



## World Cafe gives voice to Scottish students

P. 27

# # 8 AUGUST 2010



Europe is one of seven regions within the International Association of Facilitators. The IAF Europe team members volunteer their time to plan and support activities and services for IAF members living in Europe, supported by Entendu Ltd.. Contact us at [pamela.lupton-bowers@iaf-europe.eu](mailto:pamela.lupton-bowers@iaf-europe.eu); [gary.austin@iaf-europe.eu](mailto:gary.austin@iaf-europe.eu); [kristin.reinbach@iaf-europe.eu](mailto:kristin.reinbach@iaf-europe.eu); [rosemary.cairns@iaf-europe.eu](mailto:rosemary.cairns@iaf-europe.eu), or speak with Ben Richardson or Nicki Cadogan of Entendu at [office@iaf-europe.eu](mailto:office@iaf-europe.eu).

## ABOUT THE NEWSLETTER

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**Cover picture:** Naomi MacPherson of Aileymill Primary School commits her conversation to the World Cafe tablecloth. (Picture courtesy Inverclyde Now/Elaine Stewart) For story, see World Cafe gives voice to Scottish students page 27.

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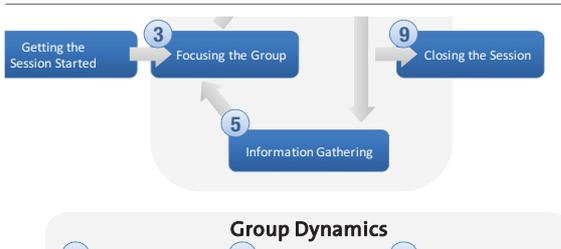
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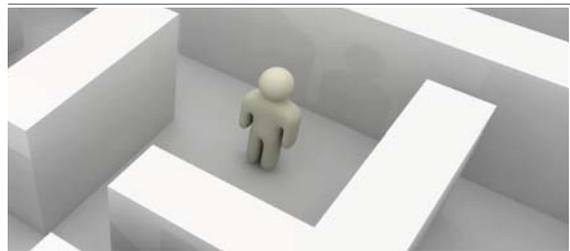
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# Facilitating remotely

## *How technological advancements are helping usher in a new era of collaborative working!*

By Tony Mann

There will be a session (and potentially a pre-Conference Workshop) on a new development in virtual, online interaction, using some of the latest technological advances and applying facilitation principles to make the environment truly collaborative. There is the potential for real-time, simultaneous interaction in an online environment with audio/video connectivity, where anyone, from any location can move and work with the data being generated. This article explains the history and how recent science fiction is becoming a reality, in a way that we, as facilitators, can engage people through the virtual world.

### **The Dilemma in Virtual Meetings**

Online meetings are now in vogue. There is a plethora of technology companies offering to connect people. However, what stands out more than anything is the fact that it is invariably a 'one to all' format – that is: one person 'presents' or speaks to the 'audience'. Especially in Webinars, which is the more commercial end of the market, people present their ideas/expertise in a one-way communication stream. If anyone is on camera at all, it is the presenter and the rest of the audience is hidden from view. Interaction is often limited to writing questions for the presenter to answer, or completing surveys that they offer to the audience. In contrast, 'Second Life' (for example see <http://secondlife.com>), allows people to interact as avatars/'characters' and to visit different locations (e.g. whiteboard and auditorium). People connect voice over the internet (VoIP) and have conversations, which although meaningful, lack 'depth'. There is little opportunity to work collaboratively. Some other simple programs allow people to draw on whiteboards. This, in many ways, belittles the real nature of collaboration and creativity, reducing the interaction to drawing lines and boxes on a page.

### **Transferring the Facilitator's Philosophy to the Virtual World**

A Facilitator's underlying aim when people come together is to ensure effective interaction and to make sure that people engage effectively with the information that they create and develop. When we, as facilitators, think about virtual meetings, our primary focus is on whether the technology will enhance or interfere with the collaboration; and the ability of the people to tackle issues, solve problems, shape ideas, develop solutions and create new patterns of thinking. Consequently, if we are to facilitate 'virtual meetings' of people in different locations, and get the interaction we strive for, we need technology that suits the philosophy we adhere to.

### **Combating the Lack of Group Participation**

Most people have experienced a degree of frustration when trying to collaborate with others in a co-located setting while using a PC. Although it is possible for all to view the information being displayed on the screen/projected image, it is much more difficult for all to interact with it. Typically, one person is in control of the computer, via a single mouse and keyboard, while the others



Photos courtesy of Tony Mann

look on. That person can find it difficult to handover control to the others, and the others find it awkward to ask for or take control. Several studies have shown that physical input devices, such as a mouse, a pen, or a keyboard, tend to stay with one person throughout a group activity (Jordan & Henderson, 1995; Rogers & Lindley, 2004; Trimble, Wales, & Gossweiler, 2003<sup>1</sup>). The effect can be sub-optimal communication of ideas and activity progression. Likewise, it can be hard for the others to follow what the person at the computer is doing and know when and how to express their ideas and suggestions that will enable the person in control to act upon them in the way they intended (Scaife, Halloran, & Rogers, 2002<sup>2</sup>).

If we are to achieve all that online communication can offer then the aim must be to increase collaboration of the many and reduce the influence of the one person who controls the technological interface.

### Latest Technology – what can it offer?

One of the newest and possibly most exciting advances is multi-touch technology - see <http://www.perceptivepixel.com/index.html> to view one of the early research models. It enables people to interact and handle data simultaneously, using multiple touches. Many of us will have experienced touch screens (e.g. buying tickets at a train station) and end-users are now beginning to explore what it could mean for them. Early multi-touch screens were merely 'toys', for example, moving photos around, flipping them and re-sizing them. Those of you who saw 'Minority Report' will have seen Tom Cruise handling data using a form of multi-touch. In 'Indecent Proposal' Michael Douglas was 'flicking' pages of information using a virtual 'glove'. Now, following the 'research' and these early science fiction examples have come the 'development' and practical application. Hospitals are developing the use of multi-touch screens to allow the doctor to

show different aspects of data to aid patient understanding. Police are experimenting, using multi-touch screens to display crime scene information.

These developments come at a time when bandwidth is increasing and we are now able, for instance, to stream whole movies in HD into our homes. Video and audio connectivity is now fully available. Further, the development of mobile phone applications means that we can easily email each other, access the internet, 'bump' our phones against each others in order to swap photos. We can have video calls. Combine all of this (with some other clever bits of technology) and you get a multi-touch, multi-wall application.

The 'Facilitation Multi-Wall' is in its development stage by LamasaTech of Sunderland UK, advised by Tony Mann of Resource Strategic Change Facilitators. It offers the opportunity to connect people/groups from different locations and enables them to interact with the same data, at the same time. If you would like to see an early prototype of Facilitation Multi-Wall being demonstrated go to: <http://www.resourcestrategicchange.com/multiwall.html>.

Working at a multi-touch screen at their own location, people will be able to upload the data, which could be a technical drawing/diagram, spreadsheet, or any other document they wish to explore/discuss. As the short video shows, the participants can also send electronic post it notes via their mobile phones. Users can send them one at a time or in batches; this way the facilitator can ensure that there is equality of participation. Once the data is on screen anyone, anywhere will be able to move it and add to it. In addition the software can offer a wide range of techniques (e.g. electronic post its), tools (e.g. fishbone diagram, force field, four box model, etc.) and even client's own organisational models.

The aim is that each participating group could be seen and or heard via audio and/or video, displayed in the corner of the screen, likewise the facilitator, who could also be at a remote location. If those taking part in the activity decide, then data can be 'broken off' and taken by one of the groups to work on and brought back to the forum when completed. The data could be moved to another multi-touch screen in the same room/location or at a distant location as the technology enables groups

anywhere to work in this technological environment.

### Distant Collaboration

Previous research has suggested that if people have met on an earlier occasion and interacted, then remote working is not an issue. The research identified a major extension of collaboration, best described in the path-breaking work of, Wikinomics. According to the authors, this participation 'has reached a tipping point where new forms of mass collaboration are changing how goods and services are invented, produced, marketed, and distributed on a global basis'. Tapscott and Williams propose four key principles of mass collaboration:

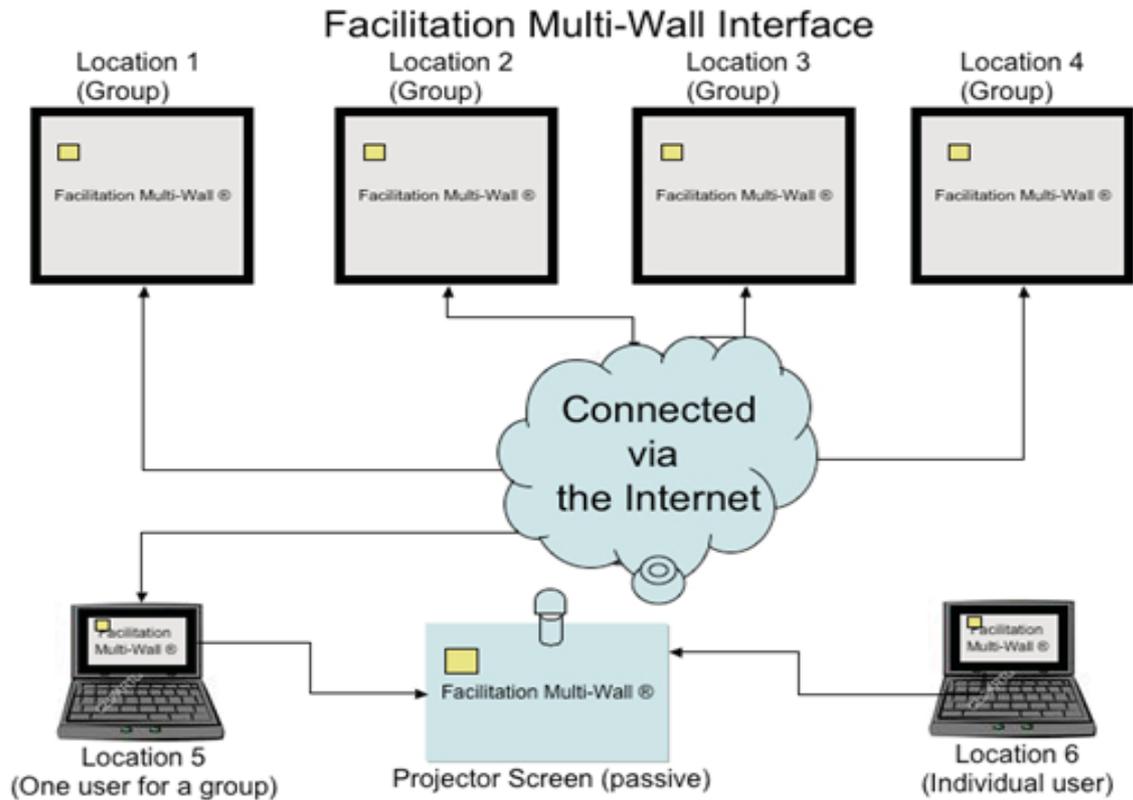
- Openness
- Peering
- Sharing
- Acting globally

This paradigm shift was the cover story of Time Magazine in 2006, where the person of the year was announced as 'You' – referring to the collaboration revolution on the web and the new digital democracy and citizen activism enabled by the small contributions of millions of people on the net (Grossman, 2006).

