

Leadership
Strategies

Level up.



The Effective Facilitator

TRAINING MANUAL

LEADSTRAT.COM

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I. Getting Started

- A. Course Objectives
- B. Facilitation Skills
- C. The Principles Summarized
- D. The Facilitator's Methodology™
- E. Facilitation Techniques
- F. Virtual Insights
- G. Agenda
- H. Ground Rules
- I. Course Overview
- J. Excellence by Design
- K. Introductions

A. Course Objectives

1. Define the role of a facilitator.
2. Identify the key facilitation principles.
3. Describe the best practices related to each principle.
4. Provide participants with facilitation practice and performance feedback.



B. Facilitation Skills

If you have facilitated before...

Think about the last few times that you facilitated a group. Think about the challenges you had. Think about the things that did not go well or that had you struggling. **What are the key areas in which you would like to improve your facilitation skills?**

If you have never facilitated before...

Imagine that you are about to conduct your first facilitated session.

What are the skills you would like to have learned from this class to prepare you for that session?



C. The Principles Summarized

Principle 1 Preparing for Success

Cover All the Bases

Principle 2 Getting the Session Started

Inform, Excite, Empower, Involve

Principle 3 Focusing the Group

Establish the Course, Avoid Detours

Principle 4 Respecting the Power of the Pen

Use It, Don't Abuse It, Make It Theirs

Principle 5 Information Gathering

Know Your Tools and How to Use Them

Principle 6 Managing Dysfunction

Conscious Prevention, Early Detection, Clean Resolution

Principle 7 Consensus Building

Generate a Consensus-Focused Process

Principle 8 Keeping the Energy High

Set the Pace, Anticipate Lulls, React Accordingly

Principle 9 Closing the Session

Review, Evaluate, Close, Debrief

