Philosophy of Child Bereavement UK

Working with families who are grieving is immensely difficult. This is especially true when a baby or child is involved. It demands a particular kind of response which few people are trained or supported to offer. The Child Bereavement UK (CBUK) was set up in 1994 to provide specialised training and support to enable carers to meet the needs of grieving families. Based on the experience of healthcare professionals working in special care baby units and children's wards and from counsellors working with bereaved parents and children, the CBUK aims to improve the quality of care that grieving families receive, both at the time of the loss and also in the months and years to come. Poor care can exacerbate and prolong families’ distress, whilst care that is sensitive and appropriate can help families in their grief. The effects of this care are positive and long lasting.

CBUK also believes that it is imperative to support the carer in this stressful and emotionally draining work. Our emotions often mirror those of the families. To work in this capacity over time we must take into account our own needs and our attitude to death. Reflecting on and being aware of our reactions to situations helps us to understand our strengths and weaknesses better. There are no set answers or ways of dealing with a particular situation. We are continually learning from bereaved families and finding new ways in which we can support them.

To help grieving families, CBUK has developed a number of resources including guides for professionals working within the statutory sector in the NHS, social care and education and those in counselling and the voluntary sector; DVD'S showing parents discussing their feelings regarding the death of their baby or child and children and young people expressing their thoughts and feelings when a parent or sibling has died; to workbooks for children when someone important in their lives dies.

THE ROLE OF THE FACILITATOR

The role of the facilitator is to manage all three aspects of the event; the people, the process and the content. Managing the content does not mean taking part in the task of the event.

The facilitator’s responsibilities include:

- Setting the group climate and ensuring the atmosphere is comfortable for participants
- Providing appropriate structures and procedures e.g. ground rules to promote effective group working
- Ensuring everyone gets heard, no-one dominates and no-one is badly treated or ignored
- Ensuring all contributions are recorded accurately
- Ensuring decisions are made and consensus is reached if appropriate
- Helping the group to manage their time
Allocating any roles such as recorder and presenter and ensuring that they are accurately and effectively carried out

Asking rather than telling

Sharing responsibilities, encouraging the group to be responsible for themselves

Seeking ideas even if the answers are already known

EARLY STAGES IN THE FACILITATION PROCESS

Setting the learning climate

The first aspect of helping adults to learn or explore themselves is the creation of an environment in which adult learners feel comfortable and thus able to learn in an atmosphere of mutual trust and understanding.

In the early stages of a learning group it is useful if the group members spend time getting to know each other. ‘Icebreakers’ are sometimes used for this purpose. An icebreaker is a simple group activity that is designed to relax people and allow them to ‘let their hair down’ a little, thus creating a more relaxed atmosphere, arguably more conducive to learning.

Once group members have begun to get to know each other, either through the use of icebreakers or by an introductory activity, the facilitator should deal with domestic issues regarding the group’s life. These will include the following:

When the group will break for refreshments and meal breaks and when it will end

A discussion of the aims of the group

A discussion of the ‘voluntary principle’; that learners should decide for themselves whether or not they will take part in any given activity suggested by the facilitator and that no-one should feel pressurised into taking part in any activity either by the facilitator or by the power of group pressure. It is worth pointing out that if a person finds themselves to be the only person sitting out on a particular activity, they should not feel under any further obligation either a) to take part or b) to justify their decision not to take part

Any other issues identified by either the facilitator or by group members

This early discussion of group ‘rules’ or groups ‘contract’ is an important part of the process of setting the learning climate. The structure engendered by this part of the day helps to allow everyone to feel part of the decision-making and learning process.

OBJECTIVES FOR THE FACILITATOR

Using facilitation skills will help you gain participants’ support and co-operation by developing and building upon the communication skills you already have. You have three main objectives:

Maintain or enhance self esteem

Listen and show you understand

Give support without removing responsibility
Objective 1: Maintain or enhance self-esteem

Maintaining self esteem means treating participants politely, with respect and as knowledgeable and important people in their own right. It also means not doing or saying anything to make them feel small or belittled as individuals. Improving self-esteem means praising their suggestions and good ideas, as well as taking time to show that you value them as participants.

Basically, there are three ways of maintaining or improving self-esteem whenever you contact or are contacted by a participant:

- Recognise the participant's good ideas or suggestions
- When appropriate, ask the participant for their ideas or suggestions
- Focus on the issue, not the individual

One of the most basic and effective ways of improving a person’s self-esteem is recognising when their ideas or suggestions are useful. For example, suppose when a normally quiet participant suggests a criteria for selecting an improvement area. This is an ideal opportunity to enhance the participants self-esteem by something like, ‘John has come up with a constructive solution; what do the others think about it?’

Another way of achieving Objective 1 is to show the person you need their help or suggestions. Everyone needs to be seen as someone whose contributions are important. This can be, for example, in bringing in a particular participant: “Harry, what’s your view on this?”

When issues arise, it is not always possible to solve them straight away. But you can maintain the person’s self-esteem in the way you discuss the solution with them. The key is to focus on the facts in trying to resolve the situation. When complaining about some aspect of the event the participant may become angry. The person may even blame you for the problem! In these kinds of situations, it is important to concentrate on the facts of the complaint or problem. Getting into an argument will only result in more difficulties. When participants see that you are concentrating on the facts, their self-esteem will remain intact.

Objective 2: Listen and show you understand

Listening is very important. When participants know you are really listening and care about what they have to say, they will be more willing to hear your point of view. This will make it much easier for you to get to the root of the problem and find a way to solve it.

Even if you are a good listener, you have to let people know you have heard and understood what they have said, and how they feel. Doing this you send a strong positive message to the participants that you think what they have to say is important.

There are several ways to show you have heard and understood what a person has said. For example:

- Ask clarifying questions (“Who?”“When?”“Why?”“How?”)
- Let them know you understand how they feel about the situation, by using reflective statements (“You said ‘I’m really fed up with this.’ Would you like to expand on that?”)
- Summarise your understanding (using a flip chart can be helpful)

For example, let us assume the participant has had no luck in resolving an interdepartmental issue and feels management should have resolved it already. Recognise the participant is likely to feel highly frustrated and annoyed. In this situation you might say something like, ‘It is frustrating when you cannot get an answer to a problem. Let’s just set out what the issues are.” Just by showing you understand the problem and the feelings connected with it goes a long way towards calming the participant.
Objective 3: Give support without removing responsibility

People like to have ownership and feel they have a stake in a particular task. However, they resent having problems dropped on them with no support. In this event we want to promote ownership and do not want to generate resentment.

As a facilitator you should avoid removing the participants responsibility for action. Participants will feel better if they feel you can offer positive support. They may resent either you telling them the answer to a problem or saying, “It’s your problem - I cannot solve it for you.”

There are several ways of promoting ownership:

- Use sentences with ‘you’ in them referring to real work situations, eg. “So you think this information would help to speed up your part in clinical trials?”
- Attribute contributions and learning points to individual participants, e.g. “As Wolfgang said this is a key step”
- Seek contributions even if you know the answer yourself

There are several ways of offering support without removing responsibility for actions:

- Suggest useful contacts, e.g. “Have you spoken to Dr X on this one? I know he has experience of this, do you know him?”
- Explore scenarios: e.g. “What do you think of your colleagues?”

FACILITATION SKILLS

Maintaining your personal boundaries/respect others and yourself

- Don’t inflict your experiences on others. Consider the relevance/value of your personal example
- Don’t intrude on others grieving (but be available)
- Don’t demand people behave differently
- Don’t take others’ anger personally (even if apparently directed at you)
- Don’t take on more responsibility for others than you are comfortable with; be assertive
- Identify when others need professional help
  - medical?
  - financial?
  - counselling?
- Be aware of your personal reactions to death
  - over-reaction?
  - avoidance?
  - and aim at a balanced response
- Seek support for yourself when you need it
Some techniques to use when running a group

1. Icebreaking
2. Brainstorming (in small groups or in plenary) buzz groups, snowballing
3. Feedback and discussion
4. Presentation – lecture style
5. ‘Lecturette’ – seminar/workshop
6. Pair work or small group work, consider e.g. appropriate size of group, gender mix, like interests
7. Being a role model by demonstrating your own techniques - 'walk your talk'
8. Use role play in pairs or groups and demonstrate technique to be learned first
9. Use case study material
10. Use students' own experiences
11. Enable self and peer assessment
12. Summarise at appropriate levels
13. Creative therapy techniques, e.g. intuitive shoulder massage

Active Listening Skills

1. Paraphrasing
   - look out for non-verbals
   - use your own words
   - own your confusion
   - check accuracy
2. Drawing out
   - problems, feelings, ideas
   - use appropriate questions
3. Suspended judgement
   - be open-minded
4. Physical attending
   - open posture
   - eye contact
ACTIVE LISTENING

Our listening habits are not necessarily the result of training but rather the result of the lack of it! Of the four basic learned communication skills (listening, speaking, reading, and writing) listening is probably the most used but least taught. So what is listening? The first point is that it is more than just hearing. Hearing is the first part of listening - the physical part when your ears sense sound waves. After that the other senses come in to play and thought processes take over.

Our approach to listening is to regard it as a skill which can be developed. As a skill it involves actions; it is more than sitting still with an interested look on your face.

Of the many skills associated with becoming a good listener, active listening can be developed by paying attention to four basic skills:

Paraphrasing

Paraphrasing is a process by which the listener repeats, in their own words, what they think the speaker has just been saying. This can be done at appropriate times – usually when the speaker stops for a moment, or at some other suitable break point.

The main purpose of paraphrasing is that it enables listeners to check out they have been listening to the speaker, both picking up what is trying to be said as well as being aware of the speaker’s feelings. It also serves as a means of letting the speaker know that the listener is indeed listening.

Some guidelines for paraphrasing include:

- Pay careful attention to the speaker’s basic message, which includes looking out for non-verbal messages and tone of voice, and sensing how the speaker is feeling
- Use your own words when paraphrasing what you think has been said – do not just act like a parrot and quote verbatim
- If you lose the thread of what the speaker is saying, or do not understand, say so – if you do not follow the conversation do not pretend that you do
- After paraphrasing, either look for some cue or sign from the speaker to tell you if your statement was accurate or not, or ask the speaker directly

Drawing Out

People do not always say what they mean and are sometimes not clear on what they mean to say. It can be useful to ‘draw out’ a person – that is, to get the speaker to talk about their problems, feelings and ideas.

One way of doing this is by using appropriate questions. General, open-ended questions will be more effective in drawing out than closed questions.

A closed question is one that might be answered with a simple “yes” or “no”. Examples include questions beginning with “So you…?” “Are you…?” and so on. Questions that are really statements rephrased in an interrogative form are also closed, e.g. “Have you thought of…?” “Would it be a good idea if…?” Such questions do not always work if the speaker is reticent. Thus, although they may be at times useful for basic fact-finding, they are not very good for drawing out.

Suspending judgement

By suspending judgement we mean being able to listen to suggestions and ideas with an open mind, rather than immediately thinking of various reasons why the suggestion is no good or will not work.
Suspending judgement is more difficult than might be imagined. For various reasons (fear of taking an new approach; unwillingness to accept anyone else’s ideas; fear of uncertainty) refuge can be sought in the instant rejection of an idea, blaming the idea or other people, rather than giving it the attention it deserves.

This can have at least two harmful effects. It may lead to rejecting the idea that would, in fact, prove an excellent solution. Even if the objection is valid, over-ready rejection can be very demoralising to the other person, and result in them clamming up.

The act of suspending judgement, on the other hand, involves considering with an open mind.

Some guidelines for suspending judgement include:

- Listening carefully to what is being said, refusing to allow one’s negative reactions to crowd into one’s mind
- Asking the other person to describe all the advantages and strong points of the idea and listening to the answers
- Asking the disadvantages
- If you think of any disadvantages that have not been mentioned, ask yourself your motive for raising them. Are they valid, or are they acting as substitutes for your own fears?
- If you still consider there are disadvantages that the other person has not thought of, give them in open-ended question form.

Physical attending

The body plays a vital part in communication, and attending requires becoming aware of how you use your body in the communication process. A good listener does not adopt a rigid approach to attending, but flows naturally with the communication process and adopts whatever posture is called for, moment by moment. Body movement need not be static, you can use your body to communicate and show the talker that you are actively listening and thereby encourage them. Here are some examples:

Body language:
- silence/pausing
- nodding
- smiling
- eye contact
- tone of voice

Supportive and encouraging statements:
- “Really?”
- “Is that so?”
- “Go on...”
- “Yes...?”
- “Ah,” “Umm”. “Hmm”, etc
The ‘Joharis Window’ is a model based on work by two Californians, Jo and Hari. It is a model which shows how we find out more about ourselves and other people. We can all be thought of in the four quadrants shown above.

The top left is ‘public knowledge’ – these are things we know about ourselves that others also know, e.g. our job titles. In the top right lies our personal knowledge about ourselves – these are things I know about myself others do not know. If we wish to share this information we ‘disclose’ to others, e.g. we might say we are feeling unwell. In the bottom left lies the area of information that others have about us that we do not know, e.g. how effective we are at our job. If we are to learn this information we must receive ‘feedback’, e.g. we may be told we have done a good job. Finally, in the bottom right lies the unconscious - these are things we do not know about ourselves and others do not know them either. Sometimes we have insights into this area through our dreams.
1. The outer circle, which we present to the world is our behaviour ie. Anything we say or do Feedback should always be based on observable behaviour Eg. When you were late for our meeting (behaviour) I felt you were disrespectful to our visitors (own reaction)

2. The middle circle is our attitude which drives our behaviour, however we should not make assumptions about others’ attitudes

3. The inner circle represents our core, our values from which our attitudes and behaviours flow. We should never make assumptions about others’ values a basis for feedback TIFS 2006
TEN COMMANDMENTS OF FEEDBACK

All these ‘commandments’ spring from the fundamental principal that people have a right to their own individuality and integrity. Except in the special case of a training programme, that also implies that feedback should only be offered in private.

1. Offer feedback on observed behaviour, not on perceived attitudes. Describe what you saw him or her do, rather than what you think he/she was thinking/intending: “You were gripping that pencil so tightly that your knuckles went white” rather than “You were very aggressive”.

2. Offer a description of what you saw and how you felt, rather than a judgement. “When you started to shout, I felt anxious” rather than “It was a bad idea to raise your voice”.

3. Focus on behaviour which can be changed. It is not helpful to tell someone that a nervous twitch is a distraction. A persistent drumming on the table or tapping of the foot, however, can be eliminated and so could be commented on.

4. Choose which aspects are most important and limit yourself to those. Nobody can concentrate on changing everything at once. Set priorities mentally before you give feedback and concentrate on these.

5. Ask questions rather than make statements. This both allows individuals the responsibility of reaching their own conclusions and forces them to think about the issues. “How else could you have reacted when…?” rather than “You should have…!”

6. Set the ground rules in advance. Agree with the person the criteria by which they are judged.

7. Comment on the things that an individual did well, as well as areas for improvement. It is important that people feel empowered by the process if they are to work at positively improving their performance. It is particularly important that praise is sincere and given about very specific items of behaviour.

8. Relate all your feedback to specific items of behaviour: don’t waffle about general feelings or impressions. “I liked it when you went to the door to let him in” rather than “There was a very friendly atmosphere”. In that way, somebody can learn from it and do it again. You cannot ‘do’ a friendly atmosphere again, but you can go to the door again and let somebody in.

9. Observe everyone’s personal limits. If you offer too much feedback at once, the shutters will go up in your victim’s face. From just before that moment onward, you will be counteracting any help that you have given.

10. Before offering any feedback consider its value for the receiver. If there is none, keep quiet.

GIVING AND RECEIVING FEEDBACK

The best way to learn new skills is to try them out. Most of the skills we have, we have gained from practice, trial and error, e.g. driving a car, making a presentation.

Reviewing as we go:

- What have we done
- How we did it
- What was easy and tough
- Our successes and mistakes in a supportive and constructive way, will accelerate this learning
The trainer’s role is to facilitate this.

**Some guidelines to assist this process are outlined below:**

1. **Feedback should be balanced**
   
   For us to be open to learn about the skills we need to improve, we need to be reminded of the things we are doing well first.
   
   When we know what we are doing well, we are more able to ‘take on board’ the things we need to change. Therefore, for feedback to be helpful we need to know:

   - What we are doing well, followed by
   - What we could improve on
   
   In our culture, we are usually only told the latter. Ultimately we can lose confidence, which lowers our ability to learn and develop.

2. **Feedback should be specific**
   
   It is not helpful to tell someone: “That was fine” or “That was bad”.
   
   We need specific data if we are to improve our performance:

   - What was fine? Why?
   - What was bad? Why?
   - What could I do to change it?

   *For example:*

   “I liked the way you got the group to plan the approach first”
   
   “You listened attentively to Mike when he said he was having difficulty”
   
   “You allowed the group to go straight to the task. It might have been useful for them spend time planning their approach”
   
   “When Jane said she was having difficulty, you could have listened more closely and found out why”

3. **Feedback should be factual and descriptive**
   
   It is not helpful to ‘load’ feedback with your own judgements, inferences or solutions as to what was happening.
   
   It is difficult not to judge or evaluate people as we are brought up in a world where most people do it.

   Compare: ‘Your talk was very boring”
   
   With: “When you were talking I felt bored, though everyone else was looking at you”

   The first observation is a judgmental statement about your talk. The second explains my feelings, and what I observed others doing, and may in fact suggest my listening skills need development, not your talk.
4. **Feedback should be given in ‘manageable chunks’**

There is no point in giving a person more feedback than he/she can use. We need to take the key specific feedback (both positive, and areas for development) and communicate it in a helpful way.

5. **Feedback should be checked out**

It is important to check the accuracy, clarity and understanding of the feedback given. This can be done by the giver checking with the receiver as to his/her understanding of the feedback, and both parties checking with the rest of the group the accuracy and clarity of the feedback.

It is not helpful to learning if the receiver of feedback is unclear or does not understand the feedback given and is left with a muddled impression of someone else’s information.

6. **Feedback should be controlled by the learner**

Learning is more effective if the learner is able to:

- assess his/her own programme
- state how much feedback he/she wants from others

As learners we usually know what is easy and tough, what we did well and what went wrong. If we are able to identify this first it:

- enables us to ‘own’ the learning, so it has value to us
- reduces the fear of humiliation and being ‘found out’
- gives others clues about how best to give their feedback
- gives the trainer clues about the person’s readiness and safety to learn

The sequence of giving feedback should be as follows:

Trainer asks the learner:

“What are all the things you did well?” (We often need to be persistent here, because people find it hard to do this)

“What would you do differently with the benefit of hindsight?”

Before starting the feedback, the trainer may also choose to ask, when appropriate, such questions as:

“How did it feel to do that?”

“What was easy or tough?”

This allows the learner to get any feelings he/she may have about doing the exercise ‘off his/her chest’. This helps release tension and enables the learner to self assess and to hear feedback from others.

“How was that?” This is too general a question and does not coach people to be specific.
CONTENT AND PROCESS IN GROUPS

In any group, whether it is a business meeting, workshop, training session or even social group, there are two levels of activity. We’ve found it useful to consider these two levels as an iceberg. The small part of the iceberg above the surface is what we are clearly aware of – the CONTENTS of business being discussed, the task of the group and the overt behaviour associated with it. The largest part of the iceberg, hidden beneath the surface is what we are less likely to be aware of – the PROCESS which includes feelings, hidden agenda and covert behaviour, all of which can be positive or negative.

We have all attended meetings where on the surface all is well and the discussion proceeds in a calm and dignified manner. However, under the surface a different kind of encounter is taking place which involves, for example, our attitudes, feelings and hidden agendas.

It is essential that we take time to understand the process because it can get in the way of the content and prevent learning or accomplishment of the task. It is in these circumstances that we need to understand group dynamics/process and ‘process’ skills to effectively facilitate the group.

THE PROCESS

The process can be expressed in terms of human need. Every group has three main areas of need:

1. Need for content – to complete a task

Within this we have needs:

e.g. a worthwhile goal
    a clear goal
    agreement about the goal
    a clear plan of action
    ability to recognise when a task is completed

2. Individual members of the group have their individual needs:

   e.g. need to belong
        need to contribute
        need for status
        need for power
need for dependency
need for freedom
need for recognition of individual problems

3. Each group, if it is to complete its task, must stick together – it has a need to maintain its existence:

  e.g. need for communication between members
       need for relations with other groups
       need for co-operation between members
       need for an arena which members can disagree

ALL OF THESE AREAS OF NEED OVERLAP. In so much as each group has an identity of its own, it makes an iceberg in which the submerged part often receives less acknowledgement than that above the surface.

PARTICIPATING IN GROUPS

Use this list to help you become more aware of how you participate in groups

- Did I feel included?
- Did I include myself?
- Was I heard?
- Did I hear others?
- When was I comfortable?
- When was I uncomfortable?
- Did I feel powerful/influential enough to work well?
- How did I help myself?
- How did the group help me?
- How did the group hinder me?
- How did the facilitator(s) help me?
- How did the facilitator(s) hinder me?

*Drawn from some work by B Proctor (1978)*
PLANNING THE STRUCTURE OF A GROUP SESSION

So, then on to the planning of the structure of the forthcoming session. This takes the form of thinking about, in detail, and answering the following questions:

1. What is the purpose of the session?
2. What is the desired outcome of the session?
3. Is a group session really necessary?
4. Who should be there?
5. What is the dynamic of the group likely to be?
6. What are the actual agenda items and how do they fit together?
7. In what order should these items be discussed?
8. What duration should agenda items be given?

KEY PLANNING AREAS

People

Some people may be new to the group others may be regular attendees. Some will be really looking forward to the session; others may attend simply because they’ve been told to. Some may have a high level of involvement before and during the session; others may not.

It is important that due consideration is given to the various levels of knowledge, skills, attitudes and abilities of the people who will be attending the session.

Purpose and desired state end-point

All group sessions bring people together for a reason. They need to understand the purpose of the session and its desired end-point and so must you if your planning is to be of any value. It may sound like stating the obvious, but all too often it is simply taken for granted.

Climate

The kind of climate which will assist in creating a productive session can, and should, be planned. How you welcome and seat people, their physical surroundings, how they are involved during the session, even the temperature of the meeting room can all contribute to the success (or failure) of the session.

Location

If you have any choice as to where the session may be held, ask yourself the following questions:

- How easy is it to get to? (Not just for you but for everyone!)
- Is the meeting room big enough?
- Are syndicate rooms (if required) adequate?
- Are there adequate parking facilities?
- Does it have all the equipment I need?
Costs

Not so much the obvious costs of renting equipment and buying lunch for the participants, more the hidden costs of:

- Personal staff time spent preparing the session
- The salaries of the participants
- Having to run a further session because the first was poorly facilitated and did not meet its objectives

Timing

When is the most appropriate time for the session to be held?

How long will it take most people to travel to and from the meeting?

Who should make decisions about the duration of the agenda items?

Pre-work

Is there any material which can be sent to participants to be read prior to the session? Nothing slows a meeting down more than having to read large amounts of data at the meeting itself.

The agenda

How much involvement should the participants have in formulating the agenda?

What agenda items can be processed? In what order? In what time frame?

How soon before the session should the agenda be distributed?

Is the session of the type where the agenda will be built at the beginning of the meeting itself?

The three stages

All group sessions should have three distinctive stages: a beginning, a middle and an end. All too often meetings focus only on the actual content or middle of the session – ‘what’ work is to be done. It is most important also to concentrate on ‘how’ the work in the session is to be facilitated; how you intend the session to begin, and indeed, how you intend to finish. Failure to do this could well result in an extremely unproductive session.

Follow up

At the end of the session it is well worthwhile spending a few minutes to ask the group – individually – how well, or not, the session went and what could be done better next time.

Finally, after the session, what is left for you to do?

Are there any ‘thank you’ notes to send? Any bills to pay? Phone calls to make? Minutes to be typed and distributed? Absentees to be brought up to date? Any personal action items from the session.

Summary

Whereas the specific contents of meetings will vary enormously, a little time spent thinking about these 10 key areas will help to ensure that your sessions all have one thing in common. They will be productive and enjoyed by the participants.
ENDINGS – CLOSING THE SESSION

Participants need to leave the session knowing what was achieved, what was not, what happens next, what was done well and what could have been done better – from a process standpoint – next time.

Four tasks need to be planned for this phase to ensure a firm, orderly, positive conclusion to the session.

1. ‘Leftovers’
Any agenda items not covered, or tasks not completed, need to be dealt with. This can be done by:
   - Adding them to the next session’s agenda
   - Delegating to the sub-group to complete before the next session
   - Dropping specific items completely
   - Making a note to reintroduce them at a later date, i.e. beyond the next session

2. Review
Use the ‘conclusion’ flip charts to review the results of the entire session.

3. Think ahead
Establish a ‘pencil’ agenda for the next session, i.e. any leftovers plus any new items proposed for next time.

4. Critique
If the group is serious about improving its meeting process then a critique of the entire session is essential.
One way of doing this is to ask each member to answer the following questions:
   - What did we do well today?
   - What didn’t we do well today?
The answers are then collated on flip charts and the group decides:
   - Which ‘do well’ item they would most like to continue doing
   - Which two ‘didn’t do well’ items they would most like to improve next time
These items are minuted so as to provide a running record of session improvement.

With the planning of the structure and process of the forthcoming session completed, the next stage is facilitating the meeting itself.