

Excellence in Public Service



"A facilitator is someone who uses some level of intuitive or explicit knowledge of group process to formulate and deliver some form of formal or informal process interventions to help a group achieve what they want or need to do or get where they want or need to go."

- Ned Ruete

Training Worksheet 3-1: *Course Learning Objectives & Goals*

After this session you will be able to:

- Explain the role of the facilitator
- Identify critical facilitator competencies & plan for your own development in these areas
- Utilize effective communication skills
- Stimulate participant involvement
- More effectively maintain session focus
- More effectively & comfortably manage group dynamics & participant conflicts



My primary reason for taking this class is....



Training Worksheet 3-2: *Facilitation Skills Self Assessment*

Instructions: The following is a list of behaviors involved in effective facilitation skills. Given your level of experience in each of these skill areas, rate your ability to demonstrate these behaviors by circling the appropriate number for each item. The ratings are as follows:

1 = VERY LITTLE OR NO ABILITY (I have never done this and/or I know nothing about it.)

2 = AVERAGE ABILITY (I have done this only once or twice; I feel that I have a lot to learn)

3 = ABOVE-AVERAGE ABILITY (I have done this several times; I feel confident about my knowledge in this area)

4 = GREAT DEAL OF ABILITY (I am so good at/know so much about this that I could teach others)

1. I understand the difference between presenting and facilitating.	1	2	3	4
2. I understand the roles of the facilitator.	1	2	3	4
3. I involve participants in establishing and maintaining the learning environment.	1	2	3	4
4. I use opening (warm-up) activities to gain participant involvement.	1	2	3	4
5. I provide effective feedback to participants regarding their participation.	1	2	3	4
6. I provide time for participants to structure/frame and ask questions and voice concerns or issues.	1	2	3	4
7. I effectively paraphrase or restate participants' questions, comments, and observations in an effort to make sure I (and the other learners) understand.	1	2	3	4
8. I effectively use various questioning techniques.	1	2	3	4
9. I effectively use my voice (tone, projection, inflection), gestures, and eye contact.	1	2	3	4
10. I am able to accurately observe non-verbal signals during group sessions.	1	2	3	4
11. I understand and recognize the phases of group development and common group dynamics.	1	2	3	4
12. I know the various roles that people play in groups.	1	2	3	4
13. I manage group interaction, draw in quiet participants, and manage participants who try to monopolize the interaction.	1	2	3	4

Training Worksheet 3-2: *Facilitation Skills Self Assessment, continued*

- | | | | | | |
|-----|---|---|---|---|---|
| 14. | I effectively mediate conflicts among participants and use it to foster learning and enhance understanding. | 1 | 2 | 3 | 4 |
| 15. | I effectively encourage group problem-solving and know how to use problem-solving tools (e.g., brainstorming, multi-voting and others). | 1 | 2 | 3 | 4 |
| 16. | I keep discussions on topic and activities focused on outcomes. | 1 | 2 | 3 | 4 |
| 17. | I demonstrate appropriate personal and professional behavior. | 1 | 2 | 3 | 4 |
| 18. | I demonstrate subject content knowledge (depth and breadth). | 1 | 2 | 3 | 4 |
| 19. | I am able to remain neutral on content issues and respond objectively to all participants' points of view. | 1 | 2 | 3 | 4 |
-

Strengths and opportunities:

Based on this self-assessment,

- My strengths as a facilitator are:
- My growth opportunities as a facilitator that I want to focus on during this session are:



Training Worksheet 3 - 3: *Facilitation, Training and Presenting: A Comparison*

	Presenter	Trainer	Facilitator
What they do	Share their ideas and knowledge.	Provide information, tools, knowledge to develop skills. Lead two-way communication.	Act as “Guide on the Side;” relinquish control to the group. Lead interactive communication, synthesize the collective knowledge and return the new understanding to the group.
Why they do it	Objectives are based on what is to be communicated (e.g., inform, describe, persuade/sell, motivate, inspire).	To assist participants to modify behavior, acquire knowledge, or be introduced to information to meet predetermined learning objectives based on assessment of needs.	To access and gather the knowledge of the group to generate ideas, solve problems, learn; to meet the session objectives and desired outcomes established by the group.
How it’s done	Generally speak from a stage or podium. Provide a key message based on identified objective(s) and offer 2-4 main points to support that message.	Create a structured learning environment using strategies such as lecture, demonstration, group discussion, and participant activities/exercises to develop and measure participant competencies against stated objectives.	Apply adult learning theories, communication skills and group dynamics to assist the group through self-directed exploration and discussion.
Approaches	Communication is largely one way from presenter to audience. May enhance presentation with visual aids and anecdotes.	Use multiple techniques, including lecture, modeling or demonstration, discussion practice, and feedback. May lead exercises to involve participants in experiential learning, to enable them to learn from others’ experience and to retain participant interest.	Manage the session process and structure, not content. Use questions to draw participants out, brainstorming, problem solving, consensus decision making, role clarification. Encourage open communication among all team members and uses tools to assist team problem solving.

Training Worksheet 3-3: *Facilitation, Training and Presenting: A Comparison, continued*

	Presenter	Trainer	Facilitator
Questioning style	Presenter primarily answers rather than asks questions.	Trainer asks questions to enhance learning and evaluate understanding.	Questions are used to develop individual involvement, clarify information and ideas, and encourage participation.
Who participates	Audience is present to receive prepared remarks.	Participants are present to learn.	Participants are frequently members of groups or teams who share a common purpose (e.g., solve problems, share information, make decisions, generate recommendations).
How many participants	Group can be any size.	Number of participants varies, usually under 50.	Team size is typically 5-9 members.
Aids used	Visual aids (charts, graphs, tables) are used to present data and to support the message or recommendations.	Visual and training aids (films, cases, role-plays) are used to illustrate and reinforce learning points.	Visual aids used to prompt discussion. Flip charts, white boards, and/or post-it notes are used to record group inputs and ideas.
How they prepare	Presenter develops an outline and notes to support a logical presentation.	Lesson plans are prepared to enhance learning structure.	An agenda is used to structure the session or meeting for effectiveness.

Training Worksheet 3 -4: The Role of the Facilitator

Process vs. Content:

Process – Fulfills the “how” questions:



- ✓ How issues and topics are dealt with;
- ✓ How the session proceeds in terms of agenda, techniques & tools used;
- ✓ How discussions & participant involvement take place;
- ✓ How decision tools & materials are used
- ✓ How the session’s physical environment will be arranged.

Content – Answers the “what” questions:

- ✓ Subject matter or content to be covered; issues to be addressed
- ✓ Problems, analysis, recommendations, and supporting data
- ✓ What decision tools & materials will be used
- ✓ What issues will be dealt with in what sequence.

When Do We Facilitate?



EFFECTIVE 	INEFFECTIVE 

So, what does this mean for me? What can I take from this discussion that I want to remember & apply to my development as a facilitator?



Training Worksheet 3 -5: *Facilitator Behavioral Competencies*

Personal Effectiveness and Emotional Intelligence

1. Serves as a role model for others regarding appropriate conduct and ethical principles
2. Keeps emotions under control when facing adversity
3. Interacts effectively with varying levels of participants with different backgrounds and perspectives
4. Uses adult learning principles to ensure participant involvement, commitment and learning
5. Demonstrates and acts on an understanding of the collective concerns of the participants
6. Demonstrates and acts on an understanding of participants' personal interests, concerns, and motivations
7. Facilitates in a way that influences the participants to interact respectfully and effectively.
8. Gains commitment of participants by positioning the discussion in terms of benefits meaningful to the participants

Communicating Effectively

1. Uses interpersonal and communication skills to gain acceptance of and commitment to session objectives
2. Makes effective verbal presentations (includes changing language or terminology to fit group characteristics)
3. Effectively uses nonverbal communication techniques
4. Reads and understands verbal and nonverbal behavior and responds appropriately
5. Utilizes active listening and effective questioning techniques to facilitate participant involvement

Encouraging the Involvement of Others

1. Uncovers opportunities for participant involvement and takes innovative action to maximize the effectiveness of the group experience
2. Monitors participant experience by soliciting feedback and analyzing participant behavior and performance during exercises or activities
3. Maintains focus on job-related application and relevancy of discussion for participants
4. Contributes to individual, team, and corporate knowledge
5. Creates participant synergy through creative activities and communication strategies
6. Provides coaching to enhance constructive participant engagement
7. Takes appropriate risks to see new ideas, content, and instructional strategies are discussed and considered
8. Supports participants who take appropriate risks

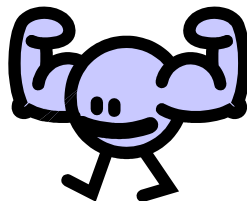
Training Worksheet 3 -5: *Facilitator Behavioral Competencies, continued*

Maintain Focus & Manage Process

1. Plans and monitors facilitation to ensure efficient and effective use of time
2. Utilizes effective meeting management techniques
3. Implements creative facilitation strategies
4. Proactively recognizes situations where change in process is needed and modifies plan in response to changing conditions or participant needs, rather than pursuing a single, pre-planned course of action
5. Demonstrates an understanding of the organization's strategic objectives, customers, products/services, informal political network particularly as they relate to the session content

Managing Groups & Interpersonal Conflict

1. Promotes a spirit of cooperation among participants
2. Clarifies and communicates roles and expectations of facilitator and participants
3. Solicits the input of participants and leverages participant expertise through establishing collaborative relationships
4. Recognizes and rewards the contribution of participants
5. Positions the group process with participants by building relationships & setting the climate
6. Builds trust between facilitator and participants, and among participants
7. Gains the cooperation and support of the participants
8. Gathers the relevant information and takes action to resolve a problem or issue within the group experience



Training Worksheet 3 -6: *Emotional Intelligence*

“Emotional intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.”

