Leader of the Pack: Empowering IDT facilitators
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Meeting roles:

Facilitator:

Facilitate means “to make easy”. As a facilitator, your role is to make communication easier, improve collaboration, promote meaningful discussion and provide a mechanism for effective problem solving.

Your obligation is to the process...not the information!! The facilitator has no stake in the issue or information and is trusted by the team to be neutral to the outcome.

The facilitator moves the meeting along and is skillful in identifying where the issue is getting stuck and uses tools to identify the cause.

Recorder/Scribe:

This role records the information discussed in the team meeting, is responsible for keeping accurate minutes and distributing to the team members following the meeting.

The content recorded includes the process, decisions made, outcomes agreed upon, follow up required, attendees present, absent members, and next meeting date and time. At interdisciplinary team meetings, the recorder/scribe may transcribe directly into the medical record any pertinent conversations held in morning or care planning meetings.

Timekeeper:

This role is solely responsible for cuing the facilitator to the time that has passed and time left for the meeting. There should be an agreed upon time prior to the meeting as to how long the meeting will last and how long for discussion points. The facilitator will then decide whether to move the conversation along or hold for deeper conversation points. The timekeeper serves only as a cue to the facilitator as to the passage of time.

Process observer:

This role provides feedback to the facilitator on the process to help fine-tune the skills of the facilitator and the meeting flow in general. This is especially beneficial to new facilitators. This can also be done with a video recording of the meeting and played back for the facilitator following the meeting.
Facilitator Strategies

Listening:

**Active listening:**
Fine tuning what is being said and gaining a deeper understanding of what is being said...

3 levels of listening:
1. Listening to self (inner thoughts)
2. Listening for meaning (content)
3. Listening for depth (emotion behind what is being said)

**Cues to active listening:**
Eye contact, lean in, good input, attention to detail, uncrossed arms, relaxed face, taking notes, asking questions, nod in agreement, head nod, umm hum, appropriate disagreement.

**Barriers to listening:**
Computer in front of you, phones, sidebars, distracting thoughts in head, daydreaming, disconnected, not feeling like they have input to conversation, not focusing on what is being discussed, temperature in room, time (too late in day), clock on the wall, others??

Skills as facilitator:
- Look team members in the eye when speaking; no doubt who you are directing comments to
- Attention to rules of engagement (call team on it if being broken)
- Bring attention to moving the conversation on if droning on...
- Reminders to focus if team gets off subject
- Prepare ahead: agenda helps to focus team and prepare conversation
- Clarifying language; ask questions
- Silence: don’t feel compelled to speak...silence is golden
- Designated follow up: who is responsible for what...
- Encouragement; powerful tool
- Summarizing statements

Managing Time:
- Time is essential and usually quite limited making this a most precious resource.
- Ensure each meeting begins and ends on time
- Assign a timekeeper as a structured role in team meeting
- Give ample warning before ending a conversation or the meeting “we have 5-minutes left for this meeting...or... “let’s just give this conversation one more minute to come to a resolution”
- Have a clock visible to both you and the team... although this can be a source of distraction, it may help keep the team on track
- Practice!! How long does it take for a productive meeting to take place? Where can we cut corners without cutting quality out of the conversation?
- Try to maintain flexibility whenever possible

Purpose and Agenda:
- Know the purpose of the meeting and be clear with the members of why they are there
- Set the expectations for participation: what are the results you are looking for?
- What is the expected size of the group?...remember size does matter
- How will the group evaluate its process?
How to select a facilitator

What are the traits important for the Leader of the Pack? This is the person who is responsible for encouraging outcomes in your team, you want to ensure success...it is critically important to choose the right person for the job.

The following are characteristics that are admirable in the facilitator:

**Confidence:**
This role is not for the faint at heart...this will call on your sense of competence, humor, trust and faith. This must be someone who believes in your mission and your team's ability to get the job done.

**Attitude:**
Generally positive but open minded and forward thinking. Should expect the meeting to be successful.

**Effective listener:**
Needs to use active listening skills: listen more than they speak. Be able to give full attention to team meeting, wean out distractions and glean the real meaning of what is being said. It helps to be a subject matter on what is being discussed but have no stake in the game.

