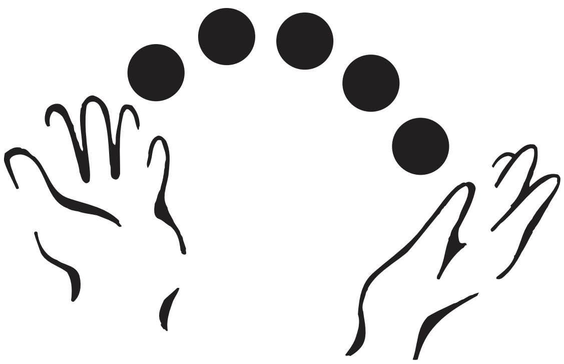


Facilitation Resources

4

Volume 4.
Managing Group Interaction

IN PARTNERSHIP ...

Hubert H. Humphrey
Institute of Public Affairs
University of Minnesota

University of Minnesota
Extension
Service

Introduction to "Facilitation Resources"

During the 1990s there has been a renewed interest in citizen involvement in community decisions. While many issues are still decided by powerful and financially strong networks, the ability of the average citizen to collect relevant information, address issues with intelligence, and initiate public meetings has made the public influence greater.

Those who work with organizations have learned the need for effective facilitation skills. In the Foreword to *Facilitator's Guide to Participatory Decision Making* by Sam Kaner, Michael Doyle presents two important lessons learned. "Lesson one: if people don't participate in and 'own' the solution to the problems or agree to the decision, implementation will be half-hearted at best, probably misunderstood, and, more likely than not, fail. The second lesson is that the key differentiating factor in the success of an organization is not just the products and services, not just its technology or market share, but the organization's ability to elicit, harness, and focus the vast intellectual capital and goodwill in their members, employees, and stakeholders. When these get energized and focused, the organization becomes a powerful force for positive change in today's business and societal environments."

Facilitation Resources, available as a set of eight volumes, is an effort to enhance volunteers' group facilitation techniques. The participants will be able to use the skills in facilitating nonprofit groups and organizations through important discussions vital to the organization and to the community.

Volume 4—Managing Group Interaction
Pages 4.9-13 .... Icebreakers and Openers
Page 4.14 .... Ground Rules for Facilitators
Page 4.18 .... Ground Rules Worksheet
Page 4.27 .... Forms of Nonverbal Communication
Page 4.39 .... *Facilitation Resources* order form

Please see page 4.4 for detailed copyright information.

Contents

Find more University of Minnesota Extension Service educational information at www.extension.umn.edu on the World Wide Web.

Additional copies of this item can be ordered from the University of Minnesota Extension Service Distribution Center, 20 Coffey Hall, 1420 Eckles Avenue, St. Paul, MN 55108-6069, e-mail: order@extension.umn.edu or credit card orders at (800) 876-8636.

Produced by Communication and Educational Technology Services, University of Minnesota Extension Service.

About the Authors and Additional Contributors

The authors of this guide have over 115 combined years of facilitator experience. The members have tested and refined many exercises and resources while facilitating and training a wide range of community groups, organizations, and companies. They recognize that in this work called facilitation, one never quits learning.

Marian Anderson

Marian has served as Extension Educator in Rice County since 1989. Previous to that, she was Extension Educator in Big Stone County from 1968 to 1989. She earned a B.S. degree from Iowa State University and a Master of Education from the University of Minnesota in Home Economics Education. Marian specializes in Leadership/Citizenship Education, is a member of the Minnesota Association of Extension Educators, Minnesota Association of Extension Family and Consumer Science, Minnesota Facilitators Network, and many community organizations and networks. She is a contributor to Kiwanis and the Rice Unit of the American Cancer Society.

Sharon Roe Anderson

Sharon is the Director of International Exchange Programs and Associate Director of the Reflective Leadership Center at the Humphrey Institute of the University of Minnesota. The Center's approach to understanding and enhancing leadership development has drawn international attention and recognition. Sharon has taught and consulted extensively with organizations and communities on "collective leadership," doing together what is not possible as individuals. She has developed leadership centers as well as programs for people at all levels in the educational, political, community, and business arenas. A recipient of many honors and awards, Sharon specializes in a pragmatic approach and is sought out as a strategist and coach in issues of leadership, shared power, proactive change, informed decision making, and excellence in organizations.

Mary Laeger-Hagemeister

Mary has been Extension Educator in Steele County since September of 1997. Her primary responsibilities are youth development and leadership/citizenship issues. Previously, Mary was an extension educator for Penn State University in the Harrisburg area for nine years. Mary holds a Bachelor of Arts in Home Economics from Concordia College, Moorhead, MN, and a Master of Education in Individual and Family Development from Penn State. She is an active member in the Minnesota Association of Extension 4-H Agents, and the Minnesota Extension Association of Family and Consumer Sciences, and is a Certified Family Life Educator through the National Association on Family Relations.

Donna Rae Scheffert

Donna Rae has been a faculty member at the University of Minnesota Extension Service since 1987 specializing in ethics and public leadership, community and organizational issues, and international study exchanges. She is currently studying for a Ph.D. in adult development and education and holds a Master's degree in continuing studies with an emphasis in leadership development. Donna Rae has published several articles in professional journals.

Roger Steinberg

Roger is an assistant professor and rural community development specialist with the University of Minnesota Extension Service, working out of the University Center, Rochester. He also holds an adjunct appointment of the faculty of the Hubert Humphrey Institute of Public Affairs at the University. His work involves educational seminars, workshops, and conferences, bringing University faculty and students out from campus to work on community issues, and assisting communities, groups, and organizations with strategic planning, goal setting, and leadership development. This work is done through local Extension offices. Roger grew up in South Dakota and Northwestern Iowa and is a graduate of South Dakota State University.

Production Staff

Karen Burke: Project Manager
    Communication and Educational Technology Services
    University of Minnesota Extension Service
Jim Kiehne: Graphics Designer
Nancy Goodman: Editor

Additional Contributors

Sara Taylor
Mary Ann Gwost Hennen
Kim Boyce
Lisa Hinz

A special thanks to the initial participants in piloting the *Facilitation Resources* volumes:

Rebecca Bachrach
Jane Boots
Richard Cook
Lynnette Estrem
Willard Estrem
Brenda Guderian
Nancy Jenson
Kirsten Kaffine
Mark Kuether
Gene Kuntz
Karen Kuntz
Daniel Lee
Jean McCarthy
Melissa Neil
Dave Peterson
Tom Pietz
Mary Schroeder
Judy Srsen
April Sutor
Larry Tande
Jill Vollmer
Toni Webster
Tara Winter

Funding Sources:

University of Minnesota Extension Service
    Leadership and Citizenship Education Specialization
    Community Resources Specialization
    Leadership Development Office
    Heartland Cluster (Rice, Steele, Freeborn, Mower Counties)
    Dean and Director's Office

Reflective Leadership Center at the Humphrey Institute of Public Affairs

The Initiative Fund of Southeast and Southcentral Minnesota

Overview: Managing Group Interaction

From the beginning of the meeting it is important to establish a solid foundation for the way the group members will work together. Participants need to know what is going to happen, feel they are in a safe environment, and trust others in order to fully participate in the meeting. They need to accept the role of the facilitator, agree to and follow ground rules, and be engaged actively in the work of the group.

Icebreakers

Icebreakers offer an opportunity for the group to get to know each other in a nonthreatening manner. Use this time to introduce participants, learn about their background and their interest in the group, and open the dialogue and discussion on a light note. Be sure to know your group and develop icebreakers that are appropriate for the group. They can be fun and relate to the work of the day. Be sure to involve everyone, and do not degrade or make fun of people.