Emotional Intelligence: Why It Can Matter More Than IQ , Daniel Goleman, 1996

The essential premise of Emotional Intelligence: to be successful requires the effective awareness, control and management of one's own emotions, and those of other people. EQ embraces two aspects of intelligence:

- Understanding yourself, your goals, intentions, responses, behavior and feelings.
- Understanding others, and their feelings.

	PERSONAL	SOCIAL
Awareness	SELF AWARENESS <i>Knowing one's internal states, impulses and resources</i> <ul style="list-style-type: none"> • emotional awareness • accurate self-assessment • self-confidence 	SOCIAL AWARENESS <i>Awareness of others' feelings, needs & perspectives</i> <ul style="list-style-type: none"> • empathy • service-orientation • developing others • leveraging diversity • organizational awareness
Ability	SELF MANAGEMENT <i>Managing one's internal states, impulses and resources</i> <ul style="list-style-type: none"> • emotional self-control • trustworthiness • conscientiousness • adaptability • innovativeness • achievement drive • commitment • initiative • optimism 	RELATIONSHIP MANAGEMENT <i>Adeptness at inducing desirable responses in others</i> <ul style="list-style-type: none"> • influence & persuasion • communication • inspirational leadership • change catalyst • conflict management • building bonds • collaboration & cooperation • team capabilities

So, why does EQ matter to facilitators? How does it impact facilitation?



Understanding Adults

- ✓ Adults are people who have a good deal of first hand experience on which to draw – tap into it!
- ✓ Adults are people who have fairly set habits & strong tastes. Be sensitive to these & accommodate as many as possible.
- ✓ Adults are people who have some amount of pride & independence & who don't like to be forced. Motivate them to develop greater abilities in self-direction & responsibility by telling them what they have to gain.
- ✓ Adults are people with very tangible things to lose. Aim for success for everyone.
- ✓ Adults are people who have developed a reflex toward authority. Use the authority you have appropriately.
- ✓ Adults are people who have decisions to make & will decide for themselves. Find out what is important to them.
- ✓ Adults are people who have a great many preoccupations outside of the session. Allow for people to focus by balancing time & giving immediate results.
- ✓ Adults are people who have established emotional frameworks consisting of values, attitudes & tendencies. They will look to validate what you & others say based on this.

☐ ***If I evaluate my own E.Q, what strengths do I have? What growth areas can I identify?***

☐ ***What will I start, stop or continue doing as a result of this awareness?***



Training Worksheet 3 -7: Personality Styles & Communication Preferences

EXTRAVERTS

- ◆ Think out loud: share ideas & information immediately & respond rapidly
- ◆ Talk more than listen; may overlap air space & interrupt others
- ◆ Change topics & opinions as dialogue progresses
- ◆ Ask lots of spur of the moment questions

Therefore, as facilitators we should:

- Provide opportunities for participants to freely share thoughts in lively group discussions
-
-

INTROVERTS

- ◆ Process information internally Share well thought out ideas
- ◆ Listen more than talk; wait for pause before speaking
- ◆ Need time to think before changing topics
- ◆ Prefer to reflect & process before asking questions or offering comments

Therefore, as facilitators we should:

- Provide opportunities for individual reflection
-
-

SENSING PREFERENCE

- ◆ Prefer facts, details, & concrete examples
- ◆ Link information to immediate applications
- ◆ Like step-by-step explanations & instructions
- ◆ Prefer practical plain language to symbols, metaphors, theory, or abstraction
- ◆ Trust what has already been tried & proven to be true

Therefore, as facilitators we should:

- Be factual
-
-

INTUITION PREFERENCE

- ◆ Want to know implications, patterns, relationships, challenges; Become bored/impatient with details
- ◆ Focus on the global, future & long-term impacts
- ◆ Like vague directions/instructions that provide room for various approaches
- ◆ Use metaphors, analogies, & symbolic language
- ◆ Enjoy discussing opportunities, possibilities, theories, & frameworks

Therefore, as facilitators we should:

- Be enthusiastic about possibilities
-
-

THINKING PREFERENCE

- ◆ Use logic & analysis
- ◆ List & consider pros & cons; need to know “why?”
- ◆ Prefer information to be presented objectively as a matter of fact
- ◆ Debate & challenge information
- ◆ Use precise & concise language

Therefore, as facilitators we should:

- Be logical
-
-

FEELING PREFERENCE

- ◆ Focus on subjective beliefs & values
- ◆ Like making connection with others; ask “how?” & “who?”
- ◆ Share & value personal stories, & examples
- ◆ Seek collaboration & find commonality among ideas
- ◆ Use expressive language conveys their warmth & supports harmony

Therefore, as facilitators we should:

- Be personable & friendly
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-

JUDGING ORIENTATION

- ◆ Prefer organized & efficient communications
- ◆ Reach conclusions quickly, make decisions, & want closure
- ◆ Are uncomfortable with open-ended, free-flowing discussion
- ◆ Prefer structured & scheduled interactions

Therefore, as facilitators we should:

- Develop, share & stick to an agenda
-
-

PERCEIVING ORIENTATION

- ◆ Have a flexible, spontaneous, & unstructured style
- ◆ Seek new information & prefer to explore data & options
- ◆ Prefer open-ended discussions
- ◆ Seek input from others exactly when they need it

Therefore, as facilitators we should:

- Provide opportunities for open-ended discussion
-
-

Application:

Based on these descriptions, what communication preferences do I think I have? Why do I think so?



What does this imply for me as a facilitator?

What will I do differently as a trainer/facilitator with this awareness?

KEY POINTS:

- Each person has unique qualities, abilities, needs, feelings, viewpoints, communication styles, behaviors and habits.
- Expecting others to be “just like you” is not realistic and can cause unnecessary frustration and conflict.
- Consciously work to understand your own behavior, pace, style, preferences, quirks, personality, etc. – and then strive to understand the same in others.

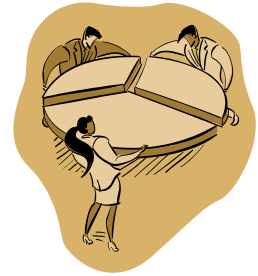


Training Worksheet 3 -8: *Components of Communication*



Words

Tone of Voice

Body Language/Visual

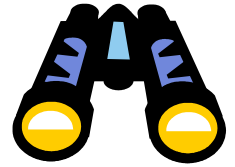


Facilitators must pay attention to the non –verbal signals they give to the group!

Distract 	Enhance 

Training Worksheet 3 -9: Observing Non-Verbal Messages

What should you be looking for?



Is the person:

-
-
-
-
-
-

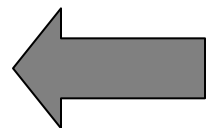
What Does It Mean?

If they are: Smiling Nodding Affirmatively Leaning forward Maintaining eye contact	Then they may be feeling: • • • •
If they are: Yawning Staring off into space Shuffling feet Leaning back in chair Looking at clock	Then they may be feeling: • • • •
If they are: Frowning Scratching head Pursing lips Staring off into space Avoiding eye contact	Then they may be feeling: • • • •

What should you do next?

IF YOU HAVE OBSERVED:	AND ...	THEN ...
Enthusiasm	• Several group members display the behavior	•
Interest		•
Agreement		•
	• One group member displays the behavior	•
		•
IF YOU HAVE OBSERVED:	AND ...	THEN ...
Boredom	• Several group members display the behavior	•
Fatigue		•
Lack of interest		•
	• One group member displays the behavior	•
		•
IF YOU HAVE OBSERVED:	AND ...	THEN ...
Confusion	• Several group members display the behavior	•
Disagreement		•
Unsafe to express feelings		•
Discomfort with process/content		
	• One group member displays the behavior	•
		•

How Can We Show We are Paying Attention?

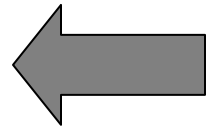


Training Worksheet 3 -10: *Listening Skills*

What Do You Already Know About Listening?

- People speak at a rate of _____ words per minute.
- People can listen at a rate of _____ words per minute.
- _____% of misunderstandings can be traced to poor listening and only _____% to written communication.
- Studies have shown that immediately after listening to a 10-minute oral presentation, the average listener has heard, understood, properly evaluated, and retained approximately _____% of what was said.
- Within 48 hours that percentage drops off to _____% level of retention.

