

COACHES' DETAILED AGENDA

RESIDENT LEADERSHIP & FACILITATION (RLF) 101

NOTES:

- The optimum group size for this workshop is 15-18.
- The optimum number of coaches is 3.
- It is recommended that the coaches have communication with each other at least one week ahead of the workshop to decide who will lead and co-lead each piece of the curriculum.
- It is recommended that coaches spend 4-6 hours together the day before a workshop to walk through the curriculum, decide how they will work together, and resolve any questions or issues.
- It is recommended that coaches plan to have their advance boarding and distribution of materials completed in time to greet and begin relationship-building with participants as they arrive.
- It is better to err on the side of pre-boarding too much information and instructions than not enough.
- The agenda for each day should be boarded and posted on an easel sheet, and sections checked off as they are completed.
- One of the roles of a coach when not leading or co-leading is to post easel sheets when needed. Learning Points for each section should be posted together so that they can be used as a reference.
- Experienced coaches may wish to modify the times proposed for each activity in this document by 5-10 minutes. This would be done by agreement of the coaching team during the Practice Day before a workshop.
- RLF workshop coaches fill varied roles – as facilitators, as presenters/teachers, as coaches. It may be useful to point this out to the group sometime during the workshop.
- If any participants will use the English/Spanish workbook, it will be helpful for the coaches to make notes in advance of the page numbers in these books of any material that they will refer to.
- The Co-lead should always know the material well enough to be able to assume the Lead role in case of illness or other emergencies.

DAY ONE

➤ Board ahead

- A Welcome, with the coaches' names
- The Agenda for the day

➤ Place at each seat: Workbooks, name tags, name tents, pens, note pads, and place some markers on the tables.

8:00-8:45 Hot Breakfast

Coaches meet and welcome people and ask them to do the Pre-work (Workbook, Tab 18) regarding “their” meeting if they do not have it completed and with them. Give suggestions individually to those who seem to be struggling.

9:00-9:45 What RLF Is All About

Lead _____ Co-lead _____

- Welcome by the local host. Host then introduces the Lead Coach and turns the session over to her/him.
- The coach may want to introduce this activity by saying that we know that each person is here because someone who knows them believes that they are a valuable leader or potential leader.
- 45-second self-introductions by everyone (including coaches), stating their name, organization, something they feel good about or that they do for fun, and what they want to learn, know, or understand about facilitation from this workshop. Co-lead boards their responses.
- Lead reviews the Purpose and Results of RLF (Tab 2 - page 1) in Workbook.
- Relate their desired learnings from the previous activity to the Results in the Workbook.
- Mention the co-design meeting (if held), what participants shared at that meeting, and how it assisted the coaches to prepare for this workshop.
- Review Agenda (Tab 3 – pages 3, 4) in Workbook. Post the Tools/Hook-ups diagram (attached) and discuss it briefly in relation to the Agenda and their desired learnings from the workshop. Note if there are desired learnings that this workshop may not respond to directly.
- Note that the skills they will learn can be used to “facilitate from the room” to assist the groups they are participating in to achieve results.
- Say that we know that people have different learning styles, and that in this workshop we will do activities that will engage people in using various learning styles such as reading, listening, writing, individual reflection, thinking together with a partner, thinking together with a group. These are the same methods they will be able to use to engage participants in their meetings. This is a way to reassure them that, while they may have had trouble learning in a formal school setting that expected everyone to learn the same way, this workshop is different.
- Suggest guidelines for working together these 2 days. Mention that guidelines establish the behavior we expect of each other and that we are asked to practice at this meeting. Ask them for brief interpretations of each suggested guideline, or give an example of each. Suggested guidelines may be:
 - Release the need to be right

- Listen for understanding
- Be on time (stress that we start on time, and why)
- Respect different levels of awareness
- 3 and then me
- Pause and think
- Have fun
- Ask participants for other guidelines.
- Note that this RLF 101 is part of a series. Other opportunities in the series can include RLF 201 (advanced), RLF For Youth, Train the Trainer, and Resident Leadership Development (RLD).

Result: People are ready to work.

9:45-10:25 **What Makes for an Effective Facilitator?** What Is the Role of a Facilitator? How Do the Facilitator Role and the Role of a Chair Differ? How Can Learning Facilitation Skills Also Strengthen Your Ability to Chair a Meeting?

