ADB

Technical Assistance Consultant's Report

Project Number: 44140

TA 7566-REG: Strengthening and Use of Country Safeguard Systems

Subproject: Preparation of Draft Sub-Decree on Informal Settlers (Cambodia)

ENGAGEMENT FACILITATION WORKBOOK

Prepared by International Association for Public Participation–Australasia

Asian Development Bank

Engagement Facilitation

"Facilitation is not about control of the group or dazzling with knowledge or skills, but simply maintaining yourself fully present with the group and providing appropriate support for the group to achieve its goal."[1]

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When will you have your next Aha! moment?

Contents:

1   Introduction

Facilitation is a role that many people play in many different contexts. Facilitation in its simplest definition is about "making things easy or easier"[i]. In relation to its application in a group context, facilitation is about "assisting a group to determine and/or achieve a specific task"[ii]. This role may involve but is not limited to assisting a group to:

- Identify issues
- Share stories
- Build rapport and trust amongst participants
- Explore and challenge assumptions
- Analyse options
- Produce solutions, recommendations and alternatives
- Create visions
- Develop actions
- Set priorities and milestones

Facilitation involves a combination of three elements:
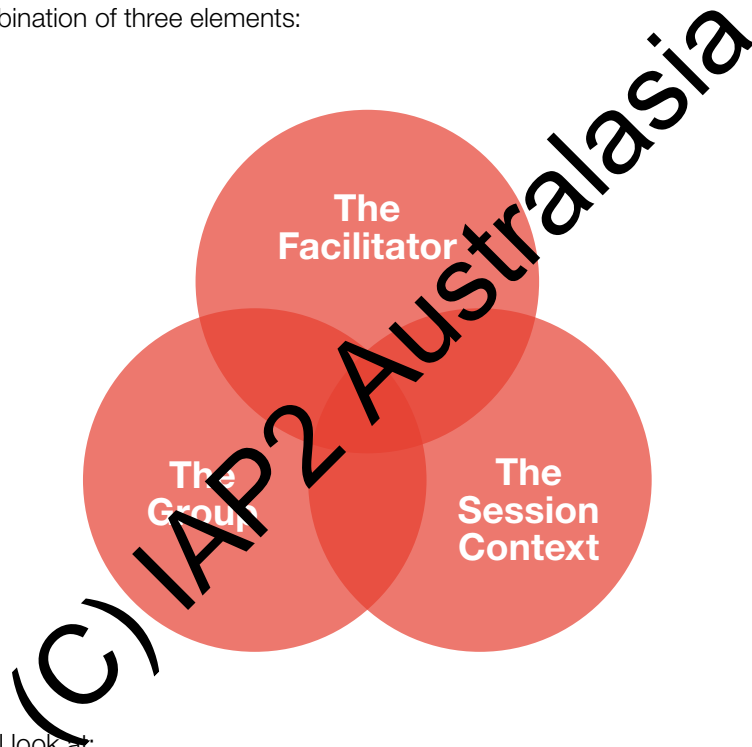
As such this workbook will look at:

1. The Facilitator: This looks at the role, qualities, mindset and tools of a facilitator.

2. The Group: This looks at the dynamics of people in groups, the enablers of effective group process.

3. The Session: This looks at the planning for combining the group and the facilitator.

In relation to Community Engagement, the final section of this workbook provides a range of "processes to consider".

1.1   Why have a Facilitator[iii]

Divergence → Convergence

'Groan Zone'

Divergence → Convergence

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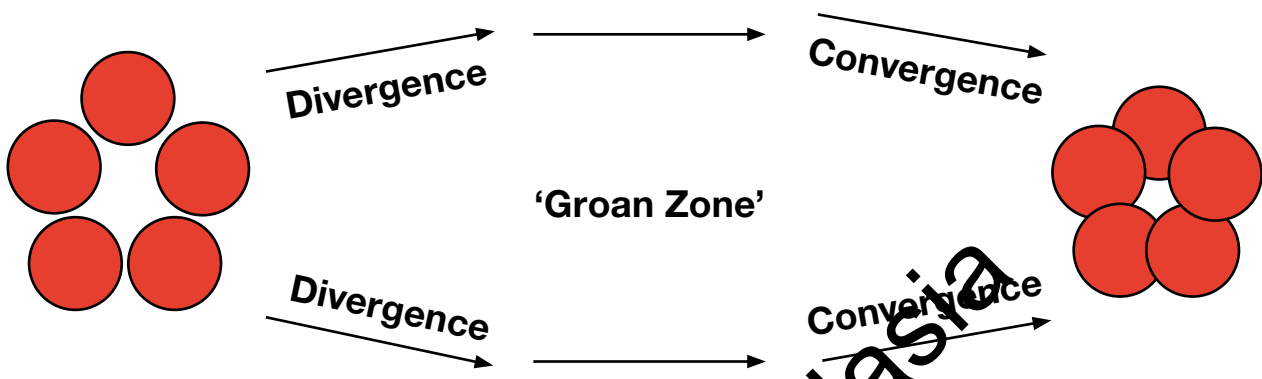
Quality Facilitation

- Keeps the design and expectations of the day reasonable/achievable.
- Creates a welcoming environment and invitation to participates.
- Maintains an eye on group productivity (energising, breaks etc).
- Ensures all voices are heard and power is shared.
- Holds people in the discomfort of deliberation, without compromising safety or creativity.
- Enables meaning and clarity to emerge from the group.
- Is neutral to the content outcome and a partner in the process outcome.

2   The Facilitator

The facilitation role is often separated from the participant and leadership role for an important reason; Facilitation involves managing group processes and dynamic-influencing how members work together.[iv]

As a facilitator the clarity of your role is essential. The clarity of the role provides you, the group and the client with a firm base from which to build the session plan and deliver that plan with congruency and transparency on the day.

This lack of clarity can affect the perceived neutrality of the facilitator and make it easier for the session/s to become side tracked by divergent agendas or a lack of conscience that the facilitator is working to and for the best interest of the group.

At its simplest level this is about knowing the difference between Training, Presenting, Educating and Facilitating?

Training: Has a focus on skills development.

Presentation: Has a focus on delivery of information.

Education: Has a focus on development of critical thinking and underpinning principles.

Facilitation as opposed to the above descriptions has a focus on the development and delivery of processes that draws on and works with the group (i.e. group as the expert or driver of outcome). This is not to say that there is not a role for facilitation in training, presentation or educational contexts or that a facilitator might use education, presentation or training during a session. However, the critical thing is to know what you are doing and when.

