Fostering Collaboration Through Facilitating Group Dynamics

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8:30 – 10:45
Room 217 Ives Hall

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# TABLE OF CONTENTS

1. Introduction and Objectives ........................................................................................................ 3
2. Ineffective and Effective Group Discussions ............................................................................. 5
3. Step Ladder Theory of Groups .................................................................................................. 6
4. Collaborating: Asking Questions, Listening, and Learning ....................................................... 7
5. Group Discussion Template ......................................................................................................... 8
6. Overview of Facilitation ............................................................................................................. 14
7. Principles for Facilitators ............................................................................................................ 16
8. Key Actions of Facilitators .......................................................................................................... 17
9. Useful Hints in Leading Group Meetings .................................................................................... 18
10. Use of the Chart Pad .................................................................................................................. 22
11. Open Space Technology ............................................................................................................ 24
12. Carousel Meeting ...................................................................................................................... 25
13. Future Search Conference ......................................................................................................... 26
14. Dealing with Difficult Behaviors .............................................................................................. 32
15. Interest-Based Negotiation Process .......................................................................................... 33
16. Meeting Debriefing Questions ................................................................................................ 34
17. Personal Group Evaluation Feedback ....................................................................................... 35
18. Individual Feedback Sheet ........................................................................................................ 36
FOSTERING COLLABORATION THROUGH FACILITATING GROUP DYNAMICS

Introduction

Good group discussions contribute significantly to organizational learning and group effectiveness. The purpose of this program is to help teachers plan and conduct effective meetings and group discussions.

Objectives

By the end of this program, participants will:

1. Understand group dynamics and principles of facilitation;
2. Identify the characteristics and conditions of effective meetings;
3. Examine strategies for planning and facilitating effective meetings;
4. Develop and practice strategies for resolving group problems.
GROUND RULES FOR DISCUSSION

• Participate actively in the discussion

• Respect each person

• Listen constructively

• Keep an open mind

• Critique ideas not people

• Work from agreement

• Identify values when faced with conflict

• Share responsibility for the outcome

• Other:
Based on your experience identify some key characteristics of ineffective and effective group discussions.

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<tr>
<th>Ineffective Group Discussions</th>
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A "bigger vision" (organizational for instance) could be the catalyst for a group process which then leads to the individuals growing together though the steps to understand each other, the tasks needed to be accomplished and then create a new vision of what is possible next as a group.

- Any time problems occur, the group needs to revisit the earlier steps and build again - even as far as Step 1 (safety)

- The process is cyclical and depends on people and events

- Regularly check-in to ask the group questions to ascertain what’s going on with the group’s dynamics and individual commitment

**How does a facilitator build safety in a group?**
COLLABORATING: ASKING QUESTIONS, LISTENING AND LEARNING

A. Smart Questions


   a. They demand answers.
   b. They stimulate thought.
   c. They give us information.
   d. They encourage people to talk.
   e. They add credibility (people believe more of what they say themselves than of what someone else says).
   f. They put you in control.
   g. They show you care.

1. To ask smart questions, i.e. the right questions at the right time, you must:

   a. Know your purpose and objective, e.g., What do I want to gain? Who am I going to ask? What is their perspective?
   b. Plan your delivery. Ask the right questions with the right tone. Sound conversational and non-threatening. Ask open questions.
   c. Listen, hear and record answers.
   d. Evaluate. Ask smart follow-up questions.
   e. Take action. Follow through on questions. Reinforce.

B. The Wheel of Learning

Charles Handy in *The Age of Unreason* (Boston: Harvard Business School Press, 1990) says that real learning is a four-phase process that starts with a question, moves to a theory, progresses to a test, and ends with reflection. The cycle then begins again.
GROUP DISCUSSION DESIGN TEMPLATE

Instructions: use this template to plan and design your group discussions.