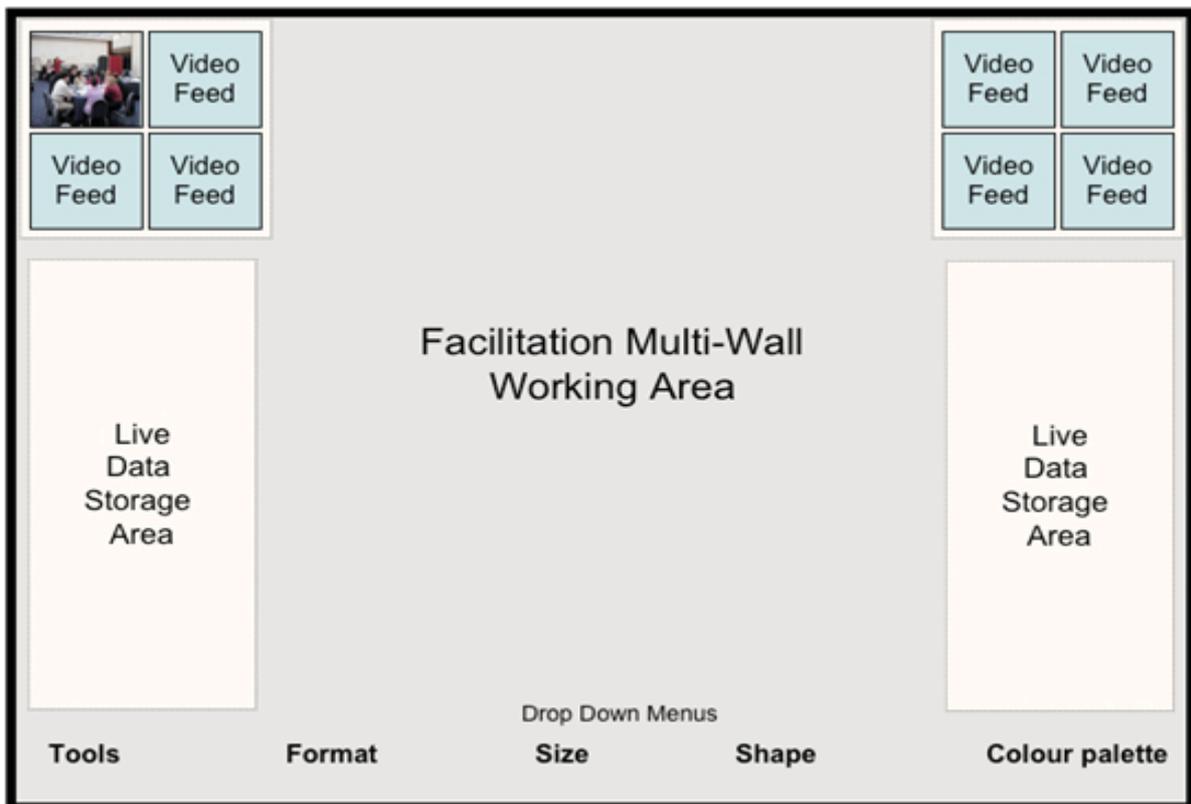
When people are in the same room it is easy for the facilitator to manage the interactions between the groups. It will, however, be essential that appropriate 'protocols' for multi-wall, technology are created and tested to maximise the benefit of remote group working.

### Reducing our Carbon Footprint

Diverse groups of practitioners, decision makers, policy makers and community activists spanning geographical divides will increasingly need to work together. Increasingly manufacturing and final production are separated. Assembly is done in a different country from the basic manufacturing. Colleagues work together but in different geographical locations. The drive for a work-life balance has meant that people often work from home and interact with customers and suppliers across the country and indeed the world. The need to reduce our carbon footprint is urgent and we need technology that will encourage us and enable us NOT to travel.



*Photos courtesy of Tony Mann*



*Photos courtesy of Tony Mann*



Photos courtesy of Tony Mann



Photos courtesy of Tony Mann

### The Need to Influence Technological Development

The need for interdisciplinary and trans-disciplinary interaction will increase in a highly globalised, dynamically interconnected world. Online collaboration, with greatly reduced monetary and carbon costs, will, with the right tools, become the norm. At a recent event sponsored by a government department the MD of a small high-tech explained how he had to go to India numerous times a year to train, support and oversee changes in manufacturing practices. He bemoaned the lack of suitable internet technology that would enable him to, not only to talk to the team in India but illustrate new concepts and get their input. We as facilitators need to be at the forefront in the development of online technology in order to influence the potential for collaboration.

### Can Online Collaboration Really Work?

It is well known that if we have met someone face-to-face and witnessed their mannerisms, experienced their humour and engaged with them, then we can relate to that person even if we are remote from them. Emails, for example, carry the personality 'signature' of the sender. The addition of a video/audio link can further enhance this interaction. Families talk across the world on Skype and it feels almost as if the other person is there next to you. Nevertheless, many organisations have abandoned the video link in favour of the old-fashioned telephone conference because despite promising a lot, video conferencing added very

little, primarily because there was minimal interaction.

However, the multi-touch screen, with its ability to enable simultaneous, real-time interaction can offer a new level of collaboration. It can be used for a wide variety of 'meetings' and 'workshops' where people need to engage with each other and handle visual data and information. The use of the multi-touch, multi-screen application can enhance virtual multi-location meetings and workshops. The real challenge will be to get groups up from sitting at the table and working at the 'wall'. However, we as facilitators, have a great tradition of encouraging groups to change their traditional style of working. Using the multi-touch screen *on the wall* will not only be a novel experience for some but an enriching one as well.

### So what is our Role in Online Collaboration?

The facilitator's role when facilitating using multi-wall touch screen technology is to:

- Identify the best *format* for the interactivity (e.g. 'All' - everyone' contributing, 'One to all' - one person on behalf others, 'All to One' - everyone openly contributing to one place - the wall)
- Select the most *appropriate technique/tool/model* to use, to manage the data/information and bring this up on the screen as a 'backdrop'
- *Break the data down* into manageable 'chunks' and encourage sub-group work by getting people to work at different screens to explore the issues and develop ideas to bring back to the main group

We, as we have always done, can ensure that people feel connected and involved and that they have the opportunity to input as much as anyone else – this will be true whether everyone is in the same room or not. It will be even more important to ‘watch’ everyone when people are working remotely and to use effective ‘protocols’ to ensure effective interaction.

### Session and Workshop at the European IAF Conference

In the session during the main Conference, people will be able to see the Facilitation Multi-Wall and experience how it works. If there is enough interest then we will run a pre-workshop on Thursday 14th October. In that workshop there will be an opportunity to practice using the Facilitation Multi-Wall and to be part of creating the protocols.

We aim to experiment with the technology and explore how it can be applied in different situations. Virtual meetings and are here to stay and we need to play our part in making them truly collaborative. Those that take part in the workshop and session will have the benefit of being in at the beginning, be able to fashion the future and add to our scope of influence as facilitators in an online, virtual world. The aim is to create a list of multi-screen facilitators, so that when a client buys this technology LamasTech can suggest a facilitator who understands the protocols. Come and join the workshop and the session and see the future!

### Footnotes

- 1) Trimble, J., Wales, R., & Gossweiler, R. (2003). NASA's MER Board. In K. O'Hara, M. Perry, E. Churchill, & D. Russell (Eds.), *Public and situated displays: social and interactional aspects of shared display technologies* (pp. 18–44). Dordrecht, the Netherlands: Kluwer.
- 2) Scaife, M., Halloran, J., & Rogers, Y. (2002). Let's work together: Supporting two party collaborations with new forms of shared interactive representations. In M. Blay-Fornarino, A. Pinna-Dery, K. Schmidt, & P. Zarate (Eds.), *Cooperative systems design: A challenge of the mobility age* (pp. 123–138). Amsterdam: IOS Press.
- 3) Tapscott and Williams (2006) (p. 10)

### ABOUT THE AUTHOR



*Tony specialises principally in facilitation. He has been a practitioner for over 20 years. In that time he has developed the Process Iceberg methodology that is recognised as one of the most effective facilitation Programmes available. Through the three Stage Programme he has trained several hundred facilitators across the UK, Europe in Australasia. His approach has been adopted in New Zealand and is delivered in Poland by Zmiana pl.*

*Tony is a leading member of The Centre for Facilitation, a group of expert Facilitators, who work together to develop facilitation as an approach to organisational change, project and risk management. The Centre for Facilitation is working with Leeds Metropolitan University in the development of academic study leading eventually to a Masters.*

*Tony has written a book and manual on Facilitation and his new book: Participate for a Change and the accompanying manual is coming out in August.*

# Crowd Wise

## *A new approach to participative decision-making*

By Perry Walker

### Introduction

Crowd Wise is simultaneously very new, and very old. Its venerability comes from incorporating a method of voting called consensus voting, which is over 200 years old. Its novelty comes from the way that voting and discussion are integrated.

Its aim is to provide a way for a group to take decisions that is participative, constructive and practical. Being participative, as I need hardly say to this audience, is essential if decisions are to reflect the values and interests of people affected by it. It is constructive in that the particular form of voting encourages people to find common ground, and discourages polarization. It is practical, first, in that the voting short-circuits some consensus-based approaches to decision-making, which are powerful but lengthy. It is practical, secondly, in its flexibility. It works equally well as a single event of two to three hours and as a much longer process. There is no limit on numbers. A current project offers all the 1500 members of AFC Wimbledon, a community-owned football club, the opportunity to take part.

### How it works

There are several elements. Crowd Wise provides different ways to tackle each one.

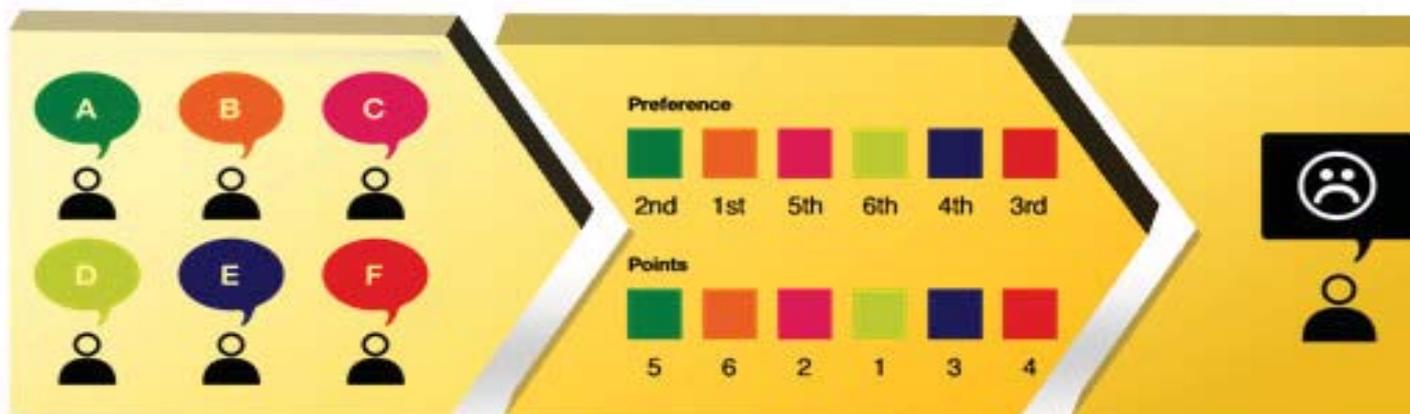
1. A range of options is developed.
2. Consensus emerges through a combination of



Photo courtesy of Perry Walker

discussion and voting:

- Discussion leads to options being adapted to widen their appeal, and sometimes to mergers between options.
- As stated above, Crowd Wise uses a form of voting called 'consensus voting'. All participants are invited to rank the options in order of preference. The higher the preference, the greater the number of points given to that option.
- The votes are counted. The higher the number of points earned by the top option,



1. A range of options is developed

2. Consensus voting takes place.

3. There is a range of options, no

the greater the degree of consensus.

