



The Global Flipchart

January 2007

Walking the Facilitator Tightrope

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Jan Means, President of Resource Advantage, Inc.

Based on an excerpt from "Facilitating the Project Lifecycle"

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Every facilitated session requires a delicate balance on the part of the Facilitator. How much do you insert yourself into the process? How much discussion do you allow around a topic before pushing the group to move on? How do you get balanced participation from all attendees? Let's take a look at a few of the common tightropes you must walk when facilitating a meeting or work session.

Tightrope #1: Balancing Expectations. This is the cornerstone for a facilitated session – how much do we “take on”? This question must be answered as part of your early preparation. Most facilitators we've encountered tend to be affected by “work session optimism”. In their desire to serve their client, they often over-commit to what can be accomplished within a given timeframe. Be careful to understand the scope of the objectives prior to committing to what it will take to accomplish them.

There are at least three variables at work here – how much work can we accomplish, how much time do we have, and who are the right people. They are interconnected.

The right participants can accomplish much in a short period of time. The wrong participants won't accomplish the objectives no matter how much time they have. As part of the planning activities, carefully consider objectives of the session, the right participants to attain those objectives, and what time they can commit. Then determine the appropriate scope. It must balance what will be accomplished with the time allotted and the people available.

Tightrope #2: Balancing the Level of Detail. This is another tightrope that is closely related to scope. Level of detail is a variable in most work sessions that can divide the group. If given more time and the same scope, we can obviously drive to more detail. The question is not so much “what do we have time for” as it is “what is the right level of detail to meet the objectives”.

So what is the “appropriate” level of detail for a facilitated session? *The appropriate level of detail is the level at which you must control variability.* Think of it this way. Most parents would agree that their children should go to school on school days. And these same parents would most likely agree that part of their kids' morning routine for getting ready for school should include good oral hygiene. So, we put the activity of “*Brush Your Teeth*” on our children's morning schedule. But do we really care whether they hold their toothbrush in their

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The Global Flipchart is IAF's monthly newsletter
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Tammy Adams and Jan Means (picture not available by publication) focus on facilitation of work sessions in business environments which bring Business professionals together with Information Technology, Project and Quality professionals to improve business performance. They work with these teams to elicit, capture and translate their shared knowledge about processes, products and services into project and design deliverables.

Means, J. and Adams, T. *Facilitating the Project Lifecycle: Skills and Tools to Accelerate Progress for Project Managers, Facilitators, and Six Sigma Project Teams*. San Francisco: Jossey-Bass, 2005.

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right hand or their left hand? Do we care whether they start brushing the upper left teeth or the bottom right teeth first (so long as all the teeth are carefully cleaned)? At what level of detail do we need to control variability? Control it at the level of detail that is appropriate for the situation at hand. Too little detail and we miss the mark. Too much detail and we're wasting time and frustrating everyone in the process.

Tightrope #3: Balancing Your

Input. One of the biggest challenges as a facilitator is staying neutral to content while remaining in charge of the facilitation process. In work sessions, it is critical that the facilitator be neutral and unbiased. In this sense, they are a "process consultant" to the team, not a "content consultant". The facilitator is an expert in making the facilitated process flow smoothly to achieve objectives. He/She is not providing opinions or answers regarding the content of the outputs, nor is he/she participating in the decisions of the team. If your content expertise is absolutely necessary in building out the deliverables, you should be a participant, not a facilitator.

Remaining content-neutral means that the facilitator must be comfortable allowing others to "find the answers". This enables the team to own the decisions they make and the outputs they produce. Does this mean that the facilitator cannot use his/her content expertise within a work session?

Not exactly, it just means that they need to apply it *carefully*.

- Use your knowledge and experience to ask relevant questions, probe for clarity, and challenge the group to be innovative in their thinking. Use a phrase like "have you thought about...?"
- Cite examples from your experience as ways to promote creative exploration of new ideas. Use a phrase like "In similar situations other organizations have.... What do you think about that?"
- Use your expertise to ensure completeness and consistency in the deliverables that are generated. Use a phrase like "have we talked about...? Do we need to?"

Here are a few pointers regarding the maintaining of neutrality:

- Stick to the facilitation process. Your role is to question, listen, observe, provide and obtain feedback, clarify, integrate, summarize, document.
- Refrain from allowing your personal preferences or biases to take over.
- When in your "area of expertise" – ask questions, do not give answers.
- Remember that "we are all smarter than any one of us".

