



GETTING THE TEAM TO THE SUMMIT DEMANDS EFFECTIVE MEETINGS

University of California Cooperative Extension
California State 4-H Youth Development Program

Dear California State 4-H Youth:

How many meetings have you been part of that got "off course", left you feeling "breathless" or disoriented and maybe even left you abandoned and alone in the middle of nowhere? Planning and conducting useful satisfying meetings is an important ability that you and members of your team can rapidly learn with a little practice, patience and mutual support.

Increased Productivity and Satisfaction

The Facilitative Leadership Model is utilized to plan and conduct productive, satisfying group meetings in diverse settings. The word "facilitate" literally means, "to make easy." The primary role of the facilitative leader is to make it easy for people to work together and accomplish meaningful tasks. The model was developed and is taught by Interaction Associates, Inc. (IAA), an international management consulting and human resources development firm. The model is based on a facilitated approach for building understanding and agreement among people. It is founded on the premise that everyone shares responsibility for productive meetings as well as an active and important role in getting to successful outcomes, i.e._ tangible results and products.

The Facilitator Carefully Guides the Process to Achieve Desired Outcomes

It is important to recognize the difference between "content" (the subject matter or "what" part of the meeting) and "process" (the group approach or "how" things get done part of the meeting) and the importance of attending to both in planning and conducting effective meetings. The Facilitative Leadership Model separates out the "process" roles and assigns them to a skilled facilitator and recorder team. The facilitator and recorder, or process team, work together with the group leader(s) before the meeting to carefully define the desired outcomes for the meeting, craft a realistic agenda, define key roles and develop a set of standards for group behavior — the meeting agreement or ground rules — then turns guidance of the meeting over to the process team who help focus the energy of the group on the task at hand, make sure everyone has a chance to participate, defend individuals from personal attack, make process suggestions, capture key ideas in a "group memory" and time keep. The facilitator and recorder are neutral servants of the group who only advocate for process ideas to best assist the group in achieving its goals. This separation of roles frees the leaders and group members to focus their attention and energy on the content or task at hand.

Shared Responsibility Leads to Increased Understanding and Agreement

Careful and skilled application of the Facilitative Leadership approach helps the group achieve its desired results in a more satisfying and productive manner. This model, based on shared responsibility for meeting success, establishes a mind set that leads group members to act in a collaborative, results oriented manner. Group members learn to recognize and employ strategic thinking and facilitative behaviors to achieve their desired results and build greater understanding and agreement.

We sincerely hope you have an interesting experience today and enjoy learning and practicing essential facilitative techniques to help in the development of a high performing team.

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WHY WE NEED BETTER MEETINGS



*Meetings can be boring!
Sometimes downright deadly!*

Twenty-four hours a day, seven days a week people all over the world in all walks of life are meeting. Day in day out people are working together in meetings to accomplish their goals. It doesn't matter who you are or what you do - it is very likely that you are spending much of your time in meetings. You may be meeting to analyze a problem, develop a plan, report on progress, celebrate an event, learn something new or simply to socialize with your friends or family. There are many reasons for meeting; most of us want to feel like the time we spend in meetings is worthwhile.

Think about it for a minute. How many meetings have you been part of over the past week or month? How many of these meetings left you feeling energized and with a sense of accomplishment? How many of these meetings were really necessary?

I bet you just realized that much of your time spent in meetings was unfocused, unsatisfying and unproductive. That's why we need better meetings! Life is too short and issues too important to spend our time in boring, dull meetings that lead nowhere and leave us feeling drained.

In business, education, government and non-profits people have learned to plan and conduct more focused, enjoyable and productive meetings. Volunteer organizations are also realizing the benefits of using more effective meeting planning and management techniques. They are also using new tools to create a more inviting

and positive environment for their groups to better fulfill their purpose, accomplish key goals and feel good about their efforts. Yet - many meetings remain disastrous and unproductive to the point of actually discouraging the active engagement and participation of the very people they are intended to involve and serve.

So, we need better meetings to have a better quality of life, better relationships and better processes to work together in groups. Well-planned and conducted meetings can have a very positive even empowering effect on people creating a sense of shared and meaningful purpose, building camaraderie and rapport and leaving individuals feeling committed, enthusiastic, motivated and valued. Effective meetings bring out the best in all members of the group and demonstrate the power of cooperation and shared responsibility in accomplishing specific goals. Successful meetings help build teamwork and promote healthy, respectful relationships among individual team members. Meetings that genuinely encourage and generate everyone's participation have an inside track to long-term success.

The Essential Facilitation¹ model provides a practical framework to promote the development of specific skills, knowledge and, very importantly, the mindset for planning and conducting satisfying and successful meetings. This model is based on the Interaction method: *A facilitated approach for building understanding and agreement among people*. "Facilitation" literally means "the act of making easy." Facilitated meetings make it easier for people to work towards their objectives. A facilitator is a person who takes responsibility for making it easier for people to understand each other, build understanding, come to solid agreements and take concerted, focused action. Almost everyone can learn and use facilitative behaviors to help guide the meeting process and support the group in accomplishing desired goals. Effective facilitation starts with the correct "mindset" for successful meetings.

¹ The Interaction Method and the Essential Facilitation Workshop are copyrighted and were developed by Interaction Associates, a management consulting and human resource development organization that specializes in the design and implementation of organizational change and renewal processes. For more information about Interaction and the services they offer visit their web site at <http://www.interactionassociates.com/> or call 415-241-8000.

"MIND SET" FOR SUCCESSFUL MEETINGS

DO MEETINGS HAVE A LIFE OF THEIR OWN
AND HOW YOU CAN GET A PIECE OF THE ACTION?

MEETINGS We've all been to them, sat through them, some of us have even led them...why are there always so many meetings? In the public arena the work of groups is most often carried out in meetings. Meetings provide the avenue to plan, carry out tasks, and evaluate results. They also provide a place for socializing and learning new things. They are a very important part of our society and how its work gets done. But meetings can sometimes be very unproductive, leading to confusion and frustration. There are some very useful techniques to helping avoid the pitfalls of meetings and we will explore some of them in this unit. Meetings, and groups, do have a life of their own. A group or a team goes through different, predictable stages of development. Research about groups and their functions has shown that there are four major stages in a group's development:

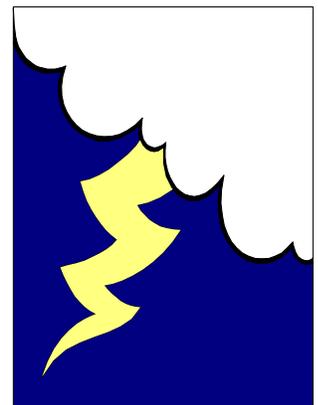


FORMING

Members come together for some common purpose. Members may not know one another. At this stage, it is important to provide structure for everyone and to let them know what the expectations are for members. People want to feel comfortable. Any orientation and group-building activities and icebreakers are important in setting a friendly climate.

