

# RESULTS BASED FACILITATION

MOVING FROM TALK > TO ACTION

## Participant Guide



IN MEETINGS



IN NEIGHBORHOODS  
AND ORGANIZATIONS



IN COMMUNITIES

Results Based Facilitation: Participant Guide  
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## WHAT IS RESULTS BASED FACILITATION?

RBF is an approach to designing, participating in, and facilitating meetings to get results. The RBF approach helps groups move from talk to action by focusing on meeting results and by developing an accountability framework for action commitments. The RBF process is designed to produce actions that lead to results within programs, organizations, and communities.

RBF is a competency-based approach to participating in and facilitating meetings in order to get results. The six RBF competencies used by participants and facilitators move groups from talk to action that produces results within programs, organizations, and communities. This is done by focusing on meeting results and by developing an accountability framework for commitments to aligned action.

The central organizing concept of RBF is that of achieving results and accountability for results. Using RBF, meeting participants can:

*Enter with results in mind and leave with action commitments in hand.*

### WHY ARE RBF SKILLS NEEDED?

Results Based Facilitation skills are needed because many meetings tend to waste a lot of the time, energy, and talents of individuals who have good ideas and a desire to act on them. In your experience, how many times have you ...

- Sat through a meeting feeling frustrated and bored?
- Gritted your teeth in a meeting to keep from screaming, because people have the same conversation over and over?
- Done everything you could to avoid going to a meeting because you know your time would be better spent doing your own work in your own way?
- Checked out during a meeting and doodled, used your smartphone, read something, or daydreamed?

Through these experiences, you may have noticed that frustrating and boring meetings can actually make things worse. The premise of RBF books is that these experiences and feelings are the unintended consequences of meetings conducted in an unproductive way. Because of these negative, unintended consequences, unproductive meetings can be worse than no meeting at all. No one sets out to have a frustrating, boring, useless meeting, but this sad state of affairs is all too common.

WE HAVE TO DO THE BEST  
WE CAN. THIS IS OUR SACRED HUMAN  
RESPONSIBILITY  
—ALBERT EINSTEIN



"As you can see from the flow chart, the problem stems from a lack of direction."

One solution is to have no meetings or very few, thus limiting the pain of attending boring and frustrating meetings. However, simply avoiding meetings can limit the gains that are possible. Many urgent and important issues in our organizational and community lives can only be solved by people working together creatively and effectively.

### **THE RBF COMPETENCIES AND SKILLS**

RBF consists of six competencies that enable groups to act collaboratively, make decisions together, identify how they can contribute to achieve observable results, and commit to take actions in an aligned way outside of the meeting. The six RBF competencies are the ability to: (1) Hold Roles; (2) Hold Conversations; (3) Hold Groups; (4) Hold 3R Meetings; (5) Hold Mental Models; and (6) Hold Action and Results. The first four competencies are the subject of *Book One — Foundation Skills*; the last two, the subject of *Book Two — Advanced Skills*.

### **DEVELOPMENT AND ASSESSMENT OF RBF SKILLS**

Each of the 22 skills is described in terms of three levels of mastery:

- › Developing Awareness — a beginning understanding of the concepts from reading or observation and a rudimentary command of the skills;
- › Skill Application — a deeper and broader understanding of the skills and the ability to use the skills well in many situations; and
- › Sustaining Mastery — a comprehensive understanding of the skills and the ability to consistently integrate the skills in daily work and most situations.

### **USING RBF SKILLS AS A MEETING PARTICIPANT**

In this RBF Participant Guide, each skill will include a brief description of each of the three levels along the continuum.

The Awareness level is associated with low risk (personal, professional, etc.). While this can be rewarding, it may not be enough to help move the group to action.

The Application is associated moderate risk, but with moderate rewards. Finally, using participant skills at the Mastery level comes with greater risk, but with a much greater chance that the meeting purpose and results are met.

A reference to the RBF Book and page number can be found next to each skill. The books are available on Amazon and are:

*Results Based Facilitation: Book 1 - Foundation Skills*, and  
*Results Based Facilitation: Book 2- Advanced Skills*.



