



December 2010

Global Flipchart

IAF Member of the Month

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Lawrence Edward Philbrook

Taipei, Taiwan



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What is your name?

Lawrence Edward Philbrook but please call me Larry

Where are you located?

Taipei Taiwan

How long have you been a member of IAF?

I am a founding member of IAF having been in Alexandria in 1994 but I had attended at least two IAF sessions in the US before that so I assume 1990ish

Tell us a little about the organization you work for...What is its name? What does it do?

The Institute of Cultural Affairs Taiwan. We are a part of a global community focused on helping communities, organizations and individuals to live in a more effective and human way. ICA Taiwan serves in Asia and around the world primarily sharing and learning through facilitation with others who are exploring

how organizations and individuals can transform themselves to become more effective and human in their approach.

Let me give an example of what we do by describing the last three weeks. I co-facilitated with an in-house facilitator a strategic planning session for a department within a Fortune 500 company. I worked with a company in Indonesia on using facilitation in coaching and mentoring. I was in a dialogue group of facilitators and coaches sharing insights on spirit-based coaching and mentoring. I worked with three volunteer facilitators from Taiwan to facilitate a dialogue among teachers in a school in Sichuan, China that collapsed 2 years ago. I am in Vienna this week working with middle managers of the United Nations on using Appreciative leadership and facilitation in their leadership role.

What is your job within the organization?

I am a director. Primarily I design and facilitate programs in the private

sector both for the transformation of those communities and as a form of social entrepreneurship to fund other aspects of our work. I spend the other half of my time working in Taiwan and around the world training and developing facilitators in diverse non-profit and community organizations.

How do you use facilitation in your line of work?

Every day and every moment whether I am specifically facilitating a group process or not, I am living into my life discipline of only providing that which others can not provide for themselves, living a life of respect for the choices and learning in myself and others etc.

Share a recent facilitation experience - what did you do, how did you do it, with whom did you do it? A mini-case story

I was working with a group from a multi-

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monthly newsletter

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Member of the Month Continued:

national organization that has decided to transform their organizational structure from locally-based to a greater China business stream framework. This involves a massive shift of the leadership responsibilities and culture. Moving from location leadership like royalty, (more or less absolute power) to a system of shared power between location and business stream. I have been working with this organization for a long time both in facilitation and leadership development. I began with a dialogue amongst the senior leadership (3 people) to check on alignment. Then moved to a two day planning session with the new Greater China Leadership (30+). The process included vision work, issues, roles and responsibilities and finally actions to move the group forward. I have now done a similar process with 5 of their 12 business streams. They have completed within the year the complete changeover and the new system is in place which puts them ahead of the rest of world by a year (their estimation).

The leadership is now working through specific areas of change and bottlenecks, but in most of the situations the system is clear, the roles are clear, and the consensus is being lived into.

Next week I am facilitating a team building consensus process with several of the leaders who are still having issues imagining their responsibility in the system. I will use a combination of workshop, dialogue and action planning to help them practice in a safe environment, collaboration and sharing of different perspectives.

If you could share one thing you've learned with other facilitators around the world, what would it be?

Holding the Space - Paying attention and listening deeply to what is actually happening. Creating a space of respect for where the individuals and group are and helping them to move from wherever they are to a point of sharing and learning.

I would like to share one other thing about "facilitators around the world". I have been blessed to work with some really great people who are involved in facilitation in diverse forms around the world. I could list over a hundred off the top of my head from more than 30 nations - each of whom have provided me an opportunity to learn and grow whether through facilitating others or in dialoguing together about the joy, pain and creativity of our mission in life.

Larry, thank you for sharing your wisdom with us. We feel like we know you a little better now!

Note from the Chair

Congratulations to the newly elected IAF Board members. We are very pleased to welcome you to the board and look forward to your leadership over the coming years. You are performing a generous service in guiding the Association and we all thank you.



Please feel free to contact any board member, past or present, for any reason. You are joining a group of people who are passionate about the association and about the profession. We will be there when needed. We look forward to exciting ideas from you and wish you all the best.

