



THIS MONTH

'LEADING UPWARDS' – THE NEW COMMON WISDOM

#10 OCTOBER 2011



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; robert.verheule@iaf-europe.eu; kristin.reinbach@iaf-europe.eu; rosemary.cairns@iaf-europe.eu.

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ABOUT THE NEWSLETTER

The IAF Europe Newsletter is published monthly by the IAF Europe Regional Team for members of the International Association of Facilitators living within Europe.

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Cover picture: Theory of Change is a way of explaining how and why a social change initiative works, and is increasingly being used in evaluating projects funded by European agencies. Good facilitation is key to making this participatory process work well.

This photograph of a recent training session in London, England, was shared by Hélène Clark, Ph.D., of ActKnowledge. For more photographs and her story, see page 4.

Please send your contributions to your Newsletter to rosemary.cairns@iaf-europe.eu

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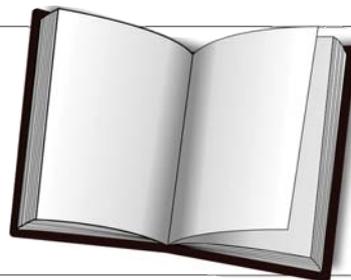
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Theory of Change Training

Notes from the Field

By Helène Clark, Ph.D.

“This is revolutionary”

comment by participant

On September 9, 2011, we hosted a training in Theory of Change (TOC) methodology at Birkbeck College, University of London. The session was sold out – with 31 participants from organizations as diverse as:

- 4C Coffee Association (Kenya)
- BBC World Service Trust (UK)
- Conciliation Resources (UK)
- Education Centre for Non-profit Organisations (Slovakia)
- GLEN - Gay and Lesbian Equality Network (Ireland)
- Health & Safety Laboratory (UK)
- HLSP (UK)
- Interfolk (Denmark)
- ITAD Ltd (UK)

- Kluturrelle Samråd I Danmark (Denmark)
- Lewis Sustainable (UK)
- London School of Hygiene and Tropical Medicine (UK)
- Mazowieckie Centrum Kultury i Sztuki (Poland)
- New Philanthropy Capital (UK)
- Norske Kunstsforerninger (Norway)
- Overseas Development Institute (UK)
- Prova Research and Consultancy LLP (UK)
- The New Economics Foundation (UK)

What makes this training experience relevant to IAF is that immediately following the small group working of actually constructing the beginnings of some “theories of change”, every single group returned commenting on how critical having a good facilitator is to making the process work well. In my experience, that is absolutely true.

This was an introductory training to Theory of Change methodology, and not targeted to teaching facilitators how to use TOC. Nonetheless, the role of facilitation became front and center in many



Participants gather in London for the ToC training (photo: Helene Clark.)

ways, as each group tried to develop a theory. One thing became clear: being a good facilitator in general does not suffice to make one a good TOC facilitator and being knowledgeable in TOC is not enough either.

What is Theory of Change?

The goal of the training was to provide a practical understanding of what Theory of Change methodology is, what value it adds to planning and evaluation of social change initiatives, and an overview of the major components and steps involved.

For a very brief definition here, we can say TOC is an explanation of how and why an initiative works. It graphically presents causal pathways of conditions necessary for change, along with “rationales” and measurable indicators. For a fuller discussion of TOC methodology and examples, see <http://www.theoryofchange.org>.

TOC is in the family of logframes and logic models, but both more rigorous than typical logical models and more user-friendly and understandable than typical logframes. A TOC, when done correctly, lays out a roadmap of how to reach long-term goals in complex systems such as international development, public health, economic development, social justice. In fact, any topic requires a good plan, which is logical, actually doable, and measurable.

Although TOC was a method originally used to strengthen evaluations and make them more

relevant to the programs’ activities, at ActKnowledge, we have pioneered the use of TOC as a very necessary planning tool.

Going through the steps of developing a Theory of Change begins with identifying a long-term and defining it with a high level of specificity. The process then works “backwards” by asking, repeatedly, what it would take for the outcome presented to be achieved. Key stakeholders discuss, and often argue, about the barriers and conditions needed until they arrive at the “preconditions” which are both necessary and sufficient to reach the outcome.

The process of discussing elicits the “rationales”, which are the reasons that preconditions are deemed necessary and sufficient. Later, activities and strategies needed to achieve outcomes are added, and specific measurable indicators need to be identified for every outcome.

The Key Role of Facilitation

The TOC process is necessarily a participatory one. By necessary, I mean it is not just a good idea, or politically correct, to be participatory. A good theory actually depends on having multiple perspectives and knowledge bases at the table.

The theory is only as good as the grounding the participants have in the problem, the context, the key players, and the proposed solutions. If the right people are not involved in dis-



The importance of facilitation was a key learning from this session. (Photo: Helene Clark)

Discussing how to create change, the theory will be weaker.

However, it is not just a brainstorming session (though that has its place); it is a discussion and elucidation of knowledge and beliefs being solicited with the aim of synthesis into a very specific and structured format. The facilitator must, therefore, be completely aware at all times, of the logical structure and details s/he is trying to elicit, and how it will be pulled together and re-presented at a future time such that progress can be made and gaps eliminated.

As the groups in our workshop noted, the role of the facilitator to lead the discussion, and keep the group on track was crucial to their not being “all over the place”. Very often, in our work with organizations around the world, a notable fear we hear before beginning is that “we have these conversations all the time” and they just cover the same ground each time. A good facilitator, who knows what the goal of the session is, can prevent that.

In addition, TOC participants, even if they have had a short training course or read about the process, are very unlikely to keep straight the meaning and role of all the components. The facilitator is the “keeper” of the method, definitions and logical structure.

Most commonly during TOC sessions, participants will mention activities or strategies they believe are important – “build the epi -center”; establish a local credit union”; “give workshops

or trainings”, and the facilitator must bring the conversation back to what outcomes, or conditions must exist, rather than what will you do as an initiative.

The strategies are important, as are the reasons they are brought up, so the facilitator does not want to lose that valuable information, nor alienate the participant by telling them they are using the “wrong” language. So, a good TOC facilitator uses this most common of pitfalls as an opportunity to draw out “why” certain strategies or activities are considered important, and never forgets to keep their eye on eliciting all of the conditions that need to change. This is just one of dozens of examples of specific scenarios the TOC facilitator needs to be aware of and adept.