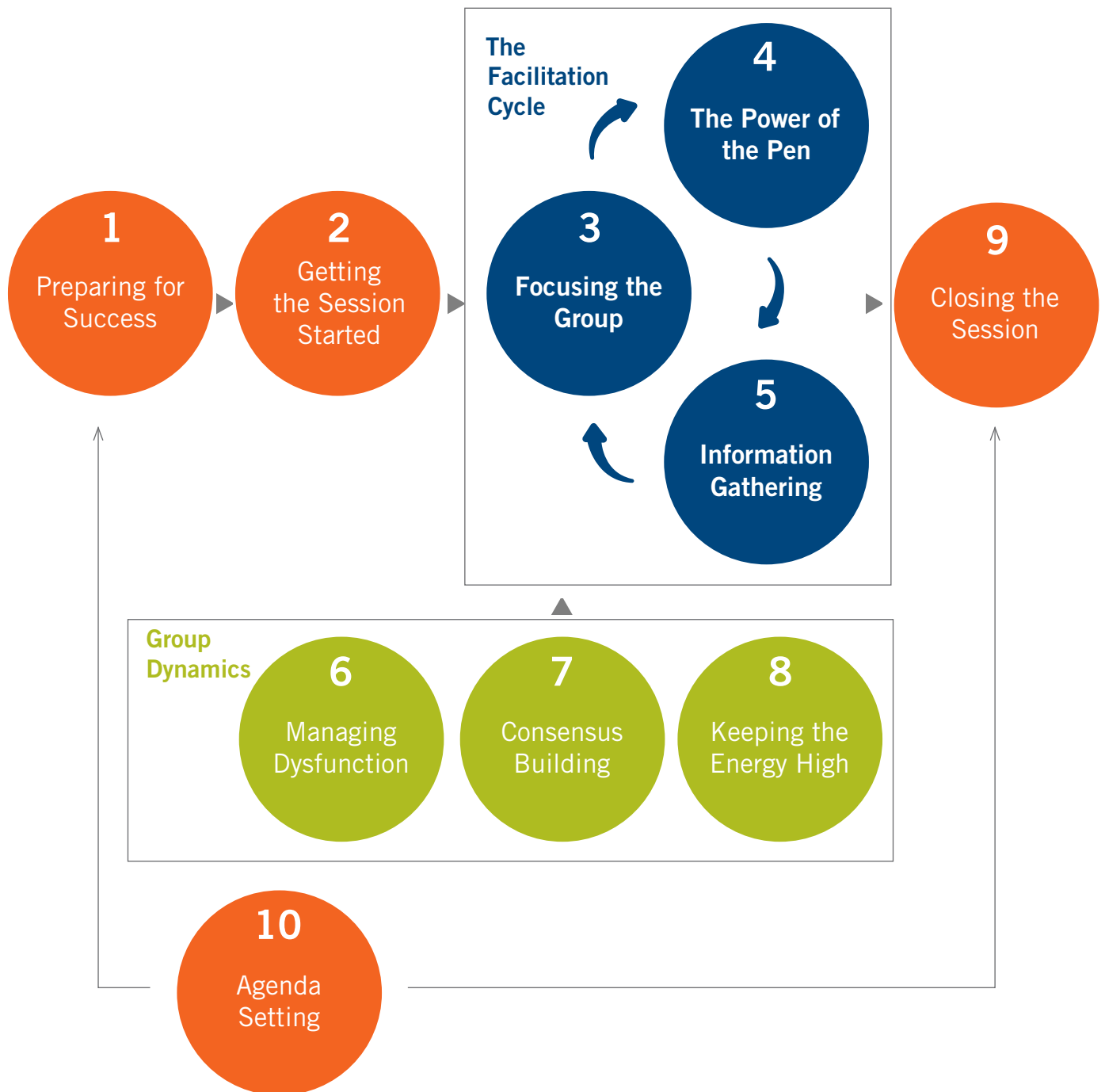
Principle 10 Agenda Setting

Adapt Your Agenda to Address the Need



D. The Facilitator's Methodology™

The *Leadership Strategies* Approach
For Structuring Successful Group Sessions



E. Facilitation Techniques

The facilitation concepts taught in this course have been grouped into ten fundamental **principles**, with a series of **techniques** and best practices identified for each principle.



F. Virtual Insights

The virtual facilitation concepts taught in this training follow the Leadership Strategies 10 fundamental **principles of facilitation**, identifying which techniques and best practices should be adapted and which techniques and best practices are unique for virtual facilitation within each principle.

Principle 1: Preparing for Success

Cover All the Bases

- A. Interview the Sponsor**
- B. Identify Key Roles in the Session**
- C. Define the Purpose and Agenda
- D. Prepare Sample Deliverables
- E. Know the Process Cold**
- F. Educate the Planning Team*
- G. Prepare for the Hat Technique
- H. Interview the Participants*
- I. Get Oriented on the Business Area*
- J. Prepare the Room**
- K. Prepare Your Opening**

Legend:

Regular - Do the same as face-to-face

Bold Italic - Execute virtually

Orange Bold - Modify for virtual



G. Agenda



The Effective Facilitator

Day 1	Day 2	Day 3	Day 4*
Getting Started	Review	Review	Review
Facilitation Process	2. Starting	6. Dysfunction	9. Closing
5. Information Gathering Pt. 1	3. Focusing	Exercise 4: Dysfunction	10. Agenda Setting
Lunch	Lunch	Lunch	Lunch
Exercise 1: Questioning	Exercise 2: Starting	7. Consensus	Exercise 6: Facilitated Sessions
5. Information Gathering Pt. 2	4. Power of Pen	Exercise 5: Consensus	Review
1. Preparing	Exercise 3: Using the Pen	8. Energy Review	Close
Review	Review		
Close	Close	Close	Close

* Video Session preparation and Day 4 activities are not included in the three-day workshop.

