

## Individual Facilitation Exercise

### Workshop Two of New Faculty Certification

Topic: How teams evaluate success and learn from the team process

Facilitation style/method: **Circle response**

Instructor setup, and the requirements, conditions, and limitations of the facilitation style:

1. The facilitation method requires that the group not be divided into smaller groups, although group size should not exceed 20 participants.
2. The seating of the participants (at least the students, and also the instructor if the instructor is to participate) should be such effectively a **circle**: this is because each member of the circle will participate as a speaker and should be seen by the listeners and the speaker must also be able to see the faces of all listeners.
3. The question or issue is posed to the group. Because of the conditions of the classroom resources available (no PowerPoint), the facilitator has chosen to distribute a read-along handout (Handout 1) containing introductory points and then pose the question. Normally I would choose to give introductory/prefatory points on a PowerPoint in probably 2 or 3 slides, shown for about 15-20 seconds each. **NOTE: A PowerPoint presentation was made in anticipation of the possibility that resources and opportunity are to be available, and is attached to the post in the Individual Forum for this assignment.**
4. The learning method requires that each person in the group respond individually and serially without any tolerated interruption by the listeners. The first speaker is optionally the one on the facilitator's left. Given the 8-10 minute time period allotted, with a group of maybe 7 members, the facilitator has 60-90 seconds to complete the introduction, each group member 45-60 seconds to make a response, and 60-90 seconds left for concluding and summarizing.
5. An objective of this facilitation is to draw out particularly quiet/shy/bashful speakers: both nonverbal and verbal encouragement from the instructor is required. For example, a followup or clarifying question can be asked by the

instructor after the speaker is finished with the initial response. The instructor must not evaluate or criticize any response.

6. **Cautions:** the instructor should limit to one statement per speaker. Do not allow digressions
7. **Concluding:** once all responses are complete, thank the participants and summarize any information found to be useful.

The facilitator will (time permitting)

- a) quickly summarize the responses given (“what have we learned?”)
- b) distribute a follow-up handout (Handout 2) of possible responses to the question of team success and process he came up with as an individual and compare to the responses of the team as a whole

**Task/Topic**

*How do teams evaluate success and learn from the team process?*

**Introduction/Considerations/Getting Started**

*Applying Logic:* the University states or otherwise believes

- its mission is *to educate*, or rather *to facilitate learning*
- many tasks or set of tasks (i.e. a project) are accomplished with good—or at least better—results or outcomes by **teams** rather than by **individuals**
  - Evidence: the culture in workplaces of all kinds (boardrooms, departments, classrooms) is the “team” approach
- the logic from the first two points:
  - if the task is to facilitate learning,*
  - then learning is best done in teams*

*Learning Teams*

- Formed---with optimal group sizes---at the first session of all courses, in accordance with a core education principle of the University
- Should have objectives and outcomes or expectations
- Must develop a charter---a written constitution of a sort

*Charters*

- Define objectives
- Describe team members and skills/expertise
- Set meeting times, dates and places and role of members in team
- Have procedures for dealing with conflict, disputes...*and maybe revisions of the charter?*
- *Include detail of expectations or possible/potential results, how to recognize outcomes that mean the completion of the task or set of tasks (project)*
- ***Establish criteria*** for what is ***success*** and what is ***failure***, if pertinent

Given all the above, how does a (learning) team evaluate success?  
How does the team learn from the team process?

From each of you: (1) one statement (2) 45-60 seconds (assuming 7 in group with 8-10 min total period (3) EVERYONE MUST GIVE FULL ATTENTION TO SPEAKER---no talking or interruptions while we circle from speaker to speaker

**Possible Responses***Related to evaluating success*

- Include a definition/criteria for success in charter
- Keep a log of activities and conflicts and tick off the objectives met as defined in charter (connected with a definition of success)
- Ask an independent or impartial, outside-the-team person (expert?) evaluate the success of the team

*Related to how the team learns from the team process*

- Compare the quality of results or outcomes when individuals did a task by themselves and when the team as a whole divided aspects of a task among themselves
- Consider the advantages (e.g., combined expertise) against disadvantages (e.g., in-fighting) of having a team involved in the project rather than just the individual doing it

**Concluding Consideration**

The facilitator---as an individual---came up with the above possible responses on his own before this evening's session.

How does his prediction of the responses compare to the collection of actual responses of the members of the team roundtable given just now? Was the team effort better than the individual effort?