

FACILITATION TRAINING

MODULE 4

4.1 TEAM DEVELOPMENT

Team Stages

4.2 DEALING WITH DIFFICULT PEOPLE

Motivating Factors for Different Personalities

Stereotypical Behaviors and How to Deal With Them

Learning about Interventions

4.3 SOLVING PROBLEMS COLLABORATIVELY

Systematic Problem-Solving vs. Scientific Problem-Solving

Problem-solving by Collaborative Processes

4.4 A TOOLKIT FOR TEAM BUILDING

Goal-Setting Techniques

Information-Gathering Tools

Evaluation Possible Solutions

4.5 PRACTICAL APPLICATION OF SKILLS

Acknowledgements

Information included this curriculum was drawn from the following documents:

Hinkey, L. and Engleby, Laura (instructors/editors). 2002. Navigating in Rough Seas: Public Policy Issues and Conflict Management. NOAA Coastal Services Center.

Francis, J., Johnstone, R., van't Hof, T., van Zwol, C. and Sadacharan, D. (editors). Training for the Sustainable Management of Marine Protected Areas: A Training Manual for MPA Managers. CZMC/WIOMSA.

OVERVIEW

Strong team-building skills and collaborative problem solving are important competencies for successful MPA management. MPA staff members who work with participatory community-based processes will need to apply facilitation skills to build teams and work collaboratively with diverse interests. Equipped with team building and meeting planning skills, MPA staff can effectively lead key stakeholders in their communities toward achieving a common goal: the protection of marine and coastal ecosystems

Module 3 introduced you to the fundamentals of facilitation and a number of basic techniques for successful group discussions. Module 4 focuses on the specific skills required for effective team building and for planning a successful meeting on public issues that may become contentious.

Upon completing the second of these two sessions on facilitation, you will:

- ✓ Learn how to work with your respective small groups and their communities to achieve a cooperative and participatory outcome
- ✓ Acquire management skills, knowledge and tools to plan for and conduct effective meetings

You will be ready to assume your mentoring role and your two key responsibilities during the *Management Capacity Training Program* and beyond:

1. Guide a small group during the training in developing a contract agreement with specific community-based goals
2. Continue working with this group on implementing this agreement when they return to their respective communities

IMPORTANCE OF TEAM BUILDING TO MPA MANAGEMENT

The successful management of marine protected areas (MPAs) involves building trust among stakeholders, bringing recognition to common goals, and moving the group towards a mutually satisfactory outcome. To achieve these objectives, MPA staff will need to assume the neutral role of the facilitator to build cohesive and effective teams—whether bringing together local groups with different perspectives or working with indigenous cultures in a regional MPA network. And thorough meeting plans will help the facilitator successfully negotiate public forums designed to address and resolve resource use conflicts.

FACILITATION TRAINING MODULE 4

LEARNING OBJECTIVES

- ✓ Learn how to use facilitation skills to build a successful team, including influencing behavior within a group, collaborative problem solving, and conflict resolution
- ✓ Provide experience in applying facilitation skills to deal with disruptive behaviors
- ✓ Integrate facilitation skills into the mentorship role during the MPA Management Capacity Training

LEARNING PRODUCTS

- ✓ **An action plan** for implementing a collaborative agreement among stakeholders
- ✓ **An implementation plan** for applying the key lessons learned in these modules during the *Management Capacity Training Program*

FIELD APPLICATIONS

Participants will continue working with their team members on implementing a contract agreement when they return to their respective communities.

LINKS TO OTHER EFFECTIVE MANAGEMENT AREAS

Community-based Management

Team building skills help MPA staff members engage key stakeholders and interest groups in applying a participatory approach to MPA management. Community organization and mobilization is a critical process that is required to improve the capacity of the local community to participate in MPA management planning and other decision-making processes.

Effective Communications

Collaborative problem solving and the ability to deal with difficult people are important facilitation skills. These skills will help MPA staff be more effective oral communicators—whether addressing a small group of stakeholders, conducting a public meeting on a controversial issue or dealing with the media during the public issues management process.

Management Planning

In developing and implementing a management plan, MPA staff members rely on unified groups of people with common goals. The complex and varied activities involved in preserving marine resources and coastal ecosystem require many teams working together collaboratively to achieve successful short- and long-term outcomes.

INDICATORS OF EFFECTIVE TEAM BUILDING

The effectiveness of team building skills can best be measured by feedback from participants in a focused team meeting, group discussion, public forum, or any other activity for which the MPA staff member served as the facilitator. At the end of the two-week *Management Capacity Training Program*, your team members will evaluate your effectiveness as a mentor and facilitator.