On a more complex level, role clarity is about understanding your own internal constructs/schemes and their potential influence on how you respond in any given situation.

E.g.

Facilitators Conundrum

Is it better to be highly versed in a content area with a long background and clear opinion on the issues or have little background so that you work predominately with the process and leave the content to the participants…?

"Facilitation is not about control of the group or dazzling with knowledge or skills, but simply maintaining yourself fully present with the group and providing appropriate support for the group to achieve its goal."[v]

2.1   Facilitator Tasks

Effective group facilitator seeks to assist the group develop their own internal resources and move towards functional autonomy, through:

Structuring
Offering the practical processes, activities and opportunities that enable the groups to experience Motivation, Support & Linking.

Motivating
Helping members become involved and to find meaning in the exercises and activities.

Supporting
"Holding the Space" for the group in a non-judgemental manner. An 'invisible platform' from which the group develops their own experience.

Linking
Assisting the group to link to each other, to the tasks, to ideas, to actions to the goals and process.

I see, hear,
and feel?

What does this mean
in relation to the group

Monitoring   Interpreting

Action   Structuring

Implement /
Do nothing

What is
needed?
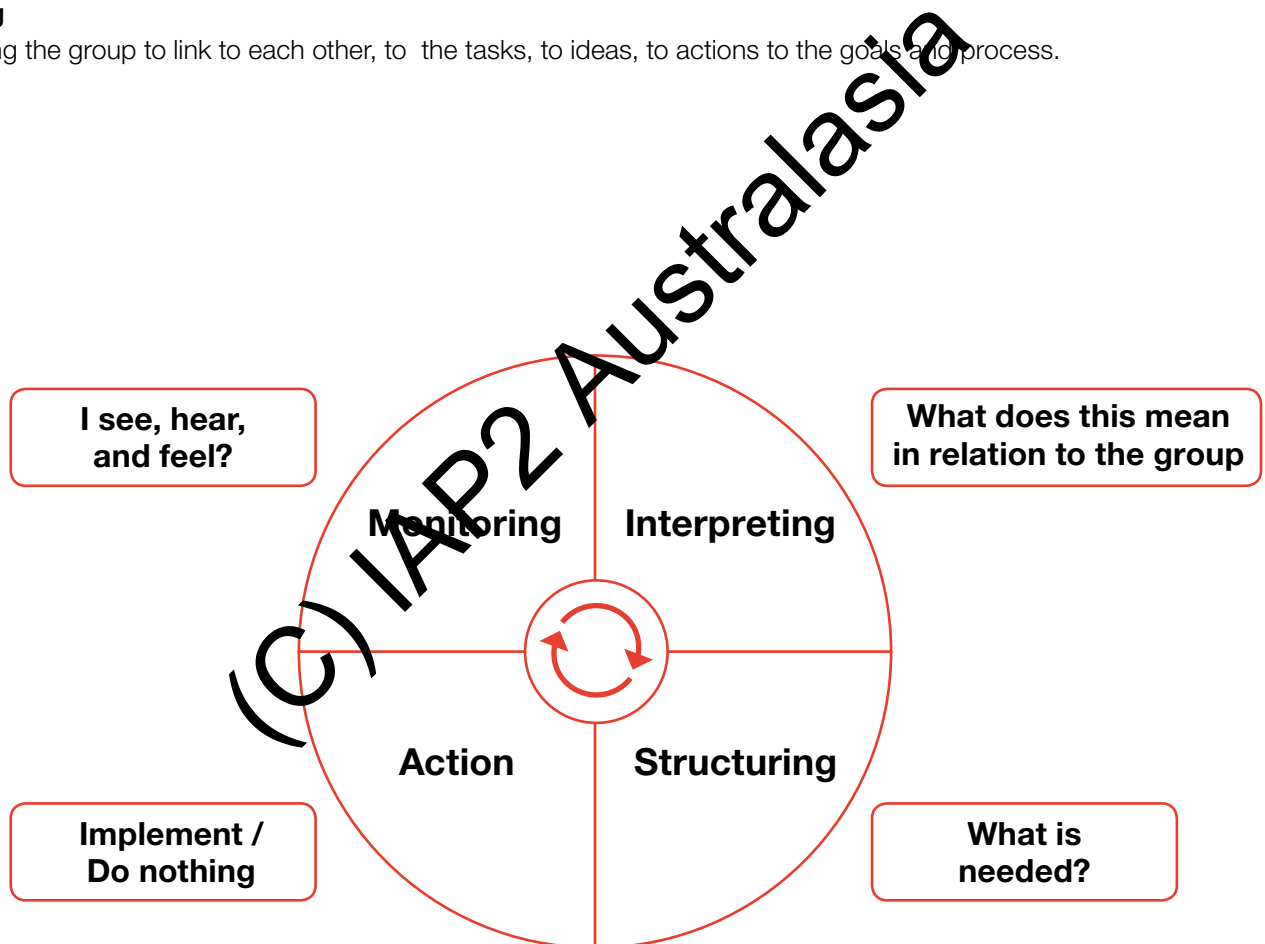
2.2 Engagement Model and Facilitation

	Community Leads	
Community Leads	Community leads the engagement and the **organisation** is responsible for the action **Community advocacy**	Community leads the engagement and the **community** is responsible for the action **Community act and contribute**

Shared Leadership and Action

	Organisation implementation Organisation leads the engagement and the **organisation** is responsible for the action	**Behaviour Change** Organisation leads the engagement and the **community** is responsible for the action
Organisation Leads		
	Organisation Acts	**Community Acts**

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2.3 Creating Space and Making Meaning

One of the key roles of the facilitator is to create a space where groups can "make meaning" and determine action.

Creating Space

- Transparency: sharing available data and information
- Openness: the session objectives and desired output
- Clarity: what is on the table and off the table
- Genuineness: honesty and role clarity

Making Meaning

The range of what we think and do is limited by what we fail to notice. And because we fail to notice that we fail to notice, there is little we can do to change, until we notice how failing to notice shapes our thoughts and deeds. Ronald Laing[vi]

The ladder of inference[vii] shows a model for how people come to determine action based on the meaning they construct from the available/observable data.

The observable data may NOT be all the data, as we all filter what we notice based on internal priorities. These same priorities are then put to use to 'interpret' what we have selectively seen. From this interpretation we draw a conclusion. This conclusion then confirms our beliefs about the worlds and thus we take action. Rodger Bacon the medieval philosopher is attributed as saying…

"The human mind will believe anything, but once it has made up its mind it will ignore all evidence to the contrary"

Quality facilitation helps to challenge this cycle, as two people can climb two very different ladders….