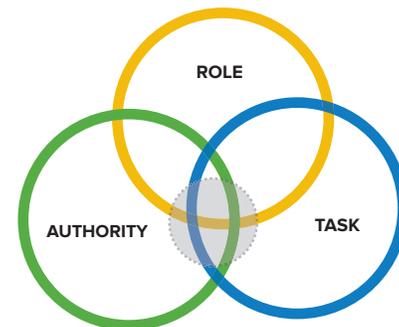
SUMMARY OF PARTICIPANT GUIDES

**Hold Roles:** Be aware of and make choices about roles that contribute to achieving results.

**SKILL 1.1: USE B/ART TO DEFINE AND DIFFERENTIATE ROLES**

REFER TO BOOK 1 - PG 43

AWARENESS	APPLICATION	MASTERY
 <p><b>No Risk</b> Do a B/ART analysis for yourself and others prior to a meeting as part of your own preparation.</p>	 <p><b>Some Risk</b> When listening or speaking to others, consciously attend to their B/ART. Name your own B/ART out loud as a context for making a proposal to the group.</p>	 <p><b>High Risk</b> Name out loud an inconsistency between a person's assumed authority in a meeting and his or her B/ART, as determined by the organization or the group.</p>

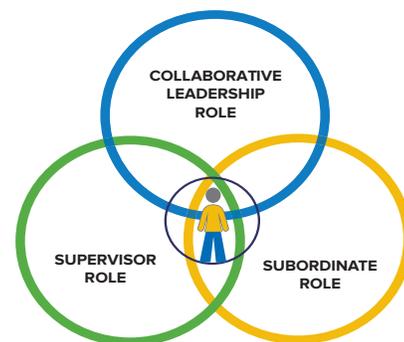


BOUNDARY OF AUTHORITY, ROLE, AND TASK

**SKILL 1.2: USE B/ART TO UNDERSTAND GROUP DYNAMICS AND ACHIEVE MEETING RESULTS**

REFER TO BOOK 1 - PG 44

AWARENESS	APPLICATION	MASTERY
 <p><b>No Risk</b> Reflect on your B/ART relative to others in the meeting and develop hypotheses about how your B/ART and your exercise of authority influence the work of the group.</p>	 <p><b>Some Risk</b> Based on your hypothesis about your impact on the work of the group, ask an open-ended appreciative question that could provide information. Or go further and share in a non-judgmental way the impact of the meeting on your ability to join in the work.</p>	 <p><b>High Risk</b> Make an observation out loud about how a group member's exercise of B/ART is negatively impacting the work of the meeting.</p>



A PERSON IN MULTIPLE ROLES

REFER TO BOOK 1 - PG 66

SKILL 1.3: HOLD NEUTRAL FACILITATOR ROLE

How do I facilitate the conversation to encourage others to turn comments, ideas, etc., into proposals?

AWARENESS	APPLICATION	MASTERY
 <p><b>No Risk</b> Listen and ask questions from a neutral stance.</p>	 <p><b>Some Risk</b> Synthesize a conversation out loud in a neutral way, or volunteer to neutrally chart a few key points of the conversation.</p>	 <p><b>High Risk</b> Volunteer to hold the neutral role for a conversation or a meeting.</p>

REFER TO BOOK 1 - PG 70

SKILL 1.4: GIVE THE WORK BACK TO THE GROUP

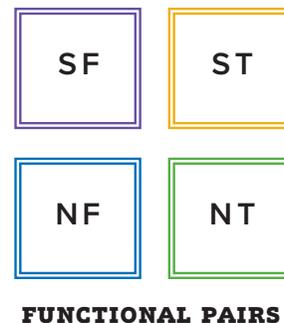
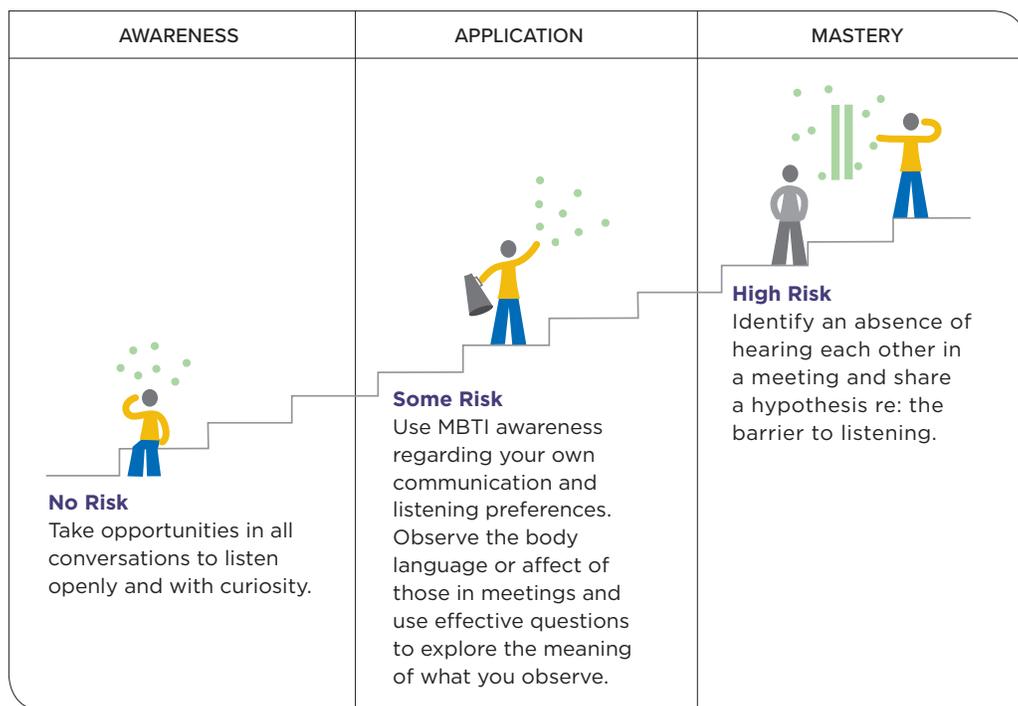
- ARE
- Acknowledge
  - Rephrase
  - Explore