**Mentor:**
Must have strong coaching skills and ability to be a leader or teacher. The facilitator must have strong intuition and observational skills.

**Enthusiasm:**
High energy, good intensity, strong voice. Should be obvious who the team leader is and that this is a job the facilitator wants to do.

**Action-oriented:**
Should be prepared to step in and take charge if things go off the rales. Keeps the meeting moving at a good pace, slows it down when needed or takes over when there is a sudden change in direction.

**Organized:**
Must maintain control of the meeting, keep everyone on the same page, use the tools available and stay on key points. Everyone should leave the meeting with the same agenda and moving in the same direction.

S= Stays Neutral
L= Listens Attentively
A= Asks Questions
P= Paraphrases
S= Summarizes
Assess your team:

How do they participate?

Positive participation:

How does your team interact in meetings?

Characteristics of a well-functioning team with positive participation:
• Feelings of enthusiasm
• Opinion are shared willingly
• All team members engaged and express their ideas
• Work is completed on time and there is follow through on agenda items
• Assessments done and on time
• Conflicting opinions are openly expressed and leads to collaborative discussion
• Team can questions the nature of items in care plan and feel free to ask what has changed since last careplan

Teams displaying poor participation:
• Lack of attendance with frequent proxy membership
• One or two people dominating the discussion
• Lack of participation and discussion
• Team members are too agreeable (yessing to death), no real conversation or discussion
• Some team members feel excluded from decision making
• Frequent interruptions (coming and going from the room)
• Existence of cliques
• Failure to build on ideas
• Dissatisfaction in the group
• New members having difficulty integrating
• Discrepancies in information
• Failure to record all information in careplan
• Gossip and talk outside the group,

What are some barriers to participation?

External:
Taking phone calls, overhead paging, starting meeting on time,

Physical:
Inadequate temperature, time to complete care plans,

Social:
Families included in care planning meeting

Hidden:
Time of the care planning meeting, ppl assuming work can be done in the meeting, hierarchy of decision making,

Internal:
Lack of confidence with decision making, lack of trust among group members, format/rules for communication too formal, over-emphasis of task achievement to the exclusion of comfort that can lead to frustration.
How can the facilitator enhance participation?

- Develop an agenda for care planning so that each facilitator goes in the same order
- Build consistency
- Delegate a representative in the center to fulfill your tasks and not interrupt care planning process
- Ensure contribution by each IDT member, use skills to pull out non-participating members and silence over robust ones
- Evaluate the need for computers and/or technology in CP meetings
- Provide positive feedback and set expectations of the behavior you want
- Challenge behavior and attitudes that prohibit positive participation
- Assign note taker and time keeper responsibilities on a rotating basis
- Ask IDT members for opinions and statements or feelings about topics.
- Evaluate your current team and their individual level of participation by creating a sociogram... headings could include any behavior that you identify is present in your team meetings...rank your IDT according to their level of participation.

<table>
<thead>
<tr>
<th>Name</th>
<th>Speaks to Whom</th>
<th>Idea</th>
<th>Interrupts</th>
<th>Builds Listens</th>
<th>Encourages</th>
</tr>
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<tbody>
<tr>
<td>John</td>
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<tr>
<td>Suzy</td>
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<tr>
<td>Mary</td>
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<tr>
<td>Tim</td>
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</tbody>
</table>

Observe team behavior during a team meeting, and mark the appropriate column with an X where the team member displays the behavior.

Mark several XX's in the box if the behavior appears more than once.

Share the results with the group following the conclusion of the observation. This allows the team to see the extent of their helpful and harmful team behaviors.

Those with zero X's will observe their need to increase their participation in team meetings.
Lencioni’s 5 dysfunctions of a team

Dysfunction #1: Absence of Trust:
The fear of being vulnerable with team members prevents the building of trust within the team.

Dysfunction #2: Fear of Conflict:
The desire to preserve artificial harmony stifles the occurrence of productive ideological conflict.

Dysfunction #3: Lack of Commitment:
The lack of clarity or buy-in prevents team members from making decisions they will stick to.

