



11.255

# Negotiation and Dispute Resolution in the Public Sector

Spring 2021

Class #11

# + Question

- What's the worst mistake a facilitator of a public advisory committee meeting can make?

# + What makes facilitation (in)effective?

- Have you seen a meeting fall apart? What happened?
- Have you experienced a particularly effective facilitator in practice?
- What made them effective? How did they prevent meetings from falling apart?
- Why does this matter? Why emphasize effective facilitation as a skill?

# + Preparation (before the meeting)

- What does Straus say we should do to “set up for success?”
  - Determine the purpose of the meeting
  - Decide who should attend and how
  - Determine the desired outcomes
  - Draft an agenda
  - Delineate roles and responsibilities
  - Draft ground rules and decision-making responsibilities
  - Propose when and where the meeting should be held

## + How should the facilitator behave during the meeting (according to Straus)? :

- Believe in the possibility of consensus
- Value diversity and conflict
- Listen as an ally
- Let the group do its work
- Do not be defensive
- Teach about problem solving and conflict resolution
- Be sensitive to strategic moments
- Remain committed to a mutually agreeable solution

# + Preventions and Interventions

- What do we mean by preventions? Why emphasize them? What leverage do preventative measures give facilitators?
- How can a facilitator intervene to encourage an effective process?
- What are some typical problems in meetings, in your experience? How might facilitators help overcome these problems?

# + Core values – what is the role of the facilitator:

## The Role of the Facilitator

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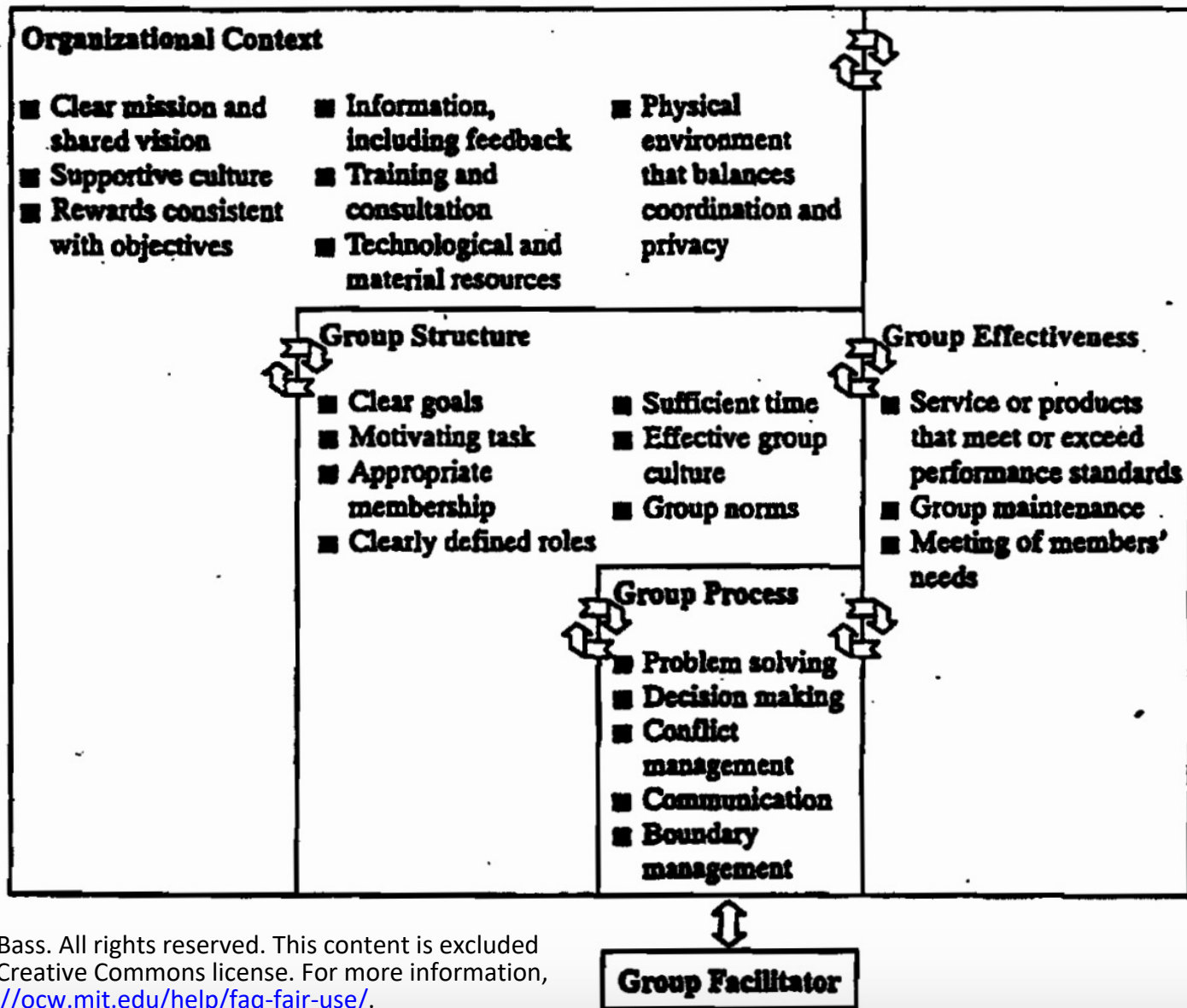
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**Table 1.2. Core Values Guiding Facilitation.**