Our Actions

Our Consulsions

Our Interpretation

What we notice

Oberservable data
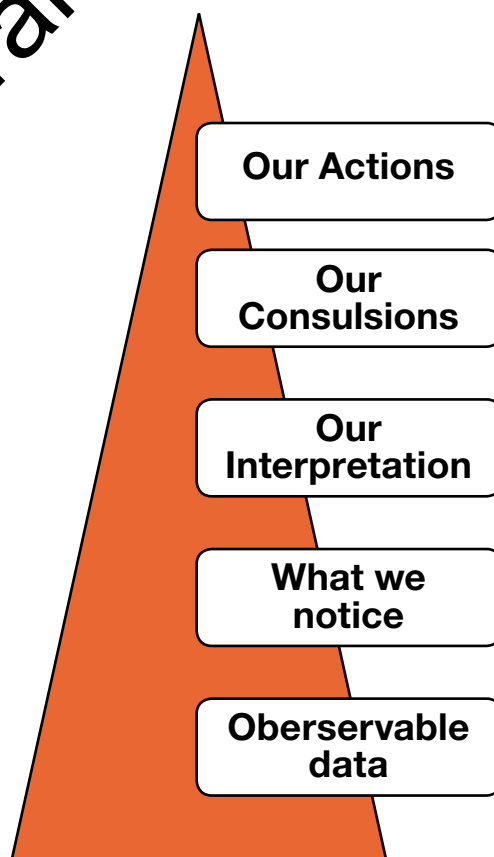
2.4   Facilitator Tasks and Maintenance[viii]

Task Focus

	Actions	Definitions	Examples
1	Information & Opinion Giver	Offers facts, opinions, ideas, feelings and information	"Before we go on, let me tell you how other groups have solved this task"
2	Information and Opinion Seeker	Asks for facts, opinions, ideas, feelings and information	"I don't understand. What do you mean"
3	Direction & Role Definer	Calls attention to tasks that need to be done and assigns responsibilities	"We seem to be suggesting solutions before we're ready. Let's define the problem first"
4	Summariser	Pulls together related ideas or suggestions and restates them	"Jan's idea seems to be like Karen's; I think they could be combined"
5	Energiser	Encourages group members to work hard to achieve goals	"I think we'd find a good solution if we put a little more work into it"
6	Comprehension Checker	Asks others to summarise discussion to make sure they understand	"Does everyone in the group understand Helen's idea"

Maintenance Focus

	Actions	Definitions	Examples
7	Encourager of Participation	Lets members know their contributions are valued	"Dan, I'd like to hear what you think about this; you have such good ideas"
8	Communication Facilitator	Makes sure all group members understand what each other says	"Frank, tell us what we've said so far to see if you understand correctly"
9	Tension Releaser	Tells jokes and increases the group fun	"How about giving our report on yoga while standing on our heads"
10	Process Observer	Uses observations of how the group is working to help discuss how the group can improve	"We need a time keeper. Keith, why don't you do that?"
11	Interpersonal Problem Solver	Helps resolve and mediate conflicts	"I think we should openly discuss the differences between Dave's and Linda's opinion to help resolve the conflict here"
12	Supporter and Praiser	Expresses acceptance and skilling for group members.	"I really enjoy this group. I especially enjoy Roger's sense of humour"

3 Understanding Groups

Groups exist in most facets of life from the workplace, to social settings and/or the family unit. There is little in life that we do or achieve without the involvement of others. In many ways groups define us.

So what is a group?

"A collection of persons who are in cooperative face to face interaction, each aware of their own membership in the group, each aware of the others who belong in the group and each getting some satisfaction from participating in group activities." "Joining together" Johnson and Johnson

Groups can be defined by:

Structure: Demographic, social, physical make up of the group.

Process: Movement of the group, the way in which goals are achieved.

Dynamics: Forces exerted on and by the individuals in the group that create the unique behaviours of a particular group.

Culture: The dynamic behaviours that remains constant over the time of the group. The development of shared beliefs and values.

3.1 Attitudes toward problems[ix]

The facilitators' view on problems and dissent will greatly affect how they work with a group.

|	Solving Problems	Controlling Problems
1	Problems are a normal part of every person's life.	Problems are abnormalities that arise through arrange of misplaced behaviour/intention.
2	People with problems are no different from all other people; they sometimes hurt themselves or others.	People with problems are different because they show behaviour that is objectionable to society.
3	Acknowledging that one has problems is really a sign of strength.	Acknowledging that one has problems is really admitting to an abnormality.
4	It is all right for problems to be shown.	It is not good to show problems.
5	When problems arise, those around the person have an opportunity to help them understand the problems and to become more considerate of themselves and others.	When problems arise, those around the person should try and get them to stop that behaviour.
6	Problems cease to be a concern when the person no longer needs to hurt themself or others.	Problems cease to be a concern when the problem behaviour can no longer be observed.