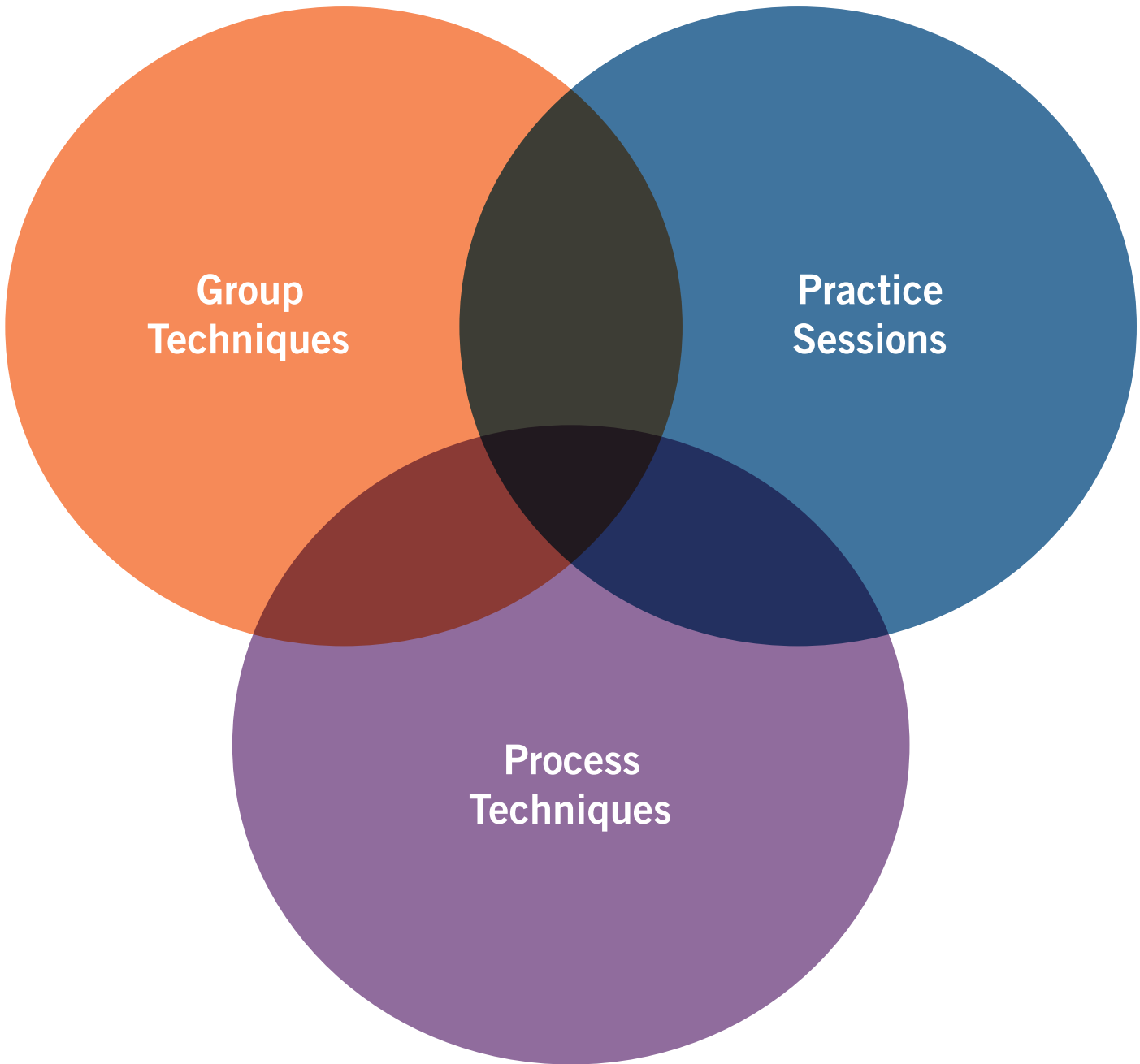


H. Ground Rules

1. Always open for questions
2. Use the hand raise feature to ask questions
3. Open issues list / parking boards
4. Respect the speaker
5. Start on time, end on time
6. Repetition to train the mind
7. 100% Focus / Full Screen
8. Include team color in name
9. Face-to-Face / Virtual Balance
10. nEtiquette
11. Cameras on, audio muted
12. ELMO
13. Turn off video when break/mute
14. If you don't see something, say something!



I. Course Overview



J. Excellence by Design



“Practice makes _____.”



K. Introductions

1. Your name and organization
2. Your title or role and the length of time that you have been with your organization
3. Your past experience with facilitation



II. The Facilitation Process

- A. What is a Facilitated Session?
- B. When is Facilitation Appropriate?
- C. What Types of Sessions Might be Facilitated?
- D. What is the Facilitator's Role?
- E. What Other Roles Exist?

A. What Is a Facilitated Session?

A **facilitated session** is a **highly structured** meeting in which the meeting leader (the **facilitator**) **guides** the participants through a series of **pre-defined steps** to arrive at a result that is **created, understood, and accepted** by *all* participants.

A facilitated session is typically one component of a larger project. The session results in a specific deliverable that contributes to achieving one or more of the project objectives.

$$ED = RD \times CD$$

SOURCE: Dr. Robert A. Zawacki, University of Colorado, *Transforming the Mature Information Technology Organization*.