For participants in *the MPA Mentorship Training Program* a key goal is the successful implementation of the contract agreement. Selecting performance measures or indicators and measuring success related to team member involvement should all be based on a participatory process. Evaluations should occur on a periodic basis and reflect the specifics of the contract agreement.

LESSON PLAN

Exercise 4.1 — Icebreaker

The purpose of this icebreaker is to review with the group the key information you learned in Day 3:

- Your instructor will ask the group to stand up and form a large circle. Everyone needs to be facing each other.
- The instructor will give one person a nerf ball or beanbag. This person will tell the group what he/she thinks is an important learning concept from Day 3.
- The same person will toss the nerf ball or beanbag to another person who will then tell the group what he/she thinks is an important learning concept from Day 3.
- The exercise will continue until each group member has had the chance to explain an important concept he/she learned in Day 3.

4.1 TEAM DEVELOPMENT

Team Stages

Teamwork at many levels is essential for MPA management. There are many reasons why MPA teams come together, who participates in the team, what the team members hope to accomplish, when they need to accomplish their goals, and how they will accomplish them. However, all teams share a similar process that consists of the five stages summarized below:

1. **Forming** — Forming starts when members are first brought together to address a problem or work toward a goal. Optimism and expectations are high, but so is anxiety. Generally, this is *the “honeymoon.”* There is a great deal of dependence of the leader; members want to be given a clear mandate, structure, and parameters.

At this stage, a team establishes its rules or norms.

2. **Storming** — *The “honeymoon” is over.* Members begin to see a discrepancy between their initial hopes for the team and the realities of working together. Performance plummets. Storming can be caused by interpersonal conflicts, lack of skills (particularly interpersonal skills), ineffective leadership, problems with the task, or problems with organizational barriers (e.g., people feel uncomfortable because their manager is on the team). At this stage, the team typically challenges or blames the leader. To survive “storming,” the facilitator must know that this stage is a normal part of team formation.

The facilitator needs to balance assertiveness and neutrality, and encourage communication—especially active listening.

3. **Norming** — During this *transitional stage*, the group moves from functioning as separate people to becoming a team. Members face their issues, accept feedback, and act on that feedback. They reach agreement on their problems and establish new norms. Team performance improves.

The role of the facilitator is particularly important in helping the group identify its problems and solving them using facilitation and consensus-building tools.

4. **Performing** — Productivity and morale increase. The *effective team* enters into a period of improved performance during which everyone shares power by rotating leadership roles. The official leader is a valuable member of the team and everyone is supportive. The team makes high-quality decisions and uses time and resources efficiently. Members view conflicts as “healthy debates” that rarely become heated or emotional. The team may reject the leader or facilitator as its members begin to function as a true team.

All team members can and do facilitate.

5. **Disbanding** — Sometimes, a team needs to *know when to stop*. If a team’s purpose was specific to a particular project, its job is done once all the projects are completed and the formal team breaks up. The team should receive recognition for its accomplishments as a tangible “milestone.” In other cases, a team stays together and continues to work on many projects (becoming a stronger team as time progresses).

Member should review what they have learned and take this experience with them into future groups.

Handout 4.1: Team Building Exercise

Exercise 4.2 – Stages of Team Development

The purpose of this exercise is to identify and work through each of the five stages of team development. If your MPA is currently involved in participatory processes, you should share your personal experience with team development.

1. Your instructor will review the rules for the team-building exercise in the handout.
2. Try to identify each of the five stages of team development as you work through the exercise.
3. Nominate a team member to discuss your findings to the group.

