




9.6 FACILITATION AND COMMUNICATION

50 “OH NO, I FORGOT TO...”: MEETING PLANNING

 **PURPOSE:**
To identify the elements that determine the effectiveness of stakeholder meetings that support conflict management.

 **MATERIALS:**
One “*Oh no, I forgot to...*” handout (Attachment 50A) per person.
Flip chart.
Coloured pens.

 **PREPARATION:** None.

 **TIME:** 45 minutes.

 **CROSS REFERENCE:** Section 6.2.

 **STEPS:**

- 1 Explain the purpose of the activity. Emphasize that being able to prepare for and carry out stakeholder meetings effectively is essential to managing conflict. This activity will provide an opportunity to consider what meeting elements or processes are important.
- 2 Explain the following group task:
 - ◆ In this activity, participants will work in small groups to plan for a hypothetical stakeholder meeting aimed at supporting conflict management. Mention that in conflict management meetings are held for a range of purposes. In this activity, each group will discuss and decide what *type* of meeting it is assessing.

- ◆ The participants are to read out the ten actions listed on the hand-out “*Oh no, I forgot to...*” .
 - ◆ Each small group should then discuss the relative importance of each of these actions to its hypothetical meeting and rank them on a scale of 1 to 10, in which 1 is the most important to remember, and 10 the least important.
 - ◆ The group should record its answers on a flip chart. If group members believe that some important actions are missing, they should add these to the list and rank them accordingly.
 - ◆ They have 20 minutes to complete this task.
- ③ Divide the participants into groups of four or five. Distribute the “*Oh no, I forgot to...*” handout to each group and ask them to begin.
 - ④ At the end of 20 minutes, reconvene the overall group and ask a member of each small group to present its answers.
 - ⑤ Initiate a discussion with the following questions:
 - ◆ What differences are there among the groups? What are possible reasons for these differences?
 - ◆ Are these actions commonly considered in planning meetings?
 - ◆ Do you think including these actions would improve the success of a meeting?
 - ⑥ In closing, remind the participants that, to ensure a successful meeting, the following fundamental points need to be agreed on:
 - ◆ who is invited;
 - ◆ what is on the agenda;
 - ◆ what information is available;
 - ◆ how decisions are going to be made.

50**“OH NO, I FORGOT TO...”:
MEETING PLANNING****ATTACHMENT 50A****“OH NO, I FORGOT TO...”**

Instructions: What are the most important and the least important points to remember in preparing for a meeting in conflict management? As a group, discuss the ten actions listed below and identify some of the problems that may result if these actions are forgotten. Then rank each item on a scale of 1 to 10, with 1 being the most important to remember and 10 the least important. Each number can be used more than once.

	<u>RANK</u>
Follow the time schedule	_____
Agree to a common objective for the meeting	_____
Have a neutral party to guide the discussion	_____
Establish consensus in the final decisions	_____
Obtain necessary information	_____
Establish decision-making guidelines	_____
Invite all the necessary people	_____
Prepare an agenda	_____
Record decisions made	_____
Establish ground rules for behaviour in the meeting	_____
Clarify participants' expectations	_____



51 BACK TO BACK



PURPOSE:

To identify some of the problems and limitations of one-way communication.



MATERIALS:

A chair for each participant.

A picture of a single item, such as a chair, a telephone, an aeroplane or a computer.

A4 paper.

Pens.



PREPARATION: None.



TIME: 30 minutes.



CROSS REFERENCE: Sections 6.2 and 10.2.



STEPS:

- ① Ask participants to select a partner.
- ② Explain the following process:
 - ◆ Each pair will sit back to back on chairs. One person will describe the object in the picture to the other, who will attempt to draw it.
 - ◆ The person who is drawing cannot ask any questions.
 - ◆ The person who is describing the picture should be as exact as possible, without naming the object.
 - ◆ Participants have ten minutes to complete the drawing.
- ③ Begin the activity. When the participants who are drawing have completed their pictures, ask them to show their partners the pictures.
- ④ Initiate a group discussion with the following questions:
 - ◆ How difficult was it to describe the picture without showing it to your partner?

- ◆ What were some of the contributing factors that may have changed the information (for example, difficulty in understanding the description, inability to see the picture)?
- ◆ If you could have asked a question, how might that have changed your ability to draw the picture more accurately?
- ◆ Would you have chosen the same order of things or used the same words to describe the object in the picture?

Record the key points of the group's discussion.

Explain the purpose of the activity, pointing out that it highlighted many of the weaknesses of one-way communication - particularly how one-way communication may not always be reliable.

Ask participants if they can think of examples of conflict situations or managing conflict in which one-way communication is a problem.

Close by reminding the group that establishing clear communication channels at the beginning of meetings helps ensure that questions, comments or innovative ideas can be dealt with effectively. This is particularly important when other people have to act on the information that is shared.

52 “DO AS I DO” OR “DO AS I SAY”?

- 🎯 **PURPOSE:**
To use as a warm-up or to energize the group when training about facilitation.
To explore communication and leadership.

✂️ **MATERIALS:** None.

🕒 **PREPARATION:** None.

🕒 **TIME:** Ten minutes.

📖 **CROSS REFERENCE:** Sections 6.2 and 10.2.

👣 STEPS:

- 1 Provide the following instructions as you demonstrate the action:
 - ◆ Will everyone please stand up, stretch their hands above their heads, and wiggle them around.
 - ◆ Now make big circles with your arms on both sides of your body.
 - ◆ Put your fingers on your shoulders and move your elbows in circles.
 - ◆ Now put your arms directly out in front of you and make small circles in different directions.

Finally, ask everyone to put their hands on their ears, *but you put your hands on your knees.*
- 2 Stop and ask who did what you said and who did what you did. Why? What does this activity tell us about the importance of non-verbal and verbal communication and the role of leaders or facilitators?



53 LISTENING TO DETAILS**PURPOSE:**

To provide a quick example of how people listen to what is important to them, and how what they hear and remember may differ from what the speaker would have liked them to hear and remember.

**MATERIALS:**

A three-paragraph story from a newspaper or magazine that includes some dates and names. The story should focus on forestry and/or conflict issues.



PREPARATION: None.



TIME: 15 minutes.



CROSS REFERENCE: Sections 6.2 and 10.2.






**STEPS:**

- ① At the beginning of the session, read the article aloud to the participants. Do not mention that this is an activity. Rather, just read the piece as though it is something that you found during the break. When you have reached the end, you will find that quite a few people are not paying attention anymore.
- ② Ask the group about the article:
 - ◆ Can anyone tell me all the names of the central people in the article?
 - ◆ What about the dates when all the events occurred?Explain that you want to know more about why they listened. Start a short discussion with the following questions:
 - ◆ Everyone is in the same room, and everyone had access to the same information. Why did some people remember and others not? Why did different people remember different points?
 - ◆ If everyone had been offered a sum of money to listen and recall all the names and dates before the article was read, would more people have paid attention? What other incentives can people use to ensure that other people are listening to their messages?

- 3 Explain that this short activity was used to demonstrate that people will listen to information when it is in their interest to hear the message. It may seem common sense, but we often forget to consider whether the listener has an interest in what we are saying. Information that is important to one person may not be important to someone else.

