

Index

A

- Abu Ghraib prison, 231–232
- Academic education, 206
- Acquaro, K., 231
- ADR. *See* Alternative dispute resolution (ADR)
- Advocacy groups, 88–89
- Agenda: creating, 254–256; hidden, 268–271; in process design, 258–263
- Aggression, 277
- Alternative dispute resolution (ADR), 269
- Analysis, limits of, 201–205
- Angry outbursts, 273–275
- Architect, facilitator as. *See* Extreme facilitator, as architect
- Asian culture, 36
- Assessment: background reading for, 57; getting started, 60–61; and individual interviews, 50–55; methods, 49–61; and process advisory group, 57–60; and written questionnaires, 55–57. *See also* Assessment, content; Group culture, assessing
- Assessment, content: external conditions, 64; goals and desired outcomes, 62; and group strengths, 63; issues and problems, 61–62; key stories, 62–63; process concerns, 64–65; sample questions, 61–62
- Authenticity, 14–16
- Authority, deference to, 67–69. *See also* Group culture, assessing
- Azerbaijan, Republic of Georgia, 91

B

- Background information, laying out, 194
- Ball, G., 220

- Baratch, J., 84
- Batson, C. D., 244
- Begin, M., 249
- Blake, R. R., 136, 217
- Boulding, E., 217
- Brainstorming, 166, 214–216
- Breakouts, small-group, 150–154, 161, 266
- Brisbin, J., 239–240
- Buckingham, M., 20
- Bureaucratic issues, 191–192
- Bush, R.A.B., 186
- Buy-in, need for, 46

C

- Calm, 24–27
- Camp David accords, 249
- Capacities, 7; emotional, 6–7, 173–190; intellectual, 7, 191–209; intuitive, 7, 214–229; physical, 6, 156–170; spiritual, 7, 231–251
- Caring, 23–24
- Carpenter, S. L., 50, 77
- Carter, D., 24
- Carter, J., 249
- CDR Associates, 3, 16, 35, 43, 63, 79, 97, 235
- Centering, 26
- Clean Air Act, 97
- Clifton, D. O., 20
- Clinton Administration, 97
- Closing, 135
- Coaching, 50; in individual interviewing, 54
- Cocktail-party format, 162
- Collective life, 22
- Collins, J., 192
- Comfort, 156–160

- Community, 244–249
- Complex issues: applying, 202–203; assessing pros and cons of, 202; defining, 195–197; developing evaluation criteria for, 200–201; discussion, 194; evaluating and narrowing options for, 201; facilitating, 191–209; and fatal flaw elimination, 201; generating options for, 199–200; handouts for, 194; and incorporation of key interests, 198–199; and intellectual capacity of facilitator, 205–209; kinds of, 191–192; and laying out background information, 194; and limits of analysis, 203–205; managing, 193–203; presentations, 195–196; and selecting a neutral word or phrase, 197; steps to managing, 193; and straw polling, 201–202; use of open-ended question for, 197–198
- Confidentiality, 16–18, 52
- Consensus: strategic use of, 40–46; and types of group process, 43; types of processes for, 40–46
- Context, 128–129
- Contracting: and agreement on scope and budget, 108–109; and agreement with full group, 115–124; and assessment report, 109–115; ground rules, 117–120; issues, 102–103; process, 103–108; roles, 120–124
- Convening: and extremists, 90; identifying representatives for, 93–97; and identifying stakeholders, 81–82; local *versus* national or international advocacy groups in, 88–89; and making tough calls, 82–85; and power imbalance, 92–93; and purpose, 79–81; questions, 96–97; and reluctant parties, 97–100; and representing general public, 85–87; and ultimate decision maker, 87–88; when no organized groups exist, 91–92
- Cormick, G., 77
- Creativity, 22; and context, 36–37; and necessity, 34–36; recreation and relaxation in, 37–39; structure and form for, 37; tapping and applying, 33–40; and thinking inside box, 37; and thinking outside box, 39–40
- Crum, T. F., 26
- Culture(s): clashing, 271–273; directness or indirectness in, 69–72; group, 45–46, 256–258; and group values, 45–46; signs of direct, 70; signs of indirect, 70–71
- Curle, A., 238
- Customization, 4, 32–33
- ## D
- Dale, N., 77
- Davis, I., 13
- Deadlines, 46
- Deadlocks, 133
- Decision, magnitude of potential, 45
- Deep-relaxation techniques, 25–26
- Denver Public Schools, 40
- Difficult people*, 263, 265
- Disabilities, accommodating, 160
- Discussion formats, 194; basic, 146–154; open discussion, 147–148; rounds, 148–150; small-group breakouts, 150–154
- Dominating individuals, 265–267
- Doyle, M., 2
- ## E
- Edwards, B., 38, 211
- Ellis, M., 232
- Emond, P., 77
- Emotional expressiveness, 66. *See also* Group culture, assessing
- Emotions: anger, 173; crying, 176–177; distrust, 175–176; and emotional capacity of facilitator, 188–190; and empathic listening, 178–182; and enabling empathy in others, 184–186; joy, 177; and managing level of emotional expression, 182–184; others', 189–190; responding to, 177–182; welcoming, 173–177
- Evaluation: criteria, 200–201; option, 201
- Extreme facilitation: basic principles, 277–278; implications of deference to authority for, 67–69; implications of direct or indirect culture for, 71–72; implications of emotional expressiveness for, 66–67; implications of task-relationship process

