

# Dealing with Difficult Behaviors and Situations

Every facilitator cringes at the thought of having to deal with a particularly difficult participant or group behavior. While leading a group, it is your responsibility to ensure the group process does not become inhibited. Choosing not to deal with problem situations is not an option. An effective facilitator learns how to prevent, discourage, and eliminate behaviors that hinder effective group functioning. The welfare of the group must be your top priority.

Some typical "difficult" behaviors that participants demonstrate in meetings include:

- Making negative or cynical comments
- Arriving late or returning late from breaks
- Leaving before the meeting is over
- Repeating a point of view or objection over and over
- Doing other work, e.g., texting, e-mailing, or meeting with another participant on another task during the session
- Demonstrating exaggerated, negative nonverbal signals
- Conducting conversations on the side
- Speaking excessively or speechmaking
- Sidetracking discussions or changing topics
- Verbally attacking or challenging the facilitator or other participants
- Acting as a self-appointed expert or "know it all"
- Intentionally misinterpreting the facilitator or other participants' views or positions
- Not participating
- Working hidden agendas

# The Leader's Role: Dealing with Group Problems

## General Strategies

- Use preventive strategies whenever possible. Examples:
  - Set ground rules in advance
  - Use round-robin discussion processes
  - Agree on a process to resolve conflicts or make decisions
- Consider every problem a group problem. What does the group do to allow or even encourage the behavior? What could the group do differently to change this? Is there a hidden benefit to the group in this behavior?
- Respond appropriately to the seriousness of the problem. Let small disruptions go, and keep a range of options available if the problem becomes more serious:
  1. **Do nothing.** Sometimes other group members may deal with it, and sometimes ignoring inappropriate behavior is the best response.
  2. **One-on-one conversation outside the group.** Ask the person about their concerns and give constructive feedback.
  3. **General group problem-solving.** Without singling out individuals, discuss process concerns. Talk about how the group can help to assure appropriate behavior.
  4. **Confront outside of group.** After other attempts have failed and the behavior continues to happen, give feedback about the behavior and its consequences. Explore options and ask the person to agree to make a change. Offer your assistance.
  5. **Group confrontation.** This is a high-risk strategy, useful only when everything else has failed. The purpose is to change the behavior, not punish the person. You must be well-prepared to keep the discussion on a positive footing. Make sure that people use constructive feedback guidelines, "I" statements, and behavior descriptions.

Do not expel a member from the group. The bad feelings from "kicking someone out" remain with the group and the individual for a long time. If an individual decides not to attend meetings, see if there is another way for the person to make contribution to the group task.

# Understanding and Dealing with Problem Behaviors

If ground rules are clear and followed, problem behavior should be minimized. But the group wants you take care of tough members. Don't let them down.

1. **Silent Members:** Could be an introvert. Did you give him or her enough information during the meeting to allow reflection? Be cautious, but try asking, "Joe, what are your thoughts on this question?"
2. **Challengers:** Consistently challenges the presenter's ideas and opinions. Acknowledge that the Challenger's ideas or opinion have merit and say, "I will need to think about the effect that has on my thinking," or ask the group what they think about the idea/opinion expressed.
3. **Out in Left Field:** May be confused or misinformed. Be patient. Ask open-ended questions, listen and rephrase. Compliment their asking questions. Get others to help you understand.
4. **Complainers:** Defer to the group. Ask, "How are other people feeling about this?"
5. **Dominators:** Talks often. Ask the rest of the group, "What does anyone else think about this point?" or "Who else has some ideas?" and then redirect your body language in another direction.
6. **Long-Winded Members:** Talks long. Wait a minute for a pause, however brief, and interrupt, saying, "Could you summarize your idea in a few words so I can write it down?" Celebrate diversity.
7. **Side Conversations.** Talks to someone else at length. If possible, you can move to where they are. Try, "What are your thoughts on the point just raised?" or "Are we missing out on something important?"
8. **Side-Trackers:** Brings up issues that appear not to relate. Try, "I'm not clear how that fits in with what we are discussing. Can you help me?" Get others to help you understand. The Side Tracker's issues can be placed in a "Parking Lot."