**How Crowd Wise produces better, more acceptable decisions**

1. **There is a range of options.** This is important because decisions are rarely a matter of black and white.
2. **The options reflect the views of the participants.** The options are either developed by the participants, or, if they were prepared before the discussion, they are adapted to reflect the values and interests of the participants.
3. **The option that is chosen also reflects the views of the participants.** This is because:
  - The voting reflects people’s preferences on all the options. This contrasts with majority voting where people vote only for one option.
  - The chosen option is often a composite of some or all of the original options.
  - The voting shows how much consensus there is. If there is not enough, that is a sign to continue the process.
4. **People find common ground with each other.** With consensus voting, each participant has an incentive to engage with the other participants, in the hope of persuading them to rate their preferred option, say, third instead of fifth. This incentive would not exist in an either/or vote, when everyone will talk up their choice and criticise the alternative. Nor would it exist if people were not expressing their preferences on all the options. Furthermore, no-one votes against any option: they vote for all the options, to different degrees. In addition, people have an incentive to engage with the other participants, to understand how they can make their preferred option more appealing to others.

**An example of finding common ground in a situation of conflict**

*A forerunner of Crowd Wise was used in Belfast in 1986 to discuss the constitutional status of Northern Ireland. Over 200 people, including politicians - both unionists and Sinn Féin – chose this outcome from a list of ten options: “Northern Ireland to have devolution and power-sharing with a Belfast-Dublin-London tripartite agreement.” It was a mini-Good Friday Agreement, twelve years ahead of its time!*

**Practical advice**



1. Not only black and white.

4. The voting reflects people’s preferences on all options.

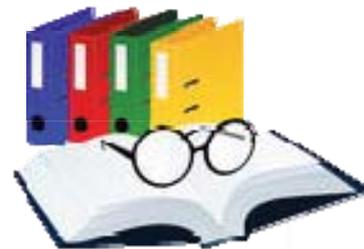
5. People find common ground with each other.

## CASE STUDY

**Use:** Developing policies and strategy

**Topic:** "How much power should local councils (parish and town councils) have in the 21st century?"

**Format:** Two hour event at University of Gloucestershire Summer Seminar in Cheltenham in July 2009, for 50 chairs and clerks of parish and town councils.



### 1. Starting options

There were six pre-prepared options.

### 2. Vote and discuss

At the start, each option was introduced by a speaker and there was an initial vote. Then the speakers divided themselves between the six tables at which participants were sitting. They had ten minutes to present their option in more detail and get feedback on it. They then moved to the next table, visiting all of the tables over an hour.

### 3. Revising the options

Each speaker then had the opportunity to amend and/or merge their proposal. At the end of this stage, there were three options.

### 4. Vote and discuss

There was a second vote on the three options, with the results discussed briefly by the whole group.

### How the options evolved

In the initial six options, the two extremes were:

*A. Local councils should not have more power.*

*F. Local councils should have full power to deliver all services in the locality.*

When the options were amended, the changes to F. included:

- Increase duties as well as powers.
- Acknowledge that this increase in power and duties brings an increased need for quality control and accountability.

At the merger stage, Option F was merged with option E. The merged option read:

Local councils should have powers and duties to deliver all appropriate services in the locality. This should be accompanied by increased: resources; quality control; and accountability.

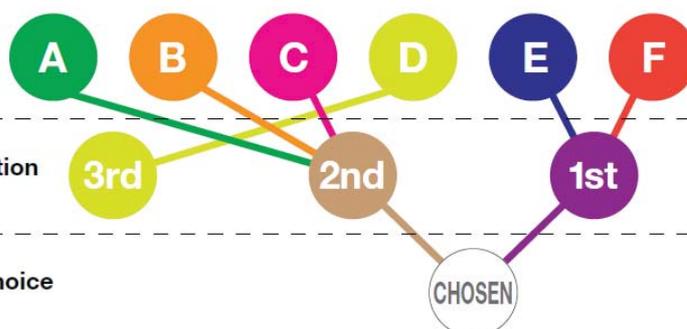
In the second vote, the merger of E and F came first, just ahead of an option which said that local authorities should have a duty to devolve to local councils. These two merge to form the final, consensus, option:

Principal authorities and other public service providers should have a statutory duty to devolve the delivery of services to the local council. This duty should be supported by devolving financial resources, quality control, accountability and training.

Initial options

Amended options after initial consultation plus position in second vote

Final outcome Merged 1st & 2nd choice



# Practical advice

## Hard-won experience leads us to these six tips:

### Visit the venue and have a rehearsal

One example when it would have helped to visit the venue beforehand was an event where we had to move the tables and chairs around after the previous session. The result was that some people mislaid their papers. This meant that the session could not start until, first, everyone turned up – and some people were fifteen minutes late – and, second, everyone had checked that the papers in front of them were theirs, so the missing ones could be identified and reunited with their owner.

### The starting question should be open

A closed question is one you can answer ‘yes’ or ‘no’. “Shall we take the bus?” is a closed question: “How shall we get to the cinema?” is an open question. We have held two events where in hindsight the question was too closed.

In December 2008, an event at Thinkspace, a quarterly space for discussing issues of participation, convened by the School of Peace Studies at the University of Bradford, considered the question:

*“Does the individual have the right to choose how or when to die?”*

An event held at nef in March 2009 used this two-part question:

- “1. Should the UK government have the power to detain without trial?
2. If so, under what conditions?”

A more open question might have asked: “*how should suspected terrorists or criminals be treated?*”

### Encourage people to vote for all the options

People are free to choose how many options they vote for, but it is fair to point out the implications of their choice. For example, a recent ballot paper said:

“Give your preferences for as many options as you wish (1st, 2nd, 3rd etc.)

If you give a preference for all five options, your 1st preference will score 5 points, your 2nd preference will score 4 points etc. You will score 15 points in total. However, if you express a preference for say only two options, your 1st preference will score 2 points and your 2nd preference will score 1 point, so you will only score 3 points in total.”

### Where Crowd Wise is part of a wider event, plan its integration with that event carefully

For instance, the Urban Forum Crowd Wise event was woven into the organisation’s annual conference. We were able to turn this to our advantage in designing the timetable. Part of that timetable was:

- 10.45 Ideas marketplace in which teams developed options
- 12.15 Lunch + AGM, during which we collected the flipcharts from each team, typed them up, printed out sheets showing all the options, and distributed these sheets [and ballot papers].
- [1.30] A first vote took place. Each team then amended its proposal in the light of the vote and put its revised proposal onto a flipchart.
- 2.30 Keynote speeches. This gave us time to type up the new flipcharts and print out the revised option sheets.

### But the question should not be too open

At the Molten Festival in Barking in August 2009, the topic was:

*“What’s the point of a festival?”*

Afterwards, all those involved in the event felt that the title was unsatisfactory. It seemed to enable speakers etc. to lump together everything that had a point. We needed a title that allowed us to make choices. Our first thought was that a better title would have been: *“What is the single most important point of a festival?”*

However, different festivals can and do achieve different things. So perhaps the title should have been: *“What is the single most important point of the Molten festival?”*

### Have at least two votes if possible

Wherever possible, we prefer to have a first vote at or near the start, and another vote later. Even if people are not very clear on the options when they first vote, experiencing the process early on means that they understand much better what the main vote is about. It’s important to signpost, however, that the first vote is just a test of the waters and the main vote comes later.

## ABOUT THE AUTHOR



*Perry Walker runs the democracy and participation programme at nef (the new economics foundation). He is on the board of Involve.*

*Perry has led the development of Democs, a conversation game, which provides a unique opportunity for small groups to find out about complex policy issues like climate change or nanotechnology, to shape and share their opinions, and to provide feedback for policymakers. Democs has attracted several thousand participants. More recently, he has developed Open Up, a way of setting out the arguments on an issue on a single sheet of paper or computer screen so that people can come to an opinion even more quickly than with Democs.*

*He has also designed and facilitated numerous participatory projects including: future search conferences (usually for 64 people over two days); Imagine, a workshop-based visioning process using appreciative story-telling; and the People's Café project, spreading discussion cafes to a range of people, including those with learning difficulties.*

## CONTACTS AND FURTHER INFORMATION

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*Case studies can be downloaded at:  
[www.neweconomics.org/projects/crowd-wise](http://www.neweconomics.org/projects/crowd-wise)*

*For the theory of consensus voting and software for analyzing a consensus vote, contact Peter Emerson, The de Borda Institute  
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Phone: 028 9071 1795 |  
Web: <http://www.deborda.org/>*

## ABOUT NEF



*Nef's aim is to improve quality of life by promoting innovative solutions that challenge mainstream thinking on economic, environment and social issues. Our current emphasis is on helping to bring about a 'Great Transition' to a low carbon, high well-being economy.*

*Our strategic priorities over the next four years are to set out a clear and compelling vision of that new economy, to show why it is needed and what needs to happen to get there and to start building public support for such a fundamental and rapid transition.*

# Pattern Making, Pattern Breaking

*Facilitating learning groups to create changes in behavior*

By Ann Alder

**As** human beings, we are pattern makers. Our brains seek order in the information they receive from our senses. We seek to establish patterns that become recognisable to us in order to make sense of the world we live in. We recognise and value patterns in nature, in language, in society.

This ability to form and manipulate patterns allows us to integrate new knowledge into existing frameworks, to relate new concepts to those we already have and to make connections between many discrete and distinct observations.

The ability to build patterns is fundamental to our ability to learn. As we acquire new information and knowledge we integrate and assimilate that knowledge into the related knowledge we already have, making small and subtle shifts to the existing patterns to accommodate the new ideas. In childhood, the existing patterns are flexible and fluid, shifting easily to accommodate new elements. In adulthood, this process may be less comfortable and may take more time. New ideas or knowledge may, ultimately, be rejected if the learner cannot find a way of blending the new knowledge into the existing patterns.

