IST
Learning Circle
Facilitation Notes

FACILITATION NOTES FOR
LEARNING CIRCLE A:

HELPING THE COMMUNITY MOBILIZE
(2 hours, 45 minutes)

Session Purpose:
Help members refine their understanding of capacity building and Back-of-the-Room Facilitation (BOTR) philosophy and strategies.

By the end of this session, participants will be able to:

- Dialogue about the mental models they use to inform their community organizing
- Identify and discuss Back-of-the-Room Facilitation (BOTR) techniques they can use in community meetings
- Discuss a delegation process that will help support community capacity building
- Reflect on their current effectiveness as a "coach" and clarify language that can help support the development of others

Time	Steps	Resources/ Materials
	<u>Room Set-Up</u>: ▪ <u>Set the room with</u>: ⇒ Chairs fanned in rows or a large circle depending on the size of the group and the room ⇒ Overhead projector and projection screen ⇒ Tables set with copies of LC packet and markers ⇒ **3 Small prepared tent cards for each table labeled, "Discussion Facilitator," "Reporter-Recorder," and "Timekeeper"** ⇒ **3 x 5 index cards in 2 different colors (enough for at least one of each color per person)** ▪ <u>Posted Newsprint</u>: ⇒ Working agreements from home team session ⇒ Parking Lot, Hot Resources	**Role cards and 3 x 5 index cards in 2 colors**
25 min. total	**LEARNING CIRCLE SET-UP**	**Overhead:** Outcomes
2 min. 12 min.	6. Welcome participants. Clarify focus of this learning circle session. 7. Explain that this session will begin with each person doing a very quick check-in utilizing a "weather report format." The facilitator will model the "check-in" by taking less than a minute to share the following:	

Time	Steps	Resources/ Materials
	▪ Name ▪ Project location and assignment ▪ How they are feeling/doing at the moment using weather reporting metaphors, e.g., "partly cloudy with hopes of clearing this afternoon."	
10 min.	8. Once everyone has completed the check-in, facilitate a discussion with participants about the value of facilitating periodic check-ins as part of the meeting process by a functioning team or work group. Explain that they will be involved during this LC session in a series of activities that will be "debriefed" at their completion and reviewed for the connection to "helping the community mobilize itself." 9. Use the newsprinted session map (you prepared) to walk participants through the conceptual agenda that will be used for this session. 10. Complete the set-up of the learning circle—learning objectives, working agreements review, etc. 11. Discuss the importance of shared leadership to helping the community mobilize itself. Inform the participants that at each table, there are 3 leadership "role cards." These cards will be used throughout the session as role markers so that the table group can more intentionally rotate leadership roles. The roles are: **a. Discussion Facilitator** **b. Reporter-Recorder** **c. Timekeeper**	**NP: Map of agenda** **Role cards**
25 min. total	**RESOURCE EXCHANGE**	
5 min	1. Explain that the group will be participating in a "resource exchange" activity that parallels what happens on the floor of the Stock Exchange where resources are traded. 2. Engage participants in a fleshing out of what constitutes a resource. (Examples = skills, equipment, knowledge, print resources, people contacts, tools, templates, etc.) 3. Ask each participant to prepare 2 cards per the instructions.	**TR: instructions for preparing Resource Exchange cards**
5 min.	4. Explain that they will be brought to an open space and invited to use about 10 minutes to share a resource and hopefully get a resource. Tell participants to shout out their "gives" and "gets." ▪ Once they find someone who is giving something	**RM: Early Starting Points**

Time	Steps	Resources/ Materials
10 min.	they need, they should give that person their “need card” so that person can follow up. ▪ Once they find someone who wants what they are offering, they should give that person their “give/share card” so that person can follow up with them. ▪ It may work better if both sides exchange information. ▪ Explain as in any community, there are people who step up as “connectors.” Invite participants to not only find resources for themselves, but also for others. As the meet people, they will hear about resources that might not match with their needs or interests but will match that of others in the circle. Take the opportunity to connect others to needed resources. 5. Give the participants 10 minutes to resource exchange. 6. After 10 minutes, invite participants to return to their tables to discuss as a small group (using the role cards) and then as a large group: ▪ How did the “resource exchange” go? ▪ What worked about the activity. ▪ What needed to be “tweaked” so that the activity could be even more successful? ▪ How can the structure of an activity help a community mobilize itself? ▪ What does equal power have to do with helping a community mobilize itself? ▪ What are strategies they have used to help the community see each other as resources to one another?	
15 min. total	**DISCUSSION ABOUT HELPING THE COMMUNITY MOBILIZE ITSELF**	
3 min. 5 min. 5 min.	1. **Discussion of Benefits**. Acknowledge that this is an ongoing discussion. Refer to the PSO and the CBI and the places in those training events where they have already had this discussion. Ask participants to briefly discuss the benefits on multiple levels: a. **For the organization and community** b. **For the individual Vista member** *(Note: As these are shared, write them on the “map” of the session.)* 2. **Discussion of Barriers.** Invite participants to briefly reflect on the “barriers,” hurdles, or the different road blocks that exist in the effort to help the community mobilize itself. Explain that the barriers exist on multiple levels as well. Ask them to identify some of the	

Time	Steps	Resources/ Materials
	barriers for each level - a. **For the organization and community** b. **For the individual Vista member** *(Note: As these are shared, write them on the "map" of the session.)* 3. **Discussion of Different Frameworks and Principles.** Ask members to reflect on what information, frameworks, resources, etc. they are using to inform their efforts to support community mobilization. Invite them to refer to the resources and information in their packet that has been included for their study and guidance. Relate how VISTA members before them have drawn from the experience of different community organizers, organizations, and leaders to inform how to approach the work. Talk about how across union organizing, different labor, civil rights, citizen action movements, organizers hold sets of principles in common. Invite members to pursue their study of how to best help a community mobilize itself. a. Display the transparency "Community Mobilization & Capacity Building Principles of VISTAs" Ask participants to review them and speak about the different principles that especially resonate with what they are thinking and doing.	**Packet articles and resources** **TR: "Community Mobilization & Capacity Building Principles of VISTAs"**
45 min. total	**EFFECTIVE MEETINGS & BACK-OF-THE-ROOM FACILITATION (BOTR)**	
10 min. 15 min.	1. **Set-up**. Explain that they will now be working on strengthening their understanding of not only effective meetings, but of how they can help that happen not from the front of the room, but from the back of the room. 2. **Table Group Brainstorm.** Explain that they will begin by working at their tables to help flesh out a number of things having to do with effective meetings. Remind table teams to make sure to rotate roles again. This part of the activity will be a brainstorm done in a round robin fashion (i.e., each table will have a turn at each topic. Depending on the room and group energy, either the papers could travel, or the table teams.) a. Each table group will be handed a sheet of poster paper that has a different heading and focus: ▪ **Recipe for Effective Meetings** ▪ **Major Challenges to Team Cohesion** ▪ **Behaviors that Show Up at Meetings that Are Especially Challenging**	Newsprint with 3 different heading about meetings Information

Time	Steps	Resources/ Materials
15 min.	b. (Round 1 = 5 minutes, Round 2 & 3 = 3 minutes) c. Once the round-robin brainstorming has been completed, have each group re-connect with their original topic and poster. 3. **Drafting Working Agreements to Proactively Address Different Meeting Challenges.** Prior to reviewing what was generated by everyone, direct each table group to propose 3–4 working agreements that come to mind that directly relate to the ideas generated on their sheets. Explain that well-negotiated and maintained "Working Agreements" can help a group prevent or avert getting into certain problematic situations. It is a strong way to help a group mobilize itself and manage its own processes and priorities. a. Give each group 2–3 minutes to highlight what was generated from their topic 4. **VISTA Opportunity, Back-of-the Room Facilitation (BOTR), and short scenarios.** Facilitate a conversation about their knowledge and experience with BOTR facilitation. Share that for a brief time, they will have an opportunity to witness BOTR in action. Explain that each table group will be asked to develop a short role play showcasing one of the situations that their brainstorm topic generated about meeting challenges. Meanwhile, 2 volunteers from each table will leave the room while the role plays are being planned and will return to play the role of the VISTA members who will model how they can be helpful to a meeting and a group in process without taking center stage. a. **5 minutes prep** b. **5 minutes on each role play** c. **2 minute discussion by members in the Vista role as to what they attempted to do and how successful they felt doing it** 5. **Summary and Transition.** Wrap-up with inviting participants to discuss any "ah-ha" moments for them. *15 minute break somewhere in the middle*	

	Facilitation Notes: ▪ Remind participants also of the many opportunities that exist to help support effective meetings with behind the scenes planning and follow up.	
10 min. total	**DELEGATING**	
3 min. 5 min.	1. **Set-up**. Explain that a second 'helping the community mobilize itself' and capacity building strategy is delegation. Invite participants to share a few examples of the delegating they are already doing as part of their service. 2. **Walk-thru of Delegation Process.** Explain that while the time is brief on this topic, their packet includes a resource to help them refine their approach to delegation. Use the handout to review key steps in the delegation process. 3. **Large Group Discussion.** Explain that delegation works better, when one has considered the needs of the one who is being delegated to in terms of transition or hand-off planning. Discuss how scaffolding the hand-off is generally a more successful approach. Ask participants to discuss how they will be delegating to another.	**TR: Delegation**
20 min. total	**COACHING**	
4 min.	**1.** **Set-up**. Share that the final capacity building strategy they will discuss and do some skill practice with will be in the area of "coaching." Invite members to share their experiences and knowledge with coaching. Explain that during this remaining activity, they will get some practice holding coaching conversations. Instruct participants to look at the "G.R.O.W." questions. Share that this one suggested framework for structuring a coaching conversation, e.g. **goal->reality->options->wrap-up.** The flow and questions will be the process they will be practicing. 2. **Triad Practice.** Direct participants to the coaching information in their packet. Stress that during coaching conversations, it is about relationship building and the skill is in using questions to help your coachee clarify, sort, focus, etc., Good coaches ask good questions, <u>not monopolize the talk time and offer up their answers</u>, a. Ask members to form triads preferably with folks they haven't had a chance to talk with yet. b. Explain that there are 3 roles: Person A = Coach, Person B = willing Coachee, Person C = the observer.	**RM: Coaching**

	c. Once the roles are determined, explain that Person A & B will have 10 minutes for the practice coaching session 3. **Coaching Reflection.** After the practice time, invite the small groups to debrief the session with the Observer, who will share what he or she felt worked with the coaching, as well as what could have been even better. Persons A & B will also share their thoughts about the coaching.	
5 min. total	**Session Wrap and Transition to Next Topic**	
5 min.	1. Express appreciation for all the sharing during this session. Share the hope that each participant is leaving this learning circle with at least 2 new or strengthened ideas about how they can join with the community in their role as VISTAs to help the community mobilize itself. Close this session by wrapping up the conversation and providing participants a bridge to the next session.	

Learning Circle "A" – NEWSPRINT TO PREPARE

1. Map ideas with **"Helping the Community Mobilize Itself"** at the center

   Off-shoots from the central theme display:

   a. ***"WHY?"***
   - Benefits for individuals
   - Benefits for organizations & communities
   - Benefits for the VISTA program

   b. ***"BARRIERS?"***
   - For the organizer
   - For the community

   c. ***"USING WHAT?"***
   - Legacy of organizing
   - Mental models
   - Other community mobilization efforts

   d. ***"HOW?"***
   - BOTR Facilitation
   - Delegation
   - Coaching

Learning Circle “A” – cards for rotating roles

DISCUSSION FACILITATOR	RECORDER-REPORTER	TIME KEEPER
		

Learning Circle "A" – TRANSPARENCY TO PREPARE

Instructions:

a. Everyone will prepare 2 resource cards:

- **One identifying something you are <u>willing to</u> <u>share/give</u> to a fellow member**
- **One identifying something you <u>need/would like to get from</u> a fellow member**

"GIVE" CARD	"GET" CARD
A Resource I'd be <u>willing to</u> <u>share/give</u> to a fellow member:	**A Resource I <u>need/ would appreciate getting from</u> a fellow member:**
▪ My Name: ▪ My E-mail: ▪ My Contact Information:	▪ My Name: ▪ My E-mail: ▪ My Contact Information:

FACILITATION NOTES FOR LEARNING CIRCLE B:

INTERVIEWING THE COMMUNITY (2 hours, 45 minutes)

Session set-up:
- Outcomes/Agenda Transparencies
- Prepared newsprints for brainstorm activities (See Appendix A)

By the end of this session, participants will be able to:
- Understand the components of an effective community interview.
- Understand the components of an effective focus group.
- Develop a draft of interview questions specific to their community project.
- Create a timeline and expected outcomes for their own interview process.
- Understand that interviewing is a tool for both the practitioner and the community to listen to each other and gain trust to begin their work together.