Tightrope #4: Maintaining Your

Attention Level. OK, you're in the middle of a work session and your mind goes blank. What do I do with that comment? Where are we on the agenda? How do I

handle that question? I don't understand what that participant just said. You don't know what to do. Don't panic. It happens to every facilitator now and then. The key is not to let it throw you.

The worst way to react when your mind takes an unplanned vacation is to fake comprehension or pretend that you know where to go next. What's the best way to react? Here are a few suggestions:


- Stay calm.
- Be honest with the team—don't try to hide what's going on.

- Get the team to help you get back on track. Ask the team to help you understand how the topic relates to the objective you were trying to accomplish or if there is anything that needs to be captured out of the conversation. They'll help you if you ask.
- Take a checkpoint with the team. Find out if they feel that they're heading in the right direction to accomplish their objective.
- Summarize progress to date, then move forward.

If that does not help the situation, then take a break. Spend a few minutes gathering your thoughts, perhaps talk with the Sponsor if they are available and determine next steps. When you resume with the group, take a checkpoint on

progress, present the next steps, and move forward.

People will require some settle-in time if this is the first time they've participated in a facilitated session. So expect some fluctuations in team behavior, an air of uncertainty, and perhaps unrealistic expectations on the part of the participants regarding the facilitated process. It takes some time to develop trust in the process and respect for the facilitator. Do not be disturbed by variations in group behavior early on in the facilitated session. Don't over-react and alter your facilitation process. Stay the course. Summarize progress often. As the team sees their success in achieving objectives, they will trust the process and trust you as the facilitator to lead them in achieving their work session objectives.

<u>THIS</u>	Balance between... and	<u>THAT</u>
<ul style="list-style-type: none"> ■ Encouraging discussion and dialogue ■ Remaining neutral without exception ■ Seeking to resolve everything ■ Keeping to the agenda ■ Defining too much detail ■ Getting all the answers now ■ Staying focused ■ Keeping a fast pace ■ Waiting for response ■ Getting too "chummy" ■ Having fun 		<ul style="list-style-type: none"> ■ Cutting off discussion too soon ■ Giving advice without being requested ■ Logging the unresolved issue ■ Staying flexible ■ Achieving too little detail ■ Assigning action items ■ Allowing broad discussion ■ Slowing down ■ Pushing the group ■ Staying too aloof ■ Using humor inappropriately

Certificates and Certification: Sorting Out the Confusion

Ruth Siguenza, Michael Erickson, Janet Danforth, and Bob Moir



Ruth Siguenza is the Organization Futures Strategic Initiative Coordinator on the IAF board. She is a CPF, graphic facilitator, mediator, trainer, and frequent presenter at IAF conferences in Europe, North America, and Asia. Ruth is in private practice in Washington State, USA and specializes in advisory boards and environmental conflict resolution.



Janet Danforth is a founding partner of Facilitator4hire, Inc., a firm offering facilitation services and facilitation skills training based on the IAF facilitation core competencies. She was one of the first five CPFs in North America, and is an assessor for the CPF professional certification, having assessed CPF candidates in five countries. Janet is a regular presenter at IAF conferences worldwide.



Michael Erickson is the internal "cartoonist" and graphic facilitator for the Boeing Company. His work includes helping a company teams visualize the systems, designs, and mechanics of the company's many technical projects and programs in ways that go beyond simply documenting information. His passion is to help people learn and use visual ideation to creatively address issues in more holistic and systematic ways. Michael is a valued contributor to the GRP-FACL listserv.



Bob Moir is the Managing Partner of Facilitator4hire, Inc. He is a CPF and an IAF assessor for the CPF program, having assessed candidates in five countries. He has presented at IAF conferences in Slovenia and Germany. Bob teaches Facilitator4hire's courses and facilitates meetings for both private and non-profit clients.

Introduction:

Facilitators around the world are faced with abundant opportunities for professional development through a variety of workshops, training courses, and certification programs. The challenge is that the words certificate and certification are often associated with these opportunities. This can lead to confusion on the part of individual facilitators regarding the level of

credentialing obtained by attending various courses and programs. Likewise, it can lead to confusion on the part of our clients as to the meaning and professional status of the credentials that facilitators present to them as evidence of skill and competence.

The professional development journey for facilitators can encompass training, practical experience, continuous learning, and professional certification. There are many certificates or certifications that facilitators can earn as a part of this journey: certificates representing completion of a course, certificates or certifications in the ability to apply specific tools or methods, and professional certification. Each of these types of certificates plays an important, valuable, and unique role in the professional development of facilitators around the world.

