



Facilitative Leadership Skills for Mobilizing the Community

Course Overview

- **Unit 1: Introduction**
- **Unit 2: Facilitative Leadership**
- **Unit 3: Facilitation Skills Overview**
- **Unit 4: Communication and Inquiry Skills**
- **Unit 5: Interventions**
- **Unit 6: Interest-Based Problem-Solving**
- **Unit 7: Course Closing**

Unit 1: Introduction

- Logistics
- Purpose and Objectives
- Getting acquainted
- Expectations



Ground Rules

- Be present: set aside smartphones and/or laptops so you can immerse yourself in learning
- Be active and engaged, and reflective
- Be on time returning from breaks; running late may impact the group learning
- Ask about unfamiliar terms or acronyms to gain clarity
- Actively listen to each other and respect all issues of confidentiality
- Have courage, try new things, and embrace the unfamiliar
- Take responsibility for your own learning

Course Purpose

The purpose of this course is to prepare participants to practice effective facilitative leadership skills when engaging the community to meet client and community disaster-related needs.

Your Learning Objectives

- Describe how the concepts and challenges of facilitative leadership apply to your community engagement and partnership work
- Discuss guiding principles and practices that can influence your success in the mobilize processes
- Improve communication skills through practice and observation during mock interview scenarios

Your Learning Objectives (cont.)

- **Use interest-based problem-solving techniques to facilitate a group through addressing a situation or issue and jointly designing a solution and/or path forward**
- **Determine an intervention during a conflict situation**

Getting Acquainted

Please tell us:

- Your name, agency, role
- One expectation for the course
- One thing about yourself that others might not know
- One characteristic of a facilitative leader

Unit 2: Facilitative Leadership

- Definition(s)
- Discussion of *The Art of Facilitative Leadership: Maximizing Others' Contributions*
- Whole Community Approach
- Challenges of Convening Stakeholders

Definitions...

Facilitate...to make easier, help bring about, or freeing from difficulty or impediment.

Leadership...leading a group of people or an organization, the state or position of being a leader.

What happens when they're put together?

What is Facilitative Leadership?

Facilitative Leadership... is the process of incorporating multiple people, or organizations, into the decision-making process and coordinating their efforts towards a shared goal.

Instead of a single leader or team leads making an individual decision, multiple people are involved to make a group decision **and** to create a collaborative effort.

Definition

Facilitation –

Using collaborative values, practices and tools to help a group increase effectiveness by improving its process and structure for its meetings and work sessions.



Facilitative Leadership Article



The image shows a preview of an article titled "THE ART OF FACILITATIVE LEADERSHIP: MAXIMIZING OTHERS' CONTRIBUTIONS" by Jeffrey Cufaude. The article is from the "SYSTEMS THINKER" journal, Vol. 15 No. 10, Dec. '04 / Jan. '05. The article discusses the importance of facilitative leadership in maximizing others' contributions. It includes a section titled "FACILITATIVE LEADERSHIP FUNDAMENTALS" which lists several key points for facilitative leaders.

FEATURE

**THE ART OF FACILITATIVE LEADERSHIP:
MAXIMIZING OTHERS' CONTRIBUTIONS**
BY JEFFREY CUF AUDE

Leadership traditionally has been thought of as "doing the right thing" while management has been defined as "doing things right." Contemporary leadership combines these two distinctions with an emphasis on "doing the right thing . . . right." As Jim Collins and Jerry Porras noted in the seminal work, *Built to Last* (HarperBusiness, 1994), no longer can effective leaders frame choices in dualistic either-or frameworks; rather they must learn to embrace the *and*, considering both *what* needs to be done and *how* that choice can best be implemented. But no one individual, however talented or knowledgeable, can single-handedly lead an organization to success. In order to advance their organizations' efforts, leaders must be able to actively engage others so their talents and contributions are fully leveraged.

How can they do so? Using facilitation skills. Effective facilitation involves using processes and tools to maximize the collective intelligence of individuals in a group to determine the right course of action and to then build a template for acting on the choices they make. Facilitation, while long associated with individuals leading workshops, planning meetings, or other group processes, actually encompasses a broad mix of consulting and coaching skills that are too critical to be relegated to the domain of a select few.

In today's organizations, individuals at all levels need to possess facilitation skills. By necessity, people are making decisions collaboratively in consultation with others. More work is being completed in cross-functional teams and through internal or external partnerships than ever before. But this need for greater collaboration comes at a time when the diversity of perspectives, talents, and cultures present in the workplace is increasing. Achieving better results by tapping into this mix is a goal that can be accomplished through effective application of facilitative leadership fundamentals (see "Facilitative Leadership Fundamentals").

The good news? Facilitation is a skill that almost all individuals can master and add to their overall portfolio of leadership skills.

