D. Basic Competency Areas for Facilitators
   1. Knowledge Skills
       -Teaching and Learning Models
       -Individual, group, intergroup, and whole-system behavior
       -General managemnt-functional and behavioral
       -Training and education methodology
       -An awareness of current developments and applications
   2. Consultation Skills
       -Developing proposals, programs, and ideas
       -Diagnosing organizations and parts of organizations
       -Synthesizing and reporting information and data
       -Problem solving
       -Team building
       -Conflict resolution
       -Process observation and consultation
       -Training and development skills
       -An ability to identify and respond to an organization's
         or team's real needs
       -An ability to quickly adapt to changing situations and circumstances
       -An ability to quickly establish trust and rapport
       -An ability to obtain lasting results and outcomes
   3. Conceptual Skills
       -A sound philosophical base concerning human behavior, value systems,
         learning behavior and development, and management & organization
         development
       -A systems view of organizations and the environment in which they operate
       -An ability to visualize, design, and manage long-range programs, training,
         interventions, and follow-up programs
       -An ability to understand and communicate theories, principles, models,
         and ideas (usually from the complex to simple/application)
       -An ability to innovate
   4. Human Skills
       -A genuine caring for people and a positive attitude
       -Self-awareness and self-discipline
       -Good rational/emotional balance
       -Integrity
       -Helping skills (understanding, good listener and coach, good at checking
         out perceptions, assertive, good at giving and receiving feedback)
       -Sensitivity to the real needs of the organizaion and the team
       -Leveling and confronting skills
       -Persuasiveness and persistence
       -A willingness to take risks
       -An ability to successfully handle frustration and ambiguity
       -A good sense of humor
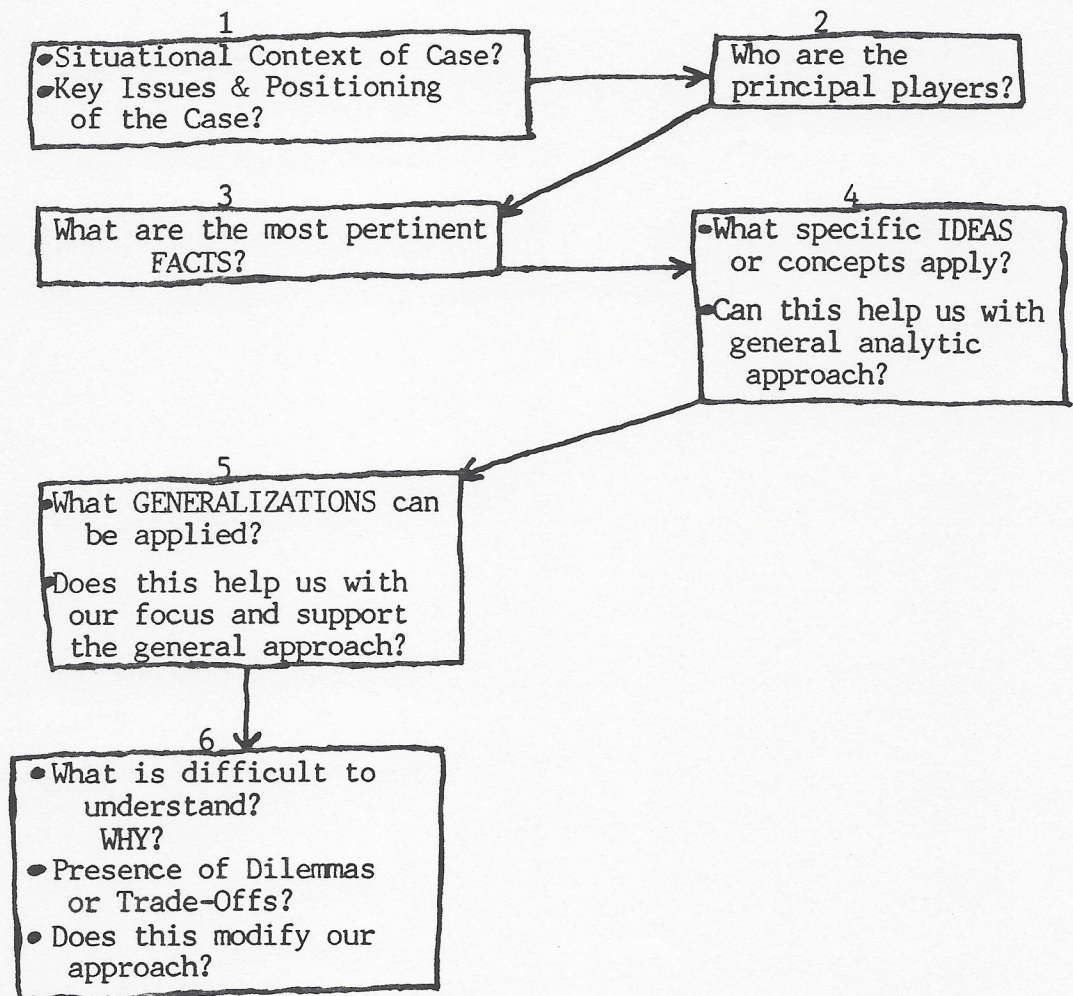   -An ability to model and practice healthy and constructive behavior