We also use patterns in the development of skills. Skill development requires practice and repetition: building and repeating a pattern of movement, action or thinking. Learning a physical skill – to the point at which the movement becomes grooved – means repeating an effective pattern

until the muscle memory takes over and the action becomes automatic. Building competence, whether physical, intellectual or social requires pattern recognition: the patterns of behaviour that achieve the desired results.

As facilitators we work to help others to make and break patterns. In supporting their learning, we aspire to help them to build those patterns that will be useful to them. These may be ‘technical’ patterns of language, number, sequence or process. They may be thinking patterns that support problem-solving, creativity, logical analysis or empathy. They may be patterns of behaviour that demonstrate trust, influence or integrity in relationships.

But at times we also seek to break patterns: to help our groups to ‘unlearn’. Before they can move on in the learning process we may need to help them to reject long-held patterns of behaviour or assumptions that have proved incorrect or of limited use.

Many writers and practitioners make reference to the ‘art of facilitation’. Great facilitators allow learners to become artists and designers: pattern makers who understand the connections between multiple individual elements and can connect them in ways that create both form and function. Facilitators help learners to check and test these patterns, choosing which to retain, which to reject and which to build upon. This choice is the key element in moving towards attitudinal and behavioural



**Ann Alder**

*Ann Alder is an experienced facilitator and designer of experiential learning tools and resources. She has worked in learning and development for almost 30 years and has developed an international reputation for training learning and development professionals in the skills needed to facilitate experiential learning.*

*Ann originally moved into the facilitation of experiential learning from a background in teaching and teacher education. She became a facilitator at Brathay in the UK, a leading centre in using experiential learning in personal, team, management and organisational development. She was then appointed Staff Development Manager and was responsible for the recruitment and professional development of Brathay's team of skilled facilitators. Since 1992 Ann has been co-owner and director of her own business, providing resources and learning design support to organisations and L+D professionals committed to using interactive, experiential learning tools and methods. In the last 5 years she has facilitated workshop sessions at ASTD in the USA, CIPD Conference in the UK, The World of Learning Conference in the UK, the Annual Career Development Conference of the United Nations in Rome and the Annual Conference of the School of Continuing Education of the Chinese Culture University in Taiwan.*

*Ann Alder is the author of *Pattern Making, Pattern Breaking: Using Past Experience and New Behaviour in Training, Education and Change Management*, to be published in November 2010 by Gower. See <http://tiny.cc/sl946>*

change: something that only comes about when the learner wants to initiate real change.

In my work as a facilitator of learning, I've explored this concept of pattern making and pattern breaking and seen how powerful it is in action. When my very young son was learning to count he consistently counted,

"One, two, three, four, five, seven, eight..."

On one occasion my response was, "What happened to six?", to which he replied confidently,

"One, two, three, four, five, what happened to six, seven, eight..."

A repeated pattern, yes, but clearly not yet a pattern that is entirely useful! However, I still see this too frequently in organisational learning – learners being trained to do something without understanding the concepts behind what they are doing or behaving in ways that are habitual without any awareness of the impact of that behaviour. I also see it in functional teams who carry out redundant tasks or work in inefficient ways because, "this is how we do it here".

As a facilitator, my focus is on three things: sensitivity to what I am seeing and hearing around me (pattern recognition), diagnosis and interpretation of what this means and what impact it has (pattern evaluation) and movement to action (support in breaking old, redundant patterns and replacing them with more effective and rewarding ones.)

To support this I have created practical 'learning tools' that help people to work through this process in ways that are engaging, fun and challenging. These activities help me to hold up a mirror so that learners can see the patterns they have created and repeated, challenge and confront them and ultimately re-form them.

During the October 2010 IAF Conference in Helsinki, I will be running a practical learning workshop to explore these ideas in practice, using experiential learning tools and principles. The session will explore how we can use our facilitation skills in training and learning contexts and offer new patterns to individuals, teams and organisations. I'd love to see you there.

# Tasting the Future

## *Tangy fresh process*

By Penny Walker

As you may have noticed, I'm a process aficionado.

I love to hear about innovative ways of helping people have the conversations they need. I love to try out new processes as a facilitator and a participant. I network with fellow facilitators through AMED, the IAF and a facilitators' group on linked-in. I read about unorthodox approaches, and sometimes I even try them with paying clients.

On June 28, I had the great treat of being a participant in someone else's workshop. There I saw for real – not in a training setting – open space, world cafe, graphic facilitation and live plenary mind mapping all used during the same meeting.

The event was the first 'assembly' for Tasting the Future, a collaborative whole-systems attempt to innovate the food system. It was organised by WWF, ADAS, the Food and Drink Federation and Food Ethics Council. Facilitation was provided by Hara Practice and Natural Innovation and other members of the hosting team. There were also

some people doing graphic recording, from Intuitive Intelligence Training.

Some exciting conversations and actions emerged, and you can read more about them on the Tasting the Future blog. I'm going to share some of the things I learned about process.

### **Dressing the room**

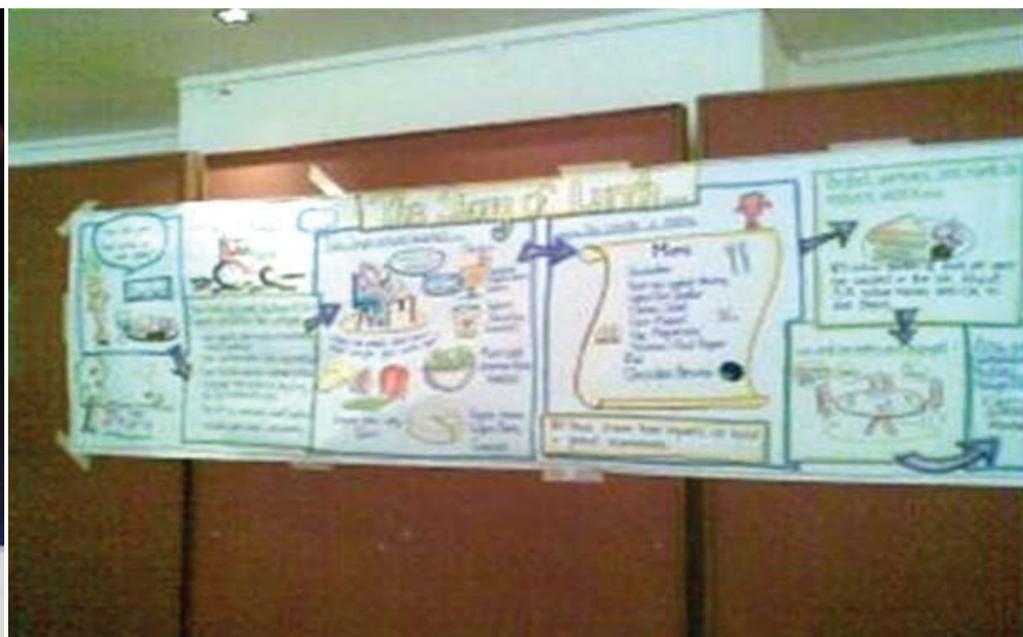
When we arrived we sat where we liked at small tables covered with flip chart paper, with a small stack of coloured pens, crayons and chalk. There were small bowls of sweets and a colourful cartoon diagram introducing us to world cafe. And on each table there was a unique food or herb seedling, grown at Hackney City Farm, which you could buy to take home if you liked. Plants included apple mint, chamomile, lettuces, cabbage and tomato.

### **Setting the tone**

There were a couple of phrases I scribbled down during the opening session. The hosting



(Photo courtesy of Penny Walker)



(Photo courtesy of Penny Walker)



(Photo courtesy of Penny Walker)



(Photo courtesy of Penny Walker)

team asked us to be strong enough to work with our differences, to become a community of innovators, to speak with intention. We were invited to 'listen louder' if we disagreed with what someone was saying, so that we could better understand their perspective rather than blot it out with our own.

### Meta-planning

Following a couple of rounds of world cafe, we were asked to come up with our best ideas about what we wanted to change in the current system. We wrote these on A5 size stickies, and these were then meta-planned (clustered) in plenary. Bear in mind there were over 100 participants, and the facilitators among you will recognise the audacity of this.

The hosting team had mikes and runners, and the lead facilitator began as usual by asking for any one idea. She then asked people with the same idea on their sticky note to shout 'snap!' This was a great way of gathering up the clusters very rapidly. A supporter did the actual sticking up, while the facilitator asked for the next idea. It didn't take long for all the ideas to be gathered and clustered.

### Whole group mind-mapping

Another daring bit of process for such a large group was the method used to identify topics for the subsequent open space session on action plan-

ning. We all gathered around a long wall, where a large blank area of paper was taped up.

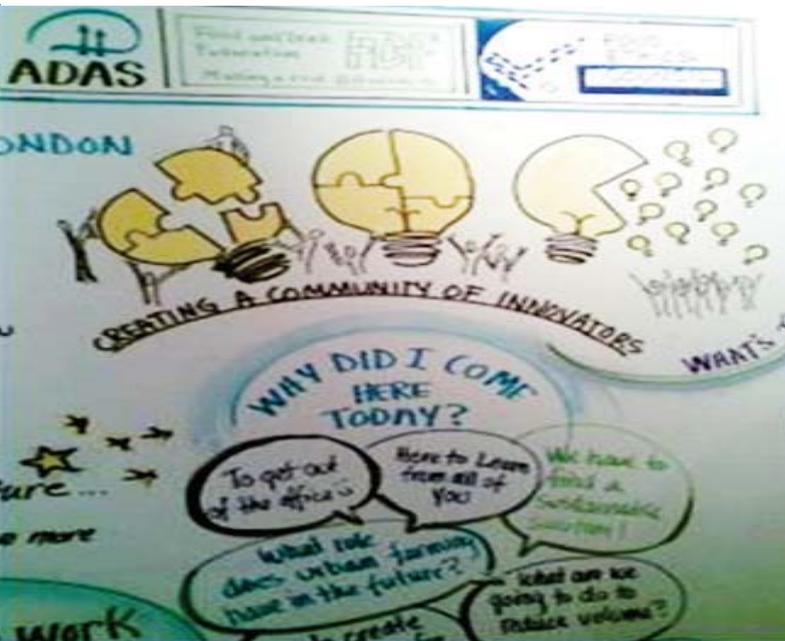
The focus question was posed: "Where do we need to take action?" (Actually there was an adjective in there, but my memory and my photo have let me down. Could've been 'where do we need to take collective action' or 'urgent action'.) Then the facilitator asked us to write our name legibly on a sticky note if we had an idea we wanted to add to the mind map.

Rules for the mind map included that there's no such thing as a bad idea, it's fine to disagree with a previous idea, and the owner of the idea gets to say where on the map it goes. There were support facilitators collecting up the names so the lead facilitator could call people by name. Other members of the team had mikes and ensured each person making a contribution could be heard. Two of the team were scribes, with four colours of marker pens. As a new theme and idea was added, the scribes would write it up on the evolving map.

One at a time, those who wanted to offered ideas for action, and said whether they were twigs to add to **existing branches**, or **new branches**.

