



Facilitator Proficiency Scale

Lemons to Lemonade: Resolving Problems in Meetings, Workshops, and PLCs

R.J. Garmston & D.P. Zimmerman, Corwin 2013



Facilitator Stage	Facilitator Characteristics	Group Response	What You Can Do
Unaware	Lacks knowledge or information about facilitation or intervention skills. Passively accepts what happens in meetings as outside of his or her control. Attributes problems to others, not to leadership of the meeting.	Groups respond with frustration and report that meetings waste time, overwhelm them, have unproductive conflict and often spin endlessly on topics of little value.	<ul style="list-style-type: none"> • Begin with reading <u>Chapter 2: Preparing and Managing Nervousness</u>. • Read sequentially throughout the rest of the book. • Acquire essential foundation knowledge of facilitation work by reading the seminal book <i>Making Meetings Work</i> by Doyle and Strauss (1976), or <i>Unlocking Group Potential for Improving Schools</i> by Garmston (2012), or the <i>Manager's Guide to Effective Meetings</i> by Streibel (2003), or <i>Best Practices for Facilitation</i> by David Sibbet (2002)
Novice	Knows basic facilitation skills – how to get a group's attention, set focus and agenda and manage transitions. May have difficulty leading decision-making processes. Sees the difficult participant as an impediment to progress and lacks skills to intervene effectively	Meeting tones are not consistent; sometimes the work goes well and other times it is stalled. This inconsistent positive reinforcement may give the illusion that the group is more capable; however, when things get tough, the meeting breaks down. Groups blame a difficult person as the problem, and are not aware of any contribution they, as a group, might be making to problems. When the difficult person is absent, everyone notices how well the meeting went.	<ul style="list-style-type: none"> • Begin by reading <u>Chapter 3: Intervention Principles</u> to acquire insights about when to intervene and ways to go about it. • Volunteer to facilitate portions of meetings to automate basic facilitation moves. • Practice facilitation principles and moves when working with students • Observe colleagues. Take notes about their decisions and explore their thinking after the session. • Co-facilitate and have a reflecting conversation afterwards. • Facilitate and seek coaching • Learn more about problem solving in groups and intervening by reading books like <i>Unlocking Group Potential</i> by Garmston (2012), or <i>Don't Just Do Something, Stand There!: Ten Principles for Leading Meetings That Matter</i> by Weisbord and Janoff (2007) or <i>The Leader's Handbook: A Guide to Inspiring Your people and Managing the Daily Workflow</i> by Peter Scholtes.
Proficient	Has basic facilitation skills and can manage routine problems effortlessly in meetings. Views exceptional problems as challenges to solve over time. After a meeting reflects and learns by mentally revising the possible interventions and outcomes. Considers multiple options to employ should behaviors happen again..	Groups perceive their meetings as effortless and may not attribute the success to the facilitator. However, when the facilitator is absent they begin to notice a qualitative difference. A strong facilitator can become paternalistic keeping order, but not helping group members grow and learn. Groups can become dependent on the leader and stuck in their own growth.	<ul style="list-style-type: none"> • Begin with reading <u>Chapter 4: Deciding to Intervene</u> • View <i>Focusing Four</i> videotape to observe a master facilitator conducting a consensus session. Garmston and Dolcemascolo. (2009) • Schedule a planning conversation with a colleague prior to a difficult meeting and reflect with him or her after the session • Seek every opportunity to practice and schedule a planning conversation with a colleague before the meeting and reflect with this person after the meeting • Become a facilitative participant in meetings you attend. This means you practice these skills when not the formally appointed leader. • Seek out new references that have skill building information and read and envision how to apply the skills. Find an opportunity to practice. • Create a quick reference library with books such as <i>Thinker Toys: A Handbook of Business Creativity</i> by Michael Michalko (1991) <i>The Presenter's Fieldbook: A Practical Guide</i> by Robert Garmston (2005), or <i>Resonate: Present Visual Stories that Transform Audiences</i> by Nancy Duarte (2010).



Facilitator Proficiency Scale

Lemons to Lemonade: Resolving Problems in Meetings, Workshops, and PLCs

R.J. Garmston & D.P. Zimmerman, Corwin 2013



Accomplished	Is able to respond, adapt, and improvise in the face of uncertainty. Sees self as responsible to the groups' success and does not blame others. Consciously works to shift responsibility to the group and to teach the group about facilitation and intervention principles. Able to teach facilitation skills and interventions.	Groups report that they learn not only about how to do their job better, but how to work effectively with others. They begin to appreciate the quiet voice that finally speaks up, or the loud voice that shows humility. They understand how dissenting views can be catalysts for deeper thinking. They transfer facilitation and intervention skills to other aspects of their life. Skilled facilitators quietly celebrate when they observe explicit carry over of skills used in one setting to another. For example a teacher might used paraphrasing as way to help students hold onto ideas, or a PLC member may use outcome thinking to keep the group focused.	<ul style="list-style-type: none"> • Explore <u>chapters 4 though 7</u> • Learn from a master by reading books like <i>The Skilled Facilitator</i> by Schwartz (2002) • Set specific goals for yourself like using certain strategies should an opportunity arise, paraphrasing before taking new comments or consciously applying one of the intervention principles found in chapter 3. • Seek out colleagues with similar skill sets and collaborate on ideas. • Keep a facilitator's notebook with ideas, references, and reflections. • Join online community or follow a blog on organizational development. See list created by Terrence Seamon at http://learningvoyager.blogspot.com/2006/12/od-blogs-abound.html • Seek opportunities to teach about facilitation and interventions, • Use "third point reference" as a teaching tool. As described in chapter 6
Expert	Acts intuitively. Has many sets of linked steps that are performed unconsciously. Conscious of choices being made and could reveal the meta-cognition of facilitation to others. Regularly teaches the group about interventions using graphics, modeling, and 3 rd point teaching.	Groups report that they are also learning to facilitate groups in effective ways. They are willing to shift roles and are able to fulfill role positions with ease.	<ul style="list-style-type: none"> • Begin with <u>Chapter 7: Strategies for Advanced Facilitation</u>. Read earlier chapters as applicable. • Learn about how stages of adult development affect decision making by read books like <i>Immunity to Change: How to Overcome it and Unlock the Potential in Yourself and Your Organization</i>, 2009 by Kegan and Lahey • Teach, observe and coach others

Lemons to Lemonade by Robert J. Garmston and Diane P. Zimmerman is the playbook you need to promote civil, productive discourse, detailing:

- How to prepare yourself to facilitate the discussion and keep it on task
- Best practices for squashing conflict without wounding pride
- Methods for dealing with "frowners," "interrupters," "subject-changers," "humorists," and other time-waster types

With this book, you will never waste another opportunity for problems to get solved by the combined powers of capable minds.

Please visit www.corwin.com to view more sample material and purchase *Lemons to Lemonade*.

