

Facilitation Skills Training

CORE ROLES, SKILLS, PROCESSES

GROUNDING/CENTERING

How do you “ground” yourself now? How do you “unground” yourself, lose yourself, get off balance? Start with an awareness of your *self* in a group.

1. **Advance Preparation** - Find out about the task and the group you will be working with. Gather your thoughts about the process to use; think of alternatives. Talk with some of those you will work with; what are their expectations and hopes. How are you feeling about it? Check in with yourself. Ask for what you need to set this up for success.
2. **Claim the Space** - Set up the space, as you want it to be, for this group’s work. Arrange chairs so that everyone can see everyone else and the newsprint area. Hang newsprint in advance. If the group is present, ask them to help.
3. **Physical** - Stand and move about in the work area. Use methods of breathing and body relaxation to prepare yourself.
4. **Contracting** - Reaffirm with the group the purpose of the session. Check for an adequate level of agreement. Ask the group for what you need as you go along.

PROCESS AND STRUCTURE

1. Have a general process in mind, e.g., channeling issues, problem solving, envisioning, strategic planning, etc. Use the structure of that process to help “carry” the group. Put headings of the steps on newsprint.
2. Identify the roles people will be asked to play during the session (e.g., facilitator, participant and focuser etc.)
3. Teach the participants core skills (e.g., paraphrase, itemized response, active listening, etc.) and discuss group standards and norms.
4. Use facilitator skills during the working session – space, resources, use of newsprint, “up front” skills, coordination (see following assessment form).

ROLES

There are three roles that help a working group.

Facilitator - responsible for enabling the process of the group’s work; sees that the space is arranged for work, that the necessary supplies are available; enables others to play their roles; etc.

Focuser - responsible for helping the group stay related to organizational responsibilities/power or technical knowledge. May be the person who “owns the problem”, the manager of the division in which the plan will be carried out, a technical expert, etc. The Focuser controls what is finally accepted as the “Problem Statement”, the “Possible Solutions” to pursue, the “Solution” selected, the “Vision Statement”, the “Strategy”, etc. If there is no obvious person to plan the Focuser

role, if all seem to equally share the issue or problem, the role might be rotated among participants. In that case the Focuser does not have the "final say" as suggested above.

Participant - responsible for offering their energy and ideas during the working session; for using core skills and working within group standards and norms; for cooperating with the facilitator in the process being used.

The "best" group size is usually 5 or 6 Participants, the Focuser, and a Facilitator. This provides enough people to create a sense of "energy" and have the differences needed for creativity without there being so many voices that the group becomes hard to manage and ties up too much time.

CORE COMMUNICATION & FEEDBACK SKILLS

Communication Skills

Paraphrase - saying back to the speaker what you heard them say. The goal is to accurately grasp the content of their idea. You may either repeat exactly what was said or you may summarize, restate the essence of what the speaker said.

- A useful method is to begin your response with **"I hear you saying ..."**

Itemized Response - this involves giving a full response to a person's idea by telling them what you like/appreciate/can use in their idea and what concerns you about the idea. The assumption here is that it helps the group's work when we enable participation and seek what may be of value in each idea. Itemized Response helps: keep unformed but possibly useful ideas alive, establish a supportive group climate, and helps us see the fullness of an idea.

- A useful method is to frame your responses using the following:

"What I like about it is" "What concerns me is ..."

Active Listening - trying to state the feelings and underlying message that the speaker is communicating. Stating this as something you are "testing" rather than as a "truth". Allowing yourself to be corrected as the person restates their message.

Making Statements Rather than Asking Questions or Sharing Opinions - this is to enable the group to stay with the issue being worked on. Frequently questions are really hidden statements, e.g., "don't you think it would be better if ...". Opinion sharing may better fit after work with beer or coffee.

The use of core communication skills:

- Tends to help focus the group's discussion. It reduces repetition and explaining "what I really meant to say ..."
- Important in de-escalating conflict; also in preventing misunderstandings. It provides everyone with a way to build agreements, clarify misunderstandings, negotiate.
- Helps the group build on each other's ideas. Builds trust and strengthens relationships.
- Requires "group discipline" - using the skill even when it feels awkward; giving energy to it; putting aside your own judgments for the moment; being congruent in the body language and tone of voice.