AWARENESS	APPLICATION	MASTERY
 <p><b>No Risk</b> When you have senior authority or in-depth expertise, listen to others with lesser authority or expertise about their point of view.</p>	 <p><b>Some Risk</b> Ask an open-ended question that will generate discussion among everyone. Synthesize all the points of view you have heard out loud and ask others what proposals they have to move the group forward.</p>	 <p><b>High Risk</b> Go to the balcony and name out loud the roles that people are playing in the conversation and ask people what action is needed to move forward.</p>

**Hold Conversations:** Listen with openness, curiosity, and attentiveness to frame dialogues that achieve meeting results.

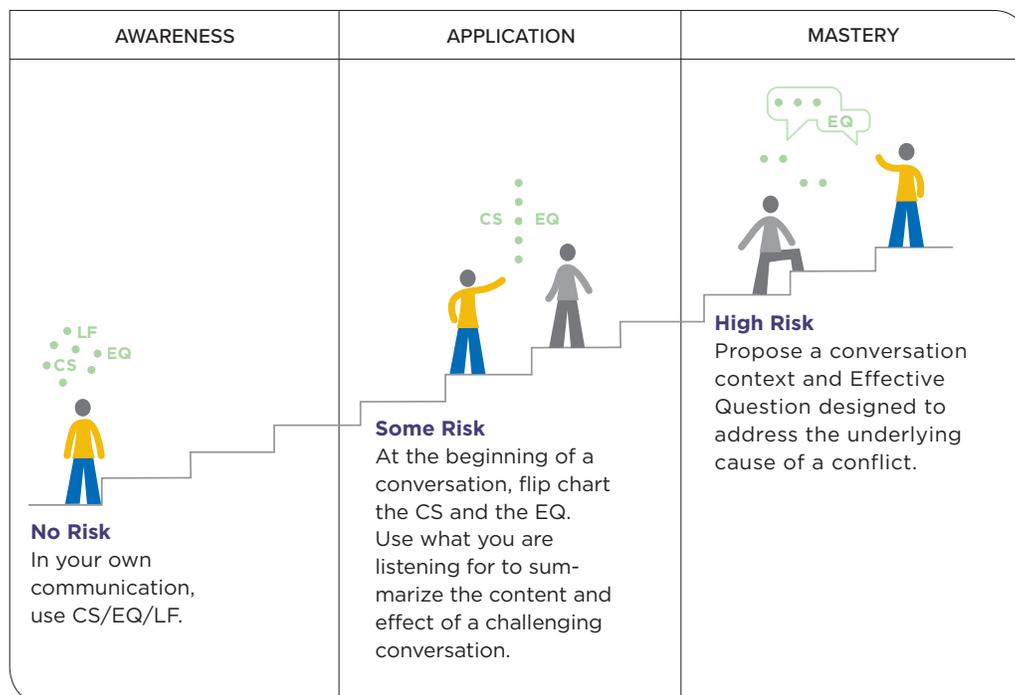
**SKILL 2.1: DEMONSTRATE APPRECIATIVE OPENNESS**

