

COACH'S DETAILED AGENDA

RESIDENT LEADERSHIP FACILITATION 201

Revised 12/08

Purpose, Assumptions, Results

Purpose: Resident Leadership Facilitation 201 is intended to build on the concepts and facilitation skills presented in RLF 101 and to take 101 graduates to a deeper skill level in facilitation practice. In RLF 201, resident leaders will continue to work on preparing for meetings and enhancing their skills to be able to facilitate meaningful, results-based meetings and to participate effectively in meetings. The 201 design is intended to offer more practice opportunity as well as new skills and techniques. Participants are asked to serve as facilitators and co-facilitators throughout the 201 training, drawing on what they learned in RLF 101.

Assumptions: It is assumed that resident leaders participating in the 201 training have:

- Completed RLF 101. Participants should have been told to bring their workbooks from RLF 101 to this workshop.
- Enhanced their learning from 101 by using RLF skills and concepts in meetings since completing the RLF 101 training.
- Agreed to facilitate upcoming meeting opportunities in which they will use 201 facilitation skills to build consensus to get results.

Training Overview

As a result of this training, resident leaders will build on the skills introduced in RLF 101 and will strengthen their abilities to:

- Use a culturally competent approach to facilitation that engages residents in making group decisions and taking actions that produce results.
- Serve as facilitators/co-facilitators, demonstrating the use of the 3 R's framework to prepare for meetings.
- Ask effective questions and use "listening for" skills.

In RLF 201, resident leaders will be exposed to new techniques that will strengthen their ability to facilitate in challenging situations and build agreements in groups. New skills include:

- Using the technique of brainstorming to elicit ideas
- Facilitating and using the proposal-based decision-making methodology
- Understanding group process and group dynamics
- Identifying the stages of group development
- Using facilitation techniques that support group development and minimize disruptive behaviors

RLF 201 begins with a review of the RLF 101 skills as a foundation. As a part of the review, however, participants are encouraged to go deeper. For example, APEing is expanded to introduce the concept of “process observation” and to focus more intently on what it means to “listen for.” Similarly, the Effective Questions review is designed to review the 3 R’s, but also to enhance the effective questioning skill, which is critical to explaining proposals and avoiding judgments when facilitating proposal-based decision-making (PBDM).

As in RLF 101, there is a focus on practice, practice, practice! Once again, participants are offered an opportunity to plan for their own meetings.

Results: By the end of the two-day session, resident leaders will be able to:

- Prepare for and deliver an effectively facilitated meeting. For example, they will articulate meeting results, identify resources and relationships needed to achieve the results, and “listen for” responses in support of the meeting results
- Use Effective Questions to support meeting design and facilitation
- Use pre-design meetings to create effective agendas
- Identify personal challenges to mastering facilitation, as well as the skills and the tools that will help address those challenges
- Engage in proposal-based decision-making
- Identify the stages of group development
- Maintain the neutral facilitator role
- Connect with colleagues and deepen the relationships that support creating a local network of support
- Serve in the co-facilitator role as a support to a facilitator
- Use “RLF skills” to be an effective meeting participant

Co-Design Meeting

As with RLF 101, it is recommended that the lead coach conduct a co-design meeting with the site coordinator and as many of the 201 participants as is practical. This meeting offers resident leaders the opportunity to shape the training to meet their needs, and ensures consensus of training expectations between the resident leaders and the coaches.

The following is a skeletal agenda for the co-design meeting that should be customized for each site:

1 ½ - 2 hours

Welcome/Introductions

Name

Something You Enjoy About Your Community

A Tool You Have Used From RLF 101

Brief Review of 101 Tools, Using the Hook-ups

Review of the Purpose of the RLF 201 Workshop and of the Curriculum

- Distinction/Overlap with RLF 101
- Practical Use in Community Work

Note: Coaches should point out the emphasis on practicing facilitation skills in RLF 201, and advise participants that they will be asked to volunteer for facilitation and co-facilitation practice opportunities over the two days of training.

Expectations of Participants of Each Other

Expectations of Participants of Coaches

Coaches' Expectations of Participants

Complete the pre-work

Be on time...or let us know why

Be a full participant

Have fun

Small Group Activity

Something fun

Debrief this activity

Pre-Work Assignment

Go over the assignment and ask for questions. Explain that there are no right or wrong answers. If time permits, ask participants to do the pre-work assignment.

Note: Participants should be encouraged to review their RLF 101 materials.

RLF 201 AGENDA

DAY ONE

Room set up and preparation

- Coaches' table for materials
- Round tables or open U (horseshoe) arrangement for participants
- 3 flip-charts up front; 2 additional flip-charts in room
- Sign-up sheet for volunteer facilitators posted (attached, page 39)
- Break out rooms and spaces identified
- Hook-ups (Tools) chart posted

- Welcome Board – names of coaches, reminder to complete Pre-work displayed at front of room
- Public Agenda and a set of handouts placed at each seat, along with name tags, name tents, note pads, and pens
- The Day One Agenda is boarded
- Coaches’ boarding of module highlights, instructions, and key learning points completed

8:00-8:45 Hot Breakfast

- Coaches meet and welcome participants, and ask them to do their pre-work assignment if they have not done so, or did not bring it with them.
- Participants are asked to sign up to volunteer as facilitators and co-facilitators at various points over the two-day facilitation. Refer to the posted volunteer sign-up sheet. They should be encouraged to sign up during breakfast.

9:00-9:30 Welcome, Purpose, and Meeting Results

Lead _____ Co-lead _____ (with a volunteer)

- Local host welcomes participants. The host then introduces the Lead Coach and turns the session over to her/him.
- Lead introduces the Coaching Team, or has the coaches introduce themselves when everyone else does.
- Mention the co-design meeting and any significant highlights.
- Present the purpose of RLF 201 (page 30 of handouts), stressing the results listed above (page 31 in handouts). Note that it is both a review of skills from RLF 101 and an introduction to some new tools and skills.
- Preview the new components: brainstorming, group process, and proposal-based decision-making. One way to do this is to board the hook-up wheel from RLF 101 (handouts, page 32), reminding participants of the tools they already have and listing the new tools they will learn.
- Conduct 20-second rap – self-introduction by everyone – name, organization, something they do for fun, how they have used their RLF 101 skills in meetings and/or in their personal life, and what they hope to learn from this session. The volunteer co-facilitator should flip-chart responses on what participants want to learn as “Desired Meeting Results.” Co-lead provides support to the volunteer.
- Relate their desired learnings to the expected results for the training (page 31 of handouts). Note if there were desired learnings stated that we will not respond to directly in this workshop.
- Ask the volunteer co-facilitator to reflect on his/her experience.
- Lead applause for the volunteer.

9:30 -9:35 Review Agenda and Guidelines for Working Together

Lead _____ Co-lead _____

- Lead coach reviews the agenda for today.
- Suggest guidelines for working together over the next two days:
 - Be on time (stress that we start on time, and why)
 - Release the need to be right
 - Listen for understanding
 - Three and then me
 - Clarify assumptions
 - Pause and think
 - Have fun
- Ask participants for additional guidelines and board.
- Ask participants to write one guideline they will practice during this workshop on the back of their name tents.

Result: Participants are focused on the work and energized.

9:35-10:00 Checking-in with Each Other: The PIT

Lead_____ **Co-lead**_____

- Coach introduces the PIT concept. Stress that this is a technique used by facilitators to get ready to work together by sharing any distractions or issues that might cause hot-button reactions, and personal highlights that are occurring for them.
- Ask group to form small groups of three.
- In these groups, the participants take turns checking in by using the PIT concept, sharing
 - Personally - some important things that are happening in their lives that may impact or influence their facilitation.
 - Interpersonally - what they need from their co-facilitator to be most effective, or something that happened the last time they worked together that may impact, either positively or negatively, their current work together.
 - Task – how they are feeling about preparing for their next meeting (the one they identified in their Pre-work) either as the leader or as a participant; the preparations they have made for the upcoming meeting, and what remains to be done.

Result: Participants are introduced to the skill of readying themselves to work together.

10:00-10:30 Review – Role of a Facilitator

Lead_____ **Co-lead**_____ (with a volunteer)

- Coach introduces the review by saying: In 101 you learned about the role of a facilitator and basic facilitation skills. For the next hour or so, we will work in small groups and use the technique of brainstorming to review what was learned in RLF 101.
- Introduce the use of brainstorming as a facilitation technique by saying: Often in meetings people feel they are not heard.

Brainstorming is a technique to involve everyone. It also contributes to group creativity.