Multiple Goals for TOC and the Facilitator

Obviously, creating the atmosphere and structure for a discussion that will help participants articulate, have insights, and see their project in a new and convincing light is the main goal of the facilitator. These participatory sessions are the basic building blocks for the Theory for the initiative. But a very good TOC process can serve to achieve multiple benefits:

- If done right, the conversation, the revelations and the clarity of the TOC process can greatly enhance team-building.
- Roles of various stakeholders can be negotiated



Photographs from the ToC training, courtesy of Helene Clark.

- Evaluation questions, and available data, can be brought to light
- Most importantly, the group can decide how, in a practical sense, the TOC process and product will be used in an ongoing way as part of organizational culture

In my experience, I have rarely had all of these goals met with equal success. But I have found that intentionality about all of them makes them far more likely to be achieved.

In our London training, it was striking how much a facilitator was helpful in reassuring participants that they were making progress. Sometimes, the facilitator's ability to rephrase what was just said helps the participants realize they said something important, and to see where it fits.

Key Lessons

If this Theory of Change training was a good barometer, we found out a few things about work in the EU and in international development:

- Theory of Change is being increased "demanded" by funding agencies
- There is a transition occurring from logframes to TOC, but often a lot of confusion as to the difference; how to use together; or what funders want
- Evaluations are increasingly theory-driven (a good thing!), and therefore an evaluator may well make the best TOC facilitator. Otherwise, the facilitator and evaluator should work closely together to make sure the TOC

developed is understandable, sensible and used by the evaluation.

In closing, a final lesson we learned from the participants is the need for training and technical assistance to provide support for facilitators as a specific group, in using Theory of Change effectively.

I expect future trainings we offer will be targeted to facilitators, and that the skills of facilitators have a lot to offer to our own understanding of the best ways to help an initiative build their Theory of Change.

For more information on Theory of Change, and to use Theory of Change Online (free), please go to www.theoryofchange.org. For more information on

ABOUT THE AUTHOR

Helène Clark, Ph.D., is founder and Director of ActKnowledge, a social enterprise with main offices in New York and London. An urban geographer and environmental psychologist, Helène Clark works with organizations engaged in social change to build their capacity to develop clear goals, gather knowledge about results, and expand the impact of critical social interventions.

ActKnowledge's work focuses on evaluation, capacity-building, planning and policy development for social change and social justice initiatives, and is a leader in Theory of Change methodology.



Photographs from the ToC training, courtesy of Helene Clark.

The shyest person in the room what the improvisers say

By Paul Z Jackson

Every week or so, as President of the Applied Improvisation Network (AIN), I write a bulletin that is emailed to around 2000 members worldwide. I usually pose a question, and last week's effort prompted a great deal of response. In this article, I pick out (and comment on) the replies which might be most useful for facilitators.

Here's my original prompting post:

"What are we doing about impro?" was the title for a gathering of 60 improvisers in London this week, convened by Improbable Theatre, the team who do experimental shows, including a great occasional LifeGame. Facilitated in the improvisational Open Space format, we came up with discussion titles such as 'How to Start an Impro School', 'Is Our Acting Good Enough?' and the fascinating 'Impro or Improv - what does the v mean?'

Most of the participants were actors, so I convened a session to let them know about the Applied Improvisation Network, which hardly any of them had heard of. It was a good reminder that although we are approaching 2000 members, we're still a relatively new and obscure network with bags of potential.

My favourite comment during the evening came from someone who may have been talking about workshops for actors, but whose reflection surely illuminates our work as practitioners of applied improvisation: "How do we get the shyest person in the room to step forward and enjoy it?"

I should say that many of the discussions in the AIN are about facilitation, and that my usual stance is to remind group leaders that many people dislike or even fear participation, particularly something that might sound as scary as improvisation, and that it takes good facilitation to get participants involved in ways that are clearly relevant and that add value to their experience of an

event. If that is the skill, then the shyest person in the room is a good test of that skill.

Three tips

The first reply was from [Max Schafer](#), who included these tips:

Tip 1: Start off with traditional, non-threatening warmup games, allowing players to meet each other in a friendly way.

Tip 2: Start off with group games, to avoid putting focus on individual players or playing advanced games too early.

Tip 3: Always count off when choosing teams, or instead of asking for volunteers to go on stage. This encourages all players to play.

These tips seem to address what you might do when introducing actors to improvisation, but tell us little about how to get very traditional business groups, for example, to engage in even 'non-threatening warmup games'.

Helping people find their voices

Next, [Debra Gerardi](#) contributed this:

I have a story about the shyest person in the room. Several years ago I was facilitating an improv session at the Dorothy Kirby detention center in Los Angeles - this is a juvenile lock-up facility for first time teen offenders (their description, not mine). I was working with a group of 12 teenage girls many of whom had been involved in gang activity.

As we did some warm ups in a circle, passing shapes and claps and sounds, I noticed that one of the girls had pulled her t-shirt up over her face so that only her eyes were showing. She was very nervous and only slightly participated. The rest of the group was very exuberant and engaged. No one said anything to her so I let her continue with her face covered.

We moved into doing some 2-person scenes and she came up to me and whispered that she

would like to play. I embraced her courage and asked who would like to be her scene partner? Of course, the most loud and clearly dominant girl volunteered!

They sat near each other and were given the prompts of "2 old friends on a park bench." The scene began and the shy girl froze. I knelt close to her so she had support. She whispered to me, "I don't know what to say." I said, "Say that."

She did and her scene partner did a big 'yes, and' and worked it into the conversation by replying, "You don't know what to say after stealing my husband and disappearing for 20 years?" Everyone laughed.

The scene progressed and slowly through the supportive laughter, the shy person blossomed into an incredible improviser despite her fear. Best of all, the other girl who clearly intimidated her gave her a big hug after the scene was over. The t-shirt never reappeared over her face.

This was a great improv day for me and it was the shyest person in the room who helped all the others find their own voice!

Make the environment safe

[Marcia McReynolds](#) wrote:

How do you get the shyest person in the room to step forward and enjoy it? First, make the experience, the social environment safe. In my classes I set a hard rule that no one will talk about another participant inside or outside of class (they all agree they "feel" it when someone has been talking about them).

I also tell them they are not that important, that no one really cares because everyone is worrying about what they themselves look like. I have asked a couple of people over the years to leave class because of this. Students say this rule alone makes them feel safe to risk.

I also do a great deal of getting to know my students and for them to get to know each other. The first lesson we have is in deep listening. Students share very deep things about themselves and get really heard, sometimes for the first time in their lives. They also open their empathy valves through learning to listen. It sets the tone for the class.

Other things: I give them time--one session is not going to do it. I let them dip their toes in, take their little risks in bites and I do not force them. And like other people have said, lots of dyads and small groups, and prepared improv where they can put some structure in place first.