GLOSSARY OF FREQUENTLY
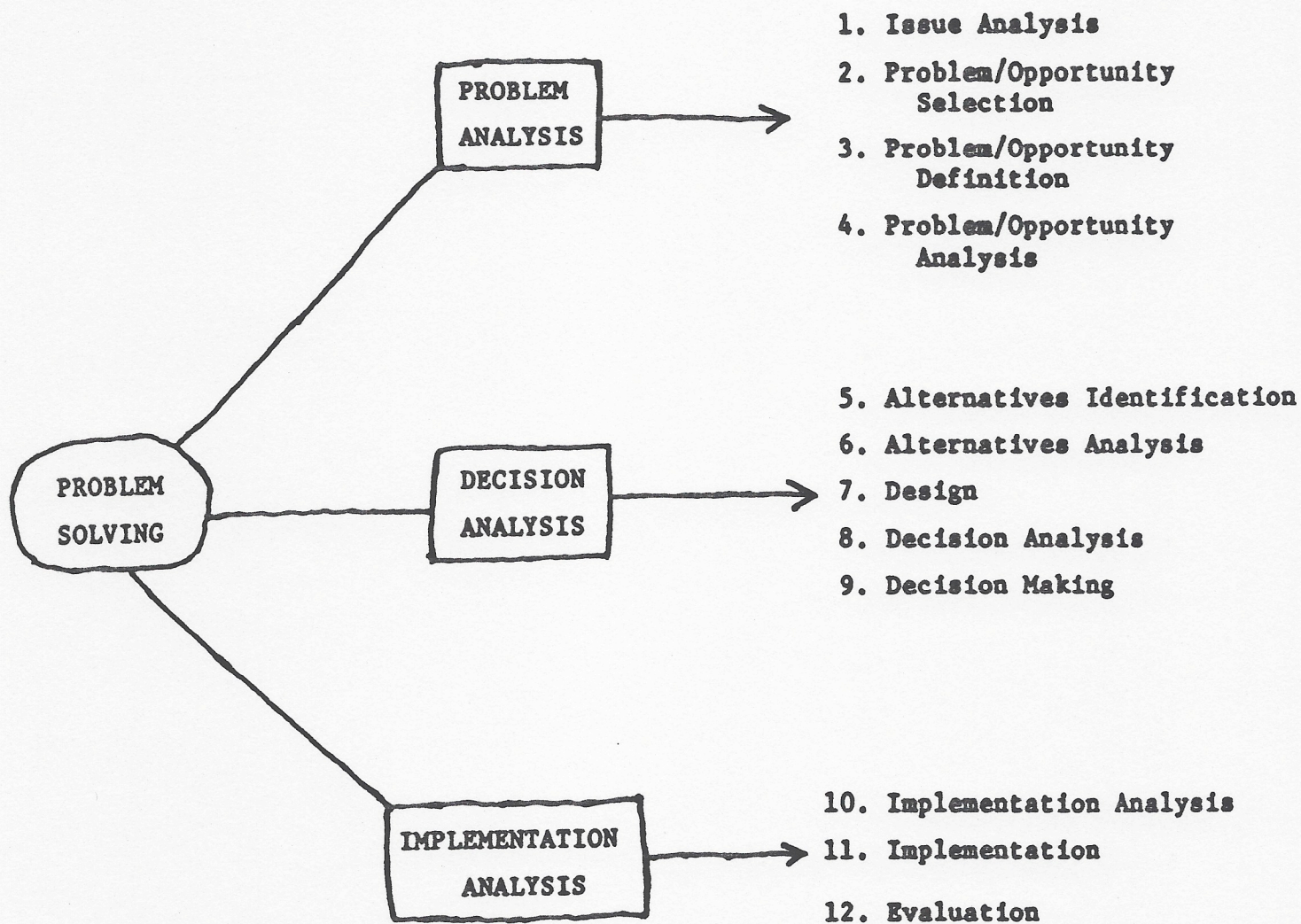# USED TERMS IN DEVELOPMENT ACTIVITIES

1. <u>Action Research</u>: A change process in which data are a) collected about the current state of the organization, b) fed back to the organization and then used as a basis for diagnosing the system and planning required changes.

2. <u>Autonomous Work Group</u>: A group of employees who have been delegated complete responsibility to both plan how its work will be done and then carry it out with minimal supervision.

3. <u>Confrontation Meeting</u>: A one or two day meeting of an entire management team in which they generate data about current problems, analyze causes and develop action plans to solve the problems.

4. <u>Organization Mirror</u>: A technique often used in sessions in which teams gain feedback from each other on how they are perceived.

5. <u>Process Observation/Consultation</u>: Observing a group in a meeting or series of meetings and then using the data collected as a means to help the group to improve its functioning.

6. <u>Group Sensing</u>: A group data collection and feedback technique; similar to individual interviewing and feedback except the group is the primary focus point.

7. <u>Survey-Feedback</u>: Data collected from surveys of members of the organization are reported back for the purpose of planning other appropriate action.

8. <u>Task Force</u>: Usually a temporary group (cross-functional in nature) which is established to solve a particular organizational problem.

9. <u>Team Building</u>: A process of improving the effectiveness of intact work teams (usually a manager and direct reports) in such areas as decision making, communications, problem solving, etc.

FACTS-IDEAS-GENERALIZATIONS ANALYSIS

Objectives   *To identify listings of facts, ideas, and generalizations
(FIG) lists for the organizational situation.

*To gain a more thorough understanding of the situation prior
to working on specific elements or components.

Method   *Participants generate and post the FIG list in summarizing
their notes and observations.

*The team reaches consensus on priorities for each listing.

