

SASP Facilitator's Training

Welcome!

We are pleased you are here.

- Have you have signed in?
- Please have a seat and complete the reflective writing.

Common Ground

In your group:

- Create a list of things you have in common that are not immediately obvious.
- Choose one to share with the larger group.

Effective facilitators
understand their role, pay
attention to cues from the
group and use skills
strategically to help the
group achieve its goals.

Tonight's Agenda

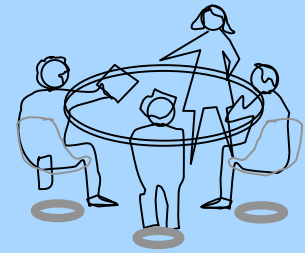
Part 1 - Examining the Role of the Facilitator

Part 2 - Adding Specific Skills to Our Repertoire

Part 3 - Facilitation Logistics and Specific Program Practices

Our Goals

- Clarify our roles as facilitators.
- Increase our skill level as facilitators.
- Strengthen commonality of practice and clarify protocols and procedures.



Part 1 - Examining the Role of the Facilitator

NORMS OF DIALOGUE

Pausing

Paraphrasing

Putting Inquiry at the Center

Placing Ideas on the Table

Probing for Specificity

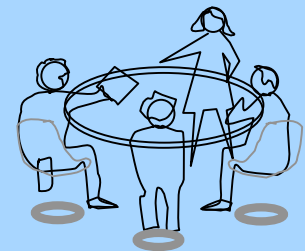
Paying Attention to Self and Others

Presuming Positive Intentions

Garmston & Wellman (The Adaptive School)

Ourselves as Facilitators

- In a group of four, share your Opening Reflections.
- Practice the Norms in your dialogue.
- Be attentive to themes and commonalities.
- Someone from your group will report.



Our Role as Facilitators

What we will consider:

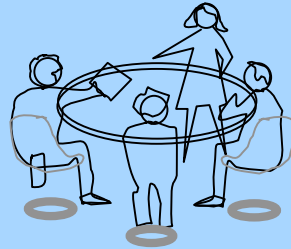
- Your view of your role as a facilitator.
- Different domains of expertise or knowledge sets we bring as facilitators.
- Considering the degree and nature of your involvement with your team and impacts of your expertise.

What we will do:

- Thinking Time (write down some of your thoughts)
- Talking Time (share in a small group)
- Reporting/Exploring Time (share in large group)

How We View Ourselves

Not a
member
of the team



Member of
the team



7 Deadly Sins

Reading and Reflection

Processing Protocol

Group Comments



FINAL WORD

1. Once everyone is finished reading and underlining or highlighting, one person goes first and reads one of their statements without adding any additional comments.
2. The person sitting to their right then makes a comment about the statement that the first person read while other group members listen quietly.
3. Once the second person has commented, the process proceeds around the group until it gets back to the person who read the original statement.
4. The original person then says something about the statement and the comments (the final word) on what they heard from the other group members.

The process repeats with the second person and so on until everyone in the group has had a “final word”.

Reflective Writing

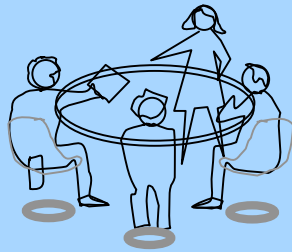
What are some things this article brings up that you want to pay attention to in your facilitation?
Why might you want to pay attention to them?



Part 2

Adding Specific Skills to Our Repertoire

Form New Groups of Four



Listening to Hear and Understand

Unproductive Patterns of Listening

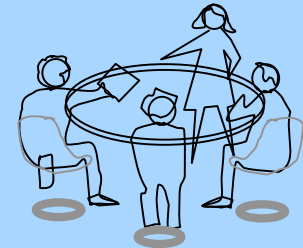
What we will do:

- Individually, read the passage from The Adaptive School and respond on the sheet provided.
- Once everyone is finished reading and writing, have a dialogue about the reading and your thoughts in your group (practice the Norms).

Each group will share one or two ideas from the last item (4).

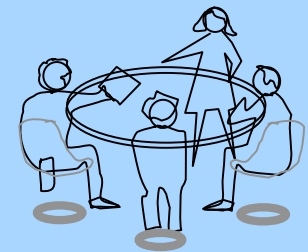
Influencing without being the Authority

We can be of influence in many ways. Sometimes it is not being the authority, but bringing authority that is powerful.