- Coach defines brainstorming and presents the rules for the brainstorming process using the handout on brainstorming (page 40 of handouts).
- Coach has participants experience the brainstorming technique by asking them to brainstorm the use of a broomstick for **60 seconds** (e.g., to prop up a window). Co-lead boards. Coach notes how many ideas the group came up with in this short period of time – a demonstration of the richness and value of brainstorming.
- Next, the lead has the group use the brainstorming strategy to review the roles of the facilitator.
 - This section is intended to move very quickly (**in 3-5 minutes**). Moving quickly will assist the group to stick to the brainstorming rules of taking every idea without discussions. A volunteer records the responses to questions posed by the coach.
 - Coach asks the group to think about the important skills a facilitator should have and use. The group is then asked to brainstorm their ideas on the most important skills for a facilitator. The volunteer co-facilitator records them.
 - In similar fashion, through brainstorming, the coach asks the group to think about how serving as the facilitator in a meeting is different from serving as the chair of a meeting. The group is then asked to brainstorm their ideas on how facilitating and chairing differ. The volunteer co-facilitator records responses. The coach notes that both are important, but they differ on how an agenda is approached at a meeting.
- The coach might mention that one of the things we will explore over the next two days is how we take the ideas generated in a group – like how to use a broomstick – and have the group decide which idea or ideas to pursue.

Result: Participants review the role of a facilitator, the difference between facilitating and chairing, and practice the brainstorming technique.

Learning Points:

- *The roles of a facilitator are many and varied, and require various skills and knowledge.*
- *Chairing and facilitating are important, but different, roles.*
- *A facilitator is always neutral.*
- *Brainstorming leads to more involvement and more creativity.*

Coach's Note: After they are reviewed, the Learning Points for each session should be posted together in a designated section of the wall space.

10:30 - 10:40

Break

10:40 – 11:10

Review APEing Skills

Lead _____ Co-lead _____

- The lead coach transitions to a review of the APEing technique by asking: What skill or technique helps us to focus on listening? The coach refers to Tab 8, page 18 of the 101 Workbook and refreshes participants on the APEing framework, highlighting the key points from the 101 module. Emphasis should be given to using APEing to enhance the “listen for” skills of a facilitator. (This exercise introduces process observation as a new technique for enhancing the “listen for” skill.)
- Review the Listening for APEing: Process Observation Form (Page 41 of handouts) with the full group so that the process observers know what to “listen for” and all participants become aware of what it means to observe the process. Introduce the idea that “listening for” means observing behaviors as well as listening.
- Before beginning this activity, the coach should remind people of the guidelines for feedback (see 101 Workbook, Tab 7, page 13). They should be pre-boarded.
- Tell the group that we will now do a short activity. Review the questions that will be used for practice in this activity
 - As a facilitator, what do you need to do to prepare for a quality facilitation?
 - What facilitation skills have you been practicing since 101?
 - What challenges have you had as a facilitator?
- Ask for a volunteer facilitator and co-facilitator and for four Process Observers (depending on the size of the group).
- Remind the facilitator and co-facilitator to use APEing skills.
- The practice facilitation, using the first question above, is facilitated with the full group and should last about **5 minutes**, followed by **1-2 minutes** of feedback from the Process Observers. The Process Observers should use the “Listening for APEing: Process Observation Form” to observe the process used by the facilitators and “listen for” communication and behaviors that demonstrate the APEing skills. The coach asks the Process Observers for feedback using the Listen for APEing: Process Observation Form.
- Repeat the same process with the facilitators reversing roles, using the second question above and the same time allotment.
- Lead asks the facilitators about their experiences in using APEing skills. Lead reminds the group to think about using APEing skills throughout this workshop.

- Debrief the activity by asking everyone to write on their Process Observation Forms what they learned in this activity and how they might use the Process Observation Form in the future.

Result: Participants expand the concept of “listening for” to include behaviors.

Result: Participants practice giving feedback.

Result: Participants become aware of group process.

Learning Points:

- *APEing helps the facilitator hold the neutral role and listen appreciatively to participants.*
- *Facilitators must look, listen, and engage participants when facilitating.*

11:10-11:40

Review - Effective Questions

Lead _____ **Co-lead** _____

- Lead reminds participants that Effective Questions are questions used to get to the core of what, where, when, and how. They get us past “yes” and “no” responses. They do not ask why, because “why” questions often put the person being asked on the defensive. When we ask an Effective Question, we are looking for information and not judging. Effective Questions can assist us to clarify our assumptions. Lead reminds people that more information about Effective Questions can be found on pages 25 and 27-29 of the 101 Workbook. It is helpful for the coach to provide some examples of Effective Questions focused on the 3 R’s. **4 minutes**
- The next exercise is intended to assist people to strengthen their skills in asking Effective Questions.
- Ask participants to pair up with someone they haven’t worked with today. Tell them that they are going to practice making up Effective Questions by thinking of questions that will help them solicit or discover:
 - Directions to the grocery store nearest your partner’s home.
 - Your partner’s views or thoughts about the school system.
 - Each person takes 60 seconds to independently jot down the Effective Questions they would ask to get information or clarification about the topic. Partners then share the questions they would ask to engage each other in conversation. They are not to discuss the topic themselves.

Note: The round goes very quickly, giving the pairs about **3 minutes** on each of the practice opportunities – one minute to brainstorm and write questions and two minutes to share them with each other. Partners are to help each other be sure that they have created Effective Questions, using who, what, when, where, and

how. Also, the response to the questions should move beyond one-word responses.

- Have the pairs report out quickly to the total group on one or two Effective Questions they would ask to get directions and about the school system. **8 minutes total for this activity**
- The coach makes the point that we use effective questions everyday and that we want to apply the same technique to preparing for meetings.
- Participants are reminded that the Effective Questions technique is used to prepare for a meeting – to (a) help think through the meeting result, (b) identify what resources exist or are needed, and (c) explore what relationships are needed to achieve the meeting result. (Board these points in advance.) Pairs are then asked to brainstorm questions that will help them prepare for their upcoming meeting. Encourage participants to review the material on the 3 R's from 101 Workbook (pages 27-29). **15 minutes**
- Get 2-3 Effective Questions from the group on each of the R's. Co-lead boards.
- Close with a short debrief – how did the use of Effective Questions assist you to think more clearly about how to prepare for your meeting?

Result: Participants become more comfortable with using the Effective Questions technique.

Learning Point:

- *Well-framed Effective Questions help facilitators to prepare for effective facilitation and to facilitate meetings.*

Result: Participants review, enhance, and practice basic facilitation skills.

11:40 -11:55 Conociendonos

Lead_____ (with volunteer) **Co-lead**_____

- The coach reminds participants of the Conociendonos purpose – a technique for getting to know someone a little better.
- The coach brings up the volunteer to facilitate the exercise.

Note: The coach should prepare the topic for conversation, in advance, with the volunteer facilitator. Possible topic: A genie has told you that you can trade places with anyone in the world for an hour. Who would you want to trade places with and for what reasons? There are other ideas under Tab 15, pages 69-71, of the 101 Workbook.

11:55 -12:30 Review - Listening Appreciatively

Lead_____ **Co-lead**_____

- Partners remain with their Conociendonos partners.
- In this section, the coach will share one or two stories to deepen participants' understanding of the importance of listening, as facilitators and participants, in a meeting, and to emphasize the need for facilitators to be aware of how differences in interpretations impact meetings. This session also highlights how people interpret differently what they hear and how this influences outcomes or results. Developing this awareness is important in assisting a group to remain focused on achieving a desired meeting result.
- Story One: (optional, depending on time) The coach reads the ads about the fire-breathing dragon (page 42 in handouts) and asks learning partners to discuss:
 - What did the people in the ads want?
 - What is the connection between the ads?

Lead listens for the point that both parties wanted the same thing – to get the dragon back to its owner. The coach notes that we often see the same thing differently, but if we can work through our different perceptions we often want the same things. As a facilitator, it is important to be aware that people may think they have differences when they don't. Listening appreciatively is a critical facilitator and co-facilitator skill.

The coach also reminds participants that they learned in RLF 101 that we have filters that cause people to hear different things when they listen. There are usually things we can agree on if we are willing to listen to each other and work through our differences.

- Story Two: The coach refers participants to the Alligator River Handout (page 43 of handouts). Coach reads the Alligator River Story. Participants are asked to rank the five characters in the story, using from one (1) for the character they like the most to five (5) for the character they dislike the most.
- The coach processes participants' reactions by asking each person how he/she ranked each character, demonstrating agreement and disagreement. Co-lead boards responses, using a pre-prepared chart. (See example chart, bottom of page 43 in handouts.)
- The coach divides participants into 2 (or 3) groups and assigns separate areas of the room to them. Coach asks each group to select a facilitator and reminds people to use their RLF skills in the following discussion. Before moving, the groups are given the following instructions for this discussion. Each group is to discuss: (board instructions)
 - The reasons people had for their choices.
 - What happened during your listening that caused you to rank the characters as you did?
 - How do our lenses (values, beliefs, experiences) affect us when we facilitate?
 - How have you seen these filters operate for you in your personal life?