Time	Steps	Resources/ Materials
10 min. total	**Session Set-Up**	**Transparency: Outcomes Agenda**
2 min. 8 min.	1. Welcome participants to the learning circle. 2. Introduce the outcomes for the LC and go through the proposed agenda, asking for clarifications and questions. 3. Setting the context for the LC: beginning with a brainstorm exercise to ensure that all participants' needs and skill development questions are addressed during the next 2 hours and 45 minutes. 4. Facilitate idea generation from the large group. Say, "Now we are going to spend a few minutes brainstorming the skill development needs of this particular group. Every person brings a different skill set to the table, and to ensure that everyone has their questions answered and receives the information they want the most, let's start by coming up with some topics you'd like to have covered in this session that relate to community interviewing and conducting focus groups." 5. Take note of all the topics generated by the group on the newsprint on the easel or posted to the wall. Be sure to use different colored markers that are contrast with one another but are dark in tone for best visibility. 6. After 5-7 minutes, conclude the topic generation activity	**Newsprint:** "LC Topic Needs" poster heading with blank body for facilitator's notes

Time	Steps	Resources/ Materials
	by reading back the list of topics to the group, asking for additions or clarifications, and then posting the newsprint in a prominent location in the training room so that you may refer back to it periodically during the LC.	
	Note to Facilitator: As the facilitator, the Topic Generation activity is designed with the intention of letting the participants have a hand in steering the learning circle. This activity was added to ensure that every skill set was addressed and at least talked about to plan for participants with a varied level of experience with interviewing and focus groups. As the facilitator, if you do not feel that you have the knowledge or skills to answer all of the topics generated in the LC effectively, be sure to ask participants to discuss difficult topics in small groups for peer feedback, and to also refer participants to other resources, or otherwise offer to research a question and provide the answer to a participant at a later time.	
15 min. total	**Community Interviewing and Focus Groups Basics: Common Fears**	**Newsprint:** **2-4 blank poster sheets**
       5 min.	1. Segue into a discussion of the participants' previous exposure to the concept and practice of community assessment. 2. Ask, "What is 'community assessment' and why is it important to community-based work?" Popcorn out responses for a few moments. 3. Facilitate a short discussion of the real experiences the LC participants have had with conducting community assessment so far. 4. Next, facilitate a brainstorm activity around common fears of Interviewers and Interviewees. 5. Set up an easel or post newsprint to a visible wall beforehand. Prepare three newsprints with the following headings: Fears of Interviewers, Fears of Interviewees, Limits and Benefits. 6. Start with the fears of interviewers. Ask, "What might be something an interviewer fears about conducting an	

Time	Steps	Resources/ Materials
10 min.	interview or focus group. What are some fears you may have or that you think others might have?" 7. List the responses on the prepared newsprint. 8. Next, move on to fears of interviewees. Ask, "Now think about what interviewees might be afraid of, what might impact the responses they give to you." List responses on the prepared newsprint. 9. Next, invite participants to look at both of the lists they just generated and identify some common fears between them. Use these responses to facilitate a quick dialogue about what both parties have in common and what interviewers can do to soothe their own and their interviewees' fears. 10. After the commonalities and solutions have been discussed, tell participants that you are now going to move into a "nuts and bolts" section to teach about community interviews and focus groups, including the logistics involved with each.	**Newsprint:** Heading: Fears of Interviewers **Newsprint:** Heading: Fears of Interviewees
	<u>Note to Facilitator:</u> Different groups will come up with very different lists, but it's helpful to prompt a few of the following answers if they don't come up: *Fears of Interviewers:* • I might offend the person I'm interviewing. • I might be led off-topic. • I might mumble or talk too fast. • My questions might be misunderstood. • They might give me the answers they think I want to hear, rather than what they really want to say. • My interviewee might have a hidden agenda. • If my first community interview isn't successful, my reputation could be damaged. • We might have different perceptions of the outcome. • I might take poor notes and then misquote them. *Fears of Interviewees:* • I might not know the answer. • I don't know how my responses will be used. • I don't trust the person interviewing me. • I'm worried about confidentiality. • I might be insecure about my grammar or ways of speaking.	

Time	Steps	Resources/ Materials
	• I might be embarrassed about the topic. • My community might not approve of what I'm talking about. • I am shy and don't want to be interviewed in a group. • My interviewer probably has a hidden agenda.	
20 min. total	**Community Interviewing and Focus Groups Basics: Nuts and Bolts**	**Newsprint:** Focus Groups and Interviews how-to
10 min.	1. Explain that during the next 20 minutes, participants will receive a lot of information about what community interviews and focus groups are, participate in a group brainstorm, and then talk about etiquette points. 2. Starting first with Community Interviewing, unveil the "How To…Plan an Interview" newsprint *(See Appendix A for examples).* 3. The newsprint is separated into three sections: (1) Participants; (2) Planning; and (3) Logistics. Start by asking for any participants with experience conducting interviews to offer their thoughts. Then, proceed as follows: a. Participants – Deciding who to interview and how many interviews to conduct. Discuss stakeholder identification and ask for responses from those who have already interviewed on how best to **select** interviewees, group interviews v. one-on-one interviews, etc. Discuss **scheduling** interviews (on the interviewees' turf or yours, discuss) and then the importance of professionalism through **confirming the appointment.** b. Planning – discuss development of **outcomes** (what is it that you want to achieve by interviewing this person or people; what will change or be different about your project because of this?), how to develop the **right questions** to ask so that your outcomes are achieved; and what is the **overall purpose** of your project and how to explain to an interviewee how they fit into the overall picture. c. Logistics – for interviews, these can be minimal, depending on how formal or informal the occasion.	**Newsprint:** How To…Plan an Interview

Time	Steps	Resources/ Materials
	Choosing **where/when**, then figuring out how to handle **recording or notetaking** responsibilities (if recording, getting permission; if notetaking, ensuring you have the skills and abilities necessary to take accurate notes; if weak in this area, arranging for a notetaker but again asking for permission); and planning ahead for **reporting out** – where will the interview be published, how, when, and how will the interviewee access the final product; if not published, what will become of the answers; providing for confidentiality and informed consent. 4. Next moving on to Focus Groups, unveil the "How To…Plan a Focus Group" newsprint *(See Appendix A for examples).* 5. The newsprint is separated into three sections: (1) Participants; (2) Planning; and (3) Logistics. Start by asking for any participants with experience conducting focus groups to offer their thoughts. Then, proceed as follows: a. Participants – deciding **who** to **select** and **how many** focus groups to develop. Remember to refer to the definition of a focus group (see Facilitator's Note below). Discuss the etiquette around **inviting** participants, and **confirming** their participation in a timely manner. Refer back to the earlier stakeholders, discussion for selecting participants. b. Planning – because focus groups are much more specific in their intention, developing the **right outcomes** is very important – what will be achieved after the focus group is finished, how does the information gathered change the project or affect the community? Then developing the **questions** that will help achieve those outcomes. What are the main **purposes** behind the focus group and how to convey that to participants? c. Logistics – providing a **skilled facilitator** is of primary importance, and stressing that participants in the LC might not be the best choice for facilitating, and that their role may be to recruit a skilled facilitator to take on that responsibility. Making plans for **recording and notetaking** so that the focus group is properly documented, then providing for a way to **analyze and transcribe** the data collected, and finally, how and where to	**Newsprint:** How To…Plan a Focus Group

Time	Steps	Resources/ Materials
10 min.	**report out** the information and how to respect confidentiality while doing so. 6. Answer any other questions about the nuts and bolts of the two types of interviewing before moving into a quick brainstorm on the benefits and limitations of both interview types. 7. Ask participants to first think about focus groups. Ask, “What are the benefits of utilizing a focus group as an assessment tool?” List responses on the newsprint. 8. Next, ask participants, “What are the limitations of utilizing focus groups as an assessment tool?” List responses on the newsprint. 9. In the event of fatigue on the part of participants, or time constraints, you can verbally facilitate a similar discussion about the benefits and limitations of community interviews as assessment tools, without listing answers on the newsprint. 10. Clarify any questions, and then move into a short discussion about etiquette points – the Do’s and Don’ts of interviewing and conducting focus groups. Briefly review the Do’s and Don’ts on the transparency and ask for questions.	**Newsprint:** Blank paper with heading “Benefits/Limits” **Transparency:** Interviewing Etiquette
	<u>Note to Facilitator:</u> For the purposes of this learning circle, it helps to utilize a common definition of both terms. For this LC, utilize the following definitions, as written by the University of Kansas Community Toolbox (CTB): • *Interview*: A conversation with a purpose. • *Focus Group*: A small-group discussion guided by a trained leader. It is used to learn more about opinions on a designated topic, and then to guide future action.	
35 min. total	**Planning Interviews and Focus Groups: Developing Outcomes and Questions**	
	1. Explain that for the next 15 minutes, participants will be	

Time	Steps	Resources/ Materials
15 min.	working in small groups of three to help each other start designing their interview or focus group process. 2. Utilizing the framework included in their participants' packet and put up on the transparency screen, participants will be developing a plan for their own projects on the following criteria: a. **Overall Objectives** – deciding on the purpose of their interview or focus groups. b. **Identifying the Audience** – who are the participants and what are their community roles. c. **Developing Outcomes** – what will be different or changed about the project, the participant, or the community as a result of the interview or focus group. d. **Information** – what kind of information will help make that outcome true – this is a brainstorm exercise that will help LC participants begin to develop their interview or focus group questions. 3. Divide the number of LC participants by three, and that is the number of small groups that should form. Ask participants to count off by that number, or utilize another creative way of separating participants into groups they otherwise might not form. 4. When the groups are formed, ask them to find a comfortable place to meet for the next 35 minutes as they a. **Spend 15 minutes planning their interviews or focus groups** using the framework given above and contained in their packets; and b. **Spend 20 minutes developing their interview or focus group questions** based on their planning framework. 5. Advise the LC participants that after they finish planning and developing their draft questions, they will get a 15 minute break and then the second half of the LC will be an opportunity for practicing their questions and receiving feedback from their peers. 6. Circulate through the groups as they work and provide assistance as needed, and announce the time remaining at 5 minute intervals.	**Transparency:** Framing the Interview

Time	Steps	Resources/ Materials
	<u>Note to Facilitator</u>: It is important to stress to LC participants that even if creating outlines and frameworks is not their usual style for planning their work, it can be a useful tool and for the purposes of this LC, it would be helpful for everyone to try out the method. Remind participants that once they return to their communities, they will probably have less time available for planning out their interviews, and the more time they spend on planning during the time given here, the better and sooner prepared they will be when they need to conduct their community assessment. Because this portion of the LC can also be the most distracting time for participants, it is helpful to have a few energizing activities prepared that are quick and easy to implement if attentions are running away with the group. Try to put items like Play-Doh, koosh balls, squeeze or tension balls, or other similar tactile objects on the tables. Also, it might be useful to do a little energizer activity between the Framework exercise and the Question Development exercise. It is up to the facilitator to read the group and decide how to proceed.	
	15 MINUTE BREAK	
60 min. total	**Practice Conducting a Community Interview**	
	1. Set up the room during the break with places for all of the triads to sit in their small groups. 2. Bring participants' attention to the transparency screen to go over the schedule for the next hour. 3. Explain that this part of the LC is designed for participants to each have an opportunity to conduct an interview, play the role of interviewee, and observe the interviewer/interviewee dynamic for providing feedback. 4. Over the course of the hour, the participants will form new triads, different from the ones they worked with to plan their interviews, and will have the opportunity to try out their interview questions and receive feedback. Each participant will have 20 minutes in their round to do so. 5. Referring to the transparency, explain the following protocol: a. **Round One:** 20 minutes – 3 minutes for the Interviewer to provide the Interviewee with the background of the role they will play in the interview so they can respond accordingly; 7	**Transparency:** Feedback Cycle and Practice Schedule

Time	Steps	Resources/ Materials
	minutes for A to interview B; 10 minutes for B and C to provide A with feedback about their delivery, etiquette, question quality, and overall impressions and ideas for improvement. *Person A – Interviewer* *Person B – Interviewee* *Person C – Observer* b. **Round Two:** 20 minutes – same as Round One, only with the roles switched: *Person B – Interviewer* *Person C – Interviewee* *Person A – Observer* c. **Round Three:** 20 minutes – with roles as follows: *Person C – Interviewer* *Person A – Interviewee* *Person B - Observer* 6. Have LC participants get into new triads, either by counting off or by another creative method. Ask participants to choose a letter: A, B, or C – and to stick with that through the rounds for identification purposes. 7. Begin the rounds. Set a timer and let the triads know the time left in 5 minute intervals. 8. Circulate among the groups and provide assistance as necessary. 9. After 20 minutes, announce the beginning of Round Two. 10. After 20 more minutes, announce the beginning of Round Three. 11. After Round Three has concluded, ask participants to come together for a final discussion and debrief of the activity, and to discuss carry forward ideas and action plans.	
	Note to Facilitator: Despite all your best efforts to keep all the participants on track with the timing of the rounds, one or two groups will inevitably move more quickly or slowly than the others. Careful time management on your part will help keep this from becoming a problem. If one or two groups are moving quickly and finish their	

Time	Steps	Resources/ Materials
	rounds before the other groups do, ask that group to create a poster on newsprint highlighting the key learnings their triad gained from the exercise. Let them know that when the group comes together again, they will be asked to present their learnings to the large group for discussion.	Blank newsprint and markers
15 min. total	**Close Out Session and Carry Forward Conversation**	
	1. Bring participants back into the large group for the final discussion. 2. If there was a group or two that created a “Key Learnings” poster, ask them to stand and present their findings to the large group for discussion about what happened. 3. Move on to a short debrief discussion with all LC participants about how the activity worked for them, what happened, why it happened, if they have experienced the same habits or situations before, and what they will do differently now that they have had a chance to practice. 4. Spend the final 10 minutes of the LC facilitating a dialogue with participants about what they will do next with their interview drafts. 5. Ask, “When you get back to your service site on Monday morning, what will you do with this plan and your draft of questions?” 6. Use the responses to facilitate a discussion on action steps and applying what was learned in the session. 7. Ask participants to review the list of LC Topics that was generated at the beginning and check in on whether or not their questions or concerns were answered during the session. Ask peers to respond to a particular topic if they want to, and then make time to meet with any participants afterward who have further questions that time doesn’t allow to answer. 8. Conclude by reminding participants that it’s always a great idea to have a key informant or “expert” look over their draft questions before starting an interview or focus group process, just to ensure that all of the nuances do not offend the target audience or to make sure that the right questions are being asked. 9. Thank participants as they are leaving.	