This went on for about 30 minutes. It was beautifully controlled, and everyone who wanted to had an opportunity to contribute.

When the mind map was complete, we were each given three dots and invited to use them to indicate which actions we thought were the most important. Over tea, the dots were counted and



(Photo courtesy of Penny Walker)



(Photo courtesy of Penny Walker)

around a dozen action areas were identified which had enough support to be the topics for the subsequent open space action planning session.

### Open space

Over tea, the room was rearranged so there was one large circle in the middle. The topics which had emerged from the mind map were written up on large pieces of paper, each with a number which corresponded to a numbered part of the room.

The method of sorting out who went to which session was simpler than I'd seen before. There was no signing up of participants to different topics, or assigning topics to time slots. Instead, there was one 50 minute time slot. Within that time, participants could go to whichever topic they wanted, and leave it whenever they wanted. This is the law of two feet.

Topics were hosted by volunteer hosts, who put themselves forward while the open space was being organised. If a topic didn't have a host, it didn't run. There was also the opportunity for hosts to offer additional topics, and I think one was proposed at this stage.

Very soon we were ready to go to our spaces and discuss our topic. The host had a prepared flip chart where they were asked to record key information: topic title, who hosted, who participated, three key points to share, and actions the group would take (if any). The guidance was very clear on

actions: they were to be things someone in the group had agreed to take on, not recommendations for action by others. As the facilitator said "We're the ones we've been waiting for".

As the day progressed, a team of graphic recorders captured the highlights in this lovely illustration.

### ABOUT THE AUTHOR

*Penny Walker is an independent consultant, an experienced facilitator and trainer, and a recognised expert and author on sustainable development. Working from her base in North London, Penny helps large and small companies, NGOs and public bodies to create a better future. She also works with a range of partners and collaborators cooperating to help clients make changes at a strategic, cultural and personal level. In her spare time, she is the chair of Growing Communities, a ground-breaking social enterprise that grows and sells organic food in Hackney, North London.*

*Penny posted this article on her blog Facilitating Change for Sustainability July 2, 2010, and kindly gave us permission to reprint it. The session was facilitated by Maria Scordialos and Sarah Whitely of Hara Practice. See the original post at <http://penny-walker.co.uk/blog/2010/07/tasting-the-future-tangy-fresh-process/>*

# The Seven Separators of Great Facilitation

By Michael Wilkinson

What separates great facilitators from good ones? Sure, every facilitator needs to know about establishing ground rules, using appropriate tools, and maintaining a safe environment. But is there a set of skills that seem to distinguish the best facilitators from the rest of the pack?

We say, "Yes!" As facilitators and facilitation trainers, we have worked with and trained more than 12,000 facilitators since releasing our training class *The Effective Facilitator* in 1993. While some facilitators were beginners, most were experienced, and many were very experienced. Through working with this wide variation in proficiency, we identified what we believe are **The Seven Separators** - the key skills that seem to separate the top facilitators from the average ones.

The seven skills shown on the right page are based on our organization's experience and are just

a few of the key techniques covered by the facilitation methodology we teach in *The Effective Facilitator*. Your experience may be different and we welcome your comments. Twenty years ago, many thought that a flip chart and a pen was all you needed to be a good facilitator. Today, we know it takes considerably more. Please join us in our efforts to continually raise the bar on facilitation excellence.

*Michael will present this material at a one-day pre-conference at the 2010 IAF Europe Conference in Helsinki. Along with learning directly from the author of the material, you will also have the opportunity to practice the techniques and receive detailed feedback. Don't miss this opportunity! To learn more, see the IAF-Europe Conference website.*

## The Facilitators Methodology™



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# The Seven Separators

Top facilitators know that it is important to **establish and maintain a high energy level**. Whether you are working with a group in a week-long program, or facilitating a quality team that meets for two hours once a week, participants look to you to set the pace. Why set it high? We have found that high energy does three important things:

- Engages the group by getting their attention, gaining their interest, and keeping it fun
- Energizes the topic indirectly (i.e., the facilitator's energy suggests to the participants, "This must be important because this person seems to be excited about it.")
- Increases the perception of facilitator's self-confidence (We find that facilitators with low energy are *perceived* by participants as having low self-confidence!)

In every facilitated session, there are specific times when the facilitator stops speaking and looks to the group to speak – such as brain-storming or listing exercises. Average facilitators figure out what questions they want to ask. Great facilitators are aware that the way they ask "starting questions" will greatly influence the quality of the responses. So they **ask starting questions that draw a vivid image**. People can "see" the question and are very quickly able to respond with information that is directly on the topic.

Every facilitation situation is unique. Yet top facilitators design customized processes to address a sponsor's need. Top facilitators have a core set of standard agenda processes from which to draw and they know the cues for determining which agenda is appropriate in a given situation. They also have a method for building a new agenda process from scratch when needed.

Good facilitators accept the responses given by participants and summarize when necessary. Top facilitators quickly analyze responses given and **have a full toolkit of follow-up question types** to apply to a variety of situations. Sometimes they will ask playback questions to verify what was said; other times they may ask direct probes to challenge, redirection questions to get back on topic, leading questions to get out of a hole, etc.

Average facilitators understand that dysfunctional behavior by participants can derail a facilitated session and thus tend to be a bit fearful of dysfunction. They often ignore the early forms of dysfunction and hope that it goes away quickly should it occur. Great facilitators know that hope is not a strategy! During preparation, they seek to identify potential dysfunction and take steps in advance for conscious prevention, early detection and clean resolution of dysfunctional behavior.

Should a dysfunction occur, they quickly recognize it and have specific strategies for addressing the dysfunctions that commonly occur.

While average facilitators know the mechanics to handle a group in a facilitated session, top facilitators carry the group through the process. While average facilitators cover the agenda items, top facilitators smoothly transition from one agenda item to the next.

Top facilitators use check points every step of the way: with every new agenda item, they review what's been done, preview what's going to be done, and explain how the new agenda item contributes to the objectives established at the start of the session. Top facilitators use examples to ensure that participants understand. Top facilitators have a model for giving directions that allows them to always give accurate, clear, and concise instructions.

Good facilitators do an adequate job of recording the gist of what they heard the participants say. They may change the wording here or there to clarify, and may record what the person "meant." Sometimes they may choose not to record certain points that they deemed unimportant. In other cases, they look to the group to decide whether a point is worthy of recording.

Top facilitators **recognize the "power of the pen"** and understand how abuse of the pen disempowers individuals and can cause dysfunctional behavior. Top facilitators record the participants' words (not necessarily all of them) instead of their own. They write what was said, regardless of *their* perception of value. Once written, they use their follow-up questions to get the participant to clean up the words.

# The Drivers Model:

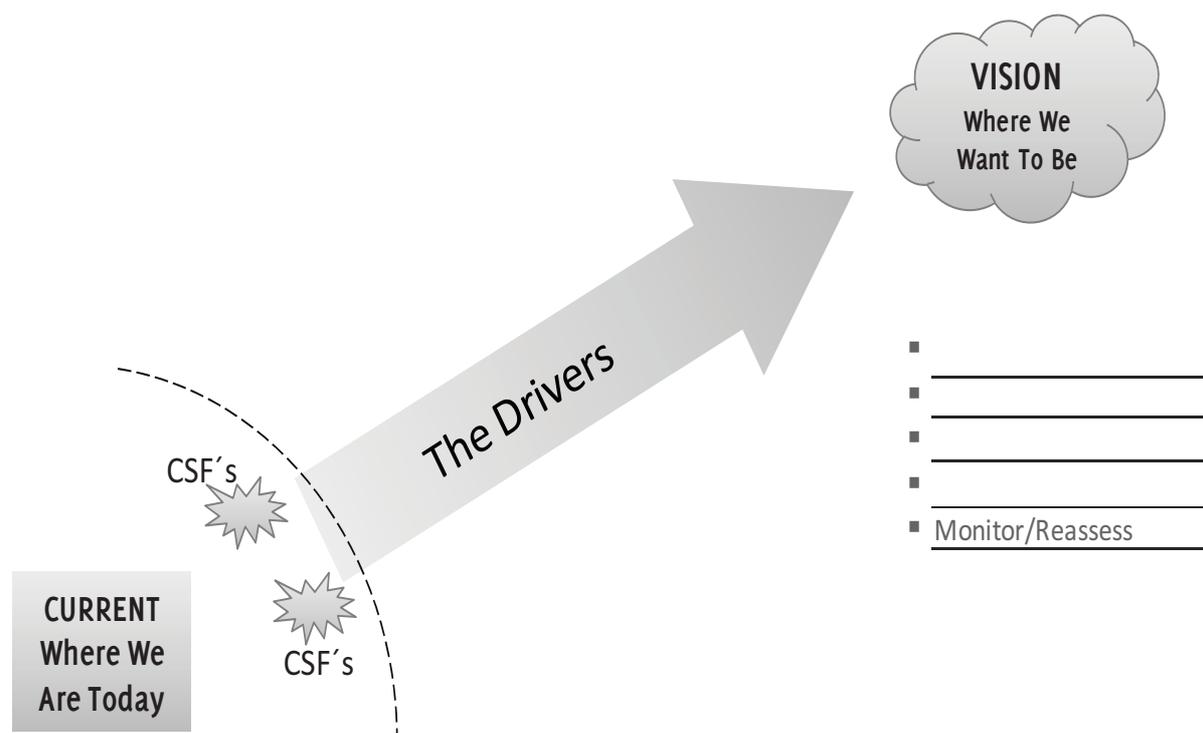
## *The Secrets to Facilitating Strategy*