- The coach then reconvenes everyone and leads a full group debrief, using the following questions:
 - What were your learnings about listening appreciatively?
 - How will you use these learnings as a meeting participant? As a facilitator? **Allow at least 20 minutes for the Alligator River part of this session.**
- The coach summarizes, stressing the following Learning Points.

Learning Points:

- *All people have values, beliefs, and experiences that become filters that cause them to hear the same things differently.*
- *Our values, beliefs, and experiences affect our ability to listen.*
- *As facilitators, we must practice listening and working to find points of agreement.*
- *Conflict results from differences in values, information, and experiences. When we have value differences, it is important to focus on goals/results – what we want to accomplish – and methods – how we can do something.*

Result: Participants have increased awareness of the importance of listening and of the things that affect our ability to listen.

12:30 -1:15 Lunch/Take Picture

- Coaches adjust schedule if needed.
- A group picture is taken with a digital camera.

1:15 - 1:40 Proposal-Based Decision-Making (PBDM) Overview

Note: Coaches may want to use a humorous story, with a point, (1) to put some energy and liveliness into the room, and (2) to segue to “let’s decide things together.”

Lead _____ **Co-lead** _____

Transition:

- After our great morning and the opportunity to refresh and deepen our learning of the cornerstone RLF skills, including APEing and “listen for,” we will now explore the skills for propelling our groups’ work toward results.
- Proposal-Based Decision-Making moves a meeting beyond Roberts Rules of Order and can help groups move to effective decisions that involve all participants in achieving the desired results for the meeting. PBDM is best introduced with groups that have been meeting and haven’t been able to achieve results or to groups that are committed to a series of meetings that will end with results.

Coach's Note: It is often necessary to briefly explain Roberts Rules of Order, emphasizing that when they are used, 51 percent of the people are all that is needed for a decision.

- PBDM is a two-part process: making proposals and making decisions on the proposals.
- This is a skill that will assist you as a participant and a facilitator.

(Coach Reference: Read *Getting to Yes*, Fisher and Ury, to build greater understanding of this tool.)

Lecturette Notes: What is Proposal-Based Decision-Making?

- Proposal-Based Decision-Making is used when you are facilitating a group, generally more than once, and trying to assist the group in reaching a decision on some question, issue, or action. PBDM requires time to be used effectively.
- Reference the Making Proposals handout (page 44 of handouts). Think of your meeting or meetings as a continuum of engagements moving through stages – Stage 1: Commentary (note that there is often whining in this stage); Stage 2: Sharing ideas and suggestions; and Stage 3: Making a proposal.
- The diagram positions making a proposal relative to stages experienced in a meeting or series of meetings. The axes represent action and specificity. Movement to the upper, right corner is movement toward specific action.
 - Commenting and whining are often non-contributory ways of speaking. Remaining in this mode will not move the group to making a decision.
 - With respect to decisions, sharing ideas and suggestions are moderately contributory, and generally necessary to the decision-making process. Remember, we often use the brainstorming technique practiced earlier today to help generate ideas and suggestions. However, brainstorming by itself won't move the group to making a decision. Remaining in this mode will not move the group to making a decision.
- The lead explains the parts of a proposal, using the Proposal-Based Decision-Making Process handout (page 45 of handouts) (pre-boarded).
- The coach reminds participants that the role of the facilitator is to remain neutral and to facilitate an appreciative listening environment in which everyone has the opportunity to hear and to be heard.

Learning Points:

- *As a facilitator, PBDM is a tool that you can use with your group to move conversations to decisions for action/results.*

- *Effective communications occur when participants make proposals and the group acts on them.*

Result: Participants understand the value to the group process of making a proposal and are ready to learn and practice the decision-making aspects of this skill.

1:40-3:15 PBDM Step 1: Proposal Development (Making Proposals)

Lead _____ Co-lead _____

- Lead transitions by saying to the group that they are ready to practice Proposal-Based Decision-Making. Refer again to the Proposal-Based Decision-Making handout (page 45 in handouts). Briefly review the steps again. Explain what is meant by “fluid and iterative” – sometimes it is appropriate and necessary to back up and re-do steps. For example, they may have to revisit explanations, or the brainstorming of ideas. Also emphasize that in the explaining proposals phase, advocating and arguing are discouraged. It is important to make this expectation clear in setting the ground rules. When proposals are explained, the focus is on listening to understand. During this step the group is encouraged to ask Effective Questions to clarify and understand ideas and perspectives. **This transition should take 15-20 minutes.**
- Next, explain that in the practice exercise they will do, they are preparing for a meeting in which their neighborhood organization will be asked to agree on finding a useful second use for paper cups. Prepare the group for the purpose of their initial small group meetings by distributing and briefly explaining the handout on page 46. (pre-board)
 - The City’s Public Works Department is offering a \$10,000 prize to the neighborhood organization that creates the best proposal for making use of paper cups that have become trash problems in the community.
 - It is helpful to explain the entire exercise to the group before breaking into small groups.
- Participants, who are all members of the same neighborhood organization, will begin by working in small groups. Each coach should pre-board the instructions and the PBDM Ground Rules (bottom of handout, page 45, for their small group to refer to. In their groups, they are to brainstorm ideas for a useful second use for paper cups, and then, as a group, agree on a proposal that will be shared with the full group for consideration. They should use the PBDM process on page 45 of the handouts through the step called “Clarifying Proposals”.
 - The groups are asked to think about how they will present their idea as a proposal. Remind them they are not to advocate but to explain their proposals. If small groups do not agree on one proposal and want to offer more than one, they may do so. This can be used to demonstrate how to move to one proposal later in the session.
- Explain that the large group will choose one proposal to take to the City.

- After each group has agreed on one or more proposals and have boarded it/them on an easel sheet, the small groups return to the larger group.
- Remind them they are working as one organization and this is not about competing. You may want to disperse the small group members so that participants sit as members of the larger group and are willing to give up some of their allegiance to their small groups.
- The coach (or a skilled participant volunteer) acts as facilitator for the next part of the activity. The coach models a PBDM facilitation by referring to the pre-boarded Background Statement.
 - The City's Public Works Department is offering a \$10,000 prize to the neighborhood organization that creates the best proposal for making use of paper cups that have become trash problem in the community. We have had several groups brainstorm ideas and we have several proposals to consider.

Effective Question: Does anyone want to make a proposal?

- Ask participants to model the Step 1 language: "We propose that _____." As proposals are made, they are posted for everyone to see.
- The coach, or volunteer, then demonstrates facilitating a review of each of the proposals:
 - Set the ground rules for the process. (Note that they are different from the Meeting Guidelines/Ground Rules.) Ask participants to:
 - Keep an open mind. (Be willing to consider all the ideas presented.)
 - Actively listen to each of the proposals.
 - Avoid advocating or arguing for your own judgments.
 - Ask questions that help to clarify proposals.
 - View differences of opinion as helpful. Coach should pre-board these ground rules.
 - Review each proposal by encouraging people who are not part of the presenting group to explore the proposals using Effective Questions/clarifying questions. The facilitator should encourage questions that will help to clarify the proposal rather than comments, opinions, judgments, or advocating.
 - The people making the proposals should write down the questions asked about their proposal, but should not respond to them.
 - The proposal-making groups then re-form and use the questions that were raised to strengthen their proposal. **25 minutes**
- Re-form as a full group. The coach leads a debrief by asking how the process is working for them, and welcoming questions about the process to this point. Close by telling the group that they will move to a final decision about this proposal tomorrow morning.

Result: Participants practice making proposals on a neutral issue and building on them, and are ready to learn the decision-making aspects of the skill.

3:15-3:30 Break

3:30-4:00 PBDM Step 2: Finding the Decision Everyone Can Go Along With (Building Consensus)

Lead _____ Co-lead _____

- The coach shares with the participants: In this country, the traditional method for decision-making is voting. PBDM is another way to make decisions. The coach can discuss some of the problems involved with majority-minority, win-lose decision-making, such as
 - The minority is likely to feel that their needs are not being met.
 - Members of the minority are not as likely to stay involved.
 - Needed information may not be brought forward.
 - A compromise plan, that may be the best plan, is not developed.
- Ask the group to work in pairs and read pages 88-92 (Tab 15) in the 101 Workbook on consensus-building. The pairs should discuss what consensus means and develop in their own words their definition of consensus.
- Re-form as a full group. The coach leads a brief discussion by asking, “What do you now understand consensus to mean?”
- The coach then says: “As we move through PBDM to making a decision, we are ‘listening for’ where the group has the most energy. We use the thumbs symbols to visually check where the energy in the group is.” (Tab 15, page 87)
- Emphasize that consensus is not unanimous agreement. Instead, consensus is saying, “I can live with and support this idea.”
- The lead explains that, after a proposal is presented and everyone has had the opportunity to explore it, the facilitator asks people to indicate whether they agree with the proposal by using their thumbs (or their fists).
 - Focus on the sideways or down thumbs. Ask: “What will bring you up or into agreement?” If they are not sure, the group asks Effective Questions to clarify their concerns and make suggestions to address these concerns.
 - Point out that this is done until everyone’s thumb is up or the group has decided they have enough support for the idea to move forward.
 - Lead notes that sometimes it is helpful at this point for the group to have paired discussions to see if points of disagreement are make-or-break issues.
- The coach explains “listening for” alignment and connection. Explain that it is important to discourage advocacy when proposals are being made and discussed.