# One-on-One Behavioral Interventions

It is always preferable to take preventive action in groups to establish a positive working environment. Preventive steps include having the group establish ground rules and “round robin” idea-sharing processes which systematically include everyone.

However, at times it is necessary for a facilitator to intervene with a group member who continues to engage in disruptive behavior despite preventive efforts. When you must do so, here are some guidelines:

1. Seek a private location, not in front of the group.
2. Use constructive confrontation techniques.
  - **Ask permission to give feedback.** *“I’d like to share some perceptions about how you’re coming across in our team. Is that OK with you?”*
  - **Give the person the benefit of the doubt.** *“You are probably not aware of this...”*
  - **Describe the specifics of the behavior. Stay away from discussions of attitude or motives. These are always subjective.** *“I have noticed that you have criticized others’ ideas when we are brainstorming. For example...”*
  - **Describe the problem it creates for the group, again in behavior terms.** *“Criticizing ideas seems to put a barrier up to the groups’ creativity. Few ideas were shared after you criticized the first one.”*
  - **Request a concrete change.** *“I would like you to hold off on any criticisms of others’ ideas until we get to the evaluation stage.”*
  - **Ask for agreement.** *“Is this something that you are willing to do?”*

3. Follow up on the situation.

- **Reinforce any positive change.** *“At the last meeting, I noticed you really followed through on not criticizing others. That’s great – I think it really had a positive influence on the group.”*
- **If negative behavior persists: Confront again.** *“I’m concerned. We discussed this before and I thought we had an agreement.”*
- **Agree on further steps.** **If the person seems unaware of the behavior, perhaps there is a signal or cue you could agree on to alert them when the behavior is occurring.**

4. Consider third party assistance. Sometimes a group that is experiencing difficulties can benefit from a neutral observer or facilitator to provide feedback and suggest changes. When an individual continues to exhibit behaviors that impede progress or stir conflict, ask for help and advice from a manager or specialist in team and organization development.

## Probing Questions to Clarify Participants' (Invisible) Thinking:

What to do:	What to say:
Gently ask about others conclusions.	<ul style="list-style-type: none"> <li>- What leads you to conclude that?</li> <li>- What causes you to say that?</li> </ul>
Use non-aggressive language. Avoid provoking defensiveness.	<ul style="list-style-type: none"> <li>- What do you mean?</li> <li>- Can you help me understand your thinking here?</li> </ul>
Find out as much as you can about why others said what they said.	<ul style="list-style-type: none"> <li>- What is your reason for thinking that?</li> </ul>
Ask for examples.	<ul style="list-style-type: none"> <li>- How would your idea affect...</li> <li>- Can you give me a typical example?</li> </ul>
Test understanding.	<ul style="list-style-type: none"> <li>- Am I correct that you're saying...</li> <li>- Can I check to make sure we're all understanding this the same way?</li> </ul>

## INTERVENTIONS

### Sample Interventions for Problem Behaviors\*

\*Adapted from *How to Make Meetings Work* by Michael Doyle and David Strauss

The Chronic Latecomers: Wait until after the meeting and ask if there are reasons they are always late. Don't lecture. Ask what can be done to make the meetings run better so that they will be on time. If nothing else works, give them a job up front at a future meeting.

The Chronic Early Leavers: In a side conversation, ask if a change in the meeting format will allow complete attendance. Refer to the ground rules, or at the beginning of the next meeting ask if everyone can be there for the full time to state the expectations of the group.

The Broken Records: Give air time to someone worked up and hanging onto an issue. "Why don't we take three minutes now to hear what you have got to say. We want to know everyone heard you and we want you to be able to move along with us through the rest of the meeting."

The Doubting Thomases: Ask the group not to evaluate any ideas until all of the evidence is in. If interruptive, refer to the ground rules. If they are skeptical of the process, show that you heard them and ask them to hang in there for ten minutes to see where it can get.

The Headshakers: If someone gives repeated negative cues, check in on the process with them. It can be asked in a neutral way or if it's overt, ask if they are disturbed with the process.