Ask the group how this applies in a process of conflict management.

54 SPEAKING AND LISTENING TO COMMUNICATE

-  **PURPOSE:**
To practise using and assessing different communication tools for active listening.
-  **MATERIALS:**
Three sets of role sheets (Attachments 54B to 54D) per group, one set per round.
-  **PREPARATION:**
Prepare a flip chart from *Key ingredients of good communication* (Attachment 54A).
-  **TIME:** One hour.
-  **CROSS REFERENCE:** Sections 6.2 and 10.2.

 **STEPS:**

- 1** Explain that building trust and good communication skills is an important foundation for conflict management. Explain that the purpose of this activity is to assess and practise different communication methods that are useful in managing conflict.
Introduce the *Key ingredients of good communication* flip chart and explain each of the points.
- 2** Divide the participants into teams of three. Explain that over the next 30 minutes each team will be able to engage in three discussions (three rounds). In each discussion, there are three roles: person 1, person 2 and an observer. The observer will take notes on the communications between the other two. The roles should be kept secret.
Each round is five to ten minutes long. After each round, each person will rotate into a different role so that, after three rounds, everyone will have practised being person 1, person 2 and the observer.

- ③ Distribute the first round role sheets to the members of each group. Wait until the beginning of the second and third rounds, respectively, to distribute those role sheets. Note that the roles are structured to foster interaction so that the participants can practise a variety of communication skills.
- ④ When the last round is completed, reconvene the overall group. Initiate a discussion with the following questions:
 - ◆ What were your experiences as persons 1 and 2 in the first round? Were there any differences in your communication strategies in the second and third rounds?
 - ◆ Did you use any of the communication tools? Did they help you in your negotiations, and how?
 - ◆ As observers, what did you notice about how people spoke and listened to each other?
 - ◆ Did anyone see a difference in communication between the two speakers when one was the boss and the other the assistant? How would this have changed if they had been of equal status?
 - ◆ Did anyone use negotiation strategies that either reduced or increased tension in the other person?
 - ◆ How did body language, eye contact and facial expressions affect the direction of the discussions?
 - ◆ How difficult was it to use the communication tools? How much time would it take to learn to use these tools effectively and consistently?

54**SPEAKING AND LISTENING
TO COMMUNICATE****ATTACHMENT 54A****KEY INGREDIENTS OF GOOD COMMUNICATION**

- Active listening
- Open questions
- Reframing and summary statements
- Demonstrated respect
- Non-verbal communication and body language

54**SPEAKING AND LISTENING
TO COMMUNICATE****ATTACHMENT 54B****ROLES FOR THE FIRST ROUND*****Person 1***

You are the very busy manager of a tree planting scheme. You are already late for a meeting, but you must make sure that the monthly report is finished by this afternoon. You tell your assistant to collect all the information while you are out, so that you can finish the report. You have not had enough time to think about all the points that you should include in the report, but you are confident that your assistant will be able to gather the material.

Characteristics: very busy and short-tempered.

***Person 2***

You are the assistant to the manager of a tree planting scheme. The manager has a lot of responsibilities, often neglects to inform you on time of things you have to do, and then yells at you later, saying that it was your fault. To minimize this kind of problem, you have made it a point to try and remember to clarify exactly what you are expected to do whenever you are given a job.

Characteristics: quiet and reserved.



Observer's checklist:

	<i>Person 1</i>			<i>Person 2</i>		
	Yes	No	Results	Yes	No	Results
Open-ended questions						
Clarifying statements						
Reframing statements						
Demonstrated respect						
Change in body language						
Change in eye contact						
Facial expression						



54**SPEAKING AND LISTENING
TO COMMUNICATE****ATTACHMENT 54C****ROLES FOR THE SECOND ROUND***Person 1*

You are the co-leader of a government and NGO participatory rural appraisal (PRA) team that has been invited to visit some remote village communities to help people assess the impact of a proposed small-scale timber operation. There are five other people joining the trip. You have already taken another team to the same area the year before but, because of poor organization, that trip was cut short and not all of your objectives were achieved. On that trip, there was a shortage of food and medicine, and the person in charge of the maps lost them over a cliff during a storm. One person got lost in the forest for six hours because you did not remember to bring enough compasses. This next trip will leave in a week. Your responsibility is to oversee all the logistics for the trip. The other co-leader is responsible for coordinating information collection. You want to make sure that you are both fully prepared for any problems.



Characteristics: poor planner and defensive.

Person 2

You are the co-leader of a government and NGO participatory rural appraisal (PRA) team that has been invited to visit some remote village communities to help people assess the impact of a proposed small-scale timber operation. There are five other people joining the expedition. The other leader has been to the villages before with another team which was unable to achieve its objectives because of logistical problems. The trip will leave in a week. You want to make sure that everyone is fully prepared for any possible problems. Your only worries are



that you have agreed that the other leader will be fully in charge of the logistics, as your job is coordinating information collection. You try to remember to use open questions and clarifying and reframing statements.

Characteristics: excellent organizer and diplomatic.

Observer's checklist:

	Person 1			Person 2		
	Yes	No	Results	Yes	No	Results
Open-ended questions						
Clarifying statements						
Reframing statements						
Demonstrated respect						
Change in body language						
Change in eye contact						
Facial expression						



54**SPEAKING AND LISTENING
TO COMMUNICATE****ATTACHMENT 54D****ROLES FOR THE THIRD ROUND****Person 1**

You are working for the government's national planning office and have been commissioned to discuss new boundary lines for a transnational protected area with the neighbouring country's negotiator. Your country is much smaller but has significant mineral deposits in comparison with the other country. You are very suspicious that the other negotiator will try to pressure you to agree on redrawing the boundaries to include areas that have not yet been mined. One of your principal negotiating tactics is to argue and block any ideas that the other negotiator proposes at the beginning. You do this as a means of gaining control of the conversation. If you are really pressed and do not get your way, you plan to threaten to walk out of the negotiations. Your position in negotiations is that the original boundaries proposed for the protected area are fine. There is a small area on the southern border that you are willing to concede in exchange for expansion of the forest protection zone.

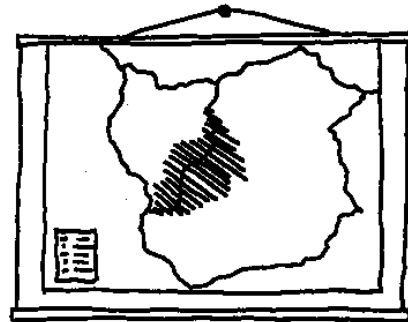
Characteristics: argumentative, aggressive and fast-talking.

**Person 2**

You are the country's international negotiator for the government conservation service. You have been commissioned to discuss new boundary lines for a transnational protected area with the neighbouring country along the western side of your nation. Your country wishes to expand the boundaries of the protected area beyond the original proposal. You have heard that the other negotiator can be very tough, is very concerned about not losing anything in negotiations and often uses angry gestures. You have made it



a practice to use open questions, clarifying statements and reframing statements to ensure that each person fully understands the other. You are also aware that, at times, it is important to use language carefully in order to maintain the status of the other party when there are differences of opinion.



