Intended results:

1. Build skills to serve as formal and informal facilitators as determined by analysis of context and strategy.

2. Apply strategies to support a balance of divergent and convergent thinking among team members.

3. Describe techniques for creating a welcoming space in teams and meeting that encourages participation of all and minimizes power differentials.
Facilitation

Enable a process of participatory problem solving and support that occurs in a context of a recognized need for improvement and supportive interpersonal relationships.
Participant Engagement

- Full participation
- Mutual understanding
- Inclusive solutions
- Shared responsibility
Your experiences

Think about your experience supporting groups as a facilitator:

• What challenges exist to supporting full participation?
• What does it take to ensure participants can understand other perspectives?
• How have you built inclusive solutions with shared responsibility?
Group Process
Group Process: Elements of control

- The invitation
- How space is arranged and what materials are used
- How participation is distributed among participants
- How groups are configured
- The sequence of steps and the time allocated to each step

*Lipmanowicz & McCandless, The Surprising Power of Liberating Structures*
Group Norms

• Definitions
  • "shared expectations and beliefs about appropriate ways to act in a social situation"
  • “ground rules that define what is appropriate and inappropriate behavior in a group”.

• Norms develop gradually, process may be “invisible” to members and leader.
Functions of norms

• Express group's values giving members a sense of who they are as a group.
• Establish common ground thereby making groups more orderly and predictable and coordinating the group's activities.
• Define appropriate behavior --helping members to avoid embarrassing or difficult situations
• Creates a distinct identity for the group—differentiates them from others
Positive norms

• Honesty and spontaneity of expression
• Active involvement by all members
• Non-judgmental acceptance of member input
• Value for inclusive solutions that integrate members’ different perspectives
• Shared responsibility for outcomes
Leader is always attending to both process and content

- Leader monitors:
  - Boundaries regarding time, space, membership
  - Levels of involvement: Who is active? Who is silent?
  - Types of involvement: Supportive? Challenging? (important to monitor tone as well as words themselves)
  - Roles of involvement: Socio-emotional leader, task leader, monopolizer, helper, challenger
  - Communication patterns: Who speaks to whom? How do decisions get made? Who is influential?
  - Tone of group and anxiety level
  - Productivity- Is group engaging or avoiding its tasks?
  - Group development stages
Helpful leader interventions

- Empathizing and validating, convey understanding
- Seeking concreteness
- Focusing - keeping group on track
- Clarifying and questioning
- Scanning for non-verbal cues
- Identifying themes and summarizing – both what individual members say as well as summarizing group themes and processes
Helpful leader interventions

• Linking- make connections between similarities in feelings or experiences that exist among members

• Reaching for difference- support member’s differences while maintaining unity

• Encouraging participation and supporting

• Amplifying and Softening- can be very helpful in equalizing status among members

• Cutting off discussion when necessary, interrupting attacking comments and discouraging excessive member disclosures

• Shifting focus- from one person to another or one topic to another, or from discussion to activity
What is an Implementation Team?

A group of stakeholders that oversees, attends to, and is accountable for, key functions in the selection and implementation of an intervention by ensuring:

- Families and community members are engaged
- The practice is defined and operationalized
- Implementation supports are in place
- Implementation is measured and monitored
- Outcomes are achieved and sustained

What it is NOT

- An advisory body
- A group that provides only periodic input or meets during crisis
- Technical work group
- Learning collaborative
Why Do Implementation Teams Matter?

Interdisciplinary Collaborative Team (ICT)

- Diverse group with practice, coaching, and policy expertise
- Trained and coached to have expertise in the EBP, while also having an understanding of the agency and system
- Reduced caseload and additional funds to support team
- Designed to provide ongoing support, quality control and sustainability of model

(Chaffin et al. 2015)

Study of ICT Fidelity vs. Training Cohorts

(Hurlburt et al. 2014)
Team Membership: Composition

Size
• 3-12 Individuals

Composition
• Administrative & fiscal leadership
• Supervision
• Practice
• Family
• Community
• Policy

Connections:
• Direct participation of or access to leaders with decision-making authority
What if I already have a Team?

Consider if your team:

- Consists of members with diverse roles and perspectives?
- Has a clear connection to leadership to guide and promote the team’s work?
- Has clearly articulated a way of work/charter/norms?
Team Agreements

Develop a written team charter or terms of reference that outlines:

- Goals and objectives of the team
- Roles and responsibilities for key functions
- Scope and timeframes
- Decision-making authority and protocols
- Values and ways of work
- Outcomes and deliverables

Terms of Reference:

- ✔ Are proactive
- ✔ Clarify roles
- ✔ Protect all voices
- ✔ Maintain focus
Team Functions

- Expertise in the effective practice being implemented
- Develop infrastructure and capacity
- Use of data for improvement
- Support systems change
Linked Communication

- Connect with other groups and teams vertically and horizontally
- Bi-directional communication between all levels of the system
Lost at Sea
Supplemental Materials
Why Do Implementation Teams Matter?

Interdisciplinary Collaborative Team (ICT)

- A diverse group with practice, coaching, and policy expertise
- Trained and coached to have expertise in the EBP, while also having an understanding of the agency and system
- Reduced caseload and additional funds to support team
- Designed to provide ongoing support, quality control and sustainability of model

(Hurlburt et al. 2014)

Study of ICT Fidelity vs. Training Cohorts

- High Fidelity
- Average Fidelity
- Low Fidelity

Baseline 12 weeks 26 weeks

(Chaffin et al. 2015)
Team Membership: Composition

Size
- 3-12 Individuals

Composition
- Administrative & fiscal leadership
- Supervision
- Practice
- Family
- Community
- Policy

Connections:
- Direct participation of or access to leaders with decision-making authority
What if I already have a Team?

Consider if your team:

• Consists of members with diverse roles and perspectives?

• Has a clear connection to leadership to guide and promote the team’s work?

• Has clearly articulated a way of work/chartaer/norms?
Team Agreements

Develop a written team charter or terms of reference that outlines:

- Goals and objectives of the team
- Roles and responsibilities for key functions
- Scope and timeframes
- Decision-making authority and protocols
- Values and ways of work
- Outcomes and deliverables

Terms of Reference:

- Are proactive
- Clarify roles
- Protect all voices
- Maintain focus
Linked Communication

- Connect with other groups and teams vertically and horizontally
- Bi-directional communication between all levels of the system