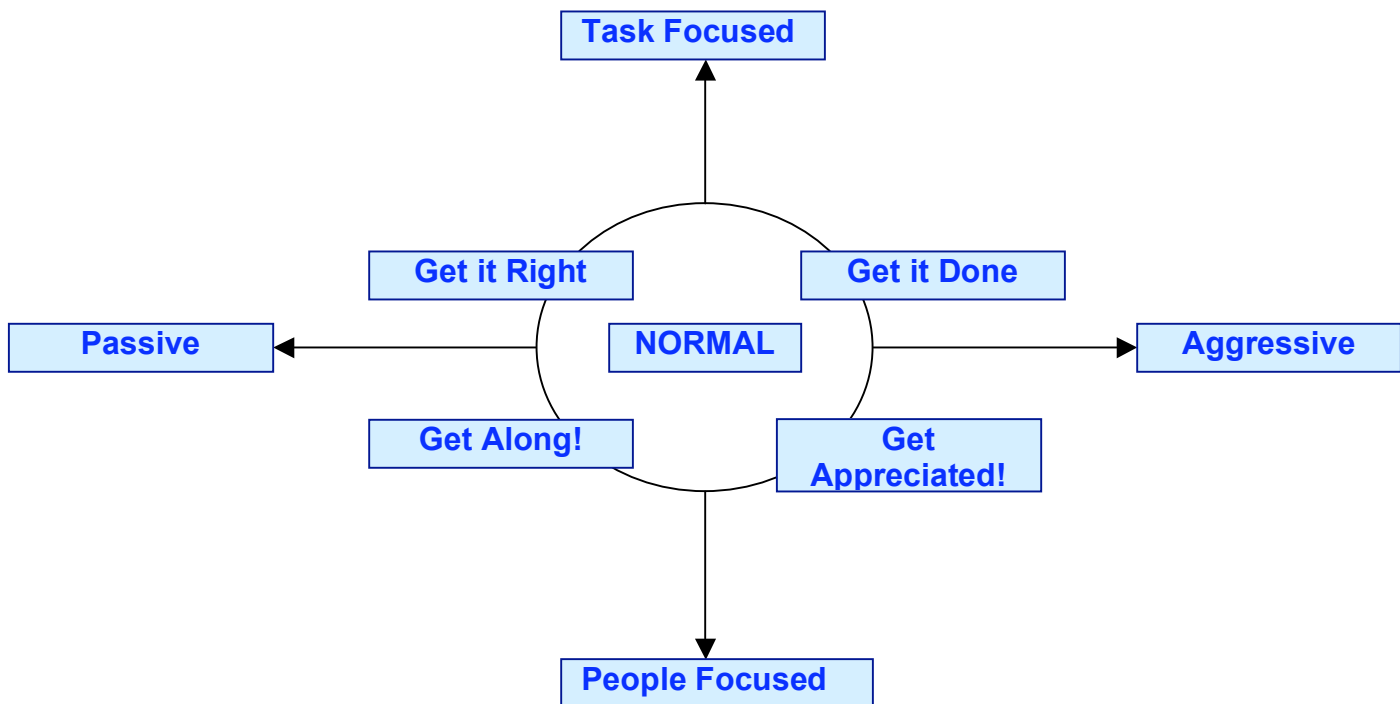
4.2 DEALING WITH DIFFICULT PEOPLE

Every association and workplace—and likely every MPA—has at least one difficult person who complains but rarely offers solutions: the person who stands up at public meeting and spends 30 minutes criticizing the agenda, or who continually interrupts to make his/her point...again and again...or any other number of disruptive behaviors.

Anyone who has to face a difficult member knows how frustrating and potentially demoralizing the experience can be. By understanding what motivates difficult personalities and how to identify difficult personality types, MPA staff can influence their behavior towards the common goal.

Motivating Factors for Different Personalities¹

Different motivating factors drive the actions of different personalities—which in general can range from passive to aggressive and from people focused to task focused. The illustration below shows the motivating factors that relate to these general character traits:



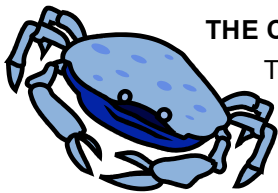
¹ Dr. Rick Brickman, *Dealing with People You Can't Stand: How to Bring Out the Best in People at Their Worst*, McGraw-Hill, 1994.

Stereotypes and How to Work with Them

Being a leader or a facilitator means taking responsibility to motivate problem members to become more effective group participants. The list of typical problems is long and varied, and there is no simple classification system. The key is to identify stereotypical behavior patterns and provide suggested ways to move through a meeting under challenging circumstances.

Discussion — Stereotypes and How to Work With Them

Take about 10 minutes to read the following pages that describe different types of behavior and how to work with them. Think about how you have effectively moved a meeting through challenging circumstances when faced with any one of these stereotypical behaviors and be prepared to share examples with the group. Be sure not to “name names.”



THE CRAB: THE COMPLAINER/NEGATIVE PERSON

The complainer can come in many forms, as a whiner, a critic, or someone who gets in the way of getting things done. Despite the negative behavior, this person is typically a perfectionist who becomes easily dissatisfied when nothing meets his/her standards. The crab may completely deflate any optimism others may have for a project or block them from accomplishing goals. Complainers gripe and do little to improve the situation, either because they feel powerless or because they refuse to bear the responsibility for a solution.

Strategies for Dealing with Crabs

- Listen attentively. Interrupt complainers who are repeating themselves.
- Acknowledge what the complainer says by paraphrasing the complaints.
- Do not agree with the complaints. Do not get drawn in.
- State your own realistic optimism.
- Ask the complainer to stick to specifics.
- Avoid the accusation-defense-accusation cycle.
- State the facts without comment or apology.
- Switch to problem solving, but do not hurry solutions. Ask for ways to help to shift the focus to solutions.
- Be prepared to repeat this strategy.
- Use this person’s ambitions—recognize and use his or her knowledge and experience.
- People who say no can be a “smoke detector” by observing potential problems that the group should address.

