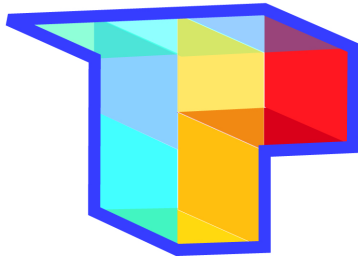# CTF MENTOR'S PACKET
Materials to support the CTF Candidate Journey

ToP Network

The materials and formats provided here will assist the ICA-CTF mentor in providing 'best mentoring practice' for each ICA-CTF candidate. It is intended that the CTF mentor brings consistency and excellence to each CTF candidate, ensuring that they arrive at their assessment both fully prepared for the event itself, and for a lifetime of exciting, innovative, and effective ToP facilitation.

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MENTOR CONSIDERATIONS AND FOCUS FOR CANDIDATES

Certification Standards Team   Sept 20, 2010

SUFFICIENT PRACTICE & EXPERIENCE	DEVELOPMENT OF A FACILITATION PRACTICE	DEPTH UNDER-STANDING & ACKNOWLEDGED JOURNEY	CAPACITY TO MARKET SKILLS	FACILITATIVE LIFE STYLE & ATTITUDE
Facilitated in at least 3 strategic plans They will have done the methods a number of times, not just the bare minimum. What they are bringing in their portfolio is their best work. Though you can use 1 facilitation (e.g., a strategic plan) for illustration of multiple methods, have a sufficient number of different situations and facilitations to show mastery (not just 2 or 3).	The beginnings of a facilitation 'kit' - physical evidence! For example... Owns a sticky wall Providing photos of facilitation set up, decor, and flips will be helpful but is not required in portfolio documentation	Understanding that ORID is a core backbone structure for all other applications An expanded personal 'journey' chart....,i.e. a list of every facilitation, a personal WoW	In at least one Strategic Plan, took the lead, secured the gig Need to be able to find 'gigs' on their own...take the lead on something, were totally in charge. Can 'market' their skills- can talk about the intent and value of facilitation	Are in the process of continuous learning- non defensive- seeks and uses feedback from clients and from co-facilitators. You can use situations that may not be perfect, if you can explain what you learned from the situation and what would make it a correct methods use.

ToP Focused Conversation Skills checklist

Date _____   Event _____

Observer _____   CTF Candidate _____

Objective Level Questions

- ❑ Did facilitator ask precise and specific questions?
- ❑ Were the questions easy to answer?
- ❑ Did facilitator emphasize that there are no wrong answers?
- ❑ Did facilitator ask every participant to answer at least one question?
- ❑ Did facilitator bring out the facts and objective data from the group?
- ❑ Did facilitator invite inclusive participation?

Reflective Level Questions

- ❑ Did facilitator ask a range of questions with positive emotions before negative ones?
- ❑ Did facilitator ask questions that link with previous experience?
- ❑ Did facilitator ask questions which stimulated imagination?
- ❑ Did facilitator acknowledge emotions, memories, and associations?
- ❑ Did facilitator invite participants to use their imaginations?

Interpretive Level Questions

- ❑ Did facilitator ask questions that added meaning, significance, value, importance, or purpose to the situation, topic, or conversation?
- ❑ Did facilitator ask questions that surfaced the significance of an individual's attachment to the subject?
- ❑ Did facilitator build the collective consciousness and shared awareness within the group?
- ❑ Did facilitator draw out the significance of the conversation in the bigger picture of their lives or their work together?

Decision Level Questions

- ❑ Did facilitator help the group identify available and appropriate options and possibilities?
- ❑ Did facilitator allow the group to share at the deepest level possible or appropriate for the group?
- ❑ Did facilitator make the conversation relevant to the future?
- ❑ Did facilitator help discover individual and group choice?

