

# Sample Chart • Facilitation from the Inside Out



Paper: "Facilitation from the Inside Out"					Author: John Epps					Date: July 14, 1994								
My Title: The Profundity of Facilitation (Charted by Brian Stanfield)																		
Topical	Tape	Simple and profound facilitation			The profundity of the facilitator's knowing and doing								The facilitator style			Tape		
		Simple facilitation		Profound facilitation	Four profound things that facilitators know				Four profound things that facilitators do				Appreciation	Mediation	Absolution			
		Functions of facilitation	Anyone can do		Real dreams move people	Problem as possibility	No hiding from responsibility	Commitment makes teams	is care for the group	Symbolic Action								
										Four kinds								
Space and decor	Time and rhythm	Significant celebration	Authentic model															
Para #	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Functional	Book-end Introduction	Prelude		Gets key image on stage	Point #1	Point #2	Point #2	Point #4	Main point	Grounding #1	Grounding #2	Grounding #3	Grounding #4	Sub-point A	Sub-point B	Sub-point C	Book-end, Conclusion	
Propositional					Proposition #1													Proposition #2
Imaginal																		

# Focused Conversation • Quick Charting Method



Topic: Quick Charting Method					
<p><b>Opening</b></p> <p><i>(Using pencil)</i></p> <p>Number the chapters or paragraphs of the book or paper.</p> <p>Draw a line across a horizontal piece of paper, 1/3 down the page. Divide the line into the number of paragraphs in the paper and number the sections to correspond with the paper.</p>	<p><b>Rational Aim(s)</b></p> <p>To understand what the author is saying in the content and structure of his/her paper, and be able to learn from it.</p>		<p><b>Experiential Aim(s)</b></p> <p>To appreciate the viewpoint of the author.</p>		<p><b>Closing</b></p> <p><i>A focused conversation on the visual chart:</i></p> <p>O. What strikes you as you look at the chart?</p> <p>R. What images and experiences are evoked for you?</p> <p>I. What are the meaning, significance or implications of this paper for you?</p> <p>D. What will you do with what you've learned from this paper?</p>
	<p><b>Objective</b></p> <p><i>(Getting the Facts)</i></p> <p>Highlight key words and phrases in the book or paper, then write them on the chart in the appropriate place.</p> <p>Include key content words and key structural clues (i.e. "first", "finally", "the following points")</p>	<p><b>Reflective</b></p> <p><i>(Personal Reactions, Associations, Emotions, Images)</i></p> <p>Draw vertical lines above the baseline between paragraph or chapter sections where content or structural clues indicate a shift in topic (longer lines for bigger divisions, shorter for finer divisions).</p> <p>Use horizontal lines to connect similar length vertical lines to create sections.</p>	<p><b>Interpretive</b></p> <p><i>(Meaning, Values, Significance, Purpose, Implications)</i></p> <p>Name each section: What is the author saying in each of these sections?</p> <p>Write these names in the sections.</p>	<p><b>Decisional</b></p> <p><i>(Future Resolves)</i></p> <p>Name the whole: What is the author's overall message?</p> <p>Write this across the top of the page.</p>	

# The Charting Process



## Part One: The Initial Process

*How to get a grasp of the whole paper*

**Step 1:**  
Decide to love the paper. Feel the paper, the texture, pronounce the author's name.

**Step 2:**  
Explore the entire contents - look at enunciations, titles, opening and closing paragraphs, words that jump out at you, and guess what the whole paper is about.

**Step 3**  
Number the paragraphs in the paper.

**Step 4**  
Lay out the chart: horizontally centred on a piece of paper, and number spaces to correspond with paragraphs. Do this very quickly. This is a working chart, not a final copy.

**Step 5**  
Scan for structures - don't read, but look quickly for transitional clues, numerals, italics, transitional words. Read, at the most, the first four words of each

paragraph. Record findings on work chart below the line.

**Step 6**  
Scan for contents - simple topical headings - read, at the most, first and last sentence of each paragraph and scribble findings below the line. Do not necessarily start with the first paragraph, but start where topics emerge easily. Then complete all the paragraphs.

## Part Two: The Depth Dialogue

*How to ask the paper good questions and hear answers*

**Step 1**  
What meanings and questions are raised by the scanning data?

**Step 2**  
What are the sections emerging in your chart? What functions do they play (introduction, conclusion, transition, etc.)?

Give each section an impressionistic title. Record above the line.

**Step 3**  
You still have not read the paper. Where do you need more data?

Ask your questions, read in appropriate places, and record findings above the line.

**Step 4**  
What are the questions you are now raising about  
A. the structure of the paper,  
B. the content of the paper.

Read to complete the picture of the paper and answer your questions. Don't read just to be reading. Keep your side of the dialogue engaged.

**Step 5**  
Organize your findings into a total picture above the line. Give most of the paragraphs a title.

Title all sections in a consistent way. Give a good title to the whole paper.

**Step 6**  
Ascertain where the key questions and paragraphs of the paper are for further explanation into the heart of the paper.

## Part Three: The 4-level Process

### Level 1 The Topical

The impressions of the broad inclusive images of content. Simple answers to the question: "what is this section about?"

### Level 2 The Functional

The external structural relations of all the sections of your chart. (Introduction, conclusion, main point, transition, etc.) Simple answers to the question: what role does this section play in the paper?

### Level 3 The Propositional

In your own words, write a brief proposition stating what is in each paragraph, each section of your structure, and finally the whole paper. The propositions organize the interior content of each paragraph and section.

### Level 4 The Existential Or Imaginal

This level has to do with what the paper's message is doing to you personally. It is never absent, it is engagement with the paper. The following questions help structure the existential level

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## The Charting Process



charting. Turn your holding chart over and answer these four questions on the back:

1. What shifts in image has this paper provoked for you?
2. What is its personal address to your current life?
3. What positive contribution has this paper made to your self-understanding?
4. What is your critical appraisal of this paper?

### **Other types of charts**

*Teaching chart:* used when teaching a seminar. Includes key points, good questions, images, lecturettes, illustrations, amount of time spent on each section, etc.

*Art chart:* simplified chart which, like a grid, holds the structure of the paper in a way that you can easily hold in your imagination. Adding colour and heavy lines is helpful for holding the drama of the paper.

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## Writing a Report or Paper Using the Charting Method



### 4 Level Charting Process in Reverse

The Charting Method can be used to design and write:

- reports
- magazines
- annual reports
- newsletters
- articles

The key in this process is to decide the impact you want to have with the document. When that has been decided you can focus the underlying message and image you want to deliver, and then design the content, style and order to deliver it.

If the messages from the content and style reinforce one another, a powerful imaginal impact can be achieved.

### Steps in the process

Step 1:

#### The Existential Or Imaginal

What is the image shift that you are intending to produce in the target audience? What is the impact you want from this report. What is it that you want the audience to struggle with? What are the concrete images you want the audience to remember long after reading this report or paper?

Step 2:

#### The Propositional

Brainstorm the key messages and images which will support the impact you want. Decide upon the style of delivery which will freight the meaning and the messages. Consider the graphic elements, pictures, tone, tense, stories, prose, cover, print size, colour, and spatial elements that will reinforce the messages.

Step 3:

#### The Functional

Create the intentional order that will best convey the elements (introduction, conclusion, sections, chapters, transition, etc.) Consider how each element in the Functional Level will support the whole. Give particular attention to the language of the titles for each section, to ensure they support the message of the whole.

Step 4:

#### The Topical

Collect all the variety of materials or small pieces that will be used in the report or paper. To write each article, use language that supports the imaginal level. Make sure that there are bridging elements between the pieces.