I also encourage wild clapping and praise--evenly. We become a very supportive group for each other.

An interesting outcome of my classes which I teach at a college: the classes become little communities that outlast the duration of the class. My Facebook page is a testament to this. One person, say from the class of winter of 2009, will say something, and underneath is pop up 5, 10, 15 comments, the majority of them from their fellow classmates. This is my greatest reward.

Working in Pairs

[Ruthie Levikoff](#) added:

I agree that doing a number of exercises in pairs is helpful with reserved people. Once people are enjoying that and they are smiling or laughing with their partner, they are opening up. I do tend to move into other exercises later, always taking a "reading" of the group and its energy, etc....

The reason I so love when reserved people are there (in spite of themselves) is that they are the ones who afterwards have come up to me and said things like (and I quote), "You've changed my life;" "I never thought I could do something like this." "This was so much fun, do you think they have workshops near where I live." And so on...

The Circus Bow

[Burgert Kirsten](#) wrote:

This is a very important question Paul. I'm always very conscious about making the workshop space safe for people to participate. I have found that introducing the idea that you can't make a mistake by doing Circus bow early in the workshop helps to create safety.

And also starting with pair work. I often do Circus bow also in pairs, because I found that it is very scary for people to do it in front of the whole group. And then just gently take them

deeper with more challenging and larger group exercises.

Before they know it they are all howling at the moon in the "yes lets" game.

The Circus bow is a gentle bow (to your partner or to the whole group) in which you physically acknowledge any slip-up or error the moment it occurs. To introduce it, you might ask people to pair up, deliberately mispronounce a word or pretend to forget the other person's name, so that they have a first opportunity to practice their Circus bow.

Working with the defended

A rather different perspective was offered by [Finn Simmenssen](#), who writes:

First, re Marcia's post on making safe, getting to know, listening/hearing deeply, allowing time: I acknowledge and wish to honor the empathy and careful reflection that went into this post and the practice that it describes.

I think there are persons for whom this is the way to go. As a young man, I just wasn't one of them. I was, fortunately, more robust than most and, unfortunately, too well-defended to get real with people. Perfectly safe wouldn't have been safe enough; the demon was within, and I had shut the doors tight.

Finn's proposal:

Try this: occupy Shy's eyes and hands with a game of catch with a foam-rubber ball. Participants catch the ball and throw it back to the shy one. Meanwhile, challenge Shy to begin a performance, which can be vocal or conversational. The point is to create an emergency, distraction or surprise to distract Shy and simultaneously give him/her a steady stream of challenges moving toward a performance or behavior representing a breakthrough.

Next, just as Shy begins to get comfortable with this state of affairs, alter the challenge in ways Shy couldn't have predicted, but doesn't find especially threatening – just strange: change the demand, the context, the words, the pace; add more people to the action -- anything irregular and unexpected.

In my own subjective experience, shyness involves parasitic mental effort at comparing "what's happening to me" with some internal

reference for "what I can tolerate." It might even, for some people, involve a phobic response to the fear that "I might not be able to figure all this out fast enough if I let this situation overwhelm me."

However, given enough work to do, Shy will find the total cognitive demand overwhelming and must discontinue one or the other. As long as the work is more rewarding than the reassurance gained from completing the comparison, Shy will discontinue the comparison and stay engaged. Now you have an accessible participant.

The exercise can be more extreme and, I believe, sometimes, it must. The internal parasitic mental effort doesn't always take the form of intellectualizing self-talk. It might be a visuospatial-kinesthetic comparison. How, for example, does one learn ballroom dancing? Ballroom dancing is both responsive (to partner and group as well as to music) and expressive (of self), so it involves quite a lot of comparison with internally generated images. And that's ok.

Suppose, however, the performance is in an activity which allows no time for expression – only enough time for response? In that case, effective motor responses must be initiated before one has any time to intellectualize.

I am being trained in a combat-oriented martial art which involves both unarmed and armed action. Initially, having been superficially trained in karate, I relied on the same sort of internal scripting that one might use when learning basic dance moves. That image-comparing frame of mind doesn't work in a fluid, chaotic, rapidly evolving situation.

Contemplating this, our basic exercises include such activities as sending an individual, sometimes blindfolded, into a small crowd of persons who proceed to pummel him from all sides. During this flood of painful and anxiety-provoking stimuli, the individual practices simple, reliable postures, mobility and defensive movement, along with something even more important: a special way of breathing which I won't detail now.

As you can see-feel, all this this keeps the brain and nervous system busy. Sooner or later – usually sooner – the individual sets aside the useless, primitive psychological defenses that are provoked by this unpleasant treatment. The unconscious mind is engaged. Body tension lessens. One

begins to learn deeply, although not necessarily consciously, while doing something one probably doesn't consciously understand.

That, of course, is more than we might want to do at an improvisation. But you can see the principle, can't you? How many of us have witnessed a very shy individual rise to the challenges of life when they aren't sugar-coated – for example, an immigrant teen-age girl, who can't even eat while being looked at by adults, but who becomes the implacable family matriarch after having children of her own?

In the hours after my training, I often noticed a beneficial side-effect: I was far more perceptive, more responsive than usual, and freer of unnecessary internal mental activity and negative thoughts. I also became far more comfortable with the physical proximity of human beings. By analogy, in the several hours of improvisational work following a shyness-bypassing warm-up, who knows what miracles might happen?

Using the unexpected

[David Matthew Prior](#) put in a plea to remember and respect 'the introverts and adults who learn through reflective observation, at a slower pace', while Séverine Denis (from France, alluding to Plato and Socrates) and [Alison Jean Lester](#) (from Singapore) enjoyed a mini-dialogue from which the following is a short selection:

Severine: The (eventual) answer to this pertinent question could be: "To get the shyest person in the room we have to accept in totality what this shying person is and improv with her according his own shy-codes!"

An improvisator must adapt himself to a completely new situation but never impose his supposed rules of improvisation. That is the reality about improvisation: there is no rule except... the absolute acceptance of how is the other.

To get the shyest person in the room, I think an improvisator must use unexpected way than these the shy person use in his usually. Unexpected way also for the improvisator him(her)self!

Alison: Applying improv here in Singapore means, in many instances, that everyone in the room is shy. This means that it's best to spend lots of time having people do exercises in pairs and

small groups, without putting the spotlight on for a long time. Walking around and listening and building people up when they do something great without realizing it.

Severine: Effectively, the modern people we are, we believe that improvisation is a new behaviour but in fact, antic people (over all in Greece!) used to play with improvisation debates. In France, everybody knows in Versailles period (Louis 14 the sun king to the 17th century) people use to play in the Versaille's lounges with improvisated exchange and they use to do it with improvisated versifications (poetry verses)!

Want to learn more?

If you would like to see the entire correspondence, click here: http://appliedimprov.ning.com/forum/topics/the-shyest-person-in-the-room?commentId=1503280%3AComment%3A82742&xg_source=activity

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Open talk with economists at Syntagma Popular Assembly. Photo by endiaferon

The New Common Wisdom

By Jim Campbell

In the first edition of his best-selling book, *The Skilled Facilitator*, Roger Schwarz provides us with what I consider to be the classic definition of facilitation.

*Group facilitation is a process in which a person who is acceptable to all members of the group, substantively neutral, and has no decision-making authority intervenes to help a group improve the way it identifies and solves problems and makes decisions, in order to increase the group's effectiveness.*ⁱ

I call this the classic definition of facilitation because it clearly states the three fundamental dimensions of facilitation—what are the qualifications of the person doing this act of facilitation; what is it that he or she does; and what is the objective of the facilitation.

Schwarz writes, “... who is acceptable to all members of the group, substantively neutral, and has no decision-making authority...” These three characteristics of the facilitator are about the group's trust and confidence in the person doing

the facilitating. If for some reason the facilitator is not acceptable to all members of the group, has a vested interest in the work they are doing, or has the power to intervene in the decisions they make as a group, then the group is not going to believe that their work will make any difference. They will fear being manipulated or having anything they decide overruled by the person facilitating.

Additionally, this is also about achieving the group's permission to do the work as a facilitator. In the absence of this trust and confidence between a group and its facilitator, there is little possibility that the facilitator will succeed in enabling a group to accomplish their objectives.

Two types of intervention

In the second part he writes, “...intervenes to help a group improve the way it identifies and solves problems and makes decisions...” I believe that there are essentially two types of intervention a facilitator can make in working with a group.

Roger Schwarz is, in his Skilled Facilitator Approach, describing a form of intervention based on intervening in a group to enhance how the members of the group relate to and work with each other; what I call a group dynamics facilitator. It is about ensuring that the interpersonal relationships in a group are not blocking the group's effectiveness. This technique of the Skilled Facilitator Approach can be implemented regardless of what the actual activity of the group is; whether working on a strategic plan, doing a decision-making workshop, or having a general conversation, it can be appropriately applied.

On the other hand, I am a group process facilitator; that is I focus on the objectives of the group for the period of its time together, and design a process that will enable them to accomplish those objectives. Of course, this will include dealing with the group dynamics but this is not the primary basis of the intervention to ensure the group's effectiveness.

If a group needs to build a strategic plan, I lead them through a strategic planning process. If they need to review the last 25 years of their organisation's history, I facilitate them to do a historical scan process. Both types of intervention are about accomplishing the objective of the facilitator that Schwarz points to in the last part of his statement.

He writes, "...in order to increase the group's effectiveness..." So, if you have the trust and confidence of the group and are able to intervene appropriately, you will enable a group to be more effective.

Questions you must ask

However, behind this seemingly simple statement lies a whole universe that many facilitators do not really grasp. In my training of facilitators I ask them:

- "What does an effective group look like?"
- "What are the characteristics of an effective group?"
- "What is happening in a group when it is working effectively?"

If you don't have answers to these questions I would suggest that you don't really know what it means to " *increase the group's effectiveness*. " Again, I have found Roger Schwarz's model of an

effective groupⁱⁱ most helpful. He identifies three fundamental areas that impact a group's effectiveness:

- the *organisational context* that the group exists in;

We will, because we must, invent a new organisational form and the key to that form will be participation — command and control from the bottom-up rather than from the top-down.

- the *group structures* that have been put in place for and/or by the group; and, finally,
- the *group processes* the group uses to accomplish its task.

This latter area is the area of intervention for the facilitator. All three of these interact with each other and he defines a number of particular areas in each of them. All of these working in concert produce an effective group which he identifies as a group that:

- Delivers services or products that meet or exceed performance standards
- Ensures group maintenance
- Effectively meets member's needs

As mentioned above, the area of group processes is the place of entry for the facilitator. Through his or her work in this area, a facilitator can have a significant impact on all three of these indicators of group effectiveness.

Processes, norms and needs

In the first, *delivers services or products that meet or exceed performance standards*, the facilitator can provide the group with processes that enable them to build projects or strategic plans for their work. He or she can enable the group to identify issues or problems obstructing their work and assist them in resolving these issues. A facilitator can work with a group to enable them to examine their work practices and procedures and identify areas where changes need to be made.

In the second area, *ensures group maintenance*, a facilitator can, for example, enable a group to establish effective group norms, clarify roles, establish their working vision and ensure an effective group culture.

In the third area, *effectively meets member's needs*, the contribution of a facilitator is more indirect. Nevertheless, by ensuring an effective working environment, suitable working practices and procedures, and enabling group culture and responsible engagement in a significant task, a facilitator can make a contribution to each group members' need for a supportive and meaningful work environment.

There is, however, an essential prerequisite condition that must be in place before any facilitation can even take place; that is, **a commitment to participation** on the part of the concerned people in the community, group or organisation. Without that commitment, facilitation will not happen. I do not get asked by hierarchical, top-down, command and control organisations to facilitate group meetings for planning, problem-solving, etc.

The history of participation

The term facilitation first started to be used in the mid-1980s as a way to talk about the emerging group of people who worked as full time group leaders. The establishment in 1994 of the professional body, The International Association of Facilitators, was born out of the recognition of this emergence.

I believe that what has driven this emergence, growth and development of facilitation across the world is the historical trend toward participa-

tion. I have written extensively on this subject elsewhere, but to summarize briefly.ⁱⁱⁱ

In the Introduction to *The Age of Participation*^{iv} the authors write:

"Powerful shock waves are shaking human institutions. The ancient Greeks felt the first tremors. The Renaissance and the Enlightenment felt tremors too. Like tectonic plates, two views of government have been grinding against each other for thousands of years..."

Participation is emerging as a powerful alternative form of governance. Of course, the idea is not new. Throughout history, humanity has been moving toward increased participation. Athenian democracy in the fourth century B.C., the Magna Carta in thirteenth century Britain, the Declaration of the Rights of Man in France, the Declaration of Independence in America, the United Nations International Declaration of Human Rights in 1948 were all attempts to spread national and community power, rights and responsibilities."

People since the dawn of consciousness have known that to have a chance to achieve their full potential as a human being they must participate in creating their future and not have that future dictated by others.

The political revolutions that overtook the world in the late 18th Century enshrined into history the principle that every human being has the right to participate in the decision-making processes that are determining his or her destiny and the destiny of his or her community. This is a universal principle that is fundamental to what it is to be a human being. When this right is being denied to people, their humanity is diminished.

It matters not if in Philadelphia in 1776, the streets of Paris in 1789, India in the 1930s, South Africa in the 1980s, Tiananmen Square in 1989, the Soviet Empire of the early 1990s, Myanmar in the 2000s or the Middle East in 2011; people know that participating in creating their destiny is an essential part of their humanity.

New organisational structures

As the historical record shows, this trend to participation is both growing in size and accelerating in its development. Our interconnected

and wired world makes it impossible for this to be a local phenomenon.

In addition, with such a shifting world view, the traditional organisational form we have inherited is no longer viable. As Dee Hock wrote, *“An institution is a manifestation of and inseparable from the social environment from which it emerged and on which its health and existence depend.”*^v

The classic organisational form that is in use today was invented in the 16th and 17th Centuries by Dutch and English merchants and used, as a model, the divine right of Kings. The whole structure was designed to facilitate command and control from the top, even when that meant issuing detailed orders to someone on the other side of the world knowing that it would take six months for those orders to arrive.

We no longer live in a world where the divine right of Kings is accepted common wisdom and so, as Dee Hock points out, when the social environment on which an organisation’s health and existence depends shifts, the organisation must also shift or it will surely die.

We will, because we must, invent a new organisational form in the 21st Century and the key to that form will be participation—command and control from the bottom-up rather than from the top-down. The new common wisdom is that people have not only the human right but that they also have the capacity to participate in deciding and creating the future of their organisations and communities.

A crucial role for facilitators

The emergence of this new common wisdom has driven the rise of facilitation as a profession throughout the world. It is part of the historical trend of participation and we as facilitators must continue to play a crucial role.

Whatever the style of intervention we use to increase a group’s effectiveness, we should not lose sight of the transformative task we are engaged in. The world needs demonstrations of organizations and communities where participation by all is the instrument whereby problems are solved, decisions are made and the future created.

References

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ABOUT THE AUTHOR



*Jim Campbell has been a member of the staff of The Institute of Cultural Affairs since its inception in 1972. He is Co-Director of the Institute’s office in Brussels, Belgium where he has worked for the last 30 years providing facilitation training and group process consulting across Europe. He is the former European Regional Representative for the IAF and a former member of the IAF Global Board. He currently teaches academically accredited facilitation courses at All Hallows College in Dublin. Last year Jim co-authored a book entitled *Parish Pastoral Councils, A Formation Manual* published by Veritas Publishing in Ireland. Before coming to Brussels Jim worked in North America, Africa and South America.*



The Mobile Facilitator's Checklist

By Gillian Martin Mehers

Today I left my phone at home again and only discovered this 20 minutes before my flight was boarding for a three-day work trip to Stockholm. Thankfully I had my iPad and computer, both with Skype. However, that doesn't take away the fact that being phoneless will be extremely inconvenient at the conference, where I will be coordinating and working with colleagues scattered around the venue on a joint workshop. This is the second time in recent months that this has happened. So what can I do about this worrying trend (at least two data points into a trend)?

Recently I have joined the ranks of mobile workers everywhere. I took an interesting 18 month, 50% job with a global organization whose HQ is in London. On top of my other travel, weekly or bi-weekly trips to London now seeing me passing, two feet and two wheels, up to four times a week through Geneva airport.

Inspired by both Atul Gawande (Better and Checklist Manifesto - how checklists save lives)

and David Allen (of GTD fame -checklists are black-belt moves), I decided to make a Mobile Worker's Checklist.

You might be saying, "What? That's all, that's the answer? I make lists all the time." But do you reuse them? That's the difference. You need to make a master list, update it until its perfect, and use it every time. Now that kind of list takes a lot of things off your mind, and avoids foolish mistakes which you are bound to make as a mobile worker. Repetition and familiarity make you cavalier with travel, but a mobile facilitator or trainer or co-worker without a phone can cause serious team communication problems too. So here's my checklist:

Mobile Worker's Checklist

1. Communication (this has to come first)
 - Phone with charger (USB and wall)
 - Plug adapter (international)
 - USB hub

- Power bar (to plug in multiple devices when there is only one awkward socket behind the hotel bed)
 - iPad if one day trip with Bluetooth keyboard and charger
 - Laptop if multiple day trip with power and USB key with docs, your whole music repertoire and movies to watch when you're shattered
2. Travel
 - Keys (home and destination office)
 - Tickets with boarding passes printed
 - Passport
 - Airline cards and insurance card (international)
 - Oyster card (local travel pass)
 - Train pass (home country)
 - Currency and bank cards
 - Loyalty cards for destination Office city (from coffee to hotel)
 - Envelope to keep receipts labeled with trip date
 3. If conducting a workshop
 - Special materials as per agenda
 - Select from: What's in a facilitators survival kit? blog post
 4. Clothes and toiletries
 - As needed
 - List of what has been left in destination office (eg sports clothes, toiletries, sweater) so you don't pack it again (and you will forget if you don't make this sub-list and keep taking the same stuff back)
 - Vitamins (because you are getting up at 4am and going to bed after midnight)
 5. Documents
 - GTD file (still on paper)
 - Agenda (can't let go of paper mirror of electronic)
 - Business cards (for both organizations)

An additional benefit of making such a checklist is seeing how many heavy things could be replaced with soft versions on a USB or external hard drive, or even better on the 'cloud'. For example, Dropbox can do away with the external hard drive (although you can't use Dropbox on the flight). Also, I leave my heavy laptop at home and only take my iPad and wireless Mac keyboard when I know I will be in meetings all day and will only need email. The iPad is great for filing on flights and syncs all that work once connected to the internet again.

With a new organization comes a new email account, folders, password etc. (I already had two-personal and company). Three separate gmail accounts is clunky to manage. Not to mention the fact that people often use whatever email address pops up in their automatic address function, so the messages are often in the wrong accounts in terms of their folders. Add this to online/offline mobile working (planes, trains and automobiles) and you need a new email management system.

So I migrated my email (previously kept in Outlook on my hard disk) to imap where I can see all three accounts and their folders in one view, and they are kept on the cloud. For a mobile worker this system is good because your work, files, etc. need to both sync and be available from multiple machines: laptop, iPad, phone (if you remember it) and random dumb terminal. You don't want to have to do anything twice, and you want to be able to access all your aliases, being able to send from all accounts and use different electronic signatures.

With this checklist I won't forget my phone, and everything else I forget will have a place to go - on the checklist...it might take me a few iterations, but hopefully then will be foolproof.

ABOUT THE AUTHOR



IAF Europe Newsletter columnist Gillian Martin Mehers is director and head of learning at Bright Green Learning @Atadore SARL, in Crans-près-Céligny, Switzerland. She blogs regularly about facilitation and learning at www.welearnsomething.com. You can reach Gillian at gillian@mehers.com.

Conference Update

By Ben Richardson

Last We are looking forward to welcoming you to Istanbul on October 14-16, 2011 for the IAF Europe Conference. Here is some additional information about transport and the conference venue which we hope you will find helpful. If you have any questions before the conference, please contact the IAF Europe office at office@iaf-europe.eu.

CURRENCY

The national currency of Turkey is the Turkish Lira (TRY) which can be withdrawn from Cash Machines (ATMs) at the airport. Almost equally acceptable is the Euro which you will find is accepted on the airport shuttle buses, taxis and hotels. The rate of exchange between TRY and the Euro is around 2.48 Liras to the Euro.

INTERNATIONAL AIRPORTS

Istanbul has two international airports: The larger is the Atatürk International Airport located in the Yeşilköy district on the European side, about 20 Km west from the city Centre. The smaller is the Sabiha Gökçen International Airport located in the Kurtköy district on the Asian side. It is situated approximately 45Km east of the European city Centre.

In many cases (particularly European Union Citizens) the only entry formality when arriving in Turkey is to buy a visa stamp (£10.00 or €15.00) from a Visa Kiosk, before passing through passport control. However, please check on the entry requirements from your own country before travelling.

CONFERENCE HOTEL

The conference is at the Dedeman Hotel, situated in the northern part of the city. This International hotel has all the amenities expected of a hotel of this class.

Postal Address: Yildiz Posta Ave. No: 50, Esentepe, 34340 Istanbul, Turkey

Phone: +90 (212) 337 45 00

Fax: +90 (212) 275 11 00

Email: istanbul@dedeman.com

The two simplest ways to travel to the Dedeman Hotel from the International Airports are;

- a. Take the white Havash (Havaş) bus to Taksim Square and then take a taxi for the remaining 5 Km to the hotel. The bus travels non-stop between airport and Taksim Square taking about 20-30 minutes, with a pick-up point at the front of the terminal building. A single ticket costs either €5.00 or 10.00 TRY.
- b. Take a yellow taxi all the way (24Km). If there is more than one person travelling together, this method is the most economical.

CONFERENCE PROGRAMME

The conference registration desk will open in the main lobby of the Dedeman Hotel on Friday at 08:30. Here you will be given your Name Badge and Conference Pack. The conference pack will contain information about the programme and where to get help as well as plans of the conference area. The Opening Ceremony for the conference will take place at 09:30 in the Dedeman Ballroom.

REGISTERING FOR SESSIONS

The customary IAF Europe 'Session Wall' will be located in the Conference Exhibition area in the Esen Foyer. Here, everyone may gather to sign-up for their chosen sessions. In addition, there will be the opportunity to sign-up for the JumpStart sessions and the Sunday morning Chapter Breakfast Meeting.

CHAPTER BREAKFAST

Kristin Reinbach invites you to join her in the Dedeman Restaurant on Sunday between 07:50 and 08:50 for the annual Chapter Breakfast. Kristin writes, "Chapters are the new, more local structure

we have been setting up since last years' conference. Europe is the pilot to test a new way of dividing membership fee budgets between the global organisation and these new local entities in order to provide you with even more value for your membership”.

This special breakfast session is for you, if you want a special update on what's been happening and what's coming up; are involved in one of the Chapters OR to-be-transformed-to-Chapter affiliate networks; want your experiences & ideas about Chapters to be heard, or would like to know more about creating a Chapter in your region. Please sign up for the Chapter Breakfast at the Conference Information Desk.

CONFERENCE INFORMATION DESK

The Conference Information Desk will be located in the Esen Foyer. The desk will be managed by Bobbie Redman and Claire Conroy-Oldham and will be open at the following times.

Friday 14th	08.30 to 18.00
Saturday 15th	08.30 to 18.00
Sunday 16th	08.30 to 12.30

During these hours, you may call the Conference Information Desk on +44 20 8144 7683. Outside these hours please contact Ben Richardson +44 7971 58 48 28

Conference Desk staff can assist with your questions about:

All matters relating to the Conference and your participation

IAF Membership and Chapters

Professional accreditation through the CPF Process

Arrangements for Presenters

Travel and accommodation assistance

If they don't know the answer to your question, they will either find the answer or someone who can help.

HOST/INTERPRETERS

The Conference Information Desk staff will be supported by three local Hosts/Interpreters who you will recognise by their distinctive Istanbul T Shirts. This team will act as guides, speaker buddies and interpreters during the three days of the conference.



Methods of the Month:

Sweet stories

IAF Methods Database

This simple and very adaptable way to allow either a new group to get acquainted or an existing group to get to know one another better comes from a fine little methods compendium by Brian Cole Miller for the American Management Association called *Quick Team-Building Activities for Busy Managers*.

Purpose

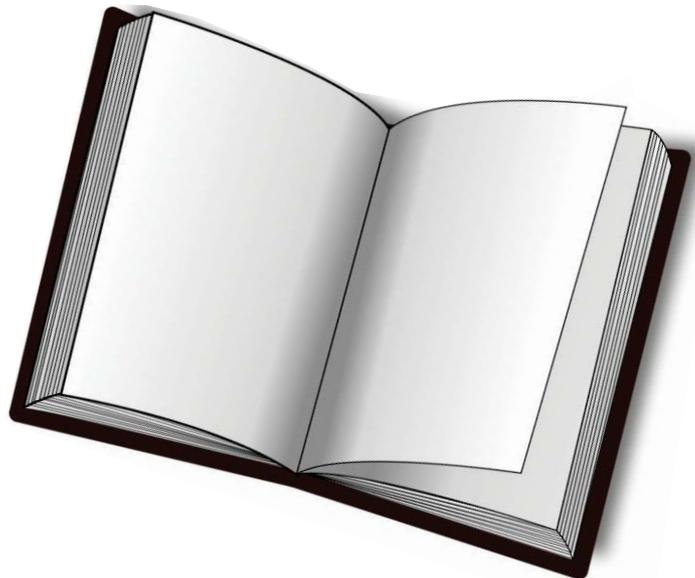
To enable participants to learn more about one another and to learn to trust each other a little more.

Preparation

Provide a large bag of coloured candy pieces. They can be wrapped in various colours, or else colour-coated like M&Ms. Adapt the storytelling colour code to the colours of the candies you have.

Procedure

1. Have each participant take one candy – do not eat it yet!
2. After participants have their candies, post the colour code shown below so that participants can check what story they are to tell
3. Ask the group to take turns sharing with the group a story based on the following code:
 - Blue candy: A time at work when you felt very proud
 - Green candy: A boss you respected and why
 - Yellow candy: A reason you are proud to belong to this organization
 - Brown candy: an embarrassing moment at work
 - Orange candy: A time at work when you failed
 - Purple candy: A funny thing that happened to you at work



- Red candy: A time at work when you were scared
4. Eat the candy.
 5. Reflection with the group:
 - What are some things you have learned about one another in this round of stories?
 - How difficult (or easy) is it to share information about yourself with others?
 - How can we continue to learn more about one another in our work together?
 - What is one thing you are taking away from our discussion today?

Brian Cole Miller: *Quick Team-Building Activities for Busy Managers*, New York, AMACOM, 2004 ISBN-10: 0-8144-7201-4

Method of the Month is provided by the IAF Methods Database, which supports professionals with an interest in group facilitation. You can send contributions and feedback to the editor: Maureen Jenkins, editor@iaf-methods.org. And if you are interested in helping out, the IAF Methods Database is looking for Associate Editors to help with a variety of tasks from proofreading to adding new methods, assessing existing methods and working with online researchers. Read more at www.iaf-methods.org.

Farewell to IAF Nederland

By Maureen Jenkins

Editor's note: Last week was the annual IAF Nederland conference, which was Maureen's last day as Chairperson for IAF in the Netherlands. Not only will IAF in the Netherlands miss Maureen – so will all of us who have worked with her in Europe, whether it be at training sessions she delivered in Serbia, organizing the 2008 IAF Europe conference in Groningen, or assisting the current IAF Europe leadership team in 2008-10. We will all miss you, Maureen, and please accept our grateful thanks for all your years of service to facilitation in Europe.



This was Maureen's farewell statement at the conference:

I am Maureen Jenkins. I am the Chairperson of IAF Netherlands. I would like to welcome you to this conference. This is my last IAF Netherlands conference, because I am returning to the United States.

I have worked with facilitation in the Netherlands since 1984, and I will miss it and I will miss you. Ever since 1984 there has been a changing group of Dutch people who wanted a platform for participatory decision-making and training.

In the course of time that group has become IAF Netherlands, with not only Dutch language certification but also annual conferences, regional conferences and a newsletter. I am deeply grateful for the time that I have worked with you and with IAF Netherlands.

This move is a big step in my career. This big change in my life has brought to mind the roots of my professional life.

When I was in university, there was a group called Students for a Democratic Society. In their first declaration in 1962, the Port Huron Statement, they said that they believed: "the individual [should] share in those decisions that determine the quality and direction of his life."

Back then, such a notion was really revolutionary, it even smacked of communism. Everyone knew that only experts, authorities, managers could or should make decisions. Certainly not ordinary people!

Ha, time changes everything, doesn't it? In the intervening years that old SDS proposal has become ordinary, not revolutionary. "Of course everybody should participate", we say. It's obvious.

But the question in 2011 is HOW? The question is how, without violence, without deadly competition over resources, without obliterating culture or forgetting the lessons of history? Through what processes, with what guidelines are people able to arrive together at healthy and effective decisions?

We know everything about technology in 2011, but there remains a great deal to learn about making decisions together. And this is why I find IAF important, where people can come together to share the techniques, learnings and new directions about the HOW of decision-making.

2011 Election Results

In the recent elections for IAF's global Board of Directors, the following members have been elected to the positions described below for a two-year term:

- Linda Starodub (Austria) for Secretary
- Bill Reid (Canada) to continue after a one-year term for Director of Communications
- Carol Sheriff (United Kingdom) for a second term as Director of Conferences
- Solly Manyaka (South Africa) for Director of Sponsorships, Endorsements and Partnerships
- Jackie Chang (Taiwan) for a second term as Regional Director for Asia
- Taralee Hammond (Canada) for Regional Director for Canada
- Beatrice Briggs (Mexico) for Regional Director for Latin America & the Caribbean

We wish to thank all the candidates who stood for election. Your willingness to serve the Association in this way is of great benefit to us all and to the advancement of facilitation. To those who have been elected, both new and returning, we wish them a very successful term and we look forward to learning more about their initiatives.

We are also grateful to the members who took a moment to vote this year. A third of the Association's membership participated in the

election, in a number slightly higher than last year. Ideally, we will keep improving year over year!

If you have any comments or questions related to this year's nomination and election process, please do not hesitate to contact the Committee. They have worked with great readiness and efficiency in the last few months to shape and oversee a process that aims to make the selection of the IAF's leadership team open, fair and transparent to all.

It is never too late to start thinking about how you can contribute to the IAF. Many of these newly elected Board members will be forming committees and task forces to advance various initiatives. If you harbour hopes of serving on the global Board of Directors in the future, there is no better way to groom yourself for the role than to work alongside the current Director on various projects. Take a moment to reach out, learn more and become active in an organization that is dedicated to the work of its members.

Many thanks,

Julie Larsen (julielarsen@mac.com)

On behalf of the 2011 Nominations & Elections Committee (David Wayne, Gary Austin, Linda Mather, Toshiyuki Yamanaka and Ulla Wyckoff)

Special meeting by electronic poll Nov. 14-28

By Martin Gilbraith

Notice is hereby given to IAF members that a **Special Meeting** of the members of the **International Association of Facilitators** will be held **by electronic poll** between **November 14-28, 2011 to vote on revisions proposed by the Board of Directors to the Bylaws of IAF.**

In the September issue of the Global Flipchart I gave notice of an Annual General Meeting to be held at the 2011 Europe Conference in Istanbul.

This is to comply with a requirement in the Bylaws, last revised in 2009, that an annual meeting be held at one of the IAF's annual conferences – although the requirement of a quorum of 15% of members present in the same Bylaws means that such a face-to-face meeting is unlikely to ever be quorate. To address, this and other issues, the Board decided to engage with members to undertake a review and

revision of the Bylaws over the remaining months of 2011.

At its October 7th meeting the Board agreed a number of revisions to the Bylaws to put to member consultation, in order to agree any further revisions at its November 8th meeting and then put them to an online vote of members in November. These revisions are summarized below, and available to view in full on the IAF website at <http://www.iaf-world.org/AboutIAF/ByLawsandPolicies/Bylaws.aspx>

Please let me have any questions or feedback by email to chair@iaf-world.org, and any proposals for further revision, by November 1st. Please also of course look out for the invitation to cast your vote in November, and do so!

The Board is proposing a number of minor revisions for clarification, including updating language to reflect current usage – such as ‘regional conferences’ instead of ‘global conferences’, and ‘Director’ instead of ‘co-ordinator’. In addition, a number of substantive revisions are proposed as follows:

Section 3.01, Annual Meeting – revision is proposed to allow for the annual meeting to be held by electronic means, or at a regional conference, as explained above

Section 3.02, Special Meetings – revision is proposed to allow for a special meeting to be called by 50 members in good standing or 10% of voting members whichever is less. This revision was recommended by IAF’s legal advisor to bring the Bylaws in line with applicable legislation in the US State of Minnesota where IAF is registered

Section 4.07, Directors’ Meetings – revision is proposed to disallow voting by proxy. This revision was recommended by IAF’s legal advisor to bring the Bylaws in line with applicable legislation in the US State of Minnesota where IAF is registered.

Section 5.03, Directors’ election and term of office – revision is proposed to allow for the post of Vice-President to be filled every year, rather than every alternate year (prior to the Vice Chair serving a 2-year term as Chair) as at present

Section 8.02, Audit – revision is proposed for the books and accounts to be independently reviewed, without necessarily being fully audited, at least every three years. This revision was recommended by IAF’s legal advisor to bring the Bylaws in line with applicable legislation in the US State of Minnesota where IAF is registered

Chapter news

All IAF members living in England and Wales have been invited to join the new England and Wales chapter. Acting chair Ivor Bundell notes that for members, the benefits of joining are:

- Local group of facilitators with whom to network.
- Increased sharing so chapter members can learn together and focus on areas of local interest more effectively.
- Increased involvement in the IAF
- For Chapters, the benefits are:
 - More support from the IAF. Chapters are a part of the IAF Global organization, not just affiliated.
 - Access to global speakers through the IAF.
 - Help in promoting both the chapter and the profession of facilitation.

On behalf of the new chapter, the IAF Europe

Office sent the email to all IAF members whose addresses are in England or Wales. Ivor asks those who did not wish to join the England and Wales chapter to let him know via email by October 20, 2011.

After that date, IAF members in England and Wales will be added to the chapter membership list except for those who have indicated that they don’t want to be included.

Subsequently all chapter members will be invited stand for office as Chair, Treasurer or Secretary, and this will be followed by an election. The IAF Europe office will send out the emails and manage the voting process on behalf of the chapter.

Please feel free to contact Ivor through the IAF Europe office at office@iaf-europe.eu.

Welcome, new and returning members

(August and September 2011)

We would like to warmly welcome the following new members who joined IAF in August and September :

- Glenn Barbeisch, Switzerland
- Claire Bellmann, Switzerland
- Jolanda Buter, Netherlands
- Caroline Dunne, Sweden
- David Fleetwood-Walker, United Kingdom
- Fabrice Gribon, France
- Tony Hertz, Sweden
- Ange Jones, United Kingdom
- Nilüfer Kadioğlu, Turkey
- Jolien Koole, Netherlands
- Jens Lillebaek, Denmark
- Antoinette Middledorp, Netherlands
- Leven Morova, Turkey
- Daniel Perdigão, Portugal
- Mariya Pronina, Russian Federation
- Cecilia Rydin, Sweden
- Nicky Thompson, United Kingdom

We also want to welcome back returning members who renewed their IAF in August and September :

- Christiane Amici Raboud, Switzerland
- Mariela Atanassova, Belgium
- Jonathan Ball, Switzerland
- Steen Beck-Hansen, Denmark
- Peter Beuningen, Netherlands

- Lars Borgmann, Denmark
- Sandrine Delattre, France
- Tomasz Gorecki, Poland
- Anna Gribanova, Russia
- Malin Hallman, Sweden
- Patricia Henao, Netherlands
- Stephen Holmes, United Kingdom
- J.A.G. Lokhorst, Netherlands
- Annette Moench, Germany
- Brendan Molloy, United Kingdom
- Helle Nørlev, Denmark
- Vida Ogorelec Wagner, Slovenia
- Alastair Olby, Switzerland
- Anne Marie Parker, United Kingdom
- Martin Pearson, United Kingdom
- Raj Rana, Switzerland
- Ingrid Renirie, Netherlands
- Vernon Ringland, Northern Ireland
- Malene Rüber-Petersen, Denmark
- Pia Sassarsson Cameron, Sweden
- Louise Seibaek, Denmark
- Linda Starodub, Austria
- Michael Stig Ørbech, Denmark
- Han Verhoeven, Netherlands
- Keith Warren-Price, United Kingdom
- Jeremy Wyatt, United Kingdom
- Elisabeth Wille, Luxembourg
- Anette Wintlev-Jensen, Denmark

Facilitation Workshops and Meetings 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 rosemary.cairns@iaf-europe.eu.

OCTOBER 2011

- Brain Friendly Learning for Trainers, Oct. 11 -13, Hunton Park, Abbots Langley, Hertfordshire, UK (Kaizen Training Ltd.)



- Preconference event CPF Certification events, Oct. 12-13, Istanbul, Turkey (IAF)
 - Preconference event The secrets to facilitating strategy: building the bridge from strategy to action, Oct. 13, Istanbul, Turkey (Michael Wilkinson)
 - Preconference event Developing learning power: how effective learners learn and how great facilitation develops individual and team learning capability, Oct. 13, Istanbul, Turkey (Ann Alder)
 - Preconference event 'Walking the Power of Now in Istanbul', Oct. 13, Istanbul, Turkey (Partners in Facilitation)
 - IAF EUROPE CONFERENCE, OCT. 14-16, ISTANBUL, TURKEY
 - Power & Systems UK Accreditation for the Organization Workshop, Oct. 17-21, The Cotswolds, UK (John Watters)
 - Group Facilitation Methods, Oct. 25-26, London UK (ICA:UK)
- NOVEMBER 2011**
- Dutch CPF event, Nov. 17 2011, Rossum, Netherlands
 - Introduction to Group Facilitation, Manchester, Nov. 15, 2011 (ICA:UK)
 - Group Facilitation Methods, Manchester, Nov. 16-17, 2011 (ICA:UK)
- APRIL 2012**
- Facilitating vision creation and vision empowerment, April 2-8, 2010, Berlin, Germany