3.2 Motivating Others

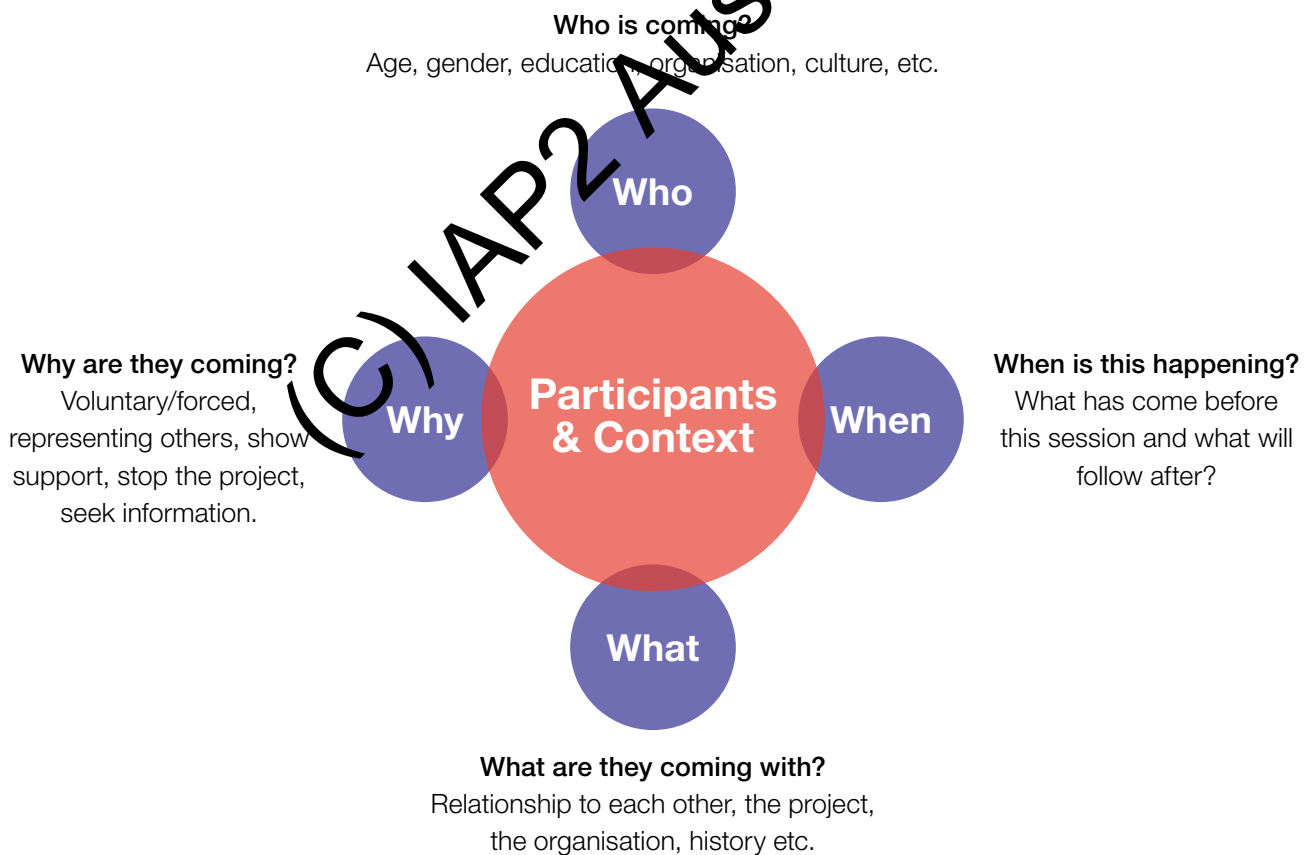|	Principles of Motivation	What Facilitators can do to motivate others
1	Positive thoughts motivate	When the group you lead attains its goals, advertise your success. Thank individuals for the success of the group.
2	Enjoyment motivates	Demonstrate your pleasure when people and the team succeed. Build on enjoyable social activities so everyone enjoys themselves having coffee or lunch together.
3	Feeling important motivates	Ask people for their opinions. Listen intently to what they say. Consider their thoughts carefully. Give credit when you use somebody's idea.
4	Success motivates	Set clear, reasonable goals with the group. Make certain that stakeholders help set goals, understand what the goals mean and agree to them. Thank individuals for successfully contributing to the group.
5	Personal benefit motivates	Identify and state how group members can personally gain from an activity. Monitor and report on success.
6	Clarity motivates	Plan your messages, oral and written. Take time to ensure you communicate clearly. Check with others to ensure they understand your messages.

4 Planning Your Session

When planning a facilitation session consider:
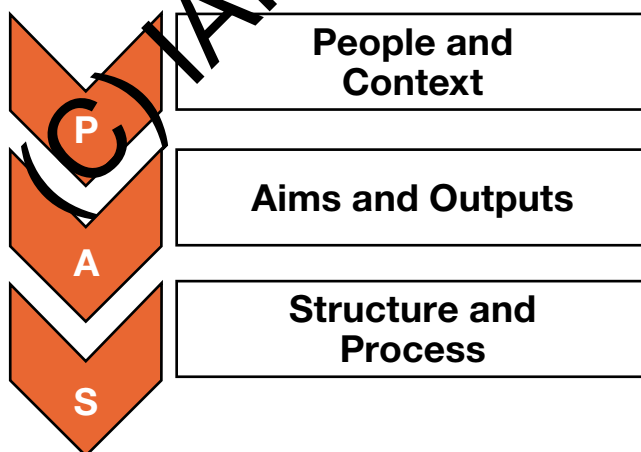
4.1   P = People and Context

Who will be attending?
- Where are they from (background - socio-economic / academic)?
- What is the power dynamic in the room?
- Where is this group at in it lifecycle (forming, storming etc)
- What has occurred between these people up until now?

How many will be attending?
- Is this too many or too few to progress the desired outcomes?

Why are they attending?
- Are they there voluntarily?
- Are there any key players?
- What are they expecting from the sessions?
- What have they been told to expect?

What do they know?
- What is their subject knowledge like?
- What is the likely values range in the room?
- What information do they need ahead of the session?

What do they need?
- Are there any access considerations? (disability, mobility, time of day, child care)
- Are there cultural considerations? (Indigenous, CALD, etc)
- Are there dietary considerations?

Who is coming?
Age, gender, education, organisation, culture, etc.

Why are they coming?
Voluntary/forced, representing others, show support, stop the project, seek information.

When is this happening?
What has come before this session and what will follow after?

Who

Why

Participants & Context

When

What

What are they coming with?
Relationship to each other, the project, the organisation, history etc.

4.2   A = Aims and Outputs

Rational Aim

- What is the practical tangible outcome we are trying to achieve?
- What will we see, hear or feel that will tell us we have achieved this?
- Why are we brining this group together(See table on next page)
- How does what we are doing in this session link

Experiential Aim

- How do we want people to feel during and after he event?
- What experience of the project do we want people to have?
- What will we see, hear or feel that will tell us we have achieved this?