The Dropouts: Ask a question at a key point in the meeting. Allow some time to elapse by asking another person, then direct the question to the person who seems to have dropped out to give them a chance to be heard. The issue may emerge.

The Whisperers: Move closer, maybe touch the table. Then: "Let's keep a single focus on this topic."

The Loudmouths: Move closer, maintaining eye contact while they are talking.

The Attackers: Redirect subtle attacks from the personal level to the content.

The Interpreters: When someone interjects to clarify the comments of someone else, ask the original speaker if that interpretation is correct.

The Know -It-Alls: "We recognize and respect your experience, but the group has to make the decision after weighing the alternatives."

The Backseat Drivers: Ask for process recommendations and shift if the group's will.





# Intervention Strategies

## BEFORE THE MEETING

If you anticipate difficulties from a particular individual, your best defense is a good offense. Meet with the individual in advance and discuss the meeting. Be clear about your objectives for the meeting and ask about the participant's expectations. Your goals are (1) to build a relationship and try to establish common ground and (2) to "smoke out" any indication of problems on the horizon.

Strategies you can use with an individual before a meeting include the following:

- Request support and cooperation for the meeting.
- Try to find a way to address the individual's concerns and remove any legitimate reason for objection.
- Assign a role that will occupy the individual's attention and focus constructive behavior. For example, ask the person to be the note taker or timekeeper.

## DURING THE MEETING

During the meeting, there are basically two broad strategies you can use. One is to confront the individual directly. The other is to use the group to help maintain constructive behavior. Here is a potpourri list of facilitator tactics you can use during a meeting to handle disruptive individuals or difficult behaviors.

- **Start your meeting on time.** If you wait for latecomers, you reward late behavior and establish a norm that it is acceptable to be late.
- **Clarify the length of the meeting at the beginning.** Make sure that everyone knows what time the meeting will end, and then stick to that time. This makes it more difficult for individuals to leave early and allows you and the group to make adjustments up front if there is a legitimate reason to do so.
- **Make sure all views get heard.** If a participant won't let go of a viewpoint, hear the participant out. Record it on the flipchart to validate it, and ask directly if there is anything else the person needs in order to let go of it and move on. Record viewpoints without names so that you can depersonalize differences.

## Intervention Strategies (cont.)

- **Call on participants directly, or physically move close to them** if they are doing something else (text messaging, etc.). If this doesn't get them refocused on the meeting, speak to them during a break.
- **Touch base with people who are demonstrating dramatic nonverbal signals**, e.g., shaking their head negatively: "I see you're shaking your head. Do you have some disagreement you want to express?" The participant may not be aware of the behavior and may try to control the body language. If the participant's behavior continues and becomes disruptive, share your observations at the next break: "When you shake your head, I perceive it as disagreement or disapproval. I'm finding it distracting. Please tell me what's bothering you."
- **If a side conversation begins** or there are perpetual whisperers, move close to these individuals and they will usually stop. Ask people to maintain their focus on the group discussion at hand. If necessary, confront the group's or individual's tendency to start side conversations, and directly and constructively, share your frustration.
- **With overly verbal people**, your most subtle technique is to manage your proximity to them. While they are talking, move closer and maintain eye contact until you are standing right in front of them. Then, shift your focus and call on someone else. You may have to deal with verbose people outside the meeting. If nothing else works, you may have to confront them directly.
- **Call a halt to verbal intimidation.** Validate the participants' rights to disagree with you or with each other, but redirect them to negotiate constructively rather than using power or threats. If necessary, call a break and meet with the "intimidator." Ask for this person's support in putting the discussion on hold until it can be dealt with constructively.
- **Interview the "dominant" participant.** Try to discover needs or expectations that you may be missing. You may learn something that can add value to the meeting.

