

TOTE (‘test’ question)	Description	Examples of Facilitator Behaviour	Notes
<p>TOTE 1:</p> <p>a) Have we set the context?</p>	<p>Sets frame, environment for session. EG what type of interaction is this, what is its purpose?</p>	<p>Explains the purpose, checks for understanding.</p> <p>‘Backtracks’ to review or reset the frame.</p>	
<p>b) Have we built a relationship/is the relationship working?</p> <p>If yes, proceed to TOTE 2 (or resume where left off).</p>	<p>Monitors whether the here-and-now relating between facilitators and client is ‘effective’ for the work to happen.</p>	<p>Various behaviours to ‘build’ a relationship.</p> <p>Managed largely through metacommunication, or non-verbally. Tacit.</p>	<p>Facilitator issues include:</p> <p>Whether/how fast to take client’s attention into their internal world.</p> <p>Ethical dimension - risk of imposing frame (e.g. of ‘moral dilemma’).</p>
<p>TOTE 2: Do we have an outcome?</p> <p>If yes, proceed to TOTE 3.</p>	<p>Used as a ‘relevance frame’ for (e.g.) choice of focus, significance.</p>	<p>Asks ‘WWYLTHH?’.</p> <p>Monitors how outcome changes.</p> <p>Refers back to outcome as defining relevance, scope (e.g. ‘feeling lost’).</p>	<p>A clear outcome isn’t necessarily required – it’s possible to work with an expression of outcome and then allow this to develop.</p>
<p>TOTE 3: Is the client’s attention where it needs to be?</p> <p>If yes, continue with TOTE’s 4 – 7 (i.e TOTE 3 is in the background - a meta-TOTE? - that supports 4 – 7).</p>	<p>Is the client’s attention on their landscape?</p> <p>(Also? is the client self-modelling?)</p>	<p>Checks where client’s attention is.</p> <p>(Re) directs client’s attention.</p>	<p>Facilitator may start noticing information for TOTE 4 before attending to TOTE 3.</p>

<p>TOTE 4: Do we have a <i>sufficiently detailed</i>¹ landscape? If yes, proceed to TOTE 5.</p>	<p>Provides a structure or form; new information can be fitted into it. Enables identification of patterns in order to test for significance.</p>	<p>Directs client's attention to detail of their landscape. Tracks the client's landscape.</p>	<p>Likely to be tracked informally from before the beginning (i.e. before T1).</p>
<p>TOTE 5: Can we identify which pattern(s) is (are) <i>significant</i>? If yes, proceed to TOTE 6.</p>	<p>Identifies significant pattern based on initial testing (with reference to patterns from experience).</p>	<p>Enquires about possible patterns. Checks, seeking examples. Notices signals (from client, and recognition by facilitator), indicating significance.</p>	<p>A significant threshold, marks the beginnings of emergent change. There is likely to be iteration between TOTE 4 and TOTE 5.</p>
<p>TOTE 6: Are <i>changes happening</i>? If yes, develop/sustain and proceed to TOTE 7.</p>	<p>Sorts for evidence of change happening. Sustains changes.</p>	<p>Keeps the client <i>'there'</i>. <i>'Chases'</i> the changes (<i>'stays close'</i>, <i>'rides'</i> them). <i>Don't get in the way.</i></p>	<p>Supports emergent change.</p>
<p>TOTE 7: Are changes <i>solid</i>? If yes, exit (towards closure, e.g. reverse through TOTEs 3, 2, 1.)</p>	<p>Seeks demonstration of the change (e.g. rehearsal). Checks for solidity, robustness. EG <i>'does it show the same self-sustaining structure as the problem did?'</i></p>	<p>Invites <i>'rehearsal'</i> by clients. Notices evidence of change. Tests for solidity (e.g. <i>'rattle and shake'</i>).</p>	<p>Continues after close of session.</p>

¹ Terms in italics are the specific words used by the observed facilitators.

`Like Spinning Plates...': Clean Conference, 22nd June 2008

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