Alignment

- How does what we are doing in this session, fit, feed, align to what have been done previously and what is planned for the future?
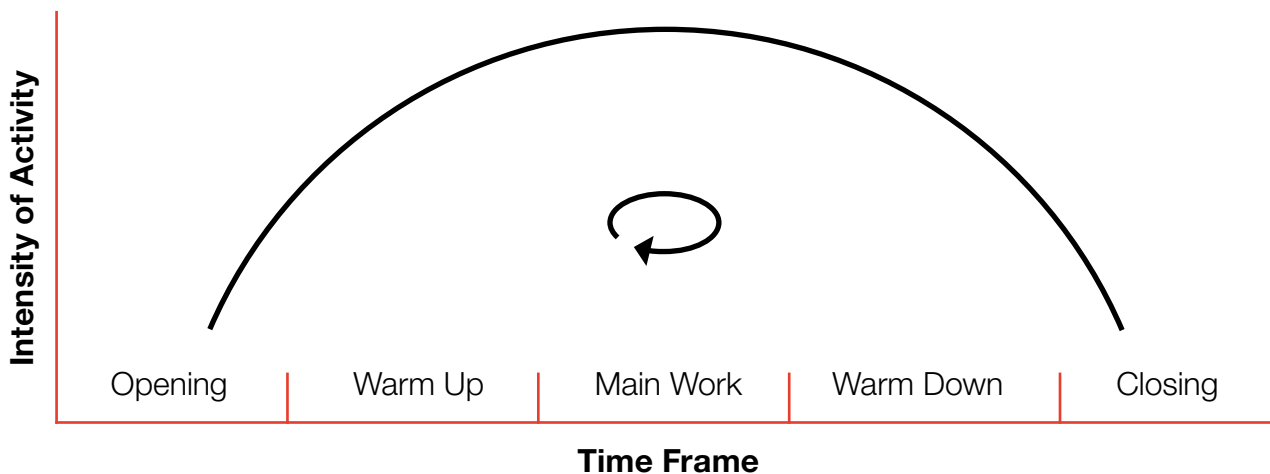
4.3   S = Structure and Process

Content

- What is the core content/topic of conversation
- What are the likelykey points of divergence / convergence?
- What learning/participation style will best suit the participants
    - Formal, Casual, Interactive etc
- How do we ensure the majority of people are heard?
- How will we maintain focus during the session?
- What method will best suit the group and desired outcome?

Time

- How long do we have? How long do we need?
- What pace do we want to set for the day?
- What will take the most time in the day?

Method

- What method/s will best suit the group and desired outcome?
- How can we maintain the focus throughout the session?
- Where will the break best be placed in the process?

Structure

- What order of methods and process will best suit the group and the desired outcome?
- What methods, activities, triggers, processes will cover the desired trajectory (see next page)

Evaluation

- How will we know we have achieved the desired aims?
- What do we want to measure? (sentiment, outputs, outcomes, processes)
- What is the best way to gather this information?
    - Forms, verbal, visual etc

Seven main outputs for a meeting[x]

	Expectation	Process Indicators	Processes
Share Information	You will be coming to hear or present an update on events, or project progress. Come with questions or relevant information to present.	Processes that allow for presentation of each update and depending on time, opportunities for questions.	• Chalk and talk • Expo • World Cafe
Advance Thinking	You will be coming to help clarify, define, analyse, prioritise, map, etc.	Processes that allow the group to achieve the level of detail desired.	• Multi Criteria analysis • Prioritisation • Normal Group Process • Open Space
Improve Communication	You will be coming to build the relationship between group members.	Processes that are not task focused and allow the group to explore the hidden dynamics and relationships.	• Sociometery • Story telling • Open space
Build Community	You will be coming to get to know the people you are working with and progress a shared direction.	Processes that build relationships between people and groups.	• Open Space • Appreciative enquiry
Build Capacity	You will be coming to learn about a specific area, issue, skill	Processes that use adult learning principles to engender learning.	• EAS cycles; Explain, Activity, Summary
Obtain Input	You will be coming to provide your ideas and view on the matter in hand.	Processes that generate ideas. May need processes that will create convergence if a group agreement is required on this input.	• Open Space • Delphi technique • Samoan circles • World cafe • Appreciative enquiry
Make Decisions	You will be coming to this meeting to make a decision on the matter in hand.	Processes that allow for option generation, analysis and group agreement.	• Open Space • Appreciative enquiry • Citizens jury

Typical Session Structure

Intensity of Activity (y-axis) — Opening | Warm Up | Main Work | Warm Down | Closing — **Time Frame** (x-axis)

Opening
✓ Welcome, allow people to mentally "arrive", make eye contact with each participant.
✓ Establishing the contract –   Timeframe
                                    Housekeeping (toilets, room layout etc)
                                    Your role for the day
✓ Set the scene for the day's learning and outcomes. In many instances it is relevant to allow the participant to discuss their agenda / desires for the session. This is useful for establishing relevance and cooperation.

Warm Up
✓ Introduce specific topics and the general concepts / questions / issues.
✓ Check current knowledge.
✓ Use "trigger" activities, visual aids or other means to spark interest and introduce the topic.
✓ Check for participant involvement as you progress them into the main body of the work.

Main Work
✓ Main information / discussion / learning.
✓ Plan the session to suit either the dissemination of information, the facilitation of a discussion or the teaching of a skill.
✓ Use casual feedback and check participants are "on track". Questions, request a verbal summary, invite participation from less active members. It is important to consider the concept that less vocal doesn't always mean less active!

Warm Down
✓ Recap main points and allow for clarification of concepts, skills or session achievements.
✓ Address "where to from here" - how does this link to what has happened - what else will be happening.
✓ Acknowledge group contribution.
✓ Check if initial contract and outcomes have been met.

Closing
✓ Allow individuals to share "what they got out of it".
✓ Carry out any formal evaluations and say your goodbyes.

4.6   Preparation Checklist

Pre Session

Context understood	❑
Participants needs identified	❑
Participant management	❑
Venue matches context	❑
Venue layout developed	❑
AV requirements considered	❑
Session purpose	❑
Session strategy / process developed	❑
Preparation and materials	❑
Backup plans in place	❑
Evaluation	❑

During

Registration - Meet and greet	❑
Housekeeping	❑
Contracting	❑
Warm up	❑
Introduction of content	❑
Deliberation	❑
Check participation	❑
Decision making / production	❑
Evaluation	❑
Time keeping	❑
Summarising	❑
Next steps	❑

Post Session

Participant follow up	❑
Collation & interpretation of evaluation	❑
Session refinement for the future	❑

5   Contracting & Terms of Reference

Getting agreement on purpose and process (Contracting) is an important step inbuilding the shape of a group and session. The agreement forms the basis of how the group will engage with each other and gives the facilitator some authority to assist the group maintain the agreed/chosen method of deliberation. While it may not always be appropriate for a group to follow a highly prescriptive set of agreements, having them allows the group to know when they are choosing to divert from them, why and when they need to return to the agreement format.

The formality of this step will depend on:

- The leve of potential conflict/outrage or
- The frequency with which the group might meet
- The seriousness of the decision being reached (changing government policy Vs deciding how to spend $100 raised in a lamington stall)

In more formal settings these might be drawn up before the first meeting or a meeting set aside to decide these, but it is important that they be discussed and agreed upon by all participants at the first meeting and all subsequent meetings.