A. Planning the Discussion

1. What are the goals/desired outcomes of the discussion?

B. Creating a Collaborative Environment for the Discussion

2. How will you create a collaborative environment and get the participants quickly and actively involved?

C. Structuring the Discussion

3. What questions/discussion methods will you use to engage the participants, steer the direction of the discussion, and facilitate group discussion and learning?
D. Facilitating the Discussion

4. How will you get the group to perform the task and maintenance roles, and manage the hindering roles?

E. Concluding the Discussion

5. How will you conclude the discussion on a high note and get the participants to maintain commitments or agreements?

F. Following Up the Discussion

6. How will you follow up the discussion to reinforce decisions and actions?
PROBLEM-SOLVING/DECISION-MAKING PROCESS


2. Establish objective:

3. Brainstorm alternatives:

4. Establish criteria and evaluate alternatives:

   Criteria  
   Alternatives

5. Make decision(s):

6. Develop implementation plan:

   | What | When | Who | Cost | Follow-Up (How/When) |

7. Evaluate results and determine improvements:
GROUP ROLES

Leader: This person is designated by the other members of the group to serve as leader for a particular assignment. This person is responsible for leading the group to decisions on the preparation and delivery of the assignment. The designation of leader may be based on special expertise or rotated as determined by the group.

Facilitator: This person moderates the group process. This person is not the decision maker (the group is) and so this person does NOT have the final say on any decision. This person makes sure the group stays on target and points out issues that may “derail” the group.

Timekeeper: This person is in charge of making sure the group stays on track and you do not stay up until 4:00 AM working on an Ops project.

Recorder: This person is in charge of taking down the notes for the group. This person is effectively the “group memory” to make sure that good ideas are not lost.

Observer: This person is responsible for observing and reporting on team process. The key dimensions of process include participation of members, task focus, relationship development, creativity, group harmony, etc.

Jester: This is a self-appointed position. This person helps the group to keep a sense of humor about the fact that it is 4:00 AM and you have just STARTED Phase II of the project due at 8:40 AM.
OBSERVING GROUP ROLES*

**Instructions:** record your observations of the task, relationship, and hindering roles that are seen in the group. Record them on this chart. The left-hand column lists the different roles. Place the names of all group members along the top of the page. As you observe pertinent behaviors, make a tally or make notes in the appropriate column.

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<tr>
<th>Group Members’ Names</th>
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<td><strong>Task Roles</strong></td>
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<td>2. Information or Opinion Seeking</td>
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<td>3. Information or Opinion Giving</td>
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<td>4. Clarifying</td>
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<td>5. Summarizing</td>
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<td>6. Consensus Testing</td>
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<td>1. Encouraging</td>
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<td>2. Harmonizing</td>
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<td>3. Expressing Group Feelings</td>
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<td>4. Gate keeping</td>
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<td>5. Compromising</td>
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<td>6. Standard Setting and Testing</td>
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<td><strong>Hindering Roles</strong></td>
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<td>1. Dominating</td>
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<td>2. Withdrawing</td>
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<tr>
<td>3. Avoiding</td>
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<td>4. Degrading</td>
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<td>5. Uncooperative</td>
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<tr>
<td>6. Side Conversations</td>
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**NOTES:**
PRINCIPLES OF EFFECTIVE GROUP DISCUSSIONS

**STEP ONE**  
Before the discussion:  
- Plan for the discussion in advance  
- Allow sufficient time between notification and date of the discussion  
- Circulate the agenda in advance, if possible (allow space in agenda for “other issues”).

**STEP TWO**  
Opening the discussion:  
- Indicate objectives of the discussion  
- Establish time frame for the discussion

**STEP THREE**  
During the discussion:  
- Discuss one topic at a time  
- Allow only one person to speak at a time  
- Intervene when someone is rambling  
- Promote contributions from all participants  
- Bring closure to a topic before starting on a new one  
- Monitor time constraints for topics under discussion (signal that discussion is about to end)

**STEP FOUR**  
Closing the discussion:  
- End on time as scheduled  
- Indicate how the meeting was useful  
- Be specific on actions to be taken, and by whom, as a result of the discussion

