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November 2005- March 2007

Great Meetings! Newsletters

Great Meetings! Inc.
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Index:

"Managing a successful meeting takes planning and preparation, a host of facilitation skills and a bag full of process tools."

-- Dee Kelsey and Pam Plumb

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November 2005 Great Meetings! Newsletter

Keeping the Talkers in Check

Here's the scenario: You are leading a discussion about the pros and cons of changing the organization's logo. Two people have given their opinions at length, jumping in before others finish their thoughts and generally dominating the conversation. You want to balance participation in the discussion without dampening the enthusiasm of those who have been speaking.

The key question you need to ask: How can I balance participation without dampening anyone's enthusiasm?

Solution: (1) If the group didn't establish ground rules before the meeting, stop the discussion and say "I think it would be helpful to establish some ground rules for this discussion so we can make sure everyone gets heard." You can suggest ground rules such as:

- one person speaks at a time
- everyone gets the opportunity to speak once before anyone speaks a second time
- everyone's input is important

Of course you need to get group agreement for every ground rule.

(2) Once the ground rules are in place, make sure to enforce them. If you need to interrupt a speaker, remember to reflect back his (or her) point and affirm his contribution before moving on. If the talker continues to talk, use his name and ask him to hold on. If is a persistent problem, remind the group as a whole of the ground rule.

(3) Use a process that encourages equal participation: Quaker dialogue (which invites individual input and careful listening), or one-at-a-time brainstorming, or sticky note brainstorming

 Remember: It is important to manage the discussion so that everyone has a chance to contribute. Don't let a small group dominate the process. When everyone participates you get a product that reflects the group's talents and experience and you increase everyone's commitment to the outcome.

For more information, read:

Great Meetings! Great Results, Chapter 4, page 44 "Ground Rules"; Chapter 6, page 84 "One-at-a-time Brainstorming; page 85 "Sticky Note Brainstorming"; and Chapter 7, page 144, "Quaker Dialogue". Also read Chapter 10, Interventions: When to Step In.

January 2006 Great Meetings! Newsletter

Subtle Interventions for Merging Two Groups

Here's the scenario: You are facilitating a meeting of two small groups that need to become one larger group. The group has met before to talk about mutual ground rules and procedures. The purpose of this meeting is to create an agreed-upon list of tasks that can be merged or streamlined. People are sticking with their previous group members-sitting with those they know, checking with one another before speaking. You want to find ways to help the group start integrating without drawing attention to their behavior.

The key question you need to ask: What tools can I use to help the smaller groups become one, well-functioning group?

Suggestions:

(1) Ask each of the original groups to make a list on flipchart paper or on a white board of tasks that could be merged. Then have each group share their list with the other and ask for questions and discussion. This should break the ice: the energy will shift from differences to questions and mutual ideas.

(2) Form pairs or quartets of people with a balanced number of people from the former groups. Give them the same tasks as in (1) above. *(Perhaps you can pair people who have similar positions.)*

(3) Do a Gallery Walk (**GM!GR** page 135) Have each person create a diagram or drawing of what tasks could be merged. Tape the diagrams to the wall and have everyone walk around and listen to comments and ask questions. Have the group summarize themes, or similarities and differences.

Remember: An intervention is an action you take to change the direction of the group. You don't have to announce that you are intervening. Sometimes subtle is best. Next newsletter we'll talk about more obvious interventions.

For more information, read: **Great Meetings! Great Results**: Chapter Six: Choosing the Right Tool and Chapter Seven: Maximizing Your Group's Potential

February/March 2006 Great Meetings! Newsletter

Overt Interventions for Merging Two Groups

Last month we talked about subtle interventions using the scenario below. This month we have some tips for more overt interventions. The difference is that you are "naming" the situation to the group and engaging them in finding solutions.

Here's the scenario: You are facilitating a meeting of two small groups that need to become one larger group. The group has met before to talk about mutual ground rules and procedures. The purpose of this meeting is to create an agreed-upon list of tasks that can be merged or streamlined. People are sticking with their previous group members-sitting with those they know, checking with one another before speaking. You have tried some subtle ways of integrating the group, but without lasting success. Time to try some other, overt processes.

The key question you need to ask: What more overt process tools can I use to help the smaller groups become one, well-functioning group?