- Alignment occurs when there is agreement. Connection occurs when people are not sure but don't disagree. (In the fist of five, this would be one or two fingers.)
 - Advocacy (arguing for your own judgments) sounds like: "What I think we should do is _____ (e.g., engage the residents in our area to work with the project in this way)." Groups may need coaching to avoid advocacy.
 - When advocacy occurs, the facilitator should name it. Say something like, "It sounds like you are advocating." Ask the person for a proposal or turn to the group and ask – "Does anyone have a proposal that can move us forward?"
(Note: Some participants may see this process as conflict. Draw attention back to the dynamic of moving from ideas to agreement by asking, "What would help you to be able to support this proposal?")
- Lead closes this section by saying that the group will have the opportunity tomorrow to use this method to make a decision about the cups proposals.

Learning Points:

- *Consensus is one of many ways to manage relationships, reach decisions, and take action to achieve results.*
- *The facilitator's role is to keep the group focused on making proposals and clarifying their understanding of the proposals being made so that participants can make choices.*

Result: Participants have learned a PBDM technique for moving the group forward in order to get a result.

4:00-4:30 Wrap-up and Homework

Lead_____ (with volunteer) **Co-lead**_____

- Lead (or a volunteer) asks people to quietly reflect on insights or learnings from today. Insights are boarded by a volunteer co-facilitator.
- Lead asks the group to, as homework, practice something that we talked about today.
- Announce that we will have an 8:30 start time. Breakfast will be served at 8:00.
- Announce that tomorrow we will practice all that we learned today, and ask people to review the materials.
- Any participants who have not completed the pre-work should be asked to take the time to do so (pages 37 and 38 of handouts). This will be critical to managing time on Day Two.
- Announce that coaches will be available for anyone needing help with any of today's concepts, since tomorrow will be a heavy practice day.

4:30 Adjourn

DAY TWO

7:30

- Room is set up
- Coaches board as necessary, and set up breakout space for practice sessions.
- Agenda for the day is boarded.

7:45

Coaching of participants as requested

8:00

Breakfast

8:30-8:45

Reflections, Review of Learning Points from Day One, Agenda for Today

Lead_____ (with volunteer) Co-lead_____

- The coach brings up the volunteer facilitator to lead this piece.
- The volunteer facilitates a review of reflections and learning points from the previous day. The co-lead boards responses.
- The volunteer facilitator asks: “What did you practice, think about, or reflect on from yesterday’s experiences?” The co-lead records responses.
- The coach reviews the Agenda for Day Two and reminds participants to sign up for any unfilled volunteer opportunities.

8:45-9:00

Conociendonos

Lead_____ (with volunteer) Co-lead_____

- A volunteer facilitator leads this Conociendonos.
- The coach should help the volunteer prepare ahead of time by assisting them in selecting a question, boarding it, and initiating the exercise.

9:00-9:30

PBDM Step 3: Making the Decision (Choosing a Proposal)

Lead_____ Co-lead_____

- The coaches identify from yesterday’s work a participant who has a high comfort level with the proposal-making process. This volunteer will facilitate the next segment. A co-facilitator should also be selected. Note: The coaching team may decide that a coach should facilitate this section.
- The proposals from the Day One work should be posted at the front of the room. Lead tells the participants that they are now members of the neighborhood association and asks them to have no special allegiance to the proposal(s) that was developed by their small group on Day One.
- The volunteer facilitator facilitates the group in making a decision on which proposal for the second use of paper cups should be sent to the City. The facilitation should begin at the PBDM step of Clarifying Proposals (handout page 45) and move through the remaining steps, using the thumbs process to test the energy and make the final decision.

- The coach asks the group how the PBDM process is different from their experiences in reaching decisions.

Coach’s Note:

- Participants may want to know what happens when there is major opposition to a proposal. In most cases groups will achieve consensus. However, when a member of the group says, “I can’t go along with this decision,” the group must decide what to do.
- Ask the group to suggest possible choices. Choices may include:
 - Get an understanding of why the proposal is not acceptable.
 - Ask: “What could bring you into agreement?”
 - Discuss the proposals further, making amendments or perhaps a new proposal.
 - Agree to get more information and continue the discussion later.
 - Take a break.
 - Break the proposal into smaller parts and work on the parts where there continues to be disagreement.
 - Engage a mediator for a later session.
 - Accept the objection as a veto because the decision is too important not to have everyone on board, i.e., willing to accept and live with the decision.
- Applause for the volunteer facilitator and co-facilitator.
- Lead asks the volunteers to reflect on their experience, with a focus on what they learned from the experience.

Learning Point:

- *Use of the PBDM process leads to decisions that all participants were involved in making and that all can live with.*

Result: Participants are clear on the use of making decisions with the thumbs process and “listening for” in the decision-making process.

9:30-9:45 Learnings From PBDM to Transfer to the Upcoming Practice

Lead_____ **Co-lead**_____

- Coach asks the group for some learnings they will remember as they put PBDM to use in the next practice situation, as well as in future meetings. Coach also asks what parts of the PBDM process they are comfortable with, and whether there are parts that they are not clear about.

9:45-10:30 PBDM: Practice

Lead_____ **Co-lead**_____

- This activity should be simple and lighthearted. Its purpose is to serve as a review and to allow participants to practice proposal making, clarifying proposals and making decisions using the PBDM process.

- Divide into two groups. Each group will have a topic that requires the use of PBDM. Participants are to role-play members of the group/family described below. (pre-board)

Topic: A group/family is trying to decide what kind of car or vehicle to buy.

Details:

- Group/family of 5
- Used for getting to work, school, and family activities
- Saved for 1 year to purchase the perfect vehicle
- Need to comfortably seat people ranging in age from 3 to 75 years old

Or

Topic: A group/family is trying to decide where to go on vacation.

Details:

- Group/family of 5
- Enjoys hot and cold climates
- Saved for 1 year for the trip
- The family age range is 3 to 75

- Each group should choose a facilitator and co-facilitator to start. The groups are to follow the PBDM decision-making process described on the handout on page 45.
- The small group sessions will move through as much of the PBDM process as they can in the allotted time, changing volunteer facilitators after **4-5 minutes**. The groups will debrief after each rotation for **2-3 minutes** about how the process is going.
- The debrief should allow the facilitator pairs to offer each other feedback for **one minute**.
- The groups are then encouraged to reflect on the facilitation skills practiced – from APEing to EQ to PBDM. The coach offers any coaching notes, particularly on the PBDM skills.
- Coaches debrief the module in the small groups by discussing lessons learned, what worked well, and what participants still may be uncomfortable with in facilitating or using PBDM.

10:30-10:45 PBDM: Debrief the PBDM Module

Lead _____ **Co-lead** _____

- The total group is reconvened and asked for insights on what skill worked well for them in the PBDM segment, and what they would like to try next time. Listen for their reflections and board responses.

Learning Points:

- *A proposal is powerful when it is clear, specific and builds on the elements of other people's proposals.*

- *Consensus is agreement that everyone can live with the proposal and support the group's decision.*
- *Proposal making helps to effectively move groups to decisions.*

Result: Participants are knowledgeable about PBDM as a tool to aid groups to achieve decisions/results.

10:45-11:00 Break

11:00-11:20 Introduction to Group Process and Group Development

Lead _____ Board/Back-up _____

- Coach refers to handout on group process (page 47 in handouts)
- Coach notes that understanding group process supports all the aspects of facilitating a successful meeting that participants have learned in RLF 101 and 201.
- Lecturette on group process:
 - Group process focuses on the interactions of the group. It includes the communication between the facilitator and the meeting participants, the communication among the meeting participants, and how the facilitator moves the participants along to achieve the meeting result.
 - A simple way to think about group process is diagrammed in the handout. We know we want to have a certain outcome or meeting result. Then, to achieve that result we have identified and applied certain resources or inputs.
 - At the heart of the meeting is the third R – relationships – and the interaction of the participants.
 - Every meeting is different because the interactions are different. But there are things we can do to be as prepared as possible to aid participants to manage group development.

Result: Participants have become aware of the need to focus on both the task and the process.

11:20-11:45 Introduction to the Stages of Group Development

Lead _____ Co-lead _____

- Lead gives a brief lecturette, using the handout “Stages of Group Development” (page 49 in handouts) and noting that these are characteristics to look for in the various stages as your group seeks to achieve results. Most groups will re-cycle through these phases, just as families do.
- Lead asks participants to pair up, and discuss with their partner an upcoming meeting that they have, using the Stages of Group Development to identify:
 - The stage that the group is in presently.

