪ Avoid quilt
Whiner	<ul style="list-style-type: none"> ▪ Cut off their tone (out-of-body tactic) ▪ Accept messages 		

❖ MAKING DECISIONS

• 4-Step Decision Making Process:

* Montebello, 1994

1. Defining & setting objectives

➤ Ask yourself –

- What's the purpose of the decision?
- What would a “good” decision achieve?

- ❖ Statements should be simple and straightforward.
- ❖ Objectives provide the criteria of a “good” decision.

1. *mandatory objectives* – “must-have” objectives; usually related to cost, size, number and output

2. *desirable objectives* – “nice-to-have” objectives

2. Generating alternatives

➤ Ask yourself –

- What are the options that could meet objectives?

- ❖ What's available?
- ❖ What can be found?
- ❖ What can we design or develop?

3. Evaluate / compare / select alternatives

- Finding the “best” option to meet objectives?

- ❖ Are mandatory objectives met?
- ❖ Are desirable objectives considered?

4. Implementing

➤ Ask yourself –

- ❖ Who is affected?
- ❖ Who needs to be “in the loop”?
- ❖ Develop an implementation plan.



- *Decision Methods – Part I*

- Deciding how to decide.

- 1.) **Majority rule**

Advantage: quick

Disadvantage: time not spent on investigating potentially better alternatives

- 2.) **Supermajority-** Group debates until large majority of participants agree with one alternative i.e. greater than 60%

Advantage: larger target is accepting

Disadvantages: not as quick as majority rule and can still lead to less effective solutions

- 3.) **Simple Consensus-** Defined as, “I can live with it, and I will support it.”

Advantages: encourages discussion and increases the effectiveness of the implementation

Disadvantages: solutions can get diluted and does not guarantee optimal solution is agreed upon

- 4.) **Five-Finger Consensus-** all group members vote by show of fingers the level of support for each recommendation on the table; 5 = strongly agree, 4 = agree, 3 = willing to go along with group, 2 = disagree and 1 = strongly disagree and can't support. If everyone shows a 3 or above a consensus has been reached, if not changes are made and a revote is taken.

Advantages: encourages group to listen when disagreement is made and does not water down solution as much as simple consensus

Disadvantage: all members may not strongly agree or agree and a consensus is still reached

• *Decision Methods - Part II*

*Justice & Jamieson, 2006

METHOD	ADVANTAGES	DISADVANTAGES	WHEN TO USE
<p>• Individual</p> <p>The leader of the group makes the decision.</p>	<ul style="list-style-type: none"> • Speed • Simplicity • Clarity 	<ul style="list-style-type: none"> • Wasted group smarts • Invites resistance • Lowers participation • Creates messes 	<ul style="list-style-type: none"> • One person's expertise far exceeds others • Group is conflicted and time is short • When a decision contrary to members' interests must be made
<p>• Consultative</p> <p>The leader makes the decision after listening to all group members in a group meeting.</p>	<ul style="list-style-type: none"> • Allows for input of others • Most cost / time effective • Guards against "group-think" • Quick action / high levels of action 	<ul style="list-style-type: none"> • May cause resentment in those whose advice is snubbed • Loses quality gain that comes from "give and take" and integration of differing proposals 	<ul style="list-style-type: none"> • When leader is highly expert • Leadership is clear • Leader wants to retain control • Speed in critical • Leader wants to take adv. of various ideas but not invest time required for consensus
<p>• Consultative Consensus</p> <p>The leader consults with other group members, seeking consensus yet still clearly retaining control of the decision</p>	<ul style="list-style-type: none"> • Avoids deadlock • Enables leader to lead, while retaining personal control and building consensus • Group members may be more likely to support implementation 	<ul style="list-style-type: none"> • Time • "Murkiness" of mixing two decisions • Requires considerable skill if not to be perceived as manipulative 	<ul style="list-style-type: none"> • When one person is highly expert or has high degree of responsibility for the implementation • When desire to be collaborative and maintain participation is present • Leader's facilitation skills are high or neutral facilitator is available
<p>• Modified Consensus</p> <p>The group members each agree upon a decision that all can support or at least "live with."</p>	<ul style="list-style-type: none"> • Supports a more democratic, participative culture • Forces dealing with all significant conflicting views • Fosters more commitment 	<ul style="list-style-type: none"> • Time-consuming • Compromises necessary; often does not improve quality • Often tedious • No hard data that MC produces more intelligent results 	<ul style="list-style-type: none"> • Group agreement is considered critical • A participative ethic is highly valued • Group members are willing to invest time • Those who will implement are in the group • When a neutral facilitator is available
<p>• Absolute Consensus</p> <p>All group members are in absolute agreement that the decision is superior to what exists in the status quo</p>	<ul style="list-style-type: none"> • Produces most intelligent decisions of highest quality • Support for the decision is unequivocal 	<ul style="list-style-type: none"> • Group fail to achieve decision 2 out of 3 times • May take a very long time; often emotionally difficult, stressful 	<ul style="list-style-type: none"> • When the cost of making less than the most intelligent decision is exceptionally high • For strategic, safety, or survival decisions • When time is available
<p>• Voting</p> <p>Group members vote on alternative proposals and the alternative receiving the required number of votes (majority, 2/3, ect) becomes the group decision</p>	<ul style="list-style-type: none"> • Speed • Perceived fairness • Avoids impasses, deadlocks • Anyone can lead • May be only means possible when differences are irreconcilable • Can help build consensus if used as a tool 	<ul style="list-style-type: none"> • Creates sides, factions; divides the group • Encourages debate rather than dialogue • Detracts from cohesion • Entrenches people rather than expanding group IQ 	<ul style="list-style-type: none"> • Stakes are low; when almost any decision will work • Little discussion is required • When consensus cannot be achieved and no leader is available as a fallback decision maker • When you want to "poll" about several different alternatives