I also would like to thank the nominations committee – Julie Larsen, Ulla Wyckoff, Linda Mather, Cameron Fraser, David Wayne, and Gary Austin. They have made this the most engaging nomination and election process for the IAF. This is also is the first time, I remember, when we had more than one person stand for a position. They have done a wonderful job and should be congratulated as well. Thank you.

Warm wishes,

Gary Rush, IAF CPF
IAF Chair

The Election Results Are In!

On behalf of the Nominations Committee, I am pleased to share the results of the IAF's recent elections for its global Board of Directors.

The following people have been elected for a one or two-year term on the Board (based on the Board succession planning):

Ethan (Jerry) Mings (Ontario, Canada) for Secretary
Daphne Cant (British Columbia, Canada) for Treasurer
Simon Wilson (Welwyn Garden City, United Kingdom) for Director of Membership & Chapters
Sheryl Smail (Gisborne, New Zealand) for Director of Professional Development
Linda Starodub (Vienna, Austria) for Director of Sponsorship and Endorsement
Bill Reid (British Columbia, Canada) for Director of Communications

Four (out of seven) positions for Regional Directors were also up for election this year. The following people have been elected to these roles:

Ephraim Osunde (Lagos, Nigeria) as Regional Director for Africa
Rhonda Tranks (Melbourne, Australia) as Regional Director for Australia and New Zealand
Pamela Lupton-Bowers (Collonge-Bellerive, Switzerland) as Regional Director for Europe
Cynthia Pace (Maryland, USA) as Regional Director for the United States

This means that the Association will have a full and complete Board, in time for its face-to-face meeting in London in January 2011. We wish all those elected – both new and returning – a very successful term and we look forward to learning more about their initiatives.

I would also like to thank all those who took a moment to vote in this first election for the Association's global leadership. With over a third of the membership having participated, I take this as a good indication that many of us value the IAF'S work and support its efforts to grow and advance the field of facilitation. If you have any comments or questions related to this year's nomination and election process for the IAF's Board of Directors, please do not hesitate to contact the Nominations Committee.

Lastly, the Committee and I are very grateful to all those that responded to the call for nominations. It was a pleasure to field your inquiries, learn more about your interests, and to see firsthand how our profession stretches across continents and sectors.

As a reminder, the Board of Directors is but one way to participate actively in the Association. Joining teams and supporting special initiatives, building up local IAF chapters, pitching in at conferences... there are many uses for your time, energy and creativity, especially if you'd like to consider serving on the IAF's Board in the future. Don't hesitate to step forward and become better acquainted with the Association and your colleagues!

Here's to a good 2011, for facilitation and otherwise.

Many thanks,

Julie Larsen (julielarsen@mac.com)

On behalf of the 2010 Nomination Committee
(namely Ulla Wyckoff, Linda Mather, Cameron Fraser, David Wayne, and Gary Austin)

METHOD OF THE MONTH

The Method of the Month is a monthly feature of the Global Flipchart.

Donut Prioritization

From Mary Jackson at maryjackson@pdq.net

Purpose:

- To prioritize tasks into three levels and to create a quarter timeline.

Preparation:

- Paper a wall and draw a big donut. The number of items that can reasonably be considered critical determines the size of the center of the donut.
- Make a post-it note for each item up for consideration, and put all of the post-its on the donut itself.