Ground Rules

Ground rules promote effective team behaviors and are essential to keep a group on task and to promote a respectful meeting environment. As a facilitator you might want to contribute your ideas for ground rules; however, all members need to have an opportunity to contribute to the list. All participants should agree on the ground rules at the beginning. The rules should be posted during the meeting to serve as a constant reminder of how the group has agreed to work. If someone violates the ground rules, it is the role of the facilitator or other group members to draw attention to the behavior and remind the person of the rules. Groups can add to the ground rules as the meeting progresses. Ground rules are best if they are simple and direct, and enforceable.

Helping a Group Stay on Track

The tendency for a group to wander and drift is a normal part of the process. If the group wanders too much, however, the tasks do not get accomplished and some group members may lose interest in the process. One important role of a facilitator is helping the group stay on track with the agenda.

Levels of intervention for facilitators range from doing nothing to forcefully directing the group. As a group wanders it is important to decide how gently or forcefully to intervene in the group process. Facilitators will be supportive, persuasive, and directive as necessary to effectively manage group interaction.

Group Dynamics

Understanding group dynamics is important for facilitators. Group dynamics often drive the group process, and affect the work of the group. Dysfunctional dynamics can hinder the ability of the group to do its work, and the best efforts of a facilitator can be wiped out by such behavior.

This volume contains information on the stages of group development, interactions within the group, and how group members change through the various stages. It also looks at difficult behaviors and how the facilitator can deal with them.

Large Groups

Working with large groups presents special challenges and requires careful selection of facilitation methods that gather everyone's input in an efficient manner. At the end of this volume you will find several resources that address the facilitation of larger groups.

Icebreakers and Openers

Both icebreakers and openers are start-up activities that help participants ease into a program or meeting. Icebreakers are relatively subject matter free, whereas openers might relate more directly to the content or subject matter of the session. Regardless of which start-up procedure you decide to use, recognize that your approach to the opening of a session communicates, loudly and clearly:

- Your philosophy of learning and facilitating.
- Your style of training and facilitating.
- Your attitudes toward the participants and their roles as learners and members.
- Your anxiety level.

Care should be taken when selecting an icebreaker or opener to base your decision on such things as:

- Composition of the group.
- Expectations of the group.
- Nature and goals of the session.
- Length of the session.
- Culture of the sponsoring organization.
- Style and personality of the facilitator(s).

There should always be at least one thing each participant could possibly gain from participation in icebreakers and openers. In general, icebreakers and openers are devices that recognize the importance of establishing a comfortable setting that supports and encourages participation and learning by all participants (including the facilitator/s)!

Working with Icebreakers

Icebreakers, sometimes called "mixers" or "games," can be useful exercises to help group members feel more comfortable in the setting and with each other. If group members have the opportunity to meet their personal needs and get satisfaction from relating with others and participating in the group, they will be satisfied with their group experience. Icebreakers, if used effectively, can help members feel "connected" right away to the group's activities and to the facilitator.

Icebreakers can:

- Help everyone become more quickly involved in the session.
- Help relax the group and support spontaneity.
- Set a participative climate, tone, and pace for the session.
- Help to build momentum for the next phase of the session.
- Help participants learn about the resources of the group.
- Energize the group and help members focus on the session and agenda at hand
- Support the role identity of "facilitator" instead of "lecturer."
- Help reduce anxieties of the facilitator as the activity puts everyone more at ease.
- Enhance trust-building among participants and with facilitator(s).

Icebreakers are:

- Usually brief.
- Participative, and should involve the participants physically or psychologically.
- Low risk; if matched to the right context and applied in a positive and professional manner, they will almost always succeed. Care for safety and comfort of all participants should be of most importance.
- Adaptable to fit the appropriate situation.
- Good for catching and holding the group's attention at the beginning of the session and its segments.
- Used as a session closing to "wrap up" a meeting and prompt post-meeting action
- Particularly useful for the stranger or "cousin" group.

Tips for the Facilitator

- Explain the purpose and benefits of the exercise before beginning.
- Repeat directions as needed while progressing through the activity.
- Use the activity with confidence and enthusiasm to limit hesitation by group members.
- Understand and be comfortable with the activity completely before using it with a group.
- In choosing an icebreaker, be sure to assess the group and its tolerance for novelty, fun, and excitement, the available time, the nature of the session, how long the group members have known each other, etc.

A Checklist for Evaluating Icebreakers

Element	Low	Moderate	High
Time consumption	❑	❑	❑
Threat potential	❑	❑	❑
Possible group dissatisfaction (boomerang effect)	❑	❑	❑
Novelty	❑	❑	❑
Fun or excitement	❑	❑	❑
Creative quality	❑	❑	❑
Other	❑	❑	❑

Icebreaker Examples:

1. **Tour Time.**
   You have just won an all-expense-paid trip to New York or San Francisco. Where would you go? Find someone who chose the same place and discuss why you each made your choice.

2. **Birth Order Fun.**
   Join up/divide/mix up by birth order: oldest, youngest, only or second child. Those who share a family position break up into twos or threes and share common experiences, characteristics, etc.

3. **Hum Fun.**
   Have titles of familiar tunes written on small index cards. For example, if you want four groups in the end and you have sixteen participants, choose four

titles and write out four cards with each title, one title per card. At the facilitator's signal, all participants should stand up, hum the tune on their card to find the other members in their small group. Once they find each other, have them exchange data about themselves. Best for group size of 12 to 16. Remember to pick familiar, easy-to-sing tunes.

4. Nonverbal Introduction.
This is best for groups of fewer than 30. Have groups pair up; each person "interviews" his/her partner and gathers whatever can be gained, but the interview is strictly NONVERBAL. No questions, comments, or any kind of oral communication is allowed. After 8-10 minutes, partners introduce each other to the group verbally and the partner can add, delete, or correct any information presented.

5. Name Tag Mixer.
As each person enters the meeting room, check off his or her name on the roster, but present a different person's name tag. Explain that they should seek one another out, and also introduce themselves to other participants as well.

6. Early Grades.
In small groups, ask each participant to think about and report on an experience they recall in grades 1-5. Conclude the activity by asking for volunteers to share their experiences with the group at large.

7. Distraction Banishment.
This assumes that participants often bring various outside concerns to the session: unfinished work or new projects at work, relations with others, family matters, recreational and social interests, financial issues, the car, the kids, and so on. Since reflection on these outside matters won't help concentration at the session, participants are asked to "banish" them, at least symbolically. On an index card, have participants write down at least three (they usually have more) items that are on their mind right now related to work, home, personal life, etc. When done, they should put their card into an envelope, seal it, and write their name on it. The facilitator collects the cards and puts them away, sometimes even in a box outside the door! The facilitator then encourages participants to leave the distractions behind so that they can more fully participate in the session. The sealed envelopes are returned to the participants at the end of the session.

8. Ball Toss Activity.
Have 6-10 balls or other objects to toss. Group members stand in a circle. Facilitator says, "We are going to toss the ball, making a pattern, so that each person receives the ball once. I'm going to always throw to Katie. Katie then throws to George. George throws to Keesha, and so on, until the ball comes back to me." Try the pattern again to make sure it is set in everyone's mind. You can talk about the ball as a message you are sending to each other and the importance of "sending" clearly so the message can be "received." Start the ball again, then begin adding the other balls or objects so there are multiple balls going around the group. It is sometimes helpful to call a "stop action" in the middle of the action and talk about what's going on. Discuss how messages come in different sizes and shapes and how we have to pay attention in order to receive and send clearly.