Critical Behaviors of an Active Listener:



Why Be a Facilitator Who Actively Listens?:

- *Allows participants to _____ ideas.*
- *Allows us to accept both positive & negative feelings & _____ ideas or viewpoints.*
- *Enables us to really hear what another person is saying, which can encourage _____ & improve _____.*
- *Enhances the efficiency of communication & increases the likelihood that the message was received _____.*
- *Encourages others to _____ rather than your solving problems or answering all questions for them.*
- *Influences participants to be more willing to listen to the thoughts & ideas of others.*

An Active Listening “PROPOSAL”

- P** ***Probe for understanding.*** To understand what the speaker is saying and meaning, we may need to ask questions and dig for deeper understanding. Use effective questions.
- R** ***Reflect and paraphrase.*** One of the best ways to make sure that you understand the speaker is to reflect back to that person what you have heard. Opening phrases like. “So what I am hearing is...” or “Is this what you mean?” are two common ways to begin reflective statements.
- O** ***One thing at a time.*** When you are listening, LISTEN. Ignore distractions around you. Do not shuffle papers or mentally plan your response. You have plenty to do just listening!
- P** ***Pause.*** You do not have to respond to the speaker’s comments immediately. When you allow yourself a momentary silence, you free your mind to form your response during that silence.
- O** ***Observe nonverbal behavior.*** Much of what is being said is not being “said”! To truly understand, you must pay attention to body language, gestures, facial expressions, vocal inflections, and so on. These clues will help you to understand the speaker’s message.
- S** ***Summarize.*** After longer exchanges, or at the end of a conversation, summarize the gist of the discussion, any decisions that were made, or action steps that have been identified. This will assure others that you have understood those who spoke, and the speakers will appreciate that you are checking your understanding!
- A** ***Acknowledge the message and the speaker.*** This does not mean you must agree. It simply means that you let the speaker know you really hear the message and acknowledge them.
- L** ***Let the speaker finish.*** Interrupting is a waste of time. You frustrate the speaker and sacrifice a complete understanding of the message. Pause to reflect before responding as appropriate.

A Closer Look: PARAPHRASING:

Why and when should you paraphrase when facilitating?

What makes paraphrasing difficult?

What should you do if you didn’t accurately paraphrase what was said?



Facilitation & Questions

- How is the ability to ask questions important to facilitation?
- What makes a facilitator a “good” questioner?
- What makes a question a “good” question?
- What do you notice about these questions?

Asking questions effectively is one of the most important skills you'll need as a facilitator.

Training Worksheet 3 -12: *Types of Questions*

Type of Question	Description	Why Use	Example
Open (aka Open-probed or Open-ended)	<ul style="list-style-type: none"> ◆ Cannot be answered with a single word or phrase, such as “yes” or “no”, “fine” or “OK.” ◆ Typically begins with “how,” “what,” “when” or “why.” 	<ul style="list-style-type: none"> ◆ To stimulate thinking ◆ To encourage greater discussion ◆ To discourage team members from prematurely taking definitive positions on issues not yet thoroughly discussed. 	<ul style="list-style-type: none"> ◆ <i>What ideas do you have for explaining the changes to our customers?</i> ◆ <i>How will this solution impact you?</i> ◆ <i>What can be done to eliminate this challenge in the future?</i> ◆ <i>What happens if we don’t solve the problem?</i> ◆ <i>Why are copying costs up even after the purchasing the new scanner?</i>
Greater Response	<ul style="list-style-type: none"> ◆ Use the words, “describe,” “tell” or “explain.” 	<ul style="list-style-type: none"> ◆ To draw out greater information ◆ To gain greater understanding ◆ To add depth to the group’s involvement 	<ul style="list-style-type: none"> ◆ <i>Can you describe how we typically handle telephone complaints?</i> ◆ <i>Could you tell us more about our customers’ reaction to the policy?</i> ◆ <i>Would you please explain to us why our new system still costs more to operate?</i>
Probing	<ul style="list-style-type: none"> ◆ Check for more detail or clarification. ◆ Use the words, “What, exactly...,” or “What, specifically...?” 	<ul style="list-style-type: none"> ◆ To explore specific areas in greater depth. ◆ To gain clarification to ensure you have the whole story and that you understand it thoroughly ◆ Draw information out of people who may be reluctant to speak. 	<ul style="list-style-type: none"> ◆ <i>What exactly do you mean by “good attitude?”</i> ◆ <i>What specifically has happened to lead you to believe the policy doesn’t work?</i> ◆ <i>Could you be more specific about what you saw?</i>
Hypothetical	<ul style="list-style-type: none"> ◆ Pose a theoretical situation in the future. 	<ul style="list-style-type: none"> ◆ Can be used to get participants to think of new ideas. 	<ul style="list-style-type: none"> ◆ <i>What would you do in this situation?</i> ◆ <i>What would you do if you were Sam?</i>
Specific	<ul style="list-style-type: none"> ◆ Use the words, “how much?,” “how many?” “precisely,” “what time..” “specifically...” 	<ul style="list-style-type: none"> ◆ To determine facts. 	<ul style="list-style-type: none"> ◆ <i>How much did you spend on that?</i> ◆ <i>What time did the train arrive?</i>

Training Worksheet 3 -12: *Types of Questions, continued*

Type of Question	Description	Why Use	Example
Redirection	<ul style="list-style-type: none"> ◆ Redirect a participant's question to the rest of the group. 	<ul style="list-style-type: none"> ◆ If the participant's question relates to content, e.g., "why do you think the costs increased after the new equipment was installed?" 	<ul style="list-style-type: none"> ◆ <i>What do the rest of you think about that?</i> ◆ <i>That relates to what Helen suggested earlier. Helen, what are your thoughts?</i> ◆ <i>That question should be answered by someone experienced in that area. Is there someone who has worked with the new equipment?</i>
Feedback & clarification (Reflective)	<ul style="list-style-type: none"> ◆ Restate what the listener thinks the speaker has said. ◆ Summarize the discussion 	<ul style="list-style-type: none"> ◆ To check understanding. ◆ To bring closure to a discussion. ◆ To confirm shared understanding. ◆ To reflect the speaker's feelings, which is useful in defusing emotional situations. 	<ul style="list-style-type: none"> ◆ <i>What I am hearing you say is.... Am I understanding you correctly?</i> ◆ <i>So, what you are feeling is Is that right?</i> ◆ <i>So can someone summarize/ paraphrase our position?</i> ◆ <i>What area did we agree to brainstorm first?</i>
Leading	<ul style="list-style-type: none"> ◆ Attempt to lead the respondent to a certain way of thinking or to a particular conclusion. 	<ul style="list-style-type: none"> ◆ Get the answer you want, but leaving the other person feeling that they have had a choice. 	<ul style="list-style-type: none"> ◆ <i>Option 2 is better, isn't it?</i> ◆ <i>Shall we approve option 2?</i> ◆ <i>Which would you prefer: A or B?</i>
Funnel	<ul style="list-style-type: none"> ◆ Structuring information and questions in sequence. Often use an open question, followed by a probing question, then a specific question and a reflective question. 	<ul style="list-style-type: none"> ◆ To explore a topic and to get to the heart of the issues. 	<ul style="list-style-type: none"> ◆ <i>What ideas do you have for exploring the impact of recent changes on our customers? Nancy, could you elaborate on what you mean by "customer survey?"</i> ◆ <i>"How many customers are you suggesting that we survey?"</i>

Training Worksheet 3 -13: *Types of Questions - Exercise*

Please rewrite the following closed-ended questions as an open-ended question:

1. Does everyone understand?
2. Do you have any questions?
3. Can we think of any alternatives?
4. Are there any problems with this piece of equipment?

The Match Game

Test your grasp of the various types of questions a skilled facilitator might use by matching the example questions on the left column below with the correct question types from the right column.

<i>Example questions</i>		<i>Question Types</i>
1. _____	Could you tell us why you think delivery will take three weeks?	A. Leading
2. _____	Can you explain more about the concerns that were raised by our stakeholders?	B. Specific
3. _____	I can't answer that. Phil, perhaps you could help us answer that.	C. Probing
4. _____	OK, who can summarize the potential problem areas we have identified so far today?	D. Greater Response
5. _____	Which of these two options do you support, A or B?	E. Redirection
6. _____	How much did we spend on those brochures?	F. Funnel
7. _____	What exactly do you mean by "the equipment had problems?"	G. Feedback & Clarification
8. _____	Thanks for your suggestion. What benefits would that alternative offer? Would these benefits be cost-effective?	H. Open ended

Training Worksheet 3 -14: *Rules for Asking Questions*

RULE 1: Initially ask each question of the entire group.

Example: What are the possible reasons for increases in scrap levels during the last ten days of the quarter? (do not say, "Jane, what reasons can you think of?")

RULE 2: Pause and allow participants time to consider the question.

Note: Some facilitators become anxious if a question does not elicit an immediate response. If this happens to you, relax and remember, the participants are thinking.

RULE 3: If a participant responds, acknowledge their effort, regardless of the answer given.