- orientation for, 73–74; key phases and skills of, 5–8; overview of, 4–5
- Extreme facilitation process: and achieving task, 132–134; basic interventions, 136–146; basic stages of, 127–136; basics, 127–154; building understanding in, 129–132; capturing points of agreement, 144–146; changes, 142–144; closing, 135; fluidity of, model, 135–136; opening and setting tone, 128–129
- Extreme facilitator: and authenticity, 14–16; and calm, 24–27; and confidence, 16–18; essential qualities, 13–27; and presence, 18–21; and trustworthiness, 21–24; undermining, 267–268
- Extreme facilitator, as architect: considerations for, 45–46; and designing custom process, 32–33; and fast-growing company, 30–31; and partnering workshop, 29–30; scenarios, 29–32; in small nonprofit, 29; and stakeholder negotiation, 31; and strategic use of consensus, 40–46; and tapping and applying personal creativity, 33–40
- Extremists, 90
- F**
- Facilitation, challenges: and altercation between two participants, 275–277; and angry outbursts, 271–275; and clashing cultures, 271–273; and difficult situations, 263–265; and dominating individuals, 265–267; and hidden agendas, 268–271; and physical aggression, 277; and undermining facilitator, 267–268
- Faith, 238–240
- Fatal flaw elimination, 201
- Federal Energy Regulatory Commission (FERC), 84
- Feedback, 19
- Feelings. *See* Emotions
- FERC. *See* Federal Energy Regulatory Commission (FERC)
- Fisher, R., 139, 214
- Floor diagrams, 162–163
- Focus group*, 264
- Folger, J. P., 186
- G**
- Goleman, D., 25, 172
- Golten, M. M., 91–92, 235
- Gordon, T., 53
- Gratitude, 240–242
- Ground rules, 117–120
- Group culture, assessing, 4, 65; and deference to authority, 67–69; and directness or indirectness, 69–71; and emotional expressiveness, 66; and implications for extreme facilitation, 66–67; and task-relationship-process orientation, 72–74. *See also* Assessment; Assessment, content
- Group process, types of, 43
- H**
- Handouts, 194
- Harty, J. M., 208–209
- Harwood, A., 232
- Hofstede, G., 65
- Honesty, 22
- Hope, 238–240
- How to Make Meetings Work* (Doyle and Straus), 2, 263
- Hughes, M., 78, 167
- Human potential, 22
- Hutus (Rwanda), 231
- I**
- Imagination, 217
- Intellectual capacity: and academic education, 206; and facilitating complex issues, 191–209; of facilitator, 205–209; and subject matter expertise, 206–209
- Interaction Associates, 201
- Interventions, basic: and asking questions, 137–138; and capturing points of agreement, 139–140, 144–146; and making process changes, 142–144; paraphrasing or summarizing in, 138–139; and reframing to interests, 139–140; and remaining silent, 137; and stating observations, 140–141
- Interviewing, individual: advantages of, 50; disadvantages of, 51; skills for, 51–55; starting, 52

Intuition: and brainstorming, 214–216; creating conditions for, 212–214; and drama, 224–225; and facilitator's intuitive capacity, 226–229; and metaphor, 222–224; and music, 225–226; pictures and visual images in, 219–221; and stories, 221–222; tapping, 214–216; and visualization, 216–219