Learning Circle "B" – NEWSPRINTS TO PREPARE

<u>Section One</u>

1. Blank newsprints with headings for participant brainstorming:

    a. *LC Topic Needs*
    b. *Fears of Interviewers*
    c. *Fears of Interviewees*

2. Prepared newsprints:

    a. *How To…Plan an Interview*

How To…Plan an Interview
1. *Participants – Who? How Many?* ✓ Select ✓ Schedule ✓ Confirm
2. *Planning* ✓ *Outcomes* ✓ *Questions* ✓ *Purposes*
3. *Logistics* ✓ *Where/When* ✓ *Recording/Notetaking* ✓ *Reporting Out*

    b. *How To…Plan a Focus Group*

How To…Plan a Focus Group
1. *Participants – Who? How Many FGs?* ✓ Select ✓ Invite ✓ Confirm
2. *Planning* ✓ *Outcomes* ✓ *Questions* ✓ *Purposes*
3. *Logistics* ✓ *Facilitation* ✓ *Recording/Notetaking* ✓ *Analyzing and Transcribing* ✓ *Reporting Out*

FACILITATION NOTES FOR LEARNING CIRCLE C:

RESOLVING CONFLICTS EFFECTIVELY
(2 hours, 45 minutes)

Session Purpose:
Provide participants with an opportunity to strengthen their understanding about conflict prevention, intervention, and follow up. Help participants build critical awareness about how their style and cultural lens impact how they engage with others today. Engage participants in practice of core skills and strategies that relate to helping to achieve win-win outcomes.

By the end of this session, participants will be able to:

- Explain how one's "early cultural starting points" relate to how they perceive, address, and respond to conflicts currently.
- Relate at least 3 effective strategies for addressing conflicts.
- Discuss the distinctions between interests and positions and intention and impact and their significance to effective conflict resolution.
- Discuss 6 important principles that, if applied, would yield a climate for effective conflict resolution

Time	Steps	Resources/ Materials
	<u>Room Set-Up</u>: ▪ <u>Set the room with</u>: ⇒ Chairs fanned in rows or a large circle depending on the size of the group and the room ⇒ Overhead projector and projection screen ⇒ Tables set with copies of LC packet and markers ▪ <u>Posted Newsprint</u>: ⇒ Working Agreements, Parking Lot, and "Hot Resources" from Home Team	
30 min. total	**LEARNING CIRCLE SET-UP**	**Overhead:** Outcomes
10 min. 10 min.	1. Invite participants to begin by working together as a table group to develop their "RC table résumé". Distribute to each table one piece of newsprint for recording their discussion. 2. Welcome participants. Explain that they have already begun to focus on this learning circle's topic. Also, explain that in a moment, the information that they have gathered will be woven into an overview of the session.	RM: Table Résumé Instructions, newsprint and markers for every table

Time	Steps	Resources/ Materials
10 min.	3. Ask each table group to take no more than 2 minutes to share their résumé with the assembly. 4. Thank participants for their work and ask them to reflect on what they have already heard about resolving conflicts as a result of the résumé sharings. ▪ Re: positive, negative, or other feelings and associations related to conflict and conflict resolution ▪ Re: people's physical and emotional responses to conflict and how this information can inform one to be more effective in a conflict situation ▪ Re: the different skills and wisdom that are required if one is to be effective at helping to resolve conflicts ▪ Re: in the large group there are different experiences and knowledge levels regarding the topic and how what they already know will be woven into this LC's study of resolving conflict. 5. Briefly overview the learning circle – purpose, learning objectives, major conversations, and flow.	
100 min. total	**RESOLVING CONFLICTS BASICS** ▪ Personal responses and styles, cultural roots (packet) ▪ General conflict facts and basics ▪ Important guidelines and frameworks (packet)	
5 min. 25 min.	1. **Personal responses to conflict**. Explain that the group has already begun to share about this. Discuss how self-awareness is a good starting place for skills and knowledge development with most things, and how having an awareness about how different people respond and how their lens on resolving conflicts has been shaped by their experience and cultural memberships can be helpful while trying to help resolve a conflict. Share that by taking a deeper look at things that shape one's personal responses they can begin to use that information to inform how they interact with others. 2. Ask participants to use the "Early Starting Points" sheet and approximately 5 minutes to think about their early experiences. Have the members form groups of 2-3 and briefly share their reflections with one another. Facilitate a large group discussion about what stood out for them. Emphasize if the group has not already done so – the connection between early experiences and present day practice, between cultural and/or family teachings and preferred behavior, and how with	 **RM: Early Starting Points**

Time	Steps	Resources/ Materials
	training and intentional practice, old tapes can also be replaced by new behavior and approaches.	
40 min.	3. Share with participants the Style Questionnaire. a. Invite participants to quickly take the questionnaire and score it. Facilitate a conversation by the group about what they know about "styles" and style assessments, i.e., things that shape their style; how depending on the circumstances, a particular style might be more appropriate; how each person usually has a preferred style but really uses most of the styles depending on the context, how with training and practice, one can get stronger at adding a particular style to one's repertoire, etc. Stress that styles assessments shouldn't be used to lock a person in as much as help clarify how a person might be showing up and how also the appropriate style is influenced by past experience, past coping, dynamics that are currently present in one's role and context. b. Assign each table group one of the "styles" to think about in terms of "advantages" and "disadvantages." Invite each group to share their conversations with the larger group. *(15 minute break)*	**RM: Conflict Style Questionnaire**
20 min.	**4. <u>General conflict basics</u>.** Explain that one framework for thinking about conflicts is to think about: conflict prevention, conflict resolution preparation, conflict intervention, and conflict resolution follow up. Explain that they'll be using this framework to cull their knowledge of wisdom and lessons learned. (PROCESS: Have each table group begin at a different newsprint to capture some of their best thinking about that phase of the cycle. After 5 minutes, have all the groups rotate in a clockwise fashion to the next. After 4 minutes, have them rotate again, etc. Once each group has taken a turn at each of the four posters, have each group return to their original sheet. Have someone from the group highlight what ideas and strategies came up for the group. Facilitator will use the provided resource sheet to add to the conversation other issues that were not offered by the group.	**4 Newsprint posted around the room with different titles: 1) conflict prevention, 2) conflict resolution preparation, 3) conflict intervention, and 4) conflict resolution follow up**
10 min.	**5. Important Guidelines and frameworks.** Explain that many resources exists to help guide their development as people who are effective at helping to resolve conflicts. Share that for this learning circle 3 guide sheets have been included. Invite the group to review the information as a large group, highlighting the	**Resource Materials in Packet**

Time	Steps	Resources/ Materials
	information that sticks out for them.	
30 min. total	**DIFFERENT RC SKILLS and RC LAB** ✓ Analysis ✓ Separating Interests from Positions ✓ Facilitating a Win-Win	
10 min.	1. Share with participants that their attention will now be directed to honing different skills related to effective conflict resolution. Explain that it will be useful for the process for each participant to identify at least one real life conflict they can use during our exercises to help them refine their skills. Give everyone 5 minutes to initially draft their conflict.	Blank paper or cards
15 min.	2. **Analysis.** Explain that understanding a conflict well is a critical first step in addressing a conflict. Ask participants to turn to pages 7 and 8 in their packets and look to see if they have left out any critical information in their initial drafting of their sample conflict. Ask participants to form triads with new folks and share their conflict situations with the focus on getting a full picture of each conflict.	**RM – Conflict Analysis**
15 min.	3. **Separating Interests from Positions.** Explain that a very important skill in resolving a conflict is the ability to unearth the different interest or needs that underlie or are at the root of positions that individuals take. Until parties are able to discover or unearth the different interests or needs, effective resolution cannot take place. Ask participants to offer an example or offer one to the group. Invite participants to look on page 10 for a variety of “position statements.” Highlight a few of them and ask the participants to identify different interests or needs that may be driving those particular position statements.	**RM – Interest vs. Positions**
15 min.	4. **Facilitating Win-Wins.** Direct participants to pages in their packet. a. Give everyone 5 minutes to read these pages with an AmeriCorps example. b. Highlight the RESPECT technique that is a part of that reading. While win-win solutions are not always possible, have triads go back to their scenarios and attempt to apply the RESPECT technique where possible. Engage the participants in a large group share of their discoveries.	**RM – Win-Win Information**
5 min. total	**LEARNING CIRCLE CLOSE OUT**	

Time	Steps	Resources/ Materials
4 min.	1. Review of ideas that especially stuck out for folks. 2. Highlight of resources in packet that didn't get covered. 3. Sharing of local resources that folks have found helpful in helping them build their knowledge and skills in resolving conflicts. 4. Tagging of next steps using the reflection sheet found at the end of their packet.	
1 min. total	**Session Wrap and Transition to Next Topic**	
1 min	1. Close this session by wrapping up the conversation and providing participants a bridge to the next session.	
	Facilitator Note: ▪ There is more information in this packet than can be covered with the allocated time. Depending on the group and their needs, you might spend more time on particular skills and topics than on others. Use your judgment about how to best utilize the time and where to place the stress during this learning circle. ▪ Related to this piece is the information in both the "Communicating Across Differences" and "Dealing with Difficult Conversations" learning circles. ▪ The resource sheet is included to help guide the conversations where the group harvests their collective wisdom about conflict prevention, intervention, follow up, etc.	

Prevention	**<u>Build Strong Relationships</u>** ⇒ Commit to understanding and respecting self and others, and choose relating strategies that work to build relationships and trust, and preserve the dignity of all parties ⇒ Work hard to communicate effectively so that he/she creates few conflicts that arise from poor communication **<u>Foster Respectful Climate</u>** ⇒ Clarify vision, mission, roles & responsibilities, boundaries and working agreements ⇒ Maintain ongoing mechanisms to assess respectful, inclusive climate ⇒ Provide training to enhance effective communication, human relations, cultural awareness, conflict resolution skills ⇒ Promote shared leadership, shared power, ally relationships ⇒ Facilitate clearing rituals and ceremonies **<u>Establish Infrastructure and Support to Help Address Conflict Resolution</u>** ⇒ Value the opportunities that conflicts can present for clearing, healing, and the fulfilling of unmet needs. ⇒ Think Prevention, Intervention, and Appropriate Follow up ⇒ Establish different conflict resolution systems, processes, & procedures—peer mediation, team resolution process, etc. ⇒ Provide training to enhance effective facilitation, mediation, dialogue, conflict resolution skills ⇒ Develop team, organizational, and community contingency plans and anticipate problems ⇒ Be familiar with available resources that can be called in to help - alternative dispute resolution, mediation services, etc.
CR Preparation	⇒ **Get all the facts** ⇒ **Work hard to discover the source(s) or roots of the problem** ⇒ **If needed, seek out third party to help** ⇒ **Set up intervention for success-choose the road of least resistance and most respect** ⇒ **Use spirit and cultural knowledge to help and set right tone** ⇒ **Employ direct as well as indirect methods**

CR Intervention	⇒ **Seek to understand the needs and interests that are beneath the positions** ⇒ **Use mind, body, space to M.A.B. – "take it down a notch"** ⇒ **Commit to working for Win-Win** ⇒ **If an agreement is reached, re-state and clarify the "next steps"** ⇒ **Use a "cooling period" if it is helpful** ⇒ **If an agreement is reached, re-state and clarify the "next steps." Sometimes a written agreement helps**
CR Follow up	⇒ **Follow up, check in to see if in fact a good resolution was reached** ⇒ **Follow up – make sure that what folks said they would do, they do** ⇒ **Make the systemic change that would help** ⇒ **If appropriate, strengthen the agreement with ritual, ceremony, or official endorsement**

FACILITATION NOTES FOR LEARNING CIRCLE D:

MAKING DECISIONS COLLABORATIVELY (2 hours, 45 minutes)

Session set-up:

- Outcomes/Agenda Transparencies
- Prepared newsprints for brainstorm activities (See Appendix A)
- Scenario poster (See Appendix A)

By the end of this session, participants will be able to:

- Identify the key characteristics of the collaborative decision-making process.
- Recognize situations in which collaborative decision-making strategies will be effective.
- Understand factors that can slow down or speed up the collaborative decision- making process.
- Carry forward the collaborative decision-making process in their community.
- Discuss the importance of decision making processes and patterns within communities and how it relates to community-based work.