**FACILITATION
TRAINING
MODULE 4**



THE SHARK: DOMINATOR/HOSTILE

Hostile, aggressive, dominating persons try to bully and overwhelm others by bombarding them. They make cutting remarks or throw temper tantrums when they do not get their own way. The motivating factors may vary by the type of aggressive behavior. Some hostile individuals are task-oriented and want to get the job done while

maintaining control.

These individuals will typically launch a focused attack on the failure of others. Other sharks may explode and attack other people in a more random fashion—usually to command attention.

Strategies for Dealing with Sharks

- Stand up for yourself without being threatening.
- Give them time to vent and run down.
- Do not worry about being polite. Just be persistent and make your point.
- Get his/her attention, but carefully. An easy interruption is simply to call the person by name.
- Try to reduce the intensity of the encounter. Just having them sit down will make them less aggressive. Call a time out if necessary.
- Speak your own point of view. Do not attack them. Avoid a head on fight.
- Be prepared to be friendly. Hostile-aggressive people are often very friendly after you have stood up to them and “earned their respect.”
- Ask questions to show you can move together.
- Tell the person that he or she is not following the “ground rules” for the meeting.



THE JELLYFISH: TROUBLEMAKER

The troublemaker is another version of the hostile, aggressive, domineering type.

They tend to be expressive, blunt, and confrontational with their “stinging” remarks.

The troublemaker seems to enjoy a good fight to establish leadership and finds debating and intellectual games challenging, as well as rewarding. While there are many reasons for this kind of behavior, the troublemaker typically wants attention and recognition, and often disregards others’ ideas.

Strategies for Dealing with Jellyfish

- Use a soft voice, be patient and offer reasonable statements.
- If the jellyfish is seeking recognition in inappropriate ways, try to meet this need by assigning him/her appropriate responsibilities.
- Preface answers with such remarks as:
 - “I don’t blame you for feeling strongly about it because it is important.”
 - “I see your point.”
 - “Perhaps we could think of several ways to handle this.”
- Set time limits on discussions.



SEAL: KNOW-IT-ALL/ARROGANT

Know it all experts believe and want others to believe that they have more information than anyone else. They also believe their values are “right” and their opinions are “correct.” With an inflated ego, they are frequently condescending, imposing, pompous, or arrogant toward others. The “know-it-all” will try to make you feel incompetent.

Strategies for Dealing with Seals

- Do your research on a subject and be prepared to address strengths and weaknesses.
- Listen to and acknowledge what they say.
- Question them firmly but do not confront them. They hate being wrong.
- Avoid showing them that you know it all.
- Let them be the expert they think they are.
- Do not criticize them. Use the “yes/and” technique.
- Let the group deal with the know-it-all’s theories.
- Arrange to give them the “stage” they desire.



THE BLOWFISH: TALKER/MOTOR MOUTH

These group members have a tendency to talk too much, almost compulsively, and dominate the “floor-time” at the expense of the other group members. While they frequently have good ideas and strong contributions to make, they also ramble, monopolize the discussion, and do not give others an opportunity to express their thoughts. While reasons for this behavior varies, the blowfish might think he/she is being helpful, might be scared of silences, could need to exert influence to seem important, or feel strongly about a subject.

Strategies for Dealing with Blowfish

- Interrupt tactfully and refer to your agenda.
- Create an awareness of his/her disruptive behavior by stating, “I’m concerned that we are not hearing from everyone.”
- Express gratitude for his/her contributions, redirect the discussion by asking for ideas from others in the group.
- Give him/her a particular responsibility to make him/her feel important, so his/her energies can be directed at doing rather than talking.

**FACILITATION
TRAINING
MODULE 4**

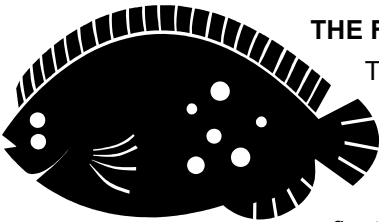


THE SEA OTTER: SUPER AGREEABLE/"OVERLY POSITIVE"

The overly positive "yes persons" are normally optimistic, very reasonable, sincere, and supportive. They are people-oriented and aim to please those nearby. They seek approval by giving approval. They may cause difficulty in groups because they can over-commit and then become unreliable.

Strategies for Dealing with Sea Otters

- Make honesty non-threatening. They are afraid you don't want to know the truth.
- Don't allow them to make unrealistic commitments. Ask specific questions about exactly what is required to fulfill commitments.
- Be personable and be prepared to compromise so everyone "wins."
- Listen to their humor; they often hide the truth in humor.
- "Yes" persons (people who never disagree) can be helpful in discussions. Use their contributions frequently.
- Take advantage of their people skills. They truly want to please.
- Give them jobs or tasks where their positive attitude is an advantage, such as in public roles.