Suggestions:

(1) Remind the group that it is learning how to work together as one group. Ask them to consider what additional ground rules and procedures they might add to the original list to address the needs of both individuals and groups as they form into one team. If they aren't ready to address this overtly in the group, name that: "Some people seem hesitant to jump in. I suggest starting this discussion in your original groups and then bring your ideas to the whole group. Take 5 minutes to see what ideas you might have."

(2) If members of one group are dominating the discussion, reflect that back to the group: "It seems like we're hearing more from members of Group A than Group B. Am I right about that?" Discuss with the group the dynamic of two groups forming into one, especially if one has more status or power than the other. Engage the group: "What can we do to have balanced and full participation as we develop the task merger list?"

 Remember: Most people don't "think process" like facilitators do. By bringing their attention to the dynamics of the merging groups - without judgment - and working with them to find ways to make it successful, you are opening the door for them to take responsibility for their own good process as it serves their work.

For more information, read: **Great Meetings! Great Results**: Chapter Six: <u>Choosing the Right Tool</u> and Chapter Seven: <u>Maximizing Your Group's Potential</u>

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April 2006 Great Meetings! Newsletter

Wrap up your meeting with Next Steps

Here's the scenario: Your group has had a long and productive meeting. There are just a few minutes left before everyone needs to dash. Lots of ideas have been thrown around, suggestions made, tentative assignments accepted. Capture all the good work of the group by developing a list of next steps, or action items, to be accomplished before the next meeting.

The key question you need to ask: How can we nail down the work the group needs to do after the meeting?

Suggestions:
Ideally, you will have prepared a next steps flipchart prior to the start of the meeting. Label the chart "Next Steps". Then create a grid 3 columns wide. Label the columns, left to right: what, who, when.

Any time during the meeting that a next step has been identified, add it to the chart. Even if you don't have all the information needed, putting it on the chart will remind you to come back to it. For example, the group might agree that it needs to research different computer systems.

On the chart you will put

What	Who	When
Research computer systems		

At the end of the meeting, you will return to the chart and have the group help you refine and fill out the remainder of the chart. Then it might look like this:

What	Who	When
Research computer systems that are compatible with our current systems	Jolene, Marco and Ed (Ed will convene the group)	By 5/10
Send research to all group members	Jolene	By 5/15

Hint: If no one volunteers to do a particular task, check with the group to confirm that this is really important to the work of the group. Without a "who" the task won't get done. Have the group decide whether to drop it from the list or find someone to work on it.

For more information, read: **Great Meetings! Great Results**: Chapter Four: Designing a Great Meeting p.49.

Remember: If you haven't prepared the next steps chart ahead of time, don't worry! You can start one anytime you realize you need it.

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May 2006 Great Meetings! Newsletter

Build your facilitation skills with these three organizations

This being the month for commencement, we want to introduce you to three organizations committed to top quality facilitation and meeting management training. **Great Meetings! Great Results** authors Pam and Dee have been fortunate to work with all three organizations and can vouch for them personally. The Facilitation Center uses a funnel to symbolize the facilitation process and the slogan "Funneling Ideas into Action". The funnel represents the collection and narrowing of ideas into follow-up actions for generating group dynamics.

The Facilitation Center, located at Eastern Kentucky University (EKU) in Richmond, Kentucky, is a collaborative effort between EKU's College of Justice & Safety and Training Resource Center, Kentucky's Cabinet for Health and Family Services, and the University Division of Continuing Education & Outreach.

They offer an outstanding Facilitation Certificate Program, with training in meeting management, advanced facilitation tools and techniques, action planning methods, and Developing a Curriculum (DACUM) Occupational Analysis. We are happy to report that they use **Great Meetings! Great Results** as required reading for all facilitators in training!

For more information about the Facilitation Center, visit their website at www.facilitation.eku.edu or contact Karen Russell, Director, at 859-622-5912 or karen.russell@eku.edu.

University of Southern Maine's Center for Continuing Education in Portland, Maine, provides a variety of lifelong learning opportunities, as well as short-term, skill-based (and very affordable) courses. They pioneered the Certificate Program in Facilitation back in 1993 and continue to offer that program as well as other courses in meeting management, facilitation and process.

For more information about CCE and the certificate program, check out their website http://www.usm.maine.edu/cce, contact them by email CCE@usm.maine.edu **or by telephone** 207-780-5900 (toll free: 1-800-787-0468)

FacilitatorU.com, located in cyberspace, has as its goal "inspiring leadership for unlimited possibilities".

