THE WATERLINE MODEL

TASKS
- Structure
  - Vision
  - Mission
  - Roles
  - Responsibilities
  - Goals
  - Metrics
  - Accountability

CONTENT
- Group Dynamics
  - Trust
  - Inclusion
  - Communication
  - Influence
  - Decision-Making
  - Stage of Development

- Interpersonal Interactions
  - Learning
  - Communication & Conflict Styles
  - Feedback Skills
  - Social & Emotional Intelligence

OUTCOMES
- Personal Considerations
  - Mental/Physical Health
  - Physiological Needs
  - Psychological Needs
  - Personal Narrative
  - Stage of Development

Adapted from Harrison, R., Scherer, J., & Short, R.R.
CONTENT VERSUS CONTEXT

STRUCTURAL LEVEL
- Is it clear who’s in charge here? Is the leadership role being filled effectively?
- Does everyone understand what the goals are for the team or for this piece of work?
- Does everyone agree on those as goals?
- Are the team’s priorities clear and agreed upon?
- Are people clear about their own and each other’s roles?
- Are the expectations clear? Does everyone know who is doing what and by when?
- Are people appropriately held accountable for meeting their expectations?
- Are the right people here to do the work? Is there a good fit between jobs and people?
- Are appropriate boundaries maintained so that acting out by individuals is contained?

GROUP PROCESS LEVEL
- What developmental stage is this group at? Is the leader leading in a way appropriate to the group’s developmental stage?
- Is the decision-making mode explicit and agreed upon? Is it clear when the team has made a decision?
- Is everyone participating? Do some dominate while others withdraw?
- Do people have equal and appropriate levels of influence?
- Does the team have a method for solving problems in its work as well as in its relationships?
- How does the group/team address and manage issues of diversity?
- Does the team have explicit norms about how it will behave? Is it aware of norms that may be implicit? (Note: implicit norms will often win out if there is a conflict between the two).
- Does the team regularly assess itself in a way that leads to improvement?

INTERPERSONAL LEVEL
- Do members of this team communicate with each other openly and clearly? What supports that or gets in the way of that?
- Are members able to separate facts from opinions or judgments—or do they confuse the two?
- How do group members handle conflict or differences when they arise? Avoid? Beat each other up? Let grudges hang on forever? Hang in with each other till resolved?
- Is feedback given and received freely and routinely for learning and clarity?

INTRAPERSONAL LEVEL
- Do members report out what they are thinking, feeling, and wanting or do they keep that information to themselves?
- Are members able to describe what is going on inside them or do they typically act it out in some way?
- Are members able to distinguish between what is their "stuff" and what is someone else's, or do they tend to blame and/or get reactive with each other?
**THE PROCESS**

**TONE-SETTING**

Context setting includes identifying broad outcomes, reviewing the agenda, creating guidelines and clarifying roles and responsibilities. The goal of context setting is to answer immediate questions about the big picture and basic details, to build a framework, clarify boundaries, and build a positive rapport to gain group ownership of the process and outcomes.

**OPENING**

When opening you must present the topic at hand for consideration in a clear, concise way. This may be done through a variety of strategies; free-roaming conversation, brainstorming, list making, surveying, once-arounds, etc. In a debrief situation this is where the facilitator would begin seeking group themes by listening to group members discuss “what” happened.

**NARROWING**

Once a topic or theme has been introduced and considered by all, the facilitator is responsible for assisting the group in narrowing the subject matter. Techniques to assist with narrowing may include identifying limiting factors (time, resources, etc.), polling, free flow prioritizing, identification of duplicates, voting, or consensus. In a debrief situation this is when the facilitator would begin to pull participants through the experiential learning cycle.

**CLOSING**

In order to effectively close a facilitator must take deliberate steps to “end” the facilitation session and create action to move forward. This includes ensuring that everyone has had the opportunity to express their opinions and be heard, affirming the group decisions and clarifying any questions, defining next steps, and identifying follow-up procedures. In a debrief situation this is when the facilitator would assist group member with “applying” the learning.
Establishing a Shared Vision

Tone-Setting:
- Position Description
- Work Plan
- Project Goals
- Program Goals
- Organizational Goals

Opening:
- What are your expectations of the project?
- What are the most important activities?
- What are you assuming I know about the work?
- What qualities do you like to see in a supervisor/supervisor?
- What are your communication strengths? Challenges

Narrowing:
- What can I handle on my own? What needs approval?
- How should I communicate my progress/challenges?
- When and how often will we check-in?
- How do you like to receive feedback?

Closing:
- Confirm understanding
- Establish consensus
- Identify next steps
SMART GOAL WORKSHEET

<table>
<thead>
<tr>
<th>Today’s Date:</th>
<th>Target Completion Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Date:</td>
<td>Date Goal Achieved:</td>
</tr>
</tbody>
</table>

Goal:

Verify that your goal is SMART!

**SPECIFIC:** What exactly will you accomplish?

**MEASURABLE:** How will you know when you have reached this goal?

**ACHIEVABLE:** Is achieving this goal realistic with effort and commitment? Do you have the resources to achieve this goal? If not, how will you get them?

**RELEVANT:** Why is this goal significant to your life?

**TIMELY:** When will you achieve this goal?
This goal is important because:

The benefits of achieving this goal will be:

Who will you ask to help you?

Potential Obstacles:  
Potential Solutions:

**SPECIFIC ACTION STEPS:** *What steps need to be taken to reach your goal?*

<table>
<thead>
<tr>
<th>What?</th>
<th>Target Completion Date</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
This week will be successful if I complete the following:

To accomplish my work, I need the information/pieces from the following people:

I need to produce the following information/pieces for the following people to complete their work:

<table>
<thead>
<tr>
<th>DATE</th>
<th>Task Type</th>
<th>Monday To Do</th>
<th>Tuesday To Do</th>
<th>Wednesday To Do</th>
<th>Thursday To Do</th>
<th>Friday To Do</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Critical Tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Immediate/Producing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Urgent &amp; Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Important Tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Long-Term/Planning)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not Urgent &amp; Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quick Tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Do First/Clearing)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Urgent &amp; Not Important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meetings/Calls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Personal Items</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Appointments/Classes)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Timeframe for Tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>New Tasks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Check-ins are most effective when they are regularly scheduled, rarely missed, and workplan focused.

<table>
<thead>
<tr>
<th>TONE-SETTING</th>
<th>Prior to the check-in, review relevant workplans and project plans to reaffirm current project goals as well as both short and long-term timelines.</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPENING</td>
<td>Begin the check-in by discussing what was accomplished during the previous period, what has been carried over, and what is slated to be accomplished in the coming period. Discuss upcoming schedules and identify how much time is available to complete tasks.</td>
</tr>
<tr>
<td>NARROWING</td>
<td>Identify potential pinch-points and where working margin exists. Discuss what is needed from others to accomplish tasks, and what others may be waiting for. Identify where support can be provided and agree upon priorities.</td>
</tr>
<tr>
<td>CLOSING</td>
<td>Affirm priorities and build consensus around any decisions that have been made. Identify next steps and confirm follow-up plans and needs.</td>
</tr>
</tbody>
</table>