Procedures:

- The center of the donut means, "There's no point in doing anything at all if we can't do these." The area outside the donut means "we can't/won't do these at this time", perhaps because of sequencing issues (prerequisites), budget, feasibility... The donut itself means, "These are all be great things to do if and when we can."
- Open up the discussion to moving items inside or outside the ring.
- Test every item going into the center, "Do we HAVE to do it right now?" You may have to redefine some items into workable blocks.
- You should end up with a very workable set of absolute requirements. The fact that the items on the ring are desirable seems to make it easier for people to leave things there.
- Next, put up some more paper. Take the items on the donut and have the group place them on the second sheet of paper in a rough timeline. They should be able to group less critical items into logical units of work, and they should be able to describe/name each of the subsequent groupings. They will also likely identify a number of items that are relatively cheap and easy and might as well be done with the first round --- but they should remain as "second tier" items, with the understanding that we want to do everything in the second tier, but we can delay any of those for time, budget, or any other issues.
- A real key to this is that you don't have to argue the validity of every item. You respect the importance of everything on the wall, even those that won't make the first cut. And you open up the possibility of managing the amount of work as the group moves forward.
- The group will leave the session with a first phase and a sense of what the next phases will be based around. They should expect to repeat the exercise periodically, because things change --- make sure they don't think they are truly defining the next 5 phases, only setting a long range direction

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 New IAF Members!

We extend a warm welcome to our colleagues from around the world who joined IAF from November 12th thru December 13th.

(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.

Current Membership from 70 countries: 1229±

Austria

Thomas Faast, Vienna

Australia

Karen Delfau, Queensland

Canada

Erika Deines, Calgary, AB

Fatima Esmail, Calgary, AB

Christopher Holt, Surrey, BC

John Delaney, Halifax, NS

Patricia Scott, Brampton, ON

Marla Goldstone, Toronto, ON

Denmark

Hannah Bagger, Tune

Ulrik Christiansen, Toreby

Anne Gudiksen, Skælskør

Frank Jensen, Børkop

Loa Magnussen, Brandholm

Birthe Munch, Nysted

Ann-Dorte F. Nielsen, Ry

Gitte Pedersen, Ringsted

Nille Skalts, Copenhagen

Ramus Ullerup, Børkop

Karin Juul Viuff, Agerbæk

Ghana

Afia Appiah, Accra

Nigeria

Folakemi Fatade, Lagos

Oluwatoyin Eresanara, Lagos

South Africa

Kamal Singh, Johannesburg

Turkey

Murat Demiroglu, Istanbul

Yucel Kosal, Istanbul

United Kingdom

Peter Nelson, Anstruther

Janice Williams, Blantyre

Suzanne Randall, Darlington

Kay Taylor, Darlington

Sharon Allison, Edinburgh

Monica Merson, Edinburgh

Sophie Morris, Edinburgh

Liz Brabender, Glasgow

Alexis Hunter, Glasgow

Bob Marshal, Glasgow

John Sharp, Glasgow

Lesley Smith, Glasgow

Steve Sipple, Nottingham

Ian Millar, Renfrewshire

Janine Smedley, Watford

United States

Celeste-Linguere Johnston,
Phoenix, AZ

Liz Wainger, Rockville, MD

Debra White-Johnson,
Columbus, OH

Shirlene Warnock, Oregon City,
OR

Martin Hill, Reston, VA

Catherine Yandel, Falls
Church, VA

Earl Haddad, Lewisburg, WV



The Virtual Connection

BY JERRY MINGS

FINDING THE PROCESS TO INVITE GROUP PARTICIPATION “PLAN APPROPRIATE GROUP PROCESSES”

Virtual facilitation is an emerging practice for facilitators around the world. In the last year, I have had the privilege to work with a wide variety of facilitators who share a passion for finding methods to engage groups through the Internet using facilitation methods. In this article, I'll share with you some of the learning insights from my experiences. I hope this article will prompt you to share some of your insights in our next edition with other facilitators also engaged in virtual facilitation.

The challenge of virtual facilitation is finding and matching methods and technology to support a virtual group experience. In this article I'll share with you five tips (Figure 1) that you can consider when planning appropriate group process for a virtual facilitation.