Dysfunction #4: Avoidance of Accountability:
The need to avoid interpersonal discomfort prevents team members from holding one another accountable.

Dysfunction #5: Inattention to Results:
The pursuit of individual goals and personal status erodes the focus on collective success.

Tuckman’s team development stages

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Fig 2: Team Development stages
Difficulties and Conflict

2 types of difficulties:
Difficulties with the completion of tasks and difficulties with the process of how things happen:

Signs of a group having difficulty with tasks:
- Not making decisions
- Going over allotted time consistently
- Failing to reach goals
- Not doing what was agreed upon
- Ill-defined goals and tasks...not sure what follow up is and who is doing what
- Losing sight of what is important
- Unequal distribution of tasks
- Thinking the group is not working or is stupid
- Unable to find common ground

Signs of difficulties with the process:
- Resistance to group work, people, facilitator
- Dependence on facilitator for answers
- Challenging authority
- Not expressing feelings but sabotaging conversations
- Opting out of group
- Silence when input is needed
- Domination by one person or a few people
- Imbalance of power
- Being stuck in a stage or on a task
- Testing or pushing group norms
- Not listening

Causes of difficulties:

Why do you care?
It’s the facilitator’s job to untangle the reasons for the difficulty in making decisions as a group and attempt to work past it to get to the decision that needs to be made.

The more you can dissect the reason behind the difficulty...the easier it is to solve the issue.

Feelings:
Groups can experience a spectrum of emotions tied to the topic at hand. These feelings or emotions may be incompatible or hinder decision making. This can have a negative impact on the group

Competition:
While this can encourage greater achievement in teams, it can also cause challenging behaviors, competition for team time or the facilitators attention or job.

Dynamics:
People need to feel like they belong but also retain a sense of their own identity. Problems can arise over drifting into others responsibilities or jobs, having too many people working on the same thing, feelings of jealousy about members of the team getting too much attention or having too much decision making power and/or feeling like they are uninvolved in decision making and have no power in team.

Inexperience:
This can create difficulty especially for the less experienced of the group to go up against the more experienced or longer standing members. Can lead to unrealistic expectations
Lack of clarity:
This happens when tasks, aims or methods of the group are ill defined or expectations are unclear

Individual aims:
People join groups for all kinds of reasons, sometimes not by choice. Facilitator must deal with all kinds of participators. Some are reluctant some are exuberant

Previous experience:
If positive, this will carry over into a positive experience for this group... If not, the same may apply.

Negative experiences can be disruptive

Life-cycle of a group:
Certain members enter a group and others leave.

Pairings and groupings:
Some people will get along better with others...sit together, same seating, etc...influences thinking, voting, opinions

Wider society:
When outside events influence the emotions of what happens in the group (staff wedding, death of a famous person, terrorist attack) this should be acknowledged publicly as not to create difficulty or personal conversation and distraction.

Handling difficulties in a group

During difficult times the facilitator must be:
• Calm
• Prepared to confront the issue (this involves work to understand what the issue is and why it is happening) and remember...confront does not mean confrontational!! It simply means bringing the issue to the surface.
• Unafraid of anger the confrontation may provoke
• Resistant to and aware of the possibility of being manipulated by group members
• Mindful of the need to be objective towards every group member and their position, ignoring their own personal opinion, and working toward group development.
• Facilitators role is to focus on group members and resolution as a whole

Questions for the facilitator to ask in preparation for resolution
• What is the situation?
• How is this playing out in the group? How does the group respond?
• Who is involved?
• Who else is affected and how?
• What is the relationship between the affected parties and is this significant?
• When did this start?
• What are the possible causes of the difficulty (refer to above list)
• How does the problem present itself?
• When does it present itself?
Confronting Difficulties: the “to do’s”

• Choose the time and place...is it during team, after team...in public or private?
• Be specific about the behavior...don’t beat around the bush
• Use “I noticed” or “I observed” when describing the behavior
• Describe the person’s behavior and its effect on the group (and the facilitator)
• Ask the listener for their reaction...and listen...don’t try to interject.
• Ask for the behavior change you want to see... “I would like to see you be more interactive when speaking about your assessment”
• Deal with one issue at a time...you don’t want anyone to feel beat up
• When the listener responds...avoid feeling defensive. Remember, this is about team process improvement...it is not personal
• Ensure the listener has heard you properly. If not, comments and/or suggestions should be repeated
• Be fair...you may not have the full picture and there are two sides to every story.