Course Certificates

These types of certificates are awarded to an individual who has completed a specific workshop or series of related courses. They normally represent completion of the course. They may also represent some level of

proficiency in the skills, methods, or competencies learned in the course.

Certificates and Certification in Tools and Methods

Facilitators can also earn certificates or certifications for a number of

specific methods and related skills. These can relate to becoming a recognized practitioner of specific methods, such as Open Space or Future Search, or they can represent a degree of understanding and mastery of specific skills and techniques unique to a specific set of facilitation tools, such as the Technology of Participation (ToP) methods.

These certificates and certifications normally represent more than just completion of an individual course or series of courses. They typically represent proficiency in specific skills and techniques unique to an individual methodology or family of tools.

There are many good facilitation courses available that offer both types of certificates. The International Association of Facilitators (IAF) Training Directory on the IAF web site currently lists 26 firms that offer courses in Asia, Australasia, Europe, and North America. In addition, IAF Events Calendar lists specific training events around the world. See www.iaf-world.org for both the Training Directory and the Events Calendar.

Certified Professional Facilitator

Certification for any profession occurs through its recognized professional association. For facilitators, this is the IAF. The Certified Professional Facilitator (CPF) certification from the IAF is the international standard for professional facilitators.

The IAF CPF program is similar to the Project Management Institute certification

program for project management professionals; the Certified Association Executive Program of the American Society of Association Executives and the Center for Association Leadership; and the certified coaching program of the International Coach Federation. All of these certification programs are widely recognized and accepted as evidence of a proven level of knowledge and skill in specific professions.

The CPF certification program, a broad-based assessment of facilitation skills, was developed in response to client requests in Europe over a decade ago. The first certification event was held in Europe in 1998. Since then, over 490 CPFs have been awarded to facilitators around the world.

The CPF is an assessment through the IAF that is independent of individual facilitation companies, service organizations, or individual practitioners. The CPF is based on the six core facilitation competencies developed by international teams of IAF

members. The CPF is not based on completion of a prescribed set of courses or evidence of proficiency in a specific set of facilitation tools or methods. While participation in a variety of courses and gaining proficiency in a number of facilitation methods will provide experience which is applicable, the standard of measurement for the CPF is demonstrated ability in each of the six IAF core competencies. These competencies encompass broad skill sets such as building client relationships and managing facilitation of complex and multiple events. CPF candidates provide evidence of competence in written format, including written proof of successful facilitation events from seven clients; through interviews; and by in-person facilitation in front of a team of four international assessors.

Whether an event is a simple meeting or a complex series of meetings, both clients and other facilitation colleagues can be assured that CPFs have demonstrated competence with IAF's core facilitation competencies, the internationally accepted standard.

In 2007, IAF will sponsor eight certification events around the world in Asia, Australia, Europe, and North America. While the majority of IAF's membership resides in North America, the majority of 2007 certification events will be held outside North America. This illustrates the interest in and the value of professional certification around the world. For

more information about the core competencies and the CPF program, see www.iaf-world.org.