5.1   Informational Contract

Consider the value on covering these points when starting most groups (even if they are only referred to verbally).

1.   **Affirm the purpose**

- What are we here to achieve?
- What common purpose joins the group?
- What do we have to offer each other?
- What can't be changed about the process, the objective, what is negotiable

2.   **Describe the process**

- Everyone will have a chance to speak, but will not be under obligation to do so.
- Describe the types of activities, reflection, creativity, discussion etc.
- How will key decisions be made, recorded?
- What will happen with the outputs from the group?

3.   **Confidentiality**

- Everyone agrees that any and all information disclosed in this group is private and totally confidential.
- No information will be released by this group to any outside agency or individual without the consent of the members.
- What personal information will be shared about group participants? (Surnames, emails etc?)

4. **Permission**

   - All views are welcomed, all feeling is welcome, with the exception of personals threats, intimidation or physical violence.
   - Participation (compulsory, by encouragement, by choice).

5. **Self care**

   - Participants should feel free to get up and move around during the course of the meeting should they feel the need to do so.
   - Toilets, break times etc.

6. **Duration**

   - Sessions will last for XXX minutes/hours.
   - The group will be lasting xxx session/months/years.

7. **Membership**

   - This is who can be a part of this group / how this group was chosen
   - What is the life span of this group?
   - Who decides when the group is to be disbanded?

6 Evaluation

Evaluation does not need to be a test; it can be a way of making sure the process is on track. The structure and type of the evaluation will depend on:

- What do you want to measure?
- How do you want to measure it (evaluation sheets, interviews, surveys)?
- When is the best time to evaluate (before, during, immediately or months after)?
- How will I know when the group has got the "it" (information, learning etc)?
- How will the group know when they have got the "it" (information, learning etc)?
- Is a formal evaluation needed?

Types of evaluation

- Verbal feedback
- Written feedback
- Questionnaire
- Interviews
- Tests/quizzes
- Demonstrations
- Surveys
- Collage of learning
- Exit interviews

6.1   Adult learning

FARM MOP model is a tool to help us better understand adult learning principles.

F   **FEEDBACK**
Learning is more efficient when both trainer and trainee give each other knowledge of results.

A   **ACTIVE LEARNING**
Learning occurs quicker and more effectively when learners are actively involved in the learning process, i.e. we learn by doing.

R   **REINFORCEMENT**
Learning which is rewarded is more likely to be retained.

M   **MEANINGFUL MATERIAL**
Trainees understand and learn material only when it is related to their existing knowledge and experience.

M   **MULTIPLE SENSE LEARNING**
Learning takes place faster when two or more senses are used by the learner.

O   **OVER-LEARNING**
Forgetting is reduced by frequent attempts at recall.

P   **PRIMARY and RECENCY**
Trainees recall well things they learn first and last in a sequence.

7   Conflict Resolution Approaches[xi]

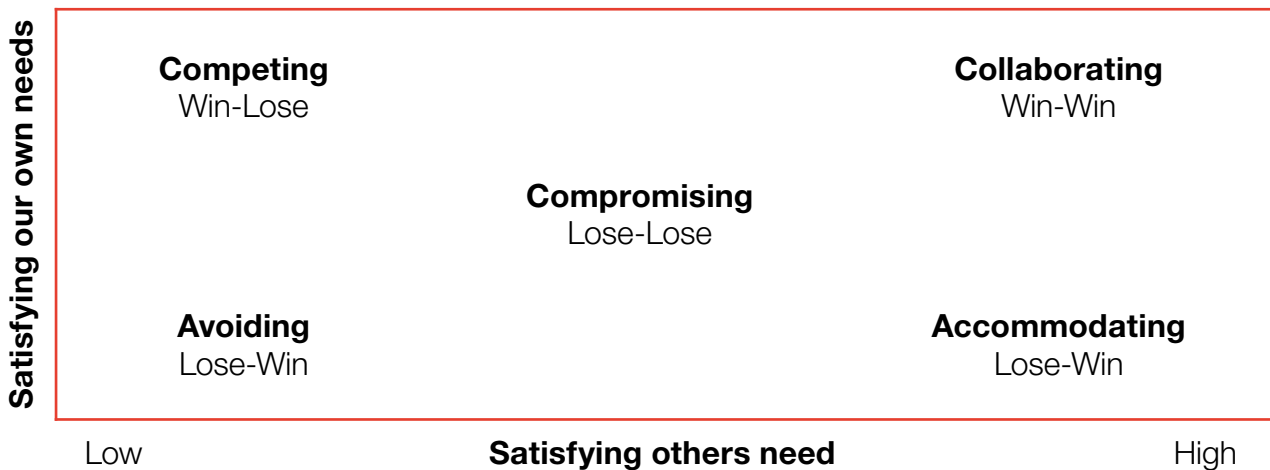|		Satisfying others need	
Satisfying our own needs	**Competing** Win-Lose		**Collaborating** Win-Win
		Compromising Lose-Lose	
	Avoiding Lose-Win		**Accommodating** Lose-Win
	Low	**Satisfying others need**	High

Chart adapted from Kris Cole; Supervision 2nd Edition

Avoidance - "What conflict?"

The person avoids the conflict by either minimising it, dismissing it or pretending it doesn't even exist. The result is lose-win because there is never a chance to work things through and you rarely get you way.

Accommodating - "There, there, never mind!"

The person tries to make the conflict go away by smoothing over the situation or by protecting or rescuing the other person. The problem is compounded if the person being smoothed also feels patronised or minimised. Another lose-win situation.

Competing / Force - "It's got to be my way!"

One person tries to force the issues with the other physically, verbally or emotionally. While there is often a "winner", the loser may find ways of overpowering the sinner next time to reverse the power imbalance. The result is win-lose.

**Compromise - "Let's split the difference."**

Often a quick fix solution reached before anyone had a chance to see if another solution was possible. Sometimes results in either win-lose or lose-lose depending on the issue.

Collaborating - "Let's work this out together."

All the cards are on the table. The situation is seen as an opportunity rather than a problem. Everyone works together to find the best possible solution. The result is win-win.