B. When Is Facilitation Appropriate?

It is appropriate when used:

With outside clients

With internal customers

Personally

With large groups (over 16)

With small groups (3–16)

One on one (2)



C. What Types of Sessions Might Be Facilitated?

Processes

Strategic Planning

Project Planning

Status Reporting

Issue Resolution

Basic Improvement

Process Reengineering

Information Needs Analysis

Process Modeling

Data Modeling

Procedure Design

Sample Agenda

Purpose:

Define the changes necessary to increase the efficiency and effectiveness of the hiring process.

Agenda:

A. Introduction

B. What is the current process?

C. What are the problems and root causes?

D. What are the potential improvements?

E. Prioritize improvements

F. Develop an implementation plan

G. Review and close



D. What Is the Facilitator's Role?

TABLE 1: The Role of the Facilitator


Guide	The facilitator must know the steps of the process from beginning to end and must carefully guide the participants through each phase.
Motivator	From the rousing opening statement to the closing words of cheer, the facilitator must ignite a fire within the group and keep it well lit. The facilitator must establish momentum and keep the pace.
Bridge Builder	Where other people see differences, the facilitator must find and use similarities to establish a foundation for building bridges to consensus.
Clairvoyant	Throughout the session, the facilitator must watch carefully for potential signs of strain, weariness, aggravation, and disempowerment – and respond in advance to avoid dysfunctional behavior.
Peacemaker	While it is almost always better to avoid a direct confrontation between participants, should one occur, the facilitator must quickly step in, re-establish order and direct the group toward a constructive resolution.
Taskmaster	The facilitator is ultimately responsible for keeping the session on track. This means tactfully cutting short irrelevant discussions, preventing detours, and maintaining a consistent level of detail throughout the session.
Praiser	At every opportunity, the facilitator should praise the effort put forth, the progress made, and the results achieved. Praise well, praise often, praise specifically.
Active Listener	At every opportunity, the facilitator must make a conscious effort to hear and understand the content, intent, meaning, and feeling of what is said.



E. What Other Roles Exist?

TABLE 2: The Other Roles in a Facilitated Session



Session Sponsor	Sets the overall purpose(s) for the project and the session. Also kicks off the facilitated session to demonstrate support for the activity.
Project Manager	Oversees the content of the facilitated session to ensure that project purpose is being met.
Methodologist	Ensures the deliverables of the session generally meet the requirements of the organization's methodology.
Recorder	Records the participants' responses during the session without paraphrasing or alteration.
Documenter	Documents the results of the session as recorded by the facilitator, avoiding any paraphrasing or alteration.
Timekeeper	Tracks the time of each activity in the session and alerts the group when an activity exceeds the time allotted.
Participant	Arrives at the facilitated session prepared to participate; contributes to the discussion; and ensures that the content is accurate, acceptable, and sufficiently comprehensive.
Observer	An attendee who is present to observe the session who will not participate in the discussions nor have a vote in any decision.



Note: “Session attendees” is the term used to refer to the entire group of people attending the session, including participants, observers, documenters, et al.



III. The Facilitation Principles

Principle 1: Preparing for Success

Principle 2: Getting the Session Started

Principle 3: Focusing the Group

**Principle 4: Respecting the Power
of the Pen**

Principle 5: Information Gathering

Principle 6: Managing Dysfunction

Principle 7: Consensus Building

Principle 8: Keeping the Energy High

Principle 9: Closing the Session

Principle 10: Agenda Setting

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Principle 1: Preparing For Success

Cover All the Bases

- A. Interview the Session Sponsor
- B. Understand Key Roles in the Session
- C. Define the Purpose and Agenda
- D. Prepare Sample Deliverables
- E. Know the Process Cold
- F. Educate the Planning Team
- G. Prepare for the Hat Technique
- H. Interview the Participants
- I. Get Oriented on the Business Area
- J. Prepare the Room
- K. Prepare Your Opening
- L. Virtual Insights



The 12 Bases to Cover

TABLE 3: The 12 Bases to Cover*



*The 12 bases are discussed in this section in the order they are likely covered during preparation.



People

Sponsor

Planning Team

Participants



Method

Purpose

Product

Process/Agenda

Probable Issues

Business Area



Logistics

Location/Facility

Schedule/Timing

Materials/Your Aids

Meeting Notice



Of the 12 bases, which is the most important to cover first, and why?