- You are working to respect others and yourself in a manner that is responsive and assertive rather than evasive, passive or aggressive. The skills assume that you are ready to give positive attention to the other person rather than only appearing to be engaged and listening.

FEEDBACK SKILLS

Feedback may have several purposes – it may be information that expands a person’s information about themselves and the effect they have on others; it may expand the person’s range of choices; and it may be intended to support or discourage certain behavior.

Feedback is likely to be more effective if:

- The person receiving it acknowledges the need for it; especially if the person requests it
- It is timely; given near the time the behavior has occurred
- It is skillful

Skillful Feedback

- Be descriptive, provide information that describes the behavior and its impact on you; restrict the feedback to what you know (e.g., behavior you have seen and how it has impacted you).
- It is about the giver of the feedback, not the person receiving the feedback. It is an exploration of the effect the person’s behavior has had on you. (note – the same behavior may not have that effect on others).
- Avoid exaggeration (“you always get this wrong”), labeling (“you are stupid”), and judgment
- Speak for yourself (“what I feel/experience when you”) not for others (“Everyone gets upset when you”)
- Don’t press the person for any immediate response
- Face to face – not by e-mail

Skillfully Receiving Feedback

- Listen – if something helps you to listen do that, e.g., take notes, ask someone else to make notes on the feedback so you can focus on the speaker
- Ask questions to clarify – “could you give an example of that?”, “when did that happen?”, “who else was there?”
- If others were present during the behavior the feedback is about; ask them to offer feedback, what was the effect on them
- Acknowledge valid points
- Open yourself. Do not get defensive (you may feel it, don’t act it). Stay focused on hearing what is being said.
- Take time to think about what has been said; if a response is necessary tell those offering the feedback that you will think about it and offer some response on a specific date.

A formula for giving feedback

1. “When you” Note the behavior; describe it as specifically as possible.
2. “I felt” Tell how the behavior affects you. This is just one or two words – frustrated, angry, pleased, etc.
3. “Because I ...” Share why you are affected that way.

From Feedback to Negotiation of the Relationship

4. "I would like ..."
What would you like the person to consider doing.
5. "Because ..."
Why you believe it will help
6. "What do you think?"
Invite and hear the response; explore options

The use of core group skills:

- Tends to help focus the group's discussion. It reduces repetition and explaining "what I really meant to say ..."
- Important in de-escalating conflict; also in preventing misunderstandings. It provides everyone with a way to build agreements, clarify misunderstandings, negotiate.
- Helps the group build on each other's ideas. Builds trust and strengthens relationships.
- Requires "group discipline" - using the skill even when it feels awkward; giving energy to it; putting aside your own judgments for the moment; being congruent in the body language and tone of voice.

You are working to respect others and yourself in a manner that is responsive and assertive rather than evasive, passive or aggressive. The skills assume that you are ready to give positive attention to the other person rather than only appearing to be engaged and listening.

GROUP STANDARDS AND NORMS

Standards and Norms - A standard is something that must be done or not done if you are to be part of the group; a norm is a behavior that is useful to the group's functioning. What some groups see as a norm, other groups may see as a standard. Group norms and standards will also change as the culture changes, e.g., not smoking has moved from being a norm in most groups to a standard.

The following is a list of behaviors that tend to help a group in its work.

1. One speaker at a time.
2. Use the structure, process or steps that the group has agreed upon.
3. No attacks on other people or their ideas; no put downs or discounting; no sarcasm, insults or profanity.
4. Support each other's ideas; look for ways to make it work.
5. Respectful behavior toward others, e.g., be on time, respectful listening, etc.
6. Write your own ideas down on paper if someone else has the "floor" or if the group is at another place in the process, e.g., the group is brainstorming "wishes" but you are beginning to see what you think is a possible solution.