Time	Steps	Resources/ Materials
10 min. total	**Session Set-Up**	**Transparency:** Outcomes Agenda
2 min.	1. Welcome participants to the learning circle. 2. Introduce the outcomes for the LC and go through the proposed agenda, asking for clarifications and questions. 3. Begin with a short exercise designed to get an idea of participants' expectations about the LC, and to generate a list of topics and issues participants would like to see addressed. 4. Facilitate idea generation from the large group. Say, "Now we are going to spend a few minutes brainstorming the skill development needs of this particular group. Every person brings a different skill set to the table, and to ensure that everyone has their questions answered and receives the information they want the most, let's start by coming up with some topics you'd like to have covered in this session that relate to fostering collaborative decision making in communities." 5. Take note of all the topics generated by the group on the newsprint on the easel or posted to the wall. Be sure to use different colored markers that are in	

Time	Steps	Resources/ Materials
	contrast to one another but dark in tone for best visibility. 6. After 5-7 minutes, conclude the topic generation activity by reading back the list of topics to the group, asking for additions or clarifications, and then posting the newsprint in a prominent location in the training room so that you may refer back to it periodically during the LC.	
40 min. total	**Collaborative Decision-Making Basics**	
10 min. 20 min.	1. Segue into a discussion of the participants' previous exposure to the concept and practice of collaborative decision making. Ask, "What is your impression or experience with collaborative decision making?" Popcorn out responses. 2. Ask, "What do you think of when I use the term 'consensus'?" Popcorn out responses for a few moments. 3. Post the 3 Decision-Making newsprints to a visible wall beforehand. These have the following topics: (1) Decision Made by Authority Figure, (2) Decision by Small Group, and (3) Consensus. Keep them all taped halfway up so that their headings are not visible until needed. 4. Start with Decisions by Authority. Untape that newsprint and ask, "What are some of the virtues or positive aspects of decisions being made by an authority figure at an organization or in a community?" Write down the responses on the space provided on the poster. 5. When those ideas have been exhausted, ask "What are some of the negative aspects of decision making in the same framework?" Write down responses on the space provided. 6. Engage participants in a discussion about the ideas they just came up with, drawing out real experiences when possible. Look for common ideas between both the positive and negative attributes and draw attention to those things for participants. Ask, "Why might the same ideas be in both columns?" 7. Next move on to Decisions by Authority Figure with Small Group Input. Untape that newsprint and ask, "What are some of the virtues or positive aspects of	**Newsprint:** 3 Decision Making brainstorm posters (see Appendix A)

Time	Steps	Resources/ Materials
	decisions being made by an authority figure at an organization or in a community who has gathered community input?" Write down the responses on the space provided on the poster. 8. When those ideas have been exhausted, ask "What are some of the negative aspects of decision making in the same framework?" Write down responses on the space provided. 9. Again look for common ideas between both the positive and negative attributes and draw attention to those things for participants. 10. Lastly, move on to Decisions by Consensus. Untape that newsprint and ask, "What are some of the virtues or positive aspects of decisions being made by consensus?" Write down the responses on the space provided on the poster. 11. When those ideas have been exhausted, ask "What are some of the negative aspects of decision making in the same framework?" Write down responses on the space provided. 12. Again look for common ideas between both the positive and negative attributes and draw attention to those things for participants. 13. Once all three models have been discussed in full, lead a short segue discussion to draw out themes between all three, and to allow participants an opportunity to think about the real situations in which all three might be useful. The next part of the LC will involve facilitating an experiential activity designed to give participants an idea of how consensus works.	**Newsprint:** Decisions by Authority with Small Group Input **Newsprint:** Consensus
	<u>Note to Facilitator:</u> For the purposes of this LC, this session focuses only on three of the seven models introduced in the handout packets. If time allows, go through the others with participants and do the same exercise verbally. The following definitions are to be used: ***Decision by Authority****:* *The designated leader makes all decisions without consulting group members.* ***Decision Made by Authority after Group Discussion****:* *The team creates ideas and has discussions, but the*	**Handout Packet:** References pp. 6-9 in packets

Time	Steps	Resources/ Materials
	designated leader makes the final decision. The designated leader calls a meeting, presents the issue, listens to discussion from the team, and announces her/his decision. ***Decision Made by Consensus****:* *Collective decision arrived at through an effective and fair communication process (all team members spoke and listened, and all were valued).*	
40 min. total	**Collaborative Decisions: An Experiential Activity and Debrief**	**Newsprint:** Game Scenario
	1. Explain that during the next 40 minutes, participants will be taking part in an experiential activity designed to give an idea of how consensus comes together in the community. 2. Answer any other questions about the nuts and bolts of consensus, the decision-making framework that this activity focuses on. 3. Ensure that participants are evenly divided at their separate round tables. If any groups are particularly chatty, or if as a facilitator you want to ensure that participants that don't know each other work together, divide the group into even sizes and distribute around the round tables. There should be at least 3 groups. 4. Give each participant an index card with tape applied to the blank side. They should not look at the front of their cards. 5. Ask participants to first bring their attention to the Scenario newsprint posted on a visible wall. 6. Say, "Each group represents its own separate nonprofit board of directors. Each group will be working with the same scenario." 7. Next, read off the newsprint scenario at the front (see Appendix A for content and scenario ideas). Say "Your organization's goal is to use consensus to make a decision about this situation. You will have 7 minutes in your group to use this framework to reach consensus. Go ahead and stick your index card to your own forehead now, but remember not to look at the front of your own. Your other instruction is that you must treat your other team members in the way that their card tells you to, even if that means behaving in a way that you ordinarily would not. Remember that this is a	**Materials:** Role Index cards prepared in advance, with tape applied to back (see Appendix A for content and instructions for creating)

Time	Steps	Resources/ Materials
	simulation activity." 8. Participants will apply the cards to their foreheads and commence play. 9. Circulate and observe the behaviors and attitudes of participants. If necessary, remind participants to truly follow their peers' card's instruction. Watch as the groups find that reaching consensus with the added burden of weighing some people's ideas more than others is not as easy as they thought it might be.	
	<u>Note to Facilitator:</u> This goal of this simulation activity is twofold: to give participants a sense of how difficult consensus can be; and to draw attention to other aspects of collaborative decision making, especially as it relates to power dynamics, cultural differences, and the importance of inviting those most affected by an issue to the decision-making table. The cards will have different instructions on them, and participants will not know what their card says, though they will see their other group members' cards. See Appendix A for content. For example, one participant's card might say, "Treat me like the leader," while another's may say, "Ignore me." These issues should come up during the debrief, but as the facilitator it is important to circulate through the groups as they play the game and make notes and observations about behavior, attitudes, and culture as they unfold during play. These will provide fodder for the debrief discussion.	
	1. After 7 minutes, get all participants' attention and bring them back to debrief their experience. 2. For the next 35 minutes, engage in a deep debrief of the activity. Some leading questions to bring the discussion to that length include: • What happened in your small group when you put on the labels? • Did you get a sense of what your role might be? How? • For those of you whose label said "ignore me," how did you feel? • How was your role of being ignored similar to what actually can happen in a consensus situation? • For those of you who were "leaders," what	

Time	Steps	Resources/ Materials
	happened? How did you experience the activity? • Did anyone reach consensus? Why or why not? • What does this activity tell you about consensus? Is it easy? Is it realistic? What could you do to make it more realistic or easier to implement? • Has anyone experienced something similar to what we just did? What happened in that situation? How was it resolved? Was it resolved? • Do we wear labels in our own communities? What are some of the labels we wear? How do others treat us based on those labels? • Why are labels sometimes hard to see? What are some less obvious stereotypes or ways of behaving that are not as obvious as things like race, gender, or ethnicity? • How can you help to dispel labels or associations and actually bring a consensus process to your own community?	
	Note to Facilitator: This part of the activity can sometimes run a little fast, or take longer. This activity and debrief should run right up to the break, but it's OK to give participants a few more minutes of break if the conversation wears out before time is up. Debriefing the conversation about the activity is as important as the actual activity, and the majority of the conversation should be about real world experiences and situations, and less about the nuts and bolts of what happened in the groups, unless it ties directly into real experiences. At the end of the debrief, before break, let participants know that the second half of the session will be focusing on their actual sites and community issues, and will help them pick up ideas and solutions to difficult situations they might be encountering that hinders a collaborative process from occurring.	

15 MINUTE BREAK		
50 min. total	**“The Real World”: Applying Decision-Making Principles**	
	1. Set up the room during the break with the four station posters: (1) Information; (2) Authority Figures; (3) Resources; and (4) Your Role in the Community *(see Appendix A for set-up and content).* 2. Bring participants’ attention to the transparency screen to go over the schedule for the next hour. 3. Explain that this part of the LC is designed for participants to each have an opportunity to discuss their own and their peers’ communities’ readiness to engage in collaborative decision making. 4. Over the course of the hour, the participants will form 4 teams, which will travel to each of the 4 stations to discuss the different topics. At the end of the hour, they will have an opportunity to come up with solutions and ideas to assist in creating better community readiness for collaboration. 5. Referring to the transparency, explain the following protocol: *a.* **Round One:** 10 minutes – Each team will begin at one of the four stations and have 10 minutes to brainstorm ideas or challenges that correspond with that topic. *b.* **Round Two:** 10 minutes – each team will travel to the next station. *c.* **Round Three:** 10 minutes – each team will travel to the next station. *d.* **Round Four:** 10 minutes – each team will travel to the last station. *e.* **Round Five:** 10 minutes – each team will rotate back to their original station and take 10 minutes to work out a potential solution or ideas to increase readiness for that topic to prepare for presentation. 6. Have LC participants either count off by 4, or use another creative method to break participants into 4 teams.	**Newsprint:** (1) Information (2) Authority Figures (3) Resources (4) Your Role in the community **Transparency:** Station Schedule

	<u>Note to Facilitator:</u> Each of the four stations will deal with a different aspect of Community Readiness for Collaborative Decision Making. Each station's instructions are the same for the four rounds that deal with brainstorming: • At each station, teams will have 10 minutes to brainstorm in what areas their community or project is lacking in something. • For example, at the "**Information**" station, teams will brainstorm about their own individual community's situation, and write down collectively all the different types of information their community needs, but maybe does not have, that would make them more ready for collaborative decision making. • For example, at the "**Resources**" station, teams will brainstorm about their own individual community's situation, and write down collectively all the different resources their community needs but might not have that would make their community more ready for collaborative decision making. • For example, at the "**Authority Figures**" station, teams will brainstorm who are the important community members and authority figures who have the power to make decisions in their community, or who influence what decisions are made. These are the people who could influence a collaborative process. • For example, at the "**Your Role**" station, teams will brainstorm what their role is at their organization or in the community, and how they can play a part in creating readiness for collaborative decision making. During the fifth round, when teams will be returning to their first station and coming up for solutions or creative ideas for addressing and promoting readiness in a particular area, the following instructions will apply: • For the **Information**, **Resources**, and **Your Role** stations, each team will look at the ideas and challenges written on the newsprint and create a poster with strategies and ideas for obtaining or addressing the things listed on the newsprint. They will put these ideas on a new poster and present it to the larger group. • For the **Authority Figures** station, that team will brainstorm strategies for engaging those people listed in a collaborative process, and think of how to influence these influential people. They will also create a poster to present to the larger group.	

	1. Begin the rounds. Set a timer and let teams know when they have 2-3 minutes left in each round. 2. Circulate among the groups and provide assistance as necessary. 3. After 10 minutes, announce the beginning of Round Two and have teams rotate clockwise to the next station. 4. After 10 more minutes, announce the beginning of Round Three. Teams rotate again. 5. After 10 more minutes, announce the beginning of Round Four. Teams rotate again. 6. After Round Four has concluded, ask teams to return to their original station. Hand each team a blank newsprint page with markers, and announce the next assignment: “Now that you are back at your original station, you will see that the other teams have added to your ideas and thoughts. Your next assignment is to come up with solutions or creative ideas relating to actualizing some of the issues brought up on the newsprints. Create a poster to share with the large group in about 10 minutes that captures your team’s solutions and ideas.”	**Newsprint:** Hand out blank newsprint pages and markers to each team.
	Note to Facilitator: Despite all your best efforts to keep all the participants on track with the timing of the rounds, one or two groups will inevitably move more quickly or slowly than the others. Careful time management on your part will help keep this from becoming a problem. This may come up in the final two rounds, as teams will come to stations that have been well-brainstormed already. If necessary, it is possible to shave off some time from the last two rounds and give more time for presentations and debrief at the end of the LC.	
25 min. total	**Presentations and Carry Forward Conversation**	
2 min.	1. Bring participants back into the large group for presentations. 2. Say, “Now your teams are going to have an opportunity to present to each other what kinds of ideas they came up with that are for all of you to think about implementing back at your sites. Each team will have 4 minutes to present.” 3. Select one team to present first, and then set a timer to keep everyone on track.	