Questions to ask include:
- Are the messages being sent and received clearly? Why or why not?
- What happens when action gets chaotic and messages get lost?

Continue action until all the balls get back to the leader.

You can relate this activity to a wide variety of topics, such as diversity, by relating how the balls and objects being thrown connect everyone. Each ball and object thrown is different, just as the people in the circle are different. Everyone brings a wide variety of unique skills and talents to a group. The outcome in the end is still the same: everyone participates and has fun.

Working with Openers

Openers are tools to help participants ease into the subject matter or issue of the session. They are intended to set the stage, to avoid abrupt starts, and generally to make participants comfortable with the session they are about to experience. Unlike icebreakers, they are essentially work- or issue-oriented "preludes."

Opener Samples

- **Individual Goals**
  In small groups, the participants declare their goals for the session and write them on a flipchart. The individual goals are discussed in the small group for 5-10 minutes; then the flipchart is posted. They are kept on the wall for reference during the session.

  A variation on this is to have pairs first share their goals for 2 minutes; the pairs merge with another pair to form quartets and buzz for 4 minutes; the quartets merge with another quartet and buzz for 8 minutes. The octets record their goals on flipcharts, these are posted, and a recorder explains these to the large group.

- **Commitment Continuum**
  Use this if you sense resentment or reluctance at having to attend from some of the participants. Draw a horizontal line on the flipchart and number a scale on it from one to ten. Label one end "Dull, Terrible, Threatening" and label the other end "Great, Exciting." Then ask the group such questions as: Why are you here? Are you here voluntarily? Were you sent by your boss? You can then gather these data in one of two ways:

  - With your back to the participants, have them call out a number on the scale, which you then mark with a check.

  - Have participants enter their numbers on slips of paper, which another participant can collect and post on the scale.

  If the data indicate a certain amount of disinterest, anxiety, etc., make a point of clarifying the purpose and hopes for the session, and the important role that all participants play in it being a successful session. Indicate that a facilitator can only be responsible for the agenda, not for their expectations or blocks.

A variation on this is to ask teams of two to talk about the data or, in general, their feeling about attending; then have each pair join another pair, the partners introducing each other using that data.

- **Quiz**
  Start things off with a pertinent, thought-providing quiz on leadership, communication, motivation, stakeholder attitudes, etc.

Use these resources to find other icebreakers and openers.

Baron, A. S., "How to Start a Seminar," *Training and Development Journal,* 1979.
Booth, Nan, *Meeting Room Games,* Brighton Publications, Inc., 1996.
Newstrom, John W., *Still More Games Trainers Play,* McGraw-Hill, Inc., 1991.
Pfeiffer and Company, *The Encyclopedia of Icebreakers,* University Associates, 1983.
Scannel, Edward E. and John W. Newstrom, *More Games Trainers Play,* McGraw-Hill, Inc., 1983.

Ground Rules for Facilitators

A safe, friendly meeting environment can help leaders achieve the planned meeting goals and objectives. Establishing ground rules that respect individual rights and responsibilities builds trust among participants and can lead to a successful meeting experience. It is frustrating and unproductive to participants and facilitator alike when opinions are not respected, persons are criticized, and many views are not expressed.

Other terms that may be used interchangeably with ground rules include guidelines, group agreements, or norms. In this publication the term ***ground rules*** applies to a set of rules that are usually developed at a first meeting and used by the facilitator to manage individual and group interaction.

Here are ground rules for leading a meeting addressing controversial issues.

For Group Members:

- One person speaks at a time.
- All will share ideas in order.
- Questions may be asked to clarify ideas.
- No one may criticize another.
- Ideas may be reviewed to look for themes.
- Feelings may be expressed. They are not to be sloughed off or denied.
- Discussions are about positions, not personalities.

For Facilitator:

- Make sure participants are physically comfortable.
- Share meeting ground rules with participants.
- Communicate with everyone at his/her level.
- Act as the neutral person—refrain from giving a personal opinion.
- Maintain a positive group atmosphere.
- Allow thinking time.
- Avoid:
  —lengthy comments
  —giving verbal rewards for good answers
  —asking leading questions, e.g., Who should be in charge? How do you get the government to do it?
  —asking loaded questions using value words such as good, pretty, evident, or referring to a population group (senior citizen, children, etc.)
  —using a “know-it-all” tone of voice

Identifying and Agreeing on Norms

Norms may set standards for a new group and then evolve with stages of group development (see more on page 4.23). In this publication, norms refer to both relationship and task development. Relationship norms may center around issues of power and authority in a group. Task norms may center around how decisions are made and implemented.

Norms are:

- Standards that you establish to help you accomplish your work together.
- The unwritten rules.
- What members think is important—beliefs and values that are often unstated.
- The themes in stories you tell about important events, celebrations, and rituals.
- The way the group does things that really counts—the way the place really works.

Norms are usually not:

- Written policies.
- Managerial memos.
- Job descriptions.
- Formally stated in the system.

What norms in your group currently guide behavior and attitudes? Think of stories you tell about how the place really works.

You can use the Snow Cards exercise that follows to help a new group decide on its norms, or help an established group change or reaffirm its norms.

Snow Cards Exercise

1. Ask the group, What norms or standards would be good for us to establish to help us accomplish our work together? Think of things that might improve performance, inspire commitment, or enhance satisfaction.

2. Have individuals in the group brainstorm as many ideas as possible and record each idea on a separate “snow card,” such as a:
—Self-stick note
—5x7” card
—Oval
—Square paper

3. Have individuals share their ideas in round-robin fashion.

4. Tape the ideas to the wall. As a group, remove duplicates and cluster similar ideas in categories. Establish subcategories as needed. The resulting clusters of cards may resemble a “blizzard” of ideas—hence the term *snow cards.*

5. Clarify ideas.

6. Once all the ideas are on the wall and included in a category, rearrange and tinker with the categories until they make the most sense. Place a card with the category name above each cluster.

7. As a group, decide how to monitor and reinforce the norms.

After the exercise, distribute a copy of the norms listed by categories to all members of the group.

Facilitator Training Norms (Sample)

1. Maintain confidentiality.
2. Respect the opinions of others.
3. Listen respectfully.
4. Everyone owns an idea when it is put on the table.
5. Start and end on time.
6. Stick to the agenda as much as possible.
7. Everyone needs to be committed to decisions that are made.
8. Capture people's words; don't paraphrase.
9. Do not monopolize the time or ideas.
10. Everyone needs to understand commitments that are made.
11. Ask for clarification of points.

Ground Rules Worksheet

(Guidelines for Interaction)

1. Everyone deserves to be heard.

2. Listen respectfully, do not interrupt.

3. Begin on time and end on time.

4. Stay focused. Stay with the process to the end.

5. Seek clarification from others when you do not understand.

6. ____

7. ____

8. ____

9. ____

10. ____

Worksheet: Make copies for use at future meetings.

Helping a Group Stay on Track

The tendency for a group to wander and drift is a normal part of the ebb and flow of a group process and discussion. These variations add to the diversity of thinking and provide a rich environment for the group to see new perspectives and relationships. But, they can get out of control. It is at these times that the role of the facilitator is very important. A facilitator serves to balance the design (structure) and the emergence (content) of the group, enabling the group to successfully move toward its desired outcomes.