REFER TO BOOK 1 - PG 84



**SKILL 2.2: USE CONTEXT STATEMENTS, EFFECTIVE QUESTIONS, AND LISTEN FORS**

REFER TO BOOK 1 - PG 87



**CONTEXT STATEMENT**  
*"The purpose of this conversation is to decide the agenda for our next meeting"*

**EFFECTIVE QUESTION**  
 What do we need to do at our next meeting to move forward?

**LISTEN FOR**

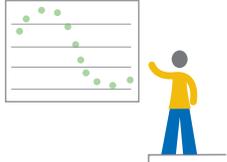
- topics • issues
- decisions to be made

## Hold Groups: Support groups in having focused conversations that move to results.

REFER TO BOOK 1 - PG 95

### SKILL 3.1: USE FLIP CHART TO DISPLAY THE GROUP'S WORK



AWARENESS	APPLICATION	MASTERY
 <p><b>No Risk</b> Practice printing legibly every day as you make notes, journal, or whenever you write things down. Make the shape of your letters uniform and clear.</p>	 <p><b>Some Risk</b> Practice flip charting in one-on-one work conversations, listening for the key points. Offer to chart in larger meetings if charting is a norm in the culture.</p>	 <p><b>High Risk</b> Offer to chart, if charting is not a norm. (This may require you to bring the flip chart and the markers or use a white board.)</p>

REFER TO BOOK 1 - PG 103

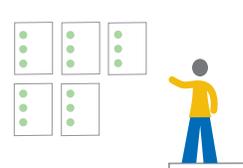
### SKILL 3.2: SEQUENCE

Is there a topic that needs to be discussed first before you can make a decision or move forward?

AWARENESS	APPLICATION	MASTERY
 <p><b>No Risk</b> Notice when there is a lack of sequencing of speakers in a meeting. Raise your hand and indicate your willingness to wait your turn.</p>	 <p><b>Some Risk</b> Observe and make a mental list of verbal and nonverbal cues of members wanting to speak. When you speak, acknowledge those who are waiting. Make notes of issues, topics, or conversations that are occurring simultaneously and label your own, connecting or distinguishing them from others.</p>	 <p><b>High Risk</b> When a group is frustrated with its lack of progress, consider what is missing that prevents forward motion. Name what is missing and propose that the group deal with that issue first so it can move forward.</p>

**SKILL 3.3: SUMMARIZE**

**REFER TO BOOK 1 - PG 107**

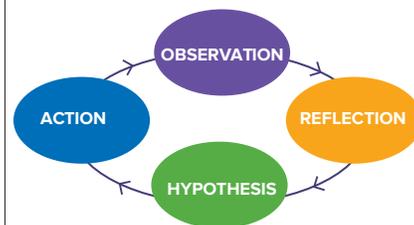
AWARENESS	APPLICATION	MASTERY
 <p><b>No Risk</b> Make notes to yourself of what you hear in conversations. Look at your notes and name the lists that form the content summary of the conversations.</p>	 <p><b>Some Risk</b></p> <ul style="list-style-type: none"> <li>• In a meeting, use your notes to offer a summary of the conversation as a context for what you want to add.</li> <li>• Offer to share your summary notes electronically after the meeting for the group to use.</li> </ul>	 <p><b>High Risk</b> At the end of a meeting, offer a summary of what has been accomplished in the meeting and what people have committed to.</p>

For example,. in this conversation I heard five ideas about how to invvite new memebers to our group. One...

**SKILL 3.4: SYNTHESIZE**

**REFER TO BOOK 1 - PG 109**

AWARENESS	APPLICATION	MASTERY
 <p><b>No Risk</b> Before speaking, consider the essence of what you want to communicate and practice expressing the heart of the matter briefly (in less than a minute).</p>	 <p><b>Some Risk</b></p> <ul style="list-style-type: none"> <li>• In a meeting, listen for the parts and share a hypothesis about what they add up to.</li> <li>• Offer to chart a conversation in a way that captures the parts as a whole. Check with the group to see if it is helpful.</li> </ul>	 <p><b>High Risk</b> Offer a synthesis of a difficult or confusing conversation that sharpens the group's awareness of an unaddressed issue (elephant in the room) or an implicit assumption.</p>



CHECK-OUT	
P	_____
I	_____
T	_____

AWARENESS	APPLICATION	MASTERY
 <p><b>No Risk</b> A personal check-in is done informally and lightly, e.g., How are you?</p>	 <p><b>Some Risk</b></p> <ul style="list-style-type: none"> <li>• Check-In: Invite people to say what they would like to accomplish in the meeting if task focus is the norm.</li> <li>• Check-Out: Ask others to share something they appreciated about the meeting.</li> </ul>	 <p><b>High Risk</b> Check-Out: Model making commitments to action and next steps and ask others to share their commitments.</p>

**Hold 3R Meetings:** Use the 3R framework to design and facilitate meetings that move groups from talk to action.

relationships



+ resources



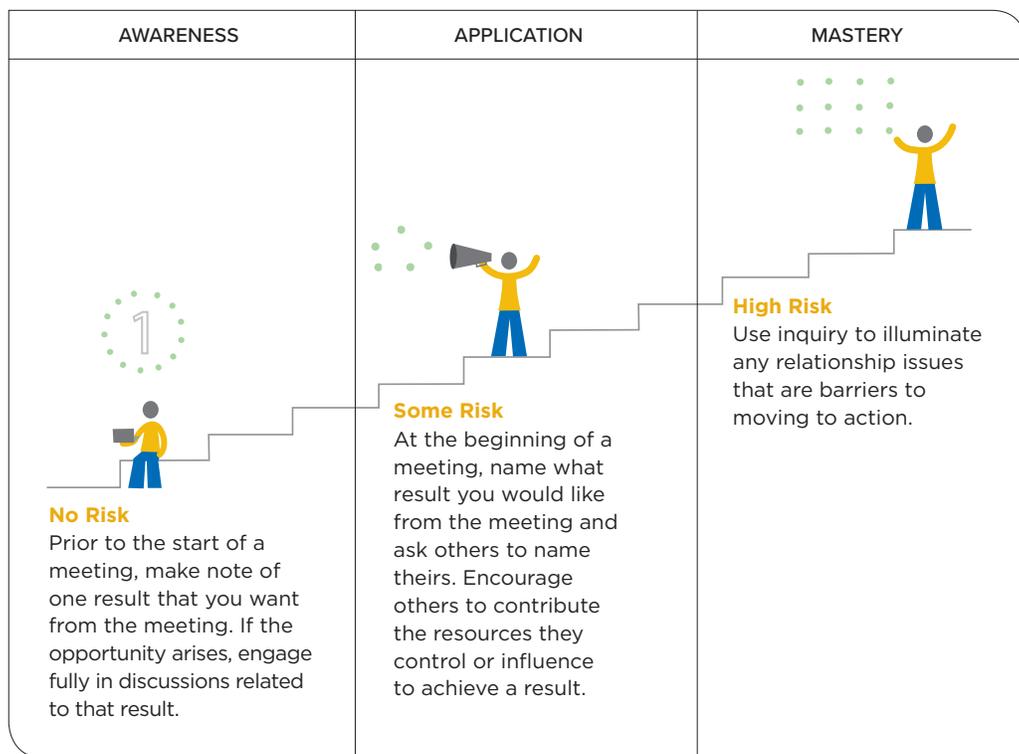
= results



AWARENESS	APPLICATION	MASTERY
 <p><b>No Risk</b> Be prepared to introduce a conversation that illuminates the resources the group has to achieve the meeting results.</p>	 <p><b>Some Risk</b> Contact the meeting convener prior to the meeting and use EQs to clarify your understanding of the meeting results. During the meeting, share a proposal about sequencing meeting topics.</p>	 <p><b>High Risk</b> Offer to take the lead in developing a 3R agenda for a group.</p>

**SKILL 4.2: USE THE 3Rs IN THE MEETING TO ACHIEVE RESULTS**

**REFER TO BOOK 1 - PG 127**



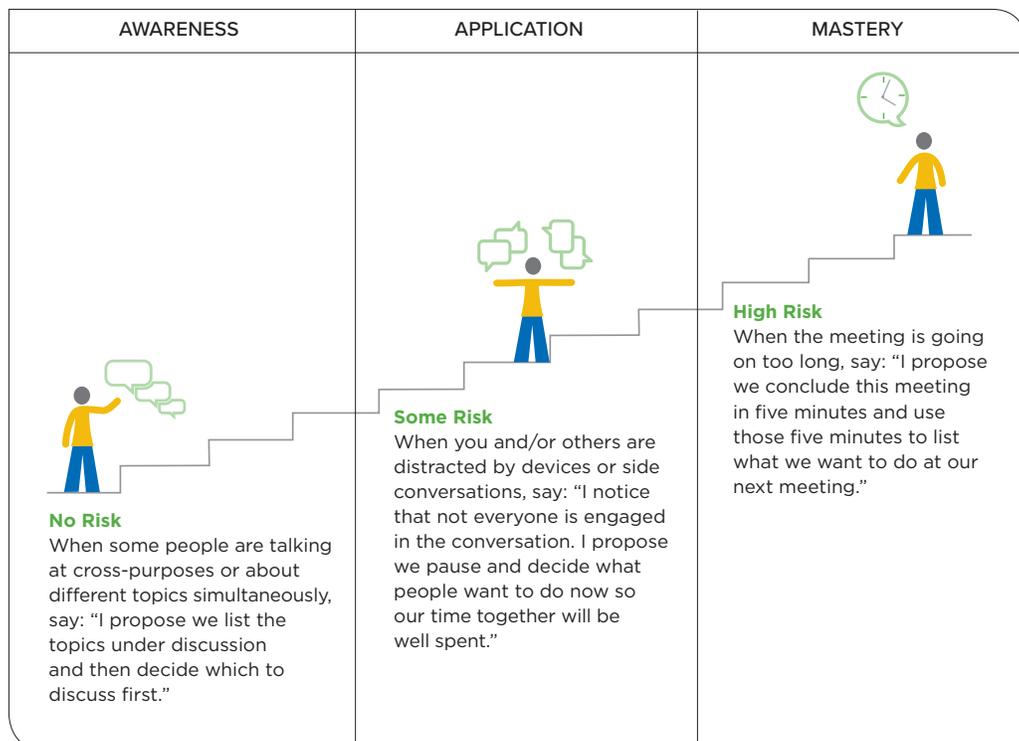
**MEETING RESULT**

- Relationships strengthened
- Information shared
- Ideas generated
- Issues explored
- Solutions developed
- Decisions made
- Commitments made

**Hold Mental Models:** Use a repertoire of perspectives that contribute to achieving meeting results.

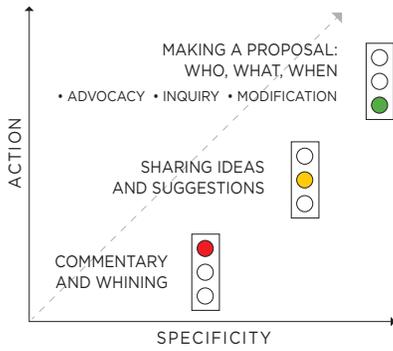
**REFER TO BOOK 2 - PG 31**

**SKILL 5.1: USE PROPOSAL-BASED DECISION MAKING TO MOVE FROM TALK TO ACTION**



REFER TO BOOK 2 - PG 31

SKILL 5.2: USE CONVERSATIONS TO DEVELOP CONVERGENCE



AWARENESS	APPLICATION	MASTERY
<p><b>No Risk</b> In a conversation, listen for other people's proposals and compare them to your own.</p>	<p><b>Some Risk</b> Ask clarifying questions to understand people's concerns. Offer a modified proposal to address concerns.</p>	<p><b>High Risk</b> Map who in the group is holding which point of view. Summarize the different viewpoints in the room and share a hypothesis about the unspoken barriers to convergence.</p>

REFER TO BOOK 2 - PG 50

SKILL 5.3: NAME AND ADDRESS BARRIERS TO CONVERGENCE

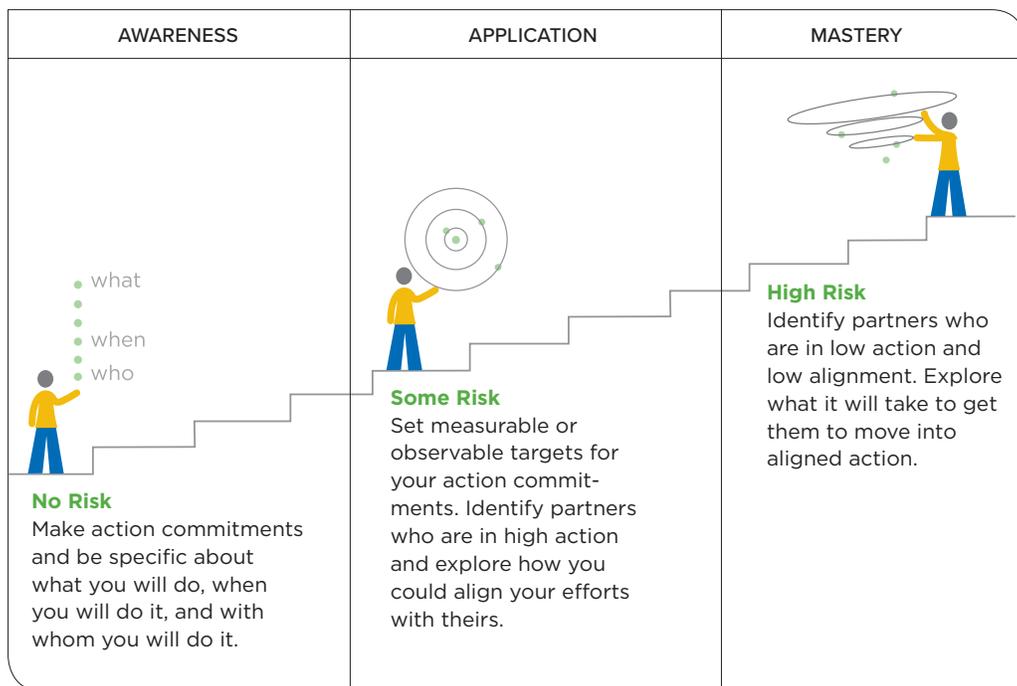
THE FIVE F's

- Feelings
- Frames
- Filters
- Facts
- Findings

AWARENESS	APPLICATION	MASTERY
<p><b>No Risk</b> If you feel uncomfortable in a conversation, notice how you have framed your view from a person-in-role and a role-in-system perspective. Name your frame(s) and use your insight to make an observation or proposal to move the group forward.</p>	<p><b>Some Risk</b> Name the competing mental models you are using, or those you perceive are being held implicitly by the group members. Invite the group to have an explicit conversation about the competing models and explore options for moving forward.</p>	<p><b>High Risk</b> Share a hypothesis about how the mental models (explicit or implicit) held by the group are a barrier to moving to action. Propose a new mental model that can move the group forward.</p>

**SKILL 5.4: MAKE AND HELP OTHERS MAKE ACTION COMMITMENTS**

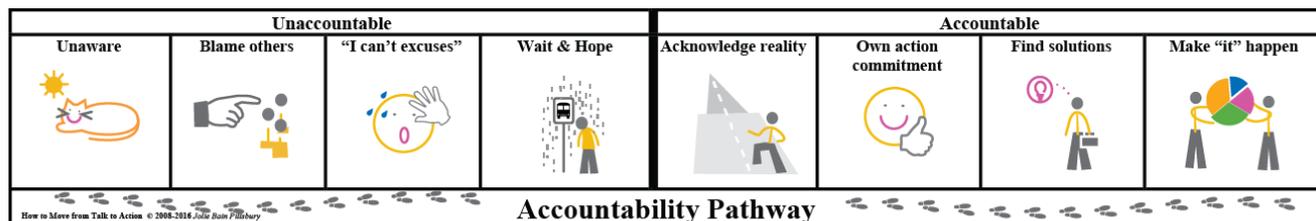
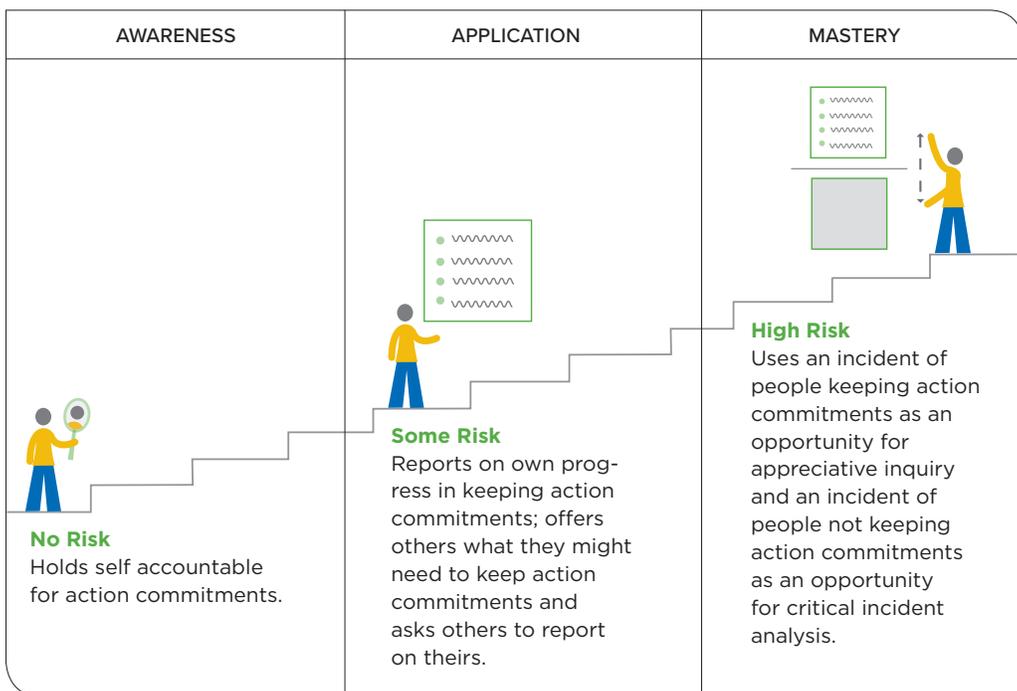
REFER TO BOOK 2 - PG 66



