

## Facilitator Roles

	Norming Roles			Performing Roles		
Role	Questioner	Clarifier	Coach	Invisible Midwife	True Participant	Mentor
Description of role	Ask <i>only</i> questions, including the opening question.	Make procedural comments and ask questions toward better elocution.	Help orchestrate the group by giving advice.	Help students develop their own individual ideas.	Participate as an equal in the seminar.	Guide students to open-mindedness and deeper levels of understanding.
Main Purpose	To get the students to speak more.  To observe more.	To get the students to speak more eloquently, accurately, and succinctly.	To develop better group cohesion.	To develop students' ideas to full fruition.	To provide content expertise and the wisdom of experience.	To help the students better themselves as individual thinkers.
When to focus on new role*	Students are speaking freely, but aren't clear, concise, accurate, etc.	The students are speaking better, but aren't necessarily working together.	Once the students take on roles as questioners, clarifiers and coaches themselves.	The students are working very well together but now have need of an adult's expertise and/or wisdom.	When students have individual inhibitions to overcome, such as biased views.	When the students can do this for each other, then they have become self-sufficient!
Caution	Changing roles can frustrate students because of new group dynamics. Have patience...  Watch out for leading questions.	Asking for clarity on some things and not others can create a "hidden" agenda. Clarify everything and let the students decide what's worth talking about.	Strong coaching can seem like you have an agenda, despite having "open" dialogue. Watch out for forcing the conversation in your desired directions.	It becomes tempting to speak a lot at this stage since the students are able to monitor themselves. Watch out for slipping back to didactic teaching.	Watch out for saying things with too much emphasis—the students will assume you have "the" right answer.	Watch out for the possibility of accidental or purposeful indoctrination of ideas—especially your own.  Stay unbiased!

Bloodhound ←

There are three constant roles: **Sentinel** (to protect students), **Evaluator** (to evaluate everyone), and **Bloodhound** (to pursue ideas).

\* The basic answer is that you can move on to the next role when your students have assumed responsibility for the current one. For example, when the students are asking enough questions, you can then focus on the *quality* of those questions in the role of **Clarifier**. When the students begin clarifying, then you can move on to **Coach**. And so on. Keep in mind that you will most likely be juggling several roles simultaneously.