Lead_____ Co-lead_____

There are 4 key elements in this section: making the connection to the Pre-work; introducing the concept of Learning Partner; identifying key characteristics of a facilitator; and the differences between chairing and facilitating.

- Introduce the concept of Learning Partner (LP).
- Ask people to select a partner who they don't know or would like to know better and do a Conociendonos (Tab 15 - pages 69-71). Lead tells the group the question for the pairs to talk about. Allow **3 minutes** for this activity. (Note: when using a Conociendonos, a coach may choose to debrief it or not, depending on the time, the climate in the room, the level of need for relationship-building, etc.)
- Next, ask these partners to create a list of characteristics of an effective facilitator. Suggest that they refer to the thoughts they wrote about this in their Pre-work. One person in each pair should take notes.
- Solicit ideas from pairs. Co-lead boards their responses.
- If someone suggests a characteristic that is “inaccurate,” the coach can either (1) throw the idea back to the group for discussion, or (2) say that we will soon talk about the differences between chairing and facilitating, and the suggested characteristic may fit better with the role of chairing.
- Lead stresses “listening” and “remaining neutral” when they are mentioned.
- Refer to Tab 5, pages 7 and 9 in Workbook. Note that they came up with most of these themselves.
- Lead solicits from the group the differences and similarities between facilitating and chairing. Ask for ideas from the group first. Co-lead boards them.
- Refer to page 8. Note that, while chairing is different from facilitating, many of the skills learned in this workshop can be used in chairing as well as facilitating.
 - An analogy (once suggested by an RLF workshop participant) may be useful – chairing is like playing football and controlling the ball, while

facilitating is like playing tennis, in that the communication goes back and forth.

- Close with referring to **Key Learning Points**, boarded in advance: **(a) A facilitator is always neutral; (b) A facilitator uses skills to enable the group to own the result; (c) The roles of a facilitator are many and varied and require various skills and knowledge; (d) Chairing and facilitating are important, but different, roles - it's important to be clear on which one you are doing.**
- Note: when boarding Learning Points, use the short name for the curriculum section as a header, e.g. Effective Facilitator.

Result: People have a clearer understanding of the role of a facilitator.

10:25-10:35 Break Coaches huddle, including the local Host

10:35-11:05 Building On Strengths, Adult Learning, Appreciative Listening

Lead_____ Co-lead_____

- Review Adult Learning Preferences (Tab 6, page 11). Ask participants to think about how they learn best. Coaches can give personal examples. Suggest that, when they design meetings, it will be helpful to think about how paying attention to Adult Learning Preferences will help the meeting be more effective and maximize participation.
- Ask participants to say goodbye to their first LP and get another one. Do a Conociendonos. Allow **3 minutes** for this activity.
- Transition to the next topic – there are many characteristics of a good facilitator; listening is one of the most important. We'll focus on it next.
- Read the story on page 15 (Tab 8). Ask participants to listen in the way they listen best – eyes closed, reading along, etc.
- Ask them to share their reflections with their LP, focusing on questions such as “What images did you see?” “Where did this take place?” “Who were the people?” (Board these questions ahead.)
- Solicit ideas from the partners on their responses to the questions. Co-lead boards the responses.
- Review the learning: listening is affected by many things – our experiences, our concentration, our interest in the subject, our values, etc. A facilitator needs to realize that group members have not all “heard” the same thing in a meeting because of these filters. A facilitator should work hard at listening to the many messages being shared by participants for patterns, themes, and differences that emerge from the dialogue.
- Lead discusses the characteristics of “Appreciative Listening.” Refer to page 16. If time allows, ask participants to make additions. Refer back to the impact of their filters. Note that remaining neutral supports appreciative listening.
- Ask people to do the Self-assessment (Tab 8 - page 17).
- Ask people to write on the back of their name tent the listening skill that they will practice during this workshop.

- Close with referring to **Key Learning Points**, boarded in advance: (a) *Listening is one of the most important skills for a facilitator;* (b) *Listening is affected by many things – our experiences, our concentration, our values;* (c) *It takes conscious practice to “hear” openly and appreciatively.*

Result: People understand that listening takes practice, and is a basic foundation for an effective facilitator.

