

begins w/ brief intro
meta-moments - describes how we'll use these in course
name + affiliation - he gives examples including homemaker + student

MM
- Why did we do this? But first: what is happening now?

Gives us piece of paper ($\frac{1}{3}$ FC) → we answer Q below on our own.
• look around the room + lock eyes with someone. Lock eyes! Now, take 20 seconds + draw that person. Then move to that person. Share your drawing and your response.
→ repeat two more times.

what is the single most important thing I would like to learn/gain/strengthen from this course

reviews L.O + agenda

Can everyone see where the topic of greatest importance fits in the agenda?

Can everyone see, in the agenda, where we are going to address the things you're most interested in?

MM HELPS CREATE A SOCIAL CONTRACT

↳ What have we been doing + why?

How many of you have been to a meeting w/o agenda?
What abt mtg i no objectives.

→ Desired Meeting Results

Situation: you've said "Name + affiliation" + then people go on... touch base; first person

→ Prep → write it out
→ we'll do a time check $\frac{1}{2}$ way through

is everyone clear on L.O?
is anyone not clear on L.O?] he asked. what did I ask + MM ↗ why did I ask it?

10:02 What the course is not.

10:10 We start an activity in pairs:

- 1) observable EFFECTIVE behaviours (in mfg)
- 2) " IN "

-We write out one idea per sticky (4-5 mins)

-then we post

"what do you notice?"

interesting discussion: are these ineffective or is this our judgment about behaviour. He started i: are these observable behaviours or our judgement?

maybe some of these behaviours are actually effective (ie. having a shouting match might be exactly what the group needs at this time).

Our comfort depends on + things ie family of origin, gender, etc

We come to the situation with our own assumptions - We need to

question/examine/be aware

Don't attribute motivation + intention too quickly! (or w/o thinking)

Surface the conversation: [Re: behaviours]
What's worked well for you?

OPTIONS:

- 1) You can generate ground rules as a group.
- 2) You can propose as a facilitator
- 3) Go without + build if you need it

20 minute break.

11 AM . PPT - Defns, Roles, Values (Manual C)
sometimes, ppl equate group=process

If you limit your work to process only (smallest circle on p.C-1), then you may not be helping the group to the extent you can.

Activity: in pairs write a dictionary definition of group facilitator. Underline the verbs.

Then we post

what do you notice?

He presents Schwartz definition. What is notable: p.N⁻¹

- acceptability
- Substantive neutrality
- no decision making authority
- See N.1

C.6 Styles of facilitation

Basic facilitation ≠ Developmental facilitation

builds dependency

building self-reliance for group
help the group develop skills (you work yourself out of job)

→ I love that he honours "non-neutral" facilitators

ask We seem to be struggling? Why are we struggling? What could be done differently?

C-5 Table comparing different roles.

C-7 Impartiality - (C.8)

In pairs, we discuss the scenarios.

Then group discussion:

1 hour Lunch

-

How are we doing? ground rules
could do sociogram?

do a diagram i/no names + draw arrows
to people who are talking

Hc talks about post lunch slump
· what's happening

strategies

- ignore it
- Lmedicate
- avoid it
- accommodate it
- design for it.

→ your job is to take your partner on a tour of the room + show them things using fabricated names.

Activity: Creativity

- find a partner
- Decide A & B
- A is going to take B on a tour of the room
- switch

- observe the patterns of how you approached that

debrief - how did you approach this (not a full conversation)
but gets us to reflect that even though we were given
full license, we tend to adopt a particular pattern

- can use the activity to probe group dynamic
(maybe related to their own creativity)

13:45 Scoping the situation - See D3

what do you want to achieve

how have u worked in the past

Have a set of Qs at hand.
D-3

drinking from the firehose

goals \Rightarrow where are we trying to go?
must be able to recognize when we're there

SMART - hard to have objectives meet all

1:55 D.7

2:10 D.8

- he gives overview of case studies
- pros + cons of choosing something familiar or not
- produce set of objectives

(See N.B.)

2:43 - What was it like to be thrown into a complex task mid-pm without much context?

- we debrief

- remember: you are not responsible for the group's success \rightarrow
you are responsible for helping the group be the most effective
they can be.

3:15 (after break)

E. Facilitating Discussion

Role plays - can be flat
- don't overdo → if ppl laughing, pull it back
I'm going to track conversation (JG modelling)
asks us to generate topic - We are a citizens advisory ctee
(he sets it up...) we've done our intros, we've agreed on ground rules

- We debrief the activity ↗ what tracking techniques did I use?