The Essence of Facilitative Leadership

The essence of facilitative leadership can be summarized in six major themes:

- **Facilitative leaders make connections and help others make meaning.** In a fast-paced environment overloaded with information, people need to be able to connect on a variety of levels: with their colleagues, with the issues at hand, and with the lessons from the past and the potential of the future. Facilitative leaders listen for and seek to make (or help others make) the connection between what is occurring in a conversation and what has occurred in other places or at other times. For example, they might ask how a current decision under deliberation might affect operations in another area. Effective facilitation involves periodically asking the question, "How does this discussion connect with others we have been having or to what someone else is doing?" Facilitative leaders also seek to connect comments made by various

FACILITATIVE LEADERSHIP FUNDAMENTALS

Facilitative leaders:

- Use active listening skills including paraphrasing, summarizing, reflecting, and questioning.
- Encourage and generate participative discussion in groups.
- Help stimulate creative thinking through brainstorming and other idea-generation processes.
- Stimulate strategic consideration of alternatives and informed decision-making of appropriate choices.
- Manage contrasting perspectives and opinions that might result in conflict among members of a group.
- Intervene with individuals and groups without taking total control of the situation.
- Design meeting processes to accomplish a wide range of goals and objectives.
- Draw out others' opinions in an objective and nonjudgmental manner.
- Support teams in various stages of group development.
- Help individuals and groups reflect on their experiences and capture relevant learning.
- Lead or design inclusive group processes that honor individuals' different learning and participation styles.
- Help shape more powerful and strategic questions for exploration.

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- Concepts you didn't know, or points you found interesting?
- Self-assessment. Anything you'd like to share?
- Opportunities to apply facilitative leadership skills in your work with the community?

Red Cross Doctrine

- *From Disaster Cycle Services Principles*

Be a facilitative leader across the disaster cycle: the Red Cross will align with government and work to enable the entire community to participate in all phases of the disaster cycle by shifting from being not only a provider of direct services but also a facilitative leader.

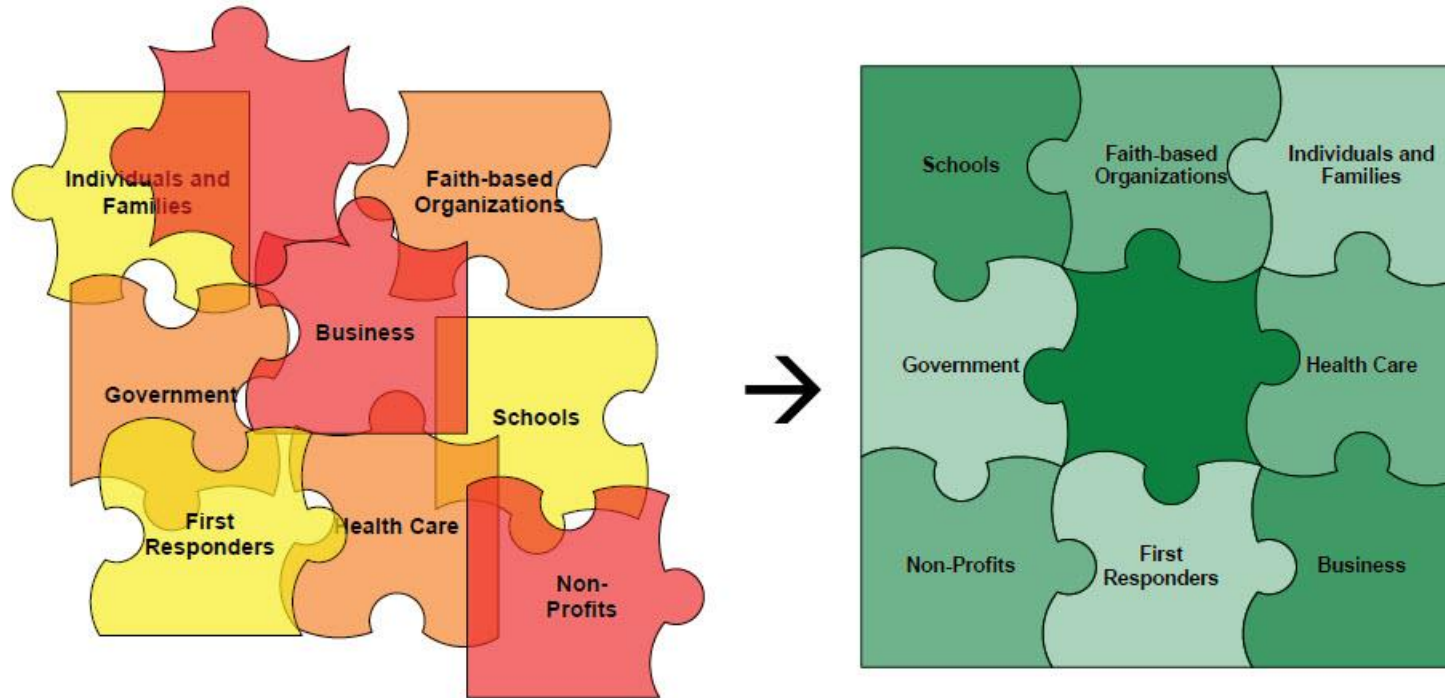
Goals

- Offer increased opportunities for participation and engagement of a diverse set of community stakeholders to take an active role in preparing for, responding to and recovering from disasters
- Facilitate collaboration among community stakeholders in order to encourage collective action and pool resources to meet disaster-related client and community needs