Some strategies you may consider when a group is "off track" or has identified so many additional agenda items that they will never fit into the allotted time include:

1. Prior to the meeting, when working on the initial agenda, be very cautious of overloading the agenda. Insist that all items have ample time for discussion, and then build in some additional time (knowing that some items will go longer than expected). Your role as facilitator is to add realistic thinking to the planning process.

2. In your introductory remarks at the beginning of the group, mention that one role you have is to keep the group on track. Mention that you may interrupt the group if it appears they are moving away from their stated purpose. Set the expectation that your involvement is for the benefit of the entire group.

3. When the group has too many items to successfully address, ask each member to identify the two or three items they wish to focus on. A nominal group process can be used to have the group refocus on the issues they want to address. Other items can be reserved for action at future group meetings or by the individuals who are willing to do additional work outside of the regular group.

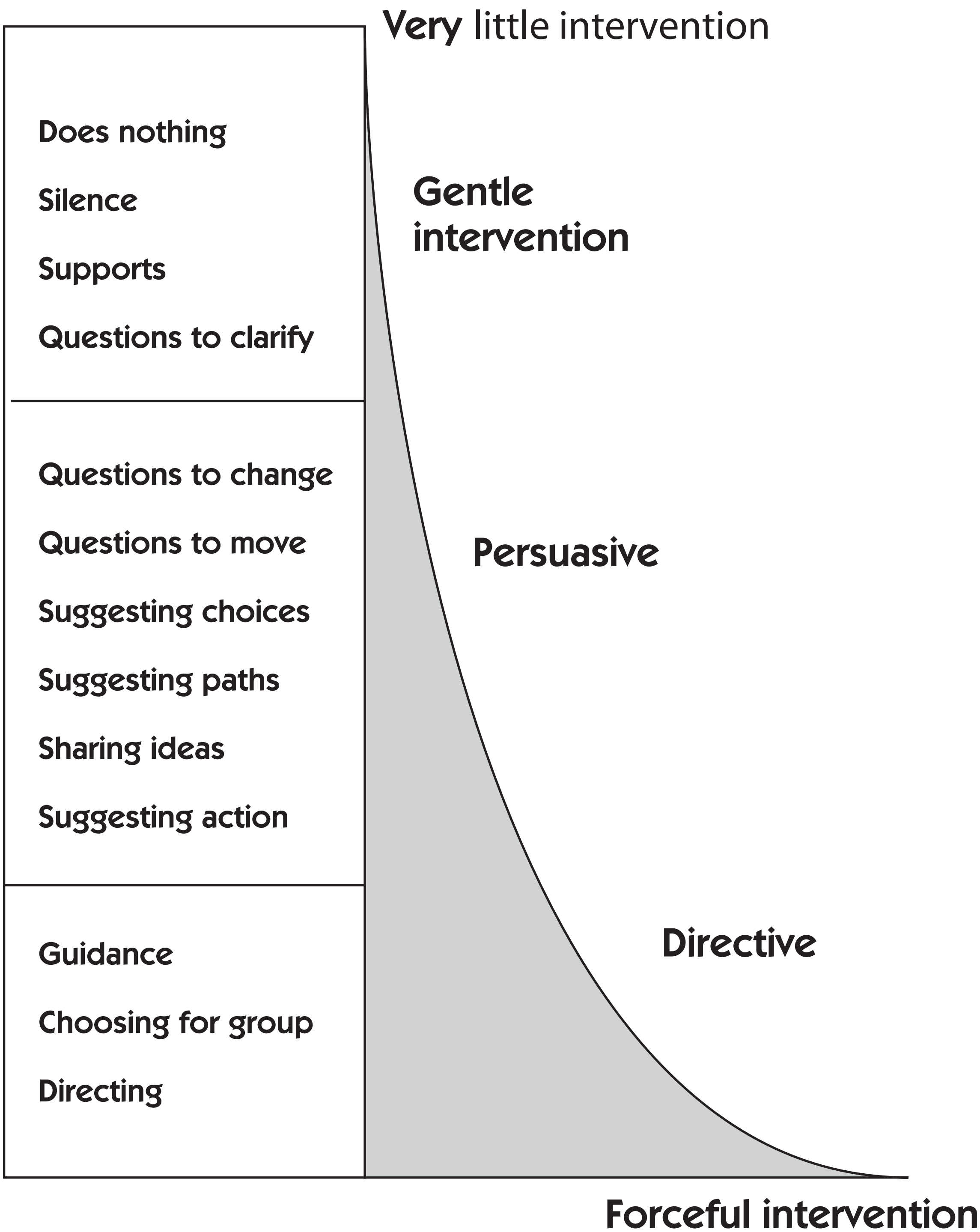
4. At times it is appropriate to set time limits for discussion. A suggestion like "We have several important items to discuss, so let's allot about 10 minutes for the discussion of each item" will give group members a clear sense of the parameters they are working with. Suggesting that people limit their comments to a specific amount of time (3-5 minutes) may also be used if there is a need to get input from several people or if only a few people have been monopolizing the conversation.

5. As you make suggestions to the group, remember to explain or highlight how the group task will be enhanced and how the group can benefit from the suggested change in group process. For example, the statement "in order for this group to surface as many ideas as possible, I ask each of you to limit your comments to 2 to 3 minutes" provides a clear context for all group members about the benefits of keeping their comments brief and to the point.

6. Consider the appropriate level of intervention by the facilitator to help the group stay on track (see page 4.20). Levels range from gentle intervention to very forceful intervention.

Levels of Intervention

A facilitator may interact with a group in a range of ways from doing very little intervention to giving forceful direction.



Source: Trevor Bentley. *Facilitation: Providing Opportunities for Learning.* New York: McGraw-Hill, 1994. p. 63.

Stages of Group Development

Studies of group development over the past three decades have identified that most groups have predictable development. One model that is useful for facilitators is the Bruce Tuckman model: forming, storming, norming, performing, and adjourning. Most groups progress through these stages, each stage building on the previous one and preparing the group for performing.

It is important to remember some cautions to the idea of group development:

- Some recent studies suggest that groups manifest behaviors from several stages at once.
- Groups may return to earlier stages when some event takes place that disturbs the equilibrium of the group (e.g., new group members, changing of the group's goals or procedures).
- Many groups get stuck in one stage. Research in Fortune 500 companies shows, for example, that only 29 percent of teams reach the performing stage.
- Reaching the performing stage requires constant attention to maintenance as well as task functions.

Tuckman Model of Group Development

Overview of Model

Stage 1—**FORMING**
Forming the group; setting ground rules; finding similarities.
Stage 2—**STORMING**
Dealing with issues of power and control; surfacing differences.
Stage 3—**NORMING**
Managing group conflict; finding group norms; resurfacing similarities.
Stage 4—**PERFORMING**
Functioning as an effective group.
Stage 5—**ADJOURNING**
Finding closure.

Stage 1—FORMING

Typical Behaviors:

— The polite stage; focus on getting acquainted and feeling comfortable.
— Conflict is low, suppressed; need for approval high.
— Verbal members tend to dominate.
— Ability to accomplish group tasks and stay focused is low.
— Little listening; high distortion of what is heard.
— Watchful; guarded; personal feelings kept hidden.
— Much giving of/asking for information and data.
— Some inclusion/exclusion issues with "new" and "old" group members.

Priority Questions

1. Why am I here?
2. Who are all of these other people?
3. What are we supposed to accomplish?
4. What's expected of me?
5. What kinds of behavior are appropriate?