11:05 -11:35 Practicing RLF Skills, Part I – Listening with Appreciative Openness

Lead _____ Co-lead _____

- Lead opens by saying that there are some things that can keep us from listening appreciatively, such as Hot Buttons. These can be something about yourself that you are sensitive about, your values, something that people do that gets on your nerves, or something that is especially near and dear to you. The coach shares his/her own, and asks group members for theirs (or this can be done in pairs).
- Lead says that now we are going to learn a tool that can help us to handle hot buttons
- Refer to Tab 8, page 18, boarded in advance.
- APEing is a three-stage process. Moving through each stage enables other people to know that you are actively seeking to listen, hear, and understand what they are communicating.
- Do APE exercise, page 19. Instructions: (1) each person fills in their answers individually; (2) LP’s select a question on which their answers differ; (3) the person with the shorter hair has 5 minutes to share their thinking about this question with their partner, while the partner uses APEing skills; (4) shorter hair gives specific feedback to partner on the APEing skills they saw and heard the partner use; (5) reverse roles, and do the same. (Board these instructions in advance.) If the partners agree on all the topics, then ask them to choose one to take different sides on for the purposes of this practice.
- Debrief in the large group. Ask for examples of how people used the APEing tool/technique. The coach can ask “What did you learn from this activity?” “How did it feel to be listened to?” Co-lead boards responses.
- Emphasize that APEing is a tool to handle hot buttons and to assist the facilitator to hold the neutral role.
- Refer to Tab 8, pages 20-22 as resources for listening appreciatively.
- Ask participants to complete the self-assessment on page 23.
- Close with referring to **Key Learning Points**, boarded in advance: (a) *Our hot buttons can close down our listening, but with attention and use of APEing, they don’t become disrupters;* (b) *APEing helps the facilitator hold the neutral role and listen appreciatively to participants.*

Results: People can acknowledge their hot buttons; people have a deeper understanding of the skill of listening with appreciative openness and a tool to help them do this.

11:35-12:25 Practicing RLF Skills, Part 2 – The 3 R’s, “Listening For,” and Effective Questions

Lead _____ Co-lead _____

- Lead presents a brief lecture summarizing the 3 R’s (Results, Resources, and Relationships), Effective Questions, and “Listening For.” Emphasize that Resources can be both material and human resources. Refer to Tab 9 - pages 25-29 in the Workbook.
- Transition by saying that we are now going to focus on your up-coming meeting by using the 3 R’s. We will be using our listening skills in specific ways.
- Ask participants to get out the Pre-work page on which they described their meeting.
- Ask for a volunteer to role play with the lead coach his or her upcoming meeting in front of the group. The group is asked to “listen for” Effective Questions that the coach asks about Results, Relationships, and Resources, and how the questions that the coach asks get responses about the 3 R’s. This is an introduction to the concept of Effective Questions.
 - Note: that Effective Questions should lead to responses with information that the questioner is seeking. The coach divides an easel sheet into three columns with the headings Results, Relationships, Resources, and asks participants to do the same on a piece of notepaper so that they can make notes under each heading of Effective Questions used by the coach during the following role play.
- Lead models asking Effective Questions that get the volunteer to think about, Results, Resources and Relationships. **Allow 6 minutes for this activity.** The Co-lead assists the Lead by indicating, with gestures, when only one minute is left and when time is up.
- Upon completion of this activity, the coach leads the group in applause for the volunteer.
- Ask the volunteer to share what the experience was like for him/her.
- Debrief with the group, using the pre-prepared easel page divided into Results, Resources, Relationships. Solicit some Effective Questions they heard the coach use in each area. Co-lead boards their responses under the appropriate column.
- Review the 3 R’s (Tab 9 - pages 25-29). Refer to the drawing on page 30 and note how it summarizes the work up to this point.
- Introduce the next activity – now you and your Learning Partner will practice doing what the coach and volunteer did. Ask each person to think about their meeting for one minute.
- Then ask each person to take one minute to think about and write down some Effective Questions they will ask about their partner’s meeting. The Effective Questions should be focused on Results, Relationships, and Resources.
- One person in each pair volunteers to be the first coach. This person questions their partner about their meeting, using the 3 R’s and Effective Questions. The purpose of this activity is to assist participants to get a clearer understanding of how the 3 R’s can be applied when planning a meeting.