7.1   Facilitating conflict

"The level of Formality of the session structure should increase proportionally to the level of potential conflict"
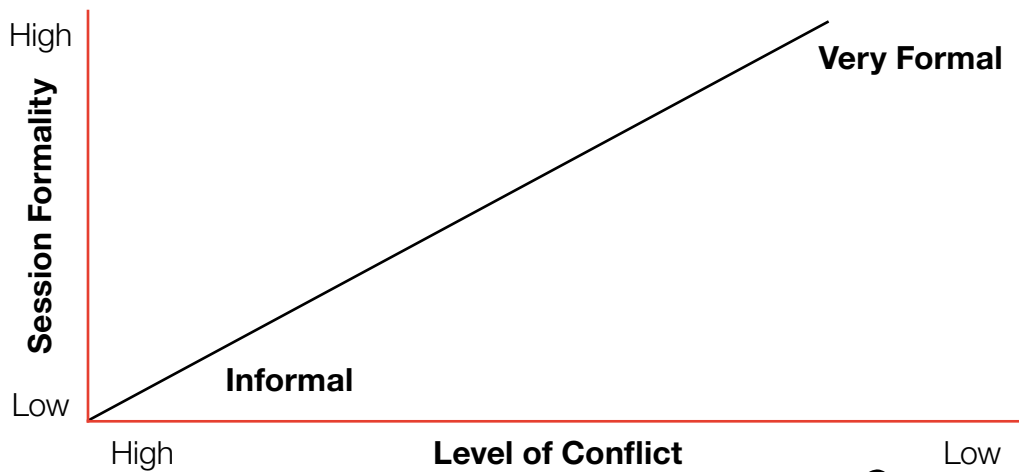
Formality defined by

• A move from consensus decision making to pre agreed voting procedure (including casting vote and what will happen if agreement can't be reached).

• A move from cross group/table to dialogue through a chair.

• A move from free flowing exchange to order sequence of speaking and questioning.

• Dialogue - understanding of dispute.

Strategies to avoid highly formal settings

• Make the whiteboard the focus

• Stand along side not in front

• Say it from their side

• Listen to WHAT is being said and not HOW it is said

• Reverse role of dominating participants; getting them to present the others view

• Provide time to vent…to you, not each other…let them touch the bottom

• Move the group from divergent thinking (either / or but / only), to convergent thinking (and / with / as well as).

• Navigate thinking…How specifically?...What else?...For what purpose?

7.2   Principles of effective dialogue

1. People encourage difference and seek to understand not just be understood.

2. A "space' that is safe enough to allow diverse allegiances, experience and opinions to be explored.

3. Hidden agendas make way for unfolding agreement.

4. The session moves with the emergent thinking and is not locked into process.

5. The process provides a sufficient direction and clarity to move from divergence to convergence.

6. People become more conscious of their own assumptions.

7. People arrive at the end point together.

8. A way forward is developed.

8   Activities and Triggers

	Description	Application
Brain Storming	A method for developing as many ideas about a topic as possible or for building on ideas already suggested.	• Problem-solving • Collecting a wide range of views • Identifying differences & alternative options • Focusing on a specific issue • Team work
Case Studies	Designed to incorporate problems and issues associated with the subject matter of the session.	• Involving all participants • Practice & application of learning • Identifying differences & alternative options • Problem-solving • Decision-making • Developing analytical skills • Team work • Process review • Self-discovery
Demonstration	Trainer illustrates an example of the subject material.	• Development of both psychomotor and interpersonal skills • Processes • Procedures • Work-flow • Practice & application of learning.
Discussion	Two-way dialogue between the trainer and participants and/or between participants. Discussion is usually facilitated so that it stays close to the subject matter at hand.	• Deepening understanding • Focusing on a specific issue • Involving all participants • Identifying difference & alternative options • Process review • Venting frustration/anger • Developing arguments.
Panel Discussion	Usually a number of people form a panel and each gives a short lecture after hich questions are taken and discussion takes place.	• Any topic requiring input of specialised information • Reviewing current practise in a sector or industry
Question & Answer Sessions	The trainer can ask questions and have the participants answer them or vice versa.	• All situations

Group Discussions	Discussion between participants around some issue or topic which is directed towards some specific learning objective.	• Deepening understanding • Focusing on a specific issue • Involving all participants • Identifying differences & alternative options • Process review • Venting frustration / anger • Developing arguments
Lecture	Trainer addresses assembled participants.	• Information provision in a specified period of time • Background information • Specific information • Developing listening skills • Developing note-taking skills • Developing summarising skills.
Role Plays	Acting out a situation. Participants have to think through strategies while they are 'on their feet'.	• Involving all participants • Practice and application of learning • Self-discovery • Self-analysis • Change preparation • Skills development
Seminar	Similar to a lecture in that it is one-way communication. Usually not part of a program but centred on a particular topic which is the expertise of the presenter.	• Any topic requiring input of specialised information
Action Leaning	A combination of role play and case studies. Usually a detailed case study or scenario with whole of team interaction centred around a specific theme.	• Deepening understanding • Practice & application of learning • Identifying differences & alternative options • Self-analysis • Change preparation • Skills development

9 Appendix 1: Stages Of Group Development[xii]

Stage One: Forming

Major Emphasis

Inter-personal

Concerned about inclusion, belonging, rejection, acceptance.

Tasks

Orientation
- Who are these people?
- What is going to happen?
- What is expected of me?
- Where are we headed and why?
- Who is the leader?
- What are our goals?
- How do I fit in?
- How much work will this involve?

Typical Behaviour

Inter-personal

- Silence
- Self-consciousness
- Dependence
- Superficiality
- Reactivity
- Uncertainty

Tasks

- Orient members
- Become comfortable with team membership
- Establish trust
- Establish relationships with the leaders
- Establish clarity of purpose
- Deal with feelings of dependence

Effective Leader Behaviours

- Make introductions
- Answer questions
- Establish a foundation of trust

- Model expected behaviours
- Clarify goals, procedures, rules and expectations

Tasks to progress the group to the next stage

A need for each member to:
- Relinquish the comfort of non-threatening topics and risk possibility of conflict.
- Put aside continued discussion of group's purpose and commit him/herself to a purpose with which he/she may not completely agree.

- Risk personal attacks which he/she knows will occur in the next phase.
- There is a need for structured experiences which allows interaction by enabling members to size up one another and cautiously review parts of themselves.

Stage Two: Storming

Major Emphasis

Inter-personal	Tasks
Concern about Power, control, authority, status & stress.	• How will we handle disagreements? • How will we communicate negative information? • Can the team be changed? • How can we make decisions amidst disagreements? • Do we really need this leader? • Do I want to maintain my membership in the team?