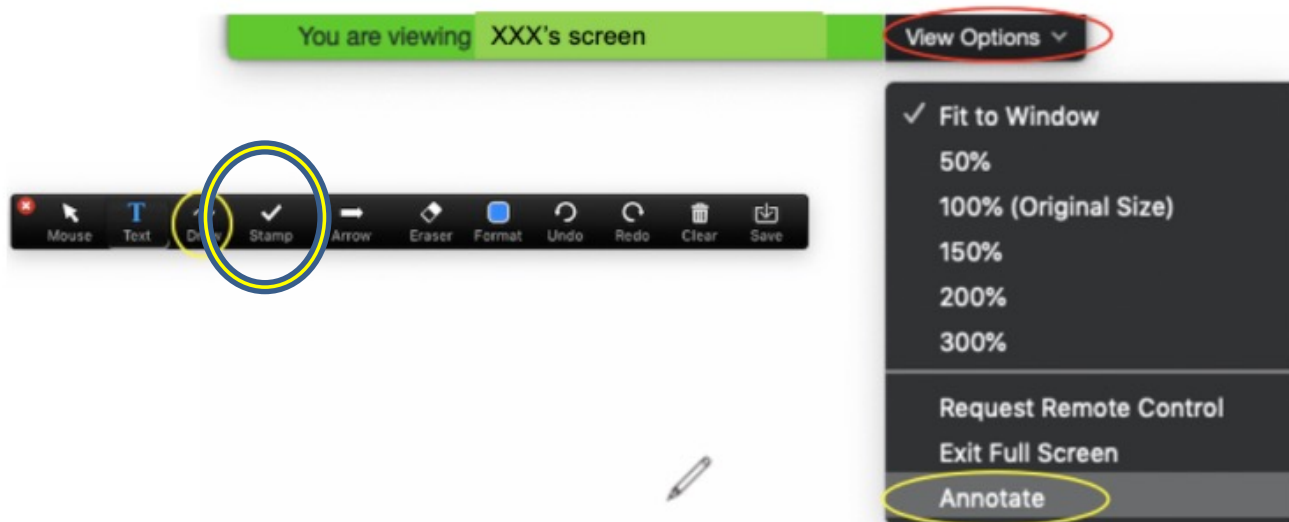
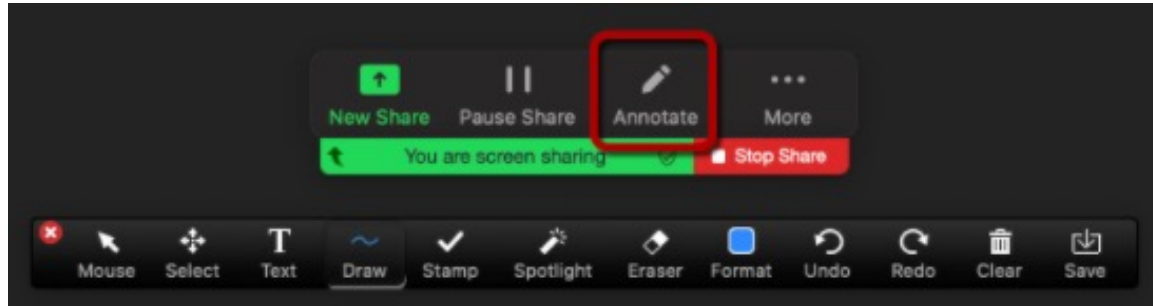
<i>Core Value</i>	<i>Description</i>
<b>Valid information</b>	<ul style="list-style-type: none"> <li>■ People share all relevant information.</li> <li>■ People share information in a way that others understand it.</li> <li>■ People share information in a way that others can independently validate it.</li> <li>■ People continually seek new information to determine whether previous decisions should be changed.</li> </ul>
<b>Free and informed choice</b>	<ul style="list-style-type: none"> <li>■ People define their own objectives and methods for achieving them.</li> <li>■ People are not coerced or manipulated.</li> <li>■ People base their choices on valid information.</li> </ul>
<b>Internal commitment to the choice</b>	<ul style="list-style-type: none"> <li>■ People feel personally responsible for their decisions.</li> <li>■ People find their choices intrinsically compelling or satisfying.</li> </ul>