- What behaviors/actions they have observed that aid them to identify the stage the group is in?
- How they will continue to use this information on group process and group development in their growth as facilitators and as meeting participants to assist the group to move to the next stage?
- Debrief ideas/perceptions from the pairs, as time allows.

Learning Point:

- *It is helpful when preparing for a facilitation to be aware of group process and stages of group development so that you can better assist the group to achieve results.*

Result: Participants are aware of the need to focus on interactions of the group in order to be a more effective facilitator.

11:45-12:00 Debrief

Lead _____ **Co-lead** _____

- Coach asks: “As a facilitator or meeting participant, how will you implement your learnings about group process/dynamics in an upcoming meeting?” Co-lead boards responses.

12:00-12:45 Lunch

12:45-1:30 Practice! Group Process: Role Play

Lead _____ **Co-lead** _____ (with volunteer)

- The coach distributes the handout, Scenario for Practicing Proposal-Based Decision-Making, and reads the scenario (page 50 in handouts). (Coach’s note: Focus on the issues, not on the characters.) The coach places the following character-roles in a hat or basket for selection by participants:

Facilitator

Co-facilitator

Member of the Pastoral Alliance who has been working with youth who have organized other youth

Parent of a high school youngster who has been mugged

Owner of a candy shop where youth come before and during school

Parent of a 10-year-old child who has a learning challenge

City Council member (white) who represents a predominantly Latino/Black constituency; has relationship with president of the local merchant’s association

President of the local merchant's association; has relationship with council member

Young adult who has organized teens to speak to other teens about safety issues, working closely with the Pastoral Alliance

Parent who heads PTA at local middle school; skeptical of local politicians

Head of the Latino/Haitian Refugee Center; many immigrants have been mugged, but can't speak out because they are here illegally.

Process observers (2)

- The coach explains that we are going to engage in a role play to practice facilitation, co-facilitation, and using knowledge of group process to assist a group to move toward decisions.
- Participants are asked to read the scenario and to focus on the issues.
- Facilitators, role players, and process observers are given **15 minutes** to think about their roles. Use the set of questions on page 51 of the handouts to assist their thinking. The tendency often is for people to go to their worst behavior as they do this role play. It is important to ask people to use the RLF skills they have learned to try to come to agreement!
- One coach meets with the process observers to be sure they understand what they are to observe and record. Another meets with the facilitator and co-facilitator. The third meets with the meeting participants as they think about how to play their roles.
- Participants are asked to fold their name tents inside out and put their character on their name tents. To make the group aware of the character that each is assigned, the coach asks each participant what character they are playing. Process observers should sit outside of the meeting circle where they have a clear view of the facilitators and role players. Facilitators and participants are to assume that the group has done introductions and an icebreaker
- Remind people to stay in their assigned character role, i.e., parent, volunteer, etc., during the role play.
- Role play for **10 minutes**
- Debrief
 - Coach encourages observations on use of facilitator skills – staying neutral, APEing, EQ, etc.
 - Process observers share the group dynamics they observed.
 - Coach asks the group what challenges or opportunities these dynamics create and what skills and knowledge were used or could have been used to assist the group to move forward.

- What did the group do effectively that assisted them to accomplish the task? Volunteer boards responses.

Coach’s Note:

- If time allows a second round, have the facilitator/co-facilitator switch roles and the process observers switch with role players and continue with the role play from the point where the previous role play ceased. After the end of **10 minutes**, repeat the debrief.

Learning Point:

- *Successful facilitators and meeting participants use many skills learned in this **workshop** and in **RLF 101** to assist meeting participants to come to decisions and achieve results.*

1:30-1:40 Break

1:40-2:30 Preparing and Sharing Meeting Designs

Lead_____ Co-lead_____

- The coach reviews the 3 R’s summary sheet from the 101 Workbook (Tab 11, Page 38) that helps facilitators prepare for a meeting. The review should emphasize being clear about your result, your background statement, and the Effective Question you will use to begin the facilitation, and testing whether the Effective Question will lead the discussion toward the result.
- Participants work first as individuals. They are asked to develop a meeting design for an upcoming meeting. Suggest that it be the meeting they wrote about in their Pre-work. Board instructions.
 - First, think about the stage of group development that this group is in.
 - Next, write on a piece of paper, the background statement for the meeting, the first Result wanted from the meeting, and the Effective Question they would use to begin the dialogue.
 - Then, create an Agenda, using the outline in Tab 12, page 49, of the 101 Workbook.
 - Identify a facilitation skill they will be especially careful to keep in mind when facilitating this meeting.
- Coaches roam the room providing assistance on developing the meeting design.
- Ask the group to find partners.
- After each member of the pair has completed the above tasks, participants work in pairs as facilitators/co-facilitators. They share their meeting design, and use Effective Questions to assist each other to strengthen their plan.
- They agree on the result(s) for the meeting, what to “listen for” when charting, and how they expect the meeting to flow, i.e., what will come first, second, etc. (agenda).

- Reconvene and ask for insights or learnings from the above activity. How did thinking about the stage of group development the group is in affect your meeting design?

Result: Participants are clear about how to develop a meeting design.

Learning Point:

- *It is important to prepare carefully with a co-facilitator when planning a meeting.*

2:30-3:30 Practicing Facilitation Skills

Lead_____ **Co-lead**_____

- Coach asks everyone to read the handout “Credit, Credit, Credit?????” (page 53 in handouts)
- Staying with the same partner, they plan how they will facilitate/co-facilitate a meeting that will address the concerns described in this handout. Remind them that they should introduce themselves and explain their role. **15 minutes**
- Coach divides the group into two small groups.
- Before beginning, remind the group to use their RLF skills.
- Volunteer pairs facilitate/co-facilitate for **5 minutes**, first assigning roles to the participants.
- Facilitator and co-facilitator sit in front of the group and debrief the experience – what did they do well in the facilitation? What did they do well in their preparation? What learnings will they take away from the experience?
- Participants offer feedback, in role.
- Coaches offer feedback and coaching.
- Coach asks participants to identify the skills they saw the facilitator and co-facilitator use.

3:30-3:45 Full Group Debrief

Lead_____ **Co-lead**_____ (with volunteer)

3:45-3:55 Next Steps

- Local host shares how RLF skills may be used in local community events and in other upcoming opportunities.

3:55-4:05 Wrap up

Lead_____ **Co-lead**_____

- Coach reviews if workshop desires were met, referring to desired learnings recorded on Day One.
- Coach reviews the Learning Points
- Coach asks people if they were conscious of using the guideline they noted yesterday morning on their name tent.

- Coach asks how people are feeling about the two days – one word description.

4:05-4:15 **Written Evaluation and Graduation**

Lead_____ **Co-lead**_____

4:15 **Adjourn**

Coach's Summary Agenda & Assignments

DAY ONE

Time	Task	Lead	Back up
9:00	Welcome & Purpose Introductions Results		
9:30	Agenda and Guidelines		
9:35	PIT		
10:00	Introduction to Review of 101 and Role of Facilitator		
10:30	BREAK		
10:40	Review APEing Skills		
11:10	Review Effective Questions		
11:40	Conociendonos		
11:55	Review Listening Appreciatively		
12:30	LUNCH		
1:15	PBDM: Overview		
1:40	PBDM Step 1: Making Proposals		
3:15	BREAK		
3:30	PBDM Step 2: Building Consensus		
4:00	Wrap-up & Homework		
4:30	Adjourn		

DAY TWO

Time	Task	Lead	Back-up
7:45	Coaching on Request		
8:30	Reflections on Day 1		
8:45	Conociendonos		
9:00	PBDM: Step 3: Making the Decision		
9:30	PBDM Learnings: Preparing To Practice		
9:45	PBDM: Practice		
10:30	Debrief PBDM		
10:45	BREAK		
11:00	Introduction to Group Process and Group Development		
11:20	Introduction to the Stages of Group Development		
11:45	Debrief		
12:00	LUNCH		
12:45	Practice! Role Play on Group Process		
1:30	BREAK		
1:40	Preparing Meeting Designs		
2:30	Practicing Facilitation Skills		
3:30	Full Group Debrief		
3:45	Next Steps		
3:55	Wrap-up		
4:05	Written Evaluation		
4:10	Graduation		

Handouts for 201

Public Agenda

Pre-Work Assignment

Volunteer Opportunities (For Posting)

Purposes

Results

Tools/Hook-ups

Brainstorming

Listening for APE-ing: Process Observation Form

Lost and Found Ads: The Fire Breathing Dragon

Alligator River

Making Proposals

Proposal-Based Decision-Making Process

Making Proposals Practice Activity

Stages of Group Development

Scenario for Practicing PBDM

Preparation for Role Playing

Credit, Credit, Credit????