Implications for Facilitation:

- Use climate-setting activities to break the ice.
- Help group members identify and prioritize their goals.
- Use brainstorming processes to surface hopes, fears, and expectations of members.
- Identify group-directed procedures and establish ground rules.
- Have everyone identify the roles needed and begin defining roles and responsibilities.
- Help the group set norms for communicating, resolving conflicts, and presenting ideas.
- Have the group reflect on what worked well in the group and what didn't.

Stage 2—STORMING

Typical Behaviors:

— Subgroups and individuals attempt to influence ideas, values, and opinions.
— Competition for attention, recognition, and influence.
— People confront each other; interpersonal conflict.
— Polarization; lack of shared vision.
— Members may opt out and/or cliques/alliances form.
— Unsolicited comments; opinions.
— Sense of feeling stuck; frustrated.
— Emotional reaction to task or misperceptions about task.
— Process issues discussed outside of meeting.
— Quick fix: address symptoms, skirt problems.
— Power inequities, struggle as members "jockey for position."

Implications for Facilitation:

- Try to surface underlying issues and legitimate concerns, and encourage the expression of feelings.
- Use collaborative interventions (e.g., brainstorming, consensus building) and work on defining roles to support collaborative teamwork.
- Form subtask/problem teams that cut across subgroup boundaries.
- Focus on major issues with the entire group.
- Model reflective listening and coach members on the skills.
- Reinforce respectful listening and communications during group discussion.
- Expect conflict. Encourage group members to express their frustrations and anxieties, and then focus on defining and organizing tasks.

Stage 3—NORMING

Typical Behaviors:

— Authority/leadership issues discussed and resolved.
— Issues, not people, confronted.
— Cohesion among group members begins; subgroups disappear.
— Members actively listen to each other.
— Appreciation and acceptance of alternative points of view.
— Risky issues/process issues brought up in meetings.
— Ability to remain focused on task at hand.
— Quiet people now contributing more in the group.
— Values and assumptions begin to get discovered and discussed.
— Relevant questions are asked.
— Air of complacency may develop.
— Individuals move beyond blame to responsibility.

Implications for Facilitation:

- Identify the "hidden" norms and invite the group to evaluate them or set new norms.
- Assist the group to develop a positive group identity via teambuilding activities.
- Challenge the boundaries of the group: bring in outsiders and/or newcomers periodically.
- Redefine or reestablish goals by focusing on desired results.
- Coach the group to use problem-solving methods wisely (e.g., nominal group, data dump).
- Use consensus-building interventions and explore areas of actual difference.
- Encourage open communication when members close up.
- Invite input and feedback when people are reluctant to address issues that might result in conflict.

Stage 4—PERFORMING

Typical Behaviors:

— Members try new behaviors and accept new ideas.
— Members relate with honesty, respect, authenticity.
— Problems and difficult issues are dealt with, handled creatively.
— Diversity is affirmed and welcomed.
— Member resourcefulness is utilized to energize each other.
— Decision-making process to be used is understood.
— Frequent review of process issues.
— Clarity on how members experience each other.
— Outside help/resources welcomed.
— Differences bridged with integrity.
— Commitment to work toward common goals.

Implications for Facilitation:

- Use problem-solving and consensus-building processes to facilitate group work.
- Do nothing. Join in and comment on what's going well.
- Experiment with group structures and explore process improvements.

- Help the group critique itself. Your role as leader becomes less active.
- Arrange appropriate ceremonies/rituals for celebration of accomplishments.
- Use or suggest inclusion activities that give new members a sense of acceptance.

Stage 5—ADJOURNING

Typical Behaviors:

— The sense of the group is that the work is done.
— May be apprehension over the impending loss of group identify and friendships.
— Cleaning up the group's undone tasks and removing symbols of the group.
— Evaluating the results and producing final reports.
— Saying goodbye.

Implications for Facilitation:

- Establish closing procedures with the group.
- Help design closing ritual or ceremonies.
- Discuss endings with members and encourage them to talk about how they feel.
- Provide a vehicle for people to say what they appreciate about each other.
- End with a celebration that honors the group and its members.

Source: Terry R. Bacon, *High Impact Facilitation,* International Learning Works, Durango, CO, 1996.

Behaviors That Enhance or Hinder Group Effectiveness

A role of the facilitator is to make sure the group is working effectively. It's important to understand behaviors that can enhance or hinder the group process. The facilitator needs to be able to identify behaviors and determine the impact on the dynamics of the group.

Roger Schwarz outlined a model for diagnosing behaviors in groups in his book *The Skilled Facilitator: Practical Wisdom for Developing Effective Groups.* He outlines six steps. The first three steps are what Schwarz calls the "diagnosis steps," and the last three are "intervention steps." They are:

1. Observe the behavior in the group, watching for certain behaviors and patterns, yet open to other behaviors not usually considered significant.
2. Infer meaning from the behavior. This means that the facilitator reaches a conclusion about something that is unknown, based on some things that are known.
3. Based on the observation and inference, decide whether to intervene in the group.
4. If the facilitator decides to intervene, the behavior that has been observed is described to the group members and ask them if they observed the same behavior.
5. The facilitator and group test the inference the facilitator has made and decide whether it is accurate.
6. The facilitator helps the group members decide whether and how to redesign their behavior to be more effective.

After the group has decided whether to change its behavior, the cycle begins again, and the facilitator observes whether the group has really made the changes they wanted.

The steps are repeated throughout the meeting. In developing groups, over time, they will learn to diagnosis and intervene themselves, and will be less dependent on the facilitator.

Many different behaviors can be observed. The list can be narrowed to focus only on behaviors that affect the group's effectiveness. Schwarz uses three categories:

Functional: Maintains or enhances the group's effectiveness.
Dysfunctional: Reduces the group's effectiveness through acts of commission (taking cheap shots), or acts of omission (withholding important information).
Counteractive: Enhances the group's effectiveness by negating dysfunctional behavior. It gets the group back on track.

There are levels of behavior. When one behavior is observed it may not have meaning, but what follows may change the meaning or the perception of what is meant. The levels include: ***action***, which is the individual comment; ***interaction***, the follow-up comments from others, and ***pattern***, which involves recurring actions and interactions.

Facilitators must remember that the inferences they make from observations are only their perception, and they must remain open to change their perspective if warranted. Never think of the inference as an unchangeable fact.

Forms of Nonverbal Communication

Body gestures and expressions are two of the more common and interesting forms of nonverbal communication. They are subject to a wide variety of meanings and interpretations. The gestures and movements can be intentional or unintentional and may communicate emotions, moods, motives, and intentions better than words, even though they often accompany words.

Behavior	**Inference**
Smile	happy, affection, humor, ridicule
Raised Eyebrows	disbelief, dissatisfied, chastisement
Frown	dissatisfied, unhappy, ill
Avoiding Eye Contact	shifty, guilty, shy, want to end discussion
Silence	uninterested, disengaged, thinking, angry
Shrug of Shoulders	indifferent, "I don't care," "I don't know"
Rolling Eyes	disagree, disgust, "wow," "oh brother!"
Shaking a Fist	anger, emphasis, power, threat, prepare to fight
Tapping Fingers or Feet	boredom, impatience, nervous, disagree with what's happening
Yawning	boredom, tired, sleepy, time for a break
Wrinkling Forehead	thinking, questioning, attentiveness, pain
Looking at Watch	end the conversation, I'm in a hurry, time to go on, wrap it up
Sighing	bored, displeasure, satisfaction, relief, agree
Constant Eye Contact	person is self-confident, interested in person or conversation, polite, respects others
Ducks In and Out of Meeting	disengaged, feels has more authority, derails the process

Forms of Nonverbal Communication

Body gestures and expressions are two of the more common and interesting forms of non-verbal communication. They are subject to a wide variety of meanings and interpretations. The gestures and movements can be intentional or unintentional and may communicate emotions, moods, motives, and intentions better than words, even though they often accompany words.