By Michael Wilkinson

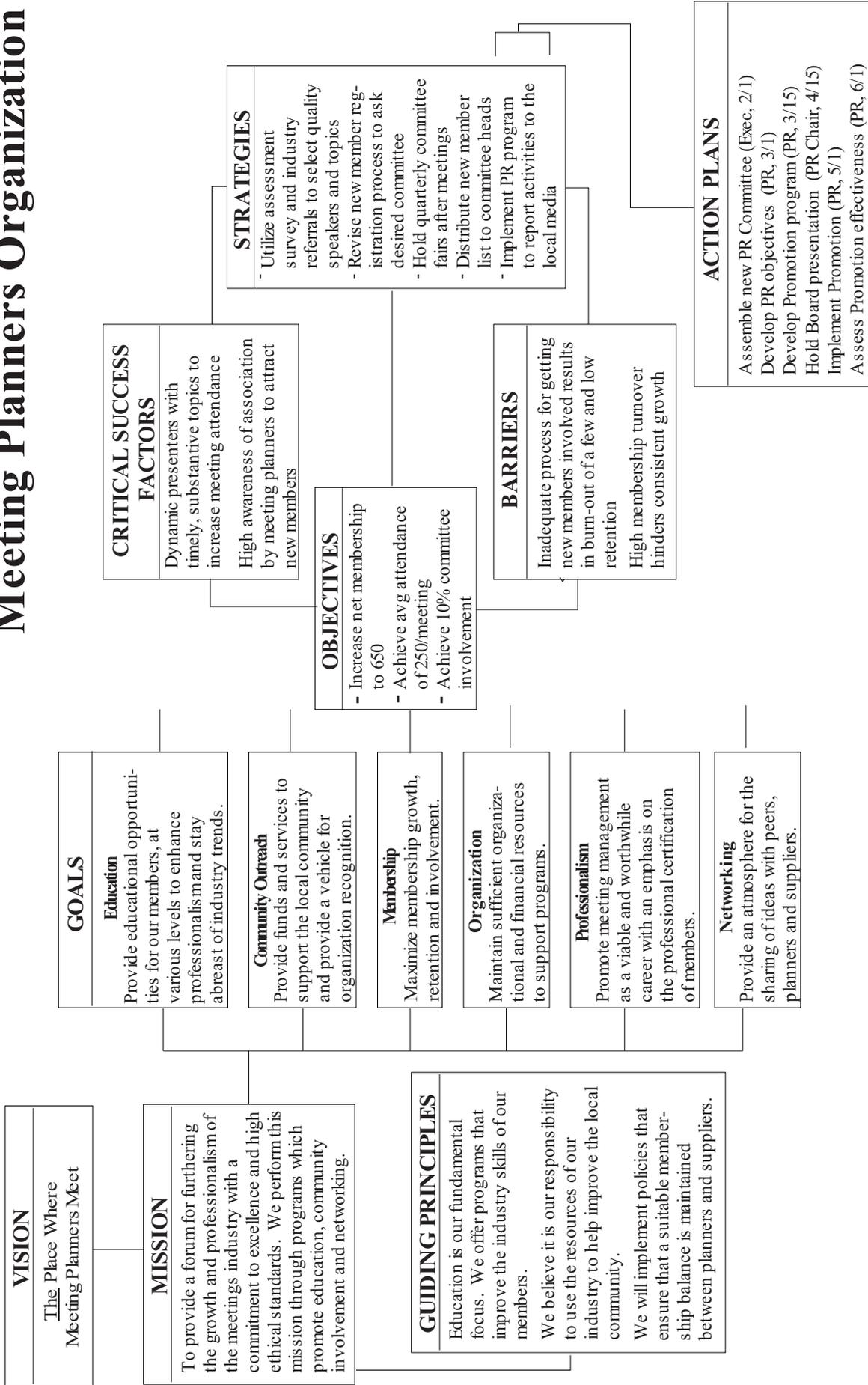
*Note: Michael will be presenting The Secrets to Facilitating Strategy at a special one-day pre-conference at the IAF Europe Conference in Helsinki. To learn more, see the IAF-Europe Conference website ([www.iaf-europe-conference.org](http://www.iaf-europe-conference.org)).*

Leadership Strategies has developed the Drivers Model, a method for taking a strategic approach to addressing a business situation. The model provides a simple communication tool for helping organizations construct a strategic plan. The model is fully scalable and applies to Fortune 500 companies, non-profit organizations, a field office, an individual department, a work team, etc.

There are four major steps in our standard Drivers Model. What follows is a brief overview of the four steps. For a sample deliverable, action plan format, and list of terminology definitions, see the detailed workshop description on the IAF Europe Conference website.



# Meeting Planners Organization



### Step 1: Where are we now? (Situation Assessment)

Understanding the current situation is vital to identifying the approaches needed to drive success. A full understanding of the current situation includes an analysis of several areas. The list below shows a sample list of assessment areas and one or two of the key questions to be answered for each.

- Customers – What are their current and future needs? What are their perceptions of our performance?
- Employees – What are their perceptions of our organization and how we can improve? How can we make them more effective in their roles?
- Industry trends – What have been recent shifts in the industry? What shifts are anticipated for the future?
- Competitors – How do we compare against our competitors? What are their recent and anticipated initiatives?
- Performance trends – How are we performing by product, by market, by channel?
- Recent goals and initiatives – How are we achieving against our plan? How successful have we been with recent initiatives?
- Organization profile – What are our strengths and areas for improvement with regard to our organization structure, processes, technology,

culture, etc.?

Often, planning teams summarize the current situation information into a SWOT: a summary of the organizations key strengths, weaknesses, opportunities and threats.

### Step 2. Where do we want to be? (Strategic Direction)

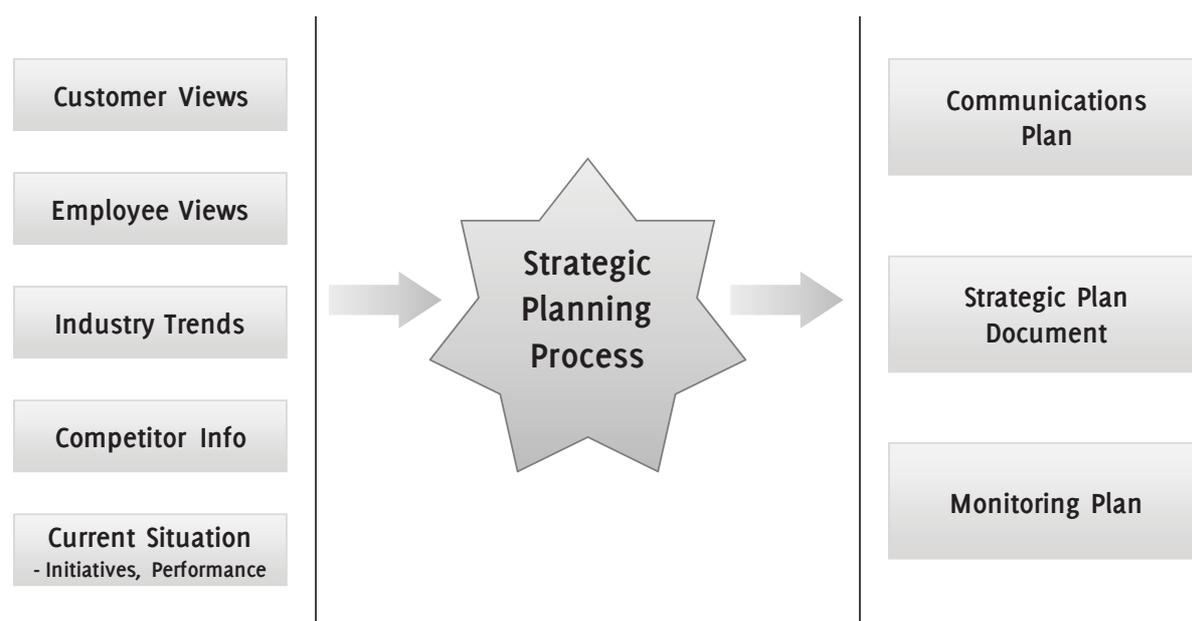
The heart of strategic direction setting is this second step. In our Drivers Model, the information from the situation assessment is combined with the understanding of future trends to develop the vision statement and the mission statement.

- **Vision** – the organization’s preferred picture of the future
- **Mission** – the overall purpose of the organization (i.e., what the organization does, for whom it does it, and the benefit)

The second page shows a sample segment of the strategic plan for a trade association of meeting planners. While the mission speaks to “what they do, for whom, and the benefit,” the vision describes what the future will look like if the organization achieves its mission.

The strategic direction setting also includes the defining of **goals and objectives**.

- **Goals** – the broad, long-term aims that define accomplishment of the mission



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- **Objectives** – specific, quantifiable, realistic targets that measure the accomplishment of a goal over a specified period of time.

Each goal has a specific set of objectives, as shown below for the membership goal.

The objectives establish the bar for the rest of the planning effort. **All the strategies, action plans and investments should be focused on achieving one or more of the plan objectives.** Therefore, it is critical that you select the right objectives for measuring our success. Establishing objectives is perhaps the toughest work in planning.

The planning effort also includes establishing **Guiding Principles** - general guidelines that set the foundation for how the organization will operate. Guiding principles are more than just a statement of values. Guiding principles also describe the actions the organization will take based on the values.

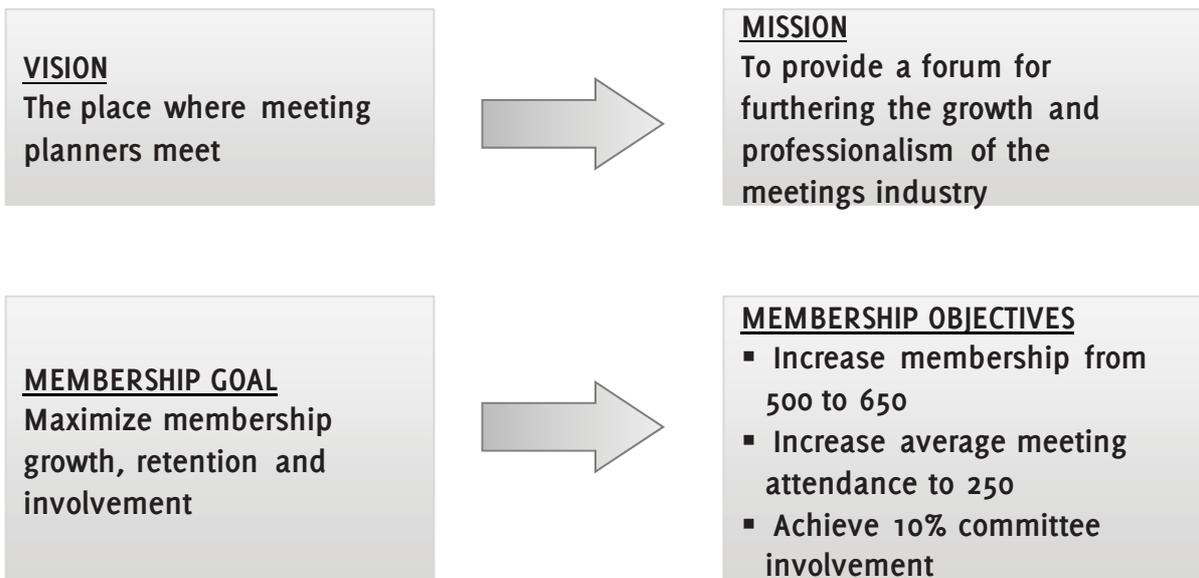
**Step 3 – How do we plan to get there?  
(Implementation Planning)**

Once the objectives are established, the next step is to develop the road map for achieving the direction. For the road map to be viable, however, it must focus on three areas in particular.