Practice **4 minutes**

Pairs debrief **2 minutes**

- Ask them to share: (1) any “a-ha’s” that either had; (2) what value they found in asking Effective Questions; and (3) how they will now prepare differently for their meetings.

Switch roles **4 minutes**

Pairs debrief **2 minutes**

- Ask them to debrief as above.

➤ Note: this process can be confusing. It helps if the lead boards the process in advance so that people can refer to it. It is also helpful if all the coaches circulate through the room and assist pairs as needed.

- Debrief for learnings and insights from the whole group. Co-lead may board responses.
- Close with referring to **Key Learning Points**, boarded in advance: (a) *To design and facilitate a meeting, you must first be clear about your meeting result(s);* (b) *It’s important to consider the Relationships and Resources needed to achieve your meeting Result(s);* (c) *Use Effective Questions to explore the 3 R’s;* (d) *Planning ahead with a partner, using the 3 R’s helps prepare for a meeting.*

Result: People have developed an understanding of the 3 R’s, “Listening For,” and Effective Questions.

12:30-1:15 Lunch/Take Picture

- Coaches readjust schedule if needed.
- Coaches decide on the configuration and coaching assignments for the afternoon practice groups.
- A group picture is taken with a digital camera.

1:15-2:15 Practicing RLF Skills, Part 3 - Practicing for Your Meeting

Lead _____ Co-lead _____

- Welcome back.
- Solicit reactions from the group about the morning session.
- Keep the same pairs for the next activity.
- Review Co-facilitation (Tab 10 - pages 33, 34, 35, 36). Stress that spelling does not count! Ask the group “When you have seen co-facilitation at its best, what was happening?” or “What have you seen us do when co-facilitating?” Co-lead boards responses.
- Introduce feedback and coaching (Tab 7, pages 13, 14). Board the description of feedback so that it can be referred to during the role play activity. Explain that during the role play activity they will be giving feedback to each other and that the coaches will give both feedback and coaching.
- Introduce the role play activity with a general overview

- Its purpose is to allow people to practice, in this safe environment, the roles of facilitator and co-facilitator.
- They will prepare to facilitate the first 6 minutes of their up-coming meeting, but without introductions and setting guidelines. Suggest that they use the meeting from their Pre-work. Suggest also that they look at the first section on page 39 (Tab 11) for ideas on meeting results that they might want to achieve. Urge them to be realistic about the result or results they can achieve in this meeting.
- Explain that they will facilitate the meeting for a small group of the participants in this workshop. They will assign the roles that participants will play (e.g., parents, community members, teens, etc.).
- Set up practice groups (6 is an ideal number for each group) and send the practice groups to their designated spaces. They will work in these groups, with a coach (or coaches), until 4:00.
- In each small group, the coach explains the next part of the activity (boarded ahead). Each person should write, on a page of notepaper
 - A Background Statement that briefly describes their meeting – who is in attendance, is this the first meeting of the group or one in a series of meetings, and, in general, what brings this group together.
 - The first Result they want to achieve in this meeting (Again, refer to page 39).
 - The Effective Question they will use to start getting responses from the group that are focused toward the Result.
 - What the co-facilitator will “listen for.”
 - It helps to board an example such as the one below.
 - An example:
 - Background: My church women’s group is meeting next week because we are concerned that fewer young families are coming to our church. This is our first meeting on this concern.
 - Result: We will have more information about the reasons young families aren’t coming to our church.
 - EQ: What are some of the reasons you have heard or know of that are keeping young families from coming to our church?
 - Listen for: Things that people have said about why they are not coming to church.
- Give people plenty of time and individual coaching to complete this task.
- When each member of a pair has completed their page of notepaper, ask them to share their pages with each other and ask each other Effective Questions to strengthen them. Ask them to pay special attention to the Effective Question by asking their partner their Effective Question and listening for whether the partner’s response relates to the Result.
- Each person then prepares an easel sheet that states their Background Statement, the first Result for their meeting, the Effective Question they will use to open the group’s discussion and what the co-facilitator will listen for. Coaches circulate and give individual coaching.
- When their easel sheets are completed, the pairs talk about how they will work together as facilitator and co-facilitator.

Result: People are ready to practice

2:15-2:30 Break

- Note: Because people move at different speeds in this activity, breaks may be taken informally, with coaches asking people in their groups to return at a certain time.