Useful techniques:

• Encourage members who are silent and non-participating to be more vocal
• Focus on continuing development of trust and cooperation within your group
• Avoid confrontation and be open to suggestions
• Clarify rules and expectations whenever possible...you can never be clear enough
• Model an open, honest, respectful approach to handling difficulties
• Build a positive feeling of support
• Clarify the facilitators role as a non-voting but supportive member of the team
• Use body language that conveys the message that you are in control, in charge and will take the lead when necessary

Conflict

When difficulties escalate, there is conflict, and conflict is necessary...conflict provides opportunity... Most common cause of conflict is competition...others are lack of respect, loss of control; emotional influences can also play a role in conflict.

The peacemaking principle: you make peace by balancing power.

Positive outcomes of conflict:

• Produce better ideas
• Forces people to have clarity of thought
• Promotes creativity and interest in a subject
• Resolves long standing issues and problems
• Unearths new approaches and innovations

The negative side of conflict:

• Members can leave feeling deflated or insulted
• Promotes self-interest if done to win
• Increase distance between team members
• Increase distrust or suspicion
• Develop resistance rather than teamwork
Common areas of disagreement:

1. **Facts and data:** Having reliable information to base your decisions on is critically important in PACE. But what happens when the interpretation of that data is different? This can lead to disagreement and conflict. Having reliable facts and data can help reduce the misinformation, rumors, and assumptions that can occur when the facts are not clear.

2. **Goals and interests:** There are many different personalities and disciplines on the interdisciplinary team. This leads to many different goals and interests…it is important to recognize these differences.

3. **Relationships and structures:** How do the parties in the team relate to each other can have a profound impact on how the team functions. Are they distrustful or competitive? Cooperative and collaborative? Conflict may be difficult to avoid depending on what the team is grounded in.

4. **Methods and procedures:** Members of the team may disagree on the strategy or steps to take for achieving their goals. They may be advocating for different things and feel passionately about the direction to take to accomplish their tasks.

5. **Values:** Team members can have intense conflict when the issue at hand affects their core values. Moral issues are difficult to resolve politely and the resolution will unlikely result in welcomed compromise.

Styles to overcome conflict:

**Compete:**
Just do it!! This is a firm stand against a finite problem. There are winners and losers in every game and often comes a time just to pull the trigger and end a conflict. You know the outcome you want, why it’s important and the consequences of losing at this juncture.

**When to use:**
When setting a precedent, risky or emergency situation or when basic rights are being violated and a decision needs to be made fast. Use carefully, this style can leave team members feeling bruised, unsatisfied and resentful when used in less urgent situations.

**Compromise:**
Sharing the win!! When you don’t want to risk a complete loss you can sacrifice some of what you feel is important for the greater good. Everyone is expected to give up something here.

**When to use:**
When your goals are only moderately important and it is more important to gain buy in of the team as a whole or when destructive power struggles need to be avoided. Also effective when team is at a standstill and deadlines are looming.

**Collaborate:**
Let’s work together!! Trust is essential to solving problems together. This gets everyone pulling in the same direction for the same purpose.

**When to use:**
When there is a high concern for everyone’s interests, including yours, and there needs to be a collective understanding to gain perspective, merge opinions, and reinforce commitment. Especially effective when there have been previous conflicts in the group or when the situation is too important for a simple trade off.
**Accommodate**
Lose the battle to try and win the war!! Bypass what is important to you to elevate what is important to the team. This is a great choice when preserving the integrity of the team is more important than winning a point.

**When to use:**
When the issue is more important to others than it is to you or the organization. When peace is more valuable than winning or when you want to be in the position to collect a “favor” at a later date.

**Avoidance:**
Just stay out of it!! Sit back and let it ride. This strategy may be beneficial when you have a well-functioning team that can resolve issues on their own by holding each other accountable. This can also be beneficial when there is little chance to resolve a conflict due to the personalities in the room, timing, or the issue is not important to the members in the room.