## Intervention Strategies (cont.)

- **Reverse viewpoints with the participant.** Or, ask other participants to represent both sides of the issue while you and the difficult participant listen.
- **Call on "non-participants" by name.** Ask for their views or opinions without embarrassing them. Offer positive reinforcement when they participate.
- **Use hand gestures to put "interrupters" or "intentional misinterpreters" on hold** while the speaker finishes a point. Ask them to let the speaker make the point. If necessary, paraphrase the statement so that it's presented as the speaker intended, rather than being misrepresented.
- **Don't get defensive when participants are critical of you.** Defensiveness will prevent you from hearing any constructive potential in their comments. You aren't perfect (and you don't have to be). Listen to criticism and suggestions. Model adaptability and flexibility if appropriate. Rephrase your understanding of the feedback or criticism, and ask for suggestions. Acknowledge the input and promise to respond once you have fully considered it.
- **Ask for help or suggestions from the group.** If you are unsure about what to do to make the meeting more effective, ask participants for their suggestions. You may ask the group to set ground rules for interactions to prevent polarization. This reinforces the idea that everyone, not just the facilitator, is responsible for the success of the meeting. You may also learn something that will help you in this situation, as well as strengthen your meeting skills.
- **Break into sub-groups.** Ask sub-groups to come to consensus on the issues at hand. Participants who have been too intimidated to speak may express their views more readily in smaller groups. Sub-grouping allows you the opportunity to pair people with similar (or different) points of view, and then to have them report to the whole group. This strategy also gives the difficult individual a smaller group or audience to influence.

- **Don't get sucked into "non-questions."** Turn rhetorical questions into statements. This encourages the speaker to "own" comments rather than allowing him or her to dominate the discussion by hiding behind false questions.
- **You may need to ask a disruptive participant to leave.** When a problem remains despite your best efforts, you must protect the meeting environment by asking the participant to leave. You may also need to let the participant know that you will have to tell the boss. This is uncomfortable, and it can be disruptive to the meeting, but it is sometimes necessary.

Keep in mind that your role as a facilitator gives you power in the meeting setting. With legitimate organizational objectives behind your effort, you should not automatically "cave in" to participants who are attempting to dominate or sabotage your meeting. Conversely, be aware that pointed confrontation on your part will make the group uncomfortable. It is not helpful to "win the battle and lose the war". You will want to ensure the group's continued willing participation during the rest of the meeting and in future meetings with you.

## Difficult Situations and Behaviors: Possible Causes and Strategies

Situation/ Behavior	Possible Causes	Strategies
Interrupting or talking over you or group members	<ul style="list-style-type: none"> <li>▪ Need to be heard</li> <li>▪ Worried their opinion won't be heard or valued</li> <li>▪ Doesn't use listening skills well</li> <li>▪ Could have hearing problem</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask the person who was interrupted to continue</li> <li>▪ Hold hand, palm out, in front of interrupter without looking at them</li> <li>▪ Directly ask interrupter to wait until first person is finished</li> <li>▪ Ask interrupter to paraphrase what other person was saying</li> </ul>
Won't participate	<ul style="list-style-type: none"> <li>▪ Negative attitude toward the meeting</li> <li>▪ Not feeling well</li> <li>▪ Personal issues</li> <li>▪ Fear of rejection</li> <li>▪ Poor past meeting experiences</li> <li>▪ Shy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use techniques to build participation</li> <li>▪ Try to determine cause of non-participation</li> <li>▪ Acknowledge them and encourage them to share their valuable insight</li> </ul>
Domination (talks too much)	<ul style="list-style-type: none"> <li>▪ Likes to talk; highly extroverted</li> <li>▪ Hyperactive</li> <li>▪ Overly excited or enthusiastic</li> <li>▪ Is already an expert in the topic or has been involved in similar meetings before</li> <li>▪ Unmet needs to be heard</li> <li>▪ Personal issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Thank them for sharing and ask for others' views</li> <li>▪ Tell them you want to hear from the rest of the group</li> <li>▪ Ask them to please give others a turn</li> <li>▪ Call on specific individuals</li> <li>▪ Use a "talking stick" or poker chips:               <ul style="list-style-type: none"> <li>▪ Only person with talking stick can talk then must pass stick on</li> <li>▪ Give each person same amount of poker chips; when they share they must give up a chip; if no more chips, no more talk</li> </ul> </li> </ul>