A) Always reinforce correct answers positively. Explore the response further if possible or necessary. *For example:*

Team member: "One of the reasons for the increase in scrap relates to may have to do with work teams working overtime to meet production goals."

Facilitator: "Overtime, huh? That's an interesting suggestion. Help us understand how overtime causes more scrap?"

B) If the answer is partially incorrect, reinforce the part that is correct, then re-ask the question again or redirect it to someone else.

Example: "You are on the right track. What other ideas do you have?" OR
"That's a good point. Who else has some thoughts about this suggestion?"

RULE 4: If no one responds in a reasonable amount of time, look for nonverbal signals from a participant that they want to be involved – e.g., eye contact, a forward lean and uplifted eyebrow. Then go to that person by name.

Example: "Carol, you look as if you have something to offer here. Can you help us out? In your opinion, why does the scrap count go up during the last days of the quarter?"

RULE 5: If no one responds to a question, consider rewording the question or asking if the question needs clarification.

Example: "Perhaps I'm not explaining this clearly? Let me try to rephrase the question."

RULE 6: Use non-biased/neutral questions, rather than leading or positional ones.

Example: "What may be causing the problem?" (instead of, "Is the problem caused by untrained workers or by inferior materials?" The problem may be caused by one or more other factors!)

RULE 7: Avoid too many "yes/no" (closed probed) questions, which limit discussion.

Example: "Is the increased scrap level due to worker fatigue?" (you will probably get a "yes" or "no" answer, but little discussion.)

RULE 8: Avoid questions that may put team members on the defensive.

Example: "Why are scrap levels in the factory increasing?" (rather than, "Bob, why does your department's scrap level seem to continuously increase?")

RULE 9: Refrain from the temptation of initially using "by name" questions to get people's attention or punish their inattention. Such actions by the facilitator cause resentment and further non-involvement by participants.

RULE 10: Distribute questions equally among the participants.

Example: "Let's here from this side of the room/table. What thoughts do you have?"

Training Worksheet 3 -15: *Soliciting & Managing Questions*

A Five-Step Approach:

1. **Invite the Question** in a way that is welcoming, i.e., that audience members feel it is safe to ask (because more often that not – they have them!).
 - “What questions do you have?”
 - “Who has my first question?”
2. **Acknowledge & Repeat the Question**
 - “(NAME) is asking (repeat the question).”
 - Ensures the rest of the audience has heard the question.
 - Ensures you have heard the question.
 - Buys a little time to organize your thoughts and your response.
 - “(NAME) If I heard you correctly, your questions is.....? Is that right?”
3. **Answer the Question**
 - Don’t make it a one-on-one with the person who asked the question.
 - Begin by addressing the answer to the person who asked the question, but then, as you answer, scan the room and make eye contact with other participants.
 - Whenever possible, solicit answers
4. **Confirm with the questioner that you answered their question.**
 - “Did I answer your question?”
 - “Does that answer your question?”
5. **Prompt the next question:**
 - “Who has my next question?”
 - “What other questions do you have?”
 - “I have time for 2 more questions. Who has them?”

Additional Tips for Managing Questions

- If no one is asking any questions, consider saying, “I often get asked...,” or “Another common question at this point might be....”
- Anticipate questions commonly asked on the topic. Prepare your answers to and/or strategies for handling these questions.
- Have a “Parking lot” or “bin list” on the wall to collect participant questions you think may be better addressed or covered later in the session.

Training Worksheet 3 -16: *Giving Feedback to Participants*

- When a participant responds during a discussion, you want to affirm that person and, if you can, affirm the given response. You may say things such as, “That’s good” or “Great response” or “I like that. Anyone else have a comment?”
- In other cases, the respondent may provide a superficial answer, and you want more depth. In that case, you may say something along the lines of “Yes, now can you tell me more?” or “OK, now take me deeper into what you have in mind,” or “Great start. What else can we say about that?” Although you’re affirming, you’re also letting the participant know that there is more they could add to their response.
- A more difficult situation occurs when the participant’s answer or comment is inappropriate, off-topic or incorrect. This is where you cannot afford to agree. Part of giving feedback is to indicate when a response is incorrect. Yes, you still want to affirm that the participant contributed, but not their answer. In this case, you may reply, “I understand what you’re saying, but that relates more to . . .” or you might paraphrase the response and say, “That relates more to . . . than the current subject.” By all means, be tactful, but don’t accept answers that are superficial, incomplete, or sarcastic. Your role is to further the discussion in a productive way.
- For feedback to be effective and well-received, consider the following characteristics:
 - Specific & descriptive: Describe the specific, observable behavior. What does (or did) the person actually say or do? Refrain from making judgment or evaluations of the person's behavior.
 - Helpful & balanced: Is presented in a constructive, respectful way. Identifies positives as well as corrective.
 - Takes into account the needs of the receiver: What do you know is going on for the person? Are they new to the skills or topic being discussed? How might they take feedback in front of other participants?
 - Clarifies impact or consequences: When appropriate, it is helpful to reinforce the feedback by identifying the “why” behind the suggested change in behavior. What are the consequences to others, to the work, to the process, to themselves of that behavior (both positive and negative)?
 - Well-timed: For the participant, for the group and for you as the facilitator. Has the discussion moved on to a different topic since the participant made the comment/behavior? Did it happen more than ____ ago?

Training Worksheet 3 -17: *Communication Practice - What Should I Say?*

Instructions: Here are a few comments that inexperienced, ineffective facilitators might make. In the blank spaces that follow each comment, write what you think an effective, more experienced facilitator could say instead.

1. "What should we talk about today?"

2. "Here's how I think we should/could solve this problem. . ."

3. Rita, that comment makes no sense at all. You'll have to do better than that."

4. "Great idea, Pat. That is obviously the best solution/comment offered today!"

5. "Okay, it's time to vote. Who is in favor of Rita's suggestion? Who prefers Fred's?"

6. "We tried that approach two years ago and it did not work."

7. "We have listed eight possible options. Which is the worst idea we can safely eliminate from further consideration?"

8. "Bob, we can't discuss that now. It's not relevant to the issue at hand."

Training Worksheet 3 -18: *Communication Skills – Reflection & Application*

- *How would I evaluate my own communication skills? What strengths do I have as a communicator? What growth opportunities can I identify?*
- *What will I start, stop or continue doing as a result of this awareness?*
- *How will these steps help me improve my ability to facilitate?*



Training Worksheet 3-19: *Creating a Participatory & Positive Environment*

Basic Principles

1. Get to know your group. Match your methods to their needs.
2. Plan your room lay out to match your objectives, group needs and planned activities.
3. Make a positive first impression. You never get a second chance!
4. Give people an opportunity to “get there;” introductions, ice-breakers, and individual goal-sharing are a few ways to engage participants right away.
5. Follow the established ground rules for discussion (see page 38).
6. Vary your methods. Mix it up! Facilitate different activities that encourage interaction & active sharing of ideas.
7. Keep the session moving.
8. Read the group and know when it is time to move on or take a break.
9. Maintain control of the group and environment.



What do I need to know about my group & why does it matter?

Information I Need to Know	Why It Matters/Impact on Session

Training Worksheet 3-20: *Using Icebreakers*

Use Icebreakers to....

- Create a positive group atmosphere and help people to relax
- Break down social barriers
- Help people focus on the topic
- Energize & motivate
- Help people to "think outside the box"
- Help people to get to know one another
- Get a reading on where participants' heads are

Tips for Using Icebreakers

- 1) Choose the right icebreaker.
- 2) Make sure you have the right number of people.
- 3) Make instructions simple and visible.
- 4) Keep your eye on participants.
- 5) Allow yourself enough time.

Examples of Icebreakers:

1. A Few of My Favorite Things

Ask participants to share their top three favorite things about whatever it is you're there to discuss. If you have time, go back around for the flip side: what are their three least favorite things? This information will be even more helpful if you ask them to explain why. Will your time together help to solve any of these issues?

2. Brainstorm Race

Find out what your group knows or is thinking about a topic before you begin the session. Divide them into teams of four and present the topic. Ask them to brainstorm and list as many ideas or questions as they can come up with in a given amount of time. Here's the kicker---they cannot speak. Each participant must write his or her ideas on the board or paper you've provided.

3. If You Had a Magic Wand or If You Won the Lottery

What would participants do to effect change in your given topic if money were no object? Or if they had a magic wand and could waive it to make anything happen? What would they want revealed? What would they hope to make easy? Which aspect of the topic would they want to fully understand?

4. Three Words

Ask participants to come up with three words they associate with the new topic. The value in this for you, as a facilitator, is that you'll discover very quickly where participants' heads are. Are they excited about this? Nervous? Unenthusiastic? Completely confused? It's like taking the temperature in the room.

5. Time Machine

This could be used to understand the causes of a current problem. If you could go back in time, or forward, where would you go and why? Who would you talk to?

6. People Bingo

People Bingo is one of the most popular ice breakers because it's so easy to customize for your particular group and situation, and everyone knows how to play it. Make your own bingo cards, or use one of the fabulous online card makers.