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Facilitator Skills – Feedback Form (3 is high, 1 is low)

SKILL	Facilitator #1	Facilitator #2	Facilitator #3	Facilitator #4	Facilitator #5
1. Helping the team stay with the task and the process					
2. Effective use of the method or tool					
3. Kept it moving! - an appropriate pace					
4. Recorded in the words of the speaker					
5. Showed energy					
6. Kept newsprint visible					
7. Did not "screen"					
8. Did not use role to push/sell own ideas					

Process

1. In space for facilitator rating ("Facilitator #1, etc.) each person record a rating. The facilitator that is receiving the feedback begins by rating herself/himself.
2. After all ratings are recorded -- explore any area that draws your interest (e.g., ratings are mixed 1's vs. 3's, or all are high or low)
3. Then have a brief conversation using the following format, facilitator begins by sharing a self-assessment; others follow.
 - a. What I most liked about my/your facilitation is
 - b. What I wish I/you had done differently is ...

FACILITATOR SKILLS FOR USE DURING THE SESSION

SPACE

		Rating	
		Low	High
1.	Chairs for participants in semi-circle (no tables)	/ 1 / 2 / 3 / 4 /	
2.	Newsprint on wall before session starts (3-4 "pads")	/ 1 / 2 / 3 / 4 /	
3.	Space has feel of "being in order"	/ 1 / 2 / 3 / 4 /	
4.	If table is to be used; arrange it so everyone can see everyone else and the newsprint	4 /	/ 1 / 2 / 3 /

RESOURCES

5.	Adequate newsprint, markers, tape, etc.	/ 1 / 2 / 3 / 4 /	
6.	Handouts or other resources needed for session are "at hand"	/ 1 / 2 / 3 / 4 /	
7.	See that everyone has a "pad" to use for their ideas, so thoughts are not lost or attention used holding ideas in our heads	/ 1 / 2 / 3 / 4 /	

USE OF NEWSPRINT

8.	On newsprint, in advance, objectives of session and schedule	/ 1 / 2 / 3 / 4 /	
9.	As needed, on newsprint, in advance, instructions, presentation outline, etc.	/ 1 / 2 / 3 / 4 /	
10.	Writing on newsprint during the session - adequate clarity, record in speaker's words	/ 1 / 2 / 3 / 4 /	
11.	Add & move newsprint smoothly and quickly; hang so useable for rest of session; prepare for future use (dated, titled etc.)	/ 1 / 2 / 3 / 4 /	

"UP FRONT"

- | | |
|---|-------------------|
| 12. Presentations, instructions – clear, appropriate length, etc. | / 1 / 2 / 3 / 4 / |
| 13. Help group stay aware of where it is in the process | 4 / / 1 / 2 / 3 / |
| 14. Enable people to play necessary roles | / 1 / 2 / 3 / 4 / |
| 15. Show energy | / 1 / 2 / 3 / 4 / |
| 16. Keep things moving | / 1 / 2 / 3 / 4 / |
| 17. Focus attention on the process; didn't get caught up in trying to fully understand or solve the problem | / 1 / 2 / 3 / 4 / |
| 18. Do not "screen" participant ideas - put up on newsprint quickly | / 1 / 2 / 3 / 4 / |
| 19. Enable others to use communication skills | / 1 / 2 / 3 / 4 / |
| 20. Do not allow others to interrupt person speaking | / 1 / 2 / 3 / 4 / |
| 21. Uses communication skills | / 1 / 2 / 3 / 4 / |

COORDINATION

- | | |
|--|-------------------|
| 22. Shows flexibility, skill at making decisions about what to do with the group | / 1 / 2 / 3 / 4 / |
| 23. Time management - start & end, make reasonable adjustments, consult with others as needed | / 1 / 2 / 3 / 4 / |
| 24. "Contracting" in session – insuring that there is adequate group agreement regarding the task and process; testing as needed | / 1 / 2 / 3 / 4 / |

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PARTICIPANT ROLE IN A TEAM

A. Help the team accomplish its task, by appropriately:

1. Checking out the team's acceptance of the task, objectives for this meeting, overall vision of the organization, etc.
2. Offering ideas
3. Clarifying the issue, stating options
4. Asking for/offer information useful at this point in the team's work
5. Testing the team's readiness to make a decision, move to a next step
6. Summarizing information
7. Testing assumptions
8. Using communication skills - paraphrase, itemized response, etc.
9. Assisting with time management
10. Generally helping to organize the work
11. Being self directed in your work