High action/Low alignment	High action/High alignment
Low action/Low alignment	Low action/High alignment

**SKILL 5.5: BE AND HELP OTHERS BE ACCOUNTABLE FOR ACTION COMMITMENTS**

REFER TO BOOK 2 - PG 85



REFER TO BOOK 2 - PG 89

SKILL 5.6: OBSERVE AND RESPOND TO GROUP DYNAMICS



AWARENESS	APPLICATION	MASTERY
<p><b>No Risk</b> Map who is holding what viewpoint in a conversation.</p>	<p><b>Some Risk</b> Observe patterns and name what you observe as a dynamic, encouraging discussion. Summarize what is discussed and ask the group members what they want to do.</p>	<p><b>High Risk</b> Name an undiscussable topic or dynamic in the group. Propose a conversation to address what is not discussable. Be prepared to start the conversation with your own perspective on the topic or dynamic.</p>

REFER TO BOOK 2 - PG 106

SKILL 5.7: ASSESS AND ADDRESS CONFLICT

CONFLICT PAIRS



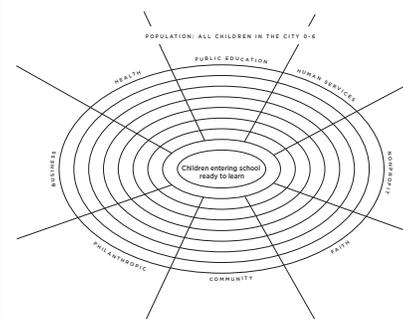
AWARENESS	APPLICATION	MASTERY
<p><b>No Risk</b> Label your own orientation to conflict, and notice how it is similar to or different from others.</p>	<p><b>Some Risk</b> Use the Circle of Conflict to identify the type(s) of conflict that might contribute to the group's inability to move forward. Invite others to share their observations about what types of conflict might be present.</p>	<p><b>High Risk</b> Make a proposal to address a structural or values conflict that challenges the formal or informal authority relationships in the group.</p>

# Hold Action and Results: Make a difference in programs and community populations.

## SKILL 6.1: BE ACCOUNTABLE IN ROLE FOR CONTRIBUTIONS TO RESULTS

REFER TO BOOK 2 - PG 129

AWARENESS	APPLICATION	MASTERY
 <p><b>No Risk</b> Analyze your contributions to a result. Track performance measure data to increase quality, scope, effectiveness, or scale of contribution.</p>	 <p><b>Some Risk</b> Identify an area where lack of clarity in roles and authority is impeding progress toward a result. Conduct an interest-based negotiation to clarify B/ART. Reach out to a potential partner who is or could contribute to the result.</p>	 <p><b>High Risk</b> Convene partners or potential partners and issue a call to action for all to work together to make a measurable improvement in a result, in a short enough time to create urgency.</p>



## SKILL 6.2: USE RBF SKILLS TO WORK COLLABORATIVELY TO ACCELERATE PROGRESS TOWARD RESULTS

REFER TO BOOK 2 - PG 152

AWARENESS	APPLICATION	MASTERY
 <p><b>No Risk</b> Tracks and assesses action commitments. Use assessment information for quality improvement of contributions to a result.</p>	 <p><b>Some Risk</b> Changes one's own behavior to improve aligned action and facilitates conversations that move from talk to aligned action.</p>	 <p><b>High Risk</b> Based on data, identifies areas for improvement in one's own areas of accountability and in partners' areas of accountability.</p>