But you are also a strong negotiator, and the central issue is that your country feels the boundary lines must be expanded to preserve important forest biodiversity areas in the other country.

Characteristics: facilitative, open and a good communicator.

Observer's checklist:

	Person 1			Person 2		
	Yes	No	Results	Yes	No	Results
Open-ended questions						
Clarifying statements						
Reframing statements						
Demonstrated respect						
Change in body language						
Change in eye contact						
Facial expression						

55 PRACTISING FACILITATION SKILLS



PURPOSE:

To learn and practise communication skills for effective facilitation.



MATERIALS:

One set of handouts of *Facilitation technique guidelines* (Attachment 55A) and *Overview of useful facilitation techniques* (Attachment 55B) for each participant.



PREPARATION:

Prepare a shortened flip chart from *Overview of useful facilitation techniques*.



TIME: Two hours.



CROSS REFERENCE: Section 6.2.



STEPS:

- 1 Explain the purpose of the activity. Explain that there is a wide range of facilitation techniques. In this session, the participants will be introduced to some particularly useful skills for facilitating conflict management. Introduce the *Overview of useful facilitation techniques*, briefly explaining the purpose of each technique and providing a quick example. Distribute the *Facilitation technique guidelines* handouts to all participants.
- 2 Explain that participants will be divided into three groups of six to eight people to undertake the following small group activity:
 - ◆ Each group will be asked to develop its own role play of a facilitated meeting of multiple interest parties. They can base their role play on either a real or a made-up situation. The meeting should be part of a conflict management process and have a facilitator. Group members can choose the meeting situation, the roles of individuals and the topics being discussed. The role play should be five minutes in length.

- ◆ Each group will be asked to use five of the ten facilitation techniques discussed in the *Overview of useful facilitation techniques*. The trainer will assign these techniques, with each group having a different combination of five. The techniques used should be kept secret from other groups. Groups are to demonstrate the use of these techniques in their role plays. In preparation, group members are to work with their facilitator to improve their understanding and demonstration of the techniques.
 - ◆ They have 20 minutes to prepare the role play.
- 3 Divide the participants into groups of six to eight, providing each group with a list of facilitation techniques. Ask them to begin. As groups are preparing their role plays, organize the chairs in the room into an inner and an outer circle.
 - 4 After 20 minutes, reconvene the overall group. Explain that each smaller group will take turns to sit in a “fishbowl” configuration. The group presenting its role play will sit in the inner circle and the others will sit in the outer circle.

Explain that, after each group has presented its role play, the other two groups will meet separately to discuss and decide which techniques were used. One person is to record each group’s decision and report it after all the role plays have been presented.
 - 5 Ask the remaining groups to present their role plays.
 - 6 After all three role plays have been presented, discuss the following questions with the overall group:
 - ◆ What facilitation techniques were used in the role plays? (Ask each small group to explain which techniques it observed in the other groups, and verify the answers with the presenting group.)
 - ◆ How useful did the groups find these communication techniques?
 - ◆ What are the most difficult issues in using these techniques? What can be done to overcome these difficulties?
 - ◆ How appropriate are these techniques in different cultural situations?

Adapted from: Kaner, S., Lind, L., Toldi, C., Fisk, S. & Berger, D. 1996. Facilitator's guide to participatory decision-making. USA, New Society Publishers.

55

PRACTISING FACILITATION SKILLS

ATTACHMENT 55A

FACILITATION TECHNIQUE GUIDELINES

OPEN-ENDED QUESTIONS

What are open-ended questions?

- ◆ Open-ended questions are used to encourage people to share information about their views and interests.
- ◆ They are critical to exploring and expanding perspectives, impacts and possible solutions.
- ◆ They send a message to the interest party that the facilitator and the group are interested in its perspectives and will take time to hear what it has to contribute.

How to use open-ended questions

- ◆ In open-ended questioning, you consciously start with: What? When? Where? Who? How? or Why?

Some examples of open-ended questions:

- ◆ "What do you believe has changed?"
- ◆ "When did this issue first emerge?"
- ◆ "Where do you think the problem first began?"
- ◆ "Who is responsible for the outcome?"
- ◆ "How does this issue relate to the other points we have discussed?"
- ◆ "Why is this issue more important than the other issues?"

*Guidelines for use*

- ◆ Open-ended questions are very useful in helping the disputing parties to listen to one another's views in full, or for moving people away from discussing initial positions towards underlying needs or interests.
- ◆ Do not use open-ended questions just for the sake of getting people to speak more. Facilitation must remain focused on the substance of the conflict and on moving the group forward. Questions are determined accordingly.

Adapted from: Kaner, S., Lind, L., Toldi, C., Fisk, S. & Berger, D. 1996. Facilitator's guide to participatory decision-making. USA, New Society Publishers.

Attachment 55A: Facilitation technique guidelines (*continued*)

BALANCING

What is balancing?

- ◆ The direction of a discussion often follows the lead established by the first few people who speak on that topic. With balancing, a facilitator helps a group to consider other ideas by asking for views that have not been expressed.
- ◆ It counters the common myth that silence means consent. It provides assistance to individuals who do not feel confident enough to express views that may be different or a minority position.

How to balance

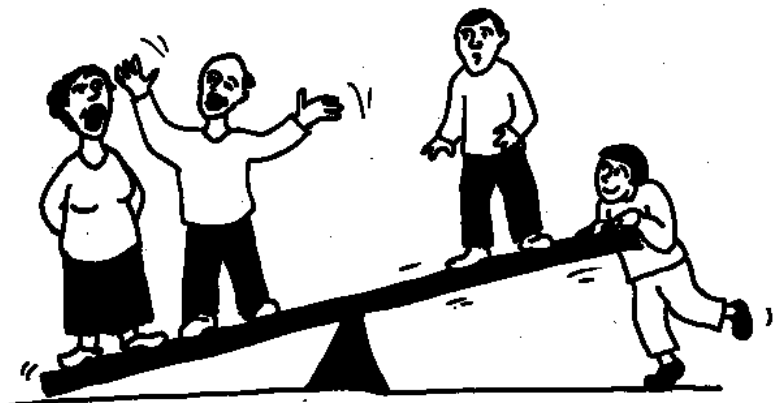
Some examples of balancing:

- ◆ “Now we know how three people see the issues of the conflict. Does anyone else have a different position?”
- ◆ “Are there other ways of looking at this issue?”
- ◆ “We have heard possible solutions that propose using improved cooking stoves to reduce fuelwood harvesting and limiting fuelwood collection. Is there a third option or another way of thinking about this?”

Guidelines for use

- ◆ Balancing not only helps more timid individuals or marginalized groups to participate in meetings or negotiations, but it also has strong positive effects on the norms of the group. It sends a message that: “It is acceptable and very useful here for people to speak their minds, no matter what opinions they hold.”

Adapted from: Kaner, S., Lind, L., Toldi, C., Fisk, S. & Berger, D. 1996. Facilitator's guide to participatory decision-making. USA, New Society Publishers.



Attachment 55A: Facilitation technique guidelines (*continued*)

REFLECTIVE LISTENING

What is reflective listening?

- ◆ Reflective listening (which may also be referred to as “paraphrasing” or “making summary statements”) allows the speaker to hear a summary of his or her own statements and how his or her ideas are being heard by others. This provides the speaker with an opportunity to correct any miscommunication.
- ◆ It can have a reassuring and calming effect. It tells speakers that their ideas are being listened to.
- ◆ It is especially useful when a speaker’s statements seem convoluted or confusing. In such cases, even the facilitator may not be sure what the speaker is trying to say.
- ◆ It works well in conjunction with open-ended questions. By paraphrasing or summarizing, then asking the speaker to expand further, you show that others have understood what a speaker has said, thereby encouraging that speaker to continue the narrative.

How to listen reflectively

- ◆ The facilitator uses his or her own words to express what he or she thinks the speaker has said.
- ◆ Once the facilitator has clarified any queries about the speaker’s message, the listener will summarize the key points as he or she has understood them.
- ◆ The facilitator will also check to ensure that the speaker’s comment has been interpreted correctly.

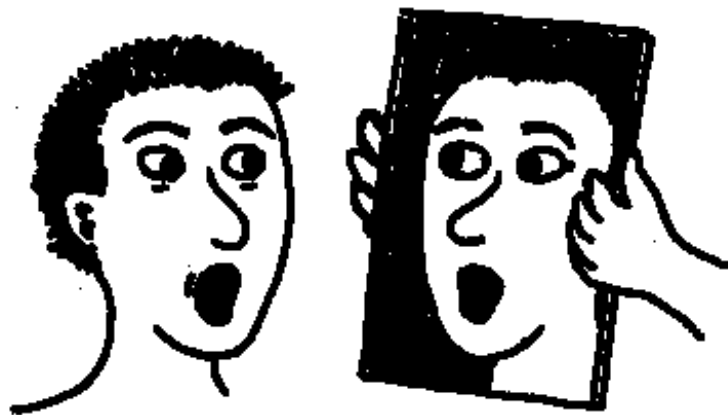
An example of a summary statement:

- ◆ “As I understand it, you feel the primary issue is to make sure that we find someone from the community to organize the tree planting, someone who has both an interest in the project and time available to work. It does not matter whether that person is a woman or a man, or whether he or she has had prior experience in managing such a project, anyone who is interested and has time will be considered for the position. Have I understood you correctly?”

Guidelines for use

- ◆ Reflective listening can be essential when different stakeholders are arguing an issue but none of the groups is really listening to the details of what the others are saying.
- ◆ Continual reflective listening in negotiations can become tiresome and annoying. It slows the pace and interferes with spontaneity. Some facilitators limit its use to those speakers who are obviously finding difficulty expressing themselves.

Adapted from: Kaner, S., Lind, L., Toldi, C., Fisk, S. & Berger, D. 1996. Facilitator's guide to participatory decision-making. USA, New Society Publishers.



Attachment 55A: Facilitation technique guidelines (*continued*)

DRAWING PEOPLE OUT

What is drawing people out?

- ◆ Drawing people out is an approach that encourages people to continue their discussion in a way that clarifies and refines their ideas. It sends the speaker the message: "I am with you; I understand you so far. Now tell me more".
- ◆ It is useful in two situations: 1) when someone is having difficulty clarifying an idea; and 2) when someone thinks that a thought is clear but it is actually vague or confusing to listeners.
- ◆ It sends the message: "Take your time and get your idea all the way out".

How to draw people out

- ◆ This method is used most effectively when preceded with a summary statement.
- ◆ The most basic technique follows the summary with an open-ended question. For example: "Can you say more about that?" or: "What do you mean by...?".

An example of drawing people out:

- ◆ The speaker says: "I think that most of the four villages and the local officers are uncomfortable with the changes in forest management". The listener summarizes: "I understand that you are saying most people are uneasy with the changes. Can you give me an example of what kinds of changes you mean?".



Guidelines for use

- ◆ When a facilitator draws someone out, he or she is, in effect, making a judgement that it would be of benefit to the group to hear more from that person. In this way, the facilitator has a subtle but real influence on whose ideas will get heard, developed or organized better.
- ◆ Be careful - facilitators may be tempted to draw out the people whose ideas sound the most promising. This can violate the impartial role of the facilitator. A good rule is to limit, or consciously balance, the use of the technique, focusing on drawing out people who are obviously having difficulty expressing ideas (regardless of whether or not the ideas are interesting or realistic).

Adapted from: Kaner, S., Lind, L., Toldi, C., Fisk, S. & Berger, D. 1996. Facilitator's guide to participatory decision-making. USA, New Society Publishers.

Attachment 55A: Facilitation technique guidelines (*continued*)

SEQUENCING

What is sequencing?

- ◆ Sequencing helps the group to order the sequence of two lines of thought that emerge at the same time in a discussion.
- ◆ It allows both lines of thought to be heard without the facilitator taking sides.
- ◆ It validates both perspectives.

How to sequence

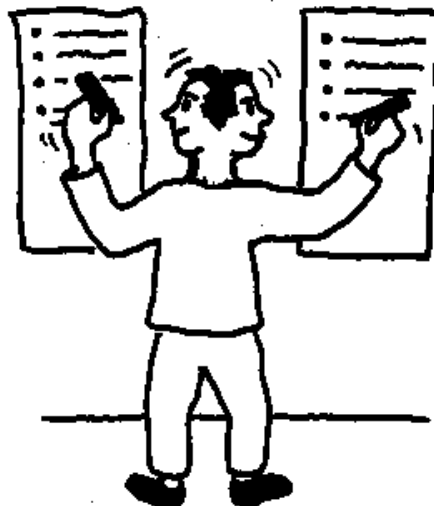
In sequencing, there are two steps: 1) identifying and labelling the two lines of thought; and 2) helping the group to pay attention to one line of thought for a few minutes, followed by examining the other line of thought for the next few minutes.

An example of sequencing:

- ◆ Step 1: “We appear to have two discussions going on here. Some of you would like to respond to Mr Juno’s statement about the new protected area boundaries. Some of you would also like to return to the previous issue of access for traditional plant harvesting.”
- ◆ Step 2: “Why don’t we take a few more comments on Mr Juno’s concern and then someone can reintroduce the issue of access for traditional plant harvesting?”

Guidelines for use

- ◆ Sequencing does not work effectively when there are more than two lines of thought (see Stacking), or when it becomes too controlled and tedious to sit through.



Adapted from: Kaner, S., Lind, L., Toldi, C., Fisk, S. & Berger, D. 1996. Facilitator's guide to participatory decision-making. USA, New Society Publishers.

Attachment 55A: Facilitation technique guidelines (*continued*)

STACKING

What is stacking?

- ◆ Stacking is an easy method of organizing and following up on multiple points or lines of thought as they are raised in open discussion.
- ◆ It is a transparent technique for organizing the flow of discussion.

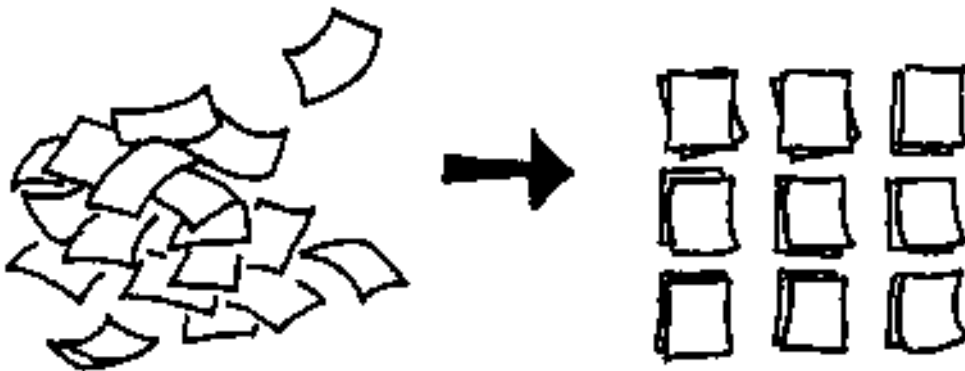
How to stack

- ◆ To stack, a facilitator simply acknowledges all the group members who are trying to speak at once and assigns an order: "From the discussion, I can see that many of you have something to say on this issue. To ensure that everyone has an opportunity to be heard, I will number you off. You will be first, you're second, you'll be third." When everyone has finished (the stack is completed), the facilitator asks: "Does anyone else want to speak?"

Guidelines for use

- ◆ If overdone, stacking can become tiresome and disruptive, as it does not allow one point to be followed through in depth.
- ◆ It is too structured for small groups.
- ◆ If stacking is not monitored, you can end up with the same small subset of individuals doing all the talking.

Adapted from: Kaner, S., Lind, L., Toldi, C., Fisk, S. & Berger, D. 1996. Facilitator's guide to participatory decision-making. USA, New Society Publishers.



Attachment 55A: Facilitation technique guidelines (*continued*)

TRACKING

What is tracking?

- ◆ Tracking means keeping track of and capturing different points that emerge simultaneously within a single discussion. For example, when several people start raising a number of different or related points.
- ◆ People often act as though the particular issue that interests them is the only one that everyone should focus on. Tracking lets the group see that several elements of the topic are being discussed and treats them all as equally valid.
- ◆ Tracking may relieve the concern of people who feel that the group is not responding to their ideas.

How to track

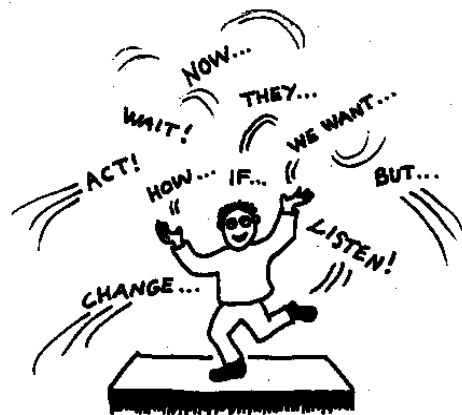
- ◆ Tracking is a three-step process: 1) the facilitator indicates that he or she will pause for a moment to summarize the discussion so far; 2) the facilitator identifies the different points that have been raised; and 3) checks for accuracy with the group.

An example of tracking:

- ◆ Step 1: "It sounds as though there are three separate issues coming out now. I want to make sure that we have all captured them."
- ◆ Step 2: "It sounds as though one issue is the roles and responsibilities of the new management committee, another is about finances and accountability, and a third is about the election of management committee members."
- ◆ Step 3: "Am I correct? What have I got wrong?"

Guidelines for use

- ◆ Tracking is valuable when discussions are competitive and enthusiastic, as is often the case in conflict management meetings. When everyone is intent on pushing their own agendas, people are not likely to be listening to one another. Tracking reassures everyone that someone has been listening and allows space for a group to prioritize or restructure the discussion.



Adapted from: Kaner, S., Lind, L., Toldi, C., Fisk, S. & Berger, D. 1996. *Facilitator's guide to participatory decision-making*. USA, New Society Publishers.

Attachment 55A: Facilitation technique guidelines (*continued*)

INTENTIONAL SILENCE

What is intentional silence?

- ◆ Intentional silence consists of a pause that can last a few seconds or several minutes, depending on the need.
- ◆ If introduced for the benefit of a speaker, it provides a brief quiet time to discover what that speaker wants to say. Some people need the silence because they are not fully in touch with what they are thinking or feeling. Others need it because they are deciding whether or not to say something that might be risky. Still others need it to organize their thoughts.

How to use intentional silences

- ◆ Say nothing. Do not nod or shake your head. Just stay relaxed and pay attention.
- ◆ In the case of one speaker, the facilitator should maintain eye contact and use appropriate body language.

Guidelines for use

- ◆ Intentional silence is a highly underrated technique, but one that can have a significant impact. In conflict situations, the group is often confused, agitated or having trouble focusing. At these times, silence may be very helpful: "Let's take a minute to think about possible solutions to this problem."
- ◆ Five seconds of silence can seem a lot longer than it really is. The ability to tolerate the awkwardness of silence and stillness is an important element of this. The facilitator has to demonstrate that he or she is comfortable with silence. If the facilitator can survive it, everyone else can too.



Adapted from: Kaner, S., Lind, L., Toldi, C., Fisk, S. & Berger, D. 1996. Facilitator's guide to participatory decision-making. USA, New Society Publishers.

Attachment 55A: Facilitation technique guidelines (*continued*)

REFRAMING

What is reframing?

- ◆ Reframing statements are used to change negative sentiments into positive ones.
- ◆ Reframing guides speakers to talk rationally about the issues that are most important to them.

How to reframe

- ◆ Reframing statements restructure content into a problem solving statement or question.

An example of reframing:

- ◆ One party may say: "They never listen to my ideas." A facilitator can reframe this statement by saying: "It sounds as though they are not responding in the way that you would like. Can you explain to them how you would like them to acknowledge that they have heard your point."

Guidelines for use

- ◆ At the height of a conflict, when people may be communicating their interests with accusations, anger and mistrust, reframing can be used specifically to diffuse the heat of the conversation, without losing the heart of the content.

Adapted from: Kaner, S., Lind, L., Toldi, C., Fisk, S. & Berger, D. 1996. Facilitator's guide to participatory decision-making. USA, New Society Publishers.

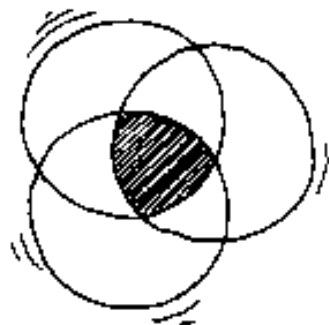


Attachment 55A: Facilitation technique guidelines (*continued*)

FINDING COMMON GROUND

What is finding common ground?

- ◆ Finding common ground is a valuable tool for negotiations when the parties are challenged to find common interests in order to move the process forward.
- ◆ It focuses the parties on areas of agreement, yet recognizes and accepts disagreement.



How to find common ground

- ◆ Listening for common ground is a four-step process: 1) the facilitator explains to the participants that he or she will summarize their differences and similarities as they have been raised over the last period; 2) the differences are reviewed; 3) any areas of commonality or shared interest are noted; and 4) the facilitator checks for accuracy.

Examples of finding common ground:

- ◆ Step 1: "Let me take a minute to summarize what I am hearing each of you say. There seem to be a number of differences being raised, but also some similarities."
- ◆ Step 2: "It sounds as though one group wants to measure the land boundary from the riverbank, and the other wants to measure it from the middle of the river."
- ◆ Step 3: "Even so, you all seem to agree that you want the boundary to be fair to both groups and to take into account the changing shape of the river."
- ◆ Step 4: "Have I understood you correctly?"
- ◆ An alternative approach is to ask the group to do one or more of the steps. For example, after summarizing differences ask: "In addition to these differences, I heard some agreement. Would anybody else like to share with the rest of the group some areas where he or she saw agreement?"

Guidelines for use

- ◆ When negotiations appear to be getting nowhere, finding areas of agreement can be extremely important in encouraging the opposing parties to persevere.

Adapted from: Kaner, S., Lind, L., Toldi, C., Fisk, S. & Berger, D. 1996. Facilitator's guide to participatory decision-making. USA, New Society Publishers.

55**PRACTISING FACILITATION SKILLS****ATTACHMENT 55B****OVERVIEW OF USEFUL FACILITATION TECHNIQUES****1. *Open-ended questions:***

- to share information about views and interests;
- to explore and expand perspectives, impacts and possible solutions;
- to send a message that the facilitator and larger group are interested in your perspectives and will give time to hear what you have to contribute.

2. *Balancing:*

- to help a group consider other aspects of the discussion by asking for other views that may be present but are not expressed;
- to provide assistance to individuals who do not feel confident enough to express views that may be different or minority positions.

3. *Reflective listening:*

- to allow the speaker to hear an overview of his or her own statement;
- to provide an opportunity for correcting any miscommunication;
- to reassure and calm;
- to clarify what a speaker is saying.

4. *Drawing people out:*

- to encourage people to continue their discussion as a means of clarifying and refining ideas;
- to send the message: "Take your time and get your idea all the way out".

5. *Sequencing:*

- to help the group keep track of and consider two lines of thought that emerge at the same time in a discussion;
- to allow both lines of thought to be heard without the facilitator taking sides;
- to validate both perspectives.

6. *Stacking:*

- to organize transparently and follow up on multiple points or lines of thought as they are raised in open discussion.

7. Tracking:

- to keep track of and capture different points that emerge simultaneously within a discussion;
- to help the group to see that several elements of the topic are being discussed and to treat all as equally valid;
- to relieve the concern of those who feel that the group is not responding to their ideas.

8. Intentional silence:

- to provide calm and allow the group to regain focus;
- to help those struggling with words or thoughts to consider what they want to say.


9. Reframing:


- to change negative sentiments into positive statements;
- to help the speaker talk rationally about the issues that are most important to him or her.

10. Finding common ground:

- to focus the parties on areas of agreement;
- to help parties who are challenged to find common interests and move the process forward.

56 **CAPTURING THE KEY POINTS:
RECORDER SKILLS BUILDING**

 **PURPOSE:** To practise listening and summarizing – the essential skills required of a recorder. To assess what techniques make recording easier and more effective.

 **MATERIALS:**
Flip charts.
20 coloured pens.
Short newspaper or magazine article.

 **PREPARATION:** None.

 **TIME:** One hour.

 **CROSS REFERENCE:** Sections 6.3 and 10.2.

 **STEPS:**

- ① Emphasize the important role of the recorder in a meeting. Point out that developing good recording skills takes practice. Explain that the purpose of the activity is to help develop these skills.
- ② Request five volunteers to serve as recorders. Provide each recorder with a set of four coloured pens and one flip chart.
- ③ Explain to the participants and the recorders the following task:
 - ◆ You (the trainer) will read a short newspaper article related to forestry or natural resource management.
 - ◆ Each of the five recorders will be positioned at a different station and given a flip chart and pens. Their job is to document the key points from the article, and to summarize the questions and answers.
 - ◆ The recorders can use different coloured pens, shorthand, symbols or pictures to help them capture the content.
 - ◆ After you have finished reading the article, you will ask the other group members questions about the article such as: What were the main points? And: What were the weakest arguments? The recorder should record the discussion.
 - ◆ The central goal for the recorders is to ensure that their notes are legible and the content is as precise as possible.

- 4 Begin the reading and discussion. To make the reading more realistic, stop at various points, explain that you have made a mistake and slightly alter or change a sentence.

After 10 to 15 minutes, stop the discussion and ask the group to reflect on the recording task. Initiate a group discussion with the following questions:

For the recorders:

What are your thoughts about serving as a recorder?

What was the greatest challenge for you?

How did you decide what were the key points in the article and in the discussion?

How did you address the mistakes?

What would make this job easier or more efficient?

For the participants in the reading discussion:

Are there some recording styles used by our recorders that you feel worked particularly well?

Do you think that the recorders were able to capture fairly the key points of the article and the discussion?

What responsibility do participants have to ensure that the recorders summarize their key points adequately?






To the overall group:

What are some useful clarification questions that should be asked at the beginning of a meeting to improve how the recorder will document the discussion?

What guidelines can be established to ensure that the recorders are capturing the content clearly?

- 5 In conclusion:
- ◆ Recorders receive and condense information rapidly. They do their best to document the material as true to the speaker's intention. However, wording may be adapted in ways that subtly or directly change the speaker's original meaning.
 - ◆ Participants have the responsibility to ensure that they are being understood clearly, and that their ideas are being represented accurately.
 - ◆ The facilitator should encourage participants to feel positive about what is recorded. Ask them to be specific and to clarify their thoughts to make necessary corrections, rather than being defensive about what the recorder wrote.

57 | **MANAGING DIFFICULT BEHAVIOUR**

-  **PURPOSE:**
To explore why people exhibit difficult behaviour and examine possible ways of managing it.
-  **MATERIALS:**
Index cards.
Flip chart.
Coloured pens.
-  **PREPARATION:**
Prepare a flip chart from *Triggering difficult moments* (Attachment 57A).
-  **TIME:** One hour.
-  **CROSS REFERENCE:** Section 6.4.

 **STEPS:**

- 1** Explain the purpose of the activity. Point out that, in the process of managing conflict, it is common to encounter people who are being “difficult”. In order to work effectively with them, it is important to consider the reasons why they show difficult behaviour and our own actions in response to such behaviour.

Post and discuss *Triggering difficult moments*, highlighting that there are a range of reasons why people become difficult. Point out to the group that the reasons people become difficult are often understandable and legitimate, even if the behaviour is undesirable or disruptive. By recognizing and addressing these concerns, we may be able to help the person change his or her behaviour.
- 2** Hand out index cards to the participants. Ask them to take a few minutes to think individually about a situation in which they behaved in a way that others would see as difficult. This could involve one other person or a group of people. On the card provided, they should describe how they were being difficult, outlining the characteristics they displayed that made them difficult (for example, being argumentative or becoming very defensive).

Ask them to then turn their index cards over and ask themselves: “How could other people have responded to me to make me change that behaviour?” Ask them to summarize their answers on their cards.

- ③ After five minutes explain the following task:
 - ◆ The participants will be divided into groups of four.
 - ◆ In their groups, the group members are to read out their difficult behaviour and share them with one another. Each person should briefly explain the general scene or situation and what triggered his or her difficult behaviour.
 - ◆ The other group members are to discuss possible responses which could have been taken to change that behaviour. The person who has described his or her behaviour will then read out what he or she felt would have helped change the behaviour.
 - ◆ The group’s task is to compare and discuss these answers, summarizing on a flip chart the difficult behaviour, what triggered it and the responses that the group felt would be most effective.
 - ◆ Participants have 30 minutes to complete the task.
- ④ Reconvene the overall group. Ask each small group to post its flip chart and ask the participants to spend a few minutes reading the results of the other groups.
- ⑤ Initiate a discussion with the following questions:
 - ◆ Was there anyone who could not think of a time when they had been difficult? It is important to note that everyone can at some point be difficult, and it is more constructive to view difficult behaviour as a symptom of something wrong, rather than as a character weakness.
 - ◆ What did you learn in considering your own experience?
 - ◆ Looking at the group results, are there common reasons why people become difficult? Discuss these reasons and the situations that lead to them. Note that people often become “difficult” when they themselves experience difficulty, or when they are either resisting or forcing change.
 - ◆ How similar to or different from the suggestions made by the group to change the behaviour were the responses of the individual?
 - ◆ Looking across the group results, how similar are the effective strategies that people proposed using? What have we learned about constructively addressing and changing difficult behaviour?
 - ◆ Invite the group to add to the *Triggering difficult behaviour* sheet so that it can be amended and offered to the participants as a handout.

57**MANAGING DIFFICULT BEHAVIOUR****ATTACHMENT 57A****TRIGGERING DIFFICULT BEHAVIOUR**

- Threats to key interests.
- Threats to basic needs.
- Being ignored, lied to or manipulated.
- Recalling the past. Remembering the frustration, disappointment or hurt from an earlier situation.
- Envisioning the future. Fear or threat of losing current interests.
- Others not taking responsibility for their actions.

58 ADDRESSING DIFFICULT MOMENTS



PURPOSE:

To explore methods and approaches for addressing difficult moments when facilitating or mediating a conflict management process.



MATERIALS:

Flip chart.

Coloured pens.

Handouts for each participant:

- *Difficult moments* (Attachment 58A);
- *Managing difficult moments* (Attachment 58B).



PREPARATION:

Prepare a flip chart from *Managing difficult moments*.



TIME: One and a half hours.



CROSS REFERENCE: Section 6.4.



STEPS:

- ① Explain the purpose of the activity and highlight the importance of knowing how to deal effectively with unexpected and difficult situations in a conflict resolution process. Emphasize that a person's ability to address difficult situations constructively can have a significant impact on the continuation or direction of the process.
- ② Divide the participants into groups of four or five. Explain the following group process:
 - ◆ Each group member is to read through the *Difficult moments* handout and assess quickly how he or she would address each situation.
 - ◆ When they have finished, the group members should discuss their strategies with one another.
 - ◆ The group is to summarize a brief response to each "difficult moment" and record it on a flip chart.
 - ◆ They have one hour to complete the task.

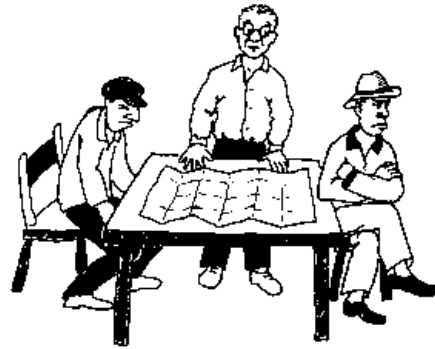
- 3 Reconvene the overall group. Ask each small group to post its flip chart and spend a few minutes reading the results of the other groups.

Initiate a plenary discussion with the following questions:

- ◆ How different were your approaches to dealing with difficult moments?
 - ◆ What were some of the most effective strategies that people proposed?
 - ◆ What role does trust have in resolving a difficult situation?
 - ◆ Did any group discuss early actions that might have been taken to prevent the situation from developing?
 - ◆ Can you identify any general guidelines that could be used to address all difficult moments?
- 4 In conclusion, post the *Managing difficult moments* flip chart. Briefly review the points and link them to the previous group discussion. Emphasize:
 - ◆ Difficult behaviour is often a defensive mechanism (when people feel vulnerable for some reason), although most people consider it aggressive.
 - ◆ Identify the behaviour and the effect that it has. It is sometimes helpful to do this outside the main group while, at other times, it is better to let the group see you dealing with the behaviour constructively, without punishing the person.
 - ◆ If you disregard the behaviour, you may actually reinforce it.

58 ADDRESSING DIFFICULT MOMENTS**ATTACHMENT 58A****DIFFICULT MOMENTS**

1. You have been asked to mediate between two neighbours over forest harvest rights. You have already met with both of them separately, and they were both very grateful that you have agreed to help them negotiate their differences. However, as soon as you brought them together and started the meeting, they both refused to talk. *What would you do?*



2. Twenty-five people from various public and private institutions have been meeting for the past three months to resolve a series of financial and management issues involving the regional tree planting nursery. You are serving as the facilitator. A new person has just joined as a replacement for another member who could no longer attend owing to illness. The new person is now bringing up many of the issues that have already been addressed and is insisting that these points be put on the agenda. *What would you do?*
3. You are in the middle of facilitating a participatory rural appraisal (PRA) activity, and a woman in the group suddenly accuses you of being insensitive to gender issues. She says that she is quitting the team and is going to report you to the district head. *What would you do?*
4. You are conducting a conflict mapping activity that involves representatives from five different villages. One of the conflict issues identified was the location of collecting non-timber forest products. When the first village representative points to one area on the map as a site where there are collection problems, all the other members respond negatively. They say: "This is not a problem area for us, it is only a problem area for that one village". *What would you do?*
5. You are meeting with your neighbour to discuss how to address the recent fuelwood shortage. Supplies of fuelwood in the area that you both use are growing scarcer. He has access to an additional site on the eastern side of the forest that you cannot use. You had hoped that he would agree to let you be the sole user of the shared area for just this year. When you make the proposal, he just starts laughing. *What would you do?*

58**ADDRESSING DIFFICULT MOMENTS****ATTACHMENT 58B****MANAGING DIFFICULT MOMENTS**

- Identify the difficult behaviour.
- Open a discussion regarding the behaviour.
- Request clarification: What exactly do the difficult people need? What exactly are their interests?
- Let them know your interests.
- Identify creative solutions.
- Separate the difficult person from the group/situation and meet with him or her privately.

59 DEALING WITH EMOTIONS



PURPOSE:

To develop awareness of the ways in which different individuals express and manage their emotions.

To identify how emotions are influenced.

To provide tools and approaches for addressing one's own emotions and the emotions of others.



MATERIALS:

Flip chart.

Coloured pens.



PREPARATION:

Prepare the following flip charts:

- *Positive and negative emotions* (Attachment 59A);
- *How do we express emotions?* (Attachment 59B);
- *Emotions spiral* (Attachment 59C);
- *Expressing emotions effectively* (Attachment 59D);
- *Managing emotions: group recommendations* (Attachment 59E).



TIME: One and a half hours.



CROSS REFERENCE: Section 6.4.



STEPS:



1 Explain that during a conflict management process emotional differences among the parties and/or individuals sometimes escalate to the point at which they can prevent people from meeting their objectives. Introduce the purpose of the activity.

Note: The way in which emotions are expressed and their magnitude are heavily influenced by cultural and social norms. Emphasize this key point before you begin the activity.



2 Explain that there are different kinds of emotions which can be expressed in many ways. Ask the participants to identify examples of what they would call *positive* and *negative* emotions. Record their responses in lists on a flip chart.

Next, ask the participants for examples of *direct* and *indirect* ways in which people express those emotions. Post *How do we express emotions?* and record participants' answers in the appropriate cells of the table.

- ③ Introduce the *Emotions spiral*. Ask participants whether they can identify what would cause positive and negative emotions to move up the spiral. Record their suggestions on the diagram.

Explain that in a conflict management process participants need to be aware of factors that contribute to this escalation and need to find approaches to managing emotions if they are obstructing progress.

- ④ Introduce and discuss the flip chart *Expressing emotions effectively*.

- ⑤ Initiate a group discussion using the following questions and record the participants' recommendations on a prepared flip chart, *Managing emotions*:

- ◆ What are some of the ways in which you can take ownership of your emotions?
- ◆ How can you explain your emotions to others effectively?
- ◆ At what point along the spiral of emotions would it be best to talk about them? What about using indirect expressions, is there ever an appropriate time to use them?
- ◆ What are some of the methods that you can use to manage your emotions?
- ◆ Is anything required from other people or groups? What would you need from them? How can you get them to respond in a way that will ensure that your emotions are rebalanced and not sent further up the spiral?
- ◆ What are the key points that have been identified about how to work effectively with emotions?

- ⑥ Conclude with a reminder that, in facilitating a conflict management process, the parties involved must be responsible for their emotions by taking ownership of them, explaining their emergence and managing them.

Note that people have a right to their feelings. Others should acknowledge those feelings. In a conflict management process it is important that:

- (a) feelings are expressed in ways that are constructive;
- (b) the resources of the individual, and of the group, are sufficient to enable helpful responses to people's feelings;
- (c) if people's resources are not sufficient, they can be helped.

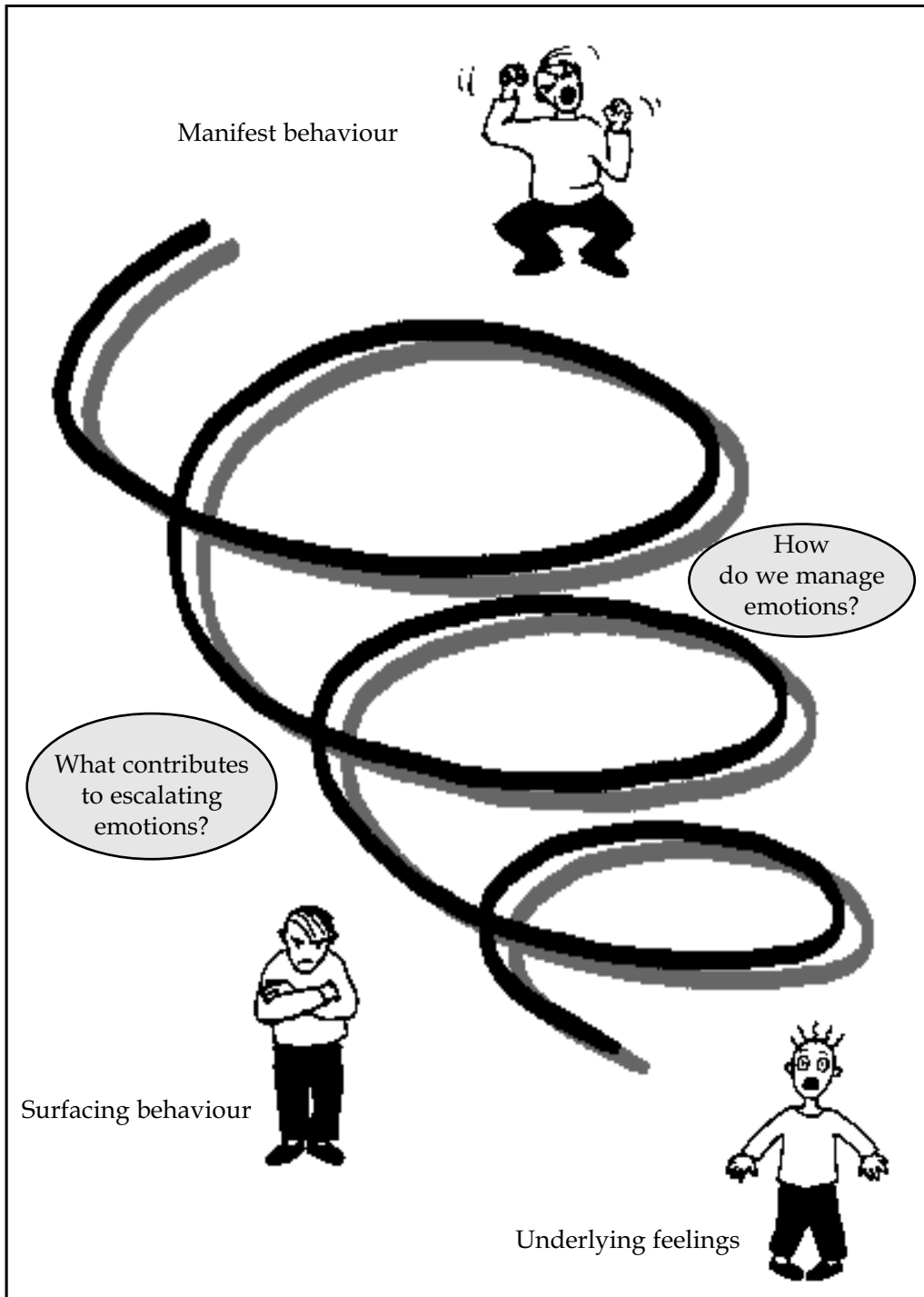
By following this advice, people will be able to express their feelings with behaviour that is helpful, not hurtful.

59**DEALING WITH EMOTIONS****ATTACHMENT 59B****HOW DO WE EXPRESS EMOTIONS?**

	Positive behaviour	Negative behaviour
Direct expression	Laughing	Screaming
Indirect expression	Diplomatic behaviour	Passive aggressive behaviour

59 DEALING WITH EMOTIONS **ATTACHMENT 59C**

EMOTIONS SPIRAL



59**DEALING WITH EMOTIONS****ATTACHMENT 59D****EXPRESSING EMOTIONS EFFECTIVELY***1. Own your emotions:*

- Listen to and acknowledge your feelings.
- Ask yourself why you have these feelings or why they are rising.
- Be responsible for how your behaviour affects other people.

2. Explain your emotions:

- Acknowledge what triggered them.
- Suggest what can be done to balance both feelings and behaviour.

3. Move forward to rebalance the emotions:

- Take time to spiral down your feelings.
- Make sure that they are at rest again.

59	DEALING WITH EMOTIONS	ATTACHMENT 59E
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MANAGING EMOTIONS: GROUP RECOMMENDATIONS

How to own	How to explain	How to rebalance