B. Help the team maintain working relationships, by appropriately:

1. Facilitating inclusion and acceptance
2. Offering positive feedback, support and encouragement
3. Helping to manage conflict
4. Facilitating communication

C. Help the team, by not:

1. Arriving late or leaving early
2. Ignoring or violating team norms/guidelines without acknowledging and asking the group if it is acceptable or whether it will be so distracting that you should leave the team
3. Having side conversations
4. Withholding information the team could use
5. Building up resentment toward others in the team or the whole team
6. Engaging in dominating, cynical or passive behavior
7. Attacking others, "put downs", "Yes, buts" toward other people's ideas

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RECORDING ON NEWSPRINT: SOME HINTS

1. Title, number and date all sheets
2. Use dark colored markers - black, blue, and purple - so it is easier for people to read. Other colors are useful for underlining, diagrams, etc.
3. If newsprint is being hung on a wall, always have a backing sheet under the one you are writing on to allow for the marker "bleeding"
4. Consider using dry erase markers - it allows you to move back and forth between newsprint and a white board, eliminates the possibility of using a permanent marker on a white board.

5. Decide on whether to use a white board or newsprint -- a white board is useful for teaching purposes when the participants are taking notes; newsprint is useful when you will be using the material again at another meeting and when the team will be producing enough work that it will need a lot of space.
6. Keep newsprint visible -- do not cover, "flip" it over, etc. This allows people to build on each other's ideas and reduce repetition. Try to keep it hanging in the order it is produced.
7. Write large enough to be seen by people most distant from the newsprint.
8. Tell yourself that you are allowed to misspell words.
9. Storage -- roll up the newsprint, wrap an 8 1/2 x 11 sheet around the roll, tape it, write on the sheet the date, topic and group. Store in a wicker trash basket.

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FOCUSER ROLE

The Focuser is responsible for helping the group stay related to organizational responsibilities/power or technical knowledge. May be the person who "owns the problem", the manager of the division in which the plan will be carried out, a technical expert, etc. The Focuser controls what is finally accepted as the "Problem Statement", the "Possible Solutions" to pursue, the "Solution" selected, the "Vision Statement", the "Strategy", etc. If there is no obvious person to plan the Focuser role, if all seem to equally share the issue or problem, the role might be rotated among participants. In that case the Focuser does not have the "final say" as suggested above.

You may be the team's focuser because:

1. It is your issue. The team is functioning as a support group to assist you with the problem or opportunity you have identified.
2. You are an expert on the topic being addressed by the team.
3. You are a leader of the team or organization. You have decided that it is very important that the approaches developed by the team meet your criteria.
4. You are playing a temporary role by helping the team focus -- you work at summarizing, integrating and ordering the team's work.

Guidelines:

1. Serve the team. Your job is not to control or dictate but to serve the team by playing a certain role.
2. Support the team in its "Task" and "Relationship" needs. Avoid getting caught up in "Self Oriented" expert or leader behavior.
3. Use core communication skills, especially paraphrasing, itemized response and sharing your own position.
4. Participate in the process the team is using. Do not cut across the facilitator.
5. Help the facilitator design the meeting if you are the team or organizational leader, an expert or it is your issue.

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BRAINSTORMING AND PRIORITIZING PROCESS

This is a process for generating ideas about a topic or issue and selecting the ideas that the team believes has the most to offer in the situation.

1. Remind the team of the norms for brainstorming:

- Offer whatever idea comes to mind. We want as many ideas as possible. We want ideas that seem obvious and we want ideas that may seem “far out”.
- No discussion or evaluation of anyone’s ideas as we are gathering them. Keep the ideas coming in a stream. We want to keep the team’s energy up and focused on producing as many ideas as possible.

2. On newsprint, identify the issue to work with and proceed to gather ideas

Issue: _____
Date _____
WISHES
1. _____
2. _____
3. _____

It may help to invite people to “wish” in relationship to the issue.