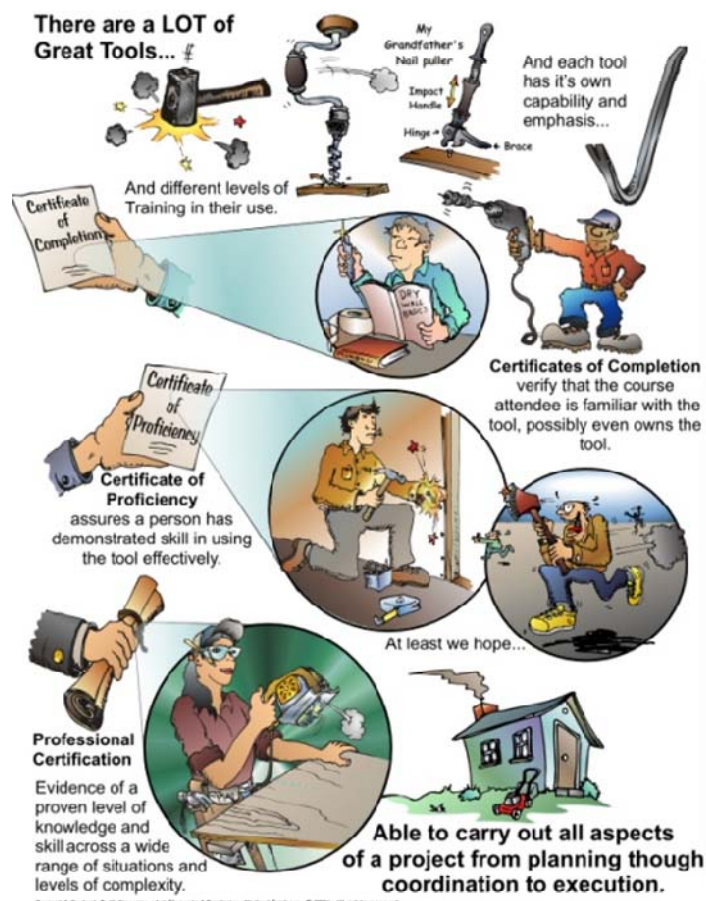
Conclusion

The IAF and its members offer many resources for facilitators seeking professional development opportunities. Imagine these various levels of certificates and certifications using the metaphor of building a house.

A talented carpenter may have taken a number of classes and workshops to

learn the trade. In addition, the carpenter may have specific licenses or certifications related to the craft. As his or her knowledge of carpentry and other trades broadens and increases, the carpenter may also learn the other core skills needed to construct an entire house, such as the organizational skills necessary to work with owners, subcontractors, and inspectors to get the house built. At some point, the carpenter will have gained proficiency in those core skills to the extent that s/he can earn a general contractor's license or the professional certification to build houses.

Similarly, a facilitator can earn certificates from individual courses, become certified as a practitioner of specific methods and tools, and earn a CPF. Each of these components of professional development represents an important and valuable contribution to facilitators and their clients around the world. Just as one would not hire a residential contractor to build a high-rise office building, not every facilitator is right for every facilitated event. Clients can review the credentials presented by facilitators they are considering, and choose the facilitator whose particular skills, references, and certifications best match the client's specific needs.



Color Blindness and Facilitation

Contributed by Wayne J. Vick, CPF

Recently, I asked a question of the Group Facilitators List about experiences in working with people that are color blind and what tips might be shared that would be of value to other facilitators. Here is a summary of what I learned from my own research and from the responses I received.

People have visual spectrum receptors in our eyes called Cones and Rods. Rods help us see at night. Cones include three receptors; L- (red light), M- (green light), and S- (blue light). For 92% of us these work well together. For 6% (usually men) there is a deficiency in one of the L- or M-cone receptors that shifts the central spectrum making it difficult to distinguish certain colors in the red and green spectrums. This form of color deficiency is called Anomalous Trichromacy. There are two forms of this weakness to distinguish colors; red-weak (Protanomaly) and green-weak (Deuteranomaly). People that experience this can see colors and see red or green but the color is shifted spectrally from how “color normal” people see it. These colors appear as other colors to them. With Protanomaly there is also a reduction in the “brightness” of colors that is not a factor in others.

About 1.4% of the population, experience

Dichromacy, a condition in which one of the L- or M- cones do not function. In these, red or green, doesn't exist, so the entire color spectrum is affected. Often green and red appear as two shades of olive drab with red being the darker of the two. About 1% of the population has the Deuteranopia form of Dichromacy where the individual is lacking the M-cone receptors and are unable to distinguish color in the green spectrum. Red and green looks almost the same. As with Anomalous Trichromacy the issue that facilitators should be aware of is with color mixes that use the missing red or green, like purple, lavender, orange, yellow, teal, etc. In these the color shift can be significant. For instance purple can become indistinguishable from blue and teal can look just like pink.

Michael Erickson and **Judy Cohen** both commented on things that makes sense to me. I've embellished them here somewhat so I'm not quoting them directly. It should be noted that most colorblind recognize their limitations and most often just adapt. They don't call attention to their “condition” or “disability” unless understanding specific colors is vital to what they are working on. Even then they will likely turn to someone next to

them to ask them what the color is. Facilitators should consider this and, in general, allow them to work as any other member of the group by being prepared. Remember about 1 out of every 12 people experience some form of color blindness. I've been a facilitator for 15 years and have only had it called to my attention twice that I recall.

There are other types of color blindness and my examples will not fit every situation. The key is to recognize the most significant issue is with mixed, not primary colors. So, if we buy a box of Mr. Sketch colors, for the color blind, only about 4 of these colors will not shift from their true hue. This is why facilitators should use primary colors for markers and avoid using mixed color markers. Black, blue, and green are good. Green is distinguishable from black and blue. Red could be used but shouldn't be used with green. As **Steve Alexander** notes red is often limited because it has been shown as a difficult color to read from a distance. It should be used minimally as a highlight for emphasis.