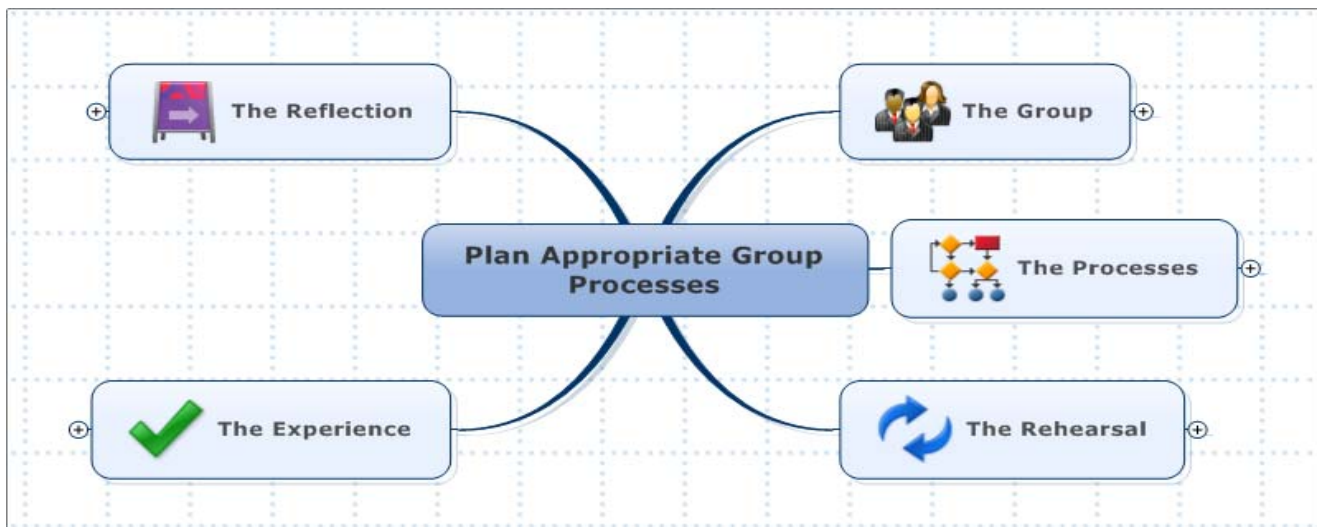


Figure 1 - Five Tip

TIP #1 - UNDERSTANDING THE GROUP

To support a meaningful virtual facilitation experience, it is helpful to take the time to learn about the technology participants will be using during the experience. Some people have the opportunity to utilize Windows, MAC operating systems and a variety of other open source systems. Take the time to learn from the group about the type of computers they will be using (e.g., laptop, desktop, office machine, coffee shop, etc.) and how they will be connecting to the Internet (wireless, wired, etc.). This can be accomplished through a phone conference call or an online electronic survey tool.¹

A second consideration is the time zone where the participants reside. I often find myself challenged trying to remember that a virtual meeting held in Toronto at 9 AM in the morning is not the same for somebody who is participating from halfway around the world. There are some great tools that enable one to schedule a meeting time that works for all of the participants. The team at “Time and Chaos” established a free service called the World Time Server. The site enables one to plan a virtual event at a time that works best for all of the participants. You can learn more about this service by visiting <http://www.worldtimeserver.com> and clicking on the world meeting planner option.

TIP #2 – THE PROCESS

The IAF methods database provides a large selection of processes that can be used when working with a group in a virtual experience. I have made two discoveries when planning appropriate group processes. First, design for the group by selecting a method to enable them to achieve their desired results. Second, select software to allow the group to participate fully in the event.

To find out about processes for a virtual facilitation, consider the IAF Methods Database located on the web at <http://iaf-methods.org>. You can register on the site and then explore the variety of methods that can be helpful to engage the group.

To find about software for use during a virtual facilitation, consider a search on the Internet to find any number of tools. My most recent find was a map that allows one to see the different types of tools that are available for use with a group. You can find the resource on the Internet at http://www.visual-iteracy.org/pages/maps/mapping_tools_radar/radar.html.