*Source:* Adapted from the work of Chris Argyris and Don Schön (Argyris, 1970; Argyris & Schön, 1974).

Figure 2.1. Group-Effectiveness Model.







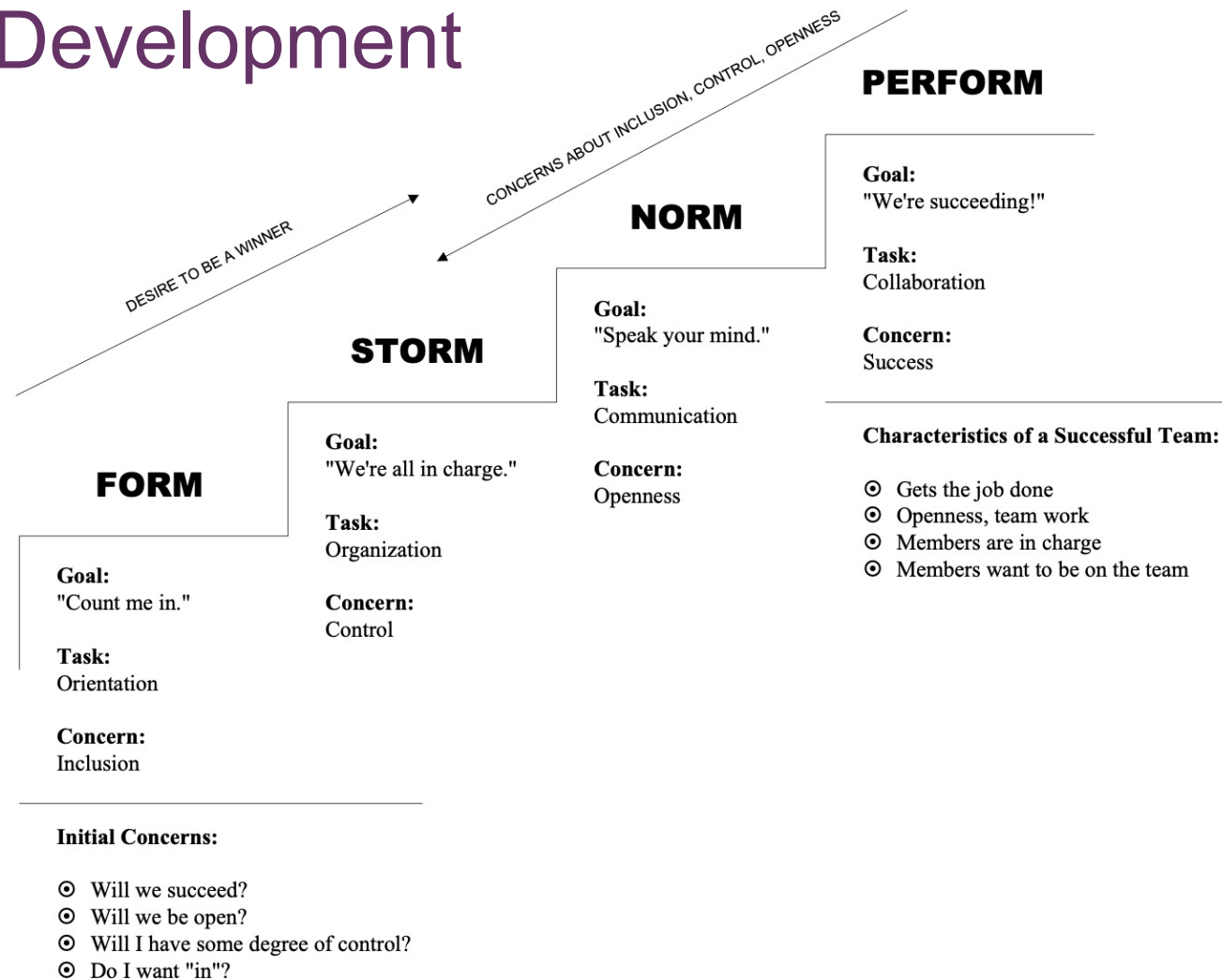
# + 11 Steps to Optimize Group Effectiveness

