

Group Facilitation

Skills to Facilitate Meetings

and

Training Exercises to Learn Them

By Ron Kraybill



A Riverhouse ePress Publication

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Contents

- I. Introduction**
- II. Paraphrasing**
- III. Summary**
- IV. Phasing**
- V. Moving Discussion to Deeper Levels**
- VI. Guide to Further Reading**

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Introduction

Meetings take place - by the million - every day in our world. Some are satisfying and productive for the people involved. But many are deeply frustrating. People depart feeling annoyed, unheard, and unsettled. The last hour - or five - has delivered one more hit on their faith in humanity and their hope for the future.

The single biggest factor in determining whether a meeting is rewarding or disappointing is the skill of the leader. Unfortunately, skills for facilitating meetings are rarely taught. People seem to assume that white hair, or a good education, or the title of CEO, chair, reverend, etc., somehow equips leaders with skills adequate to lead meetings. Well, maybe. Or maybe not.

This booklet is for anyone who takes seriously the need to consciously develop their ability to be a good meeting facilitator. The focus is several key skills often used by experienced facilitators but rarely discussed or taught. For example, experienced facilitators commonly take a group through a discussion process one step at a time, but do not know that they are using the skill of *phasing*.

For experienced facilitators this booklet will name things they probably already do, and thus help them become more conscious and more powerful in their use of the skills. People learning facilitation for the first time will find detailed description of how to use these tools, and exercises enabling them to practice them in a classroom or workshop setting.

This is not a how-to-do-it on group facilitation. Every facilitator ought to have at least one comprehensive book on group facilitation on his or her bookshelf. There are several available; see the section "For Further Reading" for recommendations. From these larger manuals you can learn the many things facilitators need to think about and plan for: purpose of meeting, creating an agenda, dealing with difficult people, techniques for problem solving, etc.

But in the end, reading and planning are no substitute for the interactional skills required of good facilitators. These skills are like oil in a hard-working engine, easing human interaction and helping things run more smoothly.

Perhaps more important, they have a transformational impact. When leaders use good listening and summarizing skills, when they have a well-honed ability to recognize the varying and somewhat contradictory phases of making a decision and can guide a group calmly through them, they help groups and individuals to grow. People regain a sense of confidence in themselves and those around them. From that confidence comes an expansion of spirit and capacity. And in that expansion lies the energy and hope to become all that our Creator has meant us to be.



Paraphrasing

Paraphrasing involves saying in your own words what you understand another person to have said. Paraphrasing is a powerful tool:

- For communicating understanding to others and thus setting the stage for the conversation to deepen. A good paraphrase often brings further, more reflective responses from others, as in the example below.
- For slowing down the conversation between the parties.
- For "laundering" vicious or insulting statements so as to be less inflammatory while retaining the basic points that were made.

Paraphrasing is most commonly known and used in individual interaction. But it is an extremely useful tool in group facilitation as well. Mastering it will equip you to deal more effectively with moments of confusion, misunderstanding, tension, or mistrust. Perhaps most important of all, paraphrasing will teach and bind you to the discipline of deep listening, the single most important attribute of good facilitation. For that matter, we could say: of relating to other people, period.

How to Paraphrase

1. Paraphrasing is repeating back in your own words what you understand someone else to be saying. The focus is on the other person, the speaker, not on you, the listener. For example:
"You feel that..."
"The way you see it is..."
NOT - "I know exactly how you feel. I've been in situations like that myself."
2. A paraphrase is shorter than the original speaker's statement.
3. A paraphrase mirrors the meaning of the speaker's words but does not merely parrot the speaker. For example:
Speaker: "I resented it deeply when I found out that they had gone behind my back to the director. Why can't they just come and talk with me, and give me a chance to sort things out with them?"
Paraphrase: "You were quite hurt that they didn't come directly to you to resolve things."
NOT: "You resented it deeply when you found out that they went behind your back to the director. You wish they had come and talked with you and given you a chance to sort things out with them." (This is an example of parroting the speaker, not of good paraphrasing.)
4. A paraphrase contains no hint of judgement or evaluation but describes empathetically. For example:
"So your understanding is that..."
"The way you see it then..."
"You were very unhappy when he..."
"So when he walked out of the meeting you thought he was merely trying to manipulate you."
"If I understand you correctly, your perspective is that..."

5. Caution: Paraphrasing is a positive and powerful tool in interacting with most, but not all people. In some cultures paraphrasing may be perceived as disrespectful, in particular if used by lower status people addressing people of higher status. Even where cultural or status issues are not a concern, about 10-15% of people seem to prefer not to be paraphrased. Observe carefully the reaction of those you are paraphrasing and adjust your use accordingly.