Lisa Heft reminds us that this also extends to the use of paper and sticky walls. My company has produced up to 16 different colors of sticky walls. We'll be rethinking

the use of several of these based on the understanding we gain from this exploration. More issues occur to me related to paper and sticky walls. First, is that we must be sure that there is a definite contrast between the sticky wall and the paper we use. In most cases we use white paper but headers are often colored. Second, paper colors should be light enough to ensure

there is a good contrast between the paper, as background, and the marker color.

Finally, if we use pre-printed materials or presentations check them to see if the colors can be distinguished. Use pallets that are relatively color safe. There are websites that can help with this. If you use charts don't depend on color alone to relate information. Use fill-patterns as well and create a legend to the meaning of the color/patterns.



Wayne Vick, CPF is the CEO and an Executive Facilitator with Dynamic Leadership

Consulting Group, Inc. (www.FacilitationCenter.com). He specializes in strategic and business planning working with Federal agencies, support contractors, and non-profit organizations.

Negative Words—Conversation Killers or Conversation Catalysts?

“Excerpted from the GRP-FACL Listserv”



One of the benefits of your LAF membership is to keep active a vibrant conversation amongst facilitators in identifying the field's best practices through its sponsorship of the GRP-FACL Listserv (GRP-FACL@listserv.albany.edu)

Each month in your LAF Global Flipchart we will provide a sampling of what LAF members can find on the Listserv. It is compiled for us by Ester Mae Cox, EMGA Enterprises, Madison County, LA (estermac@i-rule.net), an LAF member since 1990 (a self-proclaimed happy, semi-retired grandmother!).

LAF provides support to this Listserv moderated by Sandy Schuman. If you aren't a regular subscriber to this Listserv, make it a "gift to yourself" to scribe and enjoy multiple conversations threads from facilitators globally. Scribe at <http://www.albany.edu>

Paul Mackey hazelhill@yahoo.com posted on the GRP-FACL Listserv on December 21, 2006.....

It has long been my experience that the use of negative words and phrases in conversation can stop a dialogue. For example, if a group member expresses an idea that is met with a negative response such as "that is a ridiculous idea", "it's unworkable", etc., the proponent of the idea may just refrain from continued engagement in the group. As a facilitator, I have worked to establish a safe space for the expression of ideas, using ground rules, modeling behavior, providing feedback, etc.

However, when I listen to a provocative radio or television talk show, they seem to thrive on the opposite approach. In the name of "entertainment" they invoke emotional words, negative comments, and stereotypes to engage (or perhaps enrage) their audience, and surprisingly this acts as a catalyst which encourages others to call in to the show to express their opinion. Granted, a lot of the calls just seem to endorse the negativity or offer congratulations to those who think like they do, however, others continue to call in to express different views.

My bias is that negativity kills more than stimulates and my work reflects this. On the other hand, I recognize that it is around differences which energy is stimulated. Can we have an effective and authentic expression of differences if we rule out negative expression?

Ned Ruete
nruete@CT.METROCAST.NET

Posted: December 21, 2006

There is some pretty clear research that negativity reduces the number of ideas in traditional Brainstorming. There is an issue of *Group Facilitation: A Research and Applications Journal* that reports on research in this area.

I think a big difference between facilitated events and radio talk shows is the social structure. Facilitated events often involve people with working relationships and sometimes reporting relationships to one another, while callers to talk shows probably don't even know one another. The fact that you're talking to a telephone gives a certain level of perceived anonymity, even if you give your name, it's the same phenomenon I think as when you cut in line in your car even though you would never do it when it was a line of people at a box office).

AND, yes, it is important to have negative expression. This is why DeBono's Six Thinking Hats include black hat thinking - What's wrong with this idea? And Red Hat thinking - how do you feel on a gut level about our discussion, this idea, what's going on, what we're planning? In all this, and other facilitation methods, including separating idea generation from idea

evaluation in traditional Brainstorming, the intention is to separate evaluation of the IDEA from devaluation of the individual.

Ann Allen

Ann.Allen@STND.COM

Posted: December 21, 2006

Your mail reminded me of one great learning experience. As an Internal Consultant I was co-working with a very renowned External Consultant with several management teams at various locations in a large organization - it was a time of great upheaval; change; uncertainty. We went to one particular hotspot and the consultant-introduced session as was his usual "We're here together for 3 hours - let's talk about matters of concern ... (Silence)"

This generated 10 minutes of abuse from group - why so negative? there are good things here; how destructive; we want a good experience etc. Ending with one Manager saying "I hope you have listened and heard us can we begin again?"