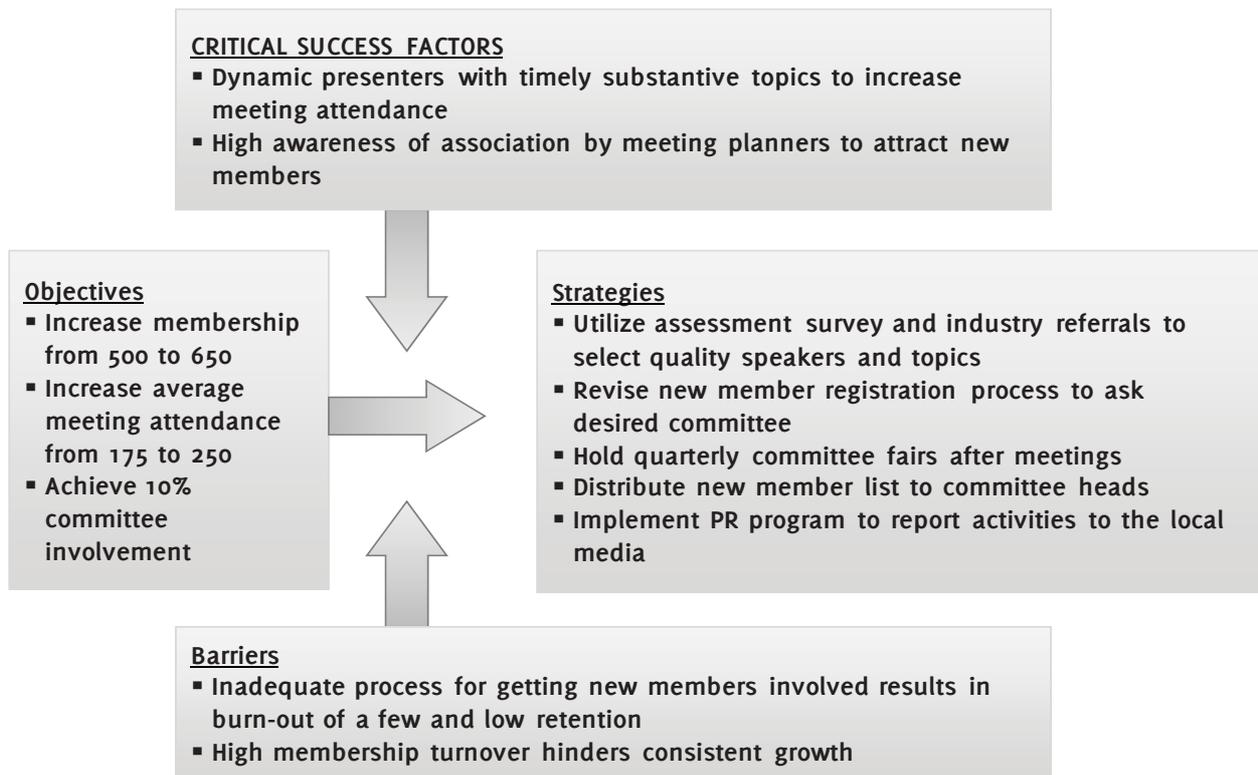
- The **barriers** to achieving the goals and objec-

tives indicate those challenges which the organization must overcome to achieve its strategic direction. Barriers answer the following questions: “Why haven’t we achieved our goals already? What is standing in our way?”

- While barriers address the challenges, the critical success factors identify those key conditions that must be met to achieve the goals. Critical success factors, typically no fewer than two and no more than seven per goal, serve as a guide for determining the strategies to be developed.
- The **strategies** that are undertaken (i.e., the road map) must drive achievement of the strategic direction by controlling the **critical success factors** and overcoming the barriers.
- An important activity at this stage is the **prioritization of strategies** to determine the items to focus on first. For each priority strategy, an action plan is developed which details steps, responsibilities, costs and timetables. The action plans can then be summarized to identify resource requirements and to develop a resource plan to meet those requirements.



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#### Step 4 – How will we monitor progress? (Monitoring)

Many organizations benefit simply from going through the process of creating a strategy. At this point, everyone is clear on where we are going and how we plan to get there. However, the key value to strategy development comes in the implementation of the plan. Unfortunately, all too often, strategic plans become space fillers on an executive's bookshelf. To prevent this occurrence, we recommend a structured monitoring process every three-to-six months.

The structured review involves:

- Assessing progress on strategies
  - Grading the current and projected performance against the objectives
  - Identifying changes in the environment, new barriers, additional critical success factors
  - Making adjustments to the objectives
  - Re-establishing priorities for strategies, removing strategies and adding new strategies as needed

While often a sobering process, this detailed level of monitoring provides a method for ensuring that the long-term strategy stays on the front burners, despite the pressures of the day-to-day business operation.

#### ABOUT THE AUTHOR



*Michael Wilkinson is Managing Director of Leadership Strategies, a company that specializes in meeting facilitation and facilitation training ([www.leadstrat.com](http://www.leadstrat.com)). He is the author of *The Secrets of Facilitation* and *The Secrets to Masterful Meetings* and primary author of the firm's course, *The Effective Facilitator*, a four-day class taught monthly in Atlanta, Georgia, and quarterly in cities around the United States. He is one of less than a dozen Certified Master Facilitators worldwide and was named Facilitator of the Year for 2003 by the Southeast Association of Facilitators. He has presented at IAF European Conferences in 2008 and 2009.*

# World Cafe gives voice to Scottish students

By Inverclyde Now and Fiona MacNeill

The world cafe concept recently helped students at a new Scottish primary school cope much more effectively with major changes in their school and their lives. The event, called Cafe Change, allowed more than 60 primary school students, teachers and parents at Aileymill Primary School in Greenock to explore powerful questions around behaviour, support, taking a positive approach to change, and making the transition from primary to secondary education.

The pupils have just come together through the amalgamation of two local primary schools, Earnhill and Ravenscraig, which merged to form Aileymill Primary and Nursery, which opened in a new state of the art school building in March 2010. The P7 pupils are also about to embark on their transition to high school, as they will join the new Inverclyde Academy in Greenock this August.

“It has been an incredibly demanding year for our pupils with the move into the new school not long before their transition again into Inver-

clyde Academy,” said Aileymill Primary School head teacher Isabel Lind. “As this Aileymill Café Change is something that has never been part of either school before, it is helping us cement a real feeling of being Aileymillers together.”

Fiona MacNeill Associates of Glasgow organized the event for the school, choosing the world cafe model because it allowed for an approach that was informal, inclusive, and valued everyone’s contributions.

“Sometimes Scots are reticent about expressing their opinion,” said Isabel. “It is all part of our psyche. So at Aileymill we feel particularly strongly about giving a voice to young people and encouraging them to articulate how they feel, in their own voice, which is precisely what the Café sets out to do. Some of the best ideas I’ve taken forward have come from the youngsters and I’m sure this journey will prove just as rewarding.

“This is a fabulous opportunity for us to be working with the professionals at Fiona MacNeill



Primary 7 teacher Catriona Miller and FMA Director David Gillespie with Aileymill Primary School pupils (standing) Susanne Kelly, (front from left) Kyle Ritchie, Chloe Roberts, Scott Fitzgerald, Naomi MacPherson and Leanne McGachy.



## THE AILEYMILL CAFÉ QUESTIONS

### Topic Area – Behaviour

- How will you take personal responsibility for your behaviour?
- What kind of things can you do and say to make the start at Inverclyde Academy as good as it can be?

### Topic Area – Support

- Why is it important that you take positive action if things are not working out the way you want them to?
- If you were getting all the support you

needed when you get to Inverclyde Academy, what would that feel like?

### Topic Area – Positive Change

- What opportunities does going to Inverclyde Academy present to you?
- If you were looking back at your first year at Inverclyde Academy, what would you like to be remembering?
- If you had the courage to talk about one thing now that you think would make a difference to you moving to Inverclyde

Associates and to be doing something quite unique within the school environment for pupils, parents and teachers, as well all learn together on equal terms,” Isabel added. “It helps demonstrate to the pupils that we are always learning and that it should be pleasurable.”

Said Fiona: “Working with the school is something close to my heart. Not only is Greenock my home town, my sister Catriona Miller is a P7 teacher at Aileymill Primary. We are using World Café and its concepts more and more in our work and we are really excited about discovering how this will engage young people.

“It is an emergent process that expects no right or wrong answer and has no purpose other than encouraging conversation centred on the questions. Everyone has a voice and everyone’s story is important, as it provides an image of how people see themselves now and in their future.”

Everyone had a chance to be part of four different conversations, to distil what they think have been the most significant themes and to sum up what this means to them personally in terms of their rights and responsibilities. FMA created a document for the school, along with a credit-card sized summary that participants can keep as a reminder of their commitments to themselves and others.

The FMA team was joined for the day by Peter Risk, the Regional Director of Her Majesty’s Courts Services (HMCS) based in Bristol, with whom FMA has used the World Cafe model, and by Louise

Brennan-Stewart, an art teacher from Glenburn School who created a visual memory of the day. HMCS, an executive agency of the Ministry of Justice, is responsible for managing the Magistrates’ Courts, the Crown Court, County Courts, the High Court and Court of Appeal in England and Wales.

As well as being a table host, Peter provided an overview of his journey through life and his experience with FMA and the World Café Change process to kick off the day. “I’m participating in the Aileymill Café Change because I truly believe in FMA and the World Café experience that they deliver,” he said. “We have had an incredibly effective partnership over the past three years and this is my opportunity to give something back.

“The World Café is powerful and we have used the concept successfully with staff throughout the South West. It encourages teamwork and gets people to look at issues and problems differently. In my experience, it generates many new ideas and enthusiasm.

“I’ll also be talking about influence. Wouldn’t it be great if we could persuade the Prime Minister, the head teacher, our parents or friends to do what you want? But in reality, we all have limited influence over others, even those very close to us. There is only one person you can truly influence and that is yourself. At the end of the day, the one person you can control is yourself.

“The Aileymill Café Change will hopefully leave the head teacher with people who are much closer, with renewed enthusiasm and new ideas to take forward into their future.”

"We are very grateful to Aileymill Primary School for creating this opportunity for us," said Fiona MacNeill. "We all enjoyed a fantastic day with laughter, music, conversations and challenges. The resulting commitments will be a useful reminder to the children about their rights and responsibilities as they make the transition to secondary school. We discovered what mattered to them is exactly what matters to adults in an organisational setting - self esteem, having friends, belonging, being supported and doing the best they can. It was a fascinating window on humanity and how we relate to each other."

## FOR FURTHER INFORMATION

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The Aileymill pupils commit their conversation to the table cloth.

# The Nearest Exit May Be Behind You

By Gillian Martin Mehers

Before I started a workshop recently, I checked both of the Fire Exit doors to make sure they were not locked (believe me, it happens). I also roamed around outside the workshop room to find the fire extinguisher, which I knew was there somewhere (under a table - in plain sight if you are 1 meter tall or less). I also checked with the building maintenance team to see where the rally points were in case of evacuation.

These are things I do regularly now when I work in a new venue, and check again in familiar ones. Then I'll start my facilitation work with a group by reminding them of these safety features, often before we get to the objectives of our day. Sometimes I format this information as quiz questions, to keep it light yet still draw their attention to it - it's amazing how many people don't remember these features in their own buildings. (I'll admit that I didn't either!)

This practice is drawn directly from my work with companies. In the past few years I've worked more and more with large private sector groups, many representing heavy industry, in and around their own buildings. Many businesses will start their meetings with a reminder of this information. In some cases they might do something more substantial called "Safety Shares", or "Health and Safety Shares." I even worked in one company HQ that asked visitors to watch a video about building safety in the reception area before they were able to enter the work space for our meeting (where they then still got the Health and Safety Share).