STEP 1: Before the session, clarify the goal & prepare for the activity.

- ⇒ Start with a clear objective in mind. Ask yourself: “What do I want the team/group to accomplish?” Then select and/or develop the activity.
- ⇒ Obtain all necessary materials. Consider technological needs & capabilities.
- ⇒ Read through the activity several times. Practice what you are going to say when you introduce and explain the activity.
- ⇒ If the activity requires that you play a role (judge, moderator, card dealer, etc.), practice your comments and actions.
- ⇒ If the activity’s rules or steps are lengthy, write them ahead of time and post them on the wall so that they can be seen throughout the activity.
- ⇒ Anticipate potential problems and plan correction actions you could take should they occur.

STEP 2: During the session, explain the activity to the group

- ⇒ Set the mood by showing enthusiasm and excitement about the activity.
- ⇒ Provide a brief overview of the activity and explain why you are doing it.
- ⇒ Explain the activity’s rules or steps. Use pre-prepared flip charts with instructions.
- ⇒ If you will be breaking the group into smaller sub-groups, have them get into their sub-groups before explaining the next step.
- ⇒ Distribute any materials the group/sub-groups after you have fully explained the activity.

STEP 3: Check for understanding before beginning the activity.

- ⇒ Make sure your group understands the activity steps. Ask participants questions that demonstrate their understanding of the steps, e.g., “So, how much time will you have in your groups?”
- ⇒ Clarify what role you will play and the role of any individuals identified as “observers.”
- ⇒ If the activity is a competition, clarify how the “winner” will be determined.
- ⇒ Ask, “What remaining questions do you have before we start?”

STEP 4: Run the activity.

- ⇒ Monitor the groups to make sure they are staying on task & following the steps.
- ⇒ Make yourself available to clarify steps, redirect or coach as needed.
- ⇒ Encourage & support all of the groups.
- ⇒ Watch & listen for things you will want to bring up during the activity debrief.
- ⇒ Watch the clock and give a “time check” occasionally.

STEP 5: Debrief the Activity

- ⇒ This occurs after the activity is over & usually is where the real learning takes place.
- ⇒ Plan to devote as much time as the activity took.
- ⇒ Prepare questions that address each part of the Experiential Learning Cycle:
 - What?
 - So What?
 - Now what?

QUESTIONS FOR DEBRIEFING LEARNING ACTIVITIES

WHAT? Begin by asking participants what they experienced:

- What went on during the activity?
- What was your reaction?
- What did you observe?
- How did you feel?
- What was easy?
- What was difficult?
- What went well?
- What could have gone better?

SO WHAT? Now prompt them to start connecting the activity to their real-world:

- What did you learn about yourself?
- What did you learn from the experience?
- What similar experiences have you had?
- How does this relate to anything you have experienced on the job?
- How did this experience help you?
- What are the implications of what you experienced or observed?

NOW WHAT? Finally, ask participants how they will apply this to their real-worlds:

- How can you apply what you learned in this situation/in your job?
- What might you start doing?
- What might you stop doing?
- What might you do differently?
- How can this experience help you/us in the future?

Adapted from *Quick Team-Building Activities for Busy Manager*, by Brian Cole Miller

Promoting Participation

1. Specify how you want people to participate, indicating whether you want them to be active, giving ideas and feedback, asking questions, and offering support or whether you just want them to listen.
2. Encourage participation and clarity in any one or more of the following ways:
 - Get input from lower level people first.
 - Ask open-ended questions.
 - Use active listening to draw people out; paraphrase; be attentive.
 - Reinforce and acknowledge positive participation both verbally and nonverbally.
 - Ask for concrete examples.
 - Draw out people who have relevant expertise and those who are less involved.
 - Be supportive of new ideas, partial ideas, and minority views.
 - Distinguish assumptions from facts.
 - Use a structured activity:
 - (1) Ask one speaker to call on the next speaker;
 - (2) specify that no person may talk a second time until everyone has talked at least once;
 - (3) use a soft ball and roll or throw it gently to those people who have not yet spoken;
 - (4) break the group into smaller subgroups (of no more than four) and assign a task to each subgroup; or
 - (5) create your own activity.
3. Feel supportive toward the group and you will act that way.

Attending to the Pace

1. It is normal for energy to wax and wane during a training or meeting, causing the pace to speed up or slow down. As leader, you can balance the pace of the meeting so people's energy and interest remain relatively high throughout the meeting.
2. When the pace is too fast or too slow:
 - Make an observation about how you see the pace and ask the group if it agrees with you.
 - Test for completion of the agenda item.
 - Vary your own pace.
 - Break the group into small subgroups (if appropriate to the agenda) and assign a task to each group.
 - Poll the participants as to how they feel about the pace.
 - Take a break.
 - Take a stretch break in place.
 - Ventilate the meeting room.

Brainstorming

- Brainstorming is a technique & tool for creating bigger & better ideas. It encourages open thinking vs. “same old way” thinking.
- It is used to establish a common method for a group to creatively & efficiently generate a high volume of ideas on any topic.
- It an effective way to get all participants involved.
- To get the most effective results, brainstorming should be a process that is free from criticism & judgment. This allows participants to build on each other’s creativity.

Two Approaches:

- ⇒ **Structured Brainstorming:** A process in which each participant gives ideas in a turn. This approach is sometimes referred to as Round Robin.
- ⇒ **Unstructured Brainstorming:** A process in which participants give ideas as they come to mind. This approach is sometimes referred to as Freewheeling or Popcorn.

Tips for Using Brainstorming

DO

- Do a lot of mirroring to keep things moving at a fast clip.
- Do encourage people to take turns.
- Do encourage quantity.
- Do treat silly ideas the same as serious ideas.
- Do move around to create a lively feeling.
- Do say, “Let’s see if I’ve got it right so far” if a person is difficult to follow.
- Do repeat the purpose often: “Who else can explain why our office systems are so inefficient?”
- Start a new flip chart page before the previous one is full.
- Do give a warning that the end is approaching.
- Do expect a second wind of creative ideas after the obvious ones are exhausted.

DON'T

- Don’t interrupt!
- Don’t say, “We’ve already got that one.”
- Don’t say, “Ooh, good one!”
- Don’t say, “Hey, you don’t really want me to write that one, do you?”
- Don’t favor the “best” thinkers.
- Don’t use raised eyebrows or other nonverbal gestures that signal disapproval.
- Don’t allow for discussion or evaluation of ideas, except to briefly clarify understanding.
- Don’t give up the first time the group seems stuck.
- Don’t simultaneously be the leader, the facilitator, and the chart-writer.
- Don’t start the process without clearly setting the time limit.
- Don’t rush/pressure the group. Silence usually means that people are thinking.

A TWO-STEP PROCESS: Generate THEN Evaluate Ideas!

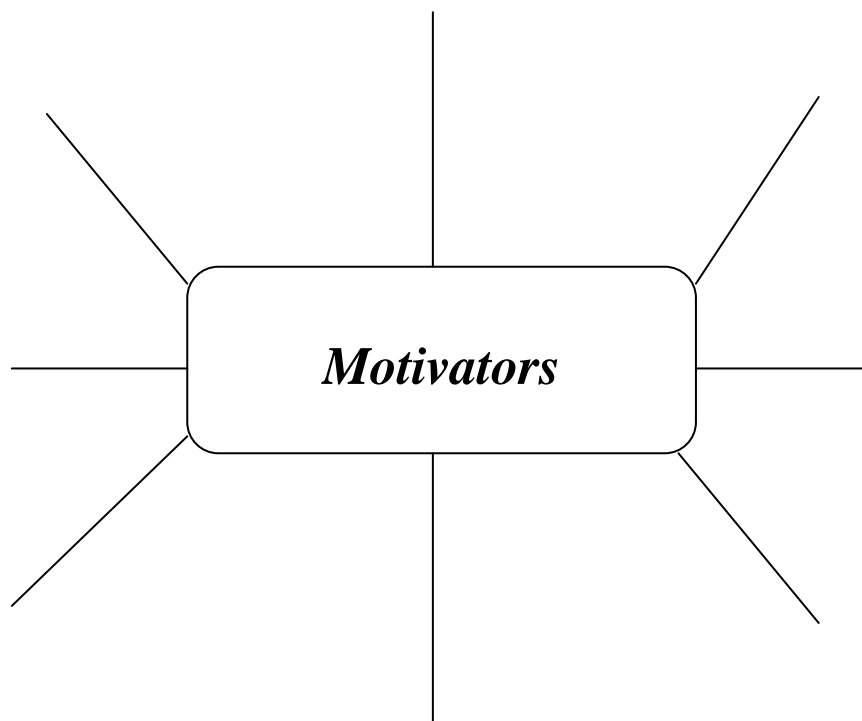
Brainstorming Example:

Situation: We have noticed that employee morale has been lagging lately (as evidenced by greater sick leave use, absenteeism and interpersonal conflict. This decline in motivation is negatively impacting productivity.

Your Goal: Improve morale and motivation of employees without spending money.