STORMING

At this stage the group begins struggling with who they are and why they have gathered. Questions such as "Do I really want to be part of this group?" "Who's in charge here?" and "Where do I fit in?" are all pondered. A fair amount of anxiety begins to build and little work is carried out. Efforts during the storming stage need to focus on establishing group "norms" of behavior so people know



what to expect. Also during this period of development members may begin to test the limits of the group situation. They may become hostile or outspoken as a way to express their individuality and resist group formation. It is very important keep everyone involved and work through any conflicts that may arise.

NORMING

As group acceptance grows, the group's goals and the roles of members begin to settle in and a sense of team cohesiveness evolves. Some work begins to be accomplished and the members are usually more involved and active.

PERFORMING

At this last stage the group is capable of accomplishing a great deal of work and members have a "take charge" attitude. They are capable of diagnosing, making decisions, and solving problems. The leader is about to take a lower profile at this stage and act more as a resource than a leader. The group becomes more self-regulating and is beginning to take charge and seek consensus among its members.

* * * * *

Reaching a level of "team spirit" takes time and every group goes through a similar developmental process as has just been described. As a leader you need to learn how to facilitate a group's growth through each level so that you may help them reach their group's meeting potential. Another process that can help achieve high group effectiveness is one developed by Interaction Associates, Inc. and is described in the book *How to Make Meetings Work*, by Doyle and Straus.

THE INTERACTION METHOD is built on a few well-defined roles and responsibilities, which together form a system of check and balances. Each role is equally important and each contributes to the success and productivity of a group. Everybody has a stake in the outcome of the group's efforts and each is responsible for the group's achievements or failures. The three roles we will examine are: the **Facilitator**, the **Recorder** and the **Group Member**. The *Interaction Method* functions like the automatic pilot on an airplane. If the meeting gets pushed off course, the system of roles and relationships will automatically bring it back on course.

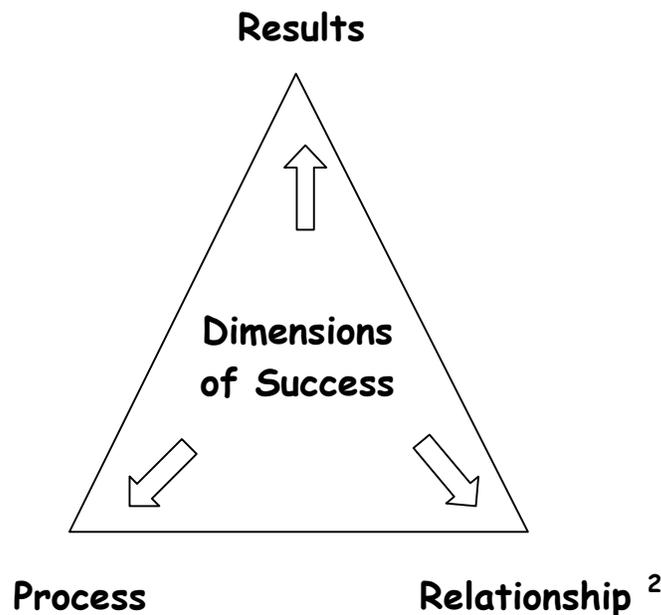
Dimensions of Team Success:

In thinking about what makes a meeting successful most people simply focus on the **Results** of the meeting. Were the desired outcomes achieved? Do participants understand the outcomes and know how they will be put into action?

However the true measure of a meeting's success goes beyond achieving the desired outcomes. Successful meetings must also maintain the integrity of the group and allow all participants to leave the meeting feeling their voice was heard in an open, honest exchange of ideas.

In other words the meeting must also be evaluated in terms of the **Process** used: Did it encourage participation? Did it allow all participants to be heard and was the decision making process clear and fair?

Meetings should also be evaluated in terms of the **Relationships** within the group: Were ideas exchanged openly and honestly? Were participants treated with courtesy and respect? Did people leave the meeting with a sense of increased connection and trust? Did they share responsibility for success - that everyone was heard and that the outcomes represent the best efforts of the team?



² The Dimensions of Success strategy is a product of Interaction Associates and can be found in their Essential Facilitation training manual.

KEY MEETING SKILLS

PLANNING

Effective meetings require careful planning and management. Once the meeting has begun all participants should feel responsible for the meetings success. Participants should feel free to voice different points of view and the facilitator should encourage diversity in opinion while staying focused on the agenda item at hand. It is critical to involve and fully utilize all participants. This step requires sensitive attention to the meeting environment. It must feel safe and encourage all participants to put their thoughts into words for the group. A written record of the meeting on easel pad is a valuable way to recognize and clarify the input of each individual. It also serves as a "group memory" for future meetings, summarizing action items and group decisions.

Creating an effective, engaging and inclusive environment.

Preparing for a meeting involves more than reserving a room, setting up a few chairs and plugging in the coffee. Planning for a meeting begins with the end in mind. Why are you holding a meeting? Because it is the 2nd Wednesday of the month and you *always* have the meeting on that date? Before you pencil in the next meeting ask yourself, "Why are we having this meeting? What do we hope to accomplish and what will make it a success for everyone?"

Meetings to be successful need thoughtful planning...from the arrangement of tables and chairs and what equipment is needed, to the specifics of who will attend and what results are expected. What the room looks like will have a bearing on the success of the meeting. How many doors and windows, the capability to manage the room's temperature and light, and adequate space for seating will all have impact on a meeting's outcome. The atmosphere that is created by the room and how it is arranged will set the tone for the gathering. Let's look closely at the steps you will need to take, a checklist of sorts, to produce the best results for your efforts.

Preparing for a meeting

The questions of why, where, what, who and how all need to be answered before you begin:

- Why are you having a meeting? Is there something happening that needs a decision, is there information to be shared that is best done face-to-face?
- Where is the meeting to be held? Can everyone find it; will you need to send a map in advance? If some participants are using public transit, is the site near a transit stop?
- What is the desired outcome of this meeting and what do you hope to accomplish as a result of your time invested? What are the alternatives to a face-to-face meeting?
- Who needs to be invited? Who are the key people that have an interest in the outcome or results of the meeting? Have you engaged them in the meeting planning process?
- How will you inform participants of the meeting? Is a written invitation necessary? Do you need to circulate an agenda and who will decide what the agenda contains?
- Will you provide refreshments, childcare and interpreters? Are you creating a "welcoming" environment for all participants? Have you considered the unique needs of diverse groups and/or individuals?
- What equipment is necessary to assure a smooth running event? Easels and pads of paper, slide projector, PowerPoint capability, marker pens, tape, tape recorders, video, VCR are examples of equipment that may be essential.