Critical Preparation Activity

TABLE 4: The Most Critical Preparation Activity



Clearly Understand the Session Purpose!

It is very difficult to hold a successful and productive session if you do not clearly understand the session purpose. As a facilitator, you have several means to ensure that you understand the session purpose.

IDA

The Sponsor Interview

Questions that help you to identify the session purpose:

- Why are we having the session? What is the purpose?
- What are the key results you expect from the session?
- Pretend for a minute that we are at the end of the session and about to wrap up, and you are ecstatic because as a result of the session we....
- Fill in the blank for me. What is it that made you ecstatic?

The Sample Deliverable

Questions for the project manager and methodologist:

- Are all the necessary subjects covered by the sample?
- Is the level of detail adequate?

The Agenda

Get agreement from the project manager and planning team that the agenda includes the necessary processes to produce the deliverable and achieve the purpose.



A. Interview the Session Sponsor

To fully understand the session purpose, meet with the sponsor in advance. Establish realistic expectations. Review the sponsor's role. **Identify the 6 Ps during the sponsor interview:**

The Six Ps of Preparation



Purpose



Product



Participants



Probable Issues



Process



Place

Key questions to ask the session sponsor include:

- Why are we having this session? (purpose)
- What key results would you like to achieve? (product)
 - **Hands** – What will they have in their hands? What is the tangible deliverable of the session?
 - **Head** – What will they have in their heads? What will they know when the session is over?
 - **Heart** – What will they have in their hearts? What will they believe when the session is over?
- Who will be attending the session? (participants)
- What are the probable issues that will need to be discussed to create the product and achieve the purpose? (probable issues)
- What thoughts do you have about the steps that should be taken in the meeting to achieve the purpose? (process)
- Where will the session be held, and with whom should I speak about the needs for the room? (place)



A. Interview the Session Sponsor

(Continued)

Discuss the importance of the sponsor's presence at the beginning of the session as a demonstration of commitment from upper management.

Discuss the sponsor's kick-off remarks, which might include the following:

- Praising participants on their selection to participate in the session.
- Getting participants excited by explaining the importance of the project and the role the session plays.
- Encouraging participants to be creative—to think outside the box without being constrained by custom.
- Empowering participants with the authority to produce what they believe, as a group, to be the best solution.

Discuss the attitudes of the participants and their expectations, concerns and issues. Be sure to ask whether or not there are any participants who:

- Are not in favor of holding the session.
- Believe they stand to lose something if the session or project achieves its purpose.
- Are not on good terms with one another.
- Tend to point out problems rather than create solutions.



A. Interview the Session Sponsor

(Continued)

Review the session dates, times, and location. Make sure the room will be available early enough for you to complete set-up activities at least half an hour prior to the scheduled start of the session.

Establish how the session will begin: Who will start it? How will you be introduced?

Get agreement from the sponsor to arrive at least 10 minutes early, allowing the opportunity for coffee and greetings prior to the session, so you can begin **on time**.

B. Understand Key Roles in the Session

As part of the sponsor interview, discuss session roles and responsibilities. Be sure responsibilities have been clearly delineated for the session sponsor, project manager, methodologist, recorder, documenter, timekeeper, participants and observers.

See Section II, page 0-18, “What Other Roles Exist?” for the responsibilities of each role.



C. Define the Purpose and Agenda

During the sponsor interview, consider drafting a “session purpose” statement to obtain immediate agreement.

Following the sponsor interview, document the session purpose, proposed agenda, location, and times. Send the documentation to the session sponsor for confirmation before the facilitated session.

Distribute the session information (purpose, agenda, location, and times) to the session attendees.

D. Prepare Sample Deliverables

As part of your preparation, prepare or obtain a sample deliverable that can serve as a target.

Review the sample deliverable with the sponsor (if possible), the project manager, and the methodologist to ensure that the deliverable adequately meets the purpose.

Samples of various deliverables have been included with the Agenda Models included in your course material



E. Know the Process Cold

Once you have prepared an agenda, prepare a *detailed agenda* for yourself and the documenter. The agenda development process is discussed under Principle 10, “Agenda Setting.”