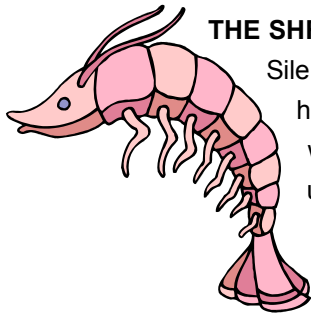


THE FLOUNDER: UNDER-PARTICIPATOR/APATHETIC

This person has little to say in a group setting, possibly because he/she is not interested or is uncomfortable speaking in groups or in the current setting. The group member who remains under-involved might be an exceptional listener, a deeply reflective individual, or simply detached from the subject. The under-participator does not appear to be engaged in the group, but may say more during breaks. He/she may be new to the group and is uncomfortable sharing his/her opinion, or he/she may have had a bad experience in another group setting. Perhaps this person discovered that "speaking out" often means getting appointed to a committee or being "put in charge."

Strategies for Dealing with Flounders

- Engage this person—get him/her talking—whether about his/her work or his/her specific input and opinions.
- Find out what size group works best for this individual. Many people are more comfortable in small groups.
- Change the meeting tone (make it less serious and easier to participate).
- Learn about this person's interests and experience through individual contact.
- Give support and encouragement when he/she does participate.

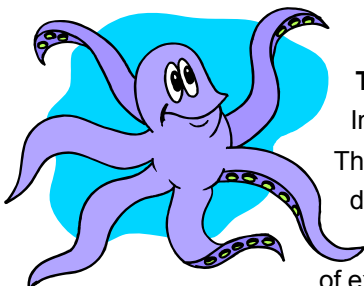


THE SHRIMP: SHY/QUIET

Silent, unresponsive persons answer every question you ask and every plea for help with a simple “yes” or “no,” or an “I don’t know.” There are many reasons why a person is shy or quiet. He or she may just be a shy person or uncomfortable in the particular group setting.

Strategies for Dealing with Shrimp

- Ask the person easy questions to help increase his/her self confidence.
- Ask open-ended questions.
- Pause for long periods, inviting them to fill the void and think about their response.
- Summarize the conversation and/or comment on the discussion.
- Give credit/positive reinforcement for any response.



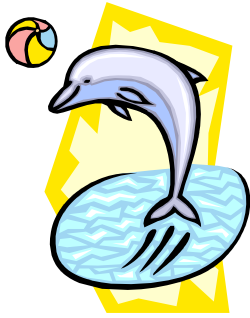
THE OCTOPUS: INDECISIVE

Indecisive people are frequently procrastinators who put things off. This behavior can cause difficulties if he/she is reluctant to make a decision or take action. He/she may miss deadlines or create conflict if he/she simply puts roadblocks to project implementation instead of expressing a differing or unpopular opinion. The indecisive person is often motivated by perfection and wants to spend more time getting things right than is practical.

Strategies for Dealing with an Octopus

- Bring the issues out into the open—making it easy for the indecisive person to be direct.
- Help the person solve the problem or address the concern.
- Place all the alternatives in rank of importance.
- Emphasize the importance of quality and service.
- Give the procrastinator a lot of support after he/she has made a decision.
- Pursue all signs of indecision with additional information.
- Retain control or authority over your work tasks, when possible.
- Set a time schedule and stick to it.

**FACILITATION
TRAINING
MODULE 4**



THE DOLPHIN: ENTERTAINER/COMEDIAN

Entertainers are largely uninvolved in the substance of group efforts; instead, they make unrelated jokes and comments. Entertainers may be distracting and divert the group's attention from the subject under discussion. However, they can play a valuable role when group discussions become tense and stressful for group members. The entertainer may want attention, lack confidence or feel uncomfortable in the group. He/she may have a short attention span or simply is not interested in the goals of the group.

Strategies for Dealing with Dolphins

- Assign the person a particular contribution to be shared at the next meeting.
- Take time for an individual contact and see what interests the person has in relation to the group.
- Encourage group members to ignore distracting behavior.
- Praise/thank the person when he/she contributes appropriately.

Handout 4.2: Methods of Resolving Conflict

Handout 4.3: Steps in Conflict Resolution

Exercise 4.3 – Role Playing

Your instructor will appoint a leader and give your group the following problem to solve. For additional guidance, you can also refer to the two handouts: *Methods of Resolving Conflict* and *Steps in Conflict Resolution*.