- *12 Principles of Effective Dialogue*

* Justice & Jamieson, 2006

➤ How do you know when effective group dialogue is present?...

1. You become conscious of your assumptions.
2. People reward each other for searching for the meaning behind ideas.
3. People work to discern the pattern of the collective experience, learning how to think together.
4. Differences are welcomed and sought out for explanation.
5. A metaphorical container is constructed big enough to hold diverse allegiances, experiences, and opinions.
6. Previously taboo subjects can be raised in a safe and meaningful inquiry.
7. There is no agenda. Agreement unfolds as it does.
8. Different reasons support the direction that emerges.
9. Fragmentary thinking becomes organized into a whole.
10. We view a complex problem with “new eyes.”
11. Cross-talk is discouraged.
12. The process has a beginning, but no end. Change happens when it does. There is no “hurrying the harvest.”



The Meeting

❖ HOW TO USE THE DIFFERENT PROCESS TOOLS

➤ *Visioning:*

- 1) Post a series of questions that relate to the task and ask how the final outcome ought to look at a future point in time.
- 2) Ask each person to write down his or her response to the questions.
- 3) Ask everyone to find a partner and share his/her vision. Ask the other partner to facilitate and after 5 minutes the partners are to switch roles.
- 4) When time is up, ask everyone to find a second partner and repeat step 3. Encourage people to steal any good ideas from their last partner and incorporate them into their own.
- 5) Repeat the process again with new partners. This time, limit the exchange to one to three minutes in order to encourage prioritization.
- 6) Ask people to return to their seats and then begin facilitating a discussion. You'll find many ideas are similar at this point.

➤ *Multi-Voting:*

- 1) Clarify items to be prioritized. This may be a list of barriers from a force-field analysis or a list of ideas from brainstorming.
- 2) Identify the voting criteria. Examples of criteria would be: the most important items, the lowest cost items, the easiest items to complete, the most innovative items, etc.
- 3) Either:
 - a. Voting with sticker dots—ask members to place their stickers on their top four choices in a flip chart. When everyone has voted tally the stickers.
 - b. Distribute points—Give each person points (usually 10 to 100) to distribute among the items to be sorted. Members then write their points beside the items they favor. When everyone has voted, add the scores to arrive at the priorities.