Use as many sheets of newsprint as needed. It will help the flow if several sheets are hung across the wall at the beginning. That will avoid an interruption because of the need to hang more newsprint. It may be useful to set a time limit for how long you will brainstorm.

If the group is larger than ten, try using two people at the newsprint, the lead facilitator and a supporting recorder. The two facilitators take turns receiving ideas and writing them on newsprint. This tends to help pick up the pace.

3. Prioritize

When the group has gotten out all its ideas on the issue its time to prioritize. The team is trying to decide which of the ideas offers the most possibility of success in addressing the issue.

Give each team member one vote for every three or four ideas on the newsprint. Everyone comes up to the newsprint to indicate their vote by placing a check mark near the number assigned to the idea. Do not try to “group” or narrow down the list prior to the voting process

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LIKES-CONCERNS-WISHES: ASSESSMENT WORKSHEET

1. What is your overall satisfaction with the team, organization, report, work being done, _____ ? (circle what you are assessing; have the group identify what they are assessing)

VERY LOW SATISFACTION					VERY HIGH SATISFACTION
1	2	3	4	5	6

2. Offer your thoughts using the categories

LIKES What you like/affirm	CONCERNS Your concerns	WISHES Your wishes about what might improve it

3. Circle the items, in each category, that you see as most important to the long term health of the organization.

4. Put a check mark next to the items that could be most easily addressed.

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TESTING PROCESS

How can you get a read on the “common mind” of an organization or a team? How can you move along an idea you have? How can leaders see what has a lot of support and interest verses what may be the concerns of the most anxious, cynical and passive people.

When leaders or staff members hear people raising an issue, they usually do not know whether it is an interest of just those people or many. A “testing” process helps an organization focus its energy and work on what has broad ownership, and avoid putting energy into cope with situations in which a few persistent voices press a concern or idea that would have an effect on the system’s life.

How to sort out what is a widely shared view, from what may be a good idea but one not shared by many, or from the agenda of the organization’s chronically anxious or cynical people. Those expressing the issue may not really know how many they speak for. Imaging the informal one-on-one coffee break discussion. Someone is making the rounds, letting others know about an important problem. People are listening and even nodding. Is it agreement or politeness? Leaders have people come to them claiming that “everyone feels this way.” It is important for leaders to know where people really stand on such issues. Otherwise decisions may be made and actions taken that have little ownership in the organization as a whole.

The use of a “testing process” requires leaders to use sound judgment in deciding when the process is likely to produce valid and useful information as well as helping the system manage its anxiety.

The “testing process” can be done for a few minutes at “all staff gatherings”, at board and management team meetings, in working teams and department meetings. It will usually be most effective if done when the group is gathered rather than in a paper survey. Face to face processes are usually more effective in promoting careful listening and effective response. A possible process is to identify the issue; put it on a spectrum of some sort; have people indicate where they are on the spectrum; and summarize the result, along with what any next step will be, if any.

For example: in a non profit organization where several people had been complaining about the *degree of participation* staff members had in decisions about how to improve productivity

A spectrum was created –

Regarding the degree of participation:

Too Much Involvement	About Right	Too Little Involvement

The eighty staff members at a meeting came forward to register their opinion. The result was --

Too Much Involvement	About Right	Too Little Involvement
////	//// //// //// //// //// //// //// //// //// //// //// //// //// //// /	////

There was no judgment that those who had raised the issue were “wrong”, only that most people had a different opinion. Those who had raised the issue saw that their position was not widely shared. This involvement had wide ownership. The process allowed the staff to know its own mind. The anxiety in the community about “people being upset” was put into perspective.

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SWOT

Strengths, Weaknesses, Opportunities, Threats

1. Hang newsprint and label.

Internal	
S	W

External		
O	Forces	T

2. Start with identifying Internal Strengths and Weaknesses
 - a. Have the focuser (and participants) offer strengths and weaknesses.
 - b. Prioritize.
3. Identify external forces that impact the organization/department being assessed.
4. Prioritize forces - which are having the greatest impact?
5. Identify possible opportunities (O) or threats (T) related to the top forces.
 - prioritize
6. If not done before, prioritize among S/W and O/T.
7. State possible strategic issues based on top S/W, O/T.