The Newsletter Article

Your team has been asked to write article about your community's new water quality monitoring program. You have a very short deadline, need to do a lot of research, and have no additional budget for this project. Find a solution to getting the article written.

Learning About Interventions

When a person's behavior begins to disrupt a meeting, workshop or other event, the facilitator should be prepared to intervene. In the language of facilitation, here is the definition of an intervention:

An intervention is any action or set of actions deliberately taken to improve the functioning of the group.

Intervening allows group leaders or facilitators to hold a mirror up to the group so participants can see what they're doing and correct the problem. Group leaders or facilitators may need to perform an intervention if participants display any of the stereotypical behaviors described above.

An intervention is appropriate when:

- Someone isn't listening
- Side conversations are going on
- People are interrupting each other
- People's comments get personal
- The discussion is off track

To intervene or not to intervene

Regardless of its length and complexity, an intervention is always an interruption. The facilitator needs to balance the disruptive or non productive behavior against the interruption caused by an intervention. The facilitator can therefore: ignore the situation, discuss it privately with the person during a break, *OR* intervene.

Be cautious when you intervene and do not use this technique every time there is a problem or distraction. The following questions can help you decide whether it's advisable to intervene.

- | | |
|---|--|
| ➤ Is the problem serious? | ➤ Do I know the people well enough? |
| ➤ Will the problem go away by itself? | ➤ Is the intervention appropriate given their level of openness and trust? |
| ➤ Can the intervention hurt the climate? | ➤ Do I have enough credibility to intervene? |
| ➤ How much time will the intervention take and do we have the time? | |

The three-step intervention strategy²

Because interventions are always risky, they need to be worded carefully so they don't make the situation worse. An intervention statement generally has the three steps listed below.

² From: Bens, Ingrid. 2000. *Facilitating with Ease!* Jossey-Bass, Inc., California. 216 pp.

**FACILITATION
TRAINING
MODULE 4**

- Step One:** **Describe** what you are seeing. This is nonjudgmental and does not attribute motive. It is based completely on observation of actual events. For example, “Allen and Sue, both of you have left and returned three times during the meeting.”
- Step Two:** **Make an impact statement.** Tell members how their actions are impacting you, the process, and/or other people. Base this statement on actual observation. For example, “We had to stop our discussion and start over again on three occasions because you left the room three times over the past hour.”
- Step Three:** **Redirect the person’s behavior(s).** The group leader or facilitator has two courses of action:
- Ask members for their suggestions or tell members what to do. Here are two examples. “What can we do to make sure this doesn’t happen again?” “Would everyone like a short break, so when we return everyone can participate fully?”
 - Tell members what to do. For example, “Please either stay for the rest of the meeting or leave now.”

Note: Impact statements can be omitted if they could be interpreted as laying excessive guilt on the offending parties. Use your judgment. A good guideline is to use impact statements if the behavior is persistent and previous interventions have been ignored.

Handout 4.4: Intervention Language

Exercise 4.4 – Intervention Language

- Review each of the three scenarios and write down the “wrong” and “effective” response.
- The instructor will facilitate a discussion on each of the three scenarios.
- Think of other examples of an intervention, such as:

--When someone is being **sarcastic**: “Ellen, I am afraid your good ideas aren’t being heard (**IMPACT**) because of the tone of voice you’re using (**DESCRIBE**). How about restating that again in a more neutral way (**REDIRECT**)?”

--When someone is **putting down** the ideas of others: “Joe, you have been ‘yes, butting’ every suggestion Carol has put on the table (**DESCRIBE**). I’m going to ask you to explore these ideas by asking a few questions to make sure that you fully understand them before dismissing them (**REDIRECT**). It will make Carol feel more like she is being heard (**IMPACT**).”

--When someone is **dominating** the discussion: “Al, you always have valuable ideas (**DESCRIBE**), but we need to hear from other members of the team (INDIRECT IMPACT). you hold your comments until the end (or for a few minutes), so other people can be heard (**REDIRECT**)?”

Note that the three steps of the strategy don’t have to be in any particular order.

4.3 SOLVING PROBLEMS COLLABORATIVELY

Problem solving as a part of a participatory approach to MPA management requires a systematic, structured process. This process helps build agreement among all stakeholders and is the most important tool in the facilitator’s toolkit.