PBDM Role Play: Process Observation Form

Evaluation

RLF 201 PURPOSES

Resident Leadership & Facilitation (RLF) 201 was developed to meet several compelling purposes:

- To refresh, reinforce, and deepen participants' understanding of skills and knowledge presented in the RLF 101 workshop
- To respond to requests and comments from RLF 101 graduates that, as they facilitated and became more active in their community, they encountered the need for additional skills and knowledge that would enable them to be more effective and meet increasingly complex challenges
- To support the continuing development of a core group of resident leaders who are able to use additional skills not presented in RLF 101
- To support a network of resident facilitators who support each other and foster growth among the members of the network

RLF 201 RESULTS

By the end of the Resident Leadership & Facilitation (RLF) 201, participants will be able to:

- Prepare for and deliver an effectively facilitated meeting. For example, they will articulate reasonable results, identify resources and relationships needed to achieve the results, and listen for responses in meetings that support the meeting results
- Use Effective Questions to support meeting design and facilitation
- Use pre-meetings to create effective agendas
- Identify personal challenges to mastering facilitation, as well as skills and tools that will assist them to address these challenges
- Engage in proposal-based decision-making
- Identify the stages of group development
- Maintain the neutral facilitator role
- Connect with colleagues and deepen the relationships that support creating a local network of support
- Serve in the co-facilitator role as a support to a facilitator
- Use “RLF skills” to be an effective meeting participant

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

*Los Conociendonos

*Guidelines for Working
Together

Resident Leadership Facilitation 201 Public Agenda

Day One Agenda

Time	Task	Notes
8:00	Breakfast <ul style="list-style-type: none"> ▪ Sign up to volunteer as facilitators and co-facilitators at various points over the two-day workshop. 	
9:00	Welcome and Purpose <ul style="list-style-type: none"> ▪ Local host welcomes participants ▪ Coach reviews 201 purposes 	
9:10	Introductions & Meeting Results <ul style="list-style-type: none"> ▪ Activity: Each person introduces himself/herself and shares one thing he/she would like to learn in the two days 	Volunteer co-facilitator opportunity
9:30	Review Agenda and Results Agree on Guidelines for Working Together <i>Result: Participants are focused on the work and energized.</i>	
9:35	Checking-in With Each Other: PIT <i>Result: Participants are introduced to the skill of readying themselves to work together.</i>	PIT is an abbreviation for Personal, Interpersonal, and Task
10:00	Introduction to Review of 101 Basic Principles <i>Result: Participants are ready to review and practice basic facilitation skills.</i>	
10:10	Review: Role of the Facilitator <i>Result: Participants review the role of a facilitator, the difference between facilitating and chairing, and practice the brainstorming technique.</i>	Volunteer co-facilitator opportunity
10:30	BREAK	
10:40	Review: APEing Skills Results: <i>Participants expand the concept of “listening for” to include behaviors.</i>	

Time	Task	Notes
	<i>Participants practice giving feedback. Participants become aware of group process.</i>	
11:10	Review: Effective Questions Result: <i>Participants become more comfortable with using Effective Questions technique.</i>	
11:40	Conociendonos	Volunteer facilitator opportunity
11:55	Review: Listening Appreciatively Result: <i>Participants have increased awareness of the importance of listening and of the things that affect our ability to listen.</i>	
12:30	Lunch	Group Picture
1:15	Proposal-Based Decision-Making (PBDM) Overview Results: <i>Participants understand the value to the group process of making proposals and are ready to learn the decision-making aspect of this skill.</i>	
1:40	PBDM Step 1: Making Proposals Results: <i>Participants have practiced making proposals and building on them and are ready to learn the decision-making aspects of this skill.</i>	
3:15	BREAK	
3:30	PBDM Step 2: Building Consensus Result: <i>Participants have learned a PBDM technique for decision-making.</i>	
4:00	Reflections, Wrap-up, and Homework	
4:30	Adjourn	

Resident Leadership Facilitation 201 Public Agenda

Day Two Agenda

Time	Task	Notes
7:45	Coaching available as requested	
8:00	Breakfast	
8:30	Reflections and Review of Learning Points from Day One	Volunteer facilitator opportunity
8:45	Conociendonos	Volunteer facilitator opportunity
9:00	PBDM Step 3: Choosing A Proposal <i>Result: Participants are clear on use of the thumbs technique and “listening for” in the decision-making process.</i>	
9:30	Preparing To Practice	
9:45	PBDM: Practice <i>Result: Participants have practiced getting ideas on the table, making proposals, developing consensus, and choosing a proposal.</i>	
10:30	PBDM: Debrief <i>Result: Participants are able to use PBDM as facilitators and participants.</i>	
10:45	Break	
11:00	Introduction to Group Process and Group Development <i>Result: Participants become aware of the need to focus on both the task and the process.</i>	
11:20	Introduction to the Stages of Group Development <i>Result: Participants are aware of the need to focus on the interactions of the group in order to be a more effective facilitator.</i>	
11:45	Debrief	

Time	Task	Notes
12:00	Lunch	
12:45	<p>Practice! Group Process Role Play</p> <p>Result: <i>Participants have practiced identifying group processes that emerge in meetings and have become familiar with facilitation techniques that can be used to refocus the group.</i></p>	
1:30	BREAK	
1:40	<p>Preparing and Sharing Meeting Designs</p> <p>Result: <i>Participants are clear about their meeting design and are prepared to facilitate with their co-facilitator.</i></p>	
2:30	<p>Practicing Facilitation Skills</p> <p>Result: <i>Participants have practiced advanced facilitation and co-facilitation RLF 201 skills.</i></p>	
3:30	Full Group Debrief	
3:45	Next Steps	
3:55	Wrap-up	
4:05	Written Evaluation	
4:10	Graduation	
4:15	Adjourn	

PREWORK

RESIDENT LEADERSHIP FACILITATION 201

The Facilitation Journey to Date

1. Where have you facilitated or used RLF 101 skills? If you facilitated, what was the result of the meeting?
2. What skills came easiest?
3. What skills have been the most beneficial?
4. What skills have been the most challenging?
5. Did you have a co-facilitator? What was the result of your relationship with your co-facilitator?

PREWORK

RESIDENT LEADERSHIP FACILITATION 201

Preparing for Your Next Meeting

1. When is your next meeting? Who have you asked to serve as your co-facilitator?
2. What are the desired results?
3. Who will attend the meeting?
4. What are their relationships?
5. What resources are available to you and the participants in the meeting?
6. What do you want to learn/practice during the RLF 201 training?

**Volunteer Opportunities
(Board and Post)**

Day One

Section	Facilitator	Co-facilitator
Meeting Results		XXX
Role of Facilitator		XXX
Conociendonos	XXX	
APEing	XXX	XXX
Reflections	XXX	

Day Two

Section	Facilitator	Co-facilitator
Reflections	XXX	
Conociendonos	XXX	
Role Play		XXX

Brainstorming

Brainstorming contributes to greater creativity, better solutions, and commitment of members to the decision of the group.

Facilitators use brainstorming to encourage the group to generate as many ideas as possible.

During brainstorming ALL ideas are accepted. Ideas are not judged or evaluated.

The goal is quantity, not quality. The evaluation of ideas is done later.

Rules of Brainstorming

1. Ask the group to take a moment and think about their ideas.
2. Announce that there will be no criticizing or judging of ideas during the brainstorming. There will be time for that later.
3. Encourage everyone to participate.
4. Don't be afraid to produce wild ideas and to have fun.
5. Always use a flip-chart to capture everyone's ideas and display them throughout the process to stimulate everyone's thinking.

Listening for APEing: Process Observation Form

APEing is a technique that helps us listen appreciatively and manage our own hot buttons:

Acknowledge:	Body Language
Paraphrase:	Empathetic Responses
Explore:	Open-ended, Inquisitive Questions

“**Listening For**” refers to hearing and observing behavior. Good facilitators focus on hearing and observing how things are communicated and what is happening in the meeting.

Listen for and observe the behaviors of the facilitator that demonstrate that he or she is using the APEing technique:

Body Language: What did you notice about the posture of the facilitator/co-facilitator?

Eye contact: How did the facilitator and co-facilitator use eye contact?

Tone of voice and inflection: How did the tone of the facilitator’s voice support the work being done?

Gestures: Which movements helped or distracted from the facilitator’s work with the group?

Questions: What did the facilitator ask that helped to move the conversation forward?