Focused Conversation Observation checklist, continued

THINGS TO WATCH FOR: *(Rank facilitator 1-5 -- 1 needs much improvement, 5 is excellent)*

1. Introduction that focuses the topic   _____

2. Begins with answers from everyone   _____

3. Questions in ORID sequence   _____

4. Open-ended questions   _____

5. Natural flow to the conversation   _____

6. People spontaneously talk   _____

7. Second & third level questions to pursue an insight   _____

8. Questions have a focus, a clear topic to pursue   _____

9. Handles group so that all contributions are heard   _____

10. Conclusion that wraps up what happened   _____

11. Questions relate to RA & EA   _____

COMMON TRAPS TO BE AVOIDED: *(check if these were present)*

- ❑ Confusing introduction
- ❑ Yes- or no-type questions
- ❑ Everyone talks to facilitator only -- like running a quiz show
- ❑ Letting garbage get by
- ❑ Awkward O-level question(s)
- ❑ Omitting R-level questions
- ❑ Impossible or vague questions (facilitator has not answered him/herself in preparation)
- ❑ "You mean..." or "What you're trying to say..." demeaning responses
- ❑ Non-conclusion

ToP Consensus Workshop Skills Checklist

Date _____   Event _____

Observer _____   CTF Candidate _____

Context

- ❑ Did facilitator set the mood for full participation?
- ❑ Did facilitator clarify the task?
- ❑ Did facilitator give an overview of how the workshop would proceed?
- ❑ Was the purpose or aim of the workshop stated?
- ❑ Was the workshop question clarified?
- ❑ Was the workshop question posted on a flip chart?\

Brainstorm

- ❑ Did facilitator ask participants to individually list answers to the workshop question and start their key ideas?
- ❑ Did facilitator ask them to read their lists to each other after breaking into pairs or small groups?
- ❑ Did facilitator ask participants to select key ideas from the individual lists and write them on cards?
- ❑ Did facilitator ask participants to pass up the first round of cards and ask for the clearest card?

Cluster

- ❑ Did facilitator help participants form 4-6 pairs intuitively?
- ❑ Did facilitator ask for cards that are different and develop clusters?
- ❑ Did facilitator quickly get participants to give each cluster a 1-2 word tag with a symbol?
- ❑ Did facilitator involve all participants in contributing insights?
- ❑ Did facilitator have participants label (with the symbol) and pass up the remaining cards?
- ❑ Did facilitator help participants discover points of agreement?

Naming

- ❑ Did facilitator read through the largest cluster first?
- ❑ Did facilitator help participants give the cluster a 3-7 word name?
- ❑ Did facilitator repeat the process for the remaining clusters and ask for other ideas?
- ❑ Did facilitator expand individuals' initial perspectives?

Resolve

- ❏ Did facilitator read all the title cards?
- ❏ Did he/she engage participants in discussing the significance of the consensus?
- ❏ Did facilitator engage participants in a discussion about the next steps and/or implications of the consensus?
- ❏ Did facilitator get participants to affirm and own the consensus?

THINGS TO WATCH FOR: *(Rank facilitator 1-5 -- 1 needs much improvement, 5 is excellent)*

1. Gave clear instructions: "Why" and "What"   _____

2. Got people involved and kept them interested   _____

3. Handled logistics invisibly   _____

4. Effortless clustering   _____

5. Pacing allowed ample time for naming   _____

6. Pushed for adequate titles   _____

7. Facilitated consensus in naming   _____

8. Achieved insights from the group   _____

9. Kept focus on content of the workshop   _____

10. Brief, clear wrap-up   _____

COMMON TRAPS TO BE AVOIDED: *(check if these were observed)*

- ❏ Confusing instructions
- ❏ Too much time for individuals to work alone
- ❏ Not reading cards aloud
- ❏ Facilitator re-wording participants contributions (excessively)
- ❏ Confused tagging and naming processes
- ❏ Lost focus in naming: accepted first/any suggestions or strung together run-on titles
- ❏ Let one or two people dominate the input

ToP Action Planning Process Checklist

Date _____ Event _____

Observer _____ CTF Candidate _____

Context
- ❑ Did facilitator introduce the planning activity?
- ❑ Did facilitator review the background and any previously made decisions?
- ❑ Did facilitator briefly outline the time-frame for this and the eight critical parts of the Action Planning Process?

Victory

- ❑ Did facilitator ask the group to imagine the day after completion using sensory words such as "see", "hear", "feel", etc.?
- ❑ Did facilitator get the participants excited?

Current Reality

- ❑ Did facilitator effectively guide participants to list the strengths and weaknesses of the current situation?
- ❑ Did facilitator have participants talk through the potential benefits and dangers that could result from succeeding with the action plan?