Typical Behaviour

Inter-personal	Tasks
• Polarisation of team members • Coalitions or cliques being formed • Competition among team members • Disagreement with the team leader • Challenging others' points of view • Violating team norms	• Manage conflict • Legitimise productive expressions of individuality • Overcome group thinking • Examine key work processes of the team • Turn counter-dependence into interdependence

Effective Leader Behaviours

• Identify a common enemy and reinforce the vision
• Generate commitment among team members
• Turn students into teachers

• Be an effective mediator
• Provide individual and team recognition
• Foster win-win thinking

Tasks to progress the group to the next stage

• A need for each group member to trust him/herself and other group members. And to trust is to risk a breach of trust.

• There is a need for games which emphasise consensus and problem-solving.

Stage Three: Conforming / Norming

Major Emphasis

Inter-personal	Tasks
Concerns about affection, groupness, open mindedness, listening.	• What are the norms and expectations? • How much should I conform? • What role can I perform? • Will I be supported? • Where are we headed? • How much should I invest and commit?

Typical Behaviour

Inter-personal	Tasks
• Co-operativeness • Ignoring disagreements • Conformity to standards and expectations • Obedience to leader directions • Heightened interpersonal attraction • Commitment to a team vision	• Maintain unity and cohesion • Differentiate and clarify roles • Determine levels of personal investment • Clarify the future • Decide on levels of commitment to the team's future

Effective Leader Behaviours

• Facilitate role differentiation among team members
• Show support to team members
• Provide feedback

• Articulate a vision of the future for the team
• Help generate commitment to the vision

Tasks to progress the group to the next stage

• The establishment of roles, particularly those of group building and maintenance.
• An ability to listen.
• Some humility.

• That individuals stop depending on their own views and risk the possibility of being wrong.
• There is a need for structured experiences which illustrate the nature of conflict and power struggles.

It is important to be aware that those who do not resolve status struggles do not move on to become effective in problem-solving, nor are such members happy with the group. The group will fulfil its task but the solution is not likely to be an optimal one; they never satisfy all group members and, at best, are products of compromise. If some degree of acceptance or trust is not established, decision-making becomes hampered by closed and guarded communication. Decisions are made without deep commitment.

Stage Four: Performing

Major Emphasis

Inter-personal	Tasks
Dealing with inter-dependence, independence, high commitment, warmth, freedom	• How can we continuously improve? • How can we foster innovation and creativity? • How can we build on our core competence? • What improvements can be made to our competence? • What improvements can be made to our processes? • How can we maintain a high level of energy and commitment in our team?

Typical Behaviour

Inter-personal	Tasks
• High mutual trust • Unconditional commitment to the team • Multifaceted relationships among team members • Mutual training and development • Entrepreneurship • Self sufficiency	• Capitalise on core competencies • Foster continuous improvement • Anticipate needs of customers and respond in advance of requests • Enhance speed and timeliness • Encourage creative problem solving

Effective Leader Behaviours

• Foster innovation and continuous improvement simultaneously
• Advance the quality culture of the team
• Provide regular, ongoing feedback on team performance

• Play sponsor and orchestrate roles for team members
• Help the team avoid reverting back to earlier stages

Tasks to progress the group to the next stage

• Stage 5 occurs when it becomes obvious to members that the group's role is coming to an end. For groups with a specified period of time for meeting, this situation will be heightened as the final meetings approach.

• The Mourning stage may also occur with individuals who leave the group at an earlier stage in its life.

Stage Five: Morning / Adjourning (**not covered in all models)

Major Emphasis

Inter-personal	Tasks
Disengagement, endings, Review	• Clarity of feeling • Review • Facilitating separation of individuals

Typical Behaviour

Inter-personal	Tasks
• Potential for anger • Potential grief, loss and separation	• Creating endings • Deal with high's and lows

Effective Leader Behaviours

- Facilitate disengagement
- Minimise surprise endings
- Review and reflection
- Creating endings

- Deal with high's and lows
- Facilitate planning
- Gain commitment to new action

Tasks to progress the group to the next stage

A need for each member to:
- Recognise that the group is coming to an end.
- Understand that the task area may be de-emphasised in favour of social-emotional considerations.

- Evaluate the personal skills and knowledge of group processes gained for use in other groups.
- Assert one's individuality and separateness from the group.

10   Appendix: IAP2 Continuim of Public Participation[xiii]

In more recent times, the International Association of Public Participation (IAP2) has developed a Continuum of public participation agreement. This continuum is widely used to assist people determine the level of engagement for any given process.

Increasing level of public impact

Inform	Consult	Involve	Collaborate	Empower
Public Participation Goal:	**Public Participation Goal:**	**Public Participation Goal:**	**Public Participation Goal:**	**Public Participation Goal:**
To provide the public with balanced and objective information to assist them in understanding the problems, alternatives and/or solutions.	To obtain public feedback on analysis, alternatives and/or decisions.	To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.	To partner with the public in each aspect of the decision, including the development of alternatives and the identification of the preferred solution.	To place final decision-making in the hands of the public.
Promise to the Public:	**Promise to the Public:**	**Promise to the Public:**	**Promise to the Public:**	**Promise to the Public:**
We will keep you informed.	We will keep you informed, listen to and acknowledge concerns and provide feedback on how public input influenced the decision.	We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.	We will look to you for direct advice and innovation in formulating solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.	We will implement what you decide.
Example Tools:	**Example Tools:**	**Example Tools:**	**Example Tools:**	**Example Tools:**
• fact sheets • web sites • open houses	• public comment • focus groups • surveys • public meetings	• workshops • deliberative polling	• citizen advisory committees • consensus-building • participatory decision-making	• citizen juries • ballots • delegated decisions

11   REFERENCE MATERIALS USED IN THIS DOCUMENT

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iv   The Facilitators Fieldbook (2nd Ed) Thomas Justice, Dave Jamieson ; AMACOM 2006.

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vii   Based on Chris Argyris, Overcoming Organizational Defenses, (1990, Prentice Hall, p. 88-89)

viii   Adapted from "Joining Together: Group Theory & Group Skills" by David Johnson & Frank Johnson(pg51)

ix   Equip Program notes "Getting the mind right" Gibbs ,Potter, Goldstein 1995

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xi   Text adapted form Community Skills Training centre; conflict resolution handbook, Chart adapted from Kris
        Cole; Supervision 2nd Edition

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        Longman. Watson, Vallee, Mulfor, (1981) Structured experiences and group development. Curriculum
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xiii   International Association for Public Participation: Public Participation Continuum; www.ipa2.org

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