Exercise to Learn the Use of Paraphrasing

The purpose of this exercise is to learn a powerful listening skill known as paraphrasing. In order to learn it quickly and well, the exercise calls for you to use paraphrasing intensively for an entire conversation. In real life you will probably never use this skill as often as you will use it during the exercise.

You will practice paraphrasing in a real-life conversation with someone with whom you have a disagreement. Of course, when you use paraphrasing as a *facilitator*, you will not necessarily be in disagreement with those who are speaking. By practicing the skill with someone with whom you actually disagree, you learn to use it in the most difficult circumstances. If you can do it in this practice setting, you can do it in settings where you are facilitating but not personally in disagreement with people.

Procedure

1. You need a partner to do this with.
2. With your partner, choose an issue to discuss on which you have differing opinions. Examples: abortion, capital punishment, legalization of marijuana, violence as a tool for liberation, physical punishment of children, women and men should get equal pay for equal work, etc.
3. You don't need a detailed understanding of paraphrasing to do this exercise. All you need to remember is to repeat back in your own words what you understand your partner to have said.
4. Engage in a conversation with your partner about the issue you have chosen, using paraphrasing during the entire conversation. Everything that is said during this conversation should be paraphrased. Here is an example of how your conversation will sound:

Example of Paraphrasing in a Discussion of Abortion

Person A: I favor abortion as a legal option because women should have rights of control over their own bodies. Why should the state or the church say what a woman can or can't do with her own body and her own life?

Person B: You support abortion because you see this as a personal decision that each woman should be free to make for herself.

Person A: Right.

Person B: Well, I support personal choice, but we're talking about taking life here. To kill a fetus is to kill a tiny human being. So it's no longer just a matter of individual choice; this is a social and ethical decision that all of society has a justified stake in. The moment for personal choice was at the time of conception. If abortion is available on demand it simply becomes a murderous means of birth control!"

Person A: So you agree with the idea of personal choice but you feel that more important issues are at stake with abortion, and that society has a right to intervene. You're also worried that abortion might become a substitute for birth control."

Person B: Yes, that's right.

Person A: Well, I agree with the last part of what you say, but..."
Etc.

Let the conversation run for 15 minutes or longer. It is important for purposes of learning that you do the paraphrasing for the entire conversation, not just for a couple of minutes.

5. Now discuss with your partner: What was the impact of paraphrasing on your conversation? What did you like about it? Did you feel uncomfortable with anything? How could you improve your skill? This discussion will teach you much if you take your time and do it well. If you are doing this in a group with many pairs also doing the same exercise, take a few minutes to discuss these questions as a group.



Summary

Facilitators often summarize a statement or a whole series of statements made by people in a group. Summary helps speakers to feel reassured that they have been heard, and assists listeners to follow the key points of the discussion. It demands much of the facilitator, but greatly assists a group if done well. Summary is similar to paraphrasing, but it covers more ground. Whereas a paraphrase summarizes only a few sentences or paragraphs, a summary is a condensation of a longer statement or of many statements. If you already know how to paraphrase, you will find summary is not so difficult. If you have not yet mastered paraphrasing, summary will be easier to learn if you first read the previous section on how to paraphrase and with a partner practice its use before practicing use of summary.

Kinds of Summaries that Facilitators Use

Summary of content

After some minutes of discussion, facilitator says: "We've heard several voices saying it is time for us to build a new building, because of the space limitations and location of our current building. Several others have suggested that we should continue in the current building, but do renovations to address the space problem. A third view has also been expressed, that we should cut back on programming and staff size. Let's continue with more comments on this...."

When to use: Frequently throughout a discussion, normally every few minutes.

Summary of agreement

After a number of people have spoken, facilitator says: "There seems to be agreement that whatever design is chosen for our new building should provide a small conference room for meetings and workshops. (Facilitator could continue by adding: "I'd like to begin a list on the board of "Points of Agreement" as they come up in our discussion. If everyone agrees on this point, I'll put it on that list now.")

When to use: As often as possible. Any failure by a facilitator to hear and summarize a point of agreement is a serious loss to the group. Sadly, this is a skill that many group leaders do poorly. An important challenge for facilitators is to develop good ears to hear points of agreement and verbal skills to make them explicit.