Once you have determined that a meeting is necessary a room set-up plan will pave the way for a fruitful session. Following are a few examples of table/chair arrangements. Each has strengths and weaknesses. You need to determine the setting that will best meet your needs and work well in the room's configuration.

If possible, always face the meeting away from the entrance/exit door and toward the wall with the blankest space.

Do the participants know one another? If not, you may want to provide name table tents or "first name" nametags. Building an Ice Breaker into a meeting with

participants who don't know each other or may not know each other well helps set a climate conducive for productive work.

What is happening in the organization or with the people involved in the meeting that might impact the outcome of the gathering? Participants attend meetings with certain expectations and views about their role or responsibility. Understanding the context in which the meeting is being held may assist in avoiding surprises and help the meeting stay on track.

Why are people interested in attending the meeting? What is at stake for them and what concerns do they bring to the meeting? Understanding the personal interests that weigh in at the meeting will help in the planning—considering all concerns that might be voiced.



What's in it for us?

O.A.R.R.s³: Formula for successful meetings

As the details of the meeting begin to fall into place thinking through the basics of the meeting will help cement a successful effort. All of the planning of the meeting is transparent when the simple acronym **O.A.R.R.'s** is employed. This set of "to do's" will help participants view how a meeting was planned and their role in that meeting's success.

O. Desired Outcomes: If a meeting is needed start by defining specific desired outcomes. Think about what would be created or accomplished as a result of the

³ The O.A.R.R.s concept was developed by the brilliant graphic recorder David Sibbett of Grove Consultants International, San Francisco, CA and is outlined in Best Practices for Facilitation.

meeting. A desired outcome is a clear concise statement of the end product in 25 words or less. Describe what will be produced such as "a list", "a plan", "an agreement", etc. Desired outcomes promote clear, focused thinking and work towards a common goal. Take the time to develop desired outcomes and get the group's agreement to work on them. These outcomes need to be in writing, agreed upon at the meeting and visible for all to see. They address such things as products, such as a list, or knowledge, such as awareness or understanding. Remember useful desired outcomes are clear concise statements that are brief, specific and measurable, using nouns not verbs, and are written from the perspective of the participant.

A. Agenda: The meeting "road map" that includes what will be discussed, time frame and who is responsible for each item on the agenda. It covers all the topics to address the desired outcomes, plus a section for evaluation. List the topics to be covered during the meeting and process you will use. Estimate the time you need for each topic. Prioritize the agenda items and allocate quality-meeting time to the most important items - not at the very beginning or end of the meeting. Be sure to get the group's agreement to follow the agenda or change as needed.

R. Roles: Each person at the meeting has a specific function or Role. Someone will serve as a facilitator or guide for the meeting, a recorder captures the content or essence of what each person has to say on the "group memory"—large sheets of newsprint paper or easel pads are used for this purpose, a time keeper keeps track of the time and alerts the group when time is running out in each agenda item, and the remainder of the group serve as the content "drivers" of the meeting and participate fully.

R. Rules: A list of 5-7 group-agreed-upon Rules helps maintain focus of the meeting. These meeting agreements are behavioral guides for the meeting session framed in positive terms, whenever possible. They may include:

- Start and end on time,
- One person speaks at a time,
- Listen with respect,
- Be open to other ideas and perspectives,
- Make decisions by consensus.



Count us in!

PARTICIPATION

The Challenge of Participation: Distinguishing “Content” from “Process”

All meetings have two distinct elements that are critical for the meeting outcomes to be realized—the content or the “what” of the meeting, and the process—the “how” of the meeting. The participants are key in identifying the content of the meeting. They have input about the agenda items and are responsible for helping make decisions about the outcomes.

Facilitator’s role: Seeing the big picture & guiding the flow

The facilitator takes on a critical “process” role being responsible for defining the meeting “**O.A.R.R.s**” and then guiding the “flow” of the meeting. The facilitator has the “big picture” and has created an agenda to maximize success for the group. The facilitator serves as a combination of tour guide, traffic officer, and meeting chauffeur performing the following functions during the meeting:

- Staying neutral regarding the meeting content.
- Not evaluating others’ or contributing their own content ideas.
- Focusing the energy of the group.
- Encouraging everyone to stay engaged and participate.
- Suggesting alternative methods or procedures.
- Helping the group find “win-win” alternatives and solutions.
- Coordinating pre and post meeting arrangements.
- Listening carefully and responding objectively to everyone.

Listening with a different ear allows a facilitator to hear different perspectives, to gain deeper understanding of an individual or group's thinking or direction, which may result in overcoming defensiveness and increasing clear communication. Effective listening is key to successful meetings. It is an action-oriented skill of the facilitator and is a tool that improves with practice. Listening traits found in effective communicators reveal constant attention to not only what is being said, but being clear about what is meant. Techniques to expand listening skills and to increase clarity help the facilitator become an empathic listener with patience and an ability to tune in to other people's feelings.

One simple, but very powerful technique is to paraphrase what has been said. Since most people are used to being misunderstood, they respond very positively to attempts to be sure they have been heard correctly and that their viewpoint is registering. Paraphrasing is using your own words to confirm the speaker's meaning by repeating back to the speaker what they have said.

Another important technique to keep clear conversation going is to use open-ended questions. These questions will assist in gathering more and more information from the speaker so that the facilitator can gain a complete picture of what is being stated. The open-ended question is a probe for further information and is done by asking a question that requires more than a one-word or two-word answer. Open-ended questions can be used in the same conversation many times to get to the root of a speaker's thinking and meaning.

A facilitator will also use their body to increase the comfort level of a speaker by ensuring that you are very much listening and ready to respond to the speaker. A savvy facilitator will also "read" the individual's or the group's body language to gain an understanding of potential misunderstanding, loss of group/individual energy, confusion, and a host of other barriers to effective communication.

Recorder's role: Careful listening & capturing key ideas

The recorder, an important member of the process team, works closely with the facilitator to support the group and the overall process. The recorder meets with the facilitator before the meeting begins to clarify their role and expectations for

the meeting. The recorder serves as scribe performing the following functions for the group:

- Capturing basic ideas for the entire group to see.
- Using the words of the speaker.
- Remaining neutral and not contributing their own ideas.
- Refraining from editing ideas presented.