FacilitatorU.com works with group facilitators, trainers, project managers, business and life coaches, board members, clergy, sports coaches, and group leaders who know there have to be better ways to help their groups work together more productively. FacilitatorU is a virtual university offering information, articles, tele-classes and other products for professional facilitators, trainers, and group leaders. It also publishes the weekly Master Facilitator Journal. Go to their website: http://www.facilitatoru.com to sign up for a free 5-day e-course on Facilitative Leadership and also receive free weekly tips, tools, and resources.

Both our CDs on **Defusing Conflicts and Putting out Brushfires** were produced in collaboration with FaciltatorU.com

June 2006 Great Meetings! Newsletter

Use Warm-Up Activities to Maximize Group Participation

Here's the scenario: You are preparing to facilitate a group that meets on a monthly basis. You are looking for a warm up activity that will engage the whole group from the very beginning of the meeting and get them focused on the work at hand.

The key question you need to ask: What warm up activity can I choose that fits the style of this group and focuses us toward the work at hand?

Suggestions:
First, think about your group:

- Is this a group that values getting right to the task or is it a group that values checking in with one another more personally?
- What is the state of the group? Energized? Demoralized? Overextended?
- What is your specific goal in having a warm up activity? Focus? Deepening connections? Transitioning from the outside world to this meeting?

Second, choose an activity. Here are two different suggestions:
(1) Task oriented: Ask each person to tell his or her most significant work progress, accomplishment or challenge since the group last met. Once everyone has spoken, summarize what you have heard and tie it to the work of this meeting.

(2) Deeper check in: Give each person a handout with a drawing of a candle. Give them a minute or two to write down or draw what is "lighting up their life" right now. You can specify whether this is about work or their life as a whole. Then go around the circle asking each person to describe what is on their paper. Summarize any themes you hear and tie it to the work of this meeting.

Hint: Only use a warm up activity when you are sure why you are using it and how it benefits the group.

For more information and lots more ideas for warm up activities, read: **Great Meetings! Great Results**: Chapter Seven: Maximizing Your Group's Potential, pp.131-148.

Remember: Every group has enormous potential to be creative and accomplish good work. Use warm up activities to generate energy and encourage participation by everyone. In all introduction exercises, it is important to structure the exercise so that you respect the individual's right to control what and how much is disclosed.

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July 2006 Great Meetings! Newsletter

Visioning a Positive Future

Here's the scenario: You are leading a group of teachers, administrators and parents in trying to set an agenda for fundraising activities for the coming year. The group is bogged down with some negative history and current problems in their working relationship. Participants are having trouble getting beyond that negativity so they can work effectively together. You are wondering how to address this problem.

The key question you need to ask: How can you encourage the group to let go of the past and picture a positive future of working together.

Suggestion:

Have the group imagine a newspaper article written about their work together and the outcome of their work.

Ask them to picture the school's fundraising success at the end of this school year. (Or two years in the future). Imagine the committee is working beautifully together and has accomplished its fundraising goal and more.

Say to the group:" Imagine that it is a year from now and a reporter from the local paper has done a feature article on the fundraising efforts of our school this year.

- What does the article say?
- What are the key ideas it conveys?
- What activities does it report?
- How does it describe the way the group worked together?
- What kind of vocabulary does it use in describing the school's success?"

Ask the group to work in small groups of 2-3 to generate responses to these questions and to write those responses on a flipchart sheet. Bring the group back together and review the flipchart sheets, noting the areas of agreement on key themes, ideas and vocabulary. Name, also, the areas of disagreement.

Next, ask group members to return to their small groups to create a headline for the article. Again, bring these ideas together and look for agreement on a title. To complete the exercise, ask for a team of 3 people (representing administration, teachers and parents) to draft an article to share with the group by e-mail or at the next meeting.

Hint: Keep the conversation future-focused. If someone says "no one ever has taken parents' input seriously," ask "What will it look like in the future when parents have their input taken seriously?" Don't enter a debate about whether or not parents have been taken seriously.

For more information: Read **Great Meetings! Great Results**: Chapter Six: Choosing the Right Tool, "Newspaper Article About the Future" pp. 102-103. You'll also find the introduction of Chapter Six useful.

Remember: Once the group is excited about working together to reach its future goal, it will be easier to come up with ideas on how to get to that goal.