<b>Situation/ Behavior</b>	<b>Possible Causes</b>	<b>Strategies</b>
Arguing	<ul style="list-style-type: none"> <li>▪ Resentment about the meeting</li> <li>▪ Outside work issues</li> <li>▪ Personal issues</li> <li>▪ Not feeling well</li> <li>▪ Unclear about the purpose and goals of the meeting</li> <li>▪ Not understanding or grasping the issues being discussed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Acknowledge their opinion and ask if others feel the same</li> <li>▪ Tell them you appreciate their point of view and ask to “agree to disagree”</li> <li>▪ Try to determine root cause (are there issues not related to the meeting this person is dealing with?)</li> <li>▪ Ask participant to explain argument from the opposite point of view</li> <li>▪ Take a break</li> </ul>
Negative/cynical comments or body language	<ul style="list-style-type: none"> <li>▪ Resentment about the meeting</li> <li>▪ Outside work issues</li> <li>▪ Personal issues</li> <li>▪ Not feeling well</li> <li>▪ Unclear about purpose and goals of the meeting</li> <li>▪ Stress</li> <li>▪ Fear/anxiety</li> <li>▪ Not understanding or grasping the issues being discussed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask if others agree or disagree, and why</li> <li>▪ Use humor, e.g. “wow, that sounds bleak”</li> <li>▪ Try to determine root cause</li> <li>▪ Ask participant directly to explain his or her negativity toward the meeting, topic, etc.</li> <li>▪ Take a break</li> </ul>
Side conversations	<ul style="list-style-type: none"> <li>▪ Not engaged in the meeting</li> <li>▪ Outside issues</li> <li>▪ Social needs</li> <li>▪ Personal issues</li> <li>▪ Needing clarification about the meeting</li> <li>▪ Not understanding or grasping the issues being discussed</li> <li>▪ Fear of speaking up in a group or asking questions</li> <li>▪ Not able to hear discussion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pause and wait while looking at the participants</li> <li>▪ Ask one of the participants a question</li> <li>▪ Ask participants directly if the conversation is related to the topic, and if not, to please wait until a break</li> <li>▪ Break participants up into sub-groups, separating the talkers</li> </ul>

<b>Situation/ Behavior</b>	<b>Possible Causes</b>	<b>Strategies</b>
Arriving late to the meeting, or being late after breaks or lunch	<ul style="list-style-type: none"> <li>▪ Busy/deadlines</li> <li>▪ Outside issues</li> <li>▪ Traffic/weather issues</li> <li>▪ Lack of time management skills</li> <li>▪ Not interested or engaged in the meeting</li> <li>▪ If held in building of work, getting tied up with work issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Begin on time without late participant</li> <li>▪ Greet participant and ask him or her to get caught up on a break or during lunch</li> <li>▪ Remind participants of starting times</li> <li>▪ Ask participant directly to please make an effort to be on time</li> <li>▪ Ask if there is something you can do to help him or her be on time</li> </ul>
Doing other work	<ul style="list-style-type: none"> <li>▪ Busy/deadlines</li> <li>▪ Not interested or engaged in the meeting</li> <li>▪ Doesn't see the value of the meeting</li> <li>▪ Stress</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask group to remove all items from table top</li> <li>▪ Provide a table in back of room for "baggage"</li> <li>▪ Ask the participant to assist you, e.g. pass out materials, write on flip chart, facilitate a discussion, etc.</li> <li>▪ Put participants into small groups</li> <li>▪ If participant continues, ask participant directly if he or she needs to be somewhere else</li> </ul>
Attacking or putting down you or group members	<ul style="list-style-type: none"> <li>▪ Lack of self-esteem</li> <li>▪ Personal issues</li> <li>▪ Interpersonal conflicts</li> <li>▪ Lack of communication skills</li> <li>▪ Frustration with the meeting</li> <li>▪ Not understanding or grasping the issues being discussed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tell the participant directly that the behavior is not appropriate</li> <li>▪ Ask the participant to identify at least three positive things about the topic or other person</li> <li>▪ Ask the participant to rephrase his or her point of view by focusing on the situation or behavior, not the person</li> <li>▪ Take a break</li> </ul>