The recorder looks for and takes cues from the facilitator during the meeting. Some facilitators will assist by paraphrasing what is said to assist the recorder in capturing items for the group memory. If you are the recorder, be sure to review your role with the group before starting reminding them that your job is to capture what is being said accurately and completely. Tell them that you may need to stop and ask for something to be repeated. Let them know that you expect them to take responsibility for ensuring that you capture things as they were intended and that they should stop to make corrections along the way. Keep in mind that the recorder usually does not participate in the discussion - so you need to get a clear agreement with the group if you want to provide content input during the meeting.

The significance of the recorder position is to write down the basic ideas expressed by the group onto large sheets of paper so that all can see what is being written. The recording of the meeting, called the "group memory," serves as an accepted record of the meeting's proceedings. It is important for the facilitator and/or the recorder to indicate a neutral position and that if either would like the opportunity to contribute to the content to request that from the group prior to starting the meeting. The "contracting" of roles (facilitator with recorder, facilitator & recorder with participants, participant with participant) prior to the beginning of the meeting establishes clarity of who does what in the meeting and helps all understand each person's significance in the group. The facilitator and recorder are neutral participants. They may request an opportunity to contribute to the content if appropriate.

The power of dialogue: Listening with a new ear.

"Listening with a new ear" will assist the facilitator and the group members in guiding the process of the group towards an effective and satisfying outcome.

Dialogue is a “deep listening and communication” tool for facilitators who are assisting groups in decision-making. Dialogue is defined as “seeking mutual understanding and harmony.” It is utilized to assist groups to build successful relationships as they work to solve problems or make decisions. It is a practical, everyday tool that we can use to help in reaching mutual understanding. According to Daniel Yankelovich⁴ in *“The Magic of Dialogue,”* when people engage in dialogue they 1) build trust in one another, 2) have a feeling of being familiar and comfortable together, 3) find it easy and natural to cooperate with one another and know how to create the common ground on which successful cooperation depends, 4) can weave a complex web of working relationships that cut across institutional boundaries, and 5) feel a sense of identity with those with whom they share community.

Dialogue naturally moves a group into deliberation. Deliberative dialogue requires that we consider values, experiences, and views of ourselves and others. Deliberation also requires us to weigh carefully the costs and consequences of our options or choices for action.

- Deliberation is dialogue for weighing costs, benefits, and consequences.
- Deliberation is not a debate to be won.
- Deliberation changes relationships, which makes more action possible.
- Through deliberation, a shared sense of purpose and direction may be created.

This shared sense of purpose and direction is a public voice and is essential for action. The following chart helps distinguish the difference between debate, dialogue and deliberation.

<u>Debate</u>	<u>Dialogue</u>	<u>Deliberation</u>
Contest	Explore	Choose
Compete	Exchange	Weigh
Promote opinion	Build relationships	Make decisions

⁴ Yankelovich, Daniel, *The Magic of Dialogue-Transforming Conflict into Cooperation*, Simon & Schuster, New York, NY, Touchstone Edition. 2001.

Persuade	Understand	Understand
Seek majority	Seek understanding	Seek integrative Decision
Dig-in	Reach across	Find common ground
Tightly structured	Loosely structured	Framed to make choices
Express	Listen	Listen
Choose solution	Develop understanding	Decide common path
Usually fast	Usually slow	Usually slow (deliberate)
Clarifies	Clarifies	Clarifies
Majoritarian	Non-decisive	Complementary
Partisan victory	Private understanding	Public knowledge

All three modes of discourse have particular uses and value. Note that dialogue and deliberation share some characteristics. The main difference is that dialogue seeks to educate and deliberation seeks both to educate and to decide. Debate also seeks to decide. The key variables to be kept in mind in using one form of discourse over another are the purposes and nature of the action needed and the desired nature of the relationships among the participants in the action.

PROCESS TOOLS

Brainstorming

Brainstorming is used in helping groups make quick and effective decisions bear discussing at this point. One, called **Brainstorming**, is a technique developed to stimulate a flow of ideas from a group about any topic or problem. Because groups

often get stuck on one idea or with one person dominating, brainstorming can be used to open up the discussion by involving all members and stimulating their thinking. To work most effectively there are a few basic rules that must be followed:

- All ideas are ok--quantity is sought.
- Defer evaluation.
- Build on other people's ideas.
- Be creative, freewheeling.

After listing ideas, check for understanding, eliminate duplications -combining and improving to form even better ideas. The atmosphere should be fun and informal. Such a climate will help create a spirit of adventure and make the experience an enjoyable one for everyone. The only strictly formal features are recording and timing. All ideas should be recorded. Record ideas up at a chalkboard or on newsprint so all can see what is being said--this is helpful because seeing ideas can stimulate more. A short period of time--5 minutes or less--is usually adequate.

"N/3" Multi-Voting

Following the "brainstorming" session, the next task is to combine or eliminate duplicate ideas. Then the group should critically examine and evaluate all ideas to see which are most desirable or feasible. This should be done with an open mind so that creative possibilities are not overlooked. This is where the next process tool comes in handy — the **N/3 Multi-Voting**, is a technique for prioritizing any list of ideas or suggestions. It is not intended to arrive at a final vote, but rather to narrow the field and see where most group members are leaning. The outcome is a rank order. The process begins by:

1. Counting the number of items on the list (N), dividing the total by 3 and arriving at the number of items each person in the group may select. Round fractions off to the lower number. This allows each person to identify his or her top choices on the list.
2. Have each person make their selections and tally the numbers of each item.

3. Choose a reasonable number to explore in more depth. It may be possible to just focus on the top choices if there is genuine consensus.

"N/3" Multi-voting can be used any time you need to evaluate a list of ideas (such as those generated in a "brainstorming" session). This method of narrowing a list to reach mutual agreement in the group is very fast and objective, but it sometimes does not reflect a true consensus in the ranking and should not be considered a final vote.

Decision Making:

In many meetings the desired outcomes call for a decision to be made. How will that decision be made? Will the group leader or meeting facilitator make the decision? Will the participants make the decision?

It is important that the decision making process be explained at the beginning of the meeting. Clearly stating and gaining agreement on the decision making method helps participants understand their role in the meeting. If everyone understands and supports the decision making process you are more likely to develop support for the final decision.

Frequently people use a voting process with "majority rule" governing the outcome. This process is quick, however it often creates division within the group with a sense that some are "winners" and others "losers."

One alternative to voting and "majority rule" is **consensus**. This is a process through which the group reaches a decision everyone understands, supports and is willing to implement. It may not be anyone's first choice for a decision but it represents one that the group can endorse. Using consensus requires that there is a fallback process in case the group cannot reach consensus. That fall back can involve a leader or chair making the decision after getting input from the group or a majority vote.

Working towards consensus within a group creates greater involvement in the decision making process. This greater involvement usually results in greater ownership and support of the final decision, which means more effective implementation. A consensus decision is often the best decision because it

requires that the group more to explore the alternatives more thoughtfully and thoroughly.

