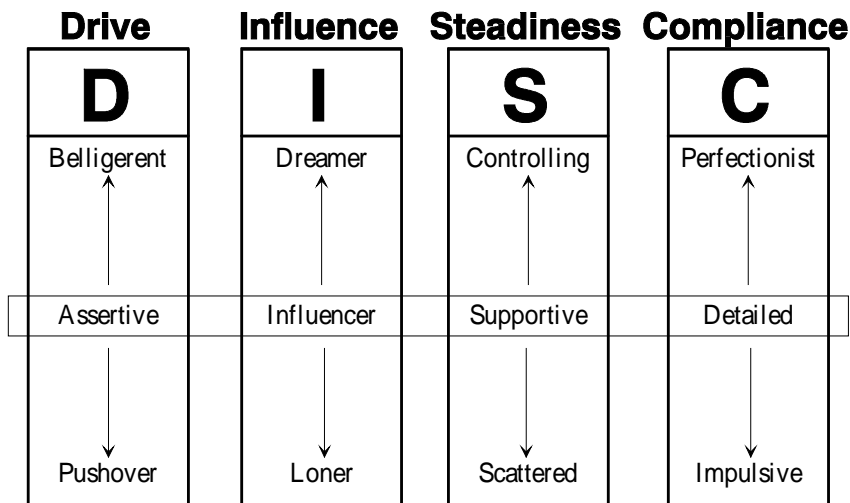


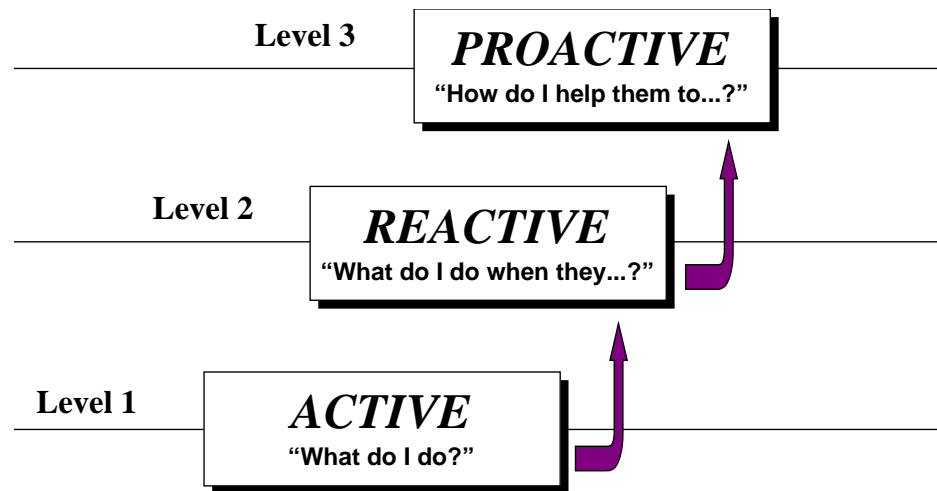
Applying DISC



Being Proactive with a High D	Being Proactive with a High I
<ol style="list-style-type: none"> Lay out the process Get on your side to go with the flow Let them know you "need their help" Keep session fast paced, well planned Ask help to move session along 	<ol style="list-style-type: none"> Give lots of chances to talk Enlist help for out-of-box thinking and getting others to speak Have ground rules: keep discussions relevant, end point first, avoid bar discussion Take reality check
Being Proactive with a High C	Being Proactive with a High S
<ol style="list-style-type: none"> Have them take notes Keep them focused – less bogged down Have staged detailing with greater detailing done outside of session 	<ol style="list-style-type: none"> Ask questions Check for consensus Use their name a lot Reinforce with praise

The Level 3 Facilitator

As facilitators increase their skills, they pass through three distinct levels of development. Each level has specific areas and skills that must be mastered.



Principles	The Level 3 Facilitator
1. Preparing For Success	Interview the participants
2. Getting The Session Started	Excite, empower, ground rules
3. Focusing The Group	Big view, warm-up
4. The Power Of The Pen	Avoid lulls while writing
5. Information Gathering	Starting question, lobbying
6. Dysfunctional Behavior	Prevention strategies
7. Consensus Building	Merging
8. Keeping The Energy High	Re-energizing, adjust to lulls
9. Closing The Session	Change / benefit, poll the jury
10. Agenda Setting	Constructing a new agenda

Facilitating on the Fly

Probing

Objective	<i>"What is the real purpose of this session? What are the key results that we need to have when we are done?"</i>
Agenda	<i>"Given this as our purpose, think about the steps that will get us there. What should be our major agenda items in order to ensure that we meet this objective?"</i>
Process	Since you are facilitating "on the fly," you will not have time to create a detailed agenda. Therefore, it is important that you use facilitated processes with which you are already familiar.
Barriers	<i>"Now that we have agreed on the objective and the agenda we will use to achieve it, let's step back for a second and ask, what are the potential barriers that might prevent us from achieving our objective? What could happen that would cause this not to work? Now that we understand the potential barriers, what can we do now or during the session to prevent these barriers from having a significant impact?"</i>
Opening Words	<i>"Good morning, it is a pleasure to be here this morning. The first thing I would like to do is Inform you about what is going to occur over the next several days. Our session objective is to . . . This is an Exciting opportunity because . . . I want you to know you have been Empowered by management to . . . Before we get started I would like to Involve you in the process by asking what you would like to get out of the next several days. Pretend for a second that the session was over, and you were ecstatic because we . . . What was it that we accomplished that would really make you ecstatic?"</i>

Drilling Down

"Why do you believe...?"

As facilitators, we know that when disagreements occur, often, the appropriate response is to **seek understanding by drilling down to the source of the disagreement**. If someone believes something is a "bad idea," the facilitator's goal is to ensure that the group has a chance to understand why.

Discerning

"That sounds more like... Is it ok if we put this here instead?"

To avoid aimless drifting and recording a mix of topics under an agenda topic, the facilitator must understand the characteristics of each agenda item and properly discern if a comment is appropriate to the current topic or another one.

SSR-ing

"About how much? How do you know? Why?"

When you hear a key problem, attempt to "SSR" it by identifying the **size**, **symptom**, and **root cause**.

Funneling

"What specifically makes you say that?"

When you hear an evaluation statement, **probe for observations** that support the evaluation and **identify the underlying values**. Evaluation statements include:

"It did not work very well...It was the best job ever done...I like it."