Write the communication you infer when you see these behaviors.

Behavior **Inference**

Smile: ____________________

Raised Eyebrows: ____________________

Frown: ____________________

Avoiding Eye Contact: ____________________

Silence: ____________________

Shrug of Shoulders: ____________________

Rolling Eyes: ____________________

Shaking a Fist: ____________________

Tapping Fingers or Feet: ____________________

Yawning: ____________________

Wrinkling Forehead: ____________________

Looking at Watch: ____________________

Sighing: ____________________

Constant Eye Contact: ____________________

Duck In and Out of Meeting: ____________________

Add Another Behavior you Observe: ____________________

____

____

Worksheet: Make copies for use at future meetings.

Working with Large Groups

Facilitators of large group processes should examine their role and pay special attention to the skills and qualities that they will need.

Keep in mind that the definition of facilitate is “to make easier.” Roger Schwarz, author of The Skilled Facilitator (1994), says, “Everyone is capable of becoming a facilitative leader.” The facilitator of large group methods helps groups reach their goals by helping choose an appropriate approach and facilitating the planned processes.

Regardless of which large group approach is used, facilitators must attend to four elements:

- Content of group’s topics or issues.
- Processes to be used.
- Interactions within the group.
- Logistics.

Facilitators must custom-design effective approaches based on their unique qualities and skills. In developing your own approach, you may want to consider the following:

- Know what you need. This will allow you to focus on the work to be accomplished instead of yourself.
- Be informed. Your expertise is process knowledge and tools, so be a process expert (to act as a topic expert can deter a group).
- Be of service to everyone; be fair and care.
- Be invisible so the group stays focused on its work (when a facilitator empowers the group, the facilitator is not noticed).
- Be neutral.
- Develop your own facilitation tool kit appropriate for your skills and qualities.
- Plan ahead, as logistics are important and can be hard work.
- Develop a comfort level with dissatisfaction and conflict.
- Start where the group is, not where you want it to be.
- Know when you are asking and when you are telling—take charge and empower.
- Be diligent.
- Stay focused.
- Use all the resources in the room.
- Be organized.
- Be creative and invite others to be creative by saying, “I’m not quite sure what will work here.”
- Remember facilitators work in formal and informal settings; manage and coach.

Large Group Methods

Facilitators increasingly rely on what are called "Large-Group Interaction Methods" or "Critical Mass Events" to involve fairly large numbers of people (from as few as eight to over 2,000) in planning and implementing major change efforts. These methods:

- Are structured processes for engaging large numbers of people to enhance the amount of relevant information brought to bear on a problem.
- Build commitment to problem definitions and solutions.
- Fuse planning and implementation.
- Shorten the amount of time it takes to conceive and execute major policies, programs, services, or projects.
- Provide concepts, procedures, and tools that can help public and nonprofit organizations and communities deal effectively with change.

On the other hand, there appear to be a number of boundary conditions for successful use of the methods:

- Because they are participative and in large part democratic, the methods will not work unless leaders are willing to share power.
- The methods must be focused on the right issues and the right people need to be involved.
- Events must be well planned, managed, and facilitated.
- The methods can be expensive, particularly in terms of participants' time.
- Extensive follow-up typically is necessary if decisions made and strategies formulated are to be successfully implemented.

The following pages provide a comparison and overview of five of the more commonly used approaches (Real Time Strategic Change, Search Conferences, Future Search Conferences, Group Facilitation Methods, and Open Space Technology). These methods have been used in public, nonprofit and for-profit settings.

Approach: REAL TIME STRATEGIC CHANGE

Assumptions

People who are affected by change should be involved in its planning and implementation.

Planning for change needs to be fast, and common approaches are not effective or fast enough.

Change occurs at a fast pace and in real time throughout an organization.

Change is everybody's business.

Change occurs simultaneously within the whole organization.

Buy-in, commitment, and ownership of a change effort are natural by-products of involving people.

People are more apt to support change when they see it in the broad view of the organization's reality.

Leadership team and consultants have power and responsibility.

Strengths

Provides a step-by-step how-to process.

Expands people's visions while also resulting in action steps.

Develops broad strategies, goals, objectives, and action plans.

Highly participative approach to gaining buy-in to goals and strategies and to producing action plans.

Weaknesses

Facilitator in small groups often assumed, not given training.

Unlikely to result in major bottom-up strategic change because the process design is strongly influenced by an organization's leaders.

Requires major logistical support or effort.

Needs skilled facilitation.

Key Features

Number of people involved: 50-2000

Duration: 3 days

Staff needed:
- Design Team
- Logistics Team
- Facilitator

Sequence of activities:
1. Environmental audit and industry trends
2. Organizational diagnosis
3. Brainstorming of "Glads, Sads, and Mads"
4. Review organization's mission
5. Hear from key customers
6. Create picture of success
7. Identify processes, procedures, and policies to implement vision
8. Small group work on key issues
9. Positional leaders state what they will support
10. Build new shared vision
11. Identify norms
12. Develop action plans

Theory base:
- Organizational development Strategies of Richard Beckhard (1969) [Dissatisfaction x Vision x First step > Resistance]
- Lippitt's belief that people should be engaged in planning their own future (1983)

Resources:

Real Time Strategic Change: A Consultant Guide to Large Scale Meetings.

Real Time Strategic Change: How to Involve an Entire Organization in Fast and Far Reaching Change

Kathleen Dannemiller & Robert Jacobs

Approach: SEARCH CONFERENCES

Assumptions

Planning should be done at the grass-roots level.

People are purposeful, people want to learn, people want to take responsibility for their future.

People accept responsibility for things important to them.

Participation engages people in learning and creativity.

Participants can rise above self-interest and make decisions for the common good.

People must move from a mind-set of a stable environment to one of recognizing the turbulent environment.

Diverse groups of people can find enough commonality to work toward a shared purpose.

People should have open communication and trust.

This approach is based on oral communications.

Ground rule: All perceptions are valid.

Strengths

Inspires people to find common ground, future focus, and joint action.

Employs citizenship behaviors.

Creates learning-planning communities.

Approach has been used in many countries/cultures (India, England, Honduras, Mexico, Norway).

The processes delegate power to those who have responsibility.

Takes into consideration the wider social context.

Gives a full day to the development of action plans.

Reasonable theoretical base: sociotechnical systems theory and action research theory.

Can be used in nonprofit, business, public organizations.

Weaknesses

Individualism and bureaucratic organizations are restraining forces.

Most work is done in large groups.

Involves limited number of external stakeholders (only those responsible for implementation).

Role of manager not well defined.

Needs skilled facilitator.

Although we have many testimonials, there is no hard research.

Key Features

Number of people involved: 15-60

Duration: 2-3 days

Staff needed:
Skilled facilitator or facilitator team
Conference manager

Sequence of activities:
1. Scanning the environment
2. Environmental appreciation
3. Dealing with constraints and developing strategies and action plans
4. Implementation

Theory base:
- Methodology evolved from the work of Fred Emery and Eric Trist
- Planning technique came out of work by National Training Labs in the 1960s

Resources:

The Search Conference: A Powerful Method for Planning Organizational Change and Community Action

Merrelyn Emery & Ronald Purser

Approach: FUTURE SEARCH CONFERENCES

Assumptions
People will support what they create.