Rehearse the facilitated processes — several times if necessary. When you are well-versed in the processes, you can focus your attention on facilitating the group dynamics rather than on working out the mechanics of the process.

TABLE 5: Know the Process Cold



Review the detailed agenda thoroughly so that you have a clear understanding of the following:

- O** Order of the facilitation process (the agenda)
- P** Process technique used to gather information throughout the process (e.g., listing, brainstorming, grouping)
- Q** Question (starting question and explanation used to initiate each facilitated process)
- R** Recording method used to document information as it is received during the process (e.g., three-column matrix)
- S** Supplies required to perform the process (e.g., Post-its, dots)
- T** Timing and estimated duration for each process



F. Educate the Planning Team

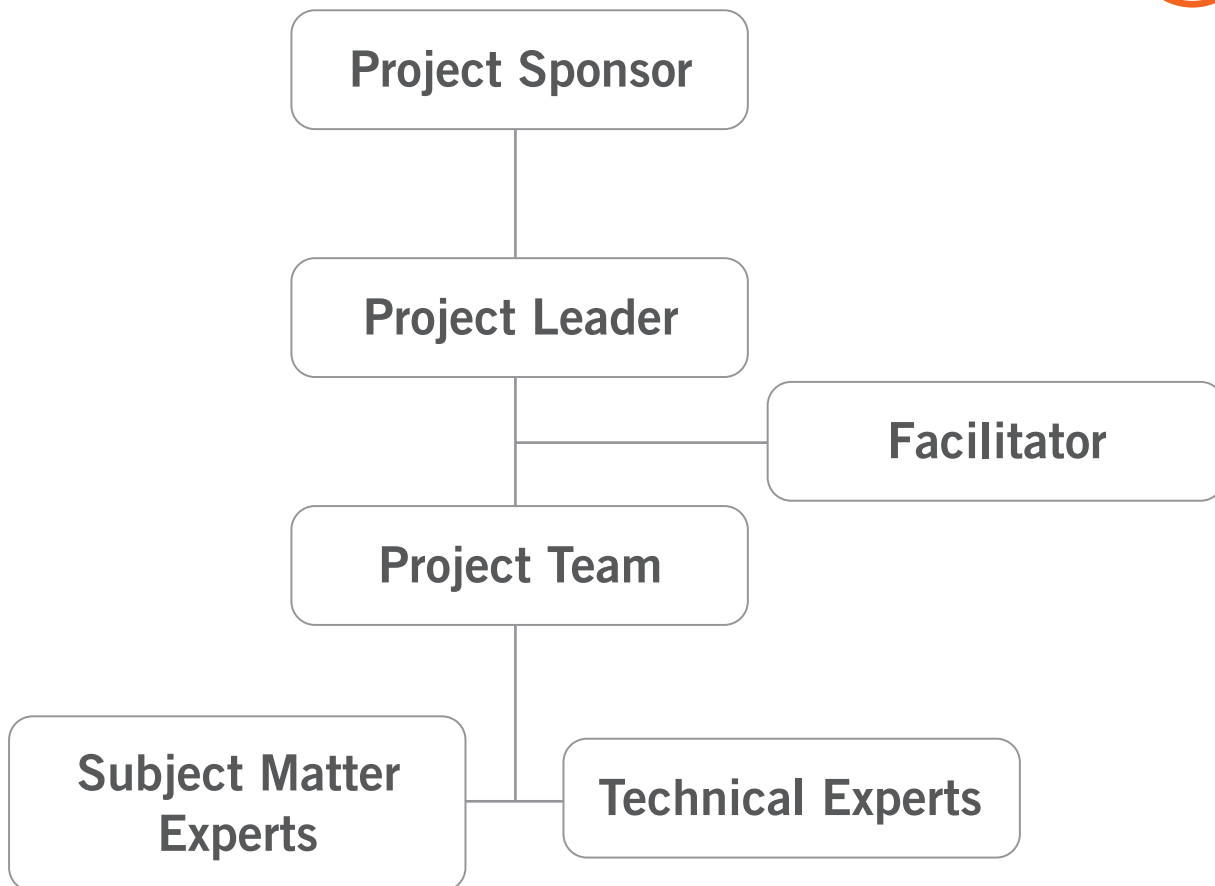
- Meet with the team in advance to review the agenda and increase the team's comfort with the facilitation process.
- Discuss the role of the planning team members during the session.
- Some team members may be session participants; others may be observers.
- The Documenter and the methodologist typically come from within the planning team.
- Assign a role for each person; clearly define the responsibilities of each role.
- Discuss any issues or concerns planning team members may have with the purpose and time frame, etc.
- Discuss the session participants. Ask the questions you discussed with the sponsor concerning the attitudes of the participants. (See 1-5.)
- Review the deliverables to ensure the team understands and accepts them as reasonable targets.



