Section 7: Volunteer Materials
(including Moderator/Facilitator Handbook)
Southwestern Pennsylvania Program for Deliberative Democracy

Deliberation: 10/29 Healthcare

Name:
Address:
Phone:
Email:

Are you an/a:

_____ Undergraduate Student
College/University: ___________________________
Program/Major: _____________________________

_____ Graduate Student
College/University: ___________________________
Program: _____________________________

_____ Community Member
Affiliate Organization: ___________________________

_____ Other: _____________________________

What is your interest in this project?

Signature: _____________________________ Date: _____________________________
Facilitators

Every small group needs an assistant to help the moderators with their duties. It is important to provide this support staff so that the moderator can focus on the discussion and is not distracted by logistical details. Responsibilities of the small group assistants include:

- During the deliberation, note the flow of the deliberation on the black board, white board or newsprint
- Setting up small group rooms
- Addressing special participant needs
- Acting as a liaison between the small group and the management team during the event
- Distributing the pre- and post-surveys
- Providing time checks to ensure that the discussion stays on schedule
- Providing direction to the different events
- Writing down questions generated during the discussion, to enable the group to select two to present to the expert panelists; delivering the selected questions to the panel moderator
- Clean and straighten up the rooms after the deliberation.

You may also assist with aspects other duties before and during the deliberation process, help with any other logistical elements, and assist with event clean-up.

You are there to assist the moderator, not help facilitate the discussion in any way. It will also help the flow of the event if you clearly understand their logistical responsibilities.

At 4:15 on Wednesday, November 14, you will meet with the moderator with whom you will be working. This will not be a long meeting, but it is helpful if the small group assistants and moderators have a chance to touch base before the discussions begin.
**Campus Conversations:**
Marriage in America: The PA “Marriage Protection Amendment”

Volunteer to be a part of an opportunity for students, faculty, staff, and alumni to discuss this important issue.

Training Sessions on:
Monday, November 5th, BH 135C
Tuesday, November 6th, BH 150
Both sessions start at 4:30 PM

For more information about volunteering for this event, contact abirt@andrew.cmu.edu
http://caae.phil.cmu.edu/cc/
Volunteers are Needed

for

Campus Conversations: A Deliberative Poll on Marriage in America and the Pennsylvania Marriage Amendment

Wednesday, November 14 from 5:00 – 8:30pm, Doherty Hall 2315

Here's how you can help make this event successful and contribute to the campus community:

- If selected to participate in the random sample discussion group, say “Yes”.
- Pass out flyers on campus on Thurs. 9/14 and Monday 9/18 between the hours of 12:00 and 2:00 to promote the event.
- Sign-up to participate as a member of a 'convenience sample'.
- Help during the event. (set-up for the event making sure chairs are arranged in discussion rooms, that refreshments and materials are available, posting directional signs, to help with registration, survey collection, discussion room break-down, etc.)
- Serve as a small group assistant (each deliberation group will have a moderator and a small group assistant who assists the moderator and the group by noting discussion themes, concerns and questions on the board for all to see and follow)
- Serve as an observer taking group process notes.

Contact Ashley Birt at abirt@cmu.edu or 412.268.7641 to sign up!

Whether or not you participate, please review the background materials for the FCE discussions. Hard copies are located in all University Libraries and in Baker Hall 148, or they can be downloaded at http://caae.phil.cmu.edu/cc/polls/sep06/index.html.
Guide for Moderators and Facilitators in Deliberative Polls
Welcome and Thank You

Welcome. Thank you for agreeing to participate in this exciting arena of deliberative democracy, specifically deliberative polling. Your role as moderator or as facilitator is critical, central, to the success of a deliberation. The purpose of this handbook is to help orient you to the deliberative polling process and to clarify the role you will play. It is meant to be a general guide and does not take the place of any in person orientation or training you may be expected to attend.

What is a Deliberative Poll?

"Developed and tested by Professor James Fishkin at Stanford University’s Center for Deliberative Democracy, a Deliberative Poll gathers a representative sample of the community to discuss and respond to questions on pressing local, regional or national issues. While traditional public opinion polls solicit intuitive responses from people who are not informed on the topic, a Deliberative Poll represents 'what the electorate would think if, hypothetically, it could be immersed in an intensive deliberation process' (James Fishkin, Democracy and Deliberation). A scientific random sample of the population will receive background information on the issues. The sampled individuals then gather in small groups to discuss and deliberate the topic amongst themselves and with experts and then respond to a scientific poll. The result of such a process reflects what the community as a whole would think about a particular issue or policy if that community had time to become informed about the issue. What is emerging from deliberative polling is nothing less than the development of a new democratic decision-making process capable of articulating the informed voice of the people and potentially raising that voice to the level of 'consulting power' as a consequence of those deliberations." (Adapted from http://caae.phil.cmu.edu/caae/dp/about/.)