Summary of disagreement

After several opposing views have been expressed, the facilitator says: "There seem to be two major perspectives being advocated. One is focused mainly on the physical needs of our staff and the importance of having facilities that support our work. The other perspective has a big concern for our connections to the community we serve, and stresses the importance of our building being accessible to the community, a friendly place that people feel comfortable in." (Facilitator could list these points on the board, or invite additional comments, or suggest that some special time be given to each perspective to hear out the reasoning behind it.)

When to use: Whenever a significant point of disagreement emerges. A relaxed, matter-of-fact acknowledgement and summary of such disagreement by the facilitator helps participants to relax and contribute more constructively.

Summary of Process

After the discussion has gone on for some time, the facilitator says: "Let's review what we've done. We began by trying to get a wide variety of viewpoints about what to do regarding our facilities. This enabled us to identify both a number of points of agreement as well as several areas where it is clear we need further discussion. We then listed a number of options regarding possible solutions." (Facilitator might continue: "Let's use our last fifteen minutes to decide what procedures we want to use to continue this discussion" Ideally the meeting would end with an agreement on what will be the next steps in the discussion process.)

When to use: At the end of meetings, and possibly once or twice during a meeting, if the process has been complicated. If there have been numerous meetings, it is usually wise to begin each meeting with a summary of process up to present. (Don't assume people know or remember this process, for often they are hazy in memory or knowledge.)

An Exercise to Practice Use of Summary as a Facilitation Tool

Overview

In small groups you will practice serving as facilitators of a discussion, using summaries as your primary facilitation tool.

Time required

The number of persons in the small group times five, plus an additional 15 minutes for debriefing in the small group.

Procedure

Appoint a time keeper in each small group (This can also be done by a trainer for the entire group if the small groups are meeting within easy hearing range). This person's job is to call "time" every 5 minutes and see that the facilitation role passes on to the next person (including the timekeeper himself or herself when the turn comes around).

As a group, discuss the following situation (or a issue or problem of your choice; see bottom of page for ideas):

A community organization is planning to develop new services and provide training in conflict resolution. Staff are working on a brochure to describe what they will do. A sentence has been proposed by a staff member saying that, "Facilitators are trained to adhere to strict neutrality at all times in their role as peacemakers." This has stirred considerable debate in the organization. Should facilitators be neutral at all times? Is so, why? If not, why not? Try to come to consensus as a group.

The facilitation role will shift every 5 minutes, when the timekeeper calls time. Persons in the facilitation role should mainly restrict their role to summaries of the comments made. Others in the group may wish to make private notes for each facilitator, recording what kinds of summaries were used (or opportunities to use summaries that were missed) When you are finished, discuss the experience.

1. Who summarized the most? the least?
2. What kinds of summaries were most frequently used?
3. Which kind of summary is most difficult to do? Did facilitators miss opportunities that you noticed?

Other possible topics for discussion

- The UN should establish a permanent peacekeeping force
- Human beings are by nature aggressive and/or self-centered
- Affirmative action is a useful strategy for redressing racial or class injustices



Phasing

Using “Modest Rituals of Cooperation” in Facilitation

What is Phasing?

With phasing a facilitator guides group discussion to take place in phases, so that people can cooperate on one task rather than trying to do many things at once. By enabling the parties to cooperate in the many activities involved in successful decision-making in a common way, phasing creates a sense of safety and order in the group. By agreeing to take turns or to define what the problem is before trying to solve it, for example, participants affirm their willingness to be work together in a common process. In this sense, phasing is a ritual of modest, short-term cooperation, that symbolizes and assists in reaching the goal of larger, long-term cooperation.

Why Phasing?

Why is phasing necessary? It is hard for groups to do more than a few things well at once. It is not possible to simultaneously hear and acknowledge feelings, identify and support needs, define problems, seek and articulate points of agreement, develop creative solutions, evaluate those solutions, make binding decisions, and work out the details of implementation all at the same time or even in the same hour.

Different people in any group weight these activities differently in priority. Often one person tries to steer discussion in one direction while others aim in a different direction. It is the duty of a facilitator to provide leadership as to which task to focus on at any given moment. Sometimes this is done in conversation with the whole group, but this takes time and energy. Sometimes it is better to just to decide yourself as a facilitator and guide the group accordingly rather than requiring the group to frequently stop and help make this decision. Phasing helps people see that each of a variety of activities will indeed take place and reduces the danger of trying to go in all directions at once and getting nowhere.