**When to use:**
When team self regulates or when issues are trivial and confrontation may cause damage to relationships

**Warning signs of impending conflict:**
- Increase in intensity of a difficulty or conversation
- Tempers flare
- Listening skills go by the wayside
- Resolution becomes difficult

**How do you handle conflict?**
- Find the root cause
- Develop your facilitator skills to manage difficulties
- Remain calm
- Allow ample time for communication

**In resolving conflict using this approach, follow these simple rules:**

- **Make sure that good relationships are the first priority:**
  As far as possible, make sure that you remain calm and that you try to build mutual respect. Do your best to be courteous to one-another and remain constructive under pressure.

- **Keep people and problems separate:**
  Recognize that in many cases the other person is not just “being difficult” – real and valid differences can lie behind conflictive positions. By separating the problem from the person, real issues can be debated without damaging working relationships.

- **Pay attention to the interests that are being presented:**
  By listening carefully you’ll most-likely understand why the person is adopting his or her position. Walk a mile in the other persons shoes.

- **Listen first; talk second:**
  To solve a problem effectively you have to understand where the other person is coming from before defending your own position. Stop talking and just listen.

- **Set out the “Facts”:**
  Establish and agree upon the objective of the conversation and the elements that have an impact on the conflict.

- **Explore options together:**
  Be open to the idea that a third position may exist, and that you can get to a solution together.
How to go about resolving conflict:

**Step One: Set the Scene**
Make sure that people understand that the conflict may be a mutual problem, which may be best resolved through discussion and negotiation rather than through raw aggression. Remain calm....

If you are involved in the conflict, emphasize the fact that you are presenting your perception of the problem. Use active listening skills to ensure you hear and understand other’s positions and perceptions.

- Restate.
- Paraphrase.
- Summarize.

And make sure that when you talk, you’re using an adult, assertive approach rather than a submissive or aggressive style.

**Step Two: Gather Information**
Here you are trying to get to the underlying interests, needs, and concerns. Ask for the other person’s viewpoint and confirm that you respect his or her opinion and need his or her cooperation to solve the problem.

Try to understand his or her motivations and goals, and see how your actions may be affecting these.

Also, try to understand the conflict in objective terms: Is it affecting work performance? Damaging the delivery to the client? Disrupting team work? Hampering decision-making?

Be sure to focus on work issues and leave personalities out of the discussion.

Listen with empathy and see the conflict from the other person's point of view. Identify issues clearly and concisely. Use “I” statements. Remain flexible. Clarify feelings.

**Step Three: Agree to the Problem**
This sounds like an obvious step, but often different underlying needs, interests and goals can cause people to perceive problems very differently. You'll need to agree to the problems that you are trying to solve before you'll find a mutually acceptable solution.

Sometimes different people will see different but interlocking problems – if you can’t reach a common perception of the problem, then at the very least, you need to understand what the other person sees as the problem.

**Step Four: Brainstorm Possible Solutions**
If everyone is going to feel satisfied with the resolution, it will help if everyone has had fair input in generating solutions.

Brainstorm possible solutions, and be open to all ideas, including ones you never considered before.

**Step Five: Negotiate a Solution**
By this stage, the conflict may be resolved: Both sides may better understand the position of the other, and a mutually satisfactory solution may be clear to all.

However you may also have uncovered real differences between your positions. This is where a technique like win-win negotiation can be useful to find a solution that, at least to some extent, satisfies everyone.

There are three guiding principles here: Be Calm, Be Patient, and Have Respect.

The aftermath of conflict:
Once a conflict has been resolved it can leave unsettled feelings.
Facilitator should allow expressions that enhance positive feelings about the group and the resolution of the conflict.
Some More Facilitation Skills

Facilitation begins well before the meeting starts. They compile the agenda, ensure clarity of purpose, review last meetings minutes, prepared with the follow up due, have handled the logistics, ready with any tools that will be used in the meetings (charts, computers, graphs, etc...)

The facilitator is the leader of the pack and should be in control of the meeting at all times. The meeting should begin on time and end on time.