People should think globally, and act locally.

Change involves the whole person: body, mind, and spirit

Everyone (as opposed to experts) solves problems.

Getting everybody to improve yields long-term dignity, meaning, and community—everybody improves the whole system.

Focus is on the entire system, not just the problem.

The best action plans come from people's finding common ground in dialogue.

It is important to explore and validate differences.

People can change the present and future.

Common ground cannot be separated from the problems people are trying to solve.

Strengths
Brings people with divergent views together including outside stakeholders.

Has been used in profit, nonprofit, and public sectors.

Has been used in several cultures (America, Asia, Europe, Australia) and many cultures have made successful adjustments.

Addresses complex system issues.

Process takes breaks (soak time) to allow people time to reflect.

Collaboration creates energy and action to improve the future.

Process looks at both content and process.

Creates the big picture and identifies common ground.

Proactive approach.

Diversity is appreciated and valued—conferences reflect values and knowledge of participants.

Focus on creating the future.

Explores and examines new ideas and different views.

There are well-documented descriptions and analyses of the method.

Weaknesses
Data come only from the group participating in the conference.

Follow-up to the conference is dependent on the culture of the organization.

Needs skilled facilitator.

Key Features
Number of people involved: 30-85

(Can run several conferences at once to involve more people)

Duration: 3 days

Staff needed:
- Skilled facilitator
- Planning group to
  - decide on conference purpose
  - decide what stakeholders will be invited
  - decide how conference results will be carried forward after conference

Sequence of activities:
1. Review of the past
2. Present (map current reality and doing an external and internal analysis)
3. Creating future ideal scenarios
4. Developing action plans

Theory base:
- Methodology evolved from the work of Fred Emery and Eric Trist
- Sociotechnical systems theory, action research theory

Resources:
Discovering Common Ground, Future Search

Marvin Weisbord and Sandra Janoff

Approach: GROUP FACILITATION METHODS OF THE INSTITUTE OF CULTURAL AFFAIRS (Technology of Participation)

Assumptions

Participatory management is the style of the future.

Participation is a structured process and involves learnable skills.

Participation requires openness.

Participation creates alignment.

Participatory management is an art—goes beyond theory.

Situations can only be understood and interpreted in light of a vision.

The strength of this method is the people and organization themselves, their creativity, innovativeness, and openness.

Strengths

Creates a climate for cooperation.

Develops a methodology for managing the process of participation.

Applicable to all types and sizes of organizations.

Conversation method is holistic. Facts, feelings, values are considered in making decisions.

Analysis encourages double loop learning.

Empowers the "little people" to take responsibility.

Used extensively on several continents in public, nonprofit, business, and community settings.

Inspires people to find common ground and agree on joint action.

Uses simple technologies for eliciting and grouping ideas.

Many printed documents describing uses of this method.

Weaknesses

No clear framework is developed to align the methods and technique. (Method is really a combination of methods and workshops.)

Participants organize their own data but few skills are taught to do this work.

Skilled facilitator is required.

Significant logistical requirements.

Takes a lot of participant time.

Theoretical base is not well articulated.

Method doesn't necessarily involve content experts when they might be needed.

Key Features

Number of people involved: 10-200

Duration: 2-7 day events

Staff needed:
- Facilitator
- Steering Committee

Sequence of activities:
1. Map a common vision (includes scanning past and future trends)
2. Environment scan
3. Look for contradictions to their work
4. Set strategic direction
5. Develop action plans with timeline

Theory base:
- Developed by the Ecumenical Institute which later became the Institute of Cultural Affairs
- Process developed in community organizing and development

Resources:

Winning Through Participation

Laura Spencer

Approach: OPEN SPACE TECHNOLOGY

Assumptions

The event must focus on issue of concern.

Natural systems are open.

Participants can identify and facilitate discussions of their own issues; everyone has the right and responsibility to put things on the agenda.

Individuals must take responsibility and initiative.

Performance is enhanced when the body, mind, and intellect all come together.

The quality of interaction is most important.

People must volunteer. There should be no forced participation.

When the purpose is clear, the structure comes as a natural expression.

Everyone has creative potential.

People will self-organize based on interest; groups generate their own leadership.

Not a process for when the present and future agendas are clear.

Strengths

Agenda flexibility.

Power and control to the participants; they choose where they want to engage, learn, or contribute.

Recognizes or embraces chaos and the whole.

Can help create whole system change and enhance human performance.

A process for creating dialogue and organizational learning.

Puts responsibility and ownership for ideas on the participants.

Can be used in public, nonprofit, business, and community settings.

Published descriptions and analysis of the method.

Weaknesses

Lack of control by positional leaders of group or organization.

No advance agenda or outcome since it is determined by the participants.

People must take responsibility for own participation and follow-up action.

People must be open; no advance expectations about outcomes.

The process is holistic, not orderly or linear.

People cannot be forced to join or be given a specific agenda.

Analysts, masters, experts are required among participants—no expert help from the outside.

Expert facilitation is required.

Significant logistical requirements for this process.

Is fairly expensive in participant time.

Key Features

Number of people involved: 5-500

Duration: 1-3 days

Staff needed:
Facilitator

Sequence of activities:

1. Opening and description of the process
2. Agenda setting (determine what you want to accomplish, best stated in a question, something real that is of concern—that people have passion about)
3. Open space
4. Morning announcements
5. Evening news
6. Celebration
7. Closing
8. Formal Reports

Theory base:

- Comes from Owen's observations and experience in Liberia with the Kpelle people in Balamah, and Native American tradition

Resources:

Riding the Tiger

Open Space Technology: A User's Guide

Expanding Our Now: The Story of Open Space Technology

Harrison Owen

Finding More Resources

The educational and corporate community has dozens of marvelous resources available for the motivated facilitator wishing to find more resources. Also, the practical wisdom of gifted community facilitators should be tapped. This guidebook has drawn upon several excellent resources and those are listed in the following reference list.

In the search for more resources consider human resources, written resources, technology-enhanced resources, organizational resources, and other resources. Identify excellent facilitators and interview them. Practical wisdom is often not written but accessible through stories. Utilize libraries to search for materials. Search for organizations that support facilitator growth and learning, like the National Facilitators Network (has state-based groups, too). Contact your local Cooperative Extension Service for information and coaching.

Consider searching for resources under the general heading of facilitation as well as under each of the sub-topics important to facilitation (conflict, decision-making processes, etc.). Remember that the context in which facilitation is done is important—in board rooms, in community meeting rooms, in group retreat settings, etc. Evaluate the resource to see if it is more appropriate in one context than another.

Best wishes finding more resources to build upon your skills, understanding, and expertise as a facilitator.

Reference List

Bacon, Terry, *High Impact Facilitation,* International Learning Works, Durango, CO, 1996.

Barca, Michele, and Kate Cobb, *Beginnings and Endings: Creative Warmups and Closure Activities,* HRD Press, Amherst, MA, 1993.

Bryson, John M., *Strategic Planning for Public and Nonprofit Organizations,* Jossey-Bass, San Francisco, 1995.

Bryson, John M., and Farnum A. Alston, *Creating and Implementing Your Strategic Plan: A Workbook for Public and Nonprofit Organizations,* Jossey-Bass, San Francisco, 1996.