1. Agenda
2. Participants
3. Logistics
4. Ground rules
5. Opening
6. Building understanding
7. Identifying interests and options
8. Prioritizing and deciding
9. Closing
10. Action items
11. Summary

# Help from the Facilitator's Toolkit

# Group Dynamics

## Stages of Development



*Figure 1. Stages of Group Development*

Thayer-Hart, p. 2

# Decision Making

## Basic Steps to Making a Good Decision

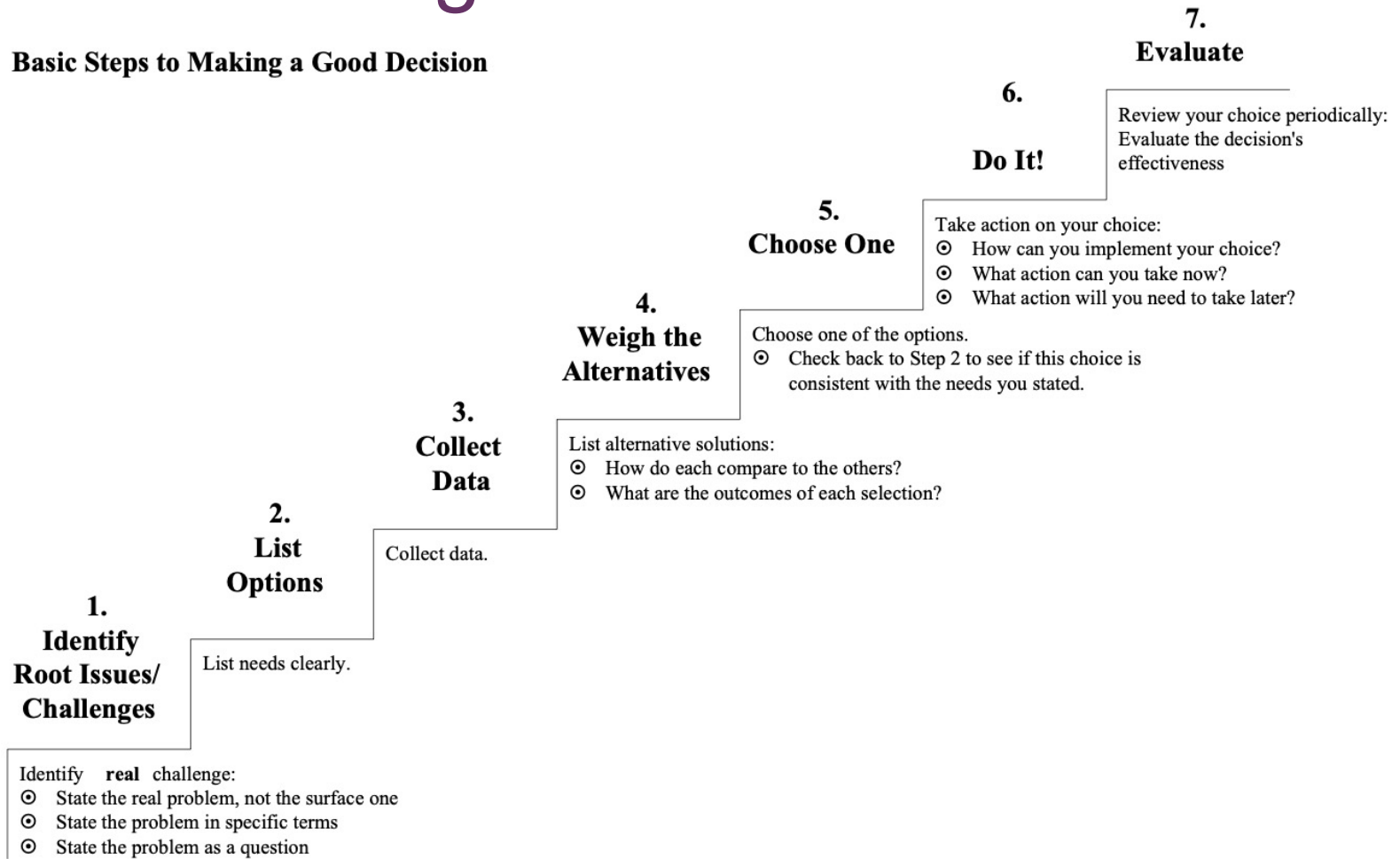


Figure 21. Basic Decision-making Steps

# Decision Rules and Techniques

The decision rule(s) must be supported unanimously

Working with a “consensus” decision rule

Overwhelming majority

“Who cannot live with this?”