A good facilitator has no skin in the game; they should have content knowledge but not weigh in on decisions. They are committed to the ideas and formulation of good and equal conversation, not the content of information being covered

Terms of Engagement:
Setting ground rules for the organization as well as team meeting is a must. This is the road map on how team will behave, hold each other accountable and behave in the meeting.

These rules should be:
- Reasonable
- Realistic
- Established by the group
- Agreed upon by all team members
- Posted and referred to during the meetings
- Reviewed for accuracy annually
- Viewed as standard operating procedure

Agenda
This is the resource used the facilitator to ensure that the meeting runs smoothly, all team members understand the content being discussed at the meeting and allows for time management of the information being presented.

Content important for an agenda:
- Determine the objective for the meeting
- What is the tool needed to meet the objective
- What is the question that will be used to initiate the process to meet the objective
- Note all activities required to be accomplished during the meeting
- Estimate the time to complete all activity
- Are there any specific or pertinent information needed specific to your team meeting that can be included
Example of the agenda for the PACE Organization of Rhode Island:

<table>
<thead>
<tr>
<th>PT’s Full Name</th>
<th>Issue</th>
<th>Staff Member Initials</th>
<th>Cost Tool Needed (Y or N)</th>
<th>Grievance Needed (Place in QI Mailbox)</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
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<tr>
<td>Ppts with more than one ER visit, hosp adm, or at least one of each</td>
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</tr>
</tbody>
</table>

**Comfort Care List**

<table>
<thead>
<tr>
<th>Updated by medical</th>
<th>E-O-L in next 12 mos?</th>
<th>E-O-L in next 6 mos?</th>
<th>NAME</th>
<th>COMFORT CARE FAST score</th>
<th>PALLIATIVE CARE</th>
<th>COMFORT CARE PLAN</th>
<th>DNR?</th>
<th>HPOA</th>
<th>MOLST</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>NAME</td>
<td>COMFORT CARE FAST score</td>
<td>PALLIATIVE CARE</td>
<td>COMFORT CARE PLAN</td>
<td>DNR?</td>
<td>HPOA</td>
<td>MOLST</td>
</tr>
</tbody>
</table>

**Minutes**

Date:
Meeting:
In Attendance:
Absent:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Discussion</th>
<th>Outcome/follow-up</th>
</tr>
</thead>
<tbody>
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</table>
Time:
Time is an important factor in every meeting. Too much time can be annoying when attempting to carry out an activity or make a team decision...too little time can be frustrating and anxiety producing. Time to have meaningful discussion is imperative to problem solving. So, how much time is enough? The facilitator must evaluate whether the time spent in conversation was meaningful...whether or not it was moving the discussion toward resolution.

Time needed for decision making is dependent of several factors
- The agreed upon task of the group
- The number of people in the group
- How long the group has been together
- How well the group functions together
- Any points of resilience or conflict exist?
- Does the group have an assigned time keeper?

Rules of Engagement:
These are agreed upon rules by the team on how it will behave. These rules help the individual team members understand their roles while functioning as a team but also what are the expectation of information shared in the team setting might be. These can also be a time-saver if the rules are outlined as to how and when team communication should happen...

The Rules of Engagement at PACE Organization of RI

You….are the most valuable tool to your team.

Learning to listen can be the most impressive tool you can pull out of this toolbox.

Active listening is more than hearing what someone is saying, it is absorbing what is being said and letting the speaker know that they have been understood.

Although this technique is used by counselors, the facilitator is not in a counseling role while in team meeting. The role is to provide an environment where the individuals in the team meetings feel valued and respected.
Active listening skills:

**Summarizing:**
Drawing together several things that have been said and make one statement that clarifies the content. “So the areas of disagreement I heard discussed thus far are....”

**Clarifying:**
Checking that what was said is understood...such as facts, opinions, decisions, order of events. “So, what you are saying is that you won’t be able to start this project due to ....”

**Reflecting:**
Picking up on the feelings expressed by the speaker and demonstrating an acceptance of these underlying emotions. “It sounds like you are very excited to become part of that committee”

**Paraphrasing:**
Repeating back to the speaker a little of what was said in his or her own or similar words. This prompt continues others to continue talking... “so, what was happening at work was confusing to you?”