Phasing and Cultural Differences

Phasing requires sensitivity, flexibility, and careful consultation on the part of facilitators. Imposing phasing at a time when parties want to engage each other without restrictions of logic or order will exasperate everyone. Wrongly-chosen phases create confusion and a sense of unreality, as does over-vigilance in holding parties to a particular activity.

Cultures vary in their attitudes towards phasing. People from “polychronic” (generally, Latin, African, Asian) cultures are accustomed to performing more activities at once than people from “monochronic” cultures (generally, European, Anglo). For example, think about by someone who spends a day going to a traditional village marketplace. A host of different activities happen simultaneously - economic,

social, familial, perhaps religious and political. Plus entertainment and fun! Now think about the narrow focus of an urban professional going to a modern supermarket or specialty store staffed by strangers.

A traditional village is polychromic: people in that setting are used to doing many things at once. They might think it silly to have a group discussion in which for fifteen minutes it is only allowed to come up with ideas for solving a problem, but not to debate those ideas. On the other hand, an urban professional might find such an approach freeing.

How to Do Phasing

To assist in phasing, facilitators:

- listen well
- sense what participants seem to be needing
- think about what the group needs to accomplish
- think about the steps required to get there
- make moment by moment decisions whether and how to use phasing
- offer suggestions to the group regarding phasing and, after consultation with the group, assist in implementing them

A key requirement in this is for the facilitator to have the ability *to name in his or her own thoughts the many activities which make up successful discussion and decision-making*. You can learn to do this with practice. Make a list in answer to the question: what activities will this group need to engage in to get from where it is now to the point of final decision-making? In any given meeting there are usually at least three or four differing kinds of activities. With this list in mind it is usually not too difficult to offer suggestions about phasing or to assist a group in making its own decisions about phasing.

Phasing can be done in at least two ways:

Short-term phasing: "I'd like to suggest that we agree to set aside any particular proposals or demands for the next hour, and give each party a chance to explain in depth their understanding of the history of this issue (or their needs, hopes, concerns, fears, the impact of this situation on them, etc.)".

Long-term discussion strategy: "I wonder if we could agree on a strategy to guide our discussion over the next several meetings. For example, it might be useful to agree that we will begin by giving each side a chance to describe their own history in regards to this problem. After we've done that, we could see if we could agree on what the major differences are. Thirdly, we could take each of those differences and each side talk about their needs and fears in regards to it. Fourthly.....

Examples of Phasing

Some of the examples below accomplish similar purposes to each other, but the wording has a slightly differing feel in each:

- Phase the *categories of discussion*
 “I’d like to propose that we agree to discuss this issue in two phases. In the first phase we will simply focus on gaining an understanding of how each side has experienced this situation. Our goal in this phase will not be to agree on what has happened or what the solution should be, but simply to gain an understanding of the differing views at work here. In the second phase we will try to agree on what the major problems are and examine the various solutions that might be considered.”
- Phase the various activities involved in *decision-making*. For example, separate the task of generating options from evaluating them. Separate evaluating options from the act of final decision-making. Sometimes it is useful to separate “data-gathering” or “problem analysis” from “decision-making”. In general, look for ways to create times when everyone knows that during a designated period no decision will be made. Why? Because when people feel that at any minute a decision may be made, they get edgy and feisty. They are more relaxed and more able to hear each other when they know that they are just “considering the issue from all sides.”
- Phase moments of *social interaction* with *issue-oriented work*, so as to intersperse times of work with times of relationship-building.
- Separate *dialogue* from the phase of *decision-making*. Often it is useful to have one or several meetings whose purpose is merely to enable people to hear and understand opposing viewpoints.
- Separate *agreeing* (eg: naming the points of agreement or listing a set of common shared principles) from *clarifying the differences* (eg: listing the points of disagreement or contention)
- Separate *joint education or information gathering* from the phase of *decisionmaking or negotiation*
- Phase *intellectual* activity with *physical* activity. At the very least, be sure to give people chances to stretch and move around during long discussions. But more, look for ways to *do* physical things as a group. Go together to the site of the disputed building. In a meeting, have individuals or small groups make posters that reflect their views; post them on the wall, and walk around and look at them. Physical movement or activity of any kind usually assists intellectual movement.

Training Exercises in Phasing

1. For individuals: Observe one or several meetings where people are making decisions. Make a list of the various stages or activities required for a group to get from the beginning of the discussion to the point of finalizing agreement. If you were a consultant to the facilitator, what suggestions would you offer for phasing?
2. For small group discussion: Study the list of examples above. Can you cite examples from your own life experience when you saw facilitators use any of them?
3. Make a list of the stages or activities that commonly take place in a decision-making process. What kinds of phasing do you think facilitators should most commonly use to assist the group in moving smoothly through the process?