Bunker, Barbara, and Billie Albian, *Large Group Interventions*, Jossey-Bass, San Francisco, 1997.

Burleson, Clyde W., *Effective Meetings: The Complete Guide*, John Wiley & Sons, New York, 1990.

Carpenter, Susan, and W.J.D. Kennedy, *Managing Public Disputes,* Jossey-Bass, San Francisco, 1988.

Cartwright, Darwin, and Alvin Zander, *Group Dynamics,* 3rd Edition, Harper & Row, New York, 1968.

Diamond, Louise, *The Inner Work of Facilitation: Modeling Inner Peace*, Institute for Multi-Track Diplomacy, 1997.

Fox, William M., *Effective Group Problem Solving: How to Broaden Participation, Improve Decision Making and Increase Commitment to Action,* Jossey-Bass, San Francisco, 1988.

Glaser, Roland, *Facilitator Behavior Questionnaire (Instrumentation)*, HRDQ, King of Prussia, PA.

Hackett, Donald, and Charles L. Martin, *Facilitation Skills for Team Leaders,* Crisp Publications, Menlo Park, CA, 1993.

Hart, Lois, *Faultless Facilitation,* 2nd Edition, HRD Press, Amherst, MA, 1996.

Heron, John, *The Facilitator's Handbook,* Nichols Publishing, East Brunswick, NJ, 1993.

Heron, John, *Group Facilitation: Theories and Models for Practice,* Nichols Publishing, East Brunswick, NJ, 1993.

Hunter, Dale, Anne Bailey, and Bill Taylor, *The Art of Facilitation: How to Create Group Synergy,* Fisher Books, Tucson, AZ, 1995.

Janison, Justin, *The Complete Guide to Facilitation,* HRD Press, Amherst, MA, 1997.

Justice, Tom, and David Jamieson, *The Complete Guide to Facilitation,* HRD Press, Amherst, MA, 1998.

Kaner, Sam, *Facilitator's Guide to Participatory Decision Making,* New Society Publishers, Gabriola Island, BC, 1996.

Kearny, Lynn, *The Facilitator's Tool Kit—Tools and Techniques for Generating Ideas and Making Decisions in Groups,* HRD Press, Amherst, MA, 1995.

Kelsey, Dee, and P. Plum, *Great Meetings! How to Facilitate Like a Pro,* Hanson Park Press, Portland, ME, 1997.

Kidder, Rushworth, *How Good People Make Tough Choices,* Simon and Schuster, New York, 1995.

Lippincott, Sharon M., *Meetings Do's and Don'ts: The Complete Handbook for Successful Meetings,* Lighthouse Point Press, Pittsburgh, PA, 1994.

Maier, Norman R.F., *Problem Solving Discussions and Conferences: Leadership Methods and Skills,* McGraw-Hill, New York, 1963.

Myers, Carol, *Facilitation Skills,* Laptop Associates, Jacksonville, TX, 1996.

North Central Regional Center for Rural Development, *Leadership: Sustaining Action on Community and Organizational Issues,* Iowa State University Printing Services, Ames, 1993.

Owen, Harrison, *Open Space Technology,* Berret-Koehler Publishers, San Francisco, 1997.

Quinlivan-Hall, David, and Peter Renner, *In Search of Solutions: Sixty Ways to Guide Your Problem Solving Group,* PFR Training Associates Ltd., Vancouver, BC, 1994.

Saint, Steven, and James R. Lawson, *Rules for Reaching Consensus: A Modern Approach to Decision Making,* Pfeiffer & Co., San Diego, 1994.

Schwarz, Roger, *The Skilled Facilitator,* Jossey-Bass, San Francisco, 1994.

Spencer, Laura, *Winning Through Participation,* Kendall/Hunt Publishing, Dubuque, IA, 1989.

Stanfield, R. Brian, *The Art of Focused Conservation,* Institute of Cultural Affairs, Toronto, ON, 1997.

Tagliere, Daniel A., *How to Meet, Think, and Work to Consensus,* Pfeiffer & Co., San Diego, 1993.

Torres, Cresencio, *Consensus Decision-Making Simulations,* HRD Press, Amherst, MA, 1994.

University of Vermont Extension Service, *Making Group Decisions,* University Printing, 1989.

Weisbord, Marvin, and Sandra Janoff, *Future Search—An Action Guide to Finding Common Ground,* Berret-Koehler Publishing, San Francisco, 1995.

Williams, Bruce, *More Than 50 Ways to Build Team Consensus.* IRI/Skylight, Palatine, IL, 1993.

Notes

Order Form, Facilitation Resources

Order additional copies of Facilitation Resources by the individual volume, or as complete sets of all eight volumes.)

Please send me:

_________ complete eight-volume sets of **Facilitation Resources** (PC-7437-S) at $45.00 each: $______________

and/or individual volumes as specified:

Volume 1. Understanding Facilitation (BU-7429-S)	_______ copies, at $6.00 each:	$______________
Volume 2. Contracting and Handling Logistics (BU-7430-S)	_______ copies, at $6.00 each:	$______________
Volume 3. Getting Focused: Vision/Mission/Goals (BU-7431-S)	_______ copies, at $6.00 each:	$______________
Volume 4. Managing Group Interaction (BU-7432-S)	_______ copies, at $6.00 each:	$______________
Volume 5. Making Group Decisions (BU-7433-S)	_______ copies, at $6.00 each:	$______________
Volume 6. Dealing with Group Conflict (BU-7434-S)	_______ copies, at $6.00 each:	$______________
Volume 7. Utilizing Diversity, Power, and Ethics (BU-7435-S)	_______ copies, at $6.00 each:	$______________
Volume 8. Designing a Volunteer Facilitation Program (BU-7436-S)	_______ copies, at $6.00 each:	$______________
	Subtotal =	$______________
	Minnesota orders, add 7% sales tax =	$______________
	Shipping (see table at left) =	$______________
	Total Due =	$______________

SHIPPING CHARGES

Amt. of order (before tax)	**Shipping Charge**
$5.01-12.50	$3.50
$12.51-25.00	$4.00
$25.01-75.00	$5.50
$75.01-150.00	$7.00
$150.01-200.00	$9.00
$200.01-250.00	$10.50
$250.01+	We will bill

Enclose check payable (in U.S. dollars)
to the **University of Minnesota** and mail to:

University of Minnesota Extension Service Distribution Center
405 Coffey Hall
1420 Eckles Avenue
St. Paul, MN 55108-6068

Name______________________________

Organization ______________________________

Address______________________________

City/State/Zip______________________________

Telephone (   ) ______________________________

Tax-exempt number ______________________________

Prices and availability subject to change.

To order by credit card:
Call (800) 876-8636
E-mail: order@extension.umn.edu
Or FAX (612) 625-6281.

Circle one: VISA MasterCard DISCOVER

Credit Card # ______________________________

Expiration date (mo./yr.) ______________________________

IN PARTNERSHIP ...

Hubert H. Humphrey
Institute of Public Affairs
University of Minnesota

University of Minnesota
Extension
Service

PC-07437-S
BU-07432-S
Reviewed 2001

Find more University of Minnesota Extension Service educational information at www.extension.umn.edu on the World Wide Web.

Additional copies of this item can be ordered from the University of Minnesota Extension Service Distribution Center, 405 Coffey Hall, 1420 Eckles Avenue, St. Paul, MN 55108-6069, e-mail: order@extension.umn.edu or credit card orders at (800) 876-8636.

Produced by Communication and Educational Technology Services, University of Minnesota Extension Service.