Instructions:

- 1) Brainstorm alternatives that might help you meet the goal
- 2) Write your top 3 choices on chart paper.
- 3) Put an asterisk (*) by your top choice, i.e., the decision you made.



Nominal Group Technique

- Each member writes out ideas in response to the question presented to the group. (You may ask them to write one idea per sticky note or card).
- Invite the group members to report what they have written, one idea at a time. (Alternatively, you can collect the cards and redistribute for sharing.)
- List the ideas in front of the group (have them put up their sticky notes if they wrote them)
- Members should add new ideas to the list after the group has finished reporting.
- Continue the process until all ideas are reported.

Reducing Your List of Ideas

Once your group has generated a great list of ideas and/or responses, via brainstorming or nominal group technique, you may need to reduce that long list of items to a more manageable few for further discussion and decision.

Multi-voting:

- Ask the group members to vote for $\frac{1}{4}$ of the total number of items (e.g., if you have 20 items, they may vote for 5).
- Have them use sticky dots or write check marks on the items that are listed on chart paper.

Nominal Group Voting:

- Ask group members to individually rate items (e.g., 1-6) on a sticky note or index card.
- Collect them and tabulate the results on a flip chart.

Practice:

The Topic/Situation:

Your goal:

Questions you will ask to get the discussion started:

Process you will use (structured or unstructured? nominal group?) and why?

Training Worksheet 3 - 24: Techniques for Encouraging Participant Involvement - Reflection & Application

Key points that I am taking away from this discussion about encouraging participant involvement are:

Which techniques might I apply as I facilitate, and how might I apply them?



Training Worksheet 3- 25: *Maintaining Focus & Managing Process*

Tips for Meeting & Process Management

- At the start of the session, present basic information, including context, and clarify session purpose and desired outcomes or goals).
- Create (if not already prepared), review and follow an agenda. Ask for additions or changes. Get agreement on final agenda.
- Facilitate participant introductions and individual goals (as appropriate).
- Clarify the process to be used, including decision-making process.
- Set ground rules (solicit from participants as well).
- Assign roles (as needed).
- Check for agreement on the process, roles and ground rules.
- Start & end on time.

Tips for the Agenda:

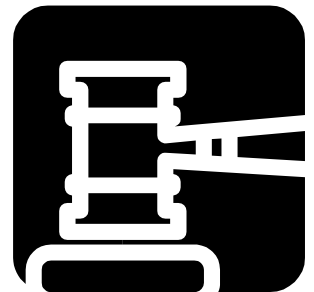
- ✓ Develop and distribute an agenda prior to the session if possible (include relevant materials or questions for participants to consider in advance).
- ✓ In the agenda, clearly identify session purpose and goals/desired outcomes.
- ✓ At the start of the session, review the agenda; ask for additions or changes.
- ✓ Get agreement on final agenda.
- ✓ When developing the agenda, remember to allow time for introductions/ check-in at the start of the session, for debriefing and processing of activities, for questions, and for summary and evaluation at the end of the session.



Training Worksheet 3- 25: *Maintaining Focus & Managing Process (continued)*

Considerations for Ground Rules

- Attendance & promptness
- Participation; e.g., share insights; you may pass when asked to respond, etc.
- Respect others' opinions and their time to talk
- Sharing air time (set time limits as needed); NOSTUESO (huh?)
- Handling interruptions: cell phones & pagers
- Discussion & decision making processes
- Start/stop on time
- Hold no private conversations
- Stay on topic
- The more experienced participants coach others
- Protect confidentiality
- Have fun!



Training Worksheet 3- 25: *Maintaining Focus & Managing Process (continued)*

Assigning Roles

- **Group roles or functions** are those leadership tasks that can often be shared by several people at a group session.
- **The tasks can be designated ahead of time and announced at the meeting. Alternatively, the leader or facilitator can call for volunteers at the beginning of the meeting.**
 - **Designated Leader/Organizer** – responsible for preparing for & managing the meeting
 - **Facilitator** – leads the group through the agenda, while encouraging member participation (may be the same person as the Leader, but does not have to be)
 - **Scribe/Chart Person** – posts key ideas, points, & comments, generally on flip charts
 - **Note-taker** – captures & records for permanent record & distribution
 - **Timekeeper** – helps keep the group on track and on time
 - **Process Observer** - observes & makes comments about how the meeting is proceeding (see *Observer questions below*)



Questions for the Process Observer

ATMOSPHERE

1. Watch for evidence that describes the general atmosphere in the group, especially cooperative vs. competitive, friendly or hostile.
2. Did the atmosphere change? If yes, what preceded (caused) the shift?

PARTICIPATION

1. Who participated the most?
2. Who participated the least?
3. What was happening the group's process that helped or hindered participation?

COMMITMENT AND SYNERGY

1. Indicate any evidence of group commitment and synergy.
2. When, if ever, did energy and interest lag? What was happening at the time when this occurred?

Training Worksheet 3- 26: *The Facilitation “Flow”*

The Facilitation “Flow”

It is helpful to consider a basic principle of flow when considering how to structure or handle topics or activities during a session. Think, for example, of a typical conversation or problem-solving attempt:

- ❖ **First you might set out the question or issue or define the problem.** For example, “What should we do to recruit volunteers?” You might also open it up with a few constraints: “We only have three weeks and \$500.”
- ❖ **Then you might focus in a bit.** “OK, so we’ve generated a number of recruitment strategies. And we agree that we only have time to do two of them; so what do we think is most important?”
- ❖ **Then the process comes to a close or transition of some kind.** “The surveys show that the job fair brought in more than half the recruits and others were tapped by alumni from the University. **So we agree on those two strategies.**”

Summarizing that, you might consider the following general flow:

OPEN: Open consideration of a topic through open-ended activities. Be sure to clarify the context and scope of topic and desired outcomes. Examples include:

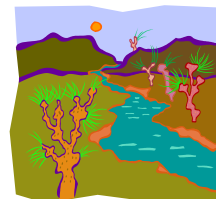
- Brainstorm (use round-robin and freewheeling technique & follow guidelines)
- Survey
- Small group activity/discussion & report back
- Free association
- Hear from each participant
- Open discussion

NARROW: Use some kind of process to narrow the information, consideration or discussion

- Check for clarification of items; ask others, “Is there anything up there that anyone wants clarification of?” Allow person who said the item to explain briefly
- **Revisit any constraints that might eliminate items for consideration.**
- **Eliminate duplicates:** - cross them off, asking group for help and permission.
- **Remove low-interest items.**
- **Use prioritizing techniques (multi-voting, nominal group voting).** Explain to the group that this isn’t a vote, although it’s similar. Rather it is a way for participants to indicate their interest in “keeping the item alive” for discussion, research, consideration, etc.
- **Use negative polling: remove items from consideration after it has received few or no votes.** “This didn’t get much attention (any dots). Is it OK with everyone if we take it off our list?”
- **Voting**
- **Consensus**

CLOSE: Reach closure or transition (to next steps or activity).

- Restate decision from prioritizing technique or voting.
- Recap key points or messages.
- Allow participants to state their take-aways or learnings.
- Define next steps for decision or action and identify those responsible for action items.



Training Worksheet 3- 27: *Tips for Staying on Track*

Additional Tips for Staying on Track


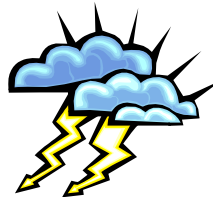
Back on Track techniques can be extremely helpful, especially if discussion has begun to go in a direction counter to the goals. Pay close attention to the group and use these strategies:

- **RIGHT BACK AT YOU.** When a participant interjects a question that questions the process or otherwise wants to take the group in a different direction, it can be helpful to turn that question to group. You can ask, “Well, what to you think?” Or “Let’s consider that question for a minute. What are people’s thoughts?”
- **GROUNDING IN THE GROUND RULES.** Keep people working with the process and ground rules that the group agreed to. “Remember, this is just the brainstorming stage; clarification and discussion will follow later.” Or “If you would like to speak, I need to see a hand up, like we agreed.”
- **“WHAT ARE WE DOING?”** Use the goals, outcomes, activity at hand or other ways to refocus the group of the purpose of the session and/or the activity. For example, “we’re getting off track with this item. Remember, our purpose is to decide a theme for the training; we can deal with the issue of space, but we need to make a separate time for that.” Or “Let’s refocus: do people want a five minute break then come back and get through this?”
- **REAFFIRM, THEN REFER OR DEFER.** An important technique can be to accept the statements, even when emotional, of participants without letting them take the flow totally off track. For example, “That’s a good point,” or “It’s clear that you have some very strong opinions about this. Let’s keep thinking about how to turn these problems into solutions.” Another example, “Wow, that’s an important point. Perhaps we should take five minutes to address that point before moving on. Does everyone agree?” Alternatively, you can defer them: “That’s a critical issue, Keep it in mind because we’re going to talk about this a few items down our agenda.” Use a **“parking lot”** or “bin list” to capture these ideas.
- **“WHAT’S GOING ON?”** Don’t be afraid to call out the question, “What’s going on here?” Being direct can be a useful technique when there is clear tension or resistance. Be prepared to deal with the answer.
- **BREAK.** Take a break or a stretch. Change up the activity, do an icebreaker or play a game.