Systematic Problem-Solving vs. The Scientific Problem-Solving Method

Systematic problem-solving is a structured and collaborative process that provides a solid foundation for any work group seeking to resolve important issues. It is very different from the process that researchers use to solve problems as illustrated by the table below:

Systematic Problem-Solving Process	The Scientific Problem-Solving Method
Planning Phase	
<ul style="list-style-type: none"> • Frame the problem • Identify the participants • Assess need for outside facilitator • Design a strategy and structure 	<ul style="list-style-type: none"> • Initial observations • Identify the question or problem • Form your hypothesis • Design an experiment to test the hypothesis
Conducting Phase	
<ul style="list-style-type: none"> • Preliminary meetings to define problems/establish ground rules • Mutual education about fears, concerns, and interests • Gather information • Analyze the situation • Generate options • Evaluate the options • Come to an agreement 	<ul style="list-style-type: none"> • Obtain the appropriate materials • Gather information/make decisions • Record observations • Analyze the data • Interpret the data • Develop descriptions, explanations, or models from the evidence • Reach a conclusion
Conclusion	Implementation Phase
<ul style="list-style-type: none"> • Develop an action plan for implementing the agreement • Troubleshoot the action plan • Report on progress • Evaluate the decision process 	<ul style="list-style-type: none"> • If your hypothesis is not correct, or if there are alternate solutions, present them • Summarize difficulties or problems with the experiment • List the “lessons” learned • Evaluate the research methods used.

Problem-solving by Collaborative Processes

A systematic problem-solving process is inherently collaborative. Collaborative processes share many characteristics but may not always be the most effective approach.

Characteristics of a collaborative process

- Participation is inclusive
- Participants share responsibility for the success of the process
- Participants keep their constituents informed
- Participants agree on common, constructive definition of the problem or goal
- Multiple options attempt to satisfy the participants' collective concerns
- Participants are responsible for overseeing the implementation of solutions

When to use a collaborative process

- Issues are complex
- Many parties are affected
- No single agency has clear or complete jurisdiction
- No single agency has the resources and expertise to develop and implement a solution
- Issues are negotiable
- Parties are willing to negotiate

When NOT to use a collaborative process

- Quick action is required
- Timing is not right
- Relevant information is not available
- Insufficient time, given a mandated deadline or timeline
- Basic values or principles are the focus of the problem
- Legal clarification is needed
- Extreme polarization prohibits face-to-face discussion
- Level of concern over the issue is not great

Advantages of a collaborative process

- Mutual education about different perspectives
- Better quality discussions that reflect concerns of all parties
- More creative solutions from a diverse group
- Acceptance and “buy-in” to the mutually agreed on solution
- Faster implementation because the plan reflects participants' interest
- Collaborative working relationships that can be applied productively in the future

Handout 4.5: The Ideal Collaborative Approach

Exercise 4.5 – Develop an Action Plan

Work with your team to develop an action plan for implementing a collaborative agreement. Be sure to incorporate the three phases of a systematic problem-solving approach: planning, conducting, and implementation.

4.4 A TOOLKIT FOR TEAM BUILDING

In cultivating a collaborative environment for building and maintaining productive teams, the facilitator or group leader has a number of tools in his/her toolkit for effective problem solving and reaching a particular goal. Three types of techniques/tools help the facilitator develop a common goal, generate information (possible solutions), and evaluate options.

Goal-setting Techniques

A goal statement answers the question: “What will this situation look when it is resolved? Or, what will it look like in 5, 10, or 15 years from now. One effective tool for setting a goal statement is the use of visioning which is:

- Focused on ***long-range issues*** and leads to goals statement that can form the basis for a long-range plan, public investments, and government programs.
- ***Provides direction*** to the process, rather than a solution (i.e., where you wish to be, not how you will get there)
- Should ***generate different opinions*** from all stakeholders or participants and requires that everyone has adequate information so that everyone can participate equally

Goal statements should be formulated during Step 3 (Conducting Phase) of the Systematic Problem-solving approach.

Exercise 4.6 – Goal Setting

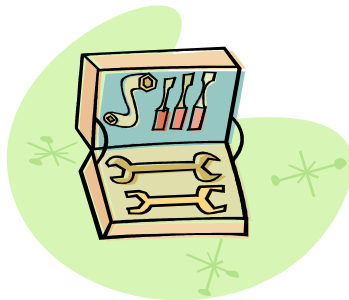
- Discuss and define a particular MPA-related problem (e.g., overfishing)
- Think about the following question and create a visual picture: *“What will this situation look like 5, 10, or 15 years from now?”*
- Pair up with a partner and describe your “picture” to each other.
- Repeat this activity with other “partners” in your group as you develop the perfect picture.
- The instructor will then lead the group in drafting a common goal statement based on everyone’s “picture.”