2:30-4:00 Practicing RLF Skills, Part 4 – Role Playing and Practice

- In each group, a coach will describe the process.
 - Facilitation by facilitator, with co-facilitator - **6 minutes**
 - At a minimum, the facilitator should practice APEing and being neutral.
 - The pair sits in front of the group and shares
 - What went well in their preparation?
 - What went well in the delivery/facilitation?
 - What went well in the co-facilitation?
 - What were their learnings about preparation?
 - What were their learnings about delivery/facilitation?
 - What were their learnings about co-facilitation? **Allow 3 minutes for this activity.**
 - Feedback from participants, in role
 - The coach should review the guidelines for feedback, and remind them that they are not to give advice but to practice giving feedback.
 - The coach then asks the group “What did you observe and what was the impact on you in role?” - **3 minutes**
 - Coach shares feedback, and perhaps some coaching - **3 minutes**
 - Reverse roles and repeat the same process
- This process should be boarded in advance and placed where everyone can see it.

Results: People begin to internalize what they have learned today. People have received feedback and coaching on their upcoming meeting.

4:00-4:30 Debrief

Lead_____ Co-lead_____

- Ask participants about learnings and challenges from the day or things they are puzzling over. Questions might be “What have you appreciated today?” “What has made you feel that your time is being well spent?” “What is concerning you as you think about tomorrow?”
- Give them two assignments:
 - (1) to practice between now and tomorrow morning one of the skills they have learned today with family or friends;
 - (2) ask them to find pages 59, 60-61, 62-63, 64 (Tab 13) in the Workbook.

- Go around the room, assigning a page, or pages as shown above, to each person.
- Tell them that they are to review the page or pages just assigned to them and to be prepared to lead colleagues in a dialogue about their page the next day.
- Tell them (and board ahead) that the discussion they will lead will focus on:
 - What they learned from reading the page.
 - Examples of how to use an idea from it in real time when there are difficult dynamics in a meeting.
 - Situations in previous meetings they have been in when having these methods in their “Tool Kit” would have been helpful.

4:30 Adjourn

4:30-5:00 Coaches and local host meet to debrief the day and to make any needed adjustments to the next day’s work plan.

DAY TWO

8:15-8:55 Getting Started

Coaches mingle and check out how people are feeling, over a hot breakfast. Remind people to review the page or pages they were assigned yesterday afternoon.

9:00-9:20 Reflections on the First Day

Lead _____ Co-lead _____

- Lead solicits what people practiced since yesterday afternoon and any overnight thoughts they had. Co-lead boards responses.
- Lead reviews the Agenda for the day.

Result: People are ready to work.

9:20-10:10 Complete Practice Sessions or Repeat If Time Allows

- Note: Allow volunteers to practice again if time allows. Do not force, or embarrass anyone if they do not want to facilitate or co-facilitate.

10:10 Debrief with Full Group

- Lead asks for “a-ha’s” and learnings.
- Close with referring to **Key Learning Points**, boarded in advance (a) *A facilitator and co-facilitator need to agree about how they will work together before they facilitate; (b) It is important to facilitate so that the group owns the result.*

Results: People have a higher understanding about the value of working with a co-facilitator; people have a higher understanding of how to plan and

facilitate a meeting that will lead to a Result; people have a higher understanding of how to facilitate so that the group owns the Result.

10:20 Break

10:30-11:15 Meeting Design

Lead_____ Co-lead_____

- Get new Learning Partners and do a Conociendonos.
- Lead presents the ideas on pages 47, 48 (Tab 2). (Key sections boarded in advance.) Lead also references page 39 for types of meeting results.
- Lead suggests that, in planning their meeting agenda, they should take note of the updates that they have made to their thinking about this meeting since they first wrote it as their Pre-work.
- Each person completes page 49 for her/his meeting, adjusting the template according to the actual time scheduled for their meeting.
- Learning Partners share their meeting design, ask Effective Questions, and assist each other to strengthen their meeting design.
- Solicit from the group what else needs to be done in advance of the meeting, as time allows. Co-lead boards responses.
- Close with referring to **Key Learning Points**, boarded in advance: *(a) It is very important to give careful advance attention to meeting design; (b) Once you are clear about your meeting Results and the Relationships and Resources you need to get your Results, you are ready to prepare a meeting design for your meetings.*

Results: People have a Draft Agenda for a meeting that they plan to facilitate; people have a clearer understanding of the planning that is needed before a meeting.