➤ *Gap Analysis:*

- 1) Identify the future state with a tool like visioning or any other approach that generates a picture of where the group wants to be at a specific time. Post the information on the right-hand side of a large blank wall.
- 2) Identify the same component featured in the future state in terms of the present state. Post the ideas on the left-hand side of the wall.
- 3) Ask members to work with a partner to identify the gap between the present and the future. Ask questions like: “What are the gaps between the present and the future?” “What are the obstacles to achieving the future?”
- 4) Once partners have finished their deliberations, share ideas as a group and post the gaps.
- 5) Once there's consensus on the gaps, divide the large group into subgroups. Give each group one or more of the gap items to problems solve or action plan.

➤ *Field Analysis:*

- 1) Identify a topic or project: ex—computer training.
- 2) Help the group state the goal of the discussion: “All staff to receive training in the new operating system in three weeks.”
- 3) Draw a line down the center of a flip chart sheet. Use one side to identify all of the forces (resources, skills, attitudes) that will help reach the goal. On the other side, identify all the forces that could hinder reaching the goal (barriers, problems, deficiencies, etc).

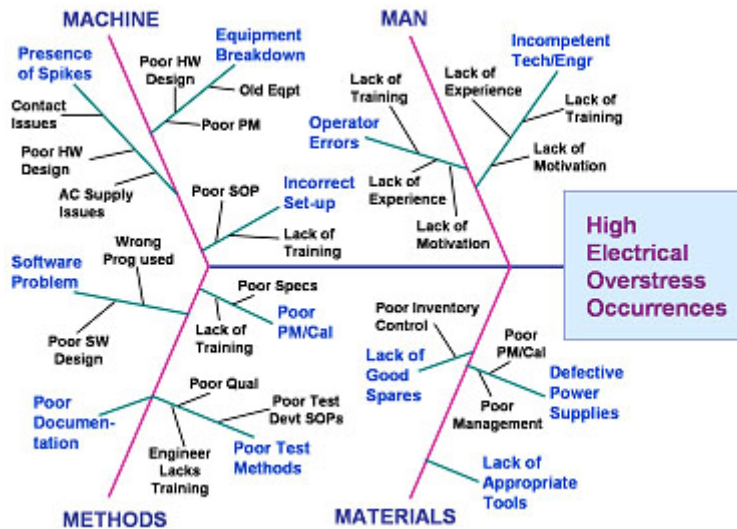
Goal Statement: “All staff to receive training in the new operating system in three weeks.”	
<p>Forces that help us Resources in place</p> <ul style="list-style-type: none"> ✓ staff eager for improved software ✓ state of the art software ✓ four great training rooms ✓ 80% of staff at central location ✓ six qualified instructors 	<p>Forces that hinder us Problems and deficiencies</p> <ul style="list-style-type: none"> ✓ disruptions to work schedules ✓ software complexity ✓ high need for ongoing coaching ✓ lacking at least six training rooms ✓ 20% of staff geographically scattered ✓ costly external instructors

- 4) Once all the help and hinder elements have been identified, use multi-voting or a decision matrix to determine which of the hindrances or barriers are a priority for immediate problem solving.
- 5) Variation of Force Field Analysis:

✓ Pros -----	Cons
✓ Things we are doing well-----	Things we could do better
✓ Hopes-----	Fears
✓ Strengths-----	Weaknesses
✓ Assets-----	Liabilities
✓ Best Case Scenario-----	Worst Case Scenario

➤ *Root Causes Analysis:*

- 1) Explain the difference between “causes” and their “effects” to group members. Point out effects can’t be solves, but underlying causes can.
- 2) Use either Cause and Effect Charting or Fishbone Diagrams.
 - a. To use Cause and Effect method, divide a flip chart sheet in half and write causes on the left side and effect on right. Whenever anyone offers a point of analysis, ask whether it’s a cause or effect. Write each item in its appropriate column.
 - b. Use a Fishbone Diagram to sort all of the contributing causes for the situation being analyzed. Start by placing the observed effect at the “head” of the fishbone. Determine the major cause categories, then ask members to brainstorm all of the possible causes on each “rib: if the fish. For example:



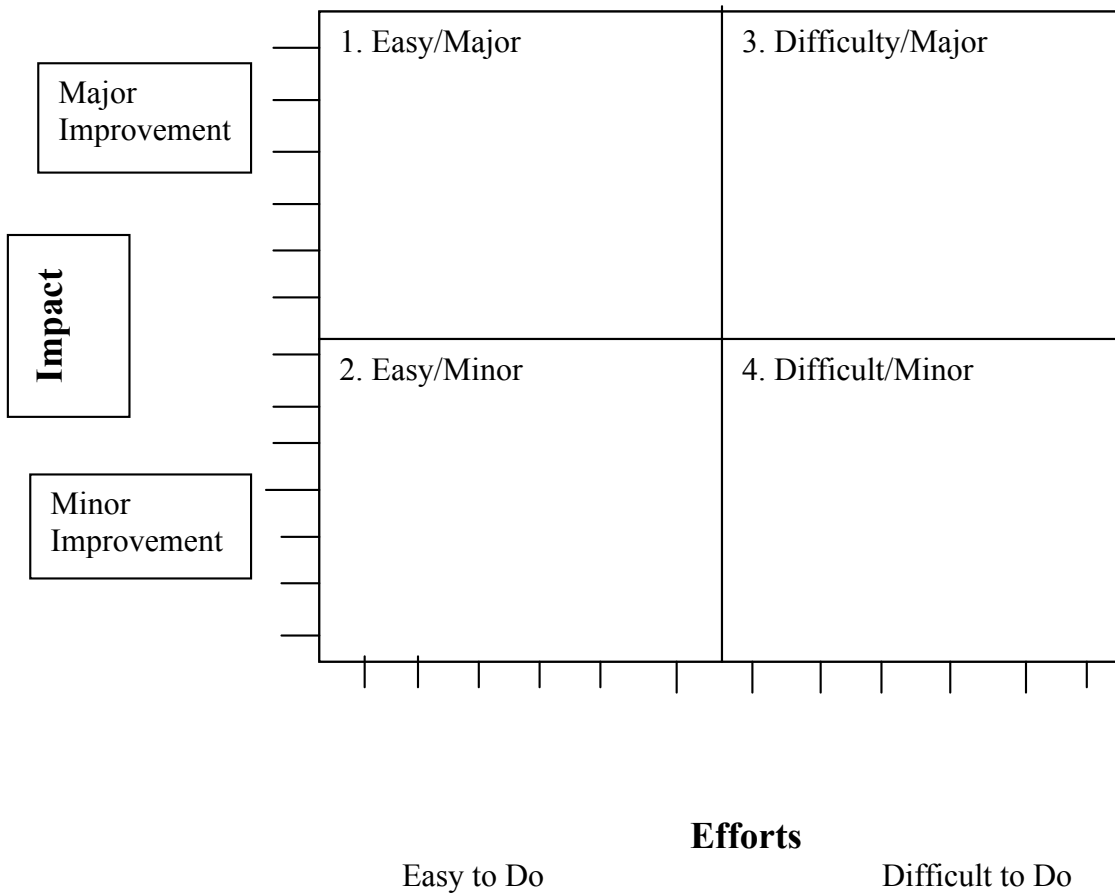
- 3) Once all of the causes have been identified, use multi-voting to identify which causes are the highest priority for resolution.

➤ *Decision Grid:*

There are two types of decision grids: criteria-based and impact-effort based. We will discuss impact effort grids.

Impact/Effort Grid:

1) Recreate the chart shown below on a sheet of flip chart paper.



- 2) Discuss the various choice, then place each in one of the four boxes:
- Easy to do and yielding a big improvement
 - For immediate implementation
 - Easy to do but yielding a small improvement
 - For immediate implementation
 - Difficult to do and yielding a big improvement
 - Action as major projects
 - Difficult to do and yielding small improvement
 - Discarded

➤ *Wandering Flip Charts:*

- 1) Set up the room by positing blank sheets of flip chart paper or poster paper in separate stations around the room.
- 2) Then divide the topic into segments and instruct people to wander the room and gather at a flip chart they have knowledge.
- 3) Once there, the participants discuss the topic and record their collective thoughts for a period of time.
- 4) Then invite everyone to wander to another flip station, read what the first group wrote and then confer with whomever else wandered there and add comments.

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