F. Educate the Planning Team

(Continued)

TABLE 6: A Typical Session Organization



Obtain a commitment from the planning team members to arrive at least 10 minutes before the session start time. This allows an opportunity for coffee and greetings to establish rapport.

Set at least one specific gathering time (typically during the first or second break) during which the planning team can meet privately to discuss the progress of the session.



G. Prepare for the Hat Technique

There may be times during facilitated sessions when you serve as the facilitator as well as the project leader or a participant. In those times when you want to contribute your own thoughts, we suggest you use the “hat technique.” In this method, you alert participants that you are transferring from facilitator to the role of a participant by *changing hats*. In your preparation, bring a hat with you and physically change hats as you change roles.

H. Interview the Participants

Interact with each participant before the session to identify individual concerns, establish realistic expectations, and anticipate issues and pitfalls.

Suggested methods for interacting with the participants include the following:

- Preferred: **face-to-face interviews** with participants, which typically require 15–30 minutes.
- Most common: **telephone interviews**, which combine efficiency with privacy.
- Sometimes necessary: **group interviews**, which can be efficient for briefing participants on the session process; however, some participants may hesitate to speak openly with others in the room.



H. Interview the Participants

(Continued)

Key questions to discuss with participants include the following:

- Why is the session being held? What is the real purpose?
- What are the key results that should be achieved?
- What are the potential problems or issues that may surface?
- How do we ensure that the session is not a waste of time?

Provide participants with a list of items to bring to the session, including documentation, forms, suggestions, etc.

TABLE 7: Selecting Session Participants



Each of the participants should...

- Understand the issue under study
- Have a stake in the outcome
- Be empowered to make decisions or recommendations
- Be perceived as a leader by peers
- Be open to solutions other than his/her own

As a group, depending upon the session, the participants should...

- Represent all four communication styles
- Be knowledgeable of all major activities in the business area
- Be cross-functional and representative of all groups with a major stake in the outcome
- Be drawn from various levels within the organization structure (e.g., managers, supervisors, and associates)



H. Interview the Participants

(Continued)

From your interactions, list the following to use in your preparation:

- Participants who are not in favor of holding the session
- Participants who believe they stand to lose something if the session or project achieves its purpose
- Participants who are not on good terms with one another
- Participants who tend to point out problems rather than create solutions

Get agreement from the participants to arrive at least 10 minutes before the session is scheduled to begin to allow for coffee and greetings, so you can ensure an on-time start.



I. Get Oriented on the Business Area

Hold an orientation session to review background information on the organization, project, etc.

Discuss any unfamiliar business processes.

Example

You may have experience facilitating sessions related to accounting processes. However, if you are about to work with an oil pipeline company, you may need to discuss “revenue accounting,” a process specific to oil production.

Understand the key issues that affect the particular industry, the company, the department, and the project.



J. Prepare the Room

Survey the facilitation room in advance to understand the constraints of the facility and make adjustments if needed.

The preferred seating arrangements for a facilitated session are a “horse shoe,” an “open U,” or a semi-circle.

- These arrangements allow participants to see one another. They also encourage interaction and provide you with the ability to move close to, away from, or between people in order to control the flow of interaction.
- Avoid classroom-style arrangements, which are not conducive to group interaction.
- Avoid conference room tables because they will inhibit your ability to control the discussion.
- Position chairs to seat participants with their backs to windows and doors, as this minimizes distractions.
- Avoid arranging the room where the entrance doorway is at the “front” — late arrivals command attention and will disturb the session flow.

If, from your preparation discussions, you conclude that it would be beneficial to assign seats, consider the following:

- Spread out potential high contributors throughout the room to encourage discussion.
- Intersperse known supporters and adversaries to discourage side discussions.



J. Prepare the Room (Continued)

TABLE 8: Handling “Difficult” Room Set ups



Conference Table

Issue: The