**Action
Sequence**

```
1
┌─────────────────────────────┐        ┌──────────────────┐
│ •Situational Context of Case?│        │  2               │
│ •Key Issues & Positioning    │───────▶│ Who are the      │
│   of the Case?               │        │ principal players?│
└─────────────────────────────┘        └──────────────────┘
                                                  │
        3                                         │
┌─────────────────────────────┐◀─────────────────┘
│ What are the most pertinent  │        ┌──────────────────────┐
│ FACTS?                       │───────▶│  4                   │
└─────────────────────────────┘        │ •What specific IDEAS  │
                                        │   or concepts apply?  │
                                        │ •Can this help us with│
                                        │   general analytic    │
                                        │   approach?           │
                                        └──────────────────────┘
        5                                         │
┌─────────────────────────────┐◀─────────────────┘
│ •What GENERALIZATIONS can    │
│   be applied?                │
│ •Does this help us with      │
│  our focus and support       │
│  the general approach?       │
└─────────────────────────────┘
                │
        6       ▼
┌─────────────────────────────┐
│ •What is difficult to        │
│    understand?               │
│     WHY?                     │
│ •Presence of Dilemmas        │
│   or Trade-Offs?             │
│ • Does this modify our       │
│    approach?                 │
└─────────────────────────────┘
```

PROBLEM
SOLVING

PROBLEM
ANALYSIS

1. Issue Analysis
2. Problem/Opportunity
   Selection
3. Problem/Opportunity
   Definition
4. Problem/Opportunity
   Analysis

DECISION
ANALYSIS

5. Alternatives Identification
6. Alternatives Analysis
7. Design
8. Decision Analysis
9. Decision Making

IMPLEMENTATION
ANALYSIS

10. Implementation Analysis
11. Implementation
12. Evaluation

ISSUE ANALYSIS

Objectives   *To review major issues in the assessment of the
organization's current situation (situation analysis).

*To convert the major issues into fairly well-defined
problem statements.

Method   *Each participant prepares in advance:
a) Issue statements (What are the major issues?).
b) Describe the present situation. What is happening?
When is it noticed/observed?
c) Describe the desired situation. What should be happening?

*The group works to a) establish 3-4 major categories of issues
and their causes, b) each member silently generates in writing
all possible issues/causes, and c) team facilitator round robin
lists the issues/causes for each category and posts to a diagram
similar to that shown below.
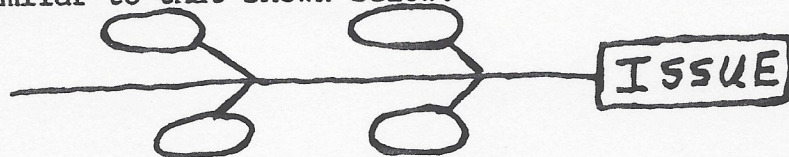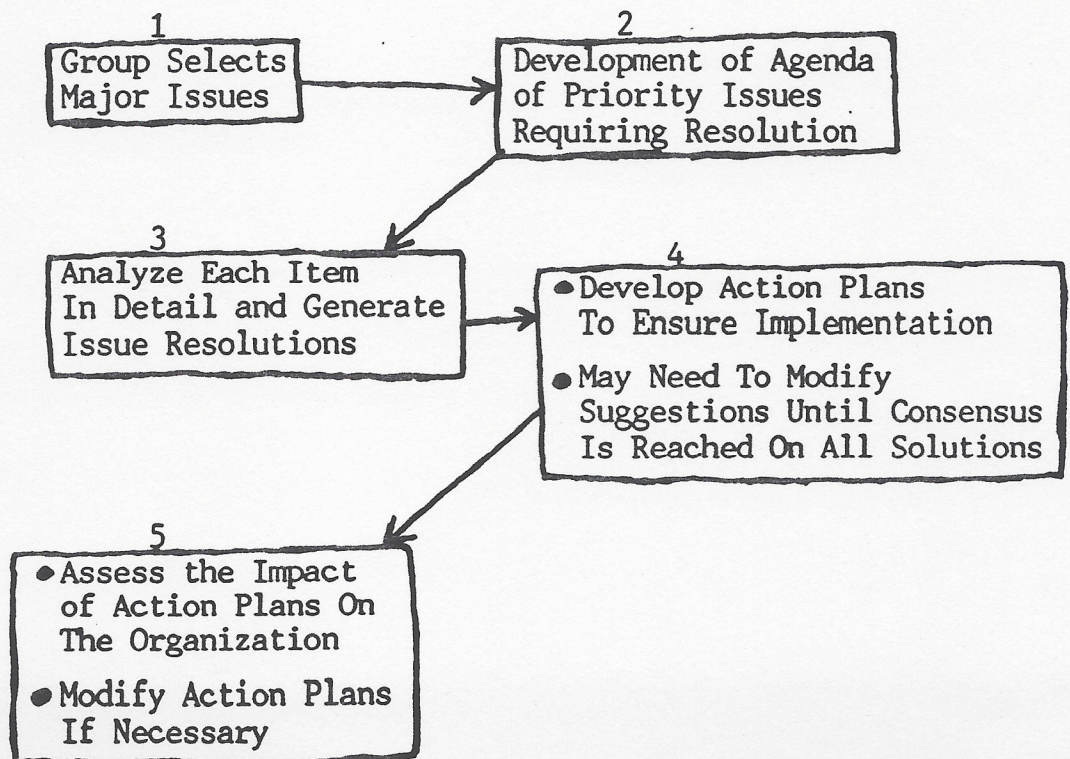

**Action
Sequence**
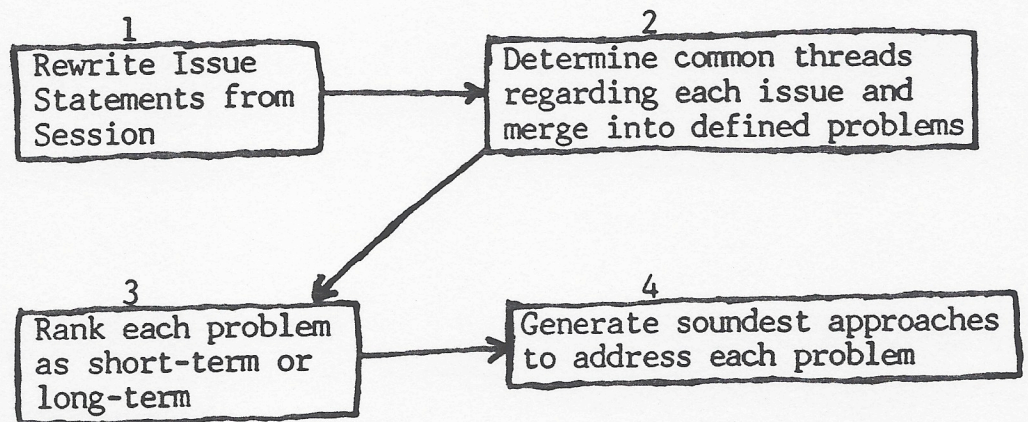
ISSUE CONSENSUS

Objectives   *To examine and provide recommendations to improve the effectiveness of a multilevel organizational system or subsystem.

*To analyze the target system or subsystem, identifying key issues undermining its effectiveness.

*To recommend ways to resolve priority issues.

*To generate specific goals and action plans associated with solutions for priority issues and project the influence that the plans will have on the system and/or subsystem.

Specific focus: Problems implied by information, organization or unit performance, goals, priorities, long and short term strategies, goal-setting processes, organization structure, operating procedures, efficiency, specific plans in place to achieve objectives.

Method   *Participant preparation in advance: Analysis of data and information of dimensions outlined above, select major issues that require work and rationale, build an agenda of priority issues, develop plans of action for each issue, project results of each plan of action on the organization.

*Facilitator or facilitators prepare methodology (probably NGT or Brainstorming) to lead group through action sequence shown below. Thorough preparation by the facilitator is very important due to the comprehensiveness of this approach.

Action
Sequence

```
1                              2
┌─────────────┐        ┌──────────────────────┐
│Group Selects│───────▶│Development of Agenda │
│Major Issues │        │of Priority Issues    │
└─────────────┘        │Requiring Resolution  │
                       └──────────────────────┘
                                  │
          3                       ▼            4
┌──────────────────┐        ┌──────────────────────────────┐
│Analyze Each Item │        │●Develop Action Plans         │
│In Detail and     │───────▶│ To Ensure Implementation     │
│Generate          │        │                              │
│Issue Resolutions │        │●May Need To Modify           │
└──────────────────┘        │ Suggestions Until Consensus  │
                            │ Is Reached On All Solutions  │
                            └──────────────────────────────┘
          5                        │
┌──────────────────┐◀──────────────┘
│●Assess the Impact│
│ of Action Plans On│
│ The Organization │
│                  │
│●Modify Action Plans│
│ If Necessary     │
└──────────────────┘
```
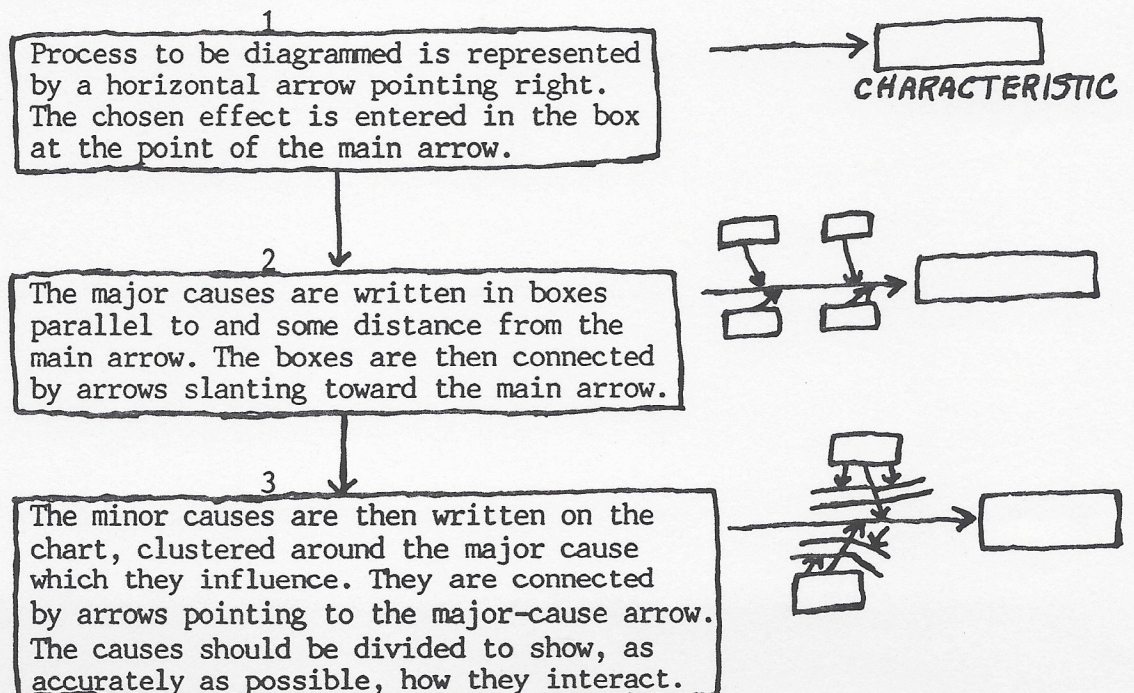
CAUSE-AND-EFFECT DIAGRAMMING

Objectives   *To develop a diagram as a means of understanding major and minor causes of relationships in an organization situation.

*A more thorough understanding of meaningful relationships between an effect and its causes in complex situations can lead to better diagnosis and problem-solving.

Note: Cause-and-Effect Diagrams can be used to investigate either a "bad" effect and thus address its causes, or a "good" effect and learn how to continue doing things in the way that produces quality, productivity, or continual improvement.

Method   *Participants generate ideas to be placed in the appropriate place on the diagram.

*Causes are grouped together as they are mentioned.

*A separate diagram is used for each problem.

*Each idea is critically evaluated after all ideas have been posted on the diagram.

*The group reaches consensus on the most likely causes and those are circled on the diagram for further review and consideration.
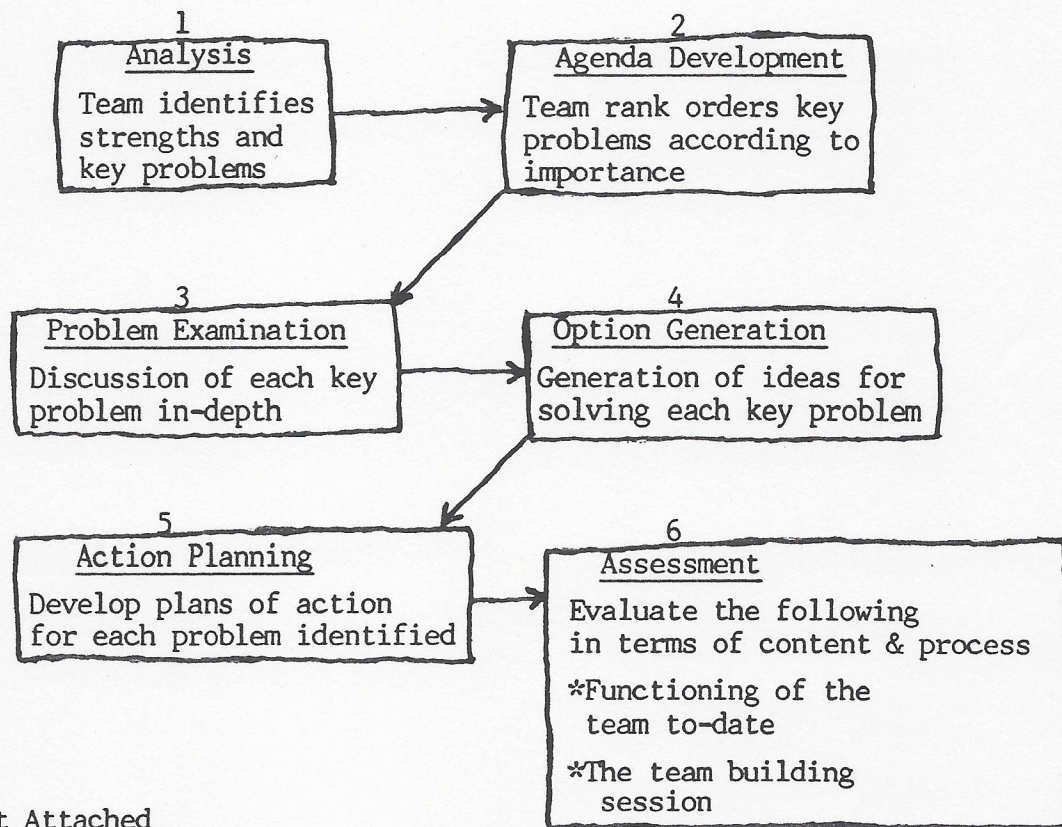
Action Sequence   Constructing a Cause-and-Effect Diagram is basically a three-step process. The steps, as shown below, illustrate the process of diagramming the causes leading to an effect called a Characteristic. Examples of Characteristics can vary depending on the situation (for example, decisions, dilemmas, problems, situations, etc.).

1
Process to be diagrammed is represented by a horizontal arrow pointing right. The chosen effect is entered in the box at the point of the main arrow. → CHARACTERISTIC

2
The major causes are written in boxes parallel to and some distance from the main arrow. The boxes are then connected by arrows slanting toward the main arrow.

3
The minor causes are then written on the chart, clustered around the major cause which they influence. They are connected by arrows pointing to the major-cause arrow. The causes should be divided to show, as accurately as possible, how they interact.

Background Sheet Attached

TEAM BUILDING

Objectives   *To provide an opportunity for the team as a whole to analyze its functioning and performance.

*To identify problem areas for the team and diagnose corrective action.

*To allow the team to plan for its future via follow-up.

Focus: Team performance, team goals and goal-setting processes, specific plans for individuals relative to team functions and goals, and team operations and efficiency.

Method   *Team member preparation prior to session:
a) List of team strengths and key problems (rank order key problems according to importance).
b) List of ideas for solving each key problem.

*Facilitator prepares for session using the following framework categories: identification of strengths and key problems, rank ordering key problems, discussion of each problem in-depth, generation of ideas for solving each key problem, and development of action plans for each problem identified.

Action Sequence

```
        1                              2
   Analysis                      Agenda Development

   Team identifies          →    Team rank orders key
   strengths and                 problems according to
   key problems                  importance


        3                              4
   Problem Examination           Option Generation

   Discussion of each key   →    Generation of ideas for
   problem in-depth              solving each key problem


        5                              6
   Action Planning               Assessment

   Develop plans of action  →    Evaluate the following
   for each problem identified   in terms of content & process

                                 *Functioning of the
                                   team to-date

                                 *The team building
                                   session
```

Background Sheet Attached

TEAM ROLE DEVELOPMENT-CLARIFICATION

Objectives   *To help clarify certain defintions and expectations of
              specific team roles given the task required.

              *To identify the obligations of the interdependent members
              of the team.

              *To resolve conflict associated with possible role confusion
              and/or role ambiguity.

              Focus: Definitions of the roles to be performed, expecations
              of others regarding behavior associated with each role,
              development of a consensus regarding individual accountabilities
              and related authority, surfacing of role and territorial issues
              with the intent of resolving differences, and team definition
              and delineation of role requirements.

Method   *Team member prepares in advance of the session:
              -Identifies specific roles of the team in carrying out the
               task, assignment, project, etc.
              -Analysis of each role to determine the rationale for its
               existence, its contribution to the team and to organizational
               goals, its accountabilities, and its typical duties and behaviors.
              -Choose the role they would like to play in completing the task
               and develop a rough draft of role profile preferred (i.e.,
               subsets of the task, plan of action, performance criteria,
               behaviors-analytical, information summary, projections,
               and tangible outcome--data charts, lists, summary points).

              *Facilitator prepares for the session using the following
              general categories: determination of roles to be examined
              and developed, analysis of purpose, accountabilities, and duties
              of the roles, determinination of the expectations of the roles,
              and incorporating all information into role-profiles in order
              to complete the task.

Action
Sequence

1 Role Selection and Analysis	2 Identification of Expectations
Team identifies specific roles to be developed and analyzes purpose, accontability, & duties of each role	•Team reaches agreement on expectations for each role •Agreement is reached for role assignments

3 Role-Profile Development

•Role incumbent prepares profile of role to be played

•Profile reviewed and approved by the team