August 2006 Great Meetings! Newsletter

Balancing Different Points of View

Here's the scenario: Your management team is looking at whether or not to have extended office hours to better meet the needs of your customers. Two sub-groups have developed with strongly held, polarized points of view. The debate is becoming personal and group trust is started to suffer.

The key question you need to ask: How can you help the sub-groups listen to and understand each other's point of view so that the team can make a well-informed decision and maintain a good working relationship?

Suggestion: Help the group identify the specific concerns, ideas and data that each point of view has to offer by organizing how the information is collected. This approach has a much better chance of a positive outcome than letting the members of the sub-groups argue and contradict one another.

Create three separate flipchart sheets labeled as follows:

"What we want to accomplish by going to extended hours"
"Concerns about the extended hours"
"Questions that need to be answered"

Ask team members to share their ideas for each list. If a participant voices her opinion in an emotionally loaded or attacking way, reframe the comment to state that point of view in a more neutral way. Check with the speaker to make sure you have understood her point; then add it to the appropriate sheet. Keep everyone focused on collecting ideas on the sheets rather than arguing with each other.

After all ideas are up on the sheets, ask everyone to take a few minutes to read all three sheets. Ask if the team has the information needed to make a recommendation or decision. Ask if there are ways to construct a solution that generates the benefits on the "want to accomplish" list while answering the "concerns" raised about extended hours.

Hint: Affirm all contributions; however, be careful not to take sides on the content of what is being said. If you are a member of the group, add your comments at the end of the lists after everyone has spoken. You may find that what was on your mind has already been said.

For more information: Read **Great Meetings! Great Results:** Chapter Nine: Managing Conflict in Groups, pp. 159-170.

Remember: It is valuable to have different points of view. Not only do they help your group understand all sides of an issue; they often lead to a better solution. The trick is to keep people focused on the issues, information and problem solving instead of attacking each other.

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October 2006 Great Meetings! Newsletter

Using Visual Metaphors in Facilitation

Here's the scenario: You are working with a task force of teachers and administrators who have been charged with clarifying and simplifying the pathways of communication between central administration and the various schools, teachers' groups, parent teacher organizations and student government.

The key question you need to ask: How can you help the group understand the existing system and how it works so they can create the best communication system possible?

Suggestion: Ask the group to think about the system visually. What does the pattern or flow look like? Is there a visual metaphor for the system that they could draw: Is it like the New York City subway map? A wheel? A cockpit control panel?

Divide the participants into small groups of 2-4 people. Ask each group to come up with an idea for a visual metaphor and then draw it on a flipchart sheet. Give them 15-20 minutes to come up with and draw their design.
Remind them that any level of drawing skills is fine. They are just conveying an idea to the other small groups-not creating art.
Provide encouragement, more paper or different colored markers: whatever they need.

When all the groups are ready, have them hang their drawings on the wall around the room. Move around the room asking each group to explain why they chose their images and what it says about the current communication system. When you have heard from every small group, ask the whole group what they have learned about what works and needs attention in the current system.

Then, incorporating both what works well and what could use some upgrades, work as a whole group to create a drawing of the best possible communication system.

Facilitation Hint: As the groups report out, remember to treat each group's product equally. Praise all of the hard work, not the content. Be a mirror to the group: if everyone gasps in delight at the accuracy of one of the models, reflect that as the group's reaction - not yours.

For more information: Read **Great Meetings! Great Results:** Chapter Eleven: Integrating Graphics into Your Meetings pp. 187-201.

Remember: Many people learn and understand conceptual ideas better with the help of graphics. Metaphors can help us grasp complex or hard-to-describe ideas.

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November 2006 Great Meetings! Newsletter

Designing the Ideal Meeting Room

Here's the scenario: Your organization recognizes the importance of good meeting space and has asked you to design a suite of meeting rooms to meet the variety of meeting needs within your organization.

The key question you need to ask: What physical characteristics would best support people having great meetings?

Suggestion: Think about the room from a variety of perspectives

(1) Identify the best location
    A. Separate the group from its day to day work space
    B. Choose a location that gets people away from the distractions of traffic, other conversations, extraneous noise, etc.
    C. Make sure the space is accessible and friendly to those with special mobility, visual or hearing needs
    D. Provide adequate parking nearby

(2) Make people comfortable
    A. Have the ability to control the temperature setting
    (This is the #1 complaint we run into about meeting space)
    B. Provide adequate and variable lighting, including natural light. However, avoid glare.
    C. Have shapes and weight of tables that allow for different meeting configurations, e.g., circles, closed squares, open U-shape
    D. Have chairs that are comfortable for long "sits" and for a variety of body shapes
    E. Have enough elbow room so people don't get claustrophobic. People don't like to be packed against the wall or each other.

(3) Create a space for good facilitation
    A. Have plenty of blank wall space for hanging flipchart paper. Make sure art work is removable or can be covered with paper
        without setting off alarms. *(We speak from experience!)*
    B. Build in whiteboards. Electronic whiteboards are increasingly popular. These are actually computers that will print out what is on the whiteboard.
    C. Build in wall-mounted clips or cork strips for hanging flipcharts and posters
    D. Make sure you have the following as standard room supplies: watercolor flipchart markers, dry erase markers, sturdy flipchart stands, plain and gridded flipchart pads (plain or sticky); dry erase flipchart pads, large Sticky notes, scissors, etc.

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(4) Design spaces for breakout sessions.

We recently heard about a space that was designed with breakout rooms off the main meeting room. These spaces were a bit like flower petals off a central core, with glass walls so the facilitator could keep an eye on small group progress without wandering from room to room.

For more information: Read **Great Meetings! Great Results:** Chapter Four: Designing a Great Meeting**,** pages 51-53; Chapter Eight: Promoting Positive Communication, pages 149-150 and Chapter Eleven: Integrating Graphics into Your Meetings, pages 190-192.

Remember: The space you meet in does impact the quality of your meeting. Even if you didn't get to design the ideal meeting room, always take the time to arrange the room to best serve the group that is gathering.

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December 2006 Great Meetings! Newsletter

Applying Facilitation Principles to Life at Home

Here's the scenario: You finally have some time away from work. Now it's time to be with family and friends. You realize you can apply the meeting management and facilitation principles you use at work to making your holiday times peaceful and fun.

The key question you need to ask: How can I use my facilitation "tool kit" to make my holiday and vacation time the best possible?

Suggestion: Plan with the end in mind. Identify your vision, a prioritized list of specific ways to fulfill the vision and clear next steps.

Visioning:
Starting with yourself, ask what your ideal holiday will look like. While your first image might be sitting on a tropical isle or having a full family reunion, visioning will work best if you balance that "far out" dream with the realities: 3 small children, family and friends at a distance, a constrained budget. Perhaps your vision includes getting some exercise every day, eating Thai food on New Year's Eve, leaving time for spontaneous get-togethers or making satisfying donations to your favorite charities.

Once you have some sense of what you want, involve others in the visioning. What are the common elements of a happy holiday for your family? In this dual facilitation role, remember to separate your work guiding the family discussion from your need to express your vision. Get everyone's ideas out, yours included. You don't have to use "facilitator speak". Just ask "what would the best holiday possible look like for us?" Or "What would make this week off from school totally awesome?"

Develop a short list of desired outcomes:
Ask "what could we do, specifically, to make sure this holiday happens?" Make a brainstormed list. *(I confess, in our house we DO use flipchart paper, but a piece of notebook paper works just fine - Dee.)*

You may not be able to make it to the tropics, but how about a "tropical movie theme night"? The reunion might be out of reach, but treating yourself to long phone calls with friends and family could be in the budget.

Prioritize the list:
Use Multivote or Pick Three-Drop Three to narrow the list down. Remember to give everyone the same criteria for narrowing down the list: for example, choose the top three ideas that we could really accomplish on a limited budget. Choose the top three ideas that you'll feel really good about doing by January 1.

Put the list into action: Whether you are solo this holiday or part of a family group, make sure you take the important step of putting dates and times on your top vote getters. Which night will you hold the movie fest? Which day will you take time to write checks to your favorite charities?

For more information: Read **Great Meetings! Great Results:** <u>Chapter One: Facilitation: the Key to a Great Meeting</u>**,** pages 14-17; <u>Chapter Six: Choosing the Right Tool</u>, pages 80-90, 96-97, 101, 104-106, 109-112.

Remember: It's never too late to have a satisfying holiday.