Commitment

- ❑ Did facilitator help participants develop a clear, compelling, and concise statement or list of components that everyone is committed to?
- ❑ Was this list posted on a flip chart?

Key Actions

- ❑ Did facilitator ask individuals to brainstorm actions that would accomplish the commitment (staring their key actions), break into pairs or small groups, read their individual lists to each other, and make cards on key actions they agree on from the individual lists?
- ❑ Did facilitator ask participants to send up their cards (clearest, different, symbols)
- ❑ Did facilitator ask participants to cluster the actions by those that could be done by the same subgroup or task force?
- ❑ Did facilitator ask them to form self-selected subgroups to finalize the actions?

Calendar

- ❑ Did facilitator ask each subgroup to plan its activities and place its cards on a large calendar, including the launch and victory?
- ❑ Did facilitator ask each subgroup to report its plan to the whole group?

Coordination

- ❑ Did facilitator ask the subgroups to adjust their calendar to reflect the coordination required among the subgroups?
- ❑ Did the whole group decide on the details of coordinating leadership, budget, and follow through mechanisms?

Resolve

❑ Did facilitator engage the group in a celebrative focused conversation?
❑ Was a catchy title, campaign slogan, or visual image created for the plan?
❑ Were next steps decided?
❑ Did the day conclude on a high note?

THINGS TO WATCH FOR: *(Rank facilitator 1-5 -- 1 needs much improvement, 5 is excellent)*

1. Clear explanation of the process _____

2. Inspiring "Victory" session _____

3. Kept session moving along _____

4. Kept people engage _____

5. Quickly elicited needed background information _____

6. Clarified abbreviations on the cards _____

7. Coded cards on wall for documenter _____

8. Got participants self-selected into teams quickly _____

9. Added budget column to calendar (if needed) _____

COMMON TRAPS TO BE AVOIDED: *(check if these were present)*
❑ Confusing introduction
❑ Taking too long in any one step
❑ Unreadable flip charts
❑ Group unable to clarify commitment
❑ Group not excited about their project (or plan)
❑ Didn't finish
❑ Got cards that said "form a committee to…"
❑ Didn't clearly capture names on teams (for documentation)

ToP Wall of Wonder Skills Checklist – Date: CTF Candidate:

	Unknown	Needs Work	Getting the Idea	Adequate	Pretty Good	Highly Competent
	?	1	2	3	4	5

Structural Areas	Specific Evaluation Points	Rating
Preparation: Create a wall chart divided vertically by time blocks and horizontally into three categories of perspective**.**	Preparation? - Appropriate side categories? - WoW focus question? Visible?	
Context: - Introduces a clear focus question and gets the group's agreement to use it. - Gives clear and adequate outline of the process and timeline. - Engages group in thinking and beginning to share ideas about topic**.**	Process overview? - Context Calendar breadth and side categories?	
Brainstorm: Encourages individuals to brainstorm <u>key events </u>about which they have information and to skip over those time periods and/or categories where they have no information**.**	- Attractive visuals (i.e. colors for categories) - (1) BIG BOLD LETTERS (2) ONE EVENT PER CARD and (3) THREE TO SIX WORDS LIKE THIS. - 'Do the math' – size of groups and #'s of data? - Thoughtful method for small groups or individuals to select events to share	
Cluster: Organizes events on the wall chart for participants to see and reflect upon those events.	- Intentional method for reporting events – ind data?? - Questions of clarity after each round of sheets posted? - Use of ORID questions in review of each category - Repeat this procedure for all three perspective categories	
Naming: Helps participants mark major shifts and turning points, see and name major periods or eras in the data, identify important trends and name the entire span of time represented on the wall.	- ORID questions in identifying transitions? - "This was time of - How identify important trends? - Name to the entire span of years represented on the wall?	
Resolve: Allows participants to reflect upon the work done together and to reflect upon what happened to their understanding of the organization or their world as a result of participating in the exercise.	A complete ORID for the resolve ?	

CANDIDATE FEEDBACK FORM

CTF Candidate:	Facilitation event:
Mentor:	Date
STRENGTHS.... Congratulations!	SUGGESTIONS...TIPS Need to work on !