Techniques

Dot voting

“0 to 10” rating

Impact/effort matrix

Criteria matrix

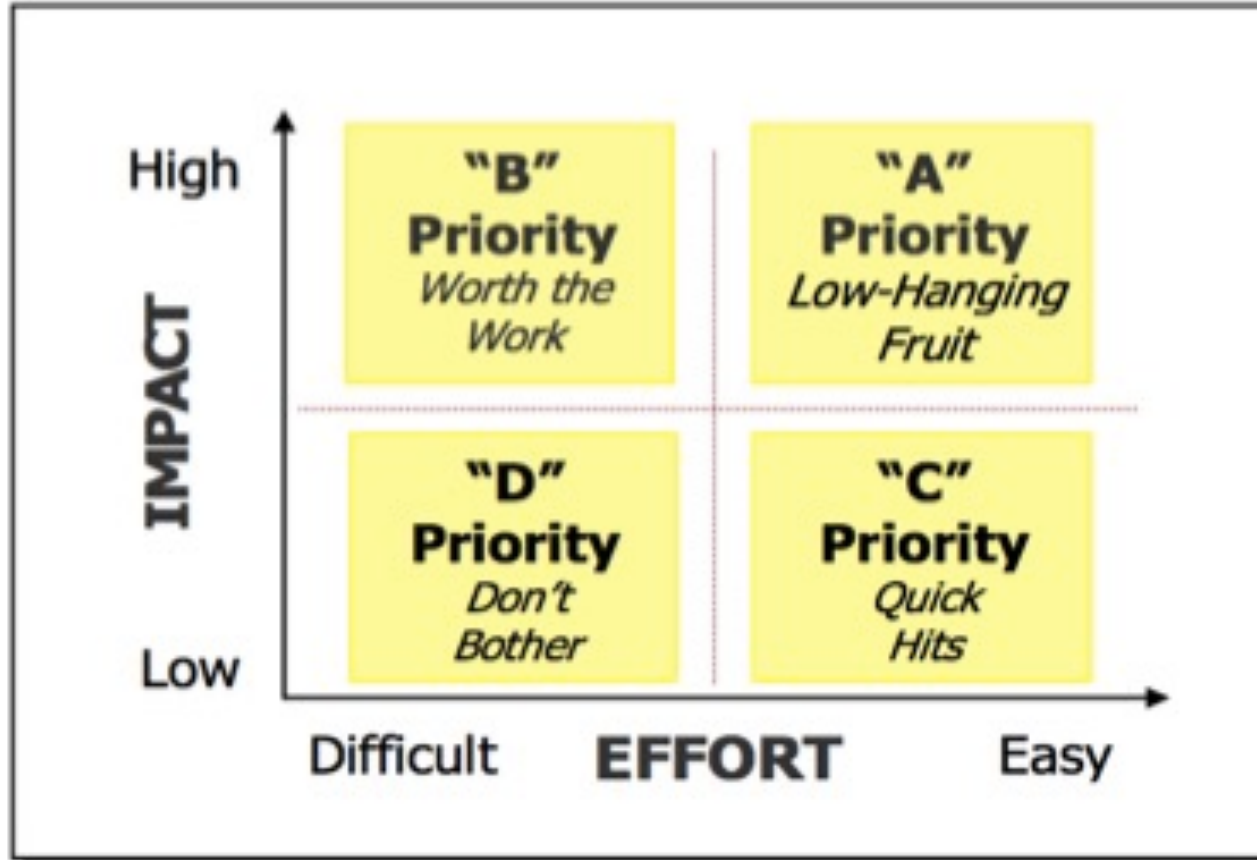
# Example: Criteria Matrix

<u>Criteria/Weight</u> (from Step 5)	<i>Computer 1</i> <i>PC</i>	<i>Computer 2</i> <i>Mac</i>	<i>Computer 3</i> <i>Sony Laptop</i>
<b>Criterion A: Compatibility</b> Weight: 4	✓		✓
<b>Criterion B: Cost</b> Weight: 4		✓	
<b>Criterion C</b> Weight: 1	✓		✓
<b>Criterion D</b> Weight: 3	✓	✓	
<b>Total Weight</b>	*8	7	5

\*Probably your best bet

Thayer-Hart, pp. 47-48

# Example: Impact/Effort Matrix



Thayer-Hart, p. 52



# Intervening

Intervening when the group's effectiveness is at risk

Goal of intervention is to encourage the group's autonomy and increase their effectiveness

Some techniques:

- Refer to ground rules and the group's goals