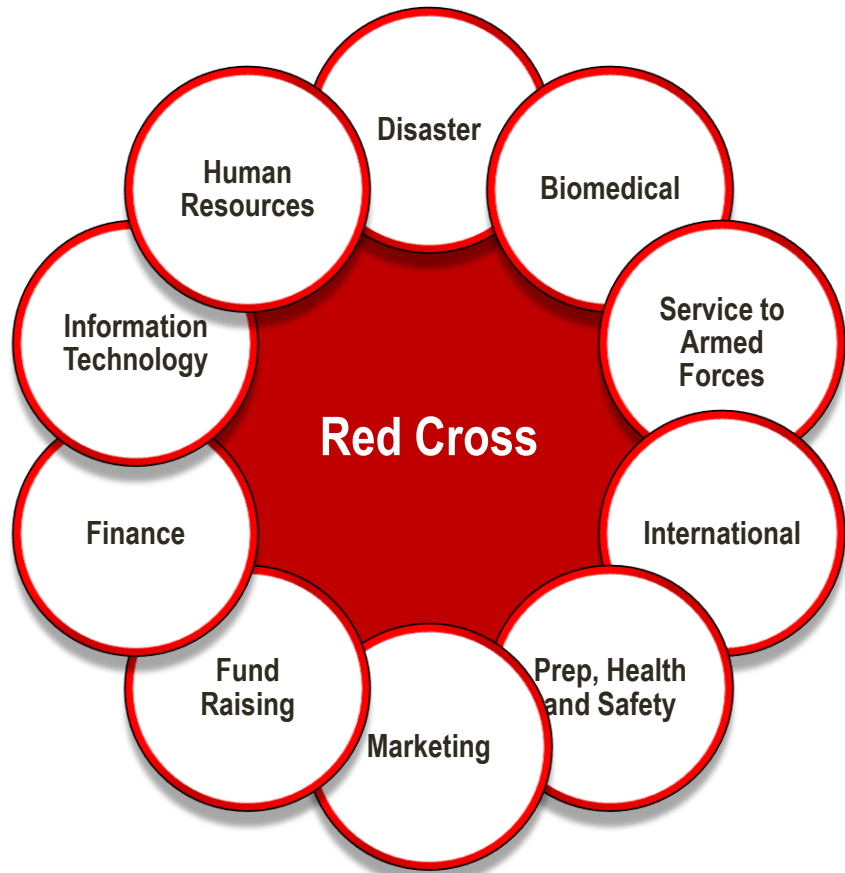
Purpose of Community Engagement and Partnerships

- Keep focus on clients and community
- Attain greater capacity by connecting agencies to mobilize, pool, and leverage resources
 - Your agency may not always be the direct or main provider of the resource
- Work more collaboratively, intentionally and thoughtfully
- Ensure full and diverse participation
- May play role of convener

Connecting the Pieces



Challenges of Engaging the Community



Command Structures and Facilitative Leadership

- Collaborate with others
- Contribute their ideas and expertise
- Speak up when they have problems
- Take initiative
- Make decisions
- Share responsibility for success

Role of Facilitative Leader

- Make connections and help others make meaning
- Provide direction without totally taking the reins
- Balance managing content and process
- Invite disclosure and feedback to help surface unacknowledged or invisible beliefs, thoughts, and patterns
- Focus on building the capacity of individuals and groups to accomplish more on their own, now and in the future
- Operate from a position of restraint

Unit 2 Summary

- **Facilitative leadership as part of the Whole Community Approach**
- **You play an integrative role**
- **Consider what's at stake for individuals, partners and stakeholders**
- **Everyone brings something to the table**

Role and Purpose



“Find a need and fill it.”

--Ruth Stafford Peale



*“Act as if what you do makes a
difference. It does.”*

--William James

Unit 3: Facilitation Skills Overview

- **The Facilitator's Mindset**
 - Values, beliefs, practices
- **Getting Started**
 - Defining behavioral norms; establishing an inclusive vision; clarifying roles
- **Decision-making Techniques and Strategies**
- **Power Dynamics**

Facilitation Mindset

- **Collaboration belief**
 - **Solutions that satisfy mutual interests of multiple people and groups last longer**
- **Transparency**
 - **Sharing information is critical**

Establishing an Inclusive Vision

- The joint vision all parties have regarding the reason you are working together
- Clarify common interests and desired outcomes
 - What are you focusing on?
 - Why is it important?
- Do this when working with a group or one-to-one
- The vision helps maintain focus and motivation

Setting Inclusive Norms



- **Define behavioral norms by consent**

Sample Norms/Facilitator Role

- Acknowledging valid points
- Agreeing not to dismiss ideas without exploring them
- Making sure everyone is heard
- Pause if conversation gets too heated or we are going in circles

Note: We can define new norms as a group as they become necessary to ensure group effectiveness.

Ideas for Effective Relationship Building and Working in Groups

1. Share with others the assumptions or inferences you may be making.
2. Share information that is relevant and useful to the group and discussion.
3. Focus energy on interests—why something is important, the underlying needs as opposed to simply stating a position of what you want or feel you deserve.
4. Define important terms or words together by asking the group, to ensure there is a consistency in meaning.
5. Explain the reasoning and thinking behind statements or questions you make.
6. State views openly, even if disagreeing with others.
7. Maintain genuine curiosity about views of others and ask questions, from a place of curiosity.
8. Define what decision-making process will be appropriate.
9. Define new ground rules as needed.

Inclusive Norms – Facilitator’s Guideposts for Ensuring Effective Participation

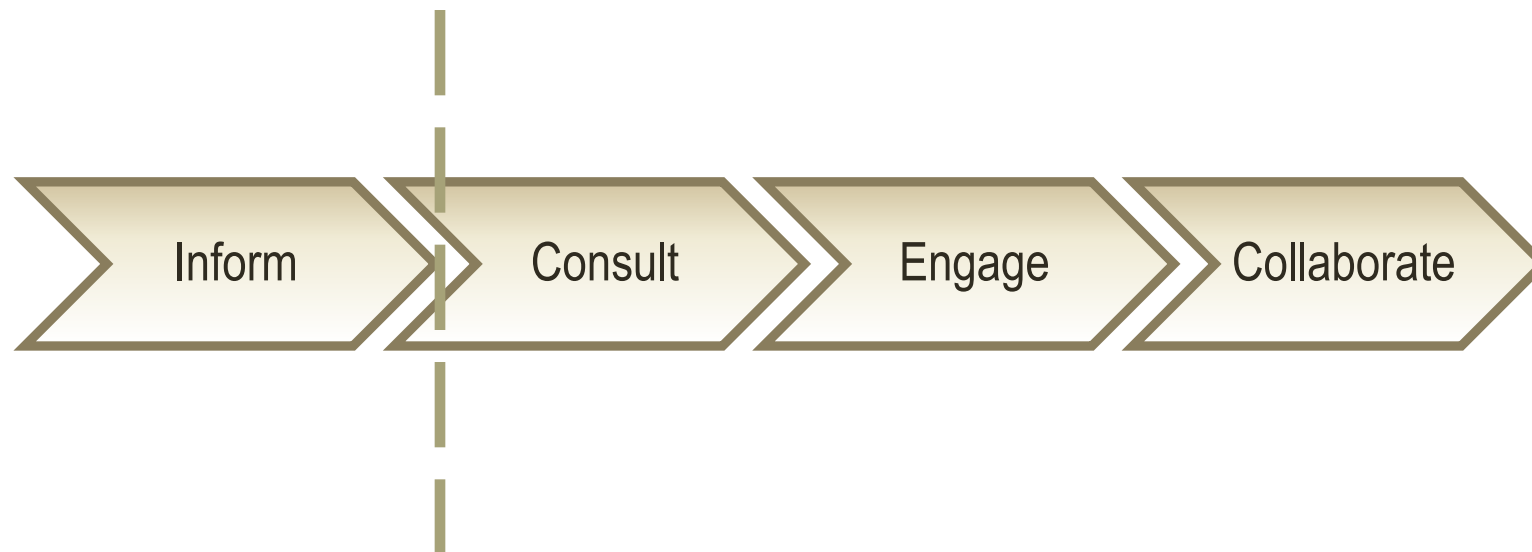
- **Manage participation – intervene as needed.**
- **Ensure everyone is participating in the discussion.**
- **Ensure structure exists for each part of the agenda and the discussions are aligned with the goals, objectives, or intention for convening.**
- **Ensure effective decision-making tools are used to bring closure to all items.**
- **Be aware of what type of power participants bring to the decision-making process.**

Clarifying Roles

- Your role as:
 - NGO representative in community activities
 - Facilitator when needed to help the group reach an outcome in a cooperative and inclusive manner
- Respective roles and responsibilities of all participants
 - Group leader? Scribe?
 - Other members

Levels of Involvement in Decision-Making

- When you think someone should be involved on one level and they are expecting to be involved on another



Decision-Making Techniques

Option	Pros	Cons	Uses
Spontaneous Agreement	<ul style="list-style-type: none"> • Fast, easy • Unites 	<ul style="list-style-type: none"> • Too fast • Lack of discussion 	<ul style="list-style-type: none"> • Spur of the moment decision when full discussion isn't critical • Trivial issues
One Person	<ul style="list-style-type: none"> • Can be fast • Clear accountability 	<ul style="list-style-type: none"> • Lack of input • Low buy-in • No synergy 	<ul style="list-style-type: none"> • When one person is the expert • Individual willing to take sole responsibility
Compromise	<ul style="list-style-type: none"> • Discussion • Creates a solution 	<ul style="list-style-type: none"> • Adversarial • Win/lose • Divides the group 	<ul style="list-style-type: none"> • When positions are polarized; consensus improbable
Multi-voting	<ul style="list-style-type: none"> • Systematic • Objective • Participative • Feels like a win 	<ul style="list-style-type: none"> • Limits dialogue • Influenced choices • Real priorities may not surface 	<ul style="list-style-type: none"> • To sort or prioritize a long list of options
Voting	<ul style="list-style-type: none"> • Fast • High quality with dialogue • Clear outcome 	<ul style="list-style-type: none"> • May be too fast • Winners and losers • No dialogue • Influenced choices 	<ul style="list-style-type: none"> • Trivial matter • When there are clear options • Division of group is OK
Consensus Building	<ul style="list-style-type: none"> • Collaborative • Systematic • Participative • Discussion-oriented • Encourages commitment 	<ul style="list-style-type: none"> • Takes time • Requires data and member skills 	<ul style="list-style-type: none"> • Important issues • When total buy-in matters

Activity: Decision-Making

- 1.** Think about a time when you were working with an individual, partners or external stakeholders and a decision needed to be made.
- 2.** What technique or process did you use?
- 3.** If the technique did not work, collaborate with the group and identify a technique that might have worked better.
 - i.** What technique was used?
 - ii.** What about the process was not successful?

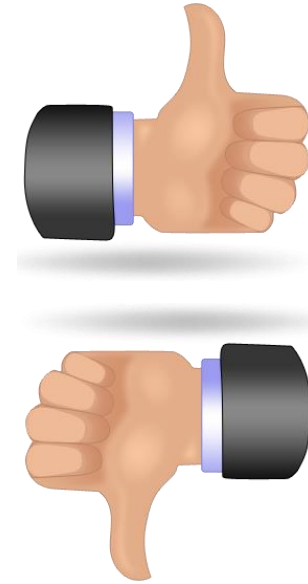
Timeframe: 10 minutes

Decision Process Strategies

- Clarify up front how decisions will be made.
- Clarify how final decisions will be made where there is disagreement in the team.
- Remind participants that differences of opinion are natural and expected.
- Identify areas of agreement.
- Where one or more group member routinely dissents, obtaining close approximation to agreement works best.

Consensus Building Strategies

- Test to see if the group is close to agreement.
 - Can each person live with the decision?
- Be aware of members changing their minds just to avoid conflict or influenced by the group.
- Avoid conflict reducing techniques like majority vote or trading.



Power Dynamics and Decision Making

- What is Power Dynamics?
 - **Power Dynamics**... is the way people or groups of people interact with each other and where one of these sides has more influence or power than others.
- How does it affect decision making?
 - Power Dynamics influence decision making by having the suggestions or input of an individual or group carry more influence due to various factors.

Activity: Power Dynamics

In your groups, discuss the following:

1. What power, as a representative of the Red Cross, might community partners perceive you to have?
2. What power do you see various community partners possessing?
3. Who are the most influential players among the community groups?
 - Choose a spokesperson.
 - Timeframe: 10 minutes.

Sources of Power or Influence

- Formal authority, position, relative rank
- Legal privilege
- Information–knowledge
- Association (connections)
- Resources
- Rewards and sanctions
- Personal characteristics (e.g., charm, intelligence)
- Procedural
- Moral power
- Emotional arguments
- Persistence

Unit 3 Summary

- You need to hold the belief that collaboration is key to success—even though it may lengthen the time it takes to complete a task or address a concern
- Your job is to help the group develop a clear understanding of:
 - What behavior is expected
 - Roles and responsibilities of all participants
 - Decision-making processes to be used
- Work in a collaborative manner builds trust

Unit 4: Communication and Inquiry Skills

- **Basic Communications Skills Refresher**
 - Listening, questioning
- **Stakeholder Role Play**

Basic Communication Skills

- Eye contact
- Body language
- Undivided attention
- Active listening
 - Verbal reinforcement/paraphrase
 - Clarifying questions
- Waiting/silence

Asking Clarifying Questions

- Increases understanding among listeners and speakers
- Makes something that was just said more clear

Ask questions:

- When you need more details
- When information is confusing
- When you don't understand or you perceive others in the group don't understand



Questioning Assumptions and Bias

- Assumptions are beliefs you may operate from.
- Bias is prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

“False assumptions lie at the root of almost every failure.”

--Brian Tracy

Summarizing

Summarize to:

- Ensure everyone understands what has been said to that point.
- Note any special and important points from the conversation that you feel need to be highlighted.
- Bring the conversation to a close.
- Restate any contracts or agreements made during the conversation.
- Refresh each other's memory of what has been discussed.

Activity: Stakeholder Interview

- Read your assigned role
 - Presenters are the Red Cross representatives
 - One participant is the Stakeholder
 - Additional participants are observers; make notes on checklist
- Conduct the interview

Timeframe: 10 minutes

Unit 4 Summary

- Be aware of your verbal and nonverbal communication
- Actively listen, ask questions and seek clarification
- Summarize frequently to enhance understanding

Unit 5: Interventions

- Definition
- How to Decide When to Intervene
- Intervention Language
- Intervention Steps
- Intervening When a Conflict Has Occurred
- Practice

Intervention—Definition

"The action of becoming intentionally involved in a difficult situation, in order to improve it or prevent it from getting worse"

Deciding When to Intervene

- You can intervene when you observe:
 - People aren't listening or hearing each other
 - There are side conversations
 - People are interrupting each other
 - People are sarcastic or disrespectful in word or tone
 - The discussion is off track

Deciding Whether to Intervene

- Consider when deciding if an intervention is advisable:
 - Is the behavior serious?
 - Might it go away by itself?
 - How much time will intervening take?
 - How much disruption will intervening cause?
 - How will intervening affect relationships or hurt the group dynamics?
 - What are the chances the intervention can work?
 - What will happen if I do nothing?

Intervention Steps

1. Describe what you are seeing.
 - Do not attribute motive.
 - Be non-judgmental.
2. Make an impact statement.
 - Based on actual observations you have made, share the impact the person's behavior is having on you, the other people, or the process.
3. Invite members' suggestions of what to do before you suggest an idea.

Activity: Intervention Polling

The class will be presented with a short description of a situation and will need to vote on whether to intervene or merely let it go.

1. Choose a card that describes your role in each of four rounds.
2. Discuss the first topic, page 5-4 in your Participant Guide.
3. If you are the intervener, follow the intervention steps.
4. When the first intervention is over, assume the next role on your card and begin to discuss topic #2 (page 5-5).
5. Continue until everyone has had a chance to intervene.

(Timeframe: 15 minutes)

Round 1: Wildfire Mitigation Plan

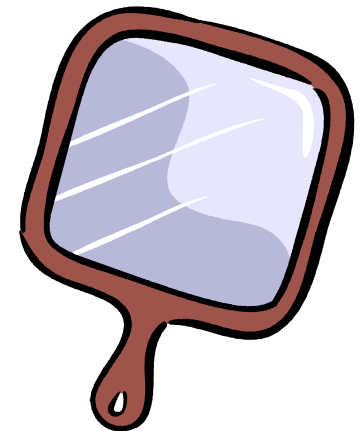
1. The local response management meeting is called to order and everyone pays attention to your opening remarks.
2. You begin by outlining the NGO response efforts in the area to the increase in wildfires and what additional input is needed by the community to create an all-encompassing mitigation plan.
3. Side conversations between specific parties pick up and get louder and continue throughout the meeting as you request direct information from involved parties.
4. Notes are updated on the presentation screen, displaying the input from involved parties and how they wish the plan to evolve.
5. You are cut off repeatedly by a local invested party who brings you back to their points on a specific topic not relevant to the larger conversation.
6. The scheduled time for the community meeting has elapsed and you begin polling the audience for a time to hold another meeting to continue developing the response plan.

Round 2: Severe Storm Preparations

1. Regional emergency management personnel bring in meteorological experts and veteran first responders from Katrina and Maria impact zones as subject matter experts.
2. Regional interested parties and potential hazards are brought up by the managers and listed as future contact points to assess emergency needs.
3. A brainstorming session is called to determine possible methods to increase response efforts using a limited amount of NGO resources, as those resources may need to be used across multiple fronts and not a single area.
4. A team member repeatedly suggests the same idea, often talking over other participants, regarding increasing response efforts in coastal regions by reducing response efforts in isolated land locked regions.
5. Another team member is reviewing information on a laptop and is no longer participating in the discussion, this began shortly after the first repeat idea.
6. New operational information is brought in to be reviewed by the subject matter experts and made more easily digestible for the non-experts, so that a mutual understanding of severity can be reached.

Intervention Tips

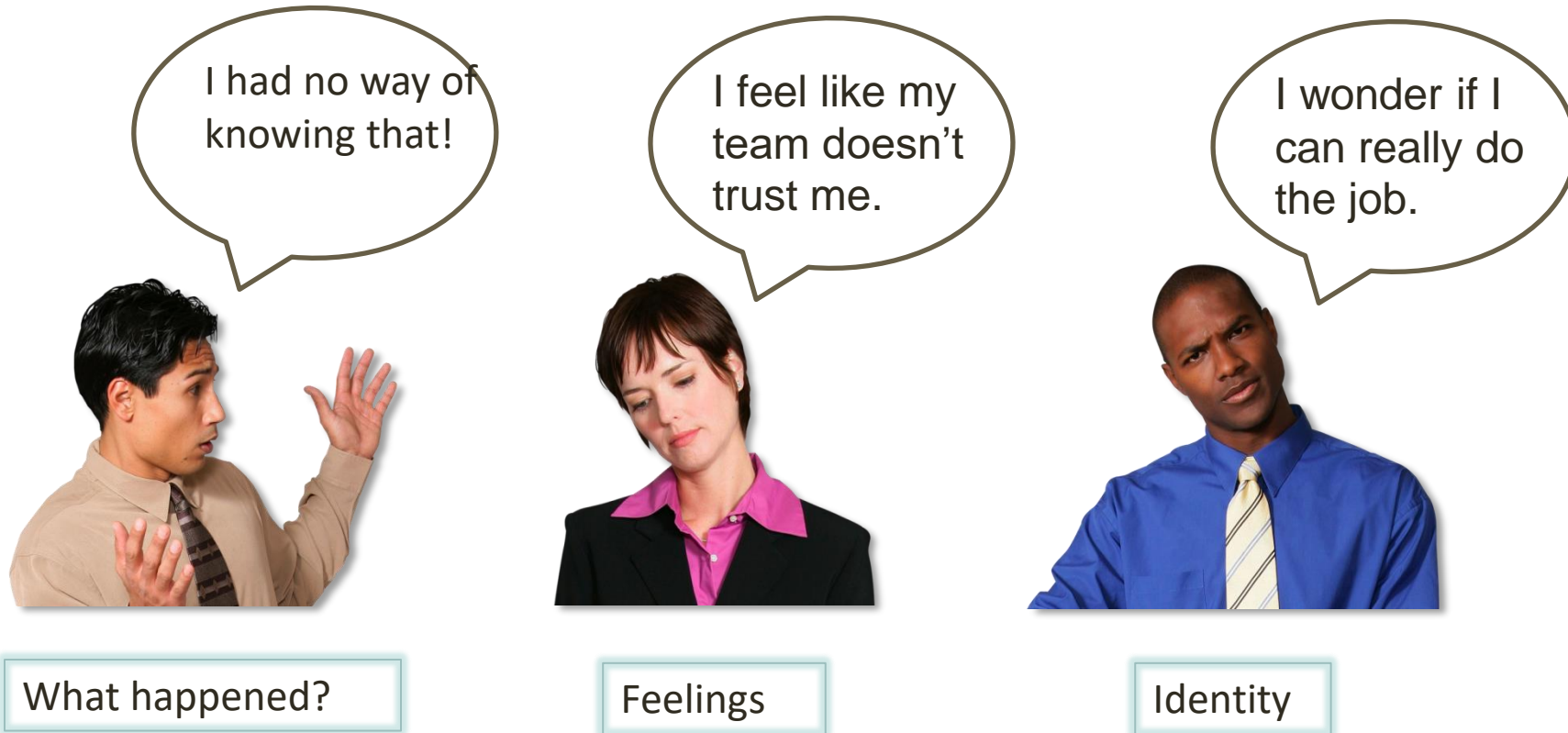
- When the group is stuck in task, move to process; when stuck in process, move to task.
- Be cautious about intervening too much: watch for repetitive, challenging behaviors that are not resolving themselves.
- Frame the intervention so that the members can hear what an observer is seeing— this allows members to decide whether to course correct or continue.
 - Providing feedback as an observer to the group



Getting Unstuck

- Record ideas
- Test for consensus agreement
- Hold members accountable
- Use the *Parking Lot*
- Assign tasks to make progress on issues

Facilitating Through Conflict



Strategies for Dealing with Heightened Conflict

- Allow professional venting
- Slow things down
- Facilitate assertively; use ground rules; stay involved
- Structure the discussion
- Remain calm
- Ask the group to pause

Discussion—Conflict

- Think of a current or past conflict you encountered while working with internal or external stakeholders or external partners
- Share the example with the class
- Together, let's develop a strategy for handling the conflict

Concluding Points about Conflict

- Follow the steps!
- Conflict is normal and natural
- Addressing a conflict in the moment can help resolve it, rather than letting it grow and fester over time
- Contact regional and divisional leadership for help resolving a conflict
- You may also contact the Office of the Ombudsman
 - For help resolving a conflict (they can help facilitate)
 - For coaching on helping you facilitate through the conflict

Unit 5 Summary

- Avoid problems by establishing clear ground rules and providing opportunities for participation.
- You don't have to be the group facilitator or meeting leader to intervene.
- Seek to understand not only what is said, but what is not said.

Unit 6: Interest-Based Problem-Solving

- Definition and Rationale—Why Use It?
- Interests versus Positions
- Six-step Interest-Based Problem-Solving Model
- Practice

Interest-Based Problem-Solving Definition

Interest-based problem-solving is an issue resolution process that addresses individual and group differences.

Participants work together to reach agreement by sharing information and remaining creative and flexible, rather than by taking adversarial positions.

Principles

- Interest-based problem solving is used to:
 - Focus on the issue
 - Explore all underlying interests
 - Be open to possibilities and opportunities
 - Satisfy others' interests as well as your own
 - Use agreed upon criteria to reach the best solutions

Positions vs. Interests

- **Positions are expressed as a statement**
 - “I want”
 - “I need”
- Interests focus on the why behind the statement
 - I need... because/so that/in order to

Identify underlying interests by asking:

1. What do you want?
2. Why do you want that?
3. Why is that important?

Explore Interests

- What we want vs. why something is important
- Behind every complaint is a request, behind every position is an interest
 - Why do you want to resolve the problem?
 - Why is this important to you?
 - What are the pain points? Causes for concern?
 - Why do you believe change is needed?
- Ask questions to gain insight on everyone's interest and find commonalities so that the group can move towards designing solutions.

Interest-Based Problem-Solving Model

Step 1	Select an Issue
Step 2	Identify Interests
Step 3	Establish Criteria
Step 4	Develop Options
Step 5	Evaluate Options
Step 6	Document the Solution

Step 1: Select an Issue

- Identify the issue to be worked and its scope
 - What is the issue to be addressed?
 - Ensure everyone is addressing the same issue
 - Separate out sub-issues
- Identify related topics/issues/sub-issues

Example: Main Issue – Volunteer Coordination



Sub-issues:

- How to handle the volume
- How to handle multiple companies that have volunteered to help with sheltering
- How to coordinate among different organizations who provide volunteers
- Safety and security of volunteers

Step 2: Identify Interests

- Brainstorm a list of interests for the issue you are working
- Clarify the interests (do not debate them)
- Convert positions into interests – reword positions:
 - “How does that meet your need?”
 - “What does that mean?”
 - “Why is that important to you?”

Interests



I'm concerned about community safety with all these strangers in town... and possible lawsuits if someone gets hurt.

~Local Emergency Manager

Step 3: Establish Criteria for Selecting Solutions

- Develop a list of criteria or use generic criteria
 - Does this meet all parties' needs?
 - Does this meet the shared mission?
 - Is this practical, legal, equitable?
- Adopt criteria by consensus or agreement when all points are met

Step 4: Develop Options

- Review the interests
 - Remind group that options are possible solutions to meet interests
- List options
 - When it slows down, revisit the interests
- Clarify options offered
 - Do not evaluate them at this point

Step 5: Evaluate Options

- Reduce the list of options being considered by consensus
- Refer to identified interests and to criteria agreed upon
- Now discuss the options having the most support
- Modify options to address interests and needs better
- Continue until consensus is reached – visibly mark where consensus is reached

Step 6: Document the Solution

- List agreed upon solutions
- Write language for each adopted solution
- Reach consensus on the final language

Reminders



Fast-Paced, Chaotic Environments

- Consider having someone else facilitate the process (if you are very involved).
 - Having one facilitator devoted to process will help keep things moving.
- No time to locate a facilitator? Delegate!
 - Ask someone in the group help keep time and record results while you facilitate the discussion.
 - Ask another person in the group to raise a hand if the group starts to go off subject.

Scenario: Gulf Coast Stakeholders



School Administrator



Senior Center Manager



Chemical Plant Manager



Local Emergency Manager



Red Cross
Representative

Scenario: Gulf Coast Issues

- Extreme hot weather
- Disease outbreak
- Chemical spill
- House fire
- Hurricane preparedness

Activity: Interest-Based Problem-Solving Role Play

1. Read your role.
2. Red Cross Representative leads group through the model.
3. Do a small group debrief—facilitators first, then observers and others.
4. Select one of the groups observers to prepare a similar debrief to be shared with the rest of the participants and the instructor.

Timeframe: About 30 minutes

Warnings will be given out at 10, 5, and 2 minutes remaining.

Step 1	Select an Issue
Step 2	Identify Interests
Step 3	Establish Criteria
Step 4	Develop Options
Step 5	Evaluate Options
Step 6	Document the Solution

Unit 6 Summary

- Using interest-based problem solving allows you to demonstrate your facilitative leadership skills.
- This contributes to:
 - Enhanced and positive relationships.
 - Increased respect for all parties, which can increase trust.
 - Increased ability to carry out the joint mobilize activity with buy-in and support from all parties.
 - Well thought-out solutions that will last longer.

Reflections



“I suppose leadership at one time meant muscles; but today it means getting along with people.”

--Mohandas K. Gandhi



“Setting an example is not the main means of influencing another, it is the only means.”

--Albert Einstein

Unit 7: Course Closing

- Action plan
- Review objectives
- Review *Parking Lot* questions
- Certificates

Action Plan

1. Review your self-assessment from reading the Cufaude article.
2. Consider the knowledge and skills you learned in class.
3. Identify those you would like to develop further, how you will do this, and what resources are available to you.

Knowledge/Skill (what)	Method to Acquire (how)	Resources (what, & who)

Your Learning Objectives

- Describe how the concepts and challenges of facilitative leadership apply to your mobilizing work.
- Discuss guiding principles and practices that can influence your success in facilitating the mobilize process.
- Improve communication skills through practice and observation during mock interview scenarios.

Your Learning Objectives (cont.)

- **Gain skills using interest-based problem-solving techniques to help a group address a situation or issue a jointly designed a solution and/or path forward.**
- **Gain skills performing an intervention and receive feedback.**

Key Take-Away Points

- Being a facilitative leader means working with the interests and needs of all the participants in the community.

Facilitative Leadership Skills for Mobilizing the Community



Thank you for attending
and for your participation!