Wandering through the wide selection of the various tools can provide a framework to match the process selected from the IAF methods database with technology to support your design. Don't forget to check out the website on visual literacy for additional insights from their research.²

TIP #3 – THE REHEARSAL

A virtual facilitation event requires careful practice by the facilitator before working with a group. It is helpful to practice with a small group of fellow facilitators well in advance of your session. This allows you to gain a better experience with the technology and your facilitation design. The rehearsal should be seen as an opportunity to refine the process and identify key areas to educate participants when using the technology during a virtual facilitation. I have learned, it is helpful to review with participants the following:

- How to use the various features of the software (e.g., voting, chat, moving elements)
- How to get their microphone and speakers to work for voice over Internet communications (VoIP)
- What to do if they are disconnected from the virtual event
- Where they can find the notes or materials that are generated from the virtual event

The list can be expanded as you continue to work with various types of software facilitation processes for virtual facilitation experiences.

TIP #4 – THE EXPERIENCE

A virtual facilitation experience is an exciting opportunity to engage a wide variety of people from a variety of locations to collectively work on a topic of their choice. The online experience should be positive, constructive and enable the group to focus on the question at hand. Some of the clues of a positive and engaging virtual experience include:

- participants focus on the content and not the technology
- all participants have some level of engagement in the process
- participants engage using voice, keyboard, and small group work
- the time allocated is used; the meeting is completed on time
- the results of the event are accessible to participants in a timely manner

One of the contributing factors to a successful virtual facilitation experience is an opportunity for the group to meet online and practice in the advance of the event. The practice session is an opportunity for participants to learn about any software technology that will be used during the session and to refine their

skills so they are comfortable using it. The session can range from twenty to fifty minutes depending on the group. It should be arranged well in advance of the designated virtual facilitation event. If required, you can hold one or two practice sessions to ensure everyone participating in the virtual event has the best opportunity to learn the technology.

TIP #5 – THE REFLECTION

The final tip in developing and identifying processes for group is to incorporate time for the group to reflect on the virtual facilitation experience. Set aside ten minutes before the close of the session to enable the group to reflect on the experience. One can build in the design a quick survey, open ended question or a poll to gain feedback from the participants. The insights from the group should be captured and included in the final documentation for the group.

Your Turn!

An important element in our series on virtual facilitation and the supporting technology is learning about perspectives from around the globe. Why not take a moment and share the virtual technology tools you use when supporting the IAF Competency B – Plan Appropriate Group Processes. Send a 3 to 5 word description of the technology you use, the website location, and 3 to 5 sentences on how you use the technology to support Competency B. I will review your ideas and share them in future editions of this series. Planning appropriate processes is a journey that mixes the technology of the Internet with the creative of group processes. The key is finding the balance with your own flair of creativity.

Until next time.

In the New Year – Competency C: Create and Sustain a Participatory Environment

¹ [Zoomerang](#) or [Survey Monkey](#) are two common tools. There is a wide variety of other tools one can use through the Internet for Free or for a limited cost.

² Thanks to John Miller for pointing out this resource.

Special thanks to the team at the TTN Network for their help on this practice during the 2010 Virtual Facilitation Project.

***Congratulations to our newest CPF's
Certified in December 2010***

Australia

Lee-Ann Adams, CPF
Rob Carolane, CPF
Belinda Lowring, CPF
Marie Martin, CPF

Canada

Raphael Amato, CPF
Helen Break, CPF
Emay Cowx, CPF
Maureen Cunningham, CPF
Janet Dalicandro, CPF
Joanne Daykin, CPF
Jessica Delaney, CPF
Tim Fleming, CPF
Dan George, CPF
Kate Greene, CPF
Benoît Hubert, CPF
Jennifer Shepherd, CPF
Alice Strachan, CPF
Josina Vink, CPF

Singapore

Maureen Haines, CPF

UPCOMING IAF EVENTS

Conference

12-15 April 2011 [Denver](#), Colorado

Certification Events

16 February 2011—Watford, England

12-13 April 2011—Denver, Colorado

26 May 2011—Rossum, The Netherlands

Book Review: Learn Like A Leader: Today's Top Leaders Share Their Learning Journeys

Marshall Goldsmith, Beverly Kaye, Ken Shelton, editors

Review by Ann Alder

Those of us involved in leadership learning know the power of story-telling and metaphor in bringing to life lessons from personal and shared experience.