**STEP FIVE**  
Show appreciation to all participants for their contributions
# OVERVIEW OF FACILITATION

<table>
<thead>
<tr>
<th>Facilitation</th>
<th>Understanding people (hearing thoughts and feelings)</th>
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<tbody>
<tr>
<td>Guiding and fostering dialogue</td>
<td>Reflecting/summarizing/focusing</td>
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<tr>
<td>Moving others ahead toward a goal/solve problems/achieve outcomes</td>
<td>Keeping things upbeat and fun</td>
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<td>Creating an environment in which all can learn and make decisions</td>
<td>Making sure all parties are heard and understood</td>
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<td>Developing trust and improving group development</td>
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<tr>
<th>Roles of Facilitator</th>
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<tr>
<td>Coach</td>
<td>Establish ground rules and norms</td>
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<td>Teacher providing information or knowledge of tools</td>
<td>Table conflict and handle difficult individuals</td>
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<tr>
<td>Coordinator</td>
<td>Give feedback, e.g., reassuring, encouraging</td>
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<tr>
<td>Mediator</td>
<td>Define buy-in for the role of facilitator what it means to the group</td>
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<tr>
<td>Create positive environment</td>
<td>Getting resources and training</td>
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<tr>
<td>Guide the process - focus/pacing</td>
<td>Provide support to members</td>
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<tr>
<td>Plan/question group</td>
<td>Maintain dialogue and energy</td>
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<td>composition/objectives</td>
<td>Striving for synergy</td>
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<tr>
<td>Objective third party</td>
<td>Diagnose group needs and intervene when needed</td>
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<td>Define role of facilitator up-front</td>
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<tr>
<td>Assist the leader</td>
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<tr>
<td>Plan the meetings</td>
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<tr>
<td>Assess group dynamics/process</td>
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<th>Facilitator Competencies</th>
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<tr>
<td>Listening</td>
<td>Positive mental attitude</td>
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<td>Communication and public speaking</td>
<td>Problem solving/project planning</td>
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<td>Conflict resolution</td>
<td>Using tools (multi-voting etc.) and other techniques</td>
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<td>Leadership</td>
<td>Self-control (resisting your own hidden agenda)</td>
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<tr>
<td>Patience</td>
<td>Humility</td>
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<td>Questioning</td>
<td>Not easily flustered</td>
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<td>Assessment</td>
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<td>Reflecting and summarizing</td>
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<td>Reading people and being sensitive to their feelings</td>
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| Table conflict and handle difficult individuals                                  | Give feedback, e.g., reassuring, encouraging                                                                      |
| Define buy-in for the role of facilitator what it means to the group             | Getting resources and training                                                                                     |
| Provide support to members                                                       | Maintain dialogue and energy                                                                                       |
| Striving for synergy                                                             | Diagnose group needs and intervene when needed                                                                   |
| Diagnose group needs and intervene when needed                                   |                                                                                                                  |
The Facilitation Process

Ask Questions

Facilitator

Implement Actions

Analyze Data

Decide Actions
PRINCIPLES FOR FACILITATORS

1. Never compete with group members. Give their ideas precedence over your own.

2. Listen to group members – understand their point of view.

3. Don’t permit anyone to be put on the defensive – observe the roles other members are playing.
   a. Don’t require justification.
   b. When there’s a disagreement, accept both points of view.
   c. Enforce spectrum policy – “Tell us what you like about what Mr. D. said.”
   d. Keep ideas alive – ask for help – how to improve on idea – add on – what are the implications.
   e. Put ideas aside gently – “Let’s hold off on that idea for now. We can come back to it later. It may help us out then.”
   f. Avoid pinning down an individual – ask the group for advice rather than an individual.

4. Use every member of the group.
   a. Dominating member – say “Thank you. I’ve got it now.”
   b. Avoid compulsive talkers’ eyes when you ask for a response.
   c. Hold up hand to talker – look at someone else.