Consultant: "Ok - I've listened. We're here together now for 2 hours 50 minutes - let's talk about

matters of no concern... (Silence)"

The tension broke, there was some laughter but the energy remained and I remember how constructive that session was. The group was certainly freed up to talk about matters of concern. I learnt that I needed to have the courage to face negativity; to allow the group to experience and face its own possible negative concerns and that my normal naïve session openings were all about positivity and were decidedly unhelpful.

Viv McWaters

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Posted: December 21, 2006

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My understanding of language (positive and negative) and how people use it soared when I took up improv theatre. Three key improv principles have fundamentally changed (and enhanced, I think) the way I facilitate.

The first principle is to make your partner look good. In improv, performing in front of an audience with no script, the players rely on each other to support each other. As soon as one player tries to 'outperform' the others, the scene generally dies. Making others look good is what I try and do when facilitating - no matter what language they are using - I can make an offer that maybe helps them further articulate a point they are trying to make. And if outrage and venting is what's needed at that time, that's OK too. (There's a lot of this happening at the moment in

Victoria where I live - the bushfires have been burning for more than a fortnight with no relief in sight so people are lashing out where and whenever they can - it's pretty much all negative language and it's what's needed at this time to help people cope in potentially life-threatening situations - but I digress).

The second principle is to make and receive offers - and you have to open to even notice an offer. A rant using negative language can be seen as an offer (an opening). As a facilitator, these moments provide opportunities for me to help the group to explore below the surface.

And the final principle that's relevant here is "Yes, and". As others have pointed out negative language is rife in talk-back radio. It's rife just about everywhere I reckon and you can see people doing the opposite of "Yes, and" all the time. With the often used phrase "Yes, but", I feel diminished. If you genuinely use, "Yes, and", what I say (even if you disagree - and as long as it's not a "Yes, but" dressed up as a "Yes, and") opens up space for communication ever so slightly, rather than closes down the space.

From an improv perspective, negative language stops the action - there's no moving forward. That's not to say there's no conflict in improv. And at the heart of all of this is listening - without judgment.

More than a dozen more responses were posted on the Listserv..... Check it all out in the archives of

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FACL@listserv.albany.edu](mailto:GRP-FACL@listserv.albany.edu)
partially sponsored by IAF
funding.

Compiled by Ester Mae Cox,
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Method of the Month

By Jan Coerts, Peter Bootsma and Jon Jenkins

The Methods Database is a monthly feature of the Global FlipChart developed and written by the IAF Methods Database team. You'll find the database on www.iaf-methods.org.

Happy New Year! We hope it will be another good, inspiring and cooperative year for the international facilitation community

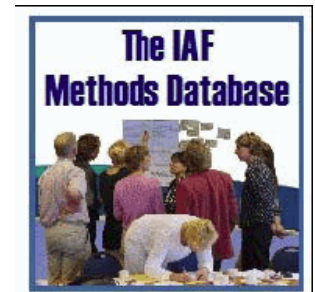
Each month we highlight a method. December's favorite was **Buzz click**, a fun energizer. This month we put the spotlight on **Social Network Analysis**, increasingly popular as a tool to improve collaboration. For an introduction and lots of links, see http://en.wikipedia.org/wiki/Social_network, and <http://www.insna.org>, the professional association for researchers interested in social network analysis. Here we move on to a practical application, based on a recent article in Business Week (http://www.businessweek.com/magazine/content/06_09/b3973083.htm).

Title: Social Influence Networks Mapping

Intent: To create a map of the most influential relationships people have within an organization and to To experience the power of bring self-consciousness to informal relationships.

Procedures:

- The process asks three questions.
 - Who are the colleagues each participant most frequently consulted with?
 - Who do they turn to for expertise?
 - Who either boosted or drained their energy levels.
- Have participants put at the top of three sheets of paper "Most Frequently Consult," "Turn to for Expertise" and "Boosts or Drains Energy."
- Have them fill in the names of people who fulfil these criteria. Having more names is not necessarily better. What is important is that we create a picture of who influences us and whom we influence.
- Begin creating the map (*there are computer programs that can do this for large companies, have a look at <http://www.insna.org/INSNA/soft.inf.html> and <http://radio.weblogs.com/0105910/2003/03/16.html>*). Have the participants count the number of names on their three lists. Collect the total number on each list and the total number.
- For the sake of beginning, start with the person with the largest number of names in their consults with list. This helps the mapping process. Select the person with the most names.
- Put the name of this person on one colour post-it and place it in the centre of the board. Ask this person to place each of the names in their first list on a different colour post-it (one name per post-it), put their initials on the post-its and number the post-its.



"The Method" is a monthly column in the Global Flipchart by the team that created the IAF Methods Database: Jan Coerts, Peter Bootsma and Jon Jenkins.

The IAF Methods Database (www.iaf-methods.org) is run independently under agreement with the IAF. If you have any questions about the Database, please contact editor@iaf-methods.org

7. Arrange the relationship post-its some distance from the persons name and around the about the same distance apart
8. Draw an arrow from the outside post-its to the central one (these people influence the person at the center).
9. Ask for the person who has in their first list one or more of the same names. Select the person with the most overlap.
10. Put them up, their relationship and arrows. Make sure people put their initials on the post-its and that they number the post-its. When a relationship is name two or more times put the all of the initials on that post-it.
11. Continue this process It is possible to ask people to put up their cards on their own. And putting in the arrows.
12. You may be required to move the post-its around to get the best diagram.
13. Move to the question of “Who to you turn to for expertise?” Repeat the steps 6 to 11 for this question. Use two different coloured Post-its for this question (one for the participant and one for their relationships).
14. Move to the question of “Who either boosted or drained your energy levels?” and repeat steps 7 – 10. Use even different coloured Post-its for this question.
15. Once a draft is completed go to the discussion part of the exercise.

References

<http://www.factbites.com/topics/Social-networks>

Any thoughts? Post them on the **Social Influence Networks Mapping** method page. You'll find it here: www.iaf-methods.org, log in, go to the Methods section, query for “social influence”.

Do you have a story about your experience with strategic planning? The story could be funny, sad, inspiring, victorious, etc.?

The Tips of the Month

Each month we will suggest one or two tips for facilitators. If you have a suggestion for a topic please contact the editor@iaf-methods.org. Here is this months tip:

Create a Team Workshop CD

1. Before the meeting ask everyone to send in their favorite piece of music.
2. Download a copy for each team member from iTunes or a similar site.
3. As people arrive take a digital picture of each participant.
4. During the meeting take pictures of the work.
5. As products are developed take pictures.
6. Create a slide show of the music, portraits, working session and products and show at the closing session.
7. Create a CD for participants of the same material and pass it out as they leave.

Do you have facilitation “tips” that you would like to share with IAF members?

The IAF Methods Database is run as an independent organization under agreement between the IAF and the IAF Methods Database. If you have any questions about the Database, please contact editor@iaf-methods.org

Welcome to New Members

We offer a warm welcome to our colleagues from around the world who joined or returned to IAF from December 11th through January 10th. (we only list those members who have chosen to be listed in our online membership directory. If you are **concerned about having been included in this list, please contact the office via email at office@iaf-world.org**).

Australia

Emma Hodgson, Sydney, NSW
Marilyn Casley, Sunrise Beach, QLD

Canada

Ashley Daniel, Edmonton, AB
Cheryl Schuster, Toronto, ON

Japan

Shun Asano, Kanagawa
Motoo Unno, Tokyo

Kenya

Twalib Hazara, Nairobi, Kenya

Nigeria

Christopher Okafor, Ibadan

Spain

Andi Roberts, El Puerto de Santa Maria

Switzerland

Aurelia Balpe, Geneva

United Kingdom

Tina Cook, Lancs
Ciaran Beary, Iver

United States

Tania Morris, CO
Don Ian, OH
Jan Carothers, OR
Terry Graff, WA
Anne Kelly, DC
James Broman, WA
Paul Mogabgab, TX
Susan Driver, OR
Carol Turner, OR
Karen, Braunstein, FL
Roni Richey, OR
Susan Costley, OR
Betsy, Daniel, CO
Betsy, Miller-Jones, OR
Carol Gelfer, OR
James Webber, NH
Doug Caldwell, Plano, TX
Caren Lederer, Knoxville, MD
Judi Bailey, Vancouver, WA
Deirdre White, Baltimore, MD
Frank Weber, Richmond, VA
Vincent Perez, Shreveport, LA
Judith Light, Washington DC
Lucy Gluck, Burlington, VT
Roger Curless, Chicago, IL
Candace Gray, Dallas, TX
Dennis Pescitelli, Springfield, IL
Marc Weiss, Lexington, SC
Tokunbo Awoshakin,
Kettering, OH

New CPFs from Australia

These members just passed the IAF Certification in Australia last week: This was our first Australia event, held in Sydney, January 11th and 12th.