This collection of short articles from 'thought leaders' specialising in the development of organizational leadership draws on personal experiences – particularly memorable events – through which they gained valuable insights and understanding that they have been able to apply in their own personal and professional development. The stories are human – the authors describe the learning they achieved from recognising their own failures and shortcomings and facing up to these. They speak with warmth – many referring to people who had a profound impact on their younger selves – and also with excitement about the potential learning that still lies ahead.

'Learn like a Leader' is unusual in the panoply of leadership writings in that it focuses not only on what great leaders have learned but also on the learning process. It reinforces the concept that being an effective learner is one of the most powerful abilities a leader can develop and that 'learning to learn' is an investment that will be repaid time and time again. One of the authors, Frederic M. Hudson, says:

"Learn how to learn, unlearn and re-learn. Make learning your central business. Live on the outer edge of your reach, not on the inner edge of your security."

Modern life, society and organizations are fundamentally performance and target-driven. Executives and operational leaders often claim that they are too busy dealing with the 'real-world' issues they encounter on a daily basis to be able to allow time for learning. These writers, most of whom have proven expertise in mentoring, coaching and counselling senior leaders, all understand that the underpinning capability that allows all other leadership activity to happen is the ability to learn and change. They encourage active learning as an end in itself, not a peripheral activity that we might 'get around to' when business performance has been achieved. Jim Collins summarizes this beautifully,

"Look at the world through a learning lens rather than a performance lens and behaviour changes.

For a true learning person, performance is not the ultimate why of learning. Learning is the why of learning. And until we grasp that fact and organise accordingly, we will not – indeed cannot – build the elusive learning organisation."

My own recent work has brought me into contact with significant and recent research about how we become effective learners and how we can enhance our own learning power – and support others in enhancing their capability as learners. A specific model that has emerged from a 10-year study at the University of Bristol in the UK has identified seven dimensions of learning: the seven core capabilities that make us powerful learners: learning and changing, critical curiosity, meaning

making, creativity, strategic awareness, resilience and learning relationships. In this book, the authors touch on all of these and their stories bring to life for me the dimensions in action.

Stratford Sherman understands the importance of seeing yourself as a being capable of lifelong learning and change: *“I have understood that strength of character is the ability to change when change is needed.”*

Jay Galbraith illustrates the need for critical curiosity and creativity with his description of the professor who taught him that the importance of a question is not the answer to the question, but the question itself. Chip Bell reinforces this when he speaks of his father’s ‘perpetual curiosity’ and Joel Barker describes his swimming coach, driven by a desire to ‘never stop experimenting.’

The repeated references to mentors, guides, parents and skilled professionals is a powerful testimony to the importance of developing strong learning relationships. Perhaps the most moving of these is the story from Frederic M. Hudson of his ‘wise nurse Susan’ who, throughout his childhood illness when he was paralysed with polio, provided him with the motivation, resilience and methodologies to take control of his life, find a vision for his future and will himself to recovery.

Jim Collins refers to the need to become a strategically aware learner, “Becoming a learning person means responding to every situation with learning in mind...setting specific learning objectives and developing explicit learning mechanisms.”

In summary, this book is simple and engaging, grounded in sound learning theory but with the ‘personal touch’ that makes it immediately accessible. For anyone expecting guidance on how to lead, it may be disappointing. It offers no advice, no didactic leadership principles and no check-lists! However, this is part of the book’s basic premise: self-discovery. As Peter Block says, *“Why do we prescribe behaviour and ask people to practise, copy and imitate? Doesn’t this demean the human spirit and destroy what is part of the individual?”*

Have you had a (mis)adventure in facilitation that you’re willing to share? Send it to globalflipchart@iaf-world.org and help prevent a fellow facilitator from making the same mistake.