The Health and Safety Shares that I saw were interesting in that they provided opportunities to show statistics about some aspect of safety in the company or in the country/region where it is located. For example, in one workshop a company participant lead the Health and Safety Share with



statistics on how many people have accidents from falling down staircases (one UK report stated that 28,602 people were hospitalised for falling down stairs in 2007-2008). This statistic supported the company's stringent rule (signs everywhere) for holding handrails on the staircases in all the buildings and installations - an earnest rule that sometimes made visitors smile.

In that particular workshop, which was cross-sectoral and focused on sustainability, we brought in the "E" of "HS&E" which is now what many companies have renamed their Health and Safety departments (Health, Safety & Environment). After the staircase information another participant added some statistics about how many plastic bottles are being used, to sensitise people about waste (15 million plastics bottles are used each day in the UK!) This was presented by one of the NGO participants as the "Environment" part of the "HS&E Share" and framed as a way to help society "hold the earth's handrail." It was both clever and profound as a way to interpret HS&E in today's corporate social responsibility environment.

These Shares might also be complemented by inputs from the participants on things that they see on their way to work - safety infractions or good practice - as a way to bring the messages into their daily life, rather than just norms that are followed at work. All in all, this kind of HS&E share took about 10 minutes before the workshop (we even started a little early to take this into account),

and was an interesting and thoughtful way to bring both the practical personal safety aspect into the room (including how to get out of it, fast!), as well as to position the workshop discussion in a much wider social context.

If you look around you right now, do you know where the emergency exit is? A fire extinguisher? Your local recycling station?

## ABOUT THE AUTHOR



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## Welcome, new and returning members

(July 2010)

We are delighted to welcome new members who joined IAF in July:

- Suresh G. Gunaratnam, Turkey
- Afrodita Kermicieva-Panovska, Macedonia
- Bertil Lofkvist, Sweden
- Gayle Rice, United Kingdom
- Lisa Sloan, United Kingdom
- Peter van Beuningen, Netherlands

We are equally delighted to welcome back the following members who renewed their memberships during July:

- Emma Langman, United Kingdom
- Frank Little, Netherlands
- Neil Oliver, United Kingdom
- Mariette (Jet) Proost, Netherlands
- Anna Ptasnik, Sweden
- Vernon Ringland, United Kingdom
- Wolfgang Schmitz, Vanuatu
- Mikko Syrjanen, Finland
- Sophie Treinen, Italy

## A new IAF Board nominations & elections process for 2010

By Martin Gilbraith, IAF Board Vice Chair (Chair Elect) | [vice.chair@iaf-world.org](mailto:vice.chair@iaf-world.org)

Please get in touch if you are interested to get more involved with IAF, to help the Association to grow and better serve its members and the facilitation profession!

Last year, IAF members approved some revisions, proposed by the Board, to the Association's Bylaws. These revisions provided for the creation of local IAF chapters around the world. This is a key plank of our strategy to deliver greater value to members and grow the Association by bringing IAF and its members closer together, and is now getting underway.

Another way we aim to bring IAF and its members closer to each other is by a new Board nominations and elections process which we are now launching. This is designed to bring our practice in line with the newly revised Bylaws, and bring greater openness, transparency and democracy to the IAF's leadership and governance.

I have posted three documents with further details to the members' area of the IAF

Forum at [www.iaf-forum.org](http://www.iaf-forum.org), and these are also available on request from me or the IAF office (see below). These are:

- the new nominations & election policy & procedure itself, with an outline plan for how it will be piloted in 2010 and also essential & desirable qualities for the roles
- a succession planning chart showing present and recent incumbents of each role, and which roles are vacant or coming vacant this year
- the 2009 Bylaws themselves, which include an overview of each role. Detailed role descriptions for each role are now under review by the Board and will be available shortly.

Most immediately, we are seeking 3-7 members to form a new volunteer Board Nominations Committee, to oversee the process and ensure that it is fair and transparent. That committee will then be seeking nominations for members to stand for election in the

autumn to the global Board of Directors.

The volunteer Board of Directors comprises 17 roles – four Officers (Chair, Vice- Chair, Treasurer & Secretary), six Strategic Initiative Directors (Communications & Publications, Community Outreach, Conferences, Membership & Affiliates, Sponsorship/ Endorsement and Professional Development) and seven Regional Directors (Africa, Asia , Australia/New Zealand , Canada , Europe , Latin America & Caribbean, and USA).

Ten of these 17 Director roles will be open for nominations this year – eight due to the expiry of their two-year terms in December, and two due to their serving Directors retiring mid-term. We are expecting up to three of the presently serving Directors to stand for re-election to a second term, and we have already had a few expressions of interest in other posts as well. However, the election for each post is open to as many candidates as choose to stand for it, and we would welcome having more than one candidate for each post in order that the members have a real choice in exercising their vote!

**We are now seeking candidates for the Nominations Committee, by August 16th.** That committee will later announce the deadline for

candidates for election to the Board – likely early September, for elections in October. Nominations Committee members will be expected to commit to serving only this year at first (until the election process is complete, by December at the very latest), but we hope at least some may be willing to serve next year as well.

We are particularly keen that the Nominations Committee, and the Board itself, reflect as far as possible the diversity of the IAF membership and the facilitation profession, as well as bringing the appropriate skills and experience to the roles. So, **please consider whether you would be willing to volunteer to serve IAF in this way!**

Download further details from the IAF Forum at [www.iaf-forum.org](http://www.iaf-forum.org), or ask to have them sent to you by me ([chair.elect@iaf-world.org](mailto:chair.elect@iaf-world.org)) or the IAF office ([office@iaf-world.org](mailto:office@iaf-world.org)). Please raise any questions on the Forum, or directly with me or any other Board member. I shall be away on leave from July 26 -August 9, but I look forward to responding before or after then.

I look forward to hearing from you, and thank you for your support and commitment to our Association and our profession.



**The IAF Methods Database**  
[www.iaf-methods.org](http://www.iaf-methods.org)



## Method of the Month - Movie Posters

*Courtesy of IAF Methods Database [www.iaf-methods.org](http://www.iaf-methods.org)*

We see posters advertising new movies quite often in public places. They summarize with visual images, a dramatic title and a few critical phrases, an entire story and its characters. This method aims at letting the group create the poster for their “movie”. It can be used for summarizing learning, for reporting on team activities over the past period of time, for building a common story

about something that has taken place in the organization.

### Introduction

In order to create today’s reports, imagine that you are creating a movie. In one hour, please return with the poster for your movie (like the posters you see in public places advertising movies).

*continued on next page...*

Think, for example, of the posters for “Gone with the Wind”, for “Star Wars”, for “Mr. And Mrs. Smith”. (Refer to posters you yourself have seen recently.) The poster tells the story. Distribute flipchart paper and lots of colored markers.

#### Procedure for the teams

1. First of all, review the elements of the story you want to communicate.
2. Secondly, decide what sort of story you would like to tell. For example, you could:
  - Make an epic, like “The little team that could...”
  - You could create a fable: “Once upon a time, in a humble IT department far away...”
  - You could create a first person story: “I looked terror in the eyes when I saw.”
  - You could be the International news bureau and interview team members about their achievements: “An exclusive interview with.
  - You could be one of the customers who explains how his problem was solved,: “We thought we were doomed, until...”
  - Etc

3. Now create your poster. It should have four elements:

- Title of your story
- Subtitle that explains what the story is about
- 3 scenes from the story
- One critical line from your story: a supporting quotation, a line from one of your characters, etc.

#### Closing Reflection

Have an art-gallery sort of area where teams can hang their posters and everyone (perhaps as a tea and coffee break) can visit and read what is posted.

Close with reports from each team (if a large group, ask only for the titles and subtitles) and a reflection on what people have seen and heard:

- What were some of the poster images that struck you?
- What phrases are still ringing in your mind?
- What were ways of telling our story that really “worked” for you?
- What were some new insights you had into what we are doing here?
- What would you say is our next step with this story?

## Facilitation Workshops and Meetings 2010-2011

Find out more details about specific events listed here by visiting the Workshops and Meetings section of the IAF Europe Forum (<http://www.iaf-europe.eu>) If you would like to let others know about an event you are organizing, please email [rose-mary.cairns@iaf-europe.eu](mailto:rose-mary.cairns@iaf-europe.eu).

#### AUGUST 2010

- Aug. 13 - deadline for submitting remaining documents for CPF Certification event in Helsinki Oct. 13-14
- Aug. 18-20 - The Inner and Outer Worlds of Appreciative Inquiry: ways of being and doing as an AI practitioner, 4th Annual Re-



treat for experienced AI practitioners, Kent (Anne Radford and Jane Magruder Watkins)

- Aug. 20-21 - Facilitation Camp, London (DecisionLab & LondonCreativeLabs)
  - Aug. 22-26 - "Co-creating a New World of Organizations & Communities", the 2010 OD World Summit, Budapest, Hungary
  - Aug. 23 – invitations extended to stage 2 for CPF Certification event in Netherlands
- Sept. 23

#### SEPTEMBER 2010

- Sept 5-7 - Leading Meetings that Matter. An Advanced Facilitation Workshop, Elsmeren, Belgium (Sandra Janoff and Marvin Weisbord)
- Sept. 9-11 - Managing a Future Search, Elsmeren, Belgium (Sandra Janoff, Marvin Weisbord)
- Sept. 12-14 - 2010 Future Search Learning Exchange, Geetbets, Belgium
- Sept. 13 - Invitations to Stage 2 of Certification event in Helsinki extended
- Sept. 13-17 - Skilled Facilitator workshop, London UK (Roger Schwarz)
- Sept. 17-19 - ICA European Interchange, Brussels (European ICA Network)
- Sept. 20-21 - Advanced Skilled Facilitator Workshop, London UK (Roger Schwarz)
- Sept. 22 - Group Facilitation Methods, Manchester UK (ICA:UK)
- Sept. 21 - Leadership for Turbulent Times, London UK (John McWatters, Living Leadership)

- Sept. 23 - CPF Certification Event (in Dutch), Rossum, The Netherlands
- Sept. 23 - Action Planning, Manchester UK (ICA:UK)
- Sept. 24-26 - Applied Improvisation Network Conference, Amsterdam, Netherlands (AI Network)
- Sept. 27-29 - Business Partner Skills, West Sussex, UK, (Roffey Park)

#### OCTOBER 2010

- Oct. 4 - Facilitation Strategies for Leaders, London UK (Ingrid Bens)
- Oct 7-8 - Advanced Facilitation Strategies, Edinburgh, UK (Ingrid Bens)
- Oct. 12 - IEMA Change Management workshop, Newcastle upon Tyne (facilitator Penny Walker)
- Oct. 12-13 - Group Facilitation Methods, London, UK (ICA:UK)
- Oct. 14 - Facilitator Certification Event, Helsinki, Finland
- Oct. 15-17 IAF Europe 2010 Conference, Helsinki, Finland

#### NOVEMBER 2010

- Nov. 11 – Change the Conversation, Change the Organisation, London UK (John McWatters, Living Leadership)
- Nov. 16 - Introduction to Group Facilitation, Manchester UK (ICA:UK)
- Nov. 17-18 - Group Facilitation Methods, Manchester UK (ICA:UK)