5. Keep the energy level high.
   a. Your interest, alertness and intensity are catchy.
   b. Select areas and examples that are of interest to you.
   c. Keep meeting moving at a fast pace – counteract boredom.
   d. Humor is invaluable. If amusing associations occur to you, bring them out.
   e. Challenge is good. As difficult questions, e.g., “Give me some examples of …”
   f. Surprise group – mix up ideas – list and review them.

6. Keep the members informed about where they are and what is expected of them.
   a. Review progress notes.
   b. When you move from one step to another make this clear by the questions you ask.
   c. When group is deeply involved in discussion, restate where you are when you want to go on to another point.
### Key Action 1: Prepare the group for a focused meeting.

**Before the meeting:**
- Define the purpose and desired outcome(s).
- Determine if a meeting is necessary.
- Determine topics to cover and the best format for discussing each.
- Estimate the length of the meeting.
- Identify participants.
- Set a time and place.
- Plan note taking.
- Communicate the purpose and desired outcome(s) to all participants.

**At the start of the meeting:**
- Define the purpose and desired outcome(s).
- Restate the purpose and desired outcome(s).
- Review the agenda.
- Develop or review ground rules.
- Provide any key information.

### Key Action 2: Encourage diverse points of view.

- State the type of participation desired.
- Show that you value ideas, opinions, and questions.
- Clarify and paraphrase key ideas.
- Be selective about contributing your ideas and opinions.
- Ask for different points of view.

- Use brainstorming techniques.
- Record ideas on a flipchart or whiteboard.
- Ask open-ended questions.
- Protect new ideas.
- Keep the focus on ideas, not on people.
- Use positive reinforcement.

### Key Action 3: Keep the group focused and moving.

- Let the group carry the content.
- Pay attention to the flow of the meeting.
- Acknowledge and reinforce constructive contributions.
- Use agenda, desired outcome(s), ground rules and structured discussions to stay on track.
- Speed up the pace.

- Slow down the pace.
- Keep the group aware of where they are in the process.
- Periodically summarize key points and ask for agreement.
- Help the group reach conclusions.

### Key Action 4: Make sure action items are planned.

- Assign action items throughout the meeting and review them at the end of the meeting.
- Help the group decide on next steps.
- Make specific assignments.
- Conclude by summarizing the group’s accomplishments.

- Thank group members for their participation.
- Evaluate the meeting.
- Plan post-meeting logistics.
- Plan how to monitor progress on action items.
USEFUL HINTS IN LEADING GROUP MEETINGS

1. To get discussion started.
   - An expectant pause after your open lead-off question is often necessary to give conferees enough time to collect their thoughts.

2. To pull others into the discussion.
   - How do the rest of you feel?
   - What is the thinking of some of the rest of you?
   - What other comments are there?
   - What different thoughts might there be on this?
   - Would anyone else care to comment?
   - Some of you have given your thoughts, how about the rest of you?

3. To get elaboration. (to cause conferees to develop their ideas more fully).
   - What do you have in mind?
   - I don’t think I follow – would you explain?
   - How about giving us an example then?
   - Would you like to develop that a little further?
   - You were saying something about ________, Bill would you elaborate a little?
   - If I understand your correctly, John you were making the point ________ (Pause)
   - Would you tell us a little more about your thinking on that, Fred?
   - When you got to this point ____________, I noticed you stopped, Art, was there any reason for that?

4. To get reaction (to cause conferees to think about the meaning of item involved in topic under discussion).
   - What is your reaction to this?
   - What are we finding out?
   - What’s happening here that might be useful to us?
   - What problems do you see here?
   - How do you feel about this?

5. To examine effect (to cause conferees to consider the effect of their suggestions on others).
   - What do you think that might do?
   - What do you think the employee would say to that?
   - How do you think the employee would feel about that?
   - If you were in ______________’s shoes, how would you feel?
   - If you were the employee, how would that sound to you?