Great Meetings! Great Results *"has delivered great results for me with groups in London, Belgrade, San Juan, Winnipeg, Washington, and even at my own family reunion." Peter Twichell, Director of Program Development, YouthBuild USA.*

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January 2007 Great Meetings! Newsletter

Using Multivoting Effectively

Here's the scenario: You are facilitating a multi-session planning process regarding the new middle school to be built in your town. At the last meeting, when asked to brainstorm the characteristics of the ideal new school, the group generated 41 items. You wrote on flipcharts everything that was said, without judgment or concern for repeated items. Your task today is to clarify the items on the list, and develop a prioritized list.

The key question you need to ask: How can we prioritize the list in an effective and efficient way that involves all participants?

Suggestion:
Clarity: First, make sure there is clarity about the meaning of each item on the list. Where there is agreement to do so, combine identical ideas, though don't try to squeeze ideas together.

Explanation of tool: Then explain multi-voting: everyone gets the same number of votes. *(Rule of thumb: use the number of items listed divided by 3 to come up with the number of votes. For long lists use the number divided by 5).* In this case, everyone will have 8 votes. Also explain that people can't stack votes; they must use 8 votes on 8 items.

Criteria: Write on the whiteboard or flipchart what criteria to use in making choices. In this case it might be "items that are most important to you personally", "items that are most important for educational quality" or "items that are most likely to be approved by the electorate." (These are examples: you will use whatever criteria are called for in your situation.) It is important that everyone use the same criteria for selection; otherwise you'll be comparing apples and oranges.

Vote: Ask everyone to come up to the list and use sticky dots or markers to indicate their votes. Encourage multiple people to work on the lists at once so individuals can vote comfortably without being the center of attention.

Tally and next steps: Once the votes are tallied, identify the top vote getters. Then be clear about what happens to the list: whether all items, listed in priority order, will be presented to the planning committee, or just the items with the top number of votes.

For more information: Read **Great Meetings! Great Results:** Chapter Six: Choosing the Right Tool, pp.109-110.

Remember: Multivoting is used to get the sense of a group's priority for a list of ideas. Multivoting should not be used to circumvent careful analysis, important differences or conflict.

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February/March 2007 Great Meetings! Newsletter

Using Quaker Dialogue

Here's the scenario: You are facilitating a group of twelve stakeholders working to build an agreement about a long-term conservation plan. The group is made up of local elected officials, land owners, and members of local land trusts as well as professional conservationists. Your experience is that some people talk easily and often, while others rarely speak.

The key question you need to ask: What participation tool can I use to get thoughtful participation from each member of the group?

Suggestion: Named for the Quaker traditions of equality, listening and allowing time for silence, the discussion method called **Quaker Dialogue** promotes equal participation and careful listening. It allows quieter members of a group to get the floor and helps people move from forming rebuttals to listening carefully.

Explain the process to the group:
- Go around the room, asking each person to speak in turn.
- No one interrupts the person speaking.
- No one (including the facilitator) summarizes or makes comments on another's contribution until everyone has had a chance to speak.
- Silence between speakers is encouraged, so that the previous speaker's comments can be absorbed.
- Anyone is free to pass. The facilitator will come back to those who passed and offer another opportunity to speak.
- After everyone has spoken, the facilitator may summarize the "sense of the group", ask the group what they learned from listening to one another or open the floor for discussion.
- The facilitator will intervene, if necessary, to maintain the above process.

Example: Your group of stakeholders has strong and disparate ideas about priorities in the conservation plan. Several group members have been very vocal for and against certain ideas. The group needs to slow down and hear one another's thoughts. You decide to use Quaker Dialogue to encourage deeper listening.

First, frame the question or issue to which people are responding, e.g., *"What do you consider the top priorities in the plan and why?"* After explaining the purpose and process of Quaker Dialogue, go around the room offering each person the opportunity to give his or her thoughts without interruption. If someone interrupts a speaker, stop them and remind them to hold their thoughts until all have spoken.

Before opening the floor to questions and discussion, check with the people who passed during the first round to see if they want to speak.

Listen for the underlying agreements, hopes, concerns or key issues being expressed as people speak. These are what you want to reflect back to the group, not a detailed summary of what everyone said.

Remember: This process works best with a group of 15 or fewer members. Though it doesn't have to take long, it requires an unhurried environment.

For more information: Read **Great Meetings! Great Results:**
Chapter Seven: Maximizing Your Group's Potential p 144 (Quaker Dialogue)
Chapter Six: Choosing the Right Tool pp 129-130 (Sense of the Group)