By holding deliberative polls we strive to improve local and regional decision-making through informed citizen deliberations.

Who can be a moderator or facilitator?

Anyone who has guided discussions, facilitated groups, spent time teaching or training, or has mediated disputes probably posses the essential skills to be a moderator or facilitator in a deliberative poll.

A moderator will have:
• a belief in the civil expression of public opinions of all citizens
• good listening skills
• a tolerance for silence
• a tolerance for strong expressions of opinions different than their own
• an awareness of how their facial expressions or body language may communicate their opinions to the group

and will be able to:
• guide discussion in a timely manner
• know how to curb the talkative
• know how to draw out those who are reticent
• know how to move the deliberation along if it stalls
• be able to hear what is not said

A facilitator will have:
• a belief in the civil expression of public opinions of all citizens
• good listening skills
• a tolerance for silence
• a tolerance for strong expressions of opinions different than their own
• an awareness of how their facial expressions or body language may communicate their opinions to the group

and will be able to:
• write legibly on the board for all to see
• summarize what is being said in a clear manner
• check in with speaker to make sure what is recorded is accurate
• hear what is not said

A Typical Agenda for a Day Long Deliberative Poll

Ashley, I do not have an agenda from any of the day long sessions in my files here. Can you find one and put in here? Thanks.

What is the Role of the Moderator?

The moderator has three key roles in the deliberative process:

1) Create a comfortable and safe atmosphere in which divergent views can be explored in depth, 2) Provide a clear structure for the dialogue and 3) Keep the dialogue focused and relevant.

• Key Role #1: Create a comfortable atmosphere in which divergent views can be explored in depth.
  • Remain neutral, do not voice your own opinions
  • Protect differing point of view
  • Encourage all participants to share their opinions
  • Control the dominating talker, Motivate the silent one
  • Make sure each option, including pros and cons (and there are always both), gets a full and fair hearing
  • Encourage participants to talk to each other, rather than to the moderator

• Key Role #2: Provide a clear structure for dialogue.
• Establish ground rules
• Provide an overview of the agenda and the deliberative process
• Stick to the time frame
• Keep conversation on track and moving along
• Introduce the issues and options related to them clearly, but briefly
• Help participants work through the hard choices, i.e. invite them to evaluate the trade-offs that every choice involves

• Key #3: Keep the dialogue focused and relevant.
• Guide participants through key aspects as noted in the discussion questions in the background materials
• Point the group back to discussion materials when there are questions of fact rather than answering their questions
• Ask questions to move the discussion along but avoid questions that sound like cross-examinations
• Encourage participants to develop “why” questions for the panelists, i.e. questions that look for explanations of intent or possibility or consideration of alternatives, rather than matters of fact

Excerpts from Making Choices: The Power of Public Deliberation, a handbook written by David Matthews and Noelle McAfee. Copyright 1996 by the Kettering Foundation:
What is Public Deliberation?
Moderating for Deliberation

And from Moderator Training for Deliberative Polling, a training developed and offered by Ann Begler, Martha Harty, and Liz Style for the Southwestern Pennsylvania Program for Deliberative Democracy

What is the Role of the Facilitator?

The facilitator has three key roles in the deliberative process:

1) Create a comfortable and safe atmosphere in which divergent views can be explored in depth, 2) Follow the structure for the dialogue by keeping time and following the lead of the moderator and 3) Track the key themes and ideas expressed by the participants

• Key Role #1: Create a comfortable atmosphere in which divergent views can be explored in depth.
• Set the room up prior to the group discussion so deliberations can start smoothly
• Remain neutral, do not voice your own opinions
• Assist the moderator in welcoming the participants
• Assist participants with any special needs
• Set the room up prior to the group discussion so deliberations can start smoothly

• Key Role #2: Follow the structure for the dialogue by keeping time and following the lead of the moderator.
  • Follow the ground rules
  • Provide handouts to each participant
  • Monitor the time frame
  • Ask for clarification on any themes or ideas you are not sure you understand

• Key #3: Track the key themes and ideas expressed by the participants
  • Listen carefully to what participants are saying
  • Write key themes on the board or newsprint in clear, easy to read block letters
  • Ask for clarification on any themes or ideas you are not sure you understand
  • Ask participants if what you have written is accurate
  • Write the questions the group wants to pose to the panel.

Exerpts from Facilitator Training for Deliberative Polling developed by Liz Style and from Moving Forward Together, Community Conversation, Handbook for Moderators and Graphic Facilitators developed by Greg Crowley both for the Southwestern Pennsylvania Program for Deliberative Democracy.

Guiding the Small Group Discussion

Opening: “Needs to be strong enough to support the middle.” (Ann Begler)

• Welcome the participants and thank them for attending. Repeat the importance of their participation as was noted in the opening plenary.

• Ask if anyone still has a consent form or survey – if so ask that they complete and hand in now.

• Facilitator collects and hold consent forms and surveys until discussion is over, then bring them to the registration area.