6. To examine goals (to cause conferees to think about the aims or goals they want to accomplish).
   - Where do you want this to wind up?
   - What is the relation of this to what we want to accomplish?
   - What would be your reason for doing that?
   - What do you think the Supervisor (employee) had in mind?
   - What would you like to have the employees think after we have settled this?
   - From what you are saying, I understand that you believe if we follow _________, this situation wouldn’t (or would) occur? If I’m wrong in my understanding straighten me out.
7. To move away from cliché’s and abstractions.
   - What would we do to get the employees to cooperate with their supervisor?
   - How would we go about getting the employees to work together?
   - When we say, talk to him tactfully, what do we mean?
   - How do you tell an employee he/she is wrong, tactfully? What do you say?
   - You say we should explain in detail to the supervisor. What would you say to him/her?
   - You say these people must cooperate, what does that entail?
   - You say you must handle him in a diplomatic way. How do you do that? What do you say to him?
   - You say some people are just like that. What do you have in mind?
   - There’s a bad apple in every barrel, you say. Who were you referring to? What do we do about it?
   - Mary is just typical of that type of employee. What type do you have in mind, Joe? You say she/he is typical? (Pause)
   - This supervisor just isn’t doing his/her job. What is his/her job as you see it, Mike? What should he/she have done? What should he/she be doing?
   - We have set a number of good goals in this discussion. We want peace and harmony, we want good human relations, (etc., etc., etc.) but we haven’t talked much about how we obtain these things. How do we?

8. To discourage irrelevant discussion. (Ask the conferees how their talk fits into the subject under discussion.)
   - How does your situation fit in, Bill, to our subject here?
   - How does what you are saying, Joe, relate to our discussion?
   - You see a parallel, Mike, between your situation and the one we are discussing?
   - If I understand you, Cliff, your situation is similar to ours in this way ____________?
   - I gather you feel, Bob, that your experience is related (or similar) to this case. In what ways?
   - I am puzzled, Harold, how does your situation relate to the problem?
   - What would be the reason, in relation to our problem for doing that?

9. To discourage one or two members from dominating the meeting.
   - Charley and Wayne have elaborated their point of view. How do the rest of you see the situation?
   - Larry has worked pretty hard at giving his thoughts. What do the rest of you think?
   - Jim, (a member who indicated he wanted to talk) you have been sitting on the edge of your chair for sometime. Would you like a go at this?
   - Pete, (had his hand up) you want to get into this? Let’s give Pete a chance.

10. To encourage the quiet conferee.
    - The leader may, privately, give the person the opportunity to say why he/she does not talk, and give any help the person may request. In the group discussion, the leader should be watchful to make sure the person has an opportunity to speak, if he/she seems ready or if he/she is trying to.
    - It is not advisable to call on the person unless he/she has give indications he/she is ready to talk.
    - Many times quiet conferees are getting as much as, and sometimes more out of the discussion than the talkative ones.

11. To discourage side conversations between conferees.
    - Side conversations are often indications of keen interest in the case; the conferees are not able to wait their turn to speak. They may be controlled by the leader’s invitation to the culprits to offer their ideas to the whole group.
    - I don’t believe all of us get the point you were making. Would you, Jack, repeat it for all of us?
    - We couldn’t hear you back there, Harry, would you tell all of us about it?
• We were having an interesting talk up here in front. Would you go over that again for the rest of the group?

12. To avoid leader-dominance when you want to promote group thinking.
• O.K. That’s a good question. How do the rest of you feel about it?
• Nick wants to know __________. Who wants to give him an answer?
• Joe has an interest here in __________. Can we help him out? What do you think?
• Art asks this question suggesting _________________. What should we do about this?

Although the leader may have convinced the group that there is no authoritative, “higher management” decision on this problem, the group on occasion may press him/her for his/her own opinion. If the leader is sure that failure to respond will break down his/her rapport with the group, he/she should offer his/her own opinion, stressing that it carries no more weight than anyone else’s.

13. To keep the discussion from drying up prematurely.
• What other important areas in this problem could we explore?
• John, a while back you were discussing __________. Do you believe we exhausted that idea? Would you go on from there!
• We have talked about __________; then we talked about __________; and then we spent some time on __________. We started to talk about __________. Where does it fit into this?