Training Worksheet 3–28: *Using Flipcharts When Facilitating*

- Print legibly. Don't print in all caps. It's harder to read.
- Make letters 1–2 inches tall so participants can read them. Use the pages with grid lines on them if you need help in sizing and printing in a straight line.
- Use dark colors for writing and lighter colors for highlighting. Use extra colors to keep it interesting, but don't print text in more than three colors on one page.
- Use bullets to make points stand out.
- Make light notes in pencil on the side of flipchart pages for your own cheat sheets to remember important items, process questions or points (the participants can't see these).
- When noting participant responses, print their exact words unless you get permission to paraphrase. With permission, use key words and phrases rather than long sentences.
- Practice drawing a few cartoon faces or icons for fun emphasis of points. You can even pencil these in ahead of time.
- Avoid writing too much on each page. Best practice: no more than seven lines of text per page; no more than seven words per line.
- Stand to the side as you write or speak. Never talk to your chart. Touch, turn, and tell.
- If you plan to refer to the pages later, tape them up on the walls.
- Keep pre-torn pieces of masking or printer's tape on the back of your easel for quick posting of pages.
- Use tape tabs to mark the pages for easy page turning.
- Tear with confidence. Tear pages in one motion and they'll come off more cleanly than if you try to tear a little at a time.
- You can solicit a volunteer to be your scribe to allow you to focus on the participants and move around.
- If your handwriting is illegible, use a scribe at all times or don't use flipcharts.

Training Worksheet 3 - 29: *Stages of Group Development*

Stage	Participant Feelings	Personal Concerns/ Goals	Participant Behaviors	What the Facilitator Can Do
Forming 	<ul style="list-style-type: none"> <input type="checkbox"/> Pride in being allowed/chosen to participate. <input type="checkbox"/> Excitement, anticipation, & optimism. <input type="checkbox"/> Initial, tentative attachment to the rest of the group. <input type="checkbox"/> Looking for a sense of belonging and acceptance. <input type="checkbox"/> Suspicion, fear, & anxiety about the others in the group, their goals, skill levels, reasons for being there. 	<ul style="list-style-type: none"> <input type="checkbox"/> Why am I here? <input type="checkbox"/> Who are these people? <input type="checkbox"/> Do they know more than I do? <input type="checkbox"/> Why are they here? <input type="checkbox"/> What role can I play? <input type="checkbox"/> Will I be accepted? <input type="checkbox"/> What will I be asked to do? <input type="checkbox"/> I hope I get something out of this. 	<ul style="list-style-type: none"> <input type="checkbox"/> Determining acceptable group behavior. <input type="checkbox"/> Throw out options to see how others react. <input type="checkbox"/> Cautiously talk with others to seek commonality & establish relationships. <input type="checkbox"/> May ask questions about session purpose. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Share information that orients participants to the session (objectives, agenda, materials). <input type="checkbox"/> Establish team ground rules. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Storming 	<ul style="list-style-type: none"> <input type="checkbox"/> Frustration with & resistance others' contributions. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> Will I be respected? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 	<ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Training Worksheet 3 - 29: *Stages of Group Development, continued*



Stage	Participant Feelings	Personal Concerns/Goals	Participant Behaviors	What the Facilitator Can Do
Norming 	<input type="checkbox"/> A desire to help others in the group. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> How can I help the other in this group? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Performing 	<input type="checkbox"/> Insights into each other's strengths & weaknesses. <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> How can WE do this better? <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Training Worksheet 3–30: *Group Development Exercise*



Identify the following sentences related to group development states by placing an F (Forming), S (Storming), N (Norming) or P (Performing) in the space provided.

- _____ 1. Conflict between team members begins to show.
- _____ 2. Looking for a sense of belonging.
- _____ 3. Organizational complaints and gripes are common.
- _____ 4. Harmony among group/team members becomes more common.
- _____ 5. Groups/teams want and need greater information.
- _____ 6. Intense loyalty among group/team members development.
- _____ 7. “One-upsmanship” develops.
- _____ 8. Sharing and discussing become group/team norms.
- _____ 9. Groups/teams can become competitive with other groups/teams.
- _____ 10. Some suspicion and fear of being in the group/team.
- _____ 11. Concern over group versus individual responsibilities develops.
- _____ 12. Over-reliance on facilitator is possible.

Training Worksheet 3 – 31: *Task & People/Process Roles in Groups*

Task			Group-Building/ Maintenance		
Role	Behavior		Role	Behavior	
Initiator	<ul style="list-style-type: none"> <input type="checkbox"/> Proposes tasks, goals, ideas, or actions. <input type="checkbox"/> Defines group problems. <input type="checkbox"/> Clarifies desired outcomes. <input type="checkbox"/> Suggests procedures. 		Encourager	<ul style="list-style-type: none"> <input type="checkbox"/> Is friendly, warm, & responsive to others. <input type="checkbox"/> Promotes participation. <input type="checkbox"/> Is open to others' opinions or feelings even if they are different. <input type="checkbox"/> Builds a supportive climate. 	
Orienter	<ul style="list-style-type: none"> <input type="checkbox"/> Defines the position of the group with respect to the goals. <input type="checkbox"/> Points to departures from agreed upon directions or goals. <input type="checkbox"/> Raises questions about the directions pursued in group discussion. 		Harmonizer	<ul style="list-style-type: none"> <input type="checkbox"/> Attempts to reconcile destructive disagreements. <input type="checkbox"/> Reduces tension. <input type="checkbox"/> Gets people to explore differences. <input type="checkbox"/> Looks for areas of agreement. 	
Information Giver	<ul style="list-style-type: none"> <input type="checkbox"/> Offers authoritative information or data. 		Gate Keeper	<ul style="list-style-type: none"> <input type="checkbox"/> Strives to keep communication channels open. <input type="checkbox"/> Openly takes interest in what others say. <input type="checkbox"/> Facilitates participation of others. <input type="checkbox"/> Improves interaction within group. 	

Training Worksheet 3 - 31: Task & People/Process Roles in Groups, continued

Task			Group-Building/Maintenance		
Role	Behavior		Role	Behavior	
Information Seeker	<ul style="list-style-type: none"> Asks for factual clarification. Requests facts pertinent to the discussion. 		Listener	<ul style="list-style-type: none"> Pays close attention to what others say or talk about. Listens & reflects back comments. 	
Opinion Giver	<ul style="list-style-type: none"> States belief or opinions relative to the discussion. 		Compromiser	<ul style="list-style-type: none"> Offers compromises & modifications in the interest of group cohesion & growth. 	
Clarifier	<ul style="list-style-type: none"> Interprets ideas & suggestions. Clarifies issues before the group. Defines & redefines terms. Clears up confusion. 		Accepter	<ul style="list-style-type: none"> Respects & promotes differences. 	
Consensus Seeker	<ul style="list-style-type: none"> Polls the group for its readiness to make decisions or resolve conflicts. 		Supporter	<ul style="list-style-type: none"> Helps team members to feel good about their successes. 	
Summarizer	<ul style="list-style-type: none"> Pulls together related ideas. Restates suggestions. Offers decisions or conclusions for the group to consider. States what needs to be accomplished. 		Yielder	<ul style="list-style-type: none"> Gives up on unpopular viewpoints. Easily admits mistakes. 	

Why is it important for facilitators to understand these roles? What does it imply for facilitation?



Training Worksheet 3 – 32: Group Dynamics & Group Roles- Reflection & Application

Key points that I am taking away from this discussion about group dynamics and group roles are:

How will I apply my new awareness of group dynamics and group roles when I facilitate and train?



Training Worksheet 3- 33: *Dealing with Counterproductive Behavior*

Instructions: In the first column is a list of participant disruptive behaviors that you are likely to encounter during trainings and meetings. Devise strategies or actions to address each disruptive behavior and record them in the second column.

CHALLENGING SITUATION	FACILITATOR STRATEGIES/ACTIONS TO ADDRESS DISRUPTIVE BEHAVIOR
Engages in side conversation	
Talks too much; monopolizes the discussion	
Complains; is negative about the session or training course	
Daydreams; is not really “there”	
Falls asleep	
Challenges the facilitator on content or technique; a “know-it-all”	
Tells jokes or clowns around at inappropriate times	
Makes an inappropriate remark (e.g., a sexist or racist one)	
Does other work; reads the newspaper; takes/makes cell phone calls	
Is silent; doesn’t participate verbally	
Is withdrawn from the group – interpersonally, physically, or both	
Goes off on a tangent; appears to miss the point	

General Principles

- ✓ _____ the disruptive behavior.
- ✓ Keep the individual(s) _____.
- ✓ Keep the rest of the group _____.
- ✓ _____ the individual(s).