Moving Discussion to Deeper Levels

A challenge: People in conflict often focus their attention on blaming and attacking each other or each other's ideas, with the consequence that discussion never moves to the deeper levels of understanding required to transform the conflict.

A question for facilitators: How to assist parties to move beyond this to deeper levels of reflection? The temptation is for facilitators to pressure people to see new things. Often this achieves the opposite and parties become more intransigent.

Some useful strategies:

1. Focus on *understanding* people who are upset rather than moving quickly to solve their problems. A slightly different way of saying this is the general principle: never debate solutions until you are clear about the nature of the problem. Tools to help accomplish this:

- Good listening is of course the fundamental tool, for it builds essential foundations of trust and helps establish an atmosphere essential to progress. Wherever it is culturally acceptable, summary/paraphrasing sets the stage for going deeper (in its absence people often keep repeating in different words whatever they have already said without really going deeper).
- Develop a repertoire of "deepening queries". These are questions facilitators can ask that draw people deeper.
 - "Explain that farther..."
 - "Say more about that..."
 - "Help us understand your reasoning on that..."
 - "It's clear that you feel strongly that.... Explain a little more about why you feel so deeply about this..."
- Look for opportune moments to invite people to talk about the deep things that always deeply influence them but rarely get conscious attention - their hopes, dreams, hurts, fears, values. Sometimes this can be done only in private caucuses. But when people feel safe enough to discuss these things in the presence of opponents, the results can be dramatic. Facilitators can:
 - Hear and acknowledge *hurt*
 - Listen for, draw out, acknowledge *fear* (Behind anger is always fear.)
 - Listen for, or ask people to talk about the *visions and hopes* which lie behind criticism, blame, anger. (Behind every criticism lies a hope or a vision for what ought to be.)

2. Sometimes it is useful to *formulate the conflict as a dilemma*.

Can we think of ways to have X (one person's goal) and at the same time have Y (the other person's goal)?

3. Other factors facilitators often have influence over that may help:
 - Choice and arrangement of physical location and environment
 - The process of setting up a meeting, ensuring that all key parties have been consulted about the discussion and “buy” the process
 - Provision of adequate information to participants in advance about a meeting
 - Use of ground rules
 - Pace and intensity of discussion - use of time outs, choice of topics
 - Framing of discussion questions

* * * * *

Exercises

1. The purpose of this exercise is to practice the skills of understanding described in 1 above. Form groups of three. One person tells a story of a situation of frustration, disappointment or anger towards another person experienced in the past. The second person serves as a sympathetic interviewer (not a disputing party) whose goal is to use any of the strategies above in interacting with the speaker. The third person is an observer.

The first person tells the story to the second person for about 15 minutes and during this time, the second person (the interviewer) seeks to use the above strategies as appropriate. At the end of 15 minutes, stop and de-brief. The observer should join the discussion. Together evaluate the interviewer’s use of strategies for moving the conversation to a deeper level.

- What strategies did the interviewer use effectively?
- Were there other ones he or she should have used?
- Can you offer suggestions to improve the way the interviewer interacted with the first person?

Then repeat the exercise with the second and third persons, so that each person in your group has an opportunity to serve as the interviewer.

2. Think of/tell several stories of times when you observed a discussion leader doing a good job of guiding a discussion deeper. What did he or she do or say?

3. Part of the challenge in getting good at guiding discussion deeper is learning to talk the language that assists depth. Facilitators need a repertoire of deepening responses that they can easily use without a second thought. Make a written list of phrases, instructions or questions that you think could effectively be used in your context by a facilitator to help people go deeper. This may bring to mind words or phrases you have heard used that are definitely not effective. If so, note these as well.

Resources on Group Facilitation, Group Problem-Solving and Group Decision Making

Websites

An excellent review of many cutting-edge tools for working with groups, plus links to other websites is at <http://www.co-intelligence.org/CIcontents.html#approaches>

Materials have been developed by Search for Common Ground for a training workshop with 15 separate units. Designed for use with groups who want to understand and practice the cooperative problem-solving model for managing conflict. Emphasizes encouraging mutual agreement and developing positive relationships. Found at: <http://www.itrainonline.org/itrainonline/mmtk/cps.shtml>

The International Association for Public Participation has an extensive list of tools for involving large numbers of people in decisionmaking processes at <http://www.iap2.org/boardlink/toolbox.pdf>

At this site is an excellent resource on public participation and management of natural resources: <http://www.iied.org/sarl/pubs/institutpart.html#9522IIED> This site provides 6 or more books on the topic, all available for download free as PDF files. Some are country specific to India, Senegal, Indonesia, Europe. Some are generalized. Two are in French.

Books

Bee, Frances and Roland. *Facilitation Skills*. (London: Institute of Personnel and Development, 1999). Focuses on describing skills needed by facilitators. Appendixes on SWOT analysis, Fishbone analysis, Force Field Analysis, etc.)

Bunker, Barbara Benedict and Billie T. Alban. *Large Group Interventions: Engaging the Whole System for Rapid Change*. (San Francisco : Jossey-Bass, 1997) An in-depth look at several different methodologies for working with large groups in planning, decision making, or negotiation.

Chambers, Robert. *Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities*. Earthscan Publications, 2002. From the noted rural development expert, a facilitation sourcebook. Light on theory but has lots of group tools and activities.

Doyle, Michael and David Straus, *How to Make Meetings Work* (Jove Press). Classic book on meeting facilitation.

Dukes, E. Frank, Marina A. Pischolish, and John B. Stephens. *Reaching for Higher Ground in Conflict Resolution: Tools for Powerful Groups and Communities* (San Francisco: Jossey-Bass, 2000) 248 pages

Johnson, Barry. *Polarity Management: Identifying and Managing Unsolvable Problems*. (Amherst, Mass: HRD Press, 1992). Provides a model for thinking about conflicts that contain significant truth on both sides; particularly relevant to values conflicts in organizational settings.

Justice, Thomas. *The Facilitator's Fieldbook*. (New York: American Management Association, 1999) A huge resource manual for group facilitators, 460 pages. Perhaps the most comprehensive collection of ideas, techniques, and tools available.

Kaner, Sam, *et al.* *Facilitator's Guide to Participatory Decision-Making*. (Philadelphia, PA and Gabriola Island, BC: New Society Publishers, 1996.). Nice visuals, laid out for trainers to easily photocopy handouts. If you can buy only one book on facilitation, buy this one.

Kayser, Thomas. *Mining Group Gold: How to Cash in on the Collaborative Brain Power of a Group* (McGraw-Hill, 1995. Written for a corporate audience. Contains so much good material on facilitation in general that it is broadly useful. Excellent bibliographies at end of each chapter.

Kelsey, Dee and Pam Plumb. *Great Meetings! How to Facilitate Like a Pro* (Portland, Maine: Hanson Park Press, 1997) Concise, well-organized, user-friendly. Strongly recommended.

Pretty, Gujit, Thompson, and Scoonies. *Participatory Learning and Action: A Trainer's Guide* (London: International Institute for Environment and Development, 1995). Although described as a trainer's manual, it is far more, one of the best collection of facilitator's techniques and tools in print.

About the author

Ron Kraybill is a professor in the Conflict Transformation Program at Eastern Mennonite University in Harrisonburg, Virginia. He is also author of *Style Matters: The Kraybill Conflict Response Inventory*, a culturally-sensitive conflict style inventory used by over 10,000 people worldwide. In addition to many published essays, he has also written *Peace Skills: A Manual for Community Mediators* (Jossey Bass, 2001); *Repairing the Breach: Ministering in Community Conflict* (Herald Press, 3rd Edition, 1982); with Lynn Buzzard co-edited, *Mediation: A Reader* (Christian Legal Society, 1979), and edited *Training Manual for Conflict Transformation Skills* (Akron, PA: Mennonite Conciliation Service, 1988). In recent years he has spent blocks of time as a consultant and trainer in peacebuilder in India, Sri Lanka, Guyana, and Burma.

For additional Riverhouse eBooks on working with groups

To improve your ability to use the tools described in this booklet, see other Riverhouse ePress publications by the same author:

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Style Matters: The Kraybill Conflict Response Inventory

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Group Facilitation: Skills to Facilitate Meetings and Training Exercises to Learn Them

gives a quick introduction to basic skills of meeting facilitation, and exercises anyone can use to practice them. A detailed section on additional resources will guide you to websites and books for further reading.

For

- Individuals who want to practice basic group facilitation skills on their own
- Managers and team leaders who want to improve their group leadership skills
- Trainers and consultants who want to help clients and their organizations get meetings to a higher standard.
- Teachers and community group leaders
- Committee chairpeople
- Elders, deacons, pastor, rabbis, council chairs in religious settings
- Religious leaders
- Parents
- Anyone who leads meetings

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