

Club Excellence Process Facilitators' Workshop
November 12 - 13, 2011
Howard Johnson Hotel
Markham, ON.

Goals for the Workshop

1. To get an understanding of what is contained in the process materials
2. To become more aware of the responsibilities of the facilitator
3. To share experiences in training members of the Lions' family
4. To have fun!!!!

Stages of Group Development

There is a tremendous body of research into the psychology of groups that points out groups follow a path to being that cohesive high-functioning machine we are all looking to become. Most trainings, including the CEP, include some activities to enhance the development of these stages. This is just an introduction to these stages so that you are aware of this development of your group and if you don't see these stages you can respond by building in some activities to encourage that development in your group.

Forming

- the tentative part of groups coming together
- people are standing around and wondering what will happen in this meeting
- participants will be wondering how they will fit in
- how they'll be treated by other members of the group
- will they be comfortable with the activities
- could be a time of excitement, of anticipation of learning something new
- could be time of high anxiety
- how they will interact with the other members of the group
- many questions.

This is a time when the group leaders must take charge and model the behaviour they expect from the group members. There will be some hesitant participation. Participants tend to be on their best behaviour, polite, but restrained. Minimal actual work will get done, and there will be much discussion that is not on the actual task.

Of course, we want all of our Lions to feel comfortable so we may have to add some activities to help the group through this stage. Here's a list of some of the things we can do;

- Establishing a mission, setting some goals and ground rules
- Getting to know one another activities (Energizers)
- Having the group experience low-risk activities

Storming

- the group has begun to communicate and work together
- common for interpersonal conflicts to occur
- People revert to the role in which they are comfortable in taking with this group
- Group may or may not have a history

There may be some challenges to the trainer. This is normal and ways of recognizing and resolving conflicts need to be explored. As trainers, we shouldn't look on this as a problem but as a sign that the group is progressing.

Of course, we don't want fist fights or people walking out. We want to keep this to a minimum. To help the group through this stage we can do the following;

- Let the group know that this is normal.
- Refer back to our goals and ground rules, and remind the group why we are here.
- Establish a 'norm' for how we are going to handle conflicts.

Norming

- definite sense of group identity emerges
- group becomes more effective, both in accomplishing tasks and in meeting the emotional needs of its members
- where participants really respecting each other and helping one another
- see a new leader emerge
- the one person outside the group, is gradually becoming a part of that group
- a sense of common spirit and goals
- Moderate levels of work are being accomplished
- boundaries have been established
- important for the group to take responsibility for its own functioning
- individual members must agree to take responsibility to contribute to the group activity
- group should begin to work together without the direct supervision of the trainer
- group will establish norms for its behaviour regardless of whether or not a trainer is effective, positive or negative

It is the trainer's responsibility to keep the group on track.

To help the group through this stage we can do the following;

- Refer back to the goals and agreements about how to handle conflict.
- Opportunities to work together in slightly riskier activities.

Performing

- team has worked out the wrinkles in its interpersonal relations
- concentrates on diagnosing and solving problems, and making decisions
- definite sense of group identity emerges
- group is most effective, both in establishing its tasks and in meeting the emotional needs of its members
- Cohesiveness is very high, and the group members are aware that something special is happening to them.

Of course, some groups never get there. The trainer has to continually work the team back through the stages as new problems arise that overtake the original. In most groups, various members will have become capable of using their skills to help bring the group back on line.

To help the group through this stage the trainer can point out and help to celebrate when the group's goals are accomplished.

Mourning (Adjourning)

If the group has remained a collection of individuals, then the ending may be experienced with relief or indifference.

For others, it may be difficult to leave this successful experience behind. The group is finished with its assigned task and must now get on with the other tasks it has to accomplish.

The trainer must take the group to another task and leave this task behind. Closure must be brought to the task.

To help the group move on the trainer can;

- Review what was accomplished.
- Discuss with the group what went well and what was difficult in accomplishing the task so that this information can be used on the next task.

Participant Roles in a Workshop

Helpful

Visionary
Peacemaker
Focuser
Enthusiast
Community knowledge
Time keeper
Communicator
Goal setter

Not Helpful

Negative
Conflictive personality
Talkative
Own agenda
Authoritative
Silent person
Clown
Procrastinator
Know-it-all

Facilitation Skills

Communication Skills

Voice - emphasize key words
- projection
- pause
- vary tone of voice
- adjust volume, clarity
- rate, speed
- enthusiasm

Presence

- appearance
- use hand gestures (don't overuse) - complete & then return hands to your side.
- posture & body language, balance stance
DON'Ts
- constant motion, clicking a pen, use same gesture over & over, chew gum

Listening

- active & effective
- acknowledge, nod, show interest
- use eye contact
- make eye contact
- don't speak over
- use questions to draw out participants

Directions

- be clear & concise - not too many directions at once
- short, to the point
- repeat to correct if necessary

Discussions

- take answers seriously, accept all answers
- be non-judgmental
- use paraphrasing & summarizing techniques
- use wait time - nothing wrong with silence
- open & closed questioning
- don't interrupt, keeping in mind there must be some control
- responding options - silent, verbal, written, signals, sample

Humour

- clean, good taste
- appropriate
- non racial
- relevant
- not personal

Environment-building Skills**Using Participants' Names**

- use tags, tent cards
- introductions
- round robin introductions

Interest in All

- personal history
- fan questions
- eye contact
- don't ogle
- round table closure
- circulate

Inclusive Language

- avoid initialism & acronyms
- use third person
- use "we" & "us", instead of "me" & "I"

Respect

- no interruptions
- no profanities
- no mumbling
- no insults
- don't be judgmental
- assign equal importance to all participants
- impartiality

Pacing

- pace changes
- mix it up (visual, verbal)
- use people energizer
- ice breakers
- keep to a schedule
- stay on topic
- end on time
- use humour

Inclusion of All

- work to include everyone
- ferret out the quiet ones
- direct your questions
- eye contact
- round table strategy
- request a documented reply

Avoiding "Put-Downs"

- adverse accent comment
- no rolling of the eyes
- no gender remarks
- no "short" jokes
- no 'scapegoating'
- answer the question, when asked
- restate your comment

Organization of a Workshop

Date → Time → Place

Number of participants

Technology

- LCD projector
- Computer
- Screen
- External speakers
- Extension cords, power bars, batteries

Materials & Supplies

- Flipcharts, markers, easels
- Dry-erase markers for white board
- Masking tape, paperclips, pins or thumbtacks
- Pencils, pens, notepads
- Post-it notes
- Name tags or tent cards
- Prepared flipcharts
- Stapler, staples
- Clock
- Notes

Have a Plan “B”

Liaison – “buy-in”

Agenda

Zone Chairs & Region Chairs involved

Prepare your presentation

Know your club

Get there early

- “scout out” plugs

Equipment, tables, chairs – seating arrangements

Start on time – End on time – **Agenda**

Evaluations

Buy-In

- We have to know what we’re selling
- Banner Patch – Club Excellence Award
- Confidence to do the presentation
- Believe in the process – “I Believe”
- Facilitators have LCI training – Faculty Development, Senior Leadership
- Enthusiasm
- Positive language – how to improve
- Opportunity to be heard
- Identify the benefits
- Using references
- Focus on 1st Vice President
- Informative presentation
- Try it on your own club
- Include it in District officers training
- Do it with a club that is doing well

- Process adapted from industry
- Variety of visual aspects
- Ethnic clubs – diversity

Feedback – Characteristics of Constructive Feedback

1. It is intended to help – check out your perceptions & instincts
2. It describes a specific behaviour.
Ex: “The way you provided directions for the activity verbally & in writing, in a step-by-step fashion, helped the group know exactly what to do.”
3. It describes rather than judges. It focuses on the behaviour of the person rather than the character of the person.
Ex: “When you helped me clean up the room, I felt relieved because I needed to get home on time tonight.”
4. It describes impact rather than demands change.
Ex: “When you read the paper during the workshop, I wonder whether or not the workshop is meeting your needs.”
5. It focuses on behaviour that can be changed.
Ex: “It would help your being seen as a person with authority if you not blow bubbles with your gum.”