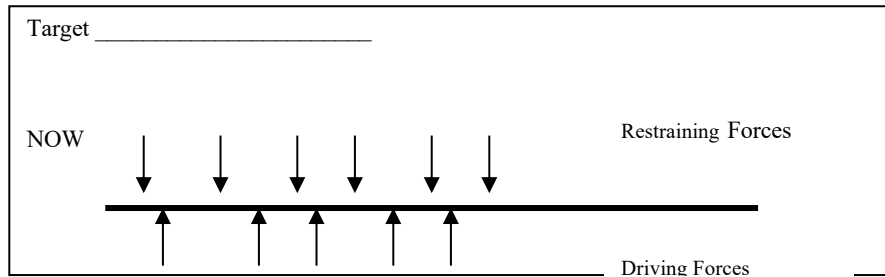
Additional Steps (if time allows, if it is appropriate for this team's work)

8. Change top strategic issues into strategic goals.
9. Possibly incorporate into larger vision statement.
10. Develop a plan for addressing the strategic goals.

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FORCE FIELD ANALYSIS

1. Set up figure



2. Identify - "now", current state

3. Identify target

4. Identify driving and restraining forces (Brainstorm style)

5. Prioritize forces - Focuser or Group vote

6. Strategy Formation (new color)

- Identify ways of reducing power of the "restraining forces"
- Identify ways of using/increasing power of existing "driving forces"
- Add new driving forces

7. Prioritize Strategies - Focuser or Group vote

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CHANGING NORMS: A WORKSHEET

AREA	CURRENT NORMS	WISHED FOR NORMS
Acceptance of each other		
Seating/Room arrangement		
Formal Leadership		
Shared Leadership (using the resources of everybody's participation)		
Dealing with Differences		
Decision Making		
Advance Designing of Meetings		

Team Effectiveness Survey

Weaker

Stronger

Q#1: 1 2 3 4 5
Our vision and priorities are vague

6 7 8 9 10
Our vision and priorities are clear

Q#2: 1 2 3 4 5
Decision-making is a problem: who is to decide and when is rarely clear and there is little or no opportunity to influence

6 7 8 9 10
Decision-making works well: decisions are timely, it's clear who decides, and there are appropriate opportunities for influence

Q#3: 1 2 3 4 5
We seem at odds with each other

6 7 8 9 10
While retaining the ability to share differing ideas, we are essentially aligned and headed in the same direction

Q#4: 1 2 3 4 5
Roles and responsibilities are unclear

6 7 8 9 10
We have clear roles and responsibilities

Q#5: 1 2 3 4 5
Gossip is the way of life - People do not talk directly to the person with whom they differ

6 7 8 9 10
If people disagree or feel irritated, they speak directly with each other, resolve the issue, and build the work relationship

Q#6: 1 2 3 4 5
We lack the resources necessary to assure success

6 7 8 9 10
We have appropriately lean but adequate resources

Q#7: 1 2 3 4 5
I am *not* well connected to the management above me...it's not worth the effort to try and raise issues and concerns

6 7 8 9 10
I am well connected to the management above me...they understand my current issues and concerns, and handle them appropriately

Q#8: 1 2 3 4 5
There is no clear accountability on this team - Things fall through the cracks

6 7 8 9 10
Accountability is clear-Someone is responsible for every detail

Q#9: 1 2 3 4 5
We are not getting what we need from other groups

6 7 8 9 10
We are getting what we need from other groups: on time, high quality, no hassle

Q#10: 1 2 3 4 5
There are no rewards for success - No incentives, no thanks, no celebrations...nothing

6 7 8 9 10
There are appropriate tangible and intangible awards

Used with permission - Crosby & Associates, Newark, Delaware

Team Effectiveness

1. Direction &Goals

Poor 1 2 3 4 5 6 7 8 9 10 Good

Confused; conflicting; unrealistic; uninteresting to or no "ownership by" members

Clear and shared by all; important to all; "owned"

Comments:

2. Participation in Team Meetings

Poor 1 2 3 4 5 6 7 8 9 10 Good

A few dominate; some listen; several talk at once or interrupt

All participate; all are listened to

Comments:

3. Expression of Feelings

Poor 1 2 3 4 5 6 7 8 9 10 Good

Feelings are unexpressed, ignored or criticized

Freely expressed; empathetic responses

Comments:

4. Planning to Accomplish the Team's Work

Poor 1 2 3 4 5 6 7 8 9 10 Good

Done by one or

Shared by all members

Comments:

5. Decisions

Poor 1 2 3 4 5 6 7 8 9 10 Good

Needed decisions don't get made; decisions made by one person or clique; others uncommitted

Agreement sought and tested; differences used to improve decisions; decisions made are fully supported

Comments:

6. Shared Leadership for Team Work

Poor 1 2 3 4 5 6 7 8 9 10 Good

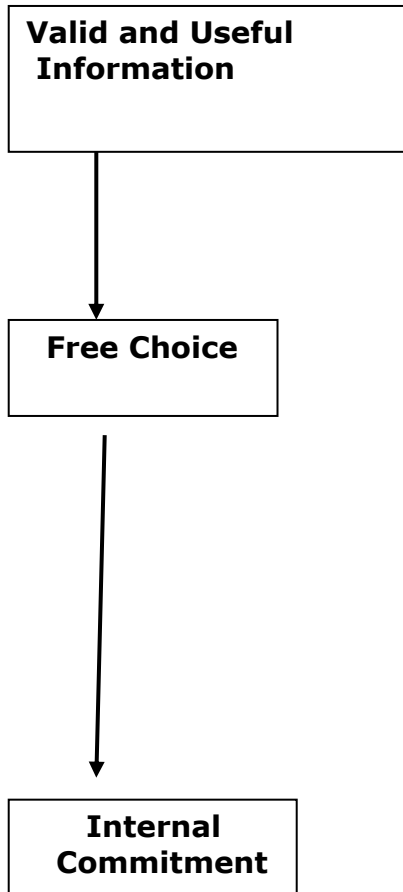
Team depends on one person or a clique; little shared sense of responsibility for team success

Team needs are met by various members; strong sense of shared responsibility

Comments:

An Intervention Theory

The following is largely based on the work of Chris Argyris in Intervention Theory and Method. It can be seen as the underlying “process outcomes” the consultant is seeking in an intervention, i.e., valid and useful information, free choice, and internal commitment.



- Information that can be publicly verified; that can be tested with a broad range of people; that can be openly gathered and discussed.
- Is useful in the sense that something can be done with it to effect change

- The task is for the client to select the option with the highest probability of succeeding (within cost limits).
- The process needs to enable that choice to be:
 - based on an exploration of options
 - voluntary, not from habit or coercion
 - proactive, not reactive

- The target is for as many people as possible to have a high level of commitment to the option that was chosen.
- A high ownership and feeling of responsibility. That people are acting under the influence of internal decision rather than external forces.
- More likely to hold over time and under stress
- Open to re-examination (our commitment to “valid and useful information” may bring new information and new choices)

The theory assumes that one element builds on the other. The more the information is valid and useful, the more likely the free choice, the more there is truly free choice, the more likely there will be internal commitment.

The theory also assumes that the consultant is not just trying to help the client solve a particular problem or engage a specific opportunity; but is also concerned with two other matters:

- that people end up with high internal commitment to the direction, and
- that the organizational culture is enabled to increasingly value and have the ability to generate valid and useful information, encourage free choice, and seek internal commitment.

There is a tension in an intervention between addressing the opportunity or problem at hand and pursuing the values in this intervention theory. Organizational leaders may decide to give more attention to one need over the other because of time limits, financial costs or due to holding different values.

TRUST DEVELOPMENT IN ORGANIZATIONS

Trust development in organizations, groups and inter-personal relationships involves the creation of structures, processes and behavioral norms of reliability, responsiveness, reciprocity and congruence - that increases inclusion and acceptance, the open flow of information, a shared direction established from options, internal commitment, self management and collaborative relationships.

