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fa·cil·i·ta·tion

- a. The act of making easy or easier.
- b. The state of being made easy or easier.

măn'ij-mənt

- a. The act, manner, or practice of organizing, leading, planning, directing... a group or one of more people.



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This workshop will:

- provide you with the *key concepts* of group facilitation
- help you understand the *role of the facilitator*
- describe different *roles of group members*
- provide you with *strategies* on how to lead a small group
- expand your awareness of helpful and hindering *facilitative behaviors*



Key Concepts:

Inclusion

- ❖ **belonging** – a connection to the group.
Without it group members may feel anxious, scared or insecure, and rejected.

Behavioral reaction: withdrawing

Safety

- ❖ **control** – sense that one has influence over what happens to themselves and others in the group.

When they feel safe, they cooperate and collaborate

Behavioral reactions: criticism, passive aggression, controlling behaviors, and autocratic style.

Trust

- ❖ **security** – how close group members feel with one another.

It determines the degree of sharing within the group.
Trust is dependent upon high levels of inclusion and safety.



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Role of the Facilitator

*... is to create an
open and inclusive environment
where students feel **SAFE**
to share in the discussion.*



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Facilitation Looks Like

Active Listening

[nodding your head]

Clarifying

["tell me more about what you just said...?"]

Paraphrasing

[in your own words, reflecting back what you heard]

Probing

[asking questions to elicit more information "can you give an example?"]



Facilitation Looks Like continued...

Linking

["Thanks, Mary, you described a very similar experience to what Todd was saying..."]

Blocking

["Thanks for sharing—I am going to stop you there so we can stay on topic and hear from some others voices, as well.."]

Drawing Out

["Peter, we haven't heard from you yet and would love to know your thoughts. What can you add?"]



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Facilitation Looks Like continued...

Leading ... which means what?

- ❖ Leading from behind
- ❖ To walk and talk, or not walk and talk?
- ❖ The good the bad and the ugly of texting and leading
- ❖ Mingle, mingle, mingle!
- ❖ “Yeah, yeah, you won’t miss anything!”
- ❖ Yours, Mine, Ours: Respecting opinions, while creating a respectful environment



Skills of Good Facilitator

GROUP DYNAMICS

Ability to read the group: pays attention to group needs
Monitors and adjusts the process: “checks in”
Neutrality and objectivity
Ability to stimulate discussion
Ability to obtain cooperation
Balances ‘air time’ among members
“Pave the way and stand out of the way”

COMMUNICATION & PUBLIC SPEAKING

Listens to connect
Ask effective questions vs always giving answers or direction
Effective use of verbal and nonverbal communication skills:
-maintains eye contact
-good body language
-positive tone of voice
Does not fear silence in the group

SELF-MANAGEMENT

Flexibility: changes the approach if needed
Ability to maintain an agenda/adhere to a timetable
Embraces mistakes & moves forward
Time management skills
Stays focused and controls anxiety

INTERPERSONAL RELATIONS

Enjoys working with people
Sense of humour
Patience
Dynamic
Tactfulness
Be a team player
Good perception
Looks calm and pleasant, even when nervous

BALANCE!



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Keys to Balancing...

Take the Initiative – Talk!

- Reach out

Have fun!

- Don't be afraid to be yourself

Understand WHY you are here 😊

- Be empowered

*EACH STRATEGY BUILDS INCLUSION, SAFETY, & TRUST
IN YOUR GROUP!*



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Group Members

... take many forms.

What types of participants have you encountered in groups before?



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Roles of Group Members

Dominator

Harmonizer

Silent Member

Special Interest Pleader

Distracter



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Roles of Group Members continued...

What type of group member are you?



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Framing: Giving Full & Balanced Answers

Think about the following question...

“Everyone says my marks will drop in first year?”

Or the following statement...

“I am not going to get involved in anything first term until I see how busy it is.”



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Framing: Giving Full & Balanced Answers

“Everyone says my marks will drop in first year?”

A #1: Yah – mine did , it was quite a shock, but it is normal.

A #2: Yah – mine did , it was quite a shock, but it is normal... **BUT** students who have taken advantage of resources like the Learning Commons - like the time management, (or note taking or etc.) workshops found that they did not suffer as much from grade drop.

Even better: **add your own personal story/a friend’s perspective to personalize it!*



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Activity I

Group together:

- One plays facilitator
- Rest play group roles
- Role play!

Debrief in Group



Image source:

<http://carrolldynamics.com/facilitation.html>



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Activity 2: Scenarios

You are the MUG Leader.

You have to lead AND facilitate.

What do you do if



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Scenario I: *Club Bashing*

As you are leading your MUG from your SSW to your Meet the Dean session you overhear the following snippet:

Sarah: “My sister was telling me that the only club worth joining with the Ski and Board club. She said, that all you ever see going into campus on clubs days are signs for the Chinese Varsity Club, and to not even bother talking with them, I mean, if you’re not Chinese, why would you bother?”

What’s the issue here? What do you do? How do you do it?



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Scenario II: *Professor Doom*

You're getting ready to move onto the Campus Tour portion of the day. You've asked the group which classes they have, and the buildings they are in. Ben answers that he is taking Introduction to Sociology 101 with Dr. Myers. Ampreet pipes in, "I was reading about her online! Why did you sign up for that class? I hear she is crazy. More reading than you can keep up, a brutal marker and just so boring! I even read a review that they call her Professor Doom!" Ben looks like he might lose his lunch. He asks you what the last date to drop a class is.

What's the issue here? What do you do? How do you do it?



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Scenario III: Going Greek

Julia shares with the group that her mom was an Alpha Delta Pi at Queens University in the '80's, and she is most excited to follow in her footsteps and Rush the sorority in the fall. You notice a few people roll their eyes, a snort comes from somewhere in the group, and you hear one voice question: "Why? Why would you want to do that? All sorority girls do is travel in packs, dress the same and sleep with frat guys!"

What's the issue here? What do you do? How do you do it?



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Why did we do this?

- provide you with the *key concepts* of group facilitation
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