“A consensus decision involves building agreement by the whole group on a course of action. Although individual members may feel the other choices may be better for one reason or another, a consensus is built when all members come together on the final choice(s).”⁵

MASTERING RECORDING⁶

Recording in a meeting involves capturing the key agreements, ideas and information usually on large sheets of paper with watercolor markers. Capturing the discussion and decisions for a group is an important skill to master and provides excellent process support for any group’s meeting. This skill really “adds-value” to the group and increases overall understanding, productivity and satisfaction in the meeting. Recorders create a “Group Memory” using broad felt-tip markers and capturing key points on easel paper or sheets of “butcher-type” paper taped to the wall so that all group members can easily see what has been written. The Group Memory whether captured on chart paper on the walls or projected from a lap top computer using an LCD projector, is a powerful meeting information handling tool that helps a group stay focused on its task and achieve its desired outcomes. The Group Memory creates a visual record of the meeting including key words and phrases using as much as possible the actual words spoken by the participants.

Honoring the actual words of the speaker in the record contributes to building and maintaining the individual group members, trust and confidence in the overall integrity of the facilitation process and the group or organization itself. Highly

⁵ This description is taken from the Interaction Associates Essential Facilitation Training Manual.

⁶ Sauda Burch and her associates at Interaction Associates (IA) provided valuable background and insights for this section on Recording in addition to the IA *Essential Facilitation, Core Skills for Guiding Groups*, manual, copyrighted 1987, 1994, 1997, Interaction Associates, LLC 04A-PA-008, Boston, Dallas, San Francisco. Thanks also to Judi Brenner, Pat Day and Milton Fujii for their excellent ideas and input.

skilled recorders avoid editing what they hear. They listen and capture the words and the thoughts without adding unintended meaning or emotion. Developing the ability to focus on what is being said and capture it completely in the Group Memory requires an understanding of and willingness to accept the role and the tools used. It also takes lots of coaching and practice.

The Group Memory is a valuable asset that serves the group in a number of ways because it:

- Helps the group focus on the task at hand.
- Accepts and legitimizes people's statements by capturing everything consistently.
- Depersonalizes ideas, allowing people to open their minds and consider other ideas -- partly because we normally don't write the name of the person making any particular statement next to the statement.
- Helps prevent repetition by letting people see their ideas captured in the record.
- Frees people from having to take notes and allows for instant corrections.
- Helps people remember their ideas and agreements.
- Allows a latecomer to catch up and find out what has been going on in the meeting.
- Serves as an economical basis for preparing accurate meeting minutes.

"Ready, set, record."

So now you are really ready to start recording. Relax, breathe and focus on the task at hand -- empty your mind and don't think about the meaning of what is being said. Just focus and capture it. Trust your mind, your hearing and your fingers -- just don't "think" about it. Don't try to figure out who is saying what. Hold the intention to capture what is being said, not what you are thinking. You may need to listen for a while before realizing what the real "nugget" is to capture. Catch key words that the participants say and jot them down quickly - it is likely that they'll help to fill in the gaps. It is better to get too much than too little. The process of trying to edit things while capturing often leads to missing something that comes right after.

Listen for key words and phrases capturing key nouns, verbs and important modifiers so as to get complete thoughts and the whole idea. Listen for and capture rationales and explanations of ideas that can help increase understanding. Avoid capturing sarcasm or personal put-downs as part of an idea -- there is a way to capture concerns and opinions in a more neutral fashion. Feel free to ask if the thought was "captured correctly or not". Or - if there is an implied message you can ask, "Are you saying...?" Or, "Do you mean...?"

You may also help confirm key agreements and decisions by checking back with the group, confirming what the agreement or decision was and labeling the item as a "Decision" or "Agreement". This reviews and drives home the what has been decided or agreed to and gives people one more chance to be sure they buy-in to the group's decisions and agreements.

"Low-tech" recording uses paper on the walls and felt tip pens.

Follow guidelines outlined in the Interaction Associates (IA) *Essential Facilitation* training manual⁷. Remember our formula: PÖ - "Proper Planning Promotes Prime Performance" - plan ahead and make sure to have all the materials and supplies needed for the meeting situation and location. Be prepared for problems such as: walls that you cannot hang paper on, tape that won't stick on certain surfaces, pens that run dry, not enough paper, etc. Review the agenda and be familiar with the outcomes and topics. If you are working with inexperienced recorders, provide them with mostly dark colors. New recorders tend to use the reds, yellows and oranges versus the blacks, browns, blues, greens and purples that are easier to read. If you are recording for a large group, pre-made titles, tables and outline formats on charts are a time-saver. Also, hanging a blank sheet of paper labeled "Bin" or "Parking Lot" can be a useful way of setting an expectation that if something comes up that is off track with the current topic it can still be captured and saved in the group memory for the group to deal with at another time.

What to capture when recording:

During an information sharing/feed forward meeting:

- Highlights of presentation,

⁷ *Essential Facilitation, Core Skills for Guiding Groups®*. Copyright 1987, 1994, 1997 Interaction Associates, LLC 04A-PA-008, Boston, Dallas, San Francisco, U.S.A. Refer to Section 3, pp. 15-17 and Appendix, pp. 7-9 for Recording Guidelines.

- Outline of presentation,
- Questions and answers,
- Issues - create an issue list.

During a feedback meeting:

- Questions and concerns,
- Feedback,
- Next Steps.

During a problem-solving meeting:

- Content and process comments,
- Statement of the problem and root causes,
- Key agreements and decisions,
- Next Steps.

During a decision-making meeting:

- Potential and final decision,
- Next Steps.

"High-Tech" Recording using computers and LCD projectors.

Before starting, take time to get familiar with the tools you are going to use. Test and try using the computer, LCD projector, and other equipment so that you can focus on recording during the meeting not having to fuss with the equipment. On a computer, don't worry about spelling mistakes until you're completely done -- trying to constantly go back and make corrections can slow you down. Remember - "spelling" is optional when you are recording. Keep your focus on the screen and the keyboard -- don't look at the participant giving input, it can distract your ability to record. Use easy to read, large fonts like Ariel or Tahoma set to at least 12 points and adjust *View* or *Zoom* to "Margin width" or something more than 150 %. Build a framework in the computer before beginning the session, i.e. create templates with possible titles of topics taken from agenda and routine items like Action Item tables and Meeting Evaluation forms to capture "What worked well was..." & "To make it better in the future..." ("+" & "++"). *Micro Soft Word* and *WordPerfect* have outlining programs that may be useful. Some people use *Micro Soft PowerPoint's* outlining component to capture notes in bulleted lists.

Experiment with what works best for you based on your familiarity with particular software programs.