**Explaining:**
Giving an interpretation of previous statements. Helpful if the group is unclear about the meaning of what is being said. “It could be that what is happening here is...”

**Open-ended:**
Asking the speaker questions that will encourage further discussion or exploration. “What happened then?”

**Encouraging:**
Includes thanking the speaker for their involvement or contribution to the process. “That was a very useful analogy, thank you”

**Silence:**
Allowing time between conversation for processing of information can encourage the speaker to continue or can help team absorb what was just said.

**Linking:**
Statements/questions/comments that can be linked by the facilitator using short sentences indicating interest, support and encouragement to continue. “And then?”

**Non-verbal listening skills:**
- Body language: lean towards the speaker, make eye contact, use relaxed and attentive stance
- Helpful gestures: open handed circular actions, open hand while questioning or clarifying, head nods
- Personal space: leave a comfortable distance between you and the team
- Do not interrupt a speaker unnecessarily
- Keep arms uncrossed and relaxed
Spotlight on you as the facilitator.....

Do you complete the material prepared?
Do you run over time with some care plans?
Do some people get more time and attention than others in the group?
How comfortable are people about leaving the meeting when it is time is up
How would you rate the maintenance of confidentiality in the group?
Can the individual express an opinion or exhibit a value that is different from the group and feel comfortable
How easily does the group take to or come up with new ideas or interventions
Who supports who in the group...is there a pattern of support and support building?
Does the group spend equal time on its tasks and its process?
What level of importance is attached to events outside the group?
Do you socialize with group members?
How does the group react when you disclose something about yourself?
How do you use yourself and your own participation in the group?
How do the members react when you keep a boundary or check somebody for breaching one?

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<th></th>
<th>1 - Extremely</th>
<th>2 - Very</th>
<th>3- Quite</th>
<th>4 - Easy</th>
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For each situation, ask yourself:

- What exactly do I have difficulty with?
- How do I feel when faced with such a situation?
- Why does this issue/situation/difficulty bother me?
- What do I gain by not dealing with it?
- How will I gain by dealing more effectively with it?
- What steps can I take to handle it better?

Develop a skills enhancement plan:

Fill in the following blanks:

When someone is angry in a group, I usually _____________________________________________
As an alternative, I could try__________________________________________________________

If one person dominates, I usually____________________________________________________
As an alternative, I could try__________________________________________________________

When one person talks too much, I usually_____________________________________________
As an alternative, I could try__________________________________________________________

When there is disagreement, I usually________________________________________________
As an alternative, I could try__________________________________________________________

If someone disagrees with what I said, I usually_________________________________________
As an alternative, I could try__________________________________________________________

When a pair needs to be split up, I usually_____________________________________________
As an alternative, I could try__________________________________________________________

If a sub-group forms, I usually ______________________________________________________
As an alternative, I could try__________________________________________________________

If people are not talking to each other, I usually________________________________________
As an alternative, I could try__________________________________________________________

When someone brings up inappropriate material, I usually _____________________________
As an alternative, I could try__________________________________________________________

If ground rules are broken, I usually___________________________________________________
As an alternative, I could try__________________________________________________________
When you have tried some of the alternatives, answer the following questions...

- What is it like to use different methods?
- Did you find them useful? Which ones and why?
- What do you need to do now to incorporate into your toolbox?

Evaluate your team and your role in it

- What did you do well?
- What would you change?
- Why do you think facilitation is a useful tool for your work?
- What values and principles undermine your work?
- What do you see as the role of a facilitator?
- How can you contribute to the greater equality of your team?
- When do you think you intervene in your group vs. allowing self-regulation?
- What are the situations you find difficult to stay in? why?
- How can your skills be improved?
- What steps should you take to undergo these improvements?
- What are the challenges to you in this role?
- What improvements have you noticed in your team?
- What is the feedback from your group?

References:

“Effective Teams” Website. www.odportal.com/teams/effective/chapter3


Facilitators Tool Kit. www.quality.wisc.edu