Susan Benedyka

Hedy Bryant

Helen Campbell

Rajeev Dewan

Michelle Howard

Nicola Hunnisett

Mary Jamieson

Ron Kemp

Grace Leotta

Rhonda Tranks

Bruce Turner

Lynn Walsh



2006-2007 Board of Directors (ACT)

Cameron Fraser, *Chair*

Eunice Shankland, *Chair Elect*

David Wayne, *Past Chair*

Dale Hunter, *Vice Chair International*

Linda Mather, *Treasurer*

Remedios Ruiz, *Secretary*

Tammy Adams, *Communications & Publications Strategic Initiative Coordinator*

Mary Sue McCarthy, *Community Outreach Strategic Initiative Coordinator*

Ann Epps, *Conference Strategic Initiative Coordinator*

Mark Pixley, *Membership & Affiliations Strategic Initiative Coordinator*

Ruth Siguenza, *Organization Futures Strategic Initiative Coordinator*

Barbara Mackay, *Professional Development Strategic Initiative Coordinator*

Jerome Passmore, *Africa Regional Representative*

Prabu Naidu, *Asia Regional Representative*

Carla Rogers, *Australia/New Zealand Regional Representative*

Carol Good, *Canada Regional Representative*

Jim Campbell, *Europe Regional Representative*

Elias Dinzey, *Latin America Regional Representative*

Michelle Gordon, *US Regional Representative*

Coming Events

IAF Conferences

8-10 March 2007 – North America Hilton Portland Portland, Oregon, USA

25-27 July – Asia Kuala Lumpur, Malaysia

Early October 2007 – Europe Edinburgh, Scotland More Information to be announced soon

18-19 October 2007 – Africa Johannesburg, South Africa More Information to be announced soon

November 2007 – Australia/New Zealand Adelaide, South Australia More Information to be announced soon

For registration information go to www.iaf-world.org and click on the conference of interest.

Certifications

15 February 2007 – A Dutch event in the Netherlands

5-6 March 2007 – Before the North America conference in Portland, Oregon, USA (Please note the corrected dates)

7-8 May 2007 – Brussels, Belgium.

23-24 Jul 2007 – Kuala Lumpur, Malaysia in conjunction with the IAF Asia Conference.

Early application and an early start on document preparation is highly recommended. If you are

Certifications *continued*

interested in participating in certification events, please go to www.iaf-world.org and download the forms and information about the assessment process and submit them to the office as directed on the web site. If you have questions, please contact IAF at certify@iaf-world.org.

Other Conferences on interest:

14-17 May 2007 – Group Decision and Negotiation Meeting, Mt. Tremblant, Quebec, Canada (near Montreal)

Keynote speakers are: Steven J. Brams (New York University), Ralph L. Kenney (Duke University), Bertrand Munier (GRID), Suzanne Rivard (HEC Montreal), Rudolf Vetschera (University of Vienna), Christof Weinhardt (Karlsruhe University) and Michael Wheeler (Harvard Business School).

More information, including instructions for proposal submission, is at <http://gdn2007.concordia.ca>

Interdisciplinary Network for Gandinroup Research (INGRoup) Call for papers

Using research to advance the understanding of group behaviors, dynamics, and outcomes

Second Annual INGRoup Conference, on the Campus of Michigan State University, July

12-14, 2007, Lansing Michigan,
USA

Submission Deadline: Monday
January 22, 2007 (10 p.m. EST).

For more information:

www.ingroup.info

Call for papers for the 22nd
European Conference on
Operational Research, Prague 8-
11 July
2007.<http://euro2007.vse.cz>

You are all invited to submit a
title and abstract for
consideration in the Facilitated
Problem Structuring and
Decision Analysis Stream at
EURO XXII, Prague. The
stream welcomes contributions
from researchers and
practitioners engaged in the
development and/or use of the
problem structuring methods
and decision analysis, in
isolation or combination, to
assist individuals or groups in
their decision making. Contact
Stream organizers Alberto
Franco
(alberto.franco@wbs.ac.uk) or
Gliberto Montibeller
(g.montibeller@lse.ac.uk) or
visit the conference website to
submit an abstract online.
Include “problems structuring
methods” as a keyword when
submitting your abstract.
Submission deadline February
28, 2007.