If possible, have someone working with the person typing on the computer to ensure that they are capturing ideas correctly. This person can also speak for the recorder if they need assistance. The recorder who will be sitting down most likely is not necessarily in a visible position where people can see them so it helps them to have someone to be their "voice." If preferable, arrange for an assistant to write notes on "post-its" or other small pieces of paper that can be placed next to the recorder for them to add important details that they might have not captured in the Group Memory. Writing these notes will not distract the recorder from the actual flow of the meeting and allow them to add the points when they have an opportunity. Someone whispering additions or corrections in their ear will bother some recorders, so the note process is often more effective. Ask for a break if you need one -- this is hard work! Get up, stretch and relax your hands, arms and shoulders periodically if you are recording this way for longer meetings.

Closing Thoughts on Recording.

It is just as important to separate the process from the content in recording as it is in facilitating a meeting. The recorder needs to be able to detach from the content, which suggests a recorder who doesn't have a stake in the content or the meeting outcome might be more effective if available to the group. Recording is a critical part of conducting a productive and satisfying meeting and it does take a lot of energy. Remember to breathe and relax.

CLOSURE & FOLLOW THROUGH

Meeting Evaluation: "+" & "++"

The manner in which a meeting ends can greatly influence the outcomes, both short and long term. The attention to detail spent on a meeting's conclusion is just as important as the start up. There are a few important steps to follow in closing your meeting.

If you want to improve your meetings, spend time evaluating what worked and what could be changed to make it even better the next time. Effective evaluation occurs in a timely manner — preferably at the end of the meeting — and needs to be structured to be useful and quick to be tolerable.

Evaluation can be positive. This is not what many of us have experienced and that is why we resist evaluating our meetings. To set a positive tone on your evaluation, start by asking participants what they “liked about the meeting.” Emphasize you are looking for suggestions that can be used in designing future meetings. Continue in a positive vein, by asking, “what could have been better?” This perspective gets participants thinking constructively about how they can design a more successful meeting, and is far less threatening to meeting organizers.

This is an example of what you can say when evaluating your meetings:

- i [¢ First, ask, “What did you like about the meeting? What went well? Can you point out specific behaviors of the meeting organizers and participants that worked well?”

- i [[¢ Then, ask, “What do you think the group could have changed to be more productive? How could the meeting have been improved? What could the group do differently the next time? What could we have done better?”

LET'S EVALUATE TODAY'S MEETING	
“+” - What worked well today was...	“++” - To make it even better in the future...
<ul style="list-style-type: none"> * Having John serve as facilitator * Everyone doing their homework before meeting * Capturing key ideas on easel paper 	<ul style="list-style-type: none"> * Having enough chairs for everyone to sit in. * Having someone serve as timekeeper to make sure we have enough time for each topic.

Follow-through ensures future action

Many meetings fall short of being completely successful because of a lack of follow-through. As outlined earlier, the manner in which a meeting ends can greatly influence the outcomes, both short and long-term. Making sure the Group Memory is accurate and complete, revisiting the meeting's desired outcomes, evaluating the overall success of the meeting and thanking everyone for their contributions help close the meeting in a successful manner. But then what? There has to be follow-up to ensure that the Group Memory gets transcribed and distributed to appropriate individuals including all the meeting participants. The best way to ensure effective follow-through is always outlining Next Steps or Action Items before the close of every meeting. It is quick and easy to clearly list What tasks need to be done, Who is going to do each one and When each task needs to be completed. A simple template for Action Items captures these key points on one sheet of paper which can be set up before the meeting. Action Items can be listed on this sheet as they come up through out the course of the meeting and reviewed and confirmed at the end of the meeting. Here is an example:

Action Items

<i>Who</i>	<i>What</i>	<i>When</i>
Greg	Contact Kellogg Foundation about grants for leadership development.	By April 15 th
Kyra	Draft justification for leadership proposal and circulate to group for feedback.	By April 30 th
Brian	Develop desired outcomes and agenda for May 1 st meeting and send out to group.	By April 15 th
Jill	Transcribe Group Memory and send to group.	By April 8 th
Rowan	Reserve room and arrange for refreshments for May 1 st meeting.	By April 20 th

KEY LEADERSHIP PREVENTIONS⁸

To maximize agreement and minimize conflict...	
<i>General Approach</i>	<i>Specific Things You Can Say or Do</i>
<p>Establish ground rules Define roles (make your meeting contract)</p>	<p><i>See section on Meeting Roles for Facilitator's Contract</i></p> <p>"OK, Before we get started, I'd like to make sure we all agree on general procedures. While I'm the facilitator we're going to operate by consensus. Consensus means...if we need to take a formal vote, I'll turn the meeting over to your chairperson."</p> <p>"Sylvia is here as an observer. That's why she is sitting at the back of the room. She has agreed not to participate."</p>



Start and end on time.

⁸ The key leadership preventions and interventions were adapted from Interaction Associates, Inc. Essential Facilitation materials.

<i>General Approach</i>	<i>Specific Things You Can Say or Do</i>
<p>Get agreement on process</p>	<p>"Before we begin to evaluate the alternatives, do we agree that we'll begin by saying what we like about each alternative, and then go on to our concerns about each one?"</p> <p>"Just a moment, before you begin your report. Do you want to entertain questions? ...During your presentation or afterwards?"</p> <p>"To make sure we are clear, Joe is going to present his idea without interruption, then we'll ask questions, and then we'll go on to Lauren's solution."</p> <p>"If there are no objections, we'll brainstorm different possible definitions of the problem, stating them as "how to" questions. Any question about how we are going to proceed?"</p>
<p>Get agreement on content/outcome</p>	<p>"Which issue are you going to discuss first?"</p>



Got milk?

<i>General Approach</i>	<i>Specific Things You Can Say or Do</i>
<p>Get agreement on content/outcome (cont.)</p>	<p>"What is the purpose of this meeting: To design the agenda for the full commission next Wednesday? Does anybody have a different conception of this meeting?"</p> <p>"Today, we're just dealing with the issue of snack foods on campus-not student privileges in general. Is that right?"</p> <p>"What's success going to look like today?"</p>
<p>Stay neutral/stay out of content</p>	<p>Don't get sucked into contributing your own ideas or opinions. (See <i>Boomerang</i>, pg. 34)</p> <p>"As your facilitator, I'm supposed to be neutral. This is your meeting. What do you want to do?"</p> <p>"I won't be able to help you work through this issue if I start taking sides."</p> <p>I'll share with you my personal opinions after the meeting."</p> <p>"Actually, I don't have a personal opinion about the issue yet."</p>

<p>Be positive (win/win attitude)</p>	<p><i>If you really believe a win/win situation can be found, you will increase the chances of it happening.</i></p> <p>"I know this issue is quite emotionally charged for some of you, but if we take our time and work our way through the problem I'm sure we can find a solution you can all live with."</p>
<p>Suggest a process</p>	<p>"Why don't we try brainstorming?"</p> <p>"I would suggest looking at criteria before trying to evaluate the options."</p> <p>"How about working backwards from the deadline?"</p>
<p>Educate the group (process commercials)</p>	<p><i>By offering short comments about why you are doing what you are doing and about the nature of the problem solving process, you can help the group work through difficult situations and become better at facilitating itself.</i></p> <p>"There's no one right way to solve a problem. Which way do you want to try first?"</p> <p>"You can't solve two problems at once."</p> <p>"If we don't agree on the problem, we'll never agree on a solution."</p>

<p>Get permission to enforce the process agreements</p>	<p>"If you want to get through all these reports by 11:00, I'm going to have to hold you to your five minute limit. Is that OK? Any objections?"</p> <p>"Is it all right with you if I push a little harder to get finished on time?"</p> <p>"You've agreed not to bring up old history. Do I have your permission to cut you off if you do?"</p>
<p>Get the group to take responsibility for it's actions</p>	<p>"This is your meeting, not mine. What do you want to do?"</p> <p>"It's up to you to decide if you want to change the agenda."</p> <p>"I can't make you reach an agreement. You have to really want to find a win/win solution."</p>
<p>Build an agenda</p>	<p><i>By working with your leader, chairperson or subcommittee to plan an agenda for your meetings you can anticipate and prevent many potential meeting problems from occurring. (See Agenda, pg. 12.)</i></p>

You go first...No you go first...No you go...



General Approach	Specific Things You Can Say or Do
<p>Get ownership of the agenda</p>	<p><i>Even though an agenda has been prepared in advance, don't assume that everyone in the meeting has seen it or agreed to it. Check for additions, revisions, and reordering of agenda items.</i></p> <p>"OK, that's the agenda. Any additions or revisions?"</p> <p><i>Once people have had a chance to revise or approve the agenda, then it becomes their agenda, not yours, and they are less likely to feel they have been manipulated.</i></p>
<p>Set up the room</p>	<p><i>You can prevent a number of potential meeting problems from occurring simply by how you arrange the room in advance.</i></p> <p><i>For example, if you want people to sit in the front row, put out fewer chairs than you think you will need. People always tend to sit as far back as they can.</i></p>

SUMMARY KEY PREVENTIONS

- Establish ground rules/define roles
- Get agreement on process
- Get agreement on content/outcome
- Stay neutral/out of the content
- Be positive (have a win/win attitude)
- Suggest a process
- Educate the group (process commercials)
- Get permission to enforce process agreements
- Get the group to take responsibility for its actions
- Build an agenda
- Get ownership of the outcomes & agenda
- Set up the room

KEY LEADERSHIP INTERVENTIONS

<i>...to maximize agreement and minimize conflict</i>	
<i>General Approach</i>	<i>Specific Things You Can Say or Do</i>
Boomerang	<p>Don't get backed into answering questions the group should be answering for themselves. Boomerang the question back to the group.</p> <p><i>Group Member:</i> "Facilitator, which problem should we deal with first?"</p> <p><i>Facilitator:</i> "That's up to the group. Which do you think we should discuss first?"</p> <p><i>Group Member, addressing the facilitator:</i> "What was the inflation rate for last year?"</p> <p><i>Facilitator:</i> "Who can answer that question?"</p> <p><i>Group Member:</i> "I don't like the track we're taking here."</p> <p><i>Facilitator:</i> "What do you think we should do?"</p>
Maintain/regain focus	<p>"Wait a second. Let's keep a common focus here."</p> <p>"Just a moment, one person at a time. Joe, you were first, and then Don."</p> <p>"I can't facilitate if we have two conversations going at once. Please try to stay focused."</p> <p>"Excuse me, Elizabeth. Are you addressing the issue of...."</p> <p>"Let's work on one thing at a time."</p>

General Approach	Specific Things You Can Say or Do
<p>Play dumb</p> <p>duh!!</p>	<p>When the group has gotten off track or the meeting has broken down in some way, playing dumb is a way of getting the group to focus on its own process by having to explain it to you. It's a form of boomeranging and is easy to do when you're really confused.</p> <p>"Can someone tell me what's going on?"</p> <p>"I'm confused. What are we doing now?"</p> <p>"I'm lost. I thought we were ..."</p>
<p>Say what's going on</p>	<p>Sometimes simply identifying and describing a destructive behavior to the group is enough to change that behavior. Be sure to "check for agreement" after your process observation.</p> <p>"You are not letting John finish his presentation."</p> <p>"I think you're trying to force a decision before you're ready."</p> <p>"It seems to me that..."</p> <p>"My sense is ..."</p>

General Approach	Specific Things You Can Say or Do
Check for agreement	<p><i>Almost any time you make a statement or propose a process, give the group an opportunity to respond. Don't assume they are with you.</i></p> <p>"Do you agree?"</p> <p>"All right?"</p> <p>"OK?"</p>
Check for agreement (cont.)	<p><i>A powerful way of checking is to look for the negative. Make silence a sign of confirmation. Rather than saying, "Do you all agree," ask:</i></p> <p>"Are there any objections?"</p> <p>"If there are not objections (pause)...we'll move on to ..."</p> <p>"Is there anyone who can't live with that decision?"</p>
Enforce process agreements	<p><i>Once the group has agreed to a procedure, your credibility and neutrality may be at stake if you don't enforce their agreement.</i></p> <p>"Wait a second, you agreed to brainstorm."</p> <p>"Harry, let John finish."</p> <p>"Sorry Beth, I'm afraid your time is up."</p>

General Approach	Specific Things You Can Say or Do
Encourage	<p data-bbox="630 331 1127 373">"Could you say more about that?"</p> <p data-bbox="630 422 951 464">"Why don't you try?"</p> <p data-bbox="630 512 1159 554">"Keep going. I think this is useful."</p>
Accept/legitimize/deal with or defer	<p data-bbox="630 646 1390 905"><i>This is a general method of intervening that works well in dealing with problem people and emotional outbreaks of all kinds. For a more complete description see publication How to Make Meetings Work under "How to Deal with Problem People", Chapter 6.</i></p> <p data-bbox="630 953 1344 1041">"You're not convinced, we're getting anywhere? That's OK, maybe you're right."</p> <p data-bbox="630 1089 1398 1178">"Are you willing to hang on for 10 more minutes and see what happens?"</p>
Don't be defensive	<p data-bbox="630 1312 1414 1486">If you are challenged, don't argue or become defensive. Accept the criticism, thank the individual for the comment, and boomerang the issue back to the individual or group.</p> <p data-bbox="630 1535 1377 1623">"I cut you off? You weren't finished? I'm sorry. Please continue."</p> <p data-bbox="630 1671 1398 1759">"You think I'm pushing too hard? (Lots of nods.) Thank you for telling me. How should we proceed?"</p>