14. To get conferees to come to grips with the subject. (To help conferees get away from the superficial level.)
• Use more restatements and questions in important areas of the situation. (After a conferee has opened up the area.)
• Help conferees that want to get serious about the problem by asking them for further comments.
• Ask the question: We seem to be talking about this problem as if it isn’t very important. Perhaps you feel it is sort of superficial, that it is not a real situational. What re your views on this?
• When answered: What additional thoughts on that have you?

15. Handling common comments made about a problem.

Conferee: • We don’t have enough facts to discuss this situation.
Leader: • What kind of use have we made of the facts we do have, Joe?
• What additional facts would you like to have, Joe?
• How would these additional facts be helpful?
• What are thoughts from some of the rest of you?

16. The use of whiteboard. May be used:
• To help the group organize the discussion.
• To break up several conferences within the conference.
• To emphasize certain pertinent points.
• To help group see interrelationships between people or things in the situation.
• To help the group move from one aspect of the situation to another.
• To clarify sequential events in the situation.
• To encourage discussion of a point that we feel would be beneficial to the discussion of the problem.
Remember that as soon as the leader stands on his/her feet and moves to the whiteboard or easel, he/she most likely attracts the group’s attention to him/her. He/She must be careful not to concentrate too much attention on himself/herself in meetings where group-centeredness is important.

17. The use of summarization. May be used:
   ▪ After a break to remind the group of previous discussion.
   ▪ To emphasize a point in a problem. Summarize several aspects and summarization with point on which you would like more discussion.
   ▪ To help the group organize the discussion.
   ▪ To break up a conference within a conference.
   ▪ To break up a disorganized discussion.
   ▪ To emphasize pertinent points.
   ▪ To give more weight to certain points over others. Make summarization longer on points you want stressed.

18. Check yourself. (Make constant checks on yourself to see if you are giving the correct impression.) Be careful that you are not leaving:
   ▪ The teacher-pupil impression.
   ▪ The puppet-on-a-string impression.
   ▪ The impression you are zealous in helping them solve the issue in a certain way.
   ▪ The impression of over-energetic board work.
   ▪ The impression that you are impatient.
USING THE CHART PAD

I. The chart pad is the most adaptable and useful of visual aids the conference leader has. Its main use is to channel thinking. It can be used to:

A. **Emphasize** what is important.

B. **Make Clear** what is confused.

C. **Record** what is decided.

II. Techniques of Using the Chart Pad

A. Condensing the contributions.
   1. Listen for understanding.
   2. Ask for or restate the material by:
      a. the individual
      b. someone else
      c. yourself
   3. Use of outlining
   4. Use of sub-points
   5. Use of dittos
   6. **Start with a verb** in condensing proposals for action.
   7. **Start with a verb** in analyzing a problem
   8. Recording the contributions
      a. Use contrasting colors
      b. Underscoring
THE DEPARTMENT MEETING FROM “HELL”

A standing 9 a.m. department meeting is held every Tuesday. People begin to wander in at 9:05, 9:10, and then drift in and out looking for each other, getting coffee, and taking phone calls. Everyone is seated at 9:20. Nobody takes charge, but one of two people raise an issue over the lack of progress in certain courses. In the middle of the meeting, one person rants about this issue but when asked for ideas on how to solve it, has nothing to say. Someone else has a conversation completely off topic, and no one brings it back. Another person is talking just to hear their own voice and express their personal brilliance while others are chatting to one another or rolling their eyes; or sighing. Someone takes a phone call during the meeting and doesn’t leave the room. The meeting concludes at 10:20, twenty minutes after the appointed time. The department head is frustrated with the disruptions, lack of cohesiveness of the department, and the meanderings of the group during meetings.

What would you do to improve this meeting environment and get this department on the right track?
OPEN SPACE TECHNOLOGY MEETING

Ground Rules:

1. People gravitate to the location of their interests (law of two feet)
2. Roles of bumblebee and butterfly
3. Informal discussion
4. The team facilitators report to the larger group
5. Notes should be distributed to all
Ground Rules:

1. Each small group starts with a single question – brainstorms answers.
2. Groups rotate to the right after 15 minutes.
3. Groups may revise previous groups’ findings.
4. Original groups make reports.
5. Total group works toward consensus on all questions.
6. Results are documented and distributed to participants.
Reaching consensus decisions among faculty and staff on how to address strategic issues is a fundamental challenge in higher education. The strong culture of individualism found in many institutions often militates against coordinated and concerted institutional and departmental action. Many strategic planning efforts have failed to achieve their full potential because they did not build a foundation of common understanding and generate the commitment needed to achieve desired results.

The need to gather information from multiple disciplines and knowledge domains on future directions is critical in academic decision making and planning. A future search conference provides a vehicle for accomplishing this in a way that satisfies most participants and improves individual commitment. A future search conference is a participatory planning and decision-making process in which a group of individuals with diverse experiences from the same or different organizations come together, engage in a process of data collection, discussion, and learning, and decide an appropriate course of action. The search conference itself is usually conducted over a period of one to three days, and may involve from ten to hundreds of people in a focused and collaborative discussion around issues and challenges facing the organization.

A future search conference is based on the premise that the people most closely associated with the work have valuable information and experience for making effective decisions and determining appropriate actions. The participation of these individuals in an open and self-regulated planning and decision process leads to greater understanding, commitment, and results.

The search process consists of four major activities: data collection, data analysis, decision-making, and action planning. The process begins with a structured inquiry based on several key questions about the organization and its environment. The data generated from this inquiry are aggregated and classified into themes. The implications of the themes and proposed actions to address the issues and challenges facing the organization are identified and ranked by the participants. Finally, an action plan is developed to achieve the desired results. The following is an illustration of a future search conference.
Future Search Retreat

Introduction

The purpose of this retreat is to develop a strategic plan, including a mission, values statement, strategic objectives, and vision for the department of applied economics and management based on data and the views of the retreat participants.

During this retreat participants will engage in a future search conference to identify trends and themes and work in small groups to answer a series of questions defining the department’s contributions, values, strengths, limitations, objectives, and vision. The answers to these questions will result in a set of agreements and plans for developing a strategic plan and moving the organization forward.

Objectives

The objectives of the retreat are to:

1. Establish a forum where participants can openly and freely share, examine, and debate challenges and issues facing the department.

2. Develop essential information and perspectives on the department’s strengths, limitations, opportunities, and threats.

3. Define the mission, values, objectives, and new initiatives for the department.

4. Develop a vision for directing the department’s activities over the next 2-5 years.

Agenda

8:30 a.m  Continental Breakfast
9:00  Introductions, Objectives and Ground Rules

Warm Up: Shared History Exercise
9:30  Review External Review Data

10:15  Identification of Issues & Trends
12:00       Lunch
1:00 p.m.   Description of Future Search
1:15        Participant Interviews: Mission, Values, Objectives and Vision
2:30        Break
2:45        Small Group Analysis of Data
3:45        Small Group Reports and Multi-Voting
4:30        Adjournment

**Expected Outcomes:**

This retreat will result in:

- Greater awareness of the potential impact of new trends and developments on all stakeholders.
- A better understanding of the department’s mission, values, strengths, weaknesses, goals, and vision.
- A vision for the organization covering the next 2-5 years.
- Improved personal and group confidence in the department’s future.
Participant Interview Questions

Academic Planning Questions:

1. What do you expect to be the dominant characteristics of the social, political, economic, and cultural environment in which graduates will find themselves as the 2000s progress?

2. What are some of the academic, technical, personal life- and community-related skills graduates will need in order to thrive in the next ten years?

3. What are some of the things our department will need to do in research and development to stay on the cutting-edge of our disciplines?

4. What are some of the things we will need to do differently in the future in order to help students thrive, i.e., what are some of the new elements we should consider building into the educational experience, academic and social, if we are to achieve our vision and our graduates are to thrive in the 21st Century?

