



FACILITATION SKILLS: 7 NORMS OF COLLABORATION & FACILITATION SKILLS

Goals for Today

- Deliver content that is relevant and strategies that mirror the facilitator skills needed and used in EWS implementation and your daily work
- Provide an opportunity and strategies for processing of information, networking and problem solving

Check-in

Complete the Norms Inventory and identify your most challenged area

Let's talk about your results!

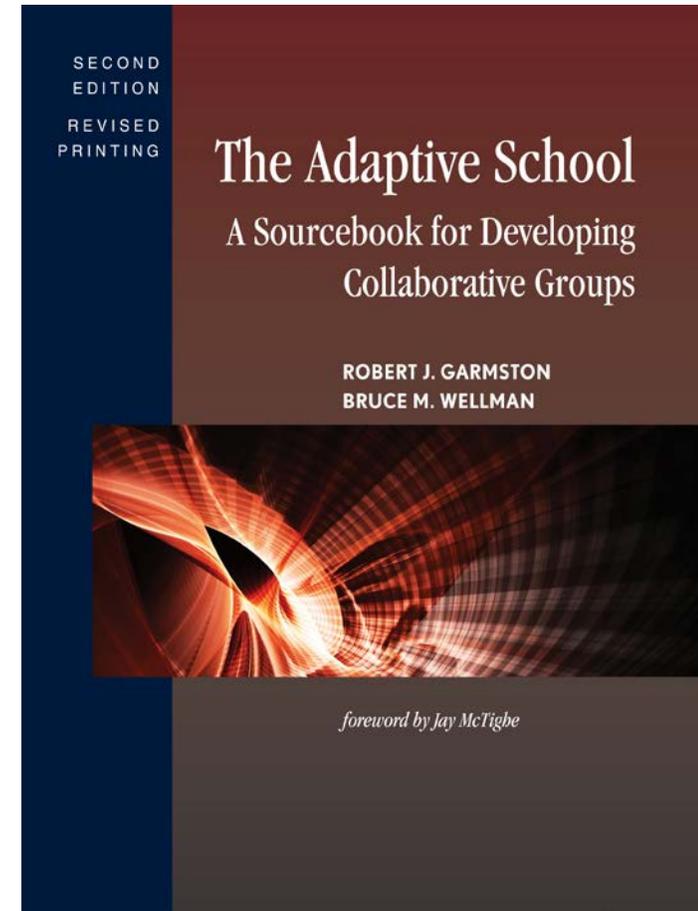
The Norms of Collaboration

- Pausing
- Paraphrasing
- Posing Questions
- Putting Ideas on the Table
- Providing Data
- Paying Attention to Self and Others
- Presuming Positive Intentions

Adaptive Schools Approach

Built off of the idea that schools need to be adaptive and change and respond based on what the needs are and the goals of the school.

“This is quite different from adapted, which means to have evolved through specialization to fit specific conditions within tightly defined boundaries.”



Why are these skills important to EWS?

- EWI meeting discussions
- Discussing personal approaches/teaching practices
- Dealing with complicated data
- Building a positive culture and climate
- Building effective teams

Pausing

Pausing

- a. After a question
- b. After someone speaks
- c. For personal reflection
- d. As a collective pause

Posing Questions

Probing

- a. “Could you expand upon...”
- b. “I’m wondering whether...”
- c. “Please tell us more about...”
- d. “Do you have an example of...”

Putting Ideas on the Table

Putting Ideas on the Table

- a. “This might be one way to...”
- b. “I’m just thinking out loud...”
- c. “Suppose we tried...”
- d. “One approach might be...”

Providing Data

Providing Data

- a. Present specific, measurable, and observable data.
- b. Present data without judgments, opinions, or inferences.
- c. Explore the implications and consequences of proposals and plans.

Paying Attention to Self and Others

Paying Attention

- a. To how things are said
- b. To the learning styles of colleagues
- c. To how others are responding
- d. To physical cues

Presuming Positive Intentions

Presuming Positive Intentions

- a. My team wants me to succeed.
- b. People want to hear my ideas.
- c. I have something to offer.
- d. We can work well together.

Paraphrasing

Paraphrasing

- a. “You seem to be saying...”
- b. “In other words...”
- c. “So you think that...”
- d. “You’re suggesting that...”

Principles of Paraphrasing

- Attend fully.
- Listen with the intention to understand.
- Capture the essence of the message.
- Reflect the essence of voice tone and gestures.
- Make the paraphrase shorter than the original statement.
- Paraphrase before asking a question.
- Use the pronoun “you, instead of “I.”

Let's Practice

- In 60 seconds, tell an elbow partner about something you're working on and then have the partner paraphrase.
- After 60 seconds, switch roles...

How did it go??

FACILITATION SKILLS & STRATEGIES



Characteristics of a Good Facilitator

- Ability to listen
- Confidence to deal with conflict
- Ability to communicate
- Ability to maintain a sense of humor
- Ability to deal with complex issues simultaneously
- Ability to hear differing point of views
- Good arbitration and mediation skills
- Ability to create a comfortable and safe environment



Overcoming Challenging Behaviors

Behavior	Intervention
Dominator	
Self-proclaimed Expert	
Late to Arrive/ Early to Depart	
Non-Participatory	
Private Participant (only with Neighbors)	
Storyteller	
Naysayer	
Constant Devil's Advocate	
Busy Person/ Not Focused on Meeting at hand	
Inappropriate (comments, attacks etc.)	

Activity

Participants will read through scenarios and use the norms of collaboration to react. The person whose turn it is says what they would actually say (or do) in that moment as facilitator. They don't talk about what they would say, instead they say it as if they were actually at the meeting.

Which NORM could “help” and why?

Groups will share their scenarios and how they reacted:

Initial reaction vs Professional reaction

Scenario 1

A complex proposal has been working its way through multiple meetings and finally seems ready to pass. Then someone who skipped those meetings shows up at the last meeting and brings up a bunch of concerns (e.g., the cost seems too high, the group historically has had weak follow-through on things like this, and so on).

What do you say the moment they are finished speaking?

Scenario 2

One of the older members of the group, Charles, is rambling on in the meeting. It's not the first time he's done this, and while he's always tended to be talkative, recently some members have privately started to suspect that he has Alzheimer's. You try giving him a few cues to wrap up, but he continues speaking. Finally you know that you have to step in more directly.

What do you do/say?

Scenario 3

It's mid-way through a long meeting and energy is dragging. The discussion has gotten fairly technical, and you can see that most people are not engaged. As Louis drones on, you see one person surreptitiously open a magazine to read, while another is nodding off.

What's your response?

Scenario 4

Nadia presents a proposal that isn't well-researched enough. Pat responds with a comment about her lack of preparation that is funny and sarcastic—on target but perhaps a little hurtful.

How do you respond?

Scenario 5

The group has a member named Laura who many others find difficult to work with, because she has a negative attitude, a thin skin, and often blows up at people. The meeting is discussing the topic of who serves on what committees, and Laura is not present at the meeting. Roberta says that she won't serve on the kitchen team with Laura, and starts telling the story of a difficult encounter she had. Jan interrupts and says, "I'm really uncomfortable with Laura being talked about behind her back."

Next?

Thank YOU!

- EWS@TDSchools.org