LOST AND FOUND ADS

The Fire-Breathing Dragon

LOST

A wizard's loving pet
Rather longish
Somewhat scaly
May be hungry or upset
Please feed daily

P.S. Reward

FOUND

A dragon
Breathing fire
Flails his scaly tail in ire
Would eat twenty large meals daily
if we let him
Please
Come and get him

P.S. No reward necessary

Taken from: Something New Begins by Julian Moore

The Alligator River

Once upon a time there was a woman named Abigail who was in love with a man named Gregory. Gregory lived on the shore of a river. Abigail lived on the opposite shore of the river. The river that separated the two houses was teeming with man-eating alligators. Abigail wanted to cross the river to be with Gregory. Unfortunately, the bridge had been washed out. So she went to Sinbad, a river boat captain, to take her across. He said he would be glad to take her across if she would consent to go to bed with him preceding the voyage. She promptly refused and went to a friend named Ivan to explain her plight. Ivan did not want to become involved at all in the situation. Abigail felt her only alternative was to accept Sinbad's terms. Sinbad fulfilled his promise to Abigail and delivered her into the arms of Gregory.

When she told Gregory about her amorous escapade in order to cross the river, Gregory cast her aside with disdain. Heartsick and dejected, Abigail turned to Slug with her tale of woe. Slug, feeling compassion for Abigail, sought out Gregory and beat him brutally. Abigail was overjoyed at the sight of Gregory getting his due. As the sun sets on the horizon, we hear Abigail laughing at Gregory.

Instructions:

Rank the five characters, starting with the one you like the most (1) and ranking them down to the one you dislike the most (5). (Time limit is five minutes)

LIKE THE MOST 1.

2.

3.

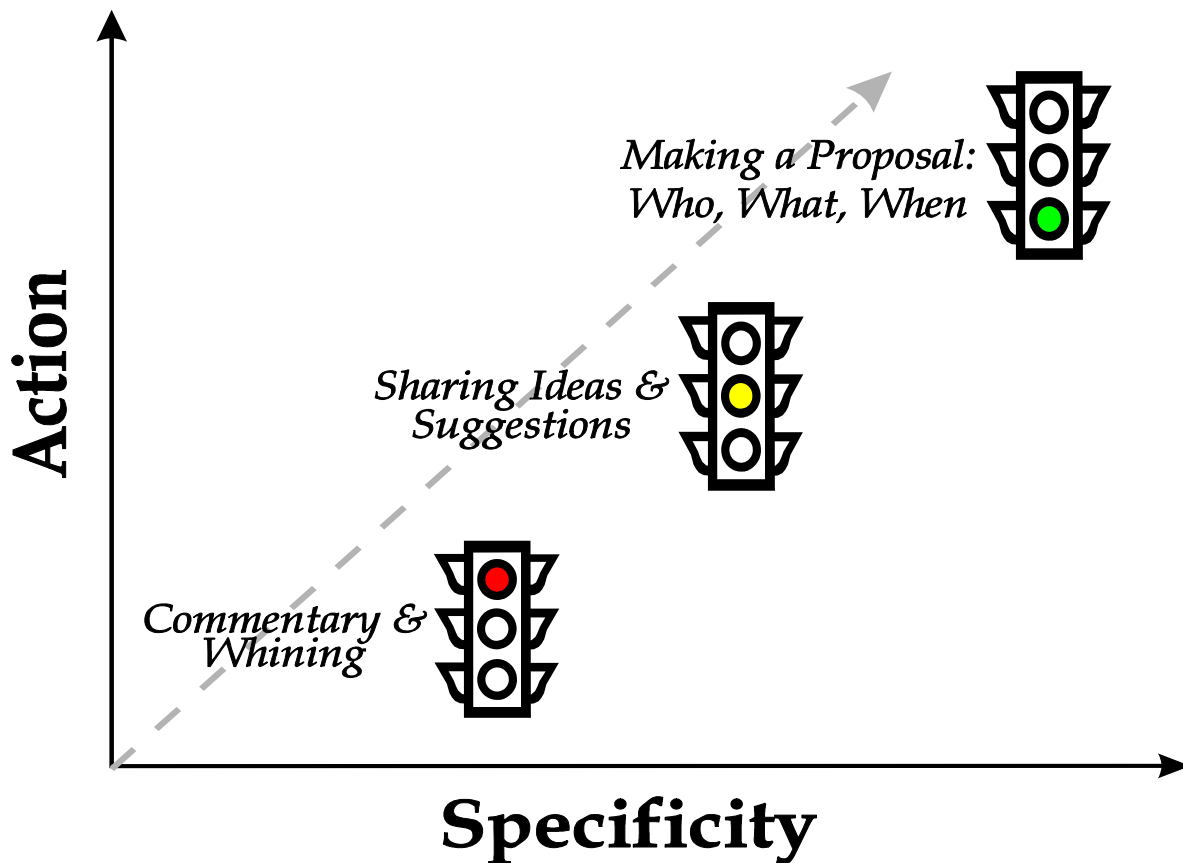
4.

DISLIKE MOST 5.

Characters	1	2	3	4	5
Abigail					
Gregory					
Ivan					
Sinbad					
Slug					

MAKING PROPOSALS

- ✓ *A proposal is an action statement that constructively moves a group toward a result.*
- ✓ *A proposal is powerful when it is clear, specific, and builds on the elements of other people's proposals.*



Effective communications occur when people make proposals and the group acts on them.

PROPOSAL-BASED DECISION-MAKING PROCESS

Remember, there are two steps in the process:

<i>PBDM Step 1:</i>	<i>Proposal Development (Making proposals)</i>
<i>PBDM Step 2:</i>	<i>Moving to a Proposal (Finding the decision everyone can go along with) (Building consensus) (Finalizing the decision)</i>

The process for moving through the two steps is fluid and iterative:

Set ground rules	for working together
Brainstorm	to get everyone's ideas
Consolidate/Eliminate	to narrow the focus
Make proposals	for moving forward
Emphasize ground rules	for listening to proposals
Explain proposals	to clarify and understand
Clarifying questions	to further understanding
Test the energy	to see if agreement exists
Consider amendments	to build on proposals
Test the energy	to see if agreement exists
Decide	on a proposal for action

The ground rules for working together and for listening to proposals:

- Keep an open mind. (Be willing to consider all the ideas presented.)
- Actively listen to each of the proposals.
- Avoid advocating or arguing for your own judgments.
- Ask questions that help to clarify proposals.
- View differences of opinion as helpful.

Courtesy of Clara H. Axam, Clarification & Mediation, Inc.

MAKING PROPOSALS PRACTICE ACTIVITY

The City's Public Works Department is offering a \$10,000 prize to the neighborhood organization that creates the best proposal for making use of paper cups that have become trash problems in the community.

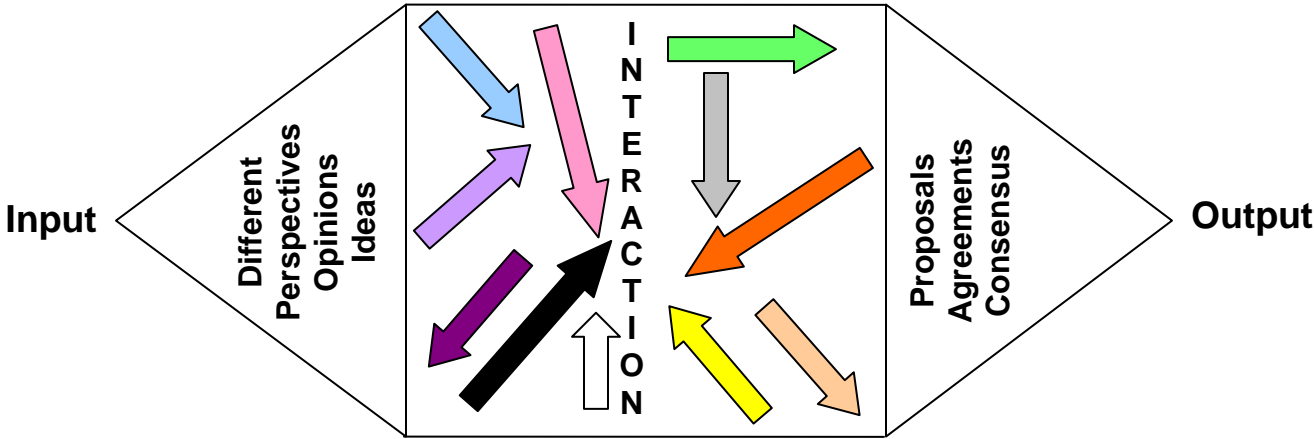
GROUP PROCESS

- Group Process refers to how members of a group work to get things done.
- In a meeting, we know *what* we want to achieve. Group Process is about *how* the group does it.