• Moderator introduce yourself with your name say that you are the moderator for today.

• Say what that means: This is your discussion, your deliberation. I am here to get you started and guide the discussion when necessary. I will let you know how long you have to deliberate and when it is time to wind down.

• Review whatever instructions are necessary.
- Ask the group to introduce by first name only and major and school: ex: “I’m Patti and I’m a history Major in the School of Humanities and Social Science.”

- Facilitators and observers should introduce themselves as well. It should be mentioned that the GA will track the major themes of discussion or any questions that come up on the board to facilitate the discussion and the development of the questions for the Resource Panel.

- Check attendance sheet as each person introduces themselves

- Please write the name of the observers on the attendance sheet.

- Review ground-rules for participants and observers as posted on the walls. Make sure all agree to them by asking – does everyone agree?

- Mention that “Observers, group assistant and I may be taking notes during the discussions. You can as well. Please be sure not to write down anyone’s name or to connect anyone’s name to any particular comment. These discussion are to be anonymous.”

- Then you can start the discussion by saying, “We have an hour to discuss __________. We’ll spend approximately 50 – 55 minutes in discussion then I’ll stop you and in preparation for developing questions for the panel, we’ll review the themes that (the facilitator) has noted and identify those thoughts, ideas or themes that you feel are important.

- The group might start on its own or you may need to trigger the discussion by asking one of the discussion questions.

  o You could say, “Page three in the discussion materials has a list of possible questions we can begin with. Does anyone want to start by responding to the first one: (then read it)?”

- Note that the moderator will maintain an environment in which everyone feels welcome to speak and where there is a balance among the different voices in the group.

- Note that moderator and facilitator will listen actively to the group’s conversation and will help identify possible topics to be posed to resource partners in the plenary.
• Note that together, the moderator and facilitator are responsible for making sure that the group writes down two questions for the resource panel discussion – one primary question, and one reserve question. The reserve question will be asked if the group feels that their primary question was addressed by another group’s question during the resource panel. The reserve question can also be posed if there is sufficient time during the panel for groups to move to their reserve questions. The group should arrive at a consensus as to what the two questions will be and then should choose someone to read each question aloud during the resource panel. The moderator is responsible for delivering one copy of the questions to the event coordinator at the end of the day.

• Let the participants know that in addition to documenting the information on the flipcharts, we will also give them a survey during the last 20 minutes of their small group discussion. The survey will give them a chance to share any additional thoughts and to provide us with feedback on how we did in organizing and facilitating the event.

Administering the post-survey

A stack of surveys will be included in each Small Group Conversation room. Please leave 20 minutes at the end of the Small Group Conversation II to administer the survey. This means that the closing must be completed 20-25 minutes before the end of the event. Tell participants that the surveys are anonymous. People’s names will not be attached to the surveys and no persons will be identified in any reports we make. The moderator should return all completed surveys along with flipcharts to Joanne Kilgour at the end of the day.

Closing

Frequently, participants in small groups feel that they have too little rather than too much time to move through all the topics. This will make it difficult for the moderator to cut off the conversation as the final Small Group Conversation draws to an end. It is important to end with sufficient time to allow participants to achieve closure. One effective mechanism for achieving closure is to go around the room and have each person answer in one word, “how do you feel about the day?” If you find that you have time, you can do the same exercise, but without limiting participants to a one-word response.

• When time is up, you can say, “I’m sorry to stop this great discussion, but our time together is just about over. Does anyone have one last comment to make?”

• Let me interrupt the discussion to let you know there are 10 minutes left and we need to wind down. John, why don’t you finish what you are saying...

• …then if anyone has any closing comments they want to make we’ll have time for that”

The Resource Panel Plenary Session
At the end of the morning Small Group Conversations, moderators will collect one copy of their group’s questions for the resource panel discussion. The other copy will remain with the individual chosen to read the question to the panel.

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<th>MODERATOR</th>
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**Do’s**

- Do refer back to this handbook to provide context for discussion
- Do encourage the quiet people to participate by asking things like “Would anyone who has not weighed in like to say something about this topic?”
- Do give the group time to think and reflect. Silence is OK at times.
- Do encourage participants to interact with one another.
- Do protect different points of view. It is important that participants feel comfortable sharing their own opinions, however much they might differ from others in the group.
- Do encourage participants to follow up on what other participants are saying (e.g., Would anyone like to say more about that? Is Joe’s point clear to everyone?)

**Don’ts**

- Do not attempt to be an expert. Your role is to facilitate, not share your own opinions or knowledge.
- Do not draw attention to someone who may be talking too much or too little (e.g., Harry you’ve been really quiet, would you like to say something)
- Do not end discussion on a topic just because people have not spoken for a few moments.
- Do not encourage participants to argue their points to you.
- Do not judge or evaluate what people say (e.g., “good point,” “that’s confusing”)

8