Involvement, 44–45

Iraq, 231–232

Issues, defining, 30, 196–197. *See also* Complex issues

J

Jerusalem, 249

Joint Issue Statement, 196

K

Kelley, M., 24

Kennedy, W.J.D., 50, 77

Key interests, 198–199

L

Learning, 22

Lederach, J. P., 222

Legal issues, 191

Listening, active, 53

Love, 233–238

M

Mayer, B. S., 35, 36, 128, 178

McKay, J., 84

Meditation, 26

Metaphors, 222–224

Mexican culture, 36

Mexico, 24

Middle East, United States policy toward, 41

Mohr, B. J., 63

Moore, C. W., 50, 77, 84, 128

Mouton, J. S., 136, 217

Movement, 161–164

Multi-track diplomacy, 226

Myers-Briggs Type Indicator, 19, 20

N

N/3 polling method, 201–202

Necessity, 34–36

Negative behavior, 263

Neutral word, 197

New American cuisine, 36

New York Power Authority (NYPA), 84

Niagara power plant (New York), 84
NYPA. *See* New York Power Authority (NYPA)

O

Open discussion, 147–148

Open-ended questions, 197–198

Opening, 128–129

Options, generating, 199–200

Outbursts, 273–275

Outcomes, refining, 133

P

Personal introductions, 128

Personality inventories, 19–20

Physical aggression, 277

Physical capacity: and comfort, 156–160; and movement, 161–164; personal, 169–170; and progress, 165–168; and reading physical energy, 168–169; and variety, 164–165

Physical energy, reading, 168–169

Pictures, 219–221. *See also* Visualization

Power imbalances, 92–93

Presence, 18–21; and building on strengths, 20–21; and feedback from others, 19; and personality inventories, 19–20; and self-knowledge, 18; and self-observation, 20

Presentations, 195–196

Process advisory group: possible challenges, 59; possible roles, 58–59; skills for working with, 59–60; working with, 57–58

Process design: agenda, 258–263; and creating agenda, 254–256; and group culture, 257–258; illustration of, 256–263; key issues, 257; ongoing, 254; and process ideas, 256, 258; specific challenges to, 263–278; and undermining facilitator, 267–268

Process orientation, 73–74

Processes, types of, 42–46

Public interest, 86

Purpose, 79–81

Q

Questionnaires, written: advantages and disadvantages of, 55–56; skills in using, 56–57; starting, 60–61

R

Ramblers, curbing, 54–55
 Recreation, 37–39
 Rees, F., 201
 Relationship: building, 44–45; orientation, 73–74
 Relaxation, 37–39, 217
 Respect, 23–24
 Rio Grande Council of Governments, 239–240
 Rock 'n' roll, 36
 Rocky Flats, Colorado, 97, 99
 Rocky Flats Local Impacts Initiative, 97
 Rosenberg, M. B., 173
 Rounds, 148–150, 266
 Rwanda, 231

S

Schwarz, R. M., 21, 40
 Scientific issues, 191
 Self-knowledge, 18
 Self-observation, 20
 September 11, 2001, terrorist attacks, 232
 Sigurdson, S., 77
 Silvester, M. N., 37
 Smart, L., 95, 196, 220
 Smith, H., 233
 Snider, S., 232
 Spirituality: and community, 244–249; and facilitation, 233–249; facilitator's capacity for, 249–251; and faith and hope, 238–240; and gratitude, 240–242; and love, 233–238; overview, 231–233; and truthfulness, 242–244
 Stakeholders, 31, 81–82. *See also* Convening
 Starburst seating arrangement, 160

Stories, 221–222
 Straus, D., 2
 Straw-polling methods, 162, 201–202
 Strength Deployment Inventory, 19, 163
 Stuart, B., 77
 Subject-matter expertise, 206–209

T

Task orientation, 73
 Task-relationship-process orientation, 72–74. *See also* Group culture, assessing
 Tavis, C., 173
 Technical issues, 191
 Texas, 24
 Texas Rangers, 24
 Thatcher, R., 24
 Thomas-Kilmann Conflict Modes Instrument, 19
 Time constraints, 46
 Trustworthiness, 21–24; caring, respect and, 23–24; values and, 21–23
 Truthfulness, 242–244
 Turkey, 91
 Tutsis (Rwanda), 231

U

“Ugly American,” 237
 Understanding, building, 129
 United States Department of Energy, 97
 United States Environmental Protection Agency (EPA), 82, 95
 Ury, W., 139, 214

V

Values, group, 45–46
 Variety, 164–165
 Visual images, 219–221
 Visualization, 216–219

W

Watkins, J. M., 63
 Wildau, S., 95, 225
 Wisdom, M., 232