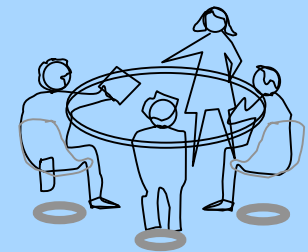
A Facilitation Technique

Replacing “I” with “By”



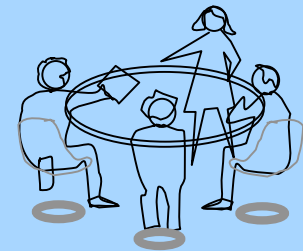
Another Facilitation Technique

Third Point



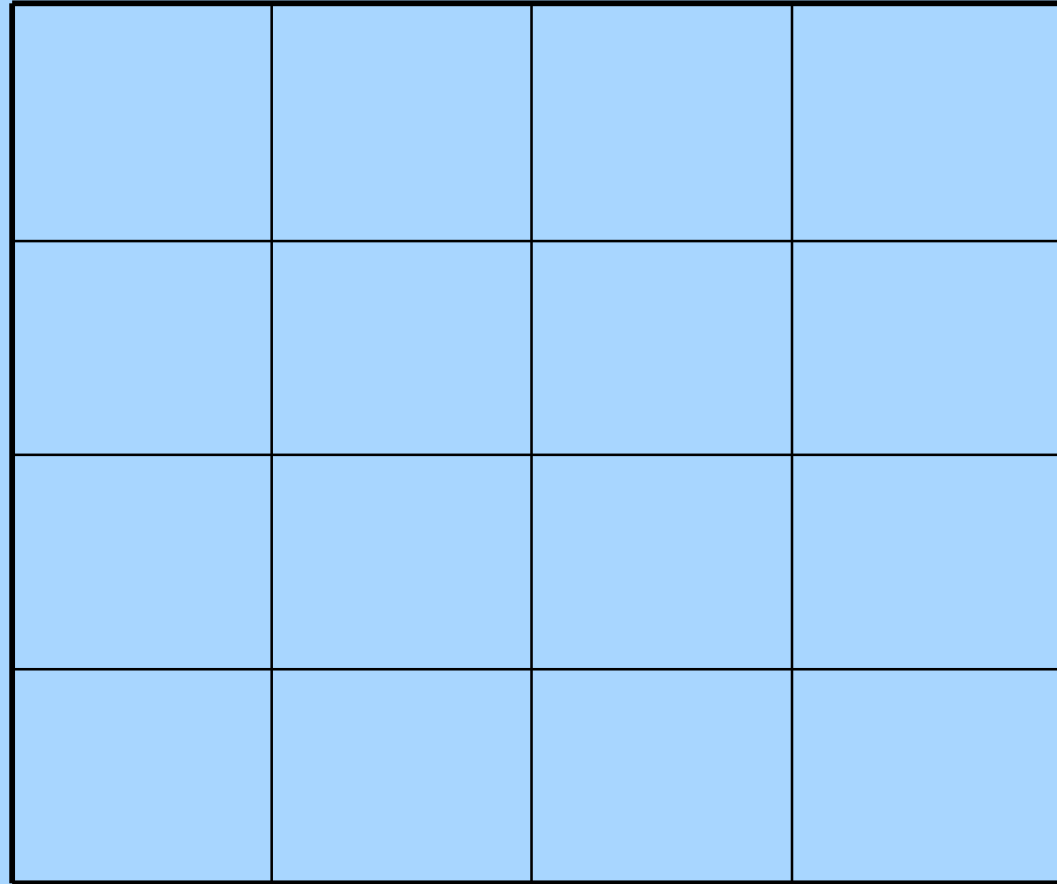
Lucky You! Another Facilitation Technique

Getting rid of the “buts”



Where possible, substitute “and”
for “but”.

Dealing with Disagreement or Difficult Group Members



How many squares do you see?

Dealing with Disagreement or Difficult Group Members

1. Breathe - many times group members will pause in their breathing when disagreement arises. As facilitator your breathing can influence the group.
2. Acknowledge.
3. Reframe (provide a transition) if needed.
4. Keep concerns somewhere (Parking Lot).

Dealing with Disagreement or Difficult Group Members

Acknowledge - a powerful way to acknowledge is to paraphrase.

“So, your concerned that ...”

“Your point is that ...”

“By having ...”



Dealing with Disagreement or Difficult Group Members

Reframe or Transition stems:

- I hold it another way...
- I see it differently...
- Here's a related thought...
- Another idea might be...
- And, from another perspective...
- An assumption I'm exploring is...
- Taking that one step further...



Dealing with Disagreement or Difficult Group Members

Keep concerns someplace

Consider whether they should be visible or not. Oftentimes use of a “Parking Lot” for concerns, questions, or future items is helpful.

Dealing with Disagreement or Difficult Group Members

With a partner, practice a situation in which there is a difference of opinion and BARK (Breathe, Acknowledge, Reframe, Keep)

Find a new partner...

What connections are you
making with what you
already know?

Part 3

Facilitation Logistics and Specific Program Practices

Facilitation Logistics and Specific Program Practices

ISIM

eSCi

SLC

others