16 min.	4. Each team presents their ideas to the others. 5. Spend the final few minutes of the LC facilitating a dialogue with participants about what they will do next with their ideas about collaborative decision making in their communities. 6. Ask, “When you get back to your service site on Monday morning, what will you do with these ideas?” 7. Use the responses to facilitate a discussion on action steps and applying what was learned in the session. 8. Conclude by reminding participants that it’s always important to ensure that the right community members are at the decision-making table, and that their role in their community may not necessarily be the person leading the process, but possibly finding the right person to facilitate that process. 9. Thank participants as they are leaving.	

Learning Circle D – NEWSPRINTS TO PREPARE

Section One

1. Blank newsprints with headings for participant brainstorming:

    a. *Decision By Authority Figure (landscape format)*

1. Decision by Authority Figure: The designated leader makes all decisions without consulting group members. ***Pros:*** ***Cons:***

    b. *Decision by Authority after Group Input*

2. Decision by Authority after Group Discussion: The team creates ideas and has discussions, but the designated leader makes the final decision. The designated leader calls a meeting, presents the issue, listens to discussion from the team, and announces her/his decision. ***Pros:*** ***Cons:***

    c. *Decision by Consensus*

3. Decision by Consensus: Collective decision arrived at through an effective and fair communication process (all team members spoke and listened, and all were valued). ***Pros:*** ***Cons:***

2. Prepared newsprints:

   a. *Activity Scenario*

> ***Consensus Scenario:***
>
> You are the board of directors for SkateYouth, a grassroots organization trying to create opportunities for local youth who want to skateboard for recreation and competition. Skateboarding in public areas of the city is currently banned by city ordinance. As an organization, you just received a donation of $15,000 from an anonymous local donor. Your Board is meeting today to decide how to spend that money.

Section Two: Stations Newsprints

1. *Information*

> ***Station #1: INFORMATION***. E.g., what kinds of information does your organization/community need to become ready for a collaborative process?

2. *Resources*

> ***Station #2: RESOURCES.*** E.g., what resources does your organization or community need to become ready for a collaborative process?

3. Authority Figures

Station #3: AUTHORITY. E.g., who are the authority figures or influential community members who impact or impede collaborative processes?

4. Your Role

Station #4: YOUR ROLE. E.g., what is your role within your organization and what limits your ability to influence a collaborative process?

INDEX CARD LABELS FOR ACTIVITY

Prepare regular 3 x 5 index cards as follows (ensure there are enough for all participants and that there are few repetitions in each group):

- Treat me like the leader
- Ignore me
- Laugh at all my ideas
- Argue with me but let me win
- Defer to me
- Shoot all my ideas down
- Consider my opinion
- Ask my opinion after every idea

Or make up your own. It's OK to have a set for each group and so only have to come up with 5-8 labels, since they will be doing the activity at their tables.

FACILITATION NOTES FOR LEARNING CIRCLE E:

NAVIGATING CHANGE
(1 hour, 30 minutes)

Session Purpose:
- Facilitate opportunity for VISTA members to hone their knowledge and sensibilities about change, community readiness, and their role as a change agent that is consistent with the VISTA mission

By the end of this session, participants will be able to:

- Identify at least 4 things to consider when helping to bring about change
- Discuss different change strategies that are consistent with the VISTA mission
- Describe a process for leading change effectively in an organization

Time	Steps	Resources/ Materials
	Room Set-Up: ▪ Set the room with: ⇒ Overhead projector, screen, newsprint easel and pads, table rounds ▪ Posted Newsprint: ⇒ Working Agreements, Parking Lot, etc. ▪ Packet Contents: ▪ Title page ▪ Learning outcomes, agenda ▪ Change reflection ▪ Why change might fail ▪ Kotter's eight-stage model ▪ Emotional roller coaster, change process phases ▪ William Bridges quotes ▪ Rosabeth Moss Kanter quotes ▪ CSAP article ▪ Artlce questions ▪ Change thinking cue sheet ▪ Reflection sheet	Learning circle packet
13 min. total	**SESSION SET-UP & OVERVIEW**	
	1. Review of Objectives. Introduce the session, and review the learner outcomes.	

Time	Steps	Resources/ Materials
	2. Invite each person to briefly introduce themselves sharing name, project, and why they selected the "change" topic. 3. Discuss the significance of topic to V Service. 4. Share session content and flow.	
30 min. total	**CHANGE REFLECTION**	
         5 min. 5 min. 5 min. 5 min.	Facilitator Note: Depending on the amount of space in the room, this could be done a number of ways, basically, the process for this activity is to have participants sharing different things with different partners about change. Suggested strategies include: two lines facing each other and after each question, people move to their right 2 people, or make a wagon wheel with chairs, or make several moving pods, etc. 10. <u>Round One</u>: Introduce yourself to your new partner and work together to complete the statement, **"Change is …".** 11. <u>Round Two</u>: Introduce yourself to your new partner and complete the statement, **"2 ways I respond to change and 2 ways I've noticed other people respond to change …".** 12. <u>Round Three</u>: Introduce yourself to your new partner and complete the statement, **"3 reasons why change has been known to fail is because …".** 13. <u>Round Four</u>: Introduce yourself to another new partner and complete the statement, **"Things that one can do to help people embrace a change is …".** 14. Large Group Discussion. Review each question or statement in turn and invite participants to share insights, questions, different experiences, and points of view. Explain the importance as change agents of making time to study and dialogue about change.	NP: statements for discussion or put on transparency
40 min. total	**CHANGE & TRANSITIONS**	
2 min.	1. Share briefly about William Bridges and his work on "Transitions." 2. Invite participants to read the CSAP article on "Change, Transition and Responses to Change" based on Bridges' work.	**Training Materials:** "Potential Sticking Points

Time	Steps	Resources/ Materials
	3. Explain that they will be divided up into 3 different groups to focus and develop a 'teach back' on one part of the process Bridges has identified: ▪ **Endings** ▪ **The Neutral Zone** ▪ **New Beginnings** 5. Give each team 30 minutes to go somewhere to read over the article, focus on their assigned section, and come up with an interesting way to showcase the information in the form of a 3 minute active teach-back. (Ideas for their teach-back include: art work/poster, role-play, song/poem, etc.) 6. Give each group 3 minutes to share their teach back and follow each teach back with a brief conversation highlighting key elements of the transition process as it related especially to their lives as VISTAs with communities.	Related to Community Cultural Awareness & Effectiveness"
10 min. total	**HELPING TO LEAD CHANGE**	
2 min.	1. Relate back to their earlier reflection about what helps a group make the transition. 2. Invite the participants to review the ideas put forth by John Kotter and Rosabeth Moss Kanter in their handouts. Discuss with participants what effective change leaders do. 3. Engage members on identifying different change strategies they have been a part of and what was successful or unsuccessful.	RM: leading change materials
5 min. total	**RESPONSIBILITIES OF VISTA CHANGE AGENTS**	
1 min.	1. Invite participants to talk about how resistance by the community to change is typically interpreted and approached. 2. Ask participants to share ideas about their responsibilities to the community with regard to their service and helping to bring about change.	
1 min. total	**WRAP UP & TRANSITION TO NEXT SESSION**	
1 min.	Close this session with expressions of appreciation for the sharing. Invite folks to identify any shifts in thinking and approaches they've had in light of this learning circle discussion.	

FACILITATION NOTES FOR LEARNING CIRCLE F:

COMMUNICATING ACROSS DIFFERENCES
(1 hour, 30 minutes)

Session set-up:

- Outcomes and agenda on transparency (or newsprint)
- True Colors© assessments (See Appendix B for content)
- Session packets (handout)
- Colors and E/I posters (see Appendix A for content)
- Scenario poster (See Appendix A for content)
- Task cards (See Appendix A)

By the end of this session, participants will be able to:

- Identify the actions, attitudes, and behaviors that constitute effective organizational communication.
- Recognize their own individual approach to communication, and how their style fits with the organizational culture in which they serve.
- Effectively communicate with project stakeholders with specific regard to their individual style.
- Understand the danger in making assumptions about others' personalities, motivations, and purposes as it relates to their work based on a communication style.
- Feel comfortable communicating with their varied stakeholders.

Time	Steps	Resources/ Materials
5 min. total	**Session Set-Up**	**Transparency: Outcomes**
2 min. 3 min.	1. Check in with participants and introduce this session's focus and review with them the session's anticipated learner outcomes. 2. Ask participants, "How many of you have taken a personality quiz before?" (show of hands) 3. Tell participants: "The presence of all these 'personality tests' – what does that tell you about people in general, about their interests in personalities?" (popcorn out responses) 4. Ask, "Why is it so important to us as people to have an explanation of why we are the way we are?" (popcorn out responses)	
	<u>Note to Facilitator:</u> Tell participants that they will be doing an activity that is based on a self-assessment, but that they will also be doing activities that dispel myths and preconceived notions about "typing" or "categorizing" others. The self-	

Time	Steps	Resources/ Materials
	assessment is simply for example and to raise awareness about how these tools can be useful and how they can sometimes be abused or misused. When introducing the Communication Styles Assessment Activity, make the following points if they haven't come up already: • There is a lot of psychological research that has gone into identifying different "types" – personalities, behaviors, learning styles, etc. • Data points to the existence of types, or groupings of similar traits among different people that seem to indicate that there are a few specific ways of absorbing and conveying information that are shared among people who otherwise are completely different from each other. • Most people do fall into one or more of these communication categories in a general sense with respect to these attributes. • What we are covering in this session is the *general ways* that different people have in common or in contrast with their co-workers and fellow community members, and how those commonalities and contrasts affect the way we do our work.	
40 min. total	**True Colors© Assessment Activity**	
2 min.	1. Explain that they are now going to jump into the Assessment Activity. 2. Ask participants "How many of you have done the True Colors© Assessment before?" (show of hands, thoughts) 3. Tell participants that they are going to do a self-assessment first, so that they can look at themselves before thinking about others. 4. Hand out the assessment tools to all participants. 5. Read the instructions at the top of the assessment and clarify/answer all questions. Give 3 minutes to fill out the self-assessment. 6. Participants fill in the assessment. When done, they will await further instructions. 7. When all participants are finished with the assessment, ask participants to proceed to "their" dominant color poster (*see Appendix A for details on creating posters)*, located on one of the room's four walls.	True Colors© Assessment tool (handout) **Option:** Basket of colored plastic eggs (with

Time	Steps	Resources/ Materials
5 min.	*Note: having a prop of some kind, such as a basket of plastic colored eggs in gold, orange, blue, and green, containing a treat of some kind, can help speed up the process – ask participants to grab their color from the basket, and then they will more quickly identify their peers. Any kind of similar prop that indicates color will work just as well as the eggs. Treats assist a great deal, though.*	treats inside) for dividing into groups. 4 Colors Posters (hung on 4 different walls and taped up to cover all text except for the name of the Color at the top)
	<u>Note to Facilitator:</u> Be sure to instruct the newly formed groups that they are not to take down the tape on the posters until they are instructed to do so. The posters contain the characteristics of that particular color according to the assessment tool – you don't want to reveal that information until *after* the group activity is done. Then you can use the post-activity unveiling as a part of your activity debrief ("Once you finished the group work, did your group conform to the characteristics given on the poster?" "If not, why do you think that happened?" "If your group did, why do you think that happened?" Etc.)	

<u>Variations for the Facilitator:</u>

At this point, the facilitator can choose from a variety of diverse activities for different LC timeframes.

- **Option A**: Explore the individual colors first, then work on a "fishbowl" activity to address differences (the standard LC version, *continued below*)
- **Option B**: Explore individual colors in a concentrated activity (*See p. 11 for details*).
- **Option C**: Add a component addressing extroversion and introversion (*See p. 13 for details*).

Time	Steps	Resources/ Materials
Option A (standard LC version) **starts here:**		
7-10 min.	8. Once all participants are in their color groups, give each group an index card with a task on it (prepared in advance by the facilitator). Each group will receive the same task. 9. Instruct each group that they have 10 minutes to accomplish the task, and that they will document their process on the newsprint they receive from the facilitator. They can use graphics and/or text. 10. Circulate through the room as the groups work, to monitor progress, answer questions, and make notes for use during the activity debrief. Do not give any further instruction beyond what is written on their task card.	Task cards Blank newsprint and markers
	<u>Note to Facilitator:</u> The task that all the groups will work on during the activity is as follows: "You and your peers have been asked to plan a trip for a group vacation. Take a few minutes to think about the trip you will go on. At the end of the time, your group will be asked to present your proposed trip to the larger group. Luckily for you, a wealthy benefactor is paying for the trip, so cost is of no concern to you. Bon Voyage!"	Task card content
20 min.	11. After 10 minutes, begin with the individual group presentations. 12. To maintain energy level, ask the participants to "travel" to each group's station to look at the task results, rather than having everyone return to their seats. 13. For each of the 4 groups, take about 2-3 minutes having a spokesperson display their task process and discuss what happened within their group as they did the exercise. 14. After each color group's brief overview of their task process, unveil their color characteristics on the color newsprint by pulling down the tape. Ask the group to read what the posters say and give a few quick popcorn responses about whether or not it fit with their group process. More in-depth analysis of each color will occur in the debrief. 15. After all 4 groups have been visited, have participants	Unveiled 4 Colors Newsprint

Time	Steps	Resources/ Materials
	return to their seats. 16. Engage in a 10-minute activity debrief, facilitating participants' responses and thoughts on the self-assessment, the group activity, how closely they felt the characteristics of "their" color fit themselves or their group, and how this activity might help them back at their sites. 17. Wrap up the activity by explaining that the next part of the session will cover inter-group communications – engaging with others of a different communication style.	Collect colored eggs again
30 min. total	**Activity: Inter-group Communications**	
5 min. 5 min.	9. Ask participants to hold up their colored eggs so the facilitator can see them. ▪ Explain that you are now going to divide them into groups with different communication styles present. ▪ There will probably be uneven amounts of the four colors, in which case try to divide groups up so that at least 3 colors are present in each, with no more than 2 people from any one color present in each group. 10. Divide participants into 4 new groups representing mixed styles. 11. When the groups are established, unveil the scenario on the newsprint at the front of the room. 12. Tell participants their task is to take 5 minutes to brainstorm what they could do with the washing machines given in the scenario. 13. While the groups are brainstorming, ask one person from each group to record their ideas on the newsprint given.	**Scenario Newsprint:** Washing Machines Blank newsprint and markers
	<u>Note to Facilitator</u>: The scenario for this activity should be prepared on newsprint in advance of the session: "You are part of a local nonprofit, ReuseABLE, that promotes recycling and advocates for creative reuse of materials, resources, and everyday items to reduce waste. A Laundromat in your area has closed down and donated 100 used washing machines to ReuseABLE. What will you	

Time	Steps	Resources/ Materials
	do with them?” **<u>Additional Note:</u>** This brainstorm activity is a precursor to a larger activity that immediately follows, which relates to targeted communication. The groups in this part of the activity have been instructed to brainstorm solutions to an issue, and hopefully with the mixed types in each group, there will be some dynamics that arise that will come about in the later debrief. Make note of these dynamics between different types in each group.	
10 min.	1. Once the groups each have a list of ideas brainstormed, immediately move forward with the second part of this activity. 2. Tell participants, “Now imagine that you need to convince your Board to actualize the ideas you just brainstormed. Only, your Board members are all of one particular color type.” 3. Assign each of the four mixed groups a different color. Choose which color to give each group based on your observations. (For instance, if one group does not have any Blue members, assign them Blue.) 4. If possible, use the same props from earlier to assign the colors (i.e., colored eggs represent the communication style of their Board members). 5. Tell participants, “Your task is to create a targeted pitch of your ideas to your Board, being mindful that they are all [your assigned color.]”	**Option:** Basket of colored eggs
	<u>Note to Facilitator:</u> During this time, it is important to circulate and gather observations for use during the debrief of the entire activity. Make note of dynamics and interplay between different “types,” as well as collaboration and conflict.	
1 min. total	**Activity Wrap and Segue to Debrief**	

Time	Steps	Resources/ Materials
1 min.	1. Close this activity by telling the participants that they will next be talking about inter-group communication and impacts on their work in the community. Ask participants to post their newsprint on the wall and return to seats.	
10 min. total	**Activity Debrief**	
	1. For debrief of this activity, prepare some questions during your observations that relate specifically to dynamics witnessed during the session. 2. Ask the group questions that lead them through the process of the entire exercise: • What were some reactions to the original [washing machine] scenario? • When you went into your new groups, what happened? • Why do you think there were some strong feelings about one or more particular solutions or ideas? • How were the different ways of seeing like what we deal with at our workplaces? 3. The objective of this discussion is to bring the conversation away from the actual group work and into a discussion about real world communication dynamics.	
	<u>Note to Facilitator:</u> If the following points don't come up in the participants' responses, make sure to note: • When does this cause conflict and why? • What do reactions to others' communications styles have to do with our own or others' needs not being met? • What are some applications for this activity of understanding others' styles? *Samples:* - Assigning volunteers to tasks that suit their skills/interests - Supporting volunteers by communicating expectations to them in a way that they understand - Being aware of how people process things differently, such as with multiple intelligences.	

Time	Steps	Resources/ Materials
15 min. total	**Final Session Wrap-Up: Communication Preferences**	
	1. Begin to tie together all of the points made earlier by asking participants, "How does what we learned today translate into the ways we communicate within our communities?" 2. Facilitate a short dialogue on this topic. 3. Introduce the next point of conversation: communication preferences. 4. Reference the newsprint on "Verbal and Nonverbal Communication." Ask participants, "Which is more important: what we say, or how we say it?" 5. Facilitate dialogue. 6. Ask participants, 1. How might this idea affect the way we do our work? 2. What does it remind you to be aware of? 3. How does it impact your role as a VISTA? 4. How do we, as new community members, use communication techniques to call attention to something we may have noticed as a community issue without insulting or usurping leadership? 5. Instead of saying "You must…" try saying, "What do you think of this situation?" 6. Why is it so easy for VISTAs to fall into the natural front-leader role? 7. Reference the Communication Techniques newsprint regarding comparisons of techniques. 8. Tell a story to participants about your own personal communication preference (email, phone, in-person). 9. Explain that everyone should think about what method of communication works for people. Always ASK! 10. Ask participants, "What happens when you don't respect others' preferences?" 11. Facilitate dialogue. 12. Ask, "What clues tip you off that you're not reaching someone?" 13. Facilitate dialogue. 14. Wrap up the activity with any final points or thoughts,	**Newsprint:** Verbal and Nonverbal Communication **Newsprint:** Communication Techniques

Time	Steps	Resources/ Materials
	from the facilitator or participants.	
	Note to Facilitator: A final thought to note, if it doesn't come up: • Just because someone fits into a "type," doesn't mean they always will behave a certain way. • Think about when knowing someone's "type" can be useful, and when it can be abused.	
1 min.	Ask for any final thoughts, and hand out extra assessments and full color explanation handouts to those interested. Thank participants for their time and effort.	**Handouts:** Extra assessments and the full color explanations.

Time	Steps	Resources/ Materials
Option B: concentrated activity with individual colors. **(75 minutes total + 15 minutes of LC Introduction and Set up – see pp. 1-3)**		
30 min. total	**Activity in Homogeneous Groups**	
7-10 min.	1. Once all participants are in their color groups, ask them to turn their attention to the Washing Machine Scenario posted on the wall. 2. Instruct each group that they have 10 minutes to discuss the scenario in the color group, and that they will document their process on the newsprint they receive from the facilitator. They can use graphics and/or text. 3. Circulate through the room as the groups work, to monitor progress, answer questions, and make notes for use during the activity debrief. Do not give any further instruction beyond the scenario.	**Newsprint:** Washing Machine Scenario Blank newsprint and markers
20 min.	4. After 10 minutes, begin with the individual group presentations. 5. To maintain energy level, ask the participants to "travel" to each group's station to look at the task results, rather than having everyone return to their seats. 6. For each of the 4 groups, take about 2-3 minutes having a spokesperson display their task process and discuss what happened within their group as they did the exercise. 7. After each color group's brief overview of their task	Unveiled 4 Colors Newsprint

Time	Steps	Resources/ Materials
	process, unveil their color characteristics on the color newsprint by pulling down the tape. Ask the group to read what the posters say and give a few quick popcorn responses about whether or not it fit with their group process. More in depth analysis of each color will occur in the debrief. 8. After all 4 groups have been visited, have participants return to their seats. 9. Engage in a 10-minute activity debrief, facilitating participants' responses and thoughts on the self-assessment, the group activity, how closely they felt the characteristics of "their" color fit themselves or their group, and how this activity might help them back at their sites. 10. Wrap up the activity by explaining that the next part of the session will cover inter-group communications – engaging with others of a different communication style.	
20 min. total	**Communicating between styles**	
10 min.	1. Once the groups each have a list of ideas brainstormed, immediately move forward with the second part of this activity. 2. Tell participants, "Now imagine that you need to convince your Board to actualize the ideas you just brainstormed. Your task is to create a targeted pitch of your ideas to your Board, being mindful that they are all [the color of the group to your right]. You will have 7 minutes to generate your pitch." 3. Each group should then have a particular color type to "pitch" to (i.e., if Blues are to the right of Greens, the Greens must create a pitch to a Board consisting of Blues). 4. Participants can refer to their packets for information about the different color types to further refine their pitch. 5. After 7 minutes, ask groups to post their newsprint on the wall and then "travel" to all the different stations and read the various groups' newsprints. 6. Engage in a short debrief of the activity, asking participants to reflect on the similarities and differences between the results and how that impacts their ideas of categorization and self-assessment. Be sure to discuss the benefits and limitations of self-assessments and	

Time	Steps	Resources/ Materials
7-10 min.	talk about how categorization can be misused or misunderstood in certain situations.	
Option C: Activity for exploring the preconceived ideas of what characteristics and behaviors Extroverts and Introverts have about one another. For reflection and close-out of the activity. **(25 minutes total + 65 minutes of either Option A or Option B)**		
20 min. total	**Extroverts and Introverts: A Reflection Activity**	
5 min. 5 min.	1. Introduce the next activity by saying, "We talked about some general communication styles. I would like to get a little more specific and talk about two ways of communicating that have a big impact on how we work with others." 2. Bring participants' attention to the Extrovert and Introvert newsprints posted on opposite walls. *(see Appendix A for newsprint content)* 3. Say, "These concepts are taken from Myers-Briggs, see page 11 in your packets for more information. Extroversion and Introversion is not about being shy or overly talkative, instead it's about where you get your energy from. This component has tremendous impact on getting people to the table and getting their opinions. Go over to the newsprints and see where you fit." 4. When participants have formed two self-selected groups of E and I, ask, "How might this notion of E/I affect the way we do our work?" Popcorn out responses. 5. Next, in their E/I groups, ask participants to take 5 minutes to brainstorm as a group what types of questions they have for the opposite group. Ask them to think of questions and affirmations that will help them understand their opposite group better. • For example, Extroverts might ask Introverts about their preferences for being alone (a misconception). • E's and I's should also brainstorm things that they admire about the other group. • As a facilitator, keep the conversations learning-oriented to avoid any "bashing" language. 6. Give the groups 5 minutes to talk and come up with a list of questions. 7. After 5 minutes, ask the groups to take turns asking each other their questions out loud to the larger group – i.e., first one of the participants in the Extrovert group	**Newsprint:** Extrovert and Introvert posters on opposite walls

Time	Steps	Resources/ Materials
7-10 min.	will ask all of the Introverts one question, and vice versa. Take about 10 minutes for this activity. 8. Close out this activity by leading participants into a short closing discussion on the topic of communication.	
5 min. total	**Close out Discussion**	
	1. Ask participants, "How do we, as new community members, use communication techniques to call attention to something we may have noticed as a community issue without insulting or usurping leadership?" 2. Then ask, "What happens when you don't respect others' preferences? 3. Then ask, "What clues tip you off that you're not reaching someone?" 4. Finally, ask, "What other differences in communication do you see besides E/I or the different colors?" *(For example,* ***cultural, generational, personality, thinkers/feelers****)* 5. End on a final thought and thank participants.	

Learning Circle G – Newsprint Contents

1. True Colors© Posters: Gold

GOLD – THE ORGANIZER Stresses: • incomplete tasks; • ambiguous tasks/answers; • too many things going on at the same time; • disorganization; • people who do not follow through; • changing details; • haphazard attitudes. Preferred Environment: • structure; • schedules; • time frames given; • deadlines clearly defined; • opportunity to organize, plan, classify; • areas assigned and respected.

2. True Colors© Posters: Orange

ORANGE – THE ACTIVATOR
Stresses:
- being stuck at a desk;
- too much responsibility;
- deadlines;
- redundancy;
- abstract concepts;
- rules

Preferred Environment:
- active;
- no repetition;
- variety;
- Problem-Solving environment;
- competition with tangible rewards;
- frequent outside work/contracts;
- entrepreneurial environment.

3. True Colors© Posters: Green

GREEN – THE ANALYZER
Stresses:
- lack of control or independence;
- elaborate use of adjectives;
- emotional displays;
- inability to use or display knowledge;
- small talk;
- subjective judgment.

Preferred Environment:
- logical/theoretical approach;
- individual research/quiet area;
- time to debate/analyze/create;
- use of models, diagrams, new ideas;
- serious, inventive atmosphere;
- "What if" and "why" questions allowed.

4. True Colors© Posters: Blue

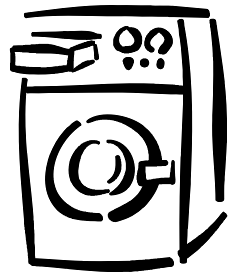
BLUE – THE PEACEMAKER
Stresses:
- broken promises;
- too much criticism;
- people talking about them behind their back;
- conflict;
- lying and rejection;
- lack of social contacts;
- insincerity.

Preferred Environment:

- group activity/discussion;
- informal/warm friendly atmosphere;
- little or no conflict;
- verbal positive praise;
- freedom to integrate art/poetry into work assignments.

5. Washing Machines Scenario

SCENARIO:
You are part of a local nonprofit, ReuseABLE, that promotes recycling and advocates for creative reuse of materials, resources, and everyday items to reduce waste. A Laundromat in your area has closed down and donated 100 used washing machines to ReuseABLE. What will you do with them?



6. Extroverts

EXTROVERTS

Act first, think/reflect later

Stimulated by environment, people/things

Feel deprived when cut off from outside world

Enjoy wide variety and change in people, relationships

Sociable, active

Expressive

Give breadth to life

7. Introverts

INTROVERTS
Think/reflect first, then act
Stimulated by inner imagination, thoughts, and reflection
Need private time to recharge
Motivated internally, mind can be so active it is "closed" to outside world
Prefer 1:1 communication and relationships
Prefers solitude, quietness, and concentration over gatherings
Gives depth to life

TRUE COLORS© ASSESSMENT TOOL

Discovering Your Personality Colour

Discover your own personality and learn to appreciate other personalities, and ways to communicate to them through their personality.

In this exercise, there are word groupings or descriptions that are placed across the page. We have supplied three words in each grouping to give you a better idea of the personality trait that we are describing. Please read, and also score the groupings going across the page. You will be required to evaluate yourself, and then place your scoring of the descriptions according to how your personality relates to those words. You must score each box: 4, 3, 2, or 1, you cannot have two numbers the same. Choose one grouping of words that describe you the best, and score it, with a 4. Then choose the next with a 3, the next with 2 and finally the least like you with a 1. Place your score in the box below the group of words.

Section 1-A	**Section 1-B**	**Section 1-C**	**Section 1-D**
Active Opportunistic Spontaneous	Parental Traditional Responsible	Authentic Harmonious Compassionate	Versatile Inventive Competent
☐	☐	☐	☐
Competitive Impetuous Impactive	Practical Sensible Dependable	Unique Empathetic Communicative	Curious Conceptual Knowledgeable
☐	☐	☐	☐
Realistic Open-Minded Adventurous	Loyal Conservative Organized	Devoted Warm Poetic	Theoretical Seeking Ingenious
☐	☐	☐	☐
Total of A:	**Total of B:**	**Total of C:**	**Total of D:**
☐	☐	☐	☐

Section 2-A	**Section 2-B**	**Section 2-C**	**Section 2-D**
Tender Inspirational Dramatic	Determined Complex Composed	Daring Impulsive Fun	Concerned Procedural Cooperative
☐	☐	☐	☐
Vivacious Affectionate Sympathetic	Philosophical Principled Rational	Exciting Courageous Skillful	Orderly Conventional Careful
☐	☐	☐	☐
Total of A:	**Total of B:**	**Total of C:**	**Total of D:**
☐	☐	☐	☐

Orange	**Gold**
Add 1-A total to 2-C total:	Add 1-B total to 2-D total:
Green	**Blue**
Add 1-D total to 2-B total:	Add 1-C total to 2-A total:

What Have You Discovered?

Score highest to lowest score, highest being the first colour, etc.

Rank	Colour	Score
1.		
2.		
3.		
4.		

Please Note:

The highest color score is your *PRIMARY* color, or the kind of personality that you mainly operate in. Your lowest scored color is your *SHADOW* color. These are the kinds of personalities that you will struggle to deal with, and understand. ***FIND VALUE IN EVERY PERSONALITY COLOR!*** Do not condemn or criticize. If you can learn to appreciate and accept people whose primary color is your shadow color, it will strengthen your shadow color. Finding value in people with your shadow color will help create the ability to work through difficulties, and remain in community with people.

Remember that no matter what color your personality is, always be content with ***which personality you are*** so, REMEMBER to BE YOURSELF! We need to learn to honor ***every color; one color is not above another personality color.***

The hope of this test is to teach us to communicate, and gives us the ability to honor all of the colors, by bringing people together with appreciation and understanding for one another, and not separation from misunderstanding and judgment. This is the challenge that we ***ALL*** face.

REMEMBER: We all have EVERY ONE OF THESE COLOURS IN OUR PERSONALITY. Sometimes we operate in higher degrees of other colors than our primary color, depending on fun, stress, relaxation, and sickness.

FACILITATION NOTES FOR LEARNING CIRCLE G:

ADDRESSING PROBLEM-SOLVING
(1 hour, 30 minutes)

Session set-up:
- Outcomes and agenda on transparency
- Opportunity Thinking cards (see Appendix B)
- Trade-In Game materials (See Appendix A)
- Other Newsprints (See Appendix B)

By the end of this session, participants will be able to:

- Identify steps toward achieving a joint problem-solving process.
- Discuss different creative problem-solving strategies.
- Describe how appreciative inquiry could be used in a community building process.

Time	Steps	Resources/ Materials
	Session Set-Up ⇨ Round tables in a circular formation in center of room ⇨ Newsprint on three walls ⇨ Overhead projector set up in a visible location. **Activities Set-Up** ⇨ Prepare Opportunity Thinking cards in advance	**Transparency:** Outcomes Agenda
5 min.	**Learning Circle Welcome and Set-Up**	
	⇨ Setting the stage for the session ⇨ Giving background and context for the issues ⇨ Talking about asset-based inquiry and the many ways in which to perceive different ideas.	
20 min. total	**Opening Activity: Trade-In Game**	
	1. Ask for clarifying questions before immediately launching the opening activity, a game called Trade-In. 2. Make sure all tables have a sealed envelope containing 8-9 standard playing cards. No one is to open the envelope until instructed.	**Newsprint:** Trade-In Game Goals

Time	Steps	Resources/ Materials
20 min.	3. Say, “We are going to begin with a game called Trade-In.” Read the newsprint posted on a prominent wall: 4. “You are about to play a game called Trade-In. The goal of the game is to collect the most valuable run of 8 cards. There are two guidelines to understand before we play. One, you will have 3 minutes to plan a strategy for how to achieve the game goal – but you won’t be able to look at your cards in the envelopes! Two, you will then have a chance to look at your cards and have 5 minutes to play – but you can’t talk while playing!” 5. Next, before taking any questions, distribute one “Rules of Trade-In” card to each table. Tell them that this is the only other instruction they will receive from you before the game starts. 6. When all tables have received the rules card and are clear about the instructions given, say, “OK – your three minutes of planning time starts now! Remember, you can’t look at your cards!” Circulate through the room as the planning begins.	**Game Set-Up:** One envelope with a set of playing cards for each table (see Appendix A for set-up instructions) One set of Game Rules on index card per table
	<u>**Note to Facilitator:**</u> At this point in the game, you will undoubtedly receive many questions from participants about further rules. Common questions include: • Are we supposed to collect cards as a team, or by ourselves? • How do we collect our cards? • What can we trade with? • How do we know that our team has won? • Do all the teams have the same instructions? The asking of these questions and the inevitable confusion is actually the point of the game – not the collection of the cards. It is of utmost importance, as the facilitator, that you give **no indication of any instruction beyond those listed on the newsprint or on their cards.** Part of the game is how they come to play it or make up the rest of their parameters as they play.	

Time	Steps	Resources/ Materials
	As the facilitator, take mental or written notes of participants behavior, especially regarding: • Inter- and intra-group dynamics – do any of the groups try to make contact with the others during the planning time? Do they stay at their tables? • Strategies – how many of the participants suggest collaborative strategies v. helping only their table gain? • Strategies – how many of the participants make detailed plans for how to acquire cards v. waiting to see what they have?	
	7. After 3 minutes have elapsed, instruct participants to open their envelopes and look at their cards. 8. Immediately say, "Now you will have 5 minutes to play Trade-In but no one may speak!" 9. As the play progresses, circulate through the room and observe the dynamics that arise as the participants attempt to trade their cards. 10. After 5 minutes, end the play period by announcing time is up, and asking participants to return to their seats. 11. Engage in a debrief of the activity, starting out by asking participants what happened and what their experience of playing the game was like. 12. After about 10 minutes of discussion, use the responses from the group to segue into a mini-teach on the diversity of perspectives and how collaborating, sharing, and changing our perspectives can create entirely new ways of thinking.	
	<u>Note to Facilitator:</u> During the activity debrief, the ultimate goal is to get participants to understand how their previous experiences, interactions, and ways of thinking informed the way they played the game, and how that relates to the way that they approach their work, and even the ways that others in their community workplace approach their work. During play, be sure to watch for a few things that will probably happen: • Tables will develop their own group culture – without speaking, it is likely that a group response will arise in response to others visiting or while the members are out in the larger group trading	

Time	Steps	Resources/ Materials
	• Frustrations will arise over others' techniques or strategies • Accusations of cheating or stealing will probably occur • A small minority (or possibly a large one) will realize that they already had what they needed to achieve the larger goal if they all pooled their cards and played as one group, but will have a hard time conveying this principle to others • Alternative communication methods will develop, such as sign language, writing, or demonstration. • After play has ended, some individuals will be certain that you told them they were part of a team, even though you never did. As the facilitator, note these behaviors and utilize them during the debrief to help participants bridge the experiential activity with the LC content area of changing perspectives on how problems are viewed and responded to in communities. You will likely come back to the activity several times during the LC with examples to tie to the concept you are talking about.	
	Game Variation: • *Variation:* Give each table a different set of instructions (see Appendix A for sample cards). Then, during the debrief, create a discussion around resource allocation and goals. Discussion areas may include things like: - Groups are looking for different things and perhaps what one group finds valuable is not what another values, and so they can help each other; - Sometimes how the "deck is stacked" to begin with influences the way we see a situation. Those who start with less will create a different strategy than those who perceive that they already have all that they need. • *Variation:* This activity can also be debriefed with a different focus – on other aspects of the way the game was played, such as leadership development, communication, collaborative decision making, or team building. The rules don't change, but as a facilitator you would take note of the behaviors and occurrences that fit with that intention and help participants make connections on that topic instead of focusing on Problem-Solving alone.	

Time	Steps	Resources/ Materials
15 min. total	**Method #1: Joint Problem-Solving**	
	1. Explain that one technique for energizing a group or organization to think differently about a particular challenge is to collaborate. 2. The framework for joint Problem-Solving involves (a) seeing an issue; (b) agreeing on the process to address is; (c) jointly defining the process; (d) making decisions on how to proceed; (e) agreeing on a plan of action; (f) acting on the plan. 3. Refer back to the Trade-In Game and lead a discussion about how this process works. Ask, “While planning your strategy for the Trade-In game, did any of the tables use this process without realizing it?” 4. Next, ask, “When can using a Joint Problem-Solving framework be most useful? Where have you seen this before?” Engage in a discussion relating directly back to participants’ community work. 5. Then ask, “What happens when using a Joint Problem-Solving framework hits a wall? How do you proceed if your strategy isn’t working?”	**Transparency:** The Joint Problem-Solving Framework **Reference:** Copy of the transparency in the handout packets
	<u>**Note to Facilitator:**</u> This part of the LC relies on participants engaging in a discussion relating what happened to them at their tables during the Trade-In game to their service and how and when the Joint Problem-Solving framework can be a benefit and a limitation to that. Remind participants that you’ll be looking at two other frameworks in this session, too. <u>Key Points to Discuss:</u> • The Joint Problem-Solving framework is an example of more traditional approaches to Problem-Solving. • This framework also mirrors the larger concept of organizational development in its structure – ask participants how the relationship between Org. Development and Problem-Solving might have arisen. Are they the same? Are they different? How have they come to be seen as the same thing? How are they connected? Why is it so hard to separate the two ideas? • Why is it difficult for people to attempt to solve problems outside of the Joint Problem-Solving framework? • The framework can be most helpful when seen as a plan or protocol that represents one way of approaching an issue, as long as there are other	