**FACILITATION
TRAINING
MODULE 4**

Information-gathering Tools

The following tools can help the facilitator get input from all team members, generate options or different ways to approach a problem, and a framework for evaluating those options. Please review the handout that includes each of the following tools:

- **Sequential questioning:** Sequential questioning is a series of questions posed at the beginning of the information gathering portion of the workshop.
- **Brainstorming:** Participants “brainstorm” when they come together in a freethinking forum to generate ideas.
- **Gap Analysis:** Participants address what items/information/activities are missing to achieve the perfect solution, as described in a goal statement.
- **Group Design Activities: (Charrettes):** A “charrette” is an intense design session in which a team concentrates on a particular problem and proposes solutions.



Handout 4.6: Information Gathering Tools
--Sequential Questioning
--Brainstorming
--Group Design Activities (Charrettes)
--Gap Analysis

Evaluating Possible Solutions

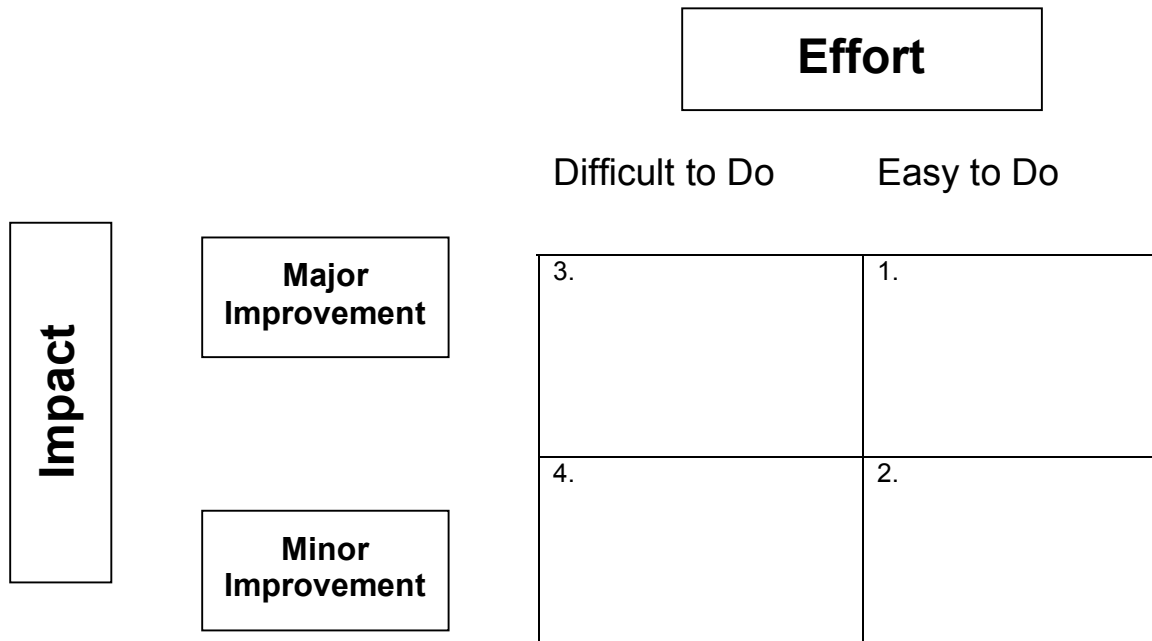
Listed below are three of the ways in which people can evaluate their ideas:

Multi-voting or “Dots”

Participants are provided with four to seven dots and use the dots to indicate their personal preferences. Ideas or solutions are listed on a flip chart and each person can select one solution per dot or use many dots per solution to indicate a high level of preference.

Impact/Effect Grid

This technique helps participants sift through brainstormed ideas to determine which are best in a given situation.



Criteria-based Grids

1. Establish criteria against which you will rate your possible solutions—e.g., cost, difficulty/ease, timeliness, urgency, environmental impact, etc.
2. Insert the solutions and criteria into a grid similar to the one below
3. Rate how critical each item is to the final solution. A possible scale could be: 1 = somewhat important, 2 = important, 3 = critical.
4. Rate each solution on how well it meets the criteria; for example, 1 = poorly; 2 = somewhat; 3 = very well
5. Weight each solution by multiplying the two ratings together for each criterion. Add all the criteria weights for each solution to determine each solution's total weight.
6. Develop action plans and implement the solutions with the highest weight.

Criteria (weight)	Solution #1	Solution #2	Solution #3	Solution #4
Cost (2)				
Environmental Impact (1)				
Match with priorities (3)				
TOTALS				

**FACILITATION
TRAINING
MODULE 4**

4.5 PRACTICAL APPLICATION OF SKILLS

The purpose of the final segment of your two-day session on Facilitation is to put into action the skills you have learned.

Exercise 4.7— Develop an Implementation Plan

Work with your team to identify the significant lessons you have learned in the past two days and develop an implementation plan to use these skills during the Management Capacity Training Program.

Apply your skills in working with your team to develop this plan and in developing the plan incorporate the skills you need for its successful implementation.