RESOURCES

RELATIONSHIPS

RESULTS

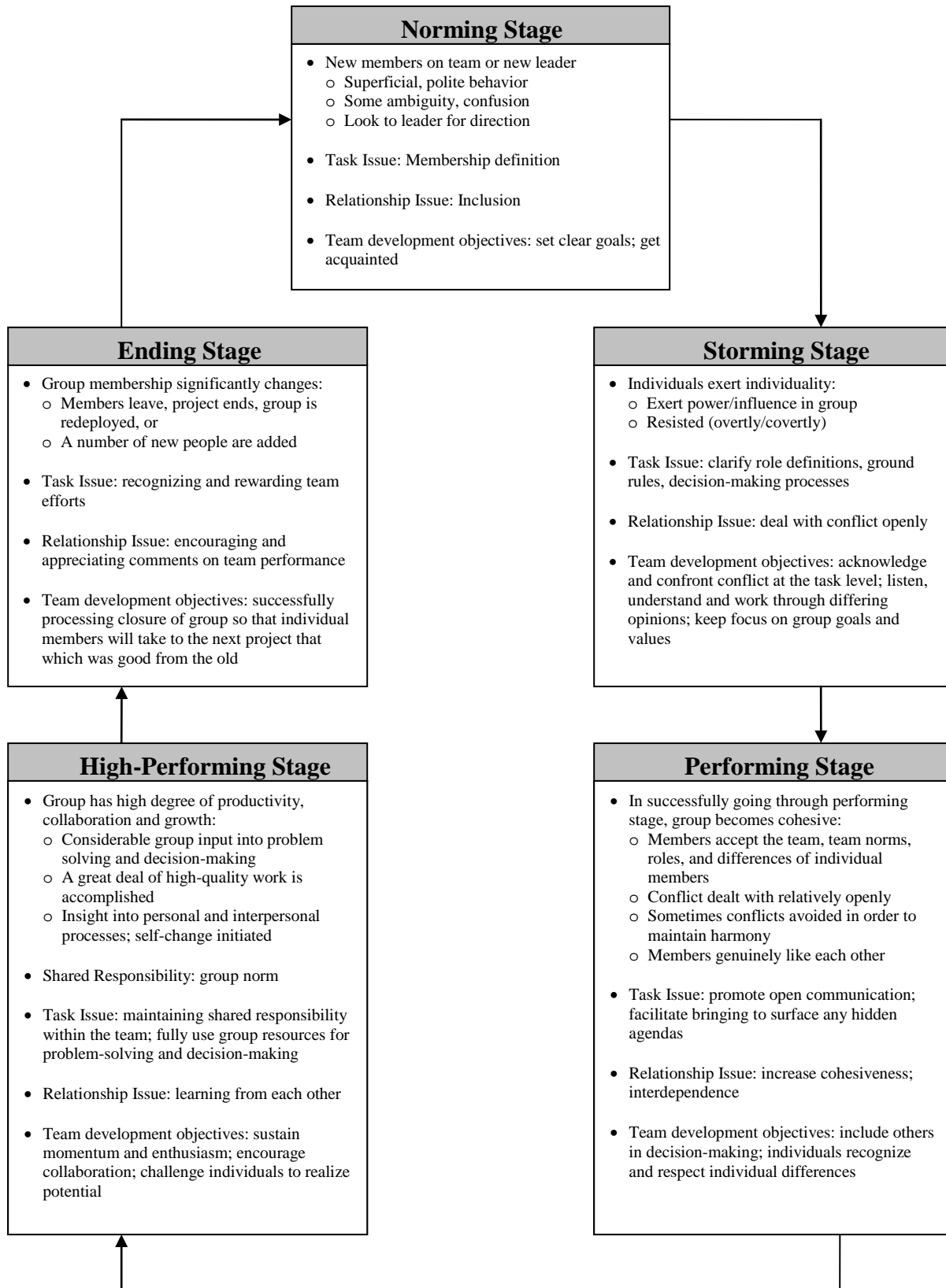


Courtesy of Clara H. Axam, Clarification & Mediation, Inc.

Using Facilitation Skills to Enhance Group Functioning

Low participation	Encourage the quiet members to participate by asking for their input or by saying to the group that you'd like to hear from those who have not spoken.
Restlessness Horseplay	Acknowledge the restlessness and suggest a break.
Sluggish participation	Encourage group participation by brainstorming or calling for small group discussions and report outs.
Tension between one or two participants	Use APEing skills to assure both parties that they have been heard. Then ask who else has an opinion or idea. Ask if there are other issues that need to be discussed.
Poor follow through with assignments	Make assignments to teams instead of to individuals and have a report back system.
Distracted from focus	Suggest that the group spend a few minutes exploring what is getting in the way of staying on task or blocking the group work. Facilitate a conversation to generate ideas or proposals to address the block. Ask Effective Questions.

STAGES OF GROUP DEVELOPMENT



Scenario for Practicing Proposal-Based Decision-Making

Learning Objective: To provide an opportunity to practice RLF skills, including facilitating consensus, at a mock neighborhood collaborative meeting.

The Situation:

The *Strong Families Collaborative* in the J. F. Kennedy Neighborhood has been working to generate ideas and priorities for improving the neighborhood. The Collaborative, a coalition of community residents, community-based organizations, and businesses in the neighborhood, has had two recent meetings to explore what it can do to improve safety in the neighborhood. The safety issue was initially brought up by a small group of parent leaders from local schools who are worried about the safety of their children. There have been repeated incidents of drugs being sold in the streets surrounding the schools. People are reporting that they have been harassed and mugged and cars have been broken into. These incidents don't happen a lot, but enough to make people feel scared.

The Precipitating Event (Why is this meeting being held?):

At their second meeting, the group developed several possible actions that the Collaborative could take to help improve community safety in the neighborhood. There were some tensions that surfaced around race, culture, and power, and differing ideas about the problems and how to solve them. By the end of the meeting, the list of possible actions had been narrowed down to the following four:

- Organize a public forum that could bring more visibility to the issue and hopefully recruit a diverse group of residents to get involved on this issue;
- Organize a meeting with city and school officials to make a series of demands, including a need for more culturally competent police officers to be assigned to patrol the neighborhood;
- Create a neighborhood “night out” program that will mobilize residents to reclaim the safety of their neighborhood;
- Establish a “great ideas” small grant program to fund community proposals to promote neighborhood safety.

The Issue:

This is the third meeting of the Collaborative on this particular issue. At today's meeting, the group will consider the options proposed at the last meeting and agree on what action the Collaborative will take first to work toward the goal of improving safety in the neighborhood.

PREPARATION FOR ROLE PLAYING

As RLF participants prepare for role playing in an RLF 101 or 201 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?**
- **How important is this meeting to you and your constituency?**

Coach's Handout

Roles for Practicing Proposal-Based Decision-Making

Member of the Pastoral Alliance who has been working with youth who have organized other youth

Parent of a high school youngster who has been mugged

Owner of a candy shop where youth come before and during school

Parent of a 10-year-old child who has a learning challenge

City Council member (white) who represents a predominantly Latino/Black constituency; has relationship with president of the local merchants association

President of the local merchants association; has relationship with council member

Young adult who has organized teens to speak to other teens about safety issues, working closely with the Pastoral Alliance

Parent who heads the PTA at the local middle school; skeptical of local politicians

Head of the Latino/Haitian Refugee Center; many immigrants have been mugged, but can't speak out because they are here illegally.

Process observers (2)

LEADERSHIP DILEMMAS

CREDIT, CREDIT, CREDIT, WHO GETS THE CREDIT????!?!?!?!?

A group of organizations has formed a collaborative to work on several different approaches to development of youth leadership. The collaborative has recently been approached by the local newspaper, *The Star Press*, regarding the development of a major human-interest story showcasing the impact of this collective work on the area's young people. Two of the four organizations --- Youth in Action and Kid's House are viewed as community institutions --- having worked effectively in the community for more than 20 years. The other two organizations --- Rites of Passage and Boys in the Hood --- are new organizations and have lesser-known leadership and track records. The reporter from the newspaper has interviewed only the directors from Youth in Action and Kid's House. The two other organizations have been virtually ignored by the reporter.

Additionally, though the article is to focus on the overall effort of the collaborative, the reporter is particularly intrigued with the recent creation of a kid's credit union. The idea and development of the kid's credit union came from the newer two organizations. So far, it does not look as though the newer organizations will be acknowledged for their work in the article. The reporter's nearly exclusive focus on the two older organizations as the "key leadership" of the collaborative is threatening the cohesiveness of the collaboration. Now each of the collaborative organizations is concerned about how credit will be shared for the work done by the collaborative.

Instructions:

1. **Read** the dilemma silently. Make sure everyone in your group has read the dilemma before discussion begins.
2. What **issues might surface** at their next meeting together that can hinder their ability to perform/collaborate together?
3. What are the **options or alternatives** available to resolve the dilemma?
4. Which option will **work best**?
5. What are the **lessons** from this dilemma?

RLF 201 Evaluation

Please help us to continually improve the RLF 201 workshop by responding to the following questions:

1. What two skills that you learned will help you most in working with your community?
2. What skills do you need to spend more time practicing?
3. What should we have spent more time on?
4. What did we do in the workshop that will assist you the most?
5. What would make this training better for you?
6. On a scale of 1 to 10, with 10 very high and 1 very low, how valuable was this training for you?

1 2 3 4 5 6 7 8 9 10

Other comments