- Embrace concerns (listen and restate)

- Use opportunity to teach a concept or method about group development

- Call for a break and then speak with the person individually

- Name the problem and ask the group to suggest ways to resolve it

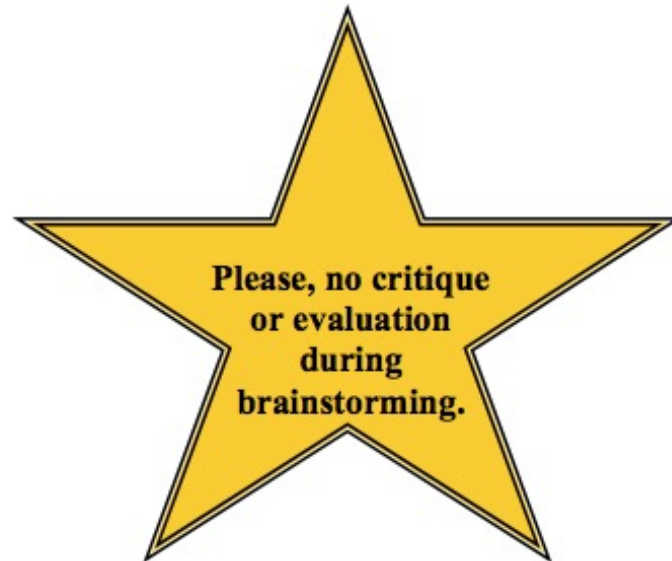
# Meeting “Dominators”?

Ticket to Talk

Evil Star



Thayer-Hart, p. 22



Thayer-Hart, p. 23

# Unique Tools/Techniques

Moving a group forward

Appreciative inquiry: working from strengths rather than weaknesses

Generating options

Unstructured vs. structured brainstorming

Affinity process: organizing the results of brainstorming into categories/groups

Visual representations of issues/processes

Flowcharts

Cause and effect diagram

Interrelationships

Importance/satisfaction diagram

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