The Target	The Issues	Examples
<div style="border: 1px solid black; padding: 5px; text-align: center;"> <i>Internal Commitment, Self Management, Collaborative Relationships</i> </div>	<ol style="list-style-type: none"> 1. Empowerment structures 2. Increase authority with increased competence, commitment and maturity 3. Mutual influence and accountability 	<ul style="list-style-type: none"> ▪ Create self-managing teams and a "collective voice" structure. ▪ Train in decision-making, action planning and negotiation ▪ Review leadership roles and decision making process.
<div style="border: 1px solid black; padding: 5px; text-align: center;"> <i>Shared Direction</i> </div>	<ol style="list-style-type: none"> 1. Decisions based on options 2. Free Choice not coercion or habit 3. Renegotiable 	<ul style="list-style-type: none"> ▪ Develop alternative solutions and strategies ▪ Move in "owned" direction ▪ Openly explore pressures felt to move in various directions ▪ Willingness to revisit decisions.
<div style="border: 1px solid black; padding: 5px; text-align: center;"> <i>Open Information</i> </div>	<ol style="list-style-type: none"> 1. Openness of climate 2. Useful and timely information 3. Listening stance 	<ul style="list-style-type: none"> ▪ Create structures/processes <ul style="list-style-type: none"> -- to gather & channel "pinches" -- hear "undiscussables" -- establish norms ▪ Use trained facilitators, newsprint, good space use, etc. ▪ Train in skills for feedback, communication
<div style="border: 1px solid black; padding: 5px; text-align: center;"> <i>Inclusion & Acceptance</i> </div>	<ol style="list-style-type: none"> 1. Acknowledge people 2. Connected to Primary Task and Vision 3. Acceptance of the objectives of "this meeting" 4. Of each person's role in relation to task 5. Of organizational culture re information flow, decision making, degree of self-management 	<ul style="list-style-type: none"> ▪ "Hello!" norm ▪ One-minute management ▪ Manager take groups to lunch each month ▪ Keep it in front of people ▪ Review objectives of meeting, test affirmations/concerns ▪ Each share what they bring to the task ▪ Provide clear information re culture; ask person about our sense of "fit"

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METHODS FOR INCREASING PARTICIPATION IN MEETINGS

1. Use group decision-making processes
 - The process needs to be known by everyone, i.e., be part of the “common language” of the system
 - You can teach or rehearse some processes just before using them, making it part of the “common language”
 - Examples of common processes are: Brainstorming & Prioritizing, Force Field Analysis, SWOT, Likes/Concerns/Wishes, Testing, Channeling, Problem Solving Process, Mirroring
2. Use a trained facilitator who will use skills understood by all/most of the participants
3. Provide a common understanding of basic roles (i.e., participant, facilitator, focuser) and the skills that go with each.
4. Use subgroups -- breaking the larger group down into subgroups usually helps increase the participation of those who may be more introverted or hesitant about participating. Sub-grouping is also useful as a way of “jump starting” a team as it begins its work in a new area, on a topic that is difficult to talk about, or when people are tired.
5. Provide time for individuals to write down their ideas before starting work on an issue -- allows some people to think it through before having to say something to the whole team; a variation is to have people fill out a short survey and collate the information for the team to explore.
6. Avoid using team time for updates, reports, information sharing. These activities reduce participation and tend to reduce a team’s energy level.
 - If you need to do the above -- create a participatory process that allows people to respond or engage the report or information, e.g., Likes/Concerns/Wishes
 - Cut down on the time given to information sharing and reports by using a very disciplined process with a time limit for each person and the whole activity; put it in writing, put them at the end of the meeting; separate these activities into a separate meeting that is short and only for reporting (try doing it as a “stand up meeting”).
7. Use a norm checking process -- a process for developing, maintaining and changing team norms. Such a process allows the team to participate in deciding how it will do its work (it helps if the team has received some training in team processes).
 - reinforce norms that help participation, e.g., no attacks, use of IR (itemized response), if you generate the idea it doesn’t mean you have to do it.
8. Use “warm up” exercises
9. Assign roles - timekeeper, making the coffee, etc.
10. Provide positive feedback for participation.