11:15-12:15 Facilitating Difficult Dynamics and Disagreements (3 D's)

Lead_____ Co-lead_____

- Lead reviews the major learning segments so far, referring to the posted Learning Points.
- Refer to the Tools/Hook-ups easel sheet that was introduced on the first day. After a brief introduction highlighting these major tools and learnings, distribute the Tools/Hook-ups handout. (Attached)
- Ask each person to draw on their handout possible linkages between various tools. Give them an example: “By understanding Adult Learning I can prepare a meeting design, which will include using the 3 R’s.” Urge participants to identify at least 3 linkages.
- Ask each person to share their linkages. As they share, the Co-lead draws colorful lines between the identified linkages.
- To close this segment, the lead makes the point that each of these tools can assist the facilitator to handle difficult dynamics and disagreements.

Result: Participants see the interconnections between the key learning points in the curriculum.

- Next, ask the group to identify the observed behavioral distinctions between agreement, disagreement, and conflict when attending or facilitating a meeting. Pre-board, on an easel sheet, 3 columns titled Agreement, Disagreement, and Conflict. Ask participants to give examples of meeting behaviors and actions that belong in each segment. Begin with Agreement first, then move to Disagreement and then to Conflict. Co-lead boards their responses.
- Lead asks participants to identify the tools they have learned that can be used to facilitate Agreement and Disagreement (do first one, then the other). Co-lead boards their responses below the behaviors. Use the attached handout. Before moving on, emphasize that this workshop does not prepare participants to facilitate conflict. Facilitating conflict requires additional training and expertise.
- Next, focus on other techniques and processes for facilitating difficult dynamics. Form the participants into 4 groups, with at least one person who was assigned to read page 59, at least one who read pages 60-61, at least one who read pages 62-63, and at least one who read page 64 in each group. Then, the people who had page 59 make a brief (**2-3 minute**) presentation to their group about it, talking about:
 - what they learned from reading the page;
 - examples of how to use an idea from it in real time when there are difficult dynamics in a meeting;
 - situations in previous meetings they have been in when having these methods in their “Tool Kit” would have been helpful.
 - People in the group then have **2 minutes** to ask clarifying questions.
- Note: Lead reminds groups **every 5 minutes** to move to the next topic. This continues with similar discussions of pages 60-61, 62-63, and 64. A coach may work with each group if it seems appropriate. (Pre-board instructions.)
- Debrief with full group. Emphasize the value of becoming comfortable by practicing two or three of these techniques at first and adding more gradually.
- Help participants see how they can use these tools when they are meeting participants as well as when they are facilitators. Role playing by a coach on how to do this can be useful.
- Close with referring to **Key Learning Points**, boarded in advance: *(a) It is important to facilitate disagreement before it becomes conflict; (b) APEing, Appreciative Listening, asking Effective Questions, maintaining the neutral facilitator role, and the 3 R’s are all tools that a facilitator can use to handle difficult dynamics; (c) the techniques in Tab 13 can also be used to facilitate disagreement.*

Result: People can see the connections between the skills presented earlier in this training and how to use them when faced with difficult dynamics and disagreements in a meeting