Tips for Dealing with Counterproductive Behavior

1. Keep calm and feel assertive.
2. Use active listening techniques; paraphrase; summarize.
3. Look for the value of the input and acknowledge it.
4. Refer to ground rules, agenda, task, and/or desired outcomes and indicate that the behavior appears to be taking the group away from its task or is counter to the ground rules; or ask the person to describe how the behavior relates to the task at hand.
5. Use a “bin list” to record an irrelevant topic.
6. Describe the behavior and how it disrupts. Use an “I” statement: When you (keep interrupting), I feel (frustrated), because (we are trying to finish our task today).
7. Ask for cooperation and state what you want.
8. Interrupt the meeting to ask for process observations from the group (e.g., “How could this meeting be more effective?” or “How does [the counterproductive behavior] hinder or help this meeting?”).
9. As a last resort, discuss the behavior privately.

Training Worksheet 3-34: Recognizing & Responding to Disruptive Participant Behavior

WHAT HAPPENS IN THE ROOM

WHAT THE FACILITATOR THINKS AND DOES

Participant exhibits disruptive behavior (example: doing other things during the class and not paying attention) based on unknown personal agenda.

This person is doing other work, reading the newspaper, working with his Blackberry, or whatever.

Facilitator's own personal agenda is triggered.

That participant is ignoring me! I'm embarrassed because everyone sees that I'm being ignored. I want to embarrass and punish this person.

Facilitator realizes that his or her personal agenda has been triggered and recognizes the behaviors that could be created out of that personal agenda.

I could direct an unexpected question or remark to this person to catch him or her off guard in front of the rest of the class. But that learner's behavior isn't about me, it's about his needs. What could be the most probable agenda?

Facilitator identifies participant's probable personal agenda.

This participant is probably bored. He's more advanced in this subject than the other participants. Perhaps he's been a part of discussions on this topic before and seen them hit a roadblock

Facilitator mentally reiterates professional agenda.

I must continue to engage the participant & keep the focus on our session objectives.

Facilitator chooses to act on professional rather than on personal agenda. She or he chooses behaviors that meet the participant's agenda. By doing this, the disruptive behavior is extinguished and engagement continues and focus is maintained.

Possible Actions: Ask the participant to do a short presentation about his experience; speak to the participant during a break and point out that he doesn't appear to be engaged. Ask, "What can I do to meet those needs?" If a training/ learning session, ask him to coach another learner who's very inexperienced;

Training Worksheet 3 - 35: *Managing Differences & Resolving Conflict*

Best Practices to Prevent & Address Intra-Group Conflict

- Establish ground rules at the start of the group session.
- In problem-solving sessions, have the group identify the criteria they will use to make a decision. Then evaluate ideas against each criterion.
- Encourage the expression diverse views to improve quality and creativity.
- Be sure that minority views are heard.
- Focus on the idea rather than the person.
- Suggest that each speaker paraphrase the previous speaker before presenting his or her own viewpoint.
- Set aside a special meeting to deal directly with the conflict.
- Learn and teach the group positive methods for resolving conflict or negotiating differences.

Conflict Resolution Steps

In some group sessions, especially during problem-solving sessions and among intact teams who regularly work together, it may be appropriate to address the conflict within the group, i.e., during the session. The following steps provide a useful approach for this endeavor:

- Look for non-verbal signs of dissent and address them openly.
- Define common ground, areas of agreement, common goals.
- Post each position on a flip chart, with two charts per idea (one pro and one con). Have participants silently post their ideas on the appropriate flip chart. Each idea must be no more than 5 words in length. Each person can spend no more than 1 minute at a flip chart.
- Isolate points of disagreement, asking each side to make clear statements and paraphrase everything that is said.
- When two people disagree, ask each to reflect the opposite position using active listening. Continue reflecting until the other person agrees that they fully understand the position.
- Brainstorm or research alternatives to reach agreed-on goals or common ground and diminish differences; allow sufficient time for alternatives to be generated and discussed.
- Decide by accommodation, compromise, or consensus on suitable solutions and actions.
- Plan for evaluation of ideas and/or solutions.
- When there appears to be agreement, confirm with each participant and summarize to show progress and possibilities.
 - Refocus the session/meeting.

Never take sides. Instead, suggest a way for the team to overcome its roadblock.

Training Worksheet 3 - 36: *Managing Challenging Situations - Reflection & Application*

Key points that I am taking away from this discussion about managing challenging situations are:

How will I apply my awareness and use these tools and techniques when I facilitate and train?



Training Worksheet 3 -37: *Common Facilitator Errors*

Error	Cause	Effect	How to Avoid
Taking Shortcuts	Facilitator still at beginner stage. Is knowledgeable about and comfortable with tools & techniques but may be over-confident in his/her abilities.	May miss important steps or components that are critical for group success, e.g., developing group guidelines.	Understanding & sticking to the fundamentals and including all critical elements in facilitation.
Being Vested in a Certain Outcome	Having preconceived notions of what the end result should be.	May impact the outcome of the discussion by influencing process; may limit group buy-in.	Encourage all members of the group participate and support the outcome.
Fitting the group to a technique; exhibiting the “I have a hammer” syndrome	Facilitator disregards tools and techniques that may be right for the group to apply those consistent with their personal preference.	Facilitator is unable to motivate the group toward achievement of intended objectives.	Identify likes and dislikes of the group before or at the beginning of session. Keep a tool-bag of techniques for whatever situation arises. Use techniques that the group can respond to and use to meet their objectives.
Not establishing ground rules	Taking shortcuts or facilitator feels intimidated by the group, individuals or the circumstances.	Different perceptions on conduct & behavior, unresolved conflict, silence or “violence.” May prevent the group from meeting its goals.	Establish ground rules by way of consensus. Should be one of the first items accomplished in the group.
Inappropriate use of tools	Facilitator unfamiliar with tool or failed to prepare adequately to use a particular tool or technique.	May give the impression that the facilitator is incompetent; may cause the group to stray from goal achievement, or hinder discussion because of process ambiguity.	Use a prepared guideline for discussion. Practice facilitating with the tools to ensure familiarity and comfort with applying it.

Training Worksheet 3 -36 *Common Facilitator Errors, continued*

Error	Cause	Effect	How to Avoid
Not protecting a member of the group	Subject matter is highly emotional or personal; participants involved in discussion with diametrically opposed viewpoints.	Group members may attach one another or gang up on one or more.	Don't let this happen. Call a time out; Take someone aside. Call attention to the established group guidelines. Do what you can to establish and uphold a respectful and safe environment.
Not Dealing with Problems straight on	Discomfort dealing with a problem participant. Lack of experience or confidence.	The longer the problem individual is allowed to be disruptive, the greater the negative impact on the group and the outcome.	Use tools to quell potential or realized problems as quickly as possible and with utmost respect of all involved.
Failure to properly prepare	Facilitator doesn't complete their "homework" due to time constraints, lack of experience, or misperception about too much experience.	Group process is stifled and facilitator's ability to "gate-keep" may be lost by a display of disorganization, missteps or incompetence.	Spend time talking with the group or representatives prior to the session. Clarify expectations, any previous training or knowledge, any reservations or experiences. Identify what subjects are off limits or not open to discussion. Find out what personalities & dynamics currently exist in the group.
Lack of flexibility and adaptability	Failure to understand the role of the facilitator and the process of facilitation.	May "look good" and seem "in control" but fails to help the group reach its objectives because their focus is on their training/meeting plan rather than group needs/dynamics.	Understand what the group needs and wants to accomplish to identify the best "mode" to use. Bring a variety of tools, questions, and techniques to address various scenarios. Anticipate what questions, discussion may evolve. Be willing to trust your instincts "on your feet."

Training Worksheet 3 –37: *Continued Development Action Plan: Facilitation Skills*

1) One strength I have as a facilitator is ...

2) One opportunity I have for growth in my skills as a facilitator is...

3) Something I will do to develop in this area is ...

4) One thing I learned in this program that I will put into practice is

5) I can ...

Training Worksheet 3- 38: *TTT Module III Evaluation*

Name (optional):

Department/Organization:

Course Title:

Instructor:

Date:

Instructions: Answer the questions below. For questions 1 through 9, circle the appropriate number, using the scale provided. Please feel free to add comments on any of the items.

1 = DEFINITELY NO 2 = NO 3 = NOT SURE / NOT APPLICABLE 4 = YES 5 = DEFINITELY YES

1. Did you enjoy this workshop? 1 2 3 4 5
2. Did you obtain the information that you needed? 1 2 3 4 5
3. Will the handouts be valuable as job aids? 1 2 3 4 5
4. Do you feel that the information from this workshop will help improve your facilitation skills? 1 2 3 4 5
5. Did the instructor know the subject matter? 1 2 3 4 5
6. Was the pacing of the class comfortable for you? 1 2 3 4 5
7. Were questions answered completely and clearly? 1 2 3 4 5
8. Did the instructor's style of training keep your attention and interest in the subject matter? 1 2 3 4 5
9. Would you recommend this program to others? 1 2 3 4 5
10. What would you have liked more of in this program?
11. What would you have liked less of in this program?
12. What is one thing you learned in this program that you will put into practice in the workplace?

Please add any additional comments here: