



Advance Workshop Facilitator Manual

Texas A&M University

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ALLIES Advance Quick Reference

Before the Advance

Room Set-Up/Check-in

Have participants sign-in and pass out resource packets

Welcome & Purpose

0:00

Facilitator Introduction

Packets

Note cards/Scrap paper

Ground Rules

Review "Goals/Purpose of the Advance"

Introductions of staff and participants

0:05

Icebreaker (optional)

0:10

Review Agenda

0:15

GLBT 101

0:20

Personal Awareness/Reflection Activity

0:45

Coming Out, Homophobia, Heterosexism and Privileges

1:00

Privilege/Heterosexism Activity

1:25

Break & Maroon & Out Video

1:45

Panel

1:55

Start taking final questions for panel

2:20

ALLIES Overview

2:25

Final Questions, ALLY Contract & Evaluation

2:55

Detailed ALLIES Advance Outline

Welcome & Purpose 0:00

Facilitator Introduction Packets

We will be referring to these packets throughout the Advance. Let participants know they are free at any time to ask any questions about the reference materials in there. The purpose of the packet is to provide them with GLBT information, and to give it to others who may need information. We can give them more copies of each handout.

Review “Goals/Purpose of the Advance”

The goals of the Advance are to:

- * Generate awareness of another marginalized group; one that’s often misunderstood
- * Learn the ways in which homophobia and heterosexism affect everyone
- * Opportunity to become a member of Aggie ALLIES

Introduction of facilitators and participants 0:05

Facilitators re-introduce themselves and ask participants to do so as well

Please tell us: who you are; what you do at A&M or in B/CS; and why you are here.

Icebreaker (optional) 0:10

If the group seems to be very quiet or timid, consider doing a short icebreaker.

Review Agenda 0:15

Communication Guidelines

GLBT 101/Terminology

Activities and discussion on coming out, privileges, homophobia and heterosexism

Break (they are free to go to restroom, etc. they can go at any time though.)

The role of ALLIES

Panel

Final Q&A/sign contract

GLBT 101 0:20

Terminology:

Put attendees in groups and have them define one of the terms. What does it mean for them? Then go around and define the words; provide some history and the various interpretations of it. Go over the words and acronyms that will be used throughout the Advance that they may not be familiar with.

Encourage participants to become familiar with the terms by reviewing the terminology in the *Resource Guide*, pp 5 in their ALLIES Resource Manual.

Personal Awareness/Reflection Activity 0:45

Purpose/Goal of this section: Let’s take some time and reflect on our own knowledge and experiences with GLBT people and issues

Group Discussion: Give participants 5-10 minutes to discuss the activity and then have them come back to the table to share their thoughts.

Coming Out, Homophobia & Heterosexism and Privileges 1:00

Purpose/Goal of this section: During the next portion of the Advance, we will spend time

illustrating the various issues faced by GLBT people. First, we would like to go over a few general definitions for what we're about to walk through.

The Coming Out process: To come out is to publicly declare to oneself and others that he/she is GLBT. It is a lifelong process and one that is different for everyone, especially for people of other cultures and ethnicities. There are various stages in coming out.

Remind participants that it takes courage and trust for GLBT people to come out to others and as an ALLY they can provide this safe environment for others.

Homophobia: The irrational fear and/or hatred of GLBT people because these individuals do not conform to traditional sex-role stereotypes.

Point out that even GLBT people may be somewhat homophobic of different groups. This is because GLBT people are often conditioned, from society, about what's "normal."

Heterosexism: A conscious or unconscious action or institutional structure that subordinates a person because of his/her sexual orientation.

Discuss how heterosexism affects our every day lives (work, classroom discussions, etc.) To provoke deeper thought on heterosexism, point out the "*Heterosexism*" in the *Resource Guide*, p27.

Privilege: A right or resource that one group has access to and from which other groups are denied.

More discussion generators: Ask the group to come up with examples of privileges that heterosexual people may have that GLBT people do not.

Their role as ALLIES: Note that as an ALLY, participants have the opportunity to discourage anti-GLBT and heterosexist sentiments and behavior. By being role models, they can help educate others, ultimately showing their support of the GLBT community.

BREAK & Maroon & Out Video **1:45**

PANEL **1:55**

Start taking final questions for panel **2:20**

ALLIES Overview **2:25**

Blue ALLIES brochure:

Go over history and mission, funding (point out donation sheet)

What is an ALLY?

Visible support

Safe zone

Role model for "straight" community

Combats heterosexism

What an ALLY can be:

An “activist”

Speaker – educator

What an ALLY is NOT:

An “expert” on issues

A counselor

Spokesperson for all

Ways to be active

Continuing Education series

GLBTRC Events

GLBTPN

Aggie Allies

GLBTA

Groups & Activities: Coming Out Week (held each October), GLBT Awareness Week (held each March), GLBTA, Gay, Lesbian, Bisexual Professional Network (GLBT-PN) (*Point out B/CS Resource guide in packet.*)

What should an ALLY respond when they are asked...

What does the ally placard outside your door mean?

I am struggling with questions about my orientation and what my church tells me is a sin...

A friend/roommate has come out to me. What should I say to her?

I just found out a friend used to be a man...

How to become an ALLY:

Point out contract, especially bottom questions (listserv, website, etc)

Not required to sign it, can sign at a later date or just take their experience as is.

Pre/Post Advance Checklist

Before the Advance

- Meet with you co-facilitator to discuss styles, triggers (topics that push your buttons or make you uncomfortable) and your needs
- With co-facilitator, decide who will do each section
- Review your section to ensure the instructions are clear to you
- Create you own examples to illustrate a point
- Designate who will be responsible for Advance materials

Materials Needed

- Roster/online registration forms
- Sign-in sheet
- Advance packets (at least 15)
- Watch, clock
- Evaluations
- ALLIES placards and buttons

Advance Setup

- Be sure chairs and/or tables are set up in a circle/rectangle
- Set out sign-in sheet, Advance packets and note cards
- Set-up powerpoint screen, turn down lights if necessary
- Place resource packets at each chair/space for each person

After the Advance

- Collect ALLIES contracts and evaluation forms
- College sign-in sheet/roster
- Clean up all paper, trash in room
- Take all materials with you
- Contact the Advance Coordinator to return ALLIES contracts, evaluations and supplies

Advance Activities:

Goal/Key Concepts

Generates discussion on homophobia & heterosexism. Use for any mix of comfort levels, etc.

Directions

Have participants pair up (with someone they don't know) for an informal 10 to 15 minute discussion of the following questions.

- *When was the first time you remember knowing there is a sexual orientation other than heterosexual and what do you remember learning about GLBT people?*
- *What representations of GLBT people do you see today?*
- *What is one GLBT/ally topic you are interested in learning more about and what are ways to seek out information?*

Bringing it all together

Have group come back to the table and ask them to discuss their experiences. Ask participants to share some of their answers with the larger group.



Facilitator Training Manual

Texas A&M University

ALLIES Facilitator Training Outline

Introduction Section 1

Facilitator Roles and Responsibilities Section 2

Facilitation Issues Section 3

Advance Training Section 5

Facilitation Skill Building Section 6

Q&A Section 7

Facilitator Competencies

To be effective as a facilitator, you must have certain skills or competencies. Whatever your responsibilities for content, you are responsible for managing process and interaction quality. The following are facilitator skills to develop.

Organizational Skills

As a facilitator, you are responsible for organizing events, activities, and perhaps an entire series of events, so your ability to organize steps, people, and information is critically important. A key part of this skill is planning.

Responsiveness

Planning is key, but once the event is in motion, your ability to respond to real-time events is very important. Good facilitators have an immediate appreciation for the audience's needs, opinions, and directions and are responsive to them in the moment.

Flexibility

Good facilitators are flexibles, able to change as the situation changes. You must be willing and able to deviate from your plan as the group dynamic evolves and unexpected circumstances occur.

Adaptability

Facilitators must be able to adapt their language, technique and style to the audience. When facilitators are working well, the audience is barely aware of them, and this can occur only when the facilitator's style is "seamless" with the culture of the audience.

Content Insight

Even if you aren't responsible for making content contributions, you must comprehend the content and be able to follow the discussion. Otherwise, you won't know when the group is getting off track or when strategic moments in the discussion have been reached.

Human Insight

Because you're facilitating human interactions, you must be able to read others, to understand their needs, concerns attitudes and fears. You have to understand their needs for affiliation, power, acceptance and achievement, as well as their strengths and weaknesses in relating to others.

Communication Skills

Clearly, you must be an excellent communicator-adept both at public speaking and listening.

Nonverbal Sensitivity

Effective facilitators must be able to read nonverbal cues and understand how participants are

responding or feeling about a topic just by reading their face, gestures, and posture. Nonverbal sensitivity is a crucial skill for facilitators.

Depth of Technique

Good facilitators have a repertoire of techniques at their disposal. You should be able to respond to any situation with processes, interventions, and techniques that can help the group's work and development progress.

Inventiveness

No matter how large your repertoire of techniques, you will encounter situations for which no technique exists, and you must be able to invent new processes or alternatives in real time. A good facilitator is able to invent new processes or modify existing ones at the spur of the moment.

Timeliness

Finally, a good facilitator has an excellent sense of timing, of knowing when to intervene in the process-and when not to. You have to sense how long a discussion should go on (and whether it reached a mature point). You have to sense when to transition to another point and when to summarize what has been said.

-From High Impact Facilitation by Terry Bacon, International Learning Works, 1996.

Observing Groups in Action

Facilitators play a unique role in a group. Simultaneously, they must be part of the group's life and yet above it, observing and reflecting. This is often difficult; it means managing processes and logistics and following (if not contributing to) content while also observing interaction quality and intervening as necessary to improve it.

How to Be a Good Observer

The following pages identify what you should be observing throughout either a single group event or group development over time. Here are some tips on being a good observer of groups:

- Create and use a checklist that helps you remember what to observe. In large or complex groups or teams, the dynamics can be complicated, and an aid is helpful.
- Take care to establish group processes that run themselves and then focus on interaction issues while the group works.
- If the group is having maintenance problems, build an ally who can handle some task processes so you can focus on maintenance issues.
- During breaks and between events, reflect on the groups dynamics and identify the significant issues to watch for next time. Avoid trying to watch for everything at once.
- Videotape some groups events and watch the tapes off-line. Ignore what you observed before and focus on different aspects of the dynamics.
- Unless you are a facilitative leader and are responsible for content quality, you should avoid becoming immersed in content issues. Stay focused on the processes and interactions among members.
- Use the group's resources by asking them to observe themselves. You might have a small number of members observe at any moment and then rotate observers. Give observers a checklist of issues or topics to focus on as they observe.

Managing the Discussion

Throughout the middle of an event, you need to manage the discussion so group members address the content effectively. Here's how:

- When introducing a new topic, make sure everyone understands the topic and group members have common assumptions about it.
- Ask clarifying questions whenever someone makes a comment that you and others don't understand. Also, do this if it would help the speaker think through the ideas and restate them in a simpler or clearer way.
- To clarify points of the discussion, write them on a flip-chart. Then check with the group to ensure that everyone agrees with the statement as written. Use recording devices like flip-charts, written discussion summaries, or whiteboards to build the group's memory of key points.
- Be sure that the right questions are asked about an idea. If no one else asks them, you should.
- Make sure that significant areas of discussion are addressed appropriately.
- Ensure that differing viewpoints are aired. If the group begins to stifle dissent, intervene. To

reach a quality solution, you must avoid group think (in which dissent is discouraged by members' desire for harmony).

Summarize the discussion periodically to help create a "Story Line" of the discussion and reinforce group memory on ideas discussed as well as decisions and conclusions reached. If the discussion goes off topic, try to bring it back by challenging the diversion:

How is this related to the topic we're discussing?

Focus the group by making eye contact with them and asking questions of those in the group who are well focused on the topic. Use them to steer the discussion.

Managing Interactions

As a facilitator, your goal is to keep the interactions productive, to ensure that the way group members relate to one another contributes to the group process. Here's how:

- Note when poor listening behaviors occur and intervene. If someone is interrupted or signals that he or she wishes to speak, give the interrupted person a turn:
Celine, did you have a question?
- If conflict arises, try to keep it constructive. Intervene the moment you observe a personal attack or other behavior that would turn the conflict destructive.
- If someone is silent for too long, invite that person to speak with inquiring eye contact. Look at the person and say, "Does anyone else have a comment?" Raise your eyebrows inquiringly, but don't force the person to respond by calling them by name, particularly the introverts.
- Note the non-verbals of the group. If someone appears frustrated or angry, monitor them closely. If the answer is content-related, invite them to speak:
James, you look like you have a comment.
- If anger seems personal, talk to the person at a break. It's best not to surface the issue in the group unless you're sure what the problem is and are confident that you can handle it or unless the problem is impacting group performance and needs to be dealt with by the group.

Balancing Participation

Balancing participation is often difficult because some group members are naturally more talkative and assertive than others. Also your groups are likely to have a mix of introverts and extroverts. The former tend to be more reflective and less expressive, so they are often content to be silent in meetings. Level of participation also depends on a member's engagement in and knowledge of the topic.

You are not likely to achieve a good group result, however, unless participation is balanced. Here are some techniques for increasing or decreasing group member participation:

- Make eye contact with lower participators. Look at them and ask if anyone else has a comment or question. Raise your eyebrow inquiringly, but don't call on them by name.
- Suggest that the group use a round-robin technique to get ideas. By going around one person at a time you simultaneously limit air time for high participators and increase it for low participators.
- To help the strong introverts, use a journal, writing exercises, or other techniques to give them

- private time for reflection before airing their ideas.
- Inform the group that you will be directing specific questions to individuals. Once you establish this, you can call on people by name.
 - Break the group into smaller task teams and then have the teams report to the group as a whole. This usually helps the low participators get air time.
 - Before the event, ask the low participators (assuming you know who they are) to present information to the group.
 - If some people dominate, set time limits on contributions.
 - Ask a low participator to help you by writing the group's ideas on the flip-chart. This builds their engagement.

Managing Transitions

It often requires great facilitative skill to transition smoothly from one topic to the next. Typically, attendees differ in their sense of closure on the topic from which you are transitioning. Some will be ready to move on, and others will feel that more could be said about the topic. The art in facilitation is knowing when a group is collectively ready to move on and then making the transition clear. Here's how to do it:

Summarize the topic before transitioning. Ensure that people feel closure on it. If any side issues remain, see if people would feel okay if you wrote the issue on a flipchart called the "Parking Lot" which the group could return to later.

Ensure that the segue has a clear transition which links to and summarizes what came before, and a clear closing, which introduces the next topic and shows the connection between the two:

As you can see from the exercise we just did and from hearing each others viewpoints, we all have a unique and complex cultural identity. What we want to explore now is how our unique identities create a lens, or a cultural filter, from which we view the world and how it impacts our daily interactions with each other.

As shown in the above example, use the agenda as a road to show people where they have been and where they are going.

Identifying Strategic Moments

Strategic moments in a group discussion are points where particularly meaningful things occur, such as a key conclusion, realization, insight, group decision, or other occurrence of sufficient importance to the overall event. The basic guideline for facilitators is that strategic moments must be identified and highlighted; they must become part of the group memory.

Creating a Story Line

As a facilitator, you should identify strategic moments when they occur and then, at transition points in the discussion, link those strategic moments into a vision or story line of the event, one that helps participants see the bigger picture of what is transpiring. This is particularly important for those who may be immersed in the details. However, all group members benefit from the story line the facilitator helps create. Writing this story line on a flip-chart and capturing it in the event's summary or minutes helps build the group memory.

Highlighting Strategic Moments

Here are suggestions for highlighting the strategic moments:

- Note where a group member proposes an insight and others agree with him or her. Ask a clarifying question to reinforce insight: *I think Maria's point is well taken. Does this resolve the issue?*
- Note breakthroughs in discussion where a point is resolved or a key decision reached. Summarize these points and write them on a flip-chart.
- Ask group members to summarize key points in a discussion.
- Articulate what you believe the group has learned and propose it as a framework for others to reflect on and express in their own words.
- Create a flip-chart list of the key points as you see them.

-From High Impact Facilitation by Terry Bacon, International Learning Works. 1996.

Using Listening

One of the most powerful communication tools a facilitator has is listening. If you create a good listening environment, the group's interactions will improve, along with the quality of the solution.

Facilitating Through Listening

As a facilitator, you are expected to model good listening. Good listening ensures that you are aware of what is going on in the group and can intervene effectively at the right times. Good listening validates the speaker and encourages contribution.

Periodically, and at strategic moments in the discussion, you should paraphrase speakers, ask clarifying questions, and summarize what's been said. You should also be alert to signs that the group is moving too quickly and people aren't being heard. Interruptions are a sure sign, and if they occur, you should consider intervening by giving the floor to the interrupted person.

Jing, I believe you had something to say.

Bree, I missed what you were saying about... Would you mind repeating it?

When you paraphrase or summarize what someone has said, you slow down the discussion and people tend to listen to one another more carefully. You can also validate points the group seems to be overlooking:

Carlos has a good point, and I'd like to hear more.

Remember that good listening has a significant visual component. Attending to people and seeing their nonverbals is part of listening. Note their facial expressions when they're speaking and when they're silent. You can tell a lot about how the group is going by observing nonverbals. You should also be sensitive to the nonverbal signals people give that indicate they wish to speak. If they are reluctant to speak out, consider calling on them.

Using Silence

Inexperienced facilitators often make two mistakes:

- (1) overcontrolling the group and taking too much air time themselves and
- (2) not trusting silence when it occurs.

Fear of Chaos

Some facilitators, fearing loss of control, intervene too much when a high-energy group is actively debating an issue. However, if the group is engaged in fruitful discussion, it is usually best to let the storm rage. If the conflict turns destructive, then step in. Otherwise, be silent and allow them to work through the issues.

Fear of Emptiness

Some facilitators fear silence and fill the void too quickly. If you ask a question and no one responds, do NOT answer it yourself. If groups know you will do all the work for them, they will let you. Silence often serves as a useful end, particularly in groups that are predominantly introverted. Silence enables them to reflect, which improves the quality of their contributions.

Counting to Ten

When you ask a quiet group a question, count to ten in your head before saying anything else. The silence will become uncomfortable and someone will speak. This usually breaks the ice, and the group becomes more responsive.

Using the Group's Resources

The most highly skilled facilitators are able to make the maximum use of the group's resources. Using their resources creates synergy and increases their buy-in to the final outcomes. Here are some ideas:

Using the Group's Energy

If the group's energy is constructive, let them go, even if what they're doing isn't according to plan. The best a facilitator can do is channel the group's energy so that the group's goals are served.

If they have a lot of energy on a topic and the topic is relevant, don't stop discussion. Just comment or ask questions to guide them in the right direction. In brainstorming sessions, if the group starts exchanging ideas rapidly and the meeting becomes chaotic, don't interfere and dampen the energy. Record the ideas as fast as you can. It's better to lose some ideas than to break the group's momentum.

Letting the Group Do the Work

Inexperienced facilitators do too much of the work. Let the group assume responsibility for its conduct and its results:

- Mobilize their knowledge and skills. Know what group members are capable of and employ their skills. If there are content experts present, call upon them, even if you already know the answer. If someone has used a process like multi-voting, ask him or her to lead that process. Don't do yourself what group members are capable of doing with some direction.
- Use their words and ideas. Unless the way they're saying something is problematic, use their words rather than yours. When their own ideas are on the wall, they are more likely to support the decision.

-From High Impact Facilitation by Terry Bacon, International Learning Works. 1996

Focused Reflection

Focused reflection is a simple but powerful way to use evaluation of an event to promote continuous learning. You can do this by yourself or as part of a closing group exercise. Here are the four steps:

Revisit the Experience

At the end of, or shortly after the event, reflect on it and ask if it was a positive or negative experience. Try to come up with one word that expresses how you felt about the event.

Evaluate the Experience

Think about what happened. You thought a process would work but it didn't. Why not? Conversely, another process worked well. Why did it? A conflict between two people got out of hand. Why? The opening went very smoothly. Why? The point is to reflect on everything-what worked as well as what didn't-ask why.

Explore the Experience

What else could you have done? Reflect on your options at various points of time during the event. For instance, you could have reviewed the information with participants ahead of time. You might have asked more questions. You might have given an overview first and then gone through the details. You could have stated the problem another way, perhaps as a question. The purpose of this is not to second guess yourself but to explore alternatives.

Identify and Communicate Learning

Determine what, specifically, you will do next time. In other words, identify and communicate lessons learned. Other teams and other facilitators may confront the same issues, so think about who else could benefit from these lessons learned and think of ways to communicate them. These are good discussion items for facilitator meetings, or can be shared with others via a "lessons learned" memo, or a newsletter item.

-From High Impact Facilitation by Terry Bacon, International Learning Works, 1996

Handling Disruptive Behaviors

Handling disruptive behaviors is often one of a facilitator's most difficult challenges. By and large, people who are being disruptive don't realize the impact they're having: they're just being themselves. So the key principle is to try to handle the disruption without damaging the disruptive person, particularly before his or her peers. The following pages describe nine specific types of disruptive behavior and offer suggestions handling each type. Beyond the general advice which covers how one handles disruption while running a meeting, the following pages will help you deal with the most difficult types of disruption.

Using the Group's Resources

Keep in mind that you aren't in it by yourself. Though you are the facilitator, others in the group are usually aware of the problem and may try to handle it themselves-or at least assist you. Try to use the group itself to the greatest extent possible.

Using Your Allies

If someone in the group becomes disruptive, try to identify the other participants who are trying to keep the meeting on track and shift the focus to them if you can. For example, if a disruptive person insists on talking about an unrelated issue, not the people who are becoming frustrated at the distraction and call on them. You can often use peer pressure to influence the disrupters to cooperate, but it must be done in a way that doesn't obviously pit them against the rest of the group.

Avoiding and Stalling

Description

People who avoid are often stalling to keep from dealing with an issue directly. They don't like to make decisions or to confront others, so they avoid conflict, but also won't give their consent. They may be afraid to be wrong and so don't want to commit. On the other hand, they may need to feel comfortable before making a decision.

Methods

The principal strategy for coping with avoiders is to help them work through the issues and build their comfort level.

- Explore the real issues behind their stalling. Often, the first reasons they give you for not committing are not the real issues.
 - T.J., does anything else bother you about this process?*
 - Leyla, I get the sense that there are some other issues here. Am I correct?*
- Probe areas where their words suggest discomfort: "I think the plan is essentially okay as it is." (Ask what he means by "essentially.") "I agree with most of it." Ask which parts she doesn't agree With. Go point by point through the topic and probe. Listen for hesitation, omissions, and qualifications.
- Avoid giving avoiders responsibility for making the decision. They typically don't want more pressure, Instead, use problem solving strategies and consensus-building techniques. During the discussions, ask avoiders questions and solicit ideas from them. Keep them involved. If they continue to stall, talk to them away from the group and try to discover the real issues.

Withdrawing (Under-participation)

Description

Silent members are the opposite of the domineering types. People who under-participate say little, appear uninvolved, or might withdraw, mentally or physically, from the group. People who withdraw might not support the group or its procedures or decisions, and silence is their way of making a statement. On the other hand, they might be reflective and introverted by nature and may simply have little to say. Perhaps the predominant group language is their second language and they need more time to translate what's being said. There are many valid reasons for silence or limited participation.

Methods

The principal strategy is to be patient and to use methods that involve them in the group discussions in a nonthreatening way.

- Ask for their opinion. This can arouse interest and stimulate greater participation.
- Ask them open questions and wait patiently for a response. When you ask a question, look at the silent person and show, by facial expression, that you expect him or her to respond.
- Look around the group and say that you'd like to hear from people who haven't had a chance to speak yet. If that doesn't work consider calling on them directly.
- Structure participation through round-robin techniques in which everyone is expected to respond in turn.
- If they are shy or introverted, provide a way for them to contribute in writing (perhaps by creating lists of ideas ahead of time). In the meeting, they will probably be willing to talk more about those ideas.
- Subtly compliment silent people when they do contribute. Make it a good experience.
- Talk to them away from the group. There may be hidden issues behind the silence.

Dominating (Over-participation)

Description

People who dominate demand too much of the group's time. They speak up too often, digress, tell long stories, and volunteer for everything. They must be center stage, and they tend to dominate every discussion. They often interrupt others and seem to need to fill every silence.

Methods

The principal strategy is to take more control of the communication flow in the group, to assert yourself as facilitator and be more directive and controlling.

- Ask the dominating person only closed questions (which require short answers).
- Establish and enforce ground rules on interrupting others. Just after this person interrupts, you intervene and say, "Excuse me, but Charles didn't have a chance to finish his thought, and I'd like to hear it before we move on."
- Enforce active listening rules, especially paraphrasing others.
- Thank the person for his or her contributions but say that you'd like to hear what others have to say.
- If several people signal that they want to speak, call on the others before the dominating person.
- Ask for comments in a round-robin fashion, where everyone has a chance to speak, in order, and must wait their turn.
- Become time conscious. When the dominating person starts speaking again, say, "your stories are interesting, but I think we'd better move on or we won't finish today."
- If the behavior persists, ask the group to evaluate itself. Ask how well they're working and what they could do to improve. If others are frustrated by this behavior, they will speak up. If necessary, ask for written suggestions and pass them on.

Complaining (Negativity)

Description

The complaining type of behavior is often relentlessly negative and skeptical. To people exhibiting this type of behavior, nothing goes right, no idea is worth considering, and there's always a reason why it won't work. Their negativity drags everyone else down with them and inhibits group work.

Methods

The principal strategy is to turn them toward problem solving and, if that doesn't work, to assertively disagree and not allow yourself or the group to become a sponge for their negativity.

- Listen attentively, acknowledge them, and then state how you feel about it. If they persist and want to argue, say, "We feel differently about this, and I don't want to argue about it, so let's move on."
- Avoid agreeing with them or apologizing even if you think they're correct. Instead, start problem solving.
- Find optimistic and realistic things to say about the topic. Be assertive in making your point. If possible, give examples showing that some optimism is warranted.
- Turn skepticism into a problem solving opportunity: "Glenn is concerned that no approach will succeed. Maybe we should identify the critical factors needed for success and evaluate the alternatives according to those factors."
- If they keep complaining, ask how they want the conversation to end. What will satisfy them? Then listen attentively and respond with what you are willing or able to do about the situation.
- Give the complainer constructive feedback away from the group about how the behavior is affecting you and the group.

Sniping (Degrading and Attacking)

Description

Snipers make negative comments about others, often in a side conversation and often as a “joke.” Though the comments are disguised as humor, the underlying intent seems degrading. Snipers often devalue others (What does he know?) or attribute motives to them that are unfounded. At their worst, snipers may reveal gender or racial bias in their remarks (especially considering the nature of diversity workshops).

Methods

The principal strategy is to stop sniping as soon as it occurs by confronting the problem directly.

- If it's a mild form of sniping, make eye contact and be clear with your nonverbal signals that you disapprove.
- If the sniping is more serious, respond to the comment as though it were a constructive suggestion and you didn't quite catch it: Excuse me, did you have something to add? Letting them know that you're listening will stop some snipers.
- If the sniping continues, ask the sniper to repeat the comment. Most won't. If you feel the need to confront the person further, ask if there was any criticism hidden in the remark. To be even more assertive, paraphrase what you heard, confirm that your understanding is correct, and then give constructive feedback on the behavior, either in private or before the group (if the situation is serious and the group needs to see you act).
- If the sniper attacks you, confront it directly. If she/he denies it, go on with the meeting. If not, paraphrase what you heard and ask the group if they see it that way. If the group agrees with her, address the problem. If not, say “I guess we have a difference of opinion. Could you be more specific about what you think I'm doing wrong? This approach focuses on the issues and lets the sniper know that future attacks will be scrutinized.

Blocking (Arguing and Nit-picking)

Description

Blocking is a complex set of disruptive behaviors that consists of overly argumentative behaviors, becoming entrenched in one's position and refusing to budge, being overly concerned with details, nit-picking, and wordsmithing beyond reason. Some people seem to be contentious by nature. They thrive on conflict, love to argue, and keep wanting to talk about the same old dead issues that everyone else is sick of.

Methods

The principal strategy for detailers is to reach group consensus on the level of detail necessary at this time and to use group norms and peer pressure to contain the behavior. The principal strategy for arguers is to use problem solving and consensus-building techniques and to challenge them to provide viable alternatives or answers when they debate a point.

- When you establish ground rules, indicate the level of detail required at any point.
- If nit-picking is the issue, note how much group time is taking and suggest that the nit-picker review the item apart from the group and submit written comments to everyone before the next meeting.
- If arguing is the issue, then reinforce the validity of having different viewpoints and give equal time to all sides. If the behavior persists, use voting or a consensus-building technique to evaluate the arguer's points and build consensus on the group's position Or ask the arguer to propose a more viable alternative.
- If the arguer is standing, try to get him or her to sit. Most people become less aggressive when they're seated.

Overbearing (The Expert Syndrome)

Description

Overbearing experts always have an answer, and they are always right. They may criticize new ideas before others can explore them. They are quick to tell you what's wrong with your idea, and they may not support anything they don't totally favor (and that didn't come from them).

Methods

The principal strategy is to respect their expertise and draw upon it while creating an atmosphere of open-minded exploration of ideas.

- Set ground rules reinforcing everyone's right to offer opinions, facts, and suggestions
- When the expert contributes, acknowledge it, thank the person, build upon the idea, and ask others for their input.
- Suggest that the expert build upon the previous speaker's ideas before adding something new. You could suggest a script: What I liked about your idea was
- If the expert is not listening to others, reinforce effective listening techniques, especially the act of paraphrasing what others have said.
- If the expert is making statements that others are questioning, probe the expert's ideas with extensional questions:

How would that work in practice?

What if the situation were not as you described?

- Ask others who don't agree to pinpoint their objections and do a factor analysis. Be sure that the ideas, and not the expert are the target.
- Talk to the expert off-line and note the negative impact he or she is having on the group.

Rushing (Impatient)

Description

A person exhibiting this behavior feels that everything is moving too slowly. They are impatient with everything (no matter how fast you're going). They might show their impatience orally (let's just get on with it!) or nonverbally (fidgeting, finger thumping, etc.). They make others nervous, especially introverts who need time to reflect.

Methods

The principal strategy is to check with the group on the pacing and then to manage subtasks so as to keep impatient people involved.

- Notice the nonverbal signs of impatience well before impatience becomes a problem for the group. If you pick up those signs from only one person, consider giving that person additional subtasks. Keep him or her occupied and productive. If the signs are coming from several people, the pace may be too slow. Check with the group and respond accordingly.
- If the group thinks the pacing is fine, ask the impatient suggestions for speeding things up. Beware, however, a person may be too fast for another. Pacing is always a compromise, and the trick in facilitation is to strike a balance.
- If the impatient person has suggestions for increasing the pace, check with other group members. If they concur, then adopt the suggestion. But avoid rushing just to accommodate impatient behavior. If others need more time to reflect or to consider the issues and alternatives, take the time.
- Talk to the impatient person away from the group if he or she is distracting other members and the other methods suggested here have not worked. Some impatient behavior occurs because someone is not committed to the group or its work, and occasionally the best solution is for the person to leave the group.

Talking on the Side

Description

This behavior occurs when two or more people hold side conversations while the rest of the group is discussing something else. It can be a dominance behavior (if they devalue the group or its work) or a coping behavior (if they are bored or feel left out). In either case, it impacts group unity and disrupts the group work in progress.

Methods

The principal strategy is to discourage side conversations, address the underlying issues (if there are any), and separate people who persist with the behavior. When a side conversation begins, make eye contact with the people conversing. If they don't see you, move toward them. Your proximity will probably stop them. If the side conversations continue, stand behind them, facing the group, and ask questions that others will need to answer by "talking through" the pair who are conversing. Ask one of the conversing pair a question about what someone else just said:

Becky, what do think about what Carolyn just said?

- Once they know you are going to call on them if they talk to one another, they will stop the side conversation and attend to the group's discussion.
- Take a break and talk to the pair away from the rest of the group. Ask if they have any issues with the group.
- Tell them that you value their contributions and believe that everyone will gain from their full participation.
- Consider forming subgroups to work on subtasks. When you do, separate the pair or suggest to the group that everyone sit someplace different in order to stimulate creativity. Separating the pair will usually reveal which of them is the initiator of side conversations. Then you can talk to that person away from the group and give feedback.

-From High Impact Facilitation by Terry Bacon, International Learning Works, 1996

Questioning Techniques

1. Closed-ended Questions

Closed-ended questions are asked in such a way that they elicit a ONE WORD response. Examples:

- Do you feel angry?
- Don't you think this would be a good idea? Is it really bothering you that much?
- Was he really devastated?
- You're not going to do that, are you?
- Are you thinking about confronting her?

Closed-ended questions often "lead" a person to an answer or response. They can be helpful when trying to suggest a feeling or idea. They often are less effective techniques because they narrow the person's focus and limit possible responses.

Words that often begin a closed-ended question: Are, Do, Did, Is, Have, Has, Don't, Were, Where, Was, You're, Can, Could, Would, Should, Will, When, Who, What is + a qualifier.

2. Open-ended Questions

Open-ended questions leave the other person a lot of room to answer the question in their own way. They often make people think about their answers. These questions put the responsibility for forming the focus of the discussion on the other person.

Examples:

- How are you feeling about this? What are your reactions? thoughts? What do you want to do?
- How are you affected by this? How did he react/feel?
- What are you going to do?
- What have you thought about doing?
- Help me understand what you mean by ____.
- Tell me more about what you mean.

Words that often begin an open-ended question: What, How, Why, Tell me more, Help me understand.

If you use WHY questions, then some people may feel that you are criticizing them. EXAMPLES:

- Why did you do that? (Help me understand what your thoughts were when you did)
- Why do you feel that way? (Tell me more about how you feel)

-Kathy Obear, The Human Advantage, 1989 (413)283-2502

Processing Questions for Each Level of “SAGA”

I. Sharing

- a. What were your reactions to this activity?
- b. How are you feeling right now?
- c. What are your thoughts about all of this?
- d. What overall thoughts or comments do you have?
- e. Take a moment and write down your reactions and feelings about this activity.

2. Analyzing

- a. What happened during this activity?
- b. What were your responses to my instructions?
- c. How did the time factor affect you?
- d. Why did...happen?
- e. How did you feel when....happened?
- f. What did you do when....happened?
- g. What decision-making strategies did you try and what happened?
- h. Who were the leaders and how did they get that role?
- i. What kinds of conflict existed and why?
- How did each of you feel when....

- k. How many felt ? Why? What did you do?
- l. What happened when....
- m. Why did
- n. When so-and-so did _____, how did you feel? What did you do?

3. Generalizing

- a. What principles came out of this activity?
- b. So what does all this mean about effective _____?
- c. So, who can make sense out of all of this?
- d. What can we conclude about effective _____?
- e. So what are the elements of effective _____?

4. Applying

- a. What does all of this mean for you back at work?
- b. What are the things that you want to do differently?
- c. What are 3 things that you will “take home” from this experience?
- d. Take a few minutes and write down 5 things you want to remember back at the office.
- e. How could we all react differently?
- f. What do you want to talk with your supervisor about?
- g. If a similar situation occurs in the future, how do you want to handle it?
- h. What do you plan to do as “homework” to prepare yourself to better handle these situations?

Materials adapted from a presentation by members of The Ohio State University Counseling Center, Columbus, Ohio, 1979.

Coaching Skills

1. Paraphrasing/restating the participant's comments

Purpose:

- Helps to clarify your understanding of what you heard
- Gives participant chance to clear up any misunderstandings - Allows you to emphasize the point
- Conveys that you are actively listening

Strategies:

- Do not "parrot" back the comment word for word
- Condense the essence of the comment into a short phrase or sentence - Make your comment as a statement of fact
- "So, you believe that _____...."
- "You think that _____..."
- "I get the impression you"

2. Clarifying Comments

Purpose:

- To get a clearer definition/explanation of the comment
- To demonstrate active listening

Strategies:

- "Are you saying that....."
- "Could you explain that more?"
- "I don't quite understand your point. Could you repeat it?"
- "Help me understand why you feel that way....."
- "What do you mean by the word _____ (or your comment)?"
- "How did you come to that opinion/idea?"

3. Probing Questions

Purpose:

- To develop the quality of the answer
- To get participants to think through their responses
- To explore the rationale/reasoning behind comment b_ Strategies:
- "Can you be more specific?-- Why do you feel that way?"
- "Can you give me an example?"
- "Please explain that a little more....." - "What do you think about that?"
- "How do you feel about that?--Tell me more about that....."

4. Reflecting Feelings

Purpose:

- To "check out" your perceptions
- To stimulate discussions about feelings/reactions

Strategies:

- "You're looking a little (feeling word).
- "You seem _____."
- "Are you feeling _____"
- "Do you feel _____"
- "It seems by your (nonverbal behavior) that you may be feeling _____..."

Giving Instructions

1. Listed below are the elements of an effective set of instructions:

- Tell participants that you will be giving them detailed instructions.
- Ask them to wait to begin until you are finished.
- Give an overview of the task/activity, purpose, how it relates to other information, what they will get out of participating, etc.
- Cover the following details: (put these in writing either on newsprint or on a handout)
 - specific task to be accomplished
 - materials needed (have ready to hand out quickly or have them already set-up at work sites)
 - time line
 - locations for groups/ individuals
 - how they will be divided into groups
 - what they will need to do after the end of the task - group leader (if needed)
 - give an example, if needed
 - expectations for level of participation
- Ask for any questions
- Divide into groups and direct to work areas

2. Methods for getting participants into different groupings:

Find someone with the same:

- height
- home state/town
- color of clothing on (socks, shirt, underwear, etc.)
- number of rings on
- color of car
- stress releasing strategy
- number of siblings/birth order
- number of children
- kind of belly button: an “inny or an outy”

Find someone with different:

- size shoe
- hopping foot
- color they're wearing
- occupation
- hobbies
- favorite vacation spot

3. Helpful hints

- Write out all details of instructions and highlight key words: use notes in workshop
- Practice giving instructions AND doing the activity before you present
- Have someone who doesn't know about the activity read/listen to instructions

Effective Teaching Strategies

1. Style Interaction of Activities:

- presenter to whole group: focus for learning is on the presenter or an activity they initiate
- presenter to individual group member: individual participants experience activity in a personal and unique way; presenter-directed
- Member to member: participants learn from and with each other

2. Examples of techniques in each category:

Presenter to group

Presenter to individual Member to member

Presenter-centered, Presenter-directed, small groups, lecturettes, assessments, case studies, large group Q&A inventories, fish bowls, movies, individual questions, brainstorming, panels, fantasies, unstructured large demonstrations, gallery viewing, group discussions, stories/lokes, talking during breaks, skits, overheads, worksheets, role plays, debates, open panels

Trainers need to use techniques from all three categories to provide as much variety as possible throughout the session.

3. Tips for when to use different teaching techniques:

- *lecturettes*: giving new information; need to cover material quickly; difficult material to grasp; need a break from participatory activities; want to make very clear points; keep lectures as short as possible; use effective visual aids to highlight key points.
- *movies/slides/videos*: can help participants focus on emotions; makes concepts more real to them; excellent for visual learners; use with the younger “video generation”; helps people to experience things through another ‘s “eyes”/perspective; keep them short; do an energizer before; give participants an “advance organizer” of what to look for/major concepts/overview
- *debates*: excellent tool to show differences in perspective/opinion; an effective challenge to break down absolute right/wrong thinking; helps members analyze/crystallize own values/beliefs; have speakers of equal skills or participants may not be able to fully appreciate all points of view; screen speakers; give them clear guidelines for the debate; have an assertive moderator, consider having participants be the members of the teams; challenge them to take aides that are different from their current perspective
- *panels*: use when you want to display a variety of views/examples; shows breadth and depth of a subject; emphasizes that different is “ok” and normal; provides group members with a variety of role models; give clear guidelines for process; have an assertive moderator; consider having participants be the members of the panel; have an “empty chair” to represent views from people who can’t join the panel; allow time for participants to ask questions/dialogue with panel.
- *large group discussions*: use when want to discuss or process” an activity that all members experienced; use to gather new/different ideas; to process feelings; to give members a chance to “shine” and gain respect/ recognition from peers; to develop speaking skills and confidence among members; get more participation; foster disagreements; allow members to challenge presenter; develop feelings of a “team”; presenter needs to have good group facilitation skills; set clear guidelines for process and rules for participation; monitor individual’s use of air time; use open-ended questions; follow “SAGA” model for processing activities.
- *small groups*: way to “warm-up members for further participation; get more ideas because there is more “air time”; fosters creativity; develops trust/respect among peers; gives a lot of members the chance to “shine”; acknowledges expertise/knowledge of members; solicits more ideas in less time; encourages less assertive members to talk; use for project development, case studies,

- values discussions; start with smaller numbers in groups and build to 5-8; wander among groups and “check-in”; assign a group leader if needed; if reporting back, have each group a few ideas so that last group has some left to share; encourage several people from each group to report out.
- *individual time*: gives members a chance to reflect and organize thoughts before sharing in larger group gives those less likely to compete for air time a chance to prepare; a time for members to be more honest with themselves/to reflect and tune into their feelings/inner thoughts; consider having them keep a journal both in and outside of the seminar; gives presenter time to regroup and prepare for next activity; give a clear time limit; allow them to move about the area; wander among participants in case they have individual questions/comments.
 - *demonstrations*: teach new skills; lower anxiety of members; role modeling; have members experience something so that they can then tune into their feelings/thoughts for discussion; establishes a criteria for success; helps members see more clearly what you expect of them: use a step-by-step method; move slowly; break down into smaller parts; allow time for processing and questions; use visual aids to complement demonstration; have a step-by-step procedure for them to follow along.
 - *inventories/assessments*: increases self-awareness; excellent “motivation grabber”; personalizes concepts./ information; gives members specific examples to discuss/refer to; helps members tune into their feelings/thoughts; gives participants a common language; allow members to NOT disclose information if they choose; do assessment right before a break to allow extra time for those who read/write more slowly; be wary of bias and implicit assumptions in packaged assessments.
 - *skits/role plays*: motivation grabber; excellent tool to promote active/participatory learning if members are involved; good for visual learners; helps people see things “through the eyes of others”; loosens people up; fun activity; actors experience feelings of characters; excellent way to teach reverse roles; presenter needs good processing skills; use “SAGA” model to process; give clear instructions; encourage group to avoid oppressive comments/behaviors.
 - *fish bowl*: have one group in the center of a circle of observers; the inner group can discuss a topic/do a demonstration/role play; give observers clues for what to look for; allows some members to personally experience an activity while others can closely observe; excellent tool to point out issues/problems for processing; simulates a “real” situation; use SAGA model to process.
 - *fantasy*: members close eyes and get into a relaxing position as facilitator has them go through some relaxation exercises and then reads descriptions that participants try to visualize; encourage them to “focus on their feelings”; gives participants chance to personalize information/issues; slows down pace; stimulates feelings and different points of view; simulates a “real life” situation; take care not to put people to sleep; avoid using this activity after a meal or in late afternoon; keep it short; know that some people have trouble relaxing and visualizing.
 - *brainstorming*: energizing; fun; solicits many different ideas very quickly; sets tone for participation; increases creativity of responses; do not allow critiquing of ideas until all thoughts are expressed; be a “gate keeper” and encourage all participants to offer ideas.
 - *case studies*: excellent activity to help participants to apply new knowledge/skills; give each small group the same or different “real life” scenario/situation to solve/work through; have groups report back to large group.
 - *analogies*: use to emphasize a point/concept; gives visual learners a mental image; use in conjunction with visual aids; use same theme for a gimmick at end: quote, certificate, gift, etc; use theme in title of seminar.
 - *jokes*: be careful when choosing your material; always have joke related to content of seminar; screen material for language, concepts and inferences which might be offensive.
 - *simulations*: small group activity that simulates “real life”; helps participants practice new skills, knowledge and concepts; can be used as motivation grabber or to assess current performance level.

- *overheads*: best for graphics, cartoons, short quotes, directions, and key phrases; keep legible. use large letters/ graphics; use colored markers; number transparencies to keep them in order.
- *psycho-social dramas*: similar to a role play or skit, but facilitator stops action at a climax and processes intense feelings of participants; have participants develop possible solutions to the skit in small groups.
- *interviews*: interview “real” people or participants in role plays.
- *soliloquy*: one-person role play/skit that reveals his/her innermost thoughts to the audience; can be done during a skit if other actors “freeze”.
- *worksheets*: give participants “fill-in-the-blank” worksheets/outlines to take notes on daring lecture/group discussion; can be structured with a specific amount of blanks, or open-ended for personal note-taking.
- *triads*: groups of three participants for discussions and skill practicing; one is observer as other two practice new skill; after feedback session, participants switch roles.
- *games*: use as review or pre/post test; Family Feud; Jeopardy; What’s My Line; Trivial Pursuit; Password; Hollywood Squares; Wheel of Fortune; \$10,000 Pyramid; Beat the Clock; bingo; Quizzard; etc.
- *body sculpture*: participants use nonverbal/pantomime behavior to express feelings/reactions to a stimulus from facilitator; have them add to the “sculpture” one at a time and explain the meaning behind their actions.
- *collages*: participants make a collage out of magazine pictures/words that have some related theme; have them explain collages to group.
- *dramatic reading*: participants and/or facilitator reads powerful short passage, statistics, quotes, etc., as participants read along silently.
- *individual quiet reading*: participants have alone time to read/reflect on powerful passage, quotes, statistics, etc; process reactions in large group.
- *open panel*: have open seating on a panel and allow participants to join the panel and present their views, challenge other panelists, etc.
- *costumes*: will add excitement to role plays/skits; very effective if facilitator makes a surprise appearance after a break in character.
- *paper bag skits*: participants develop role plays/skits along a specific topic and are given a bag of props to use.
- *group questions*: small groups develop questions for facilitator/panel members; takes pressure off of individuals to come up with creative and thought-provoking questions.
- *mystery activities*: give participants a task to accomplish without giving them the purpose or any clues to the expected outcome.
- *reaction panel*: get volunteers to be panel members who give personal reactions to audience after a group activity, such as: lecture; debate; movie; etc.
- *individual coaching*: facilitator wanders among participants who are engaged in individual or group work; offers personal comments and coaching as needed.
- *discovery learning*: facilitator develops a task/discussion for participants where they develop and discover knowledge/skills/attitudes “on their own” without direct intervention from facilitator.
- *newsprint*: use large and legible lettering; vary colors; avoid long passages/details; only highlight key words/ concepts; number each item; when using a newsprint pad write on every other page to avoid any “bleeding through” of images from other pages; have same information in handouts; use a tab of masking tape to identify prepared pages in the pad for quick access; if posting pages, turn up the bottoms and tape to wall until ready to use; be very careful to use correct spelling, avoid jargon and abbreviations, etc.

Giving Feedback

Feedback ... is letting someone know how their behavior impacts you!

These guidelines will help ensure success when using feedback skills.

- Present one piece of information at a time. Don't confuse the situation by adding too many pieces of information.
- Use "I" statements. Getting away from "You did this," will take away some of the tendency to become defensive and will make it easier to hear
- Focus on behavior, not personality. Be specific about behavior rather than broad generalizations like "You always," or "Your attitude..." It is important that we refer to what a person does. When we talk in terms of "personality traits," it implies constant qualities that are difficult, if not impossible to change.
- Focus on description of behavior rather than judgment. The effort to describe represents a process for reporting what occurred, while judgment refers to an evaluation in terms of good or bad, right or wrong, nice or not nice
- Information should be specific so that the receiver can clearly relate and identify what you're saying.
- Focus feedback on the sharing of ideas and information rather than on giving advice. By sharing ideas and information, we leave the person free to decide for themselves how to use the ideas and information.
- Information should be well timed and given as soon as possible after the event
- The information you share should be helpful to the receiver by focusing on things that they can change.
- Feedback can be positive or challenging.
- Feedback is not an opportunity to dump or vent.
- Once feedback is given, the receiver can accept it or reject it. You have given the receiver an opportunity for growth; however, you are not responsible to force or demand change.

Receiving Feedback

Listening to feedback about how your behavior impacts someone else is not easy.

These tips will help you hear the information, and use it for personal growth and development:

- Once feedback has been given to you, you can accept it, or reject it. This does not need to be verbalized.
- Be objective about the information, and resist feeling and acting defensive.
- Listen with empathy. Try to experience what's being said from the other person's point of view.
- Ask clarifying questions to ensure you understand what has been said.
- Don't debate or justify your behavior.
- Ask yourself, "Have I heard this information from other people?" If you have, you may want to pay particular attention to the description of the behavior that you use, and the impact it has on others.
- If you haven't heard this information before, remain open-minded and put the information aside temporarily until you can either relate to it or someone else validates it with similar feedback, or eventually let it go.
- Thank the person for giving you feedback because they have provided valuable information to you on how you can be more effective when interacting with them and others.

Critical Points in the Feedback Process

- Establish the relationship so that the “right” to give feedback exists.
- Intend to be helpful.
- Use the name of the person receiving the feedback.
- Be clear, concise, caring and constructive.
- Include positive behaviors (not just negative ones).
- Deal with issues that are within the control of the receiver.
- Focus on a behavior and deliver the message clearly.
- Cross-check with the receiver as well as the group for understanding.
- Leave the receiver free to determine her/his own solution and corresponding behavior.
- Be aware of the appropriate time when feedback is given.
- Deliver the feedback once and then shift into a “listening” mode.
- Ensure that the message is delivered in a manner that matches the affect or feeling level of the receiver.
- Be aware that what is being given is a gift, and that its value, as well as its meaning, may not be immediately recognized by the receiver; intent vs. impact

Aggie ALLY Facilitator Expectations

The following items are expected of all Aggie ALLY Facilitators:

- Commit to facilitate at least two workshops per semester
- Do your best to facilitate dialogue
- Stick to the curriculum as best as possible
- Continue to expand your knowledge
- Share the knowledge you have, but don't overwhelm
- Meet participants where they are
- Don't place populations/communities into boxes
- Make every experience an educational moment
- Be on time and prepared
- If you don't know the answer, refer them to a source that does
- Communicate with the Workshop Coordinator if you have any questions/concerns
- Shadow a facilitator during one workshop each semester
- Meet 2 or 3 times per semester with other facilitators
- Attend continuing education opportunities

Signature

Print Name

Date

Aggie ALLY Facilitator-Alternate Expectations

The following items are expected of all Aggie ALLY Facilitator-Alternates:

- Commit to facilitate one workshop per semester
- Do your best to facilitate dialogue
- Stick to the curriculum as best as possible
- Continue to expand your knowledge
- Share the knowledge you have, but don't overwhelm
- Meet participants where they are
- Don't place populations/communities into boxes
- Make every experience an educational moment
- Be on time and prepared
- If you don't know the answer, refer them to a source that does
- Communicate with the Workshop Coordinator if you have any questions/concerns
- Shadow a facilitator during one workshop each semester
- Meet 2 or 3 times per semester with other facilitators
- Attend continuing education opportunities

Signature

Print Name

Date