12:15-1:00 Lunch

- Coaches sign graduation/completion certificates

1:00-2:15 Practice, Practice, Practice

Lead_____ Co-lead_____

- Open this session with a brief review of the Learning Points from the 3 D's morning session.
- Distribute to participants the Scenario attached to this document. The exact methodology for doing this varies according to the size of the group. The coaches may decide to omit some of the roles when a group is small.
 - Place pieces of paper with roles, including facilitator, co-facilitator, and observers, in a container and have participants draw their roles. There should be 2 people assigned to each role.
 - Spend **5-10 minutes** on preparation time. A coach meets with the people who will facilitate and co-facilitate, another with the observers, and the third with the people playing other roles. The coaches assist them to decide how they will play their roles, using the attached Preparation For Role Playing handout.
 - Participants should be reminded to use their RLF skills as effective meeting participants during this role play, and should practice agree/disagree behavior, but not conflict behavior.
 - One member of each pair who drew the same role sits at the table first. The two people who drew the observer role are observers in each segment of the role play.
 - The first part of the meeting is then played out. The agenda items of introductions and developing guidelines should be skipped. Allow **approximately 10 minutes** for this first segment.
 - At the end of the first segment, the facilitator and co-facilitator discuss briefly:
 - What skills they used?
 - What did the facilitator do when agreement/disagreement took place?
 - Next, the observers share the skills that they saw people using, and the coaches give feedback and coaching. The feedback should be on:
 - What characters were in agreement? In disagreement?
 - What specific skills did the facilitator and co-facilitator use?
 - What RLF skills did any of the participants use?
 - People then change – the other people assigned to each role take their places at the table or as facilitators/co-facilitators, and continue the scenario from where the first segment ended for another **10 minutes**.
 - At the end of the allotted time, the same debrief process as above is used.
- Re-group into large group and
 - Ask that everyone do the *Facilitating Difficult Dynamics and Disagreements Self-Assessment* (Tab 13 – pages 65, 66).
 - Solicit “a-ha’s” and learnings based upon the Self-Assessment.

Result: People show skill improvement at facilitating difficult dynamics.

2:15-2:30 Reflections/Sharing on the Previous Session

Lead _____ Co-lead _____

- Lead facilitates sharing and reflections on the 3 D's from all participants. This may include an opportunity for participants to ask coaches questions about how they have handled 3 D situations.

2:30-2:40 Break

2:40-3:30 Next Steps and Support Planning

Lead _____ Co-lead _____

- Ask the local host to (1) discuss future meeting facilitation and participation opportunities, and (2) plans for enabling the group to meet together and to continue to grow as meeting facilitators and participants. (A discussion should be held with the Local Host in advance to prepare him/her for this responsibility.)
- Lead asks each person to develop a Practice Plan (Tab 14 - pages 67, 68). When they complete their Practice Plan, they should share it with another person and get feedback. These pairs will then be asked to serve as each other's resources for the next 30 days.
- Close with referring to a **Key Learning Point**, boarded in advance: *By deciding what skills you want to enhance and how you will practice them, you can continue to develop your facilitation skills.*

3:30-4:00 Evaluations, Wrap-up, Graduation

Evaluations	Lead _____	
Check-out	Lead _____	Co-lead _____
Graduation	Lead _____	

- Ask everyone to complete the evaluation form at the back of the Workbook
- Do a check-out
 - Review the posted Learning Points.
 - Review the easel page of desired learnings with the group to assess the extent to which they were met.
 - Ask for a one-word or one-sentence response from everyone about how they are feeling at the end of this workshop.
- Participants are called up one-by-one to receive Certificates. All coaches participate. Hugs, applause, and whatever else the coaches want to do to make this a special occasion.

4:00 Adjourn

RESIDENT LEADERSHIP & FACILITATION 101

Coaching Team:

Location:

DAY ONE

Time	Session	Lead	Co-lead
9:00 - 9:45	What RLF is All About		
9:45 - 10:25	What Makes for an Effective Facilitator		
10:25 - 10:35	BREAK	~	~
10:35 - 11:05	Building on Strengths/”The Story”		
11:05 - 11:35	Listening with Appreciation / APE		
11:35 - 12:25	The 3 R’s, Listening For		
12:30 - 1:15	LUNCH – Class Photo		~
1:15 - 2:15	Practicing RLF Skills – Practice for Meeting – Co-facilitation, feedback		
2:15 – 2:30	BREAK	~	~
2:30 - 4:00	Role Play and Practice	All	~
4:00 - 4:30	Debrief/ Assignment/Check-out question		

DAY TWO

Time	Session	Lead	Support
9:00 - 9:20	Reflections on the First Day		
9:20-10:20	Complete Practice Session	All	~
10:20 - 10:30	BREAK	~	~
10:30 - 11:15	Meeting Design		
11:15-12:15	Putting it Together – The “Hook-Up” Facilitating Difficult Dynamics – 3 Ds		
12:15 - 1:00	LUNCH	~	~
1:00 - 2:15	Practice Difficult Dynamics in Groups		
2:15 - 2:30	Reflections		
2:30 - 2:40	BREAK	~	~
2:40 - 3:30	Next Steps/Support Planning		
3:30 - 4:00	Evaluations Wrap-Up Graduation		~

RLF Tools “The Hook-ups”