General Approach	Specific Things You Can Say or Do
Use your body language	<p>Many of these interventions and preventions can be reinforced, and sometimes, even made by the movement of your body. For example:</p> <ul style="list-style-type: none"> • Regaining focus by standing up and moving into the middle of the group. • Enforcing a process agreement by holding up your hand to keep someone from interrupting. • Encouraging someone by gesturing with your hands.
Use the group memory	<p>Point to the ground rules or other information recorded in the group memory to subtly remind the group of their agreements. Redirecting attention to what has been recorded can help get a group back on track.</p>
Don't talk too much.	<p>The better facilitator you become, the fewer words you will have to use. When you have really done a good job, the group may leave thinking that the meeting went so well it can do without you next time.</p> <p>Use your hands, eye contact, and partial sentences to communicate economically.</p> <div style="background-color: #e0e0e0; padding: 10px; margin-top: 10px;"> <p>"I'm sorry. You were saying that ..."</p> <p>"Could you say that again?"</p> <p>"The point you were making was ..."</p> </div>

SUMMARY KEY INTERVENTIONS

- Boomerang
- Maintain/regain focus
- Play dumb
- Say what's going on
- Check for agreement
- Avoid process battles
- Enforce process agreements
- Encourage
- Accept/legitimize/deal with or defer
- Don't be defensive
- Use your body language
- Use the group memory
- Don't talk too much

KEY LEADERSHIP SOLUTIONS

For dealing with challenging behaviors in meetings...

<i>Type</i>	<i>Behavior</i>	<i>Possible Solutions</i>
The Latecomer	<ul style="list-style-type: none"> -Arrives late -Makes a big commotion -Wants to be caught up -Gives "reasons" why late 	<ul style="list-style-type: none"> -Don't confront in front of group -Ask why late after meeting -Don't lecture -Start meeting on time -Ask latecomer to be a facilitator or recorder for next meeting -Focus meetings away from door (away from latecomer)
The Early Leaver	<ul style="list-style-type: none"> -Leaves meeting early -Drains energy from meeting 	<ul style="list-style-type: none"> -Don't confront in front of group -Ask why later -Shorten meetings if too long -Check to see if everyone can stay until the end -Make meetings meaningful and productive

<p>The Broken Record</p>	<ul style="list-style-type: none"> -Keeps bringing up same item over and over (redundant) -Takes up valuable time 	<ul style="list-style-type: none"> -Use group memory to acknowledge point -Ask "Is there something else you want to add?" -Allow enough time for discussion -Restate what they have said
<p>The Attacker (or sniper)</p>	<ul style="list-style-type: none"> -Launches personal attacks on members or facilitators 	<ul style="list-style-type: none"> -Approach directly/quickly so it doesn't set group norm -Walk between the two and get them to talk to you -Use group memory to focus on ideas, not people -Get attacker to state criticism and have recorder write it down -Avoid defensive behavior if you're under attack
<p>The Know-It-All</p>	<ul style="list-style-type: none"> -Uses credentials, age, length of service or professional status to argue a point: "I've been teaching for 15 years and that will never fly!" -Limits creativity of many group members 	<ul style="list-style-type: none"> -Acknowledge know-it-all's expertise once, but emphasize why issue is being considered by the group. "We all recognize and respect your experience in this area, but the decision has to be made by the group as a whole. We want to look at all possible alternatives."

<p>The Interrupter</p>	<ul style="list-style-type: none"> -Talks before others are finished -Becomes impatient and overly excited 	<ul style="list-style-type: none"> -Deal with interrupter immediately -Jump in quickly and say: "Hold on Charlene, let Harry finish what he is saying." -Make the interrupter the recorder -Speak privately to interrupter if behavior continues
<p>The Whisperer</p>	<ul style="list-style-type: none"> -Whispers constantly to neighbor -Irritating the entire group -Breaks concentration of group -Fragments energy of group 	<ul style="list-style-type: none"> -Walk up close to whisperers -Confront directly if whispering persists: "Lets keep a single focus here." <li style="text-align: center;">or -Talk to whisperers privately at break - "Assign" seats/creatively group if possible
<p>The Loudmouth</p>	<ul style="list-style-type: none"> -Talks too much and too loud -Dominates the meeting -Pulls attention away from focus of meeting 	<ul style="list-style-type: none"> -Move closer and maintain eye contact -Give them paper to jot down creative ideas -Make them recorder -Talk with them outside meeting -Confront directly in meeting if behavior persists

<p>The Interpreter</p>	<ul style="list-style-type: none"> -Always speaks for people: "What Judy is trying to say ..." -Limits independence and power of some members 	<ul style="list-style-type: none"> -Jump in quickly and say: "Hold on a minute. Let Judy speak for herself." -Support group members so they can "tell" interpreters they don't need help in speaking.
<p>The Doubting Thomas</p> <p>????????</p>	<ul style="list-style-type: none"> -Always aggressively negative -Uses phrases like "It will never work" or "I don't like that idea" -considers others' ideas wrong until <u>proven</u> right 	<ul style="list-style-type: none"> -Use "mental judo" - i.e. don't get taken in with the negativity. -Ask group to agree <u>not</u> to evaluate ideas for a set time period. -Correct anyone who violates process ("Wait a minute, Jack. You and the rest jumped on his idea. Hold on. You'll get a chance to evaluate ideas later.")

<p>The Headshaker</p>	<ul style="list-style-type: none"> -Non-verbally disagrees in dramatic manner -Shakes head, rolls eyes crosses/uncrosses arms and legs, slams books shut, madly scribbles notes -Disrupts meeting as effectively as words 	<ul style="list-style-type: none"> -Ignore behaviors and focus attention on person speaking -Confront if behavior persists: "Jan, I see you're shaking your head. Looks like you disagree with what was just said. Do you want to share your reactions with the rest of the group? " -Confront further if behavior continues or becomes extremely disruptive. "Jan, every time you shake your head, you interrupt the meeting just as much as if you cut somebody off verbally. What is bothering you?"
<p>The Dropout</p>	<ul style="list-style-type: none"> -Sits at back of room -Doesn't say anything -Reads books, corrects papers, doodles, <i>etc.</i> -Disturbs the facilitator more than the rest of group 	<ul style="list-style-type: none"> -Walk closer to the drop-out -Address questions or comments to dropout (get eye contact) -Discuss the dropout's behaviors privately if they persist



It's cool up here!

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