5. What are some of the internal challenges or issues we may have to acknowledge and address as we work to develop the kind of capacity we will need in the future?

6. What objectives, new projects, programs, or initiatives do you think our department should pursue over the next ten years?
FUTURE SEARCH INTERVIEW DESIGN

Small Group Discussions

Question 1 Group

Question 2 Group

Question 3 Group

Question 4 Group

Question 5 Group

Question 6 Group
ORGANIZING IDEAS AND THEMES

IDEAS AND THEMES SHOULD BE ORGANIZED INTO THREE CATEGORIES:

Highly Representative of the Group

Somewhat Representative

Unique
**DEALING WITH DIFFICULT BEHAVIORS**

**Instructions:** The individual behaviors listed below often disrupt the functioning of meetings. List any strategies or ideas you can think of to counter these behaviors.

<table>
<thead>
<tr>
<th>Individual behavior</th>
<th>Strategies/Ideas for countering</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arguer</strong></td>
<td></td>
</tr>
<tr>
<td>Constantly tries to cross others up by showing them up as wrong, quibbling over trifles, challenging others’ statements</td>
<td></td>
</tr>
<tr>
<td><strong>Attacker</strong></td>
<td></td>
</tr>
<tr>
<td>Directs personal attacks at other people – not ideas; causes personality conflicts</td>
<td></td>
</tr>
<tr>
<td><strong>Know-It-All</strong></td>
<td></td>
</tr>
<tr>
<td>So sure, won’t listen; resents being told; and imposes opinions on everyone else</td>
<td></td>
</tr>
<tr>
<td><strong>Gossiper</strong></td>
<td></td>
</tr>
<tr>
<td>Introduces overhead data and unconfirmed hearsay</td>
<td></td>
</tr>
</tbody>
</table>
INTEREST-BASED NEGOTIATION PROCESS

1. “What are your interests and needs in this situation?”

2. “Here are my interests and needs in this situation?”

3. What criteria or conditions must any solution or option meet to be acceptable? (Examples of important criteria or conditions include the following: “helps the department, improves the workplace climate, stimulates cross-functional work, furthers the mission and goals of the county, etc.)

4. What ideas or options could satisfy both our interests and needs and result in a win-win situation for us?

5. What will be the consequences of not solving this problem or getting our needs met?
MEETING DEBRIEFING QUESTIONS

1. What can your team do to improve the process and performance of its meetings?

2. What are the potential weaknesses of the meeting?

3. What can the team do to make better use of its time?

4. What can the team do to improve the way it deals with conflict?

5. What should the team do to improve its general effectiveness?

6. What will you do as an individual to be a more effective member of the team?
PERSONAL GROUP EVALUATION FEEDBACK

1. Which member is most cooperative in your group? ________________________
2. Which member most often dominates the discussions? ________________________
3. Which member best understands you in the group? ________________________
4. Who tends to keep the group directed towards its goals? ________________________
5. Who is least likely to change his (her) mind on any subject? ________________________
6. Which person most often functions to clarify issues? ________________________
7. Which member most often leads off on tangents? ________________________
8. Which member is frequently the least involved? ________________________
9. Which person has contributed most to the group enthusiasm or morale? ________________________
10. Who most frequently provides summaries during discussions? ________________________
11. Which individual most frequently engages in side-conversations during group discussion? ________________________
12. Which member most frequently seeks others’ opinions? ________________________
13. Which member is the most straightforward with his (her) statements? ________________________
14. Which member most frequently hedges in expressing himself? ________________________
15. Who most frequently interrupts when others are talking? ________________________
16. Which member is the most open-minded in regards to other opinions? ________________________
17. Who is most often the peacemaker or assists in compromise? ________________________
18. List the five most important leaders or contributors to your group in order of contribution: ________________________
INDIVIDUAL FEEDBACK SHEET

To:

The things I have found most valuable about you are:

Your major strengths are:

Your most helpful actions in this team have been:

Your principal weaknesses in the team are:

The types of behavior you should try to change are:

From: (Optional)