*Adult Learning

*Effective Questions

*Feedback/Coaching

*Neutral Role

*Listening For

*Difficult Dynamics/Disagreement

*Appreciative Listening

*APEing

*The 3 R’s

*Hot Buttons

*Meeting Design

*Co-facilitation

* Facilitating From the Room

*Conociendonos

*Guidelines for Working Together

Facilitating the Process from Agreement to Conflict

Agreement	Disagreement	Conflict
Tools	Tools	Tools

3D's – ROTATING FISHBOWL ROLE PLAY

THE SITUATION:

The Neighborhood Association has been awarded a \$20,000 grant by the city council to develop programs and activities for youth and is holding a meeting to discuss how the funds should be spent. The funds, however, will not be released until a plan is fully developed. Various members of the community – some who are active in the Neighborhood Association and some who are not – have shown up for this first meeting. Many of these individuals do not know each other and have not worked together before. The desired result of the meeting is to come up with ideas for the youth programs and report back the Neighborhood Association.

THE PLAYERS:

Facilitator

Facilitator of the Committee to explore what to do with the grant. You are a longtime member of the Neighborhood Association and only have the best interests of the community as the goal. You want to play the role of neutral facilitator to allow the members of the community to decide what should be done.

Co-facilitator

You and the facilitator have planned together prior to this meeting. You know what to “listen for” and are prepared to support the facilitator.

Parent

A longstanding member of the community, you are relatively new to the Neighborhood Association. Your involvement is motivated from the fact that you have two children and are interested in seeing what programs could be created for them. As a single parent, you are especially interested in after-school programs to engage and occupy your kids with productive activities and help them with their homework.

Business Owner

You are the owner of a grocery store who came to the community 10 years ago and are committed to continue building and strengthening the neighborhood. You have no real agenda since your kids have all grown up and moved to other cities. However, you want what's best for the community and want to help the group work productively, listen to one another, and make decisions.

Youth

You have just dropped out of high school. You are looking for a job and are having no success. Your mom is a member of the Neighborhood Association and you heard about this meeting from her. You think that helping young people get jobs, providing skills training, and arranging internships is the way to spend the money. As the lone young person in the room, you are also wondering why there are no other youth at the meeting and why they have not been invited to share their ideas and opinions on how the funds should be spent.

3Ds – ROTATING FISHBOWL ROLE PLAY (continued)

City Council member

You are a first-term City Council member representing this part of the city and are currently engaged in a heated and competitive re-election campaign. Though you live in only a mile away, your primary competitor lives in this neighborhood. You are trying to build name recognition since you're still largely unknown and you're hoping to get recognition for securing this \$20,000 grant for the Neighborhood Association. You believe a successful youth program will identify you as a champion for the community and help your re-election bid. However, you think that the Committee Chairperson supports your city council opponent and wants to downplay your role in getting the money for the program.

Elder person

You have lived here in the community for 40 years and seen the changes that have been taking place. The neighborhood has become less friendly and people more occupied with their own lives instead of building the community. You think that young people get too much of the programming already. The energy and activity of the young people makes you fearful of them. You would rather see the funds used for senior citizen activities or initiatives that benefit the entire community like a jazz concert and art series.

Released felon

You've just been released from prison after being incarcerated for two years. People look at you funny and have not accepted you back into the community even though you've lived here since you were a child. This makes you angry since you can't get a job and are disappointed with your neighbors. You view youth programs as a waste of money and would rather see the money used for work release and job training programs to help everyone (youth and adults) who's out of work – especially you.

Pastor / clergy person

You are the pastor of a nearby church that runs many programs for youth (and adults) in the community. Instead of developing new programs, you think that the grant could be used to help strengthen and support the activities that are already provided by your church. The complicating factor is that the Neighborhood Association wants to start something new so that it can get credit for creating something and the City Council member shares the same desire so that s/he can take credit.

PREPARATION FOR ROLE PLAYING

As RLF participants prepare for role playing in an RLF 101 or 102 workshop, it is suggested that they take time to think individually and then perhaps, with a partner who will play the same role, about the following questions. Coaches should remind them to think “in role.”

- **What is your point of view?**
- **What relationships do you have with others in this meeting?**
- **What results do you want from this meeting?**
- **How interested are you in finding consensus with others at the table?**