Time	Steps	Resources/ Materials
	contingency plans that allow a group to deviate from what is planned. • Discuss why planning is so important, even if other circumstances necessitate deviating from a plan.	
20 min. total	**Method #2: Opportunity Thinking**	
	1. Segue into a discussion of another way of approaching Problem-Solving – through what's known as Opportunity Thinking. 2. As an example, try to pull from the Trade-In game experience and ask, "During the Trade-In game, did anyone attempt an unusual strategy or try something that others noticed as an innovative way of doing things that others hadn't thought of?" Discuss for a moment. 3. Introduce Opportunity Thinking and refer to their handout packets for a few examples.	
	<u>Note to Facilitator:</u> Opportunity Thinking is an example of lateral thinking, or creative Problem-Solving. It is helpful to explain to participants that sometimes when we get stuck in a rut or have been working on an issue for a long time, the way in which we see the issue affects our ability to gain more or different perspectives on how to handle it. It can also cause us to follow more negative and pessimistic thought lines as well (i.e., this problem can't be solved, nothing we're doing is working, etc). Opportunity Thinking is a way to turn an issue that might be perceived with skepticism, bitterness, or sourness into something that can be seen for its positive attributes, assets, and opportunities for growth and development. Opportunity Thinking is the premise that looking at what is possible, rather than what isn't working or that hasn't worked before, a group can open itself up and find the opportunities for growth and renewal that they otherwise wouldn't have seen.	
	4. Introduce a short activity to get participants in the Opportunity Thinking frame of mind. Break the large group up into pairs and give each pair an Opportunity Thinking card. Be sure to prepare enough for each pair in advance; if necessary, repeat the ideas on several cards to make a few ideas go farther.	**Index Cards:** Opportunity Thinking cards

Time	Steps	Resources/ Materials
	5. Give the pairs 3 minutes to brainstorm possible opportunities that the ideas on their card represent. 6. Bring the large group back together and take about 3 minutes for a few of the pairs to share their ideas with the larger group. 7. Next, put the “Assignment #1” transparency up. Ask participants at their table to take about 3 minutes to brainstorm opportunities that could arise with either of these situations. 8. Take a moment to have each table share an opportunity they saw. 9. Next, move on to “Assignment #2,” which is a scenario that asks participants to use both Opportunity and more traditional Critical Thinking skills. Ask participants to take 3 minutes at their tables to think about the scenario, and then consider the situation as Opportunity Thinkers, then as Critical Thinkers, then to consider what the consequences of both types of thinking might be in the context of the situation. 10. After 3 minutes, have each table share an example of each of their thinking and a consequence. 11. As a closing activity before moving on, engage in a quick dialogue with participants about the benefits and applications of Opportunity Thinking within the context of their own community-based work. How can they apply these exercises to their projects?	**Transparency:** Assignment #1 **Transparency:** Assignment #2
15 min. total	**Method #3: Appreciative Inquiry**	
	1. Next introduce the philosophy of Appreciative Inquiry (A.I.). 2. Explain that Appreciative Inquiry is another method of creatively approaching community problems. 3. Pull down the tape on the A.I. newsprint posted on a visible wall. 4. Conduct a 5 minute mini-teach on the comparisons between traditional organizational development approaches to Problem-Solving and the A.I. approach. 5. Next, move into a discussion of how A.I. can be applied in their particular projects and community-based work. When have they experienced the impact of asking influential or leading questions? What happened? How	**Handout:** “Appreciative Inquiry” article **Newsprint:** A.I. vs. traditional Org. Development model **Newsprint:**

Time	Steps	Resources/ Materials
	could A.I. have helped? What are A.I.'s limitations?	A.I. Assumptions
	<u>Note to Facilitator:</u> Be sure to read the entire Appreciative Inquiry article before doing this session so that you are prepared for questions or to provide explanations. The article gives a great case study example, and provides the content of both of the newsprint posters used in this section of the LC. Appreciative Inquiry is the idea that communities, societies, and groups already have the tools and abilities to solve a problem, and it is a matter of developing a successful way of questioning the community in order to find the answers and ideas needed to create growth and renewal. By the A.I. guidelines, the language we use to question can influence the direction a group heads and that using an asset-based approach yields the best results. <u>Traditional Org. Development (O.D.) Approach:</u> • Define the problem • Fix what's broken • Focus on decay • "What problems are you having?" <u>Appreciative Inquiry Approach:</u> • Search for solutions that already exist • Amplify what is working • Focus on life-giving forces • "What is working well around here?" <u>Appreciative Inquiry Assumptions:</u> 1. In every society, organization, or group, something works. 2. What we focus on becomes our reality. 3. Reality is created in the moment and there are multiple realities. 4. The act of asking questions of an organization or group influences the group in some way. 5. People have more confidence and comfort to journey to the future (the unknown) when they carry forward parts of the past (the known). 6. If we carry parts of the past forward, they should be what is best about the past. 7. It is important to value differences. 8. The language we use creates our reality. *From Hammond and Hall, www.thinbook.com*	**Newsprint to prepare:** 1. Traditional O.D. approach v. A.I. approach on one poster 2. A.I. Assumptions

Time	Steps	Resources/ Materials
15 min. total	**Carry Forward Discussion**	
	1. Using the Trade-In game and all three of the Problem-Solving methods discussed already, lead participants in a carry forward discussion about how and when to apply the concepts covered here in their actual work. 2. Take 5-7 minutes to allow participants to reflect aloud at their tables and create a newsprint of the "Top Two" ideas for carry forward. 3. Give each table 2 minutes to present their carry forward ideas and reflect. 4. Finish with a short exercise to exemplify the idea that different people have different perceptions and ideas, all of which are correct.	**Newsprint:** Blank newsprint and markers for each table
3 min.	5. Ask all participants to take out a piece of paper (any kind will do, try not to be too specific). 6. Tell everyone to fold their paper in half (do not specify length or width or diagonally). 7. Give successive instructions – tear off a corner, fold in thirds, turn the paper and tear off a piece in the center, etc. 8. After 3 or 4 rounds, ask participants to unfold their papers. 9. Look around the room and observe the differences. 10. Ask participants to dialogue briefly about the diversity of products they created, all from the same set of instructions. 11. Thank participants and conclude.	

APPENDIX A – TRADE-IN GAME PREPARATION

<table>
<tr><td colspan="3">PREPARATION and SET-UP</td></tr>
<tr><td>MATERIALS</td><td>

½ deck of standard playing cards (2 full suits, 2 through Ace, one red and one black suit)
4 business size envelopes
5 blank index cards
Trade-In Game Poster

</td><td></td></tr>
<tr><td>SET-UP</td><td>

Room arranged with 3 round tables, each with room for 8; if more than 24 participants, add one more table and one more suit of cards to the deck
Divide the playing cards into 3 piles of 8 cards each and put them into an envelope
To create the piles, distribute suits and high cards as you wish. You may “stack the deck” for some envelopes by putting “valuable” cards or give everyone a similar hand.
Prepare the Game Rules index cards as follows (one index card for each table):

TRADE-IN RULES:

All CLUBS trump HEARTS [or whichever suits you’ve chosen]
Aces high
4’s are wild
A run of one suit is better than a run of mixed suits.

GOALS POSTER:
<u>TRADE-IN</u>
GOAL: Collect the most valuable run of 8 cards.
GUIDELINES:

You will have 3 minutes to plan a strategy – but you may not look at your cards!
You will have 5 minutes to play – but you may not talk!

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VARIATION:
For game variation, give each table a different set of rules – such as telling one table that a certain suit is better than another, and reversing it for another group; giving different wild cards; or telling one group that a mixed suit run is better than a run of all one suit.
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APPENDIX B – Transparencies, Newsprints, and Other Materials

Transparencies:

All of the transparencies needed can be found and copied from the participant handout packet.

1. Learning Circle Outcomes
2. Session Agenda
3. Joint Problem-Solving Framework
4. Assignment #1
5. Assignment #2

Newsprints:

All newsprints needed and their content can be found in the facilitators' notes above.

1. Trade-In Game
2. Traditional Org. Development v. Appreciative Inquiry
3. Appreciative Inquiry Assumptions

Opportunity Thinking Cards:

Content for the cards can be found in the participants' handout packets and written onto index cards beforehand.

FACILITATION NOTES FOR LEARNING CIRCLE H:

DEALING WITH DIFFICULT CONVERSATIONS
(1 hour, 30 minutes)

Session Purpose:

Help participants better deal with difficult conversations. Engage participants in practice of core skills and strategies that relate to helping them negotiate, communicate, and problem solve more effectively in the face of difficult conversations or situations.

By the end of this session, participants will be able to:

- Explain how managing one's "hot buttons" helps when dealing with difficult conversations.
- Describe how to proactively clarify and recommend a course of action for addressing problems within their organizational and community context.
- Discuss the value of third party dispute resolution.
- Relate strategies for maintaining relationships during difficult conversations.

Time	Steps	Resources/ Materials
	Room Set-Up: ▪ Set the room with: ⇒ Chairs fanned in rows or a large circle depending on the size of the group and the room ⇒ Overhead projector and projection screen ⇒ Tables set with copies of LC packet and markers ▪ Posted Newsprint: ⇒ Working Agreements, Parking Lot, Hot Resources, etc. from Home Team	
15 min. total	**LEARNING CIRCLE SET-UP**	**Overhead:** Outcomes
5 min. 10 min.	1. Welcome participants and briefly overview the learning circle – purpose, learning objectives, major conversations, and flow. 2. Facilitate introductions – name, assignment, one thing they've learned about dealing with difficult conversations.	
30 min. total	**MANAGING 'HOT BUTTONS'**	

Time	Steps	Resources/ Materials
5 min. 15 min. 15 min.	1. Relate that self-awareness is a theme that runs through all of the learning circles. It is an important key to being effective with others. Share that in cases where one has to deal with especially difficult conversations, knowledge and management of one's own "hot buttons" will help. Ask people to provide a description or definition of a "hot button." 2. Ask folks to turn to their "hot buttons" worksheet and reflect for a moment what are hot buttons for them. *Note: For the purpose of this discussion, it will help if the 'hot buttons' people identify relate to their interactions within their service and inter-group relations (as opposed to family or personal relationships dynamics.)* 3. Ask folks to turn to their "hot buttons" worksheet and reflect for a moment what are hot buttons for them. 4. Invite table groups to share having each person at the table group sharing 2 of their personal hot buttons. 5. Convene the large group to discuss different strategies they've successfully used to manage their hot buttons.	
15 min. total	**REVIEW OF WHAT MAKES CONVERSATIONS DIFFICULT**	
10 min.	1. Ask for a show of hands of the people who participated in the "Resolving Conflicts Effectively Learning Circle" or who have studied conflict resolution. 2. Direct participants to the handout in their packet that identifies a number of things that can make a conversation or situation more difficult. 3. Engage the large group in highlighting those elements that are on the list that resonates with their thinking. As well, ask participants to identify and discuss elements that are not yet on the list. (15 minute break)	
30 min. total	**GUIDELINES & STRATEGIES FOR DEALING WITH DIFFICULT CONVERSATIONS**	

Time	Steps	Resources/ Materials
5 min.	1. Discussion about what Team/organizational processes are currently operating in their service assignments. Stress organizational culture, protocol for CR, following the chain of command, honoring the way things get resolved in their organizations. Invite participants to share at their tables – ▪ What has been negotiated between them and their supervisors re: dealing with difficult conversations. ▪ Successes and challenges they've had ▪ What they understand about how difficult situations and conversations should take place in light of their organizational culture, community culture, existing protocol, etc.	
5 min.	2. **Direct & indirect methods.** Briefly discuss how depending on the cultural values, priorities, and customs, methods involving more direct or indirect approaches to dealing with difficult conversations.	
10 min.	3. Invite participants to review the **guidance in their packet on "maintaining relationships."** While conflicts are not necessarily resolved to everyone's liking every time, it is possible and important to approach difficult conversations in a manner that maintains the relationship.	**TR: Maintaining Relationships**
10 min.	**4.** **RISC Model.** Walk participants through RISC Model. Form pairs and have pairs practice using the model. Discuss the model and contexts and settings where the model might be as useful.	**TR: RISC Feedback Model**
5 min.	5. **Negotiation**. Share with participants the information on negotiation. *Note: If time permits and/or interest is strong, participants may appreciate practicing their negotiation skills in place of the RISC practice.*	
5 min.	6. Mediation and third party dispute resolution. Share that on pages 22-23 of their packets, there is also information about third party dispute resolution. Ask participants to share their experiences with this type of resolution help. Explain that depending on the circumstances, third party may be the best choice for help to resolve a conflict.	**RM: Third Party Dispute Resolution materials**
5 min. total	**LEARNING CIRCLE CLOSE OUT**	
	1. Review of ideas that especially stuck out for folks.	

Time	Steps	Resources/ Materials
5 min.	2. Highlight of resources in packet that didn't get covered. 3. Share local resources that folks have found helpful in helping them build their knowledge and skills in resolving conflicts, communicating more effectively, and dealing with difficult conversations. 4. Tagging of next steps using the reflection sheet found at the end of their packet.	
1 min. total	**Session Wrap and Transition to Next Topic**	
1 min.	1. Close this session by wrapping up the conversation, thanking participants, and providing participants a bridge to the next session.	