<b>Situation/ Behavior</b>	<b>Possible Causes</b>	<b>Strategies</b>
Excessive storytelling	<ul style="list-style-type: none"> <li>▪ Personal issues</li> <li>▪ Unmet social needs</li> <li>▪ Not clear on the purpose or goals of the meeting</li> <li>▪ Not interested or engaged in the meeting</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask participant how the story relates to the discussion topic</li> <li>▪ Ask participant to summarize the story with two main points</li> <li>▪ Ask participant to stay focused on current discussion</li> </ul>
Bringing up unrelated topics	<ul style="list-style-type: none"> <li>▪ Unclear about purpose or goals of the meeting</li> <li>▪ Outside issues</li> <li>▪ Not interested or engaged in the meeting</li> <li>▪ The persons needs don't match the meeting's purpose</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ask participant how it relates to current discussion</li> <li>▪ Review the point or goal of the current discussion</li> <li>▪ Ask group if there are things needing to be discussed or issues to be aired before moving forward</li> <li>▪ Ask group if there is a need to discuss the unrelated topic</li> </ul>
Sleeping or constant yawning	<ul style="list-style-type: none"> <li>▪ Not feeling well</li> <li>▪ Room too warm</li> <li>▪ Not interested or engaged in the meeting</li> <li>▪ Personal issues</li> <li>▪ Lack of energy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Take a break</li> <li>▪ Do an energizer or ask group to take a walk</li> <li>▪ Do a temperature check</li> <li>▪ Move behind the participant and raise your voice</li> <li>▪ Ask participant a question</li> <li>▪ Use humor if appropriate</li> <li>▪ Provide refreshments</li> </ul>
Repeating a point of view or an opinion over and over	<ul style="list-style-type: none"> <li>▪ Feeling unheard or misunderstood</li> <li>▪ Not understanding or grasping the issue being discussed</li> <li>▪ Personal issues</li> </ul>	<ul style="list-style-type: none"> <li>▪ Paraphrase the participant's view or opinion</li> <li>▪ Ask another participant to paraphrase the participant's view or opinion</li> <li>▪ Ask permission to move forward</li> <li>▪ Ask the participant to discuss the issue further during a break or after the meeting</li> <li>▪ Take a break and refocus on a new topic upon return</li> </ul>

<b>Situation/ Behavior</b>	<b>Possible Causes</b>	<b>Strategies</b>
Clicking or tapping pen or pencil, or drumming fingers	<ul style="list-style-type: none"> <li>▪ Kinesthetic participant</li> <li>▪ Hyperactive</li> <li>▪ Nervous or experiencing stress</li> <li>▪ Impatient, needing to move forward</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide quiet toys, markers &amp; scrap paper on tables</li> <li>▪ Provide non-clicking pens or pencils on the tables</li> <li>▪ Talk louder and ask if participants can hear you</li> </ul>

## Handling Unusually Disruptive Behavior

Disruptive behavior in meetings, particularly if it derails the meeting or makes people feel uncomfortable, must be addressed. It is wise to start with a low-key but firm reminder about the agreed-on ground rules and to escalate your responses if the situation continues. The following steps illustrate that escalation process:

1. If something is said that is disruptive, inflammatory, or inappropriate, ask the person to rephrase the comment without the invectives.
2. If repeated, tell the person the outburst or behavior is inappropriate and it must stop.
3. Call for a break and talk to the person privately. Ask the person to get it under control or he or she will be asked to leave the meeting.
4. If the person doesn't stop after the break, ask him or her to leave the meeting.
5. If the person won't leave and won't stop disrupting, adjourn the meeting. Plan to reschedule with or without the person, but only after the issue has been resolved.

Clearly there is also a disciplinary issue in this situation that would need to be addressed, but that is outside the scope of this course. Be aware of your body language when confronting disruptive behavior. Be direct and look the person in the eye. Also, move closer to the person to talk further, but not in a confrontational way. Make certain you are being clear in your expectations and that your voice is steady.

Source: *Planning and Leading Productive Meetings*, Jeffrey H. Davis, 2001.

# The Team Development Model

Bruce Jackman

<b>Stage One Issues: Testing/Forming/Orientation</b>	<b>Role of Leader/Participant</b>
<ul style="list-style-type: none"> <li>• Direction and clarification sought by team members.</li> <li>• Polite impersonal, watchful behavior</li> <li>• Team members evaluate the nature of their involvement.</li> <li>• Will I be accepted / capable? Will the leader value me?</li> <li>• <b>Focus is on relationship to team and leader: Who am I in this group?</b></li> </ul>	<ul style="list-style-type: none"> <li>• Provide direction, structure, and expectations.</li> <li>• Provide safety and respect for all.</li> <li>• Chart mission, goals and contract.</li> </ul>
<b>Stage Two Issues: Controlling/Storming/Conflict</b> <ul style="list-style-type: none"> <li>• Who controls the team? How much autonomy/Influence will I have?</li> <li>• Testing of leadership: How is control exercised?</li> <li>• What happens to the “delinquents”?</li> <li>• <b>Focus is on interactions. How will we solve interpersonal problems on this team?</b></li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and address challenges to leadership.</li> <li>• Protect minorities.</li> <li>• Gain agreement on dealing with conflict.</li> </ul>
<b>Stage Three Issues: Getting Organized/Norming</b> <ul style="list-style-type: none"> <li>• Developing team skill and norms for meeting behavior: How honest will we be? How will we communicate?</li> <li>• Focus on establishing group procedures: How do we want to do things?</li> <li>• Leader gives more responsibility to group, but confronts issues when necessary.</li> <li>• <b>Agree on guidelines for giving and receiving feedback.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Get input, participation, and ownership.</li> <li>• Give more control to the group.</li> <li>• Clarify and agree on norms.</li> <li>• Clarify roles, expectations and standards.</li> <li>• Surface and agree on communication honesty</li> </ul>
<b>Stage Four Issues: Mature Closeness/Performing</b> <ul style="list-style-type: none"> <li>• Mature closeness; open discussion and respect for differences in background, style, and mode of operation.</li> <li>• Challenging one another leads to creative problem-solving.</li> <li>• Clear roles with each person’s contribution being seen as distinctive.</li> <li>• Joint setting of goals.</li> <li>• Mechanisms developed for ongoing self-assessment of group.</li> <li>• Resourceful and distinctive contribution to the organization.</li> <li>• <b>Focus on task completion.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Get out of the team’s way.</li> <li>• Resource provider / organization advocate.</li> <li>• Turn over leadership to members.</li> <li>• Reward new behaviors.</li> </ul>
<b>Stage Five Issues: Adjourment/Dissolution</b> <ul style="list-style-type: none"> <li>• Leaving, endings.</li> <li>• Task completion.</li> <li>• <b>Focus on celebration.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Thank team.</li> <li>• Provide recognition.</li> </ul>

## **Exercise: Facilitation Challenges**

At your tables, discuss the situations assigned to your group (using your experience and information on the previous pages). Decide the best course of action and prepare to report back to the large group.

1. You have good participation, except for one person. You notice he hasn't joined in the lively discussion.

Intervention:

2. Several people are talking at once during your meeting. It's getting confusing and a little chaotic.

Intervention:

3. One member is so negative during your meeting (both verbally and body language), that it's beginning to impact the "mood" of the meeting. You don't want to embarrass the person, but you have to do something.

Intervention:

4. One member gives a very complex answer to a question you ask. You're just not clear on what this person is talking about.

Intervention:

5. One member rambles on and on and never seems to get to the point. You don't want to abruptly cut the person off, but you're concerned about others' reaction to this person's comments.

Intervention:

6. You find that one member is dominating the discussion, and you want to ensure that everyone gets an opportunity to be heard.

Intervention:

7. It's clear to you that the members have something else on their minds besides the meeting at hand. Their undertone conversations and body language indicate they are upset about something. You need to address this before moving on.

Intervention:

8. During your meeting you (and others) are distracted by constant side conversations of between two members of the group.

Intervention:

