

**DRAFT Chesapeake Bay Program
Facilitation Techniques for Coordinators, Staffers and Chairs**

When to Use	Description & Considerations	Put into Use
Brainstorming		
<ul style="list-style-type: none"> • To generate a broad list of ideas and solutions • <i>Example: To collect input on the items in the Logic and Action Plan, such as the factors and actions</i> 	<ul style="list-style-type: none"> • An informal approach to help problem solve • Allows out-of-the box thinking • Is fun, energetic and builds team dynamic • Encourages participation by all participants where all members feel that they've contributed to the effort • Is easier with smaller groups • Some may feel inhibited by sharing their ideas with the larger group • Consider a break to allow persons to think about the topic individually or in a quiet space, or to encourage outside conversation to identify new ideas 	<ol style="list-style-type: none"> 1. <u>Prepare Session</u>: Identify and obtain the tools and resources you need (i.e., white board, post it notes, flip charts, computer) inform the group of the session's intent prior to the meeting to allow persons to prepare in advance if needed, ensure you have the right persons at the table. 2. <u>Present Topic</u>: Clearly define the topic you want addressed. Ensure everyone understands what is being asked. 3. <u>Explain Process</u>: Clearly provide the directions for the session. 4. <u>Facilitate Discussion</u>: After all ideas are presented, lead a discussion to further develop the ideas, to group similar ideas. 5. <u>Analyzing Ideas</u>: Get concurrence from the group about how to process the ideas. This may involve metrics to determine "what's in and what's out", and there may be voting to finalize, and possibly prioritize the list.
Consensus		
<ul style="list-style-type: none"> • To obtain group consensus • <i>Example: To gain consensus on workgroup or GIT products, documents, and/or SRS-related items</i> 	<ul style="list-style-type: none"> • Is a collaborative tool to gain group consensus in a way that everyone can live with, even though some may not readily agree with the decision • Consists of several approaches to reaching consensus, this document presents a basic outline of the process • Allows for discussions that generate opportunities to learn amongst each other, using a thoughtful approach to reaching consensus 	<ol style="list-style-type: none"> 1. <u>Before Meeting</u>: members receive information about the decision that is to be made, and allows members to come to some conclusion on his or her own prior to the meeting. 2. <u>Set Stage</u>: The facilitator presents the process and ground rules. 3. <u>Facilitate Discussion</u>: The facilitator guides the process during the meeting. <ul style="list-style-type: none"> – Sets a timeframe to reach consensus – Allow each member to have equal time to present his or her preferences and reasons for making that

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		<p>decision. Consider having the most senior member voice his or her input last as not to sway the discussion.</p> <ul style="list-style-type: none"> – Following each person’s speaking slot, members consider if he or she is willing to compromise or what he or she has in common with the last input. – At the set deadline, the facilitator presents the most common perspective presented by members and asks the group if they are supportive of that perspective. <p>4. <u>Vote</u>: Per the Consensus Continuum, members vote using the following options:</p> <ul style="list-style-type: none"> – Stop: “I do not agree and feel the need to stand in the way of this decision” – Hold: “I believe more work is needed before we make a decision” – Stand Aside: “I trust the group and will not block this decision but need to register my disagreement” – Agreement with Reservations: “I can live with it” – Endorsement: “I like it” <p>5. <u>If Consensus is not Met</u> (the vote is either Stop or Hold): The facilitator presents the following as options:</p> <ul style="list-style-type: none"> – Consider if further time is needed for additional research or work. Decide what exactly is needed and what date to reconvene to initiate the process once more. – Vote with a pre-determined process.
Live Polling (Mentimeter)		
<ul style="list-style-type: none"> • To engage and interact with members during the meeting in a fun and interactive way 	<ul style="list-style-type: none"> • Is a polling tool that allows the meeting planner to set the questions and have members engage via their mobile device or computer with internet access 	<p>1. <u>Before Meeting</u>:</p> <ul style="list-style-type: none"> – Assess opportunities to use the live polling tool.

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<ul style="list-style-type: none"> • <i>Example: To assist in getting ideas and reactions to content in the Logic and Action Plan, such as assessing if factors from the previous 2-year cycle still apply to the next cycle, do the gaps from the previous cycle still apply or have they been met</i> 	<ul style="list-style-type: none"> • Allows facilitator to ask questions, present polls, take quizzes, and get feedback • Can be developed in advance, but can be quickly prepared if needed during the meeting • Can be used when agenda time is running out but information still needs to be collected (time saver) • Includes multiple choice, word cloud, open ended, scales, ranking, image choice, Q&A, quiz, grid analysis, and quick form • Using more than four Menti questions is not advised, as users may then prefer more discussion based methods • Allows for anonymous responses which can provide information when participants are not comfortable expressing their opinion 	<ul style="list-style-type: none"> – Ensure that your questions are well planned for and give you the type of results that are useful and meaningful to meeting the meeting objectives. – Design and test the questions in advance. – Notify participants to bring their mobile device or computer to participate in polling. <ol style="list-style-type: none"> 2. <u>Provide Instructions</u>: Inform participants how to access the poll. 3. <u>Administer Poll</u>: Consider if results should be shown live, or once all votes are in. 4. <u>Show and Discuss Results</u>: Present the results and have follow-on discussions. Questions may be: “clarify this statement”, “are you surprised by these results”, etc.
Action Planning		
<ul style="list-style-type: none"> • To obtain input for commitments to action • <i>Example: To update the Logic and Action Plan actions to determine the action description, target, responsible party, geographic location and timeline</i> 	<ul style="list-style-type: none"> • Is a process for gaining commitment for action • Actions can be prioritized 	<ol style="list-style-type: none"> 1. <u>Capture Action</u>: For each action item, the following is captured: action statement, the lead person that the action is being assigned to, the estimated date for completion, and the current status (initially left blank). 2. <u>Record Status</u>: Status may be captured as: not started, in progress, complete, or can be showed visually with red being not started, yellow is in progress and green is complete.
Meta-Planning		
<ul style="list-style-type: none"> • To obtain input from all participants in a quick way 	<ul style="list-style-type: none"> • Allows participants to provide input on a topic under discussion 	<ol style="list-style-type: none"> 1. <u>Present Process</u>: The facilitator provides the process description. 2. <u>Identify and Discuss Categories</u>: The facilitator leads discussion about categories and obtains input about

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<ul style="list-style-type: none"> • <i>Example: Once the factors have been selected for the upcoming 2-year cycle, the workgroup or GIT identifies the current efforts, gaps, actions for each of the factor</i> 	<ul style="list-style-type: none"> • Incorporates everyone’s input in a short timeframe, allowing groups to make quick decisions • Allows group involvement and decision making, is a great platform for the exchange of ideas and common solution • Is creative and energizing 	<p>identifying category topics which are then recorded on the wall or flip charts. The category “other” may be added in case ideas from participants don’t fall into the pre-identified categories.</p> <ol style="list-style-type: none"> 3. <u>Record and Place Ideas</u>: Participants then write ideas on the sticky notes and either the facilitator (anonymous) collects the input and places them under the appropriate category, or individuals (non-anonymous) places their ideas under the applicable categories. 4. <u>Discuss Ideas</u>: Facilitator leads the discussion for each category. New ideas may be generated from this discussion and added to the category. Ideas may be combined, removed, revised, and prioritized. 5. <u>Next Steps</u>: For each category, a statement is made to state the issue, resolution, and/or next steps.
Backcasting Exercise		
<ul style="list-style-type: none"> • To identify strategy and actions • <i>Example: To identify the actions needed to achieve the outcome which would be the vision or future state</i> 	<ul style="list-style-type: none"> • Is a creative way to inspire strategy and action • Utilizes future focused scenarios and has participants “backcast” to outline how we get to that future state • Is a fun alternative to forecasting, allowing participants to take the group on a journey to a desired state from the present 	<ol style="list-style-type: none"> 1. <u>Present Process</u>: The facilitator describes the exercise and process. 2. <u>Identify Vision or Future State</u>: The facilitator helps participants articulate their shared vision for a desirable future. 3. <u>Define Steps to get to the Vision</u>: The facilitator leads the group about what we need to do today to achieve the vision of the future state, thus identifying step-by-step towards the vision. Participants identify key events, conditions, and triggers to reach the future by answering “what needs to exist for this vision to be reached?” 4. <u>Discuss Results</u>: The group discusses how these steps can be turned into strategies and actions.
Charrette		

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<ul style="list-style-type: none"> To work with stakeholders to obtain input and buy in for projects and plans <i>Example: To gain stakeholder input of the Management Strategy</i> <i>Example: If an action includes a workshop with stakeholders, this technique may be beneficial in meeting the workshop goals</i> 	<ul style="list-style-type: none"> Is an intensive, multi-day collaborative workshop that often brings a variety of stakeholders, to develop a design or vision for a project or plan Involves multi-stakeholder participants to work together to find solutions based on pre-identified priorities that results in a clear, detailed, realistic vision for development of the project Involves intensive planning and a trained charrette facilitator Involves a series of collaborative design and public input cycles across several days 	<ol style="list-style-type: none"> <u>Describe Purpose and Process</u>: The facilitator clearly defines the purpose, objectives and process for the charrette. <u>Define Vision</u>: The facilitator and design team work collaboratively with the stakeholders to define and agree upon the project vision. <u>Refine Project Scope</u>: With the vision in mind, the project plan and alternative plans are presented and the stakeholders provide their feedback, which is used to refine the project elements. The design team continues to refine the project elements until consensus is reach with the stakeholders. <u>Follow Up</u>: At the conclusion of the charrette, follow-up and further feedback happens, and allows for multiple feedback opportunities.
Breakout Groups		
<ul style="list-style-type: none"> To have small group focus to obtain information <i>Example: In preparing for the Narrative Analysis, the workgroup or GIT can split into breakout groups, focused on each of the questions</i> <i>Example: If an action includes a workshop with stakeholders, this technique may be beneficial in meeting the workshop goals</i> 	<ul style="list-style-type: none"> Conducted in small groups to effectively collect information or identify solutions regarding a specific topic Provides an opportunity to share personal experiences, is more informal and comfortable for some than a larger setting 	<ol style="list-style-type: none"> <u>Present Structure</u>: Guidelines are developed and presented regarding the structure of the session. <u>Present Instructions</u>: Present the breakout group instructions and process for reporting back in the bigger group. Groups can have the same topic discussion or have individual sets of instruction based on the focus. Groups can be organized by expertise area or by stakeholder group. <u>Facilitate Groups</u>: The facilitator visits each group to check in and provide clarification of instructions if needed. Each table records discussion and provides a speaker for the group. <u>Hold Report Outs and Discussion</u>: Speaker presents breakout group information. The facilitator leads discussion results and solutions in the bigger group.
World Café		

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<ul style="list-style-type: none"> To have collaborative conversations for sharing ideas and solutions <i>Example: To obtain stakeholder input into the Management Strategy</i> <i>Example: If an action includes a workshop with stakeholders, this technique may be beneficial in meeting the workshop goals</i> 	<ul style="list-style-type: none"> Provides a structure to have conversations at several tables for the purpose of knowledge sharing Is great for hosting large group dialogue Is a creative process that allows for collaborative discussions, the sharing of information, and the possibilities of solutions Provides a forum for participants to share their ideas, experiences and stories to solve problems and/or plan for the future 	<ol style="list-style-type: none"> <u>Set the Stage</u>: participants are grouped into small rounds with the necessary tools for conversation (i.e., flip charts, markers, sticky notes, paper, pens). <u>Discuss Process</u>: The facilitator provides a welcome, discusses the objectives, ground rules and agenda, and has table participants introduce themselves. <u>Small Group Discussions</u>: The small group speaks for a set amount of time, at the conclusion of that time, each person of the group goes to a different table. Each round has a set question and instructions. The process may include having the question asked multiple times, or they questions can build upon each other. Groups record their conversations and key thoughts. Groups may be led by a table facilitator or given specific instructions. <u>Report Outs</u>: After small group discussions end, table leads are invited to share insights form their discussion.
Round-Robin Brainstorming		
<ul style="list-style-type: none"> To allow everyone to provide input without influence from others <i>Example: To develop parts of the Logic and Action Plan, such as identifying factors, efforts, gaps and actions</i> 	<ul style="list-style-type: none"> Allows everyone to contribute Allows all participants to be equal contributors to the brainstorming session Allows persons to provide input without the influence of another person Can be done by writing down ideas on a card (anonymous) or verbally (not anonymous) 	<ol style="list-style-type: none"> <u>Define Process</u>: Facilitator explains the process and clearly defines the topic being discussed. <u>Record Ideas</u>: Provide index cards to each person to record their ideas. In silence, participants record their ideas on the card. <u>Pass Idea and Make New One</u>: Each person then passes their card to the person beside them. Each person uses their neighbor's idea to inspire them to record a new idea on a new index card. That person turns in their neighbor's card, and passes their newly inspired idea on the card to their neighbor. The swap process continues until there is a good amount of ideas that have been generate.

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		<ol style="list-style-type: none"> 4. <u>Process Ideas</u>: All ideas are collected, collated, and duplicates are thrown out. 5. <u>Present Ideas</u>: Ideas are presented, and then ideas are then taken to the next step for problem solving.
Voting		
<ul style="list-style-type: none"> • To select a choice in order to take action on • <i>Example: Used to make decisions about the content in the Logic and Action Plan or Narrative Analysis</i> • <i>Example: Used to assist the consensus technique in casting a vote</i> 	<ul style="list-style-type: none"> • Allows for participants to select a choice based on a method that the group agrees upon 	<ol style="list-style-type: none"> 1. <u>Dot Voting</u>: Participants place a set number of dot stickers next to options presented that they like, the option with the most dots wins. Based on rules set by the facilitator, participants may place more than one or all of their dots on one if they feel strongly about a topic. A variation can be the use of colored dots such as green represents “like” and red represents “dislike”. 2. <u>Ranking or Prioritizing</u>: Allows participants to select a range of items and place them in order of importance, based on pre-determined metric(s). 3. <u>Rating</u>: Associates a value with the item based on specific metric(s), such as high, medium, low. 4. <u>Show of Hands</u>: Provides a simple, immediate way by simply a show of hands to vote on an item that participants support. 5. <u>Mentimeter</u>: Provides an anonymous variety of visual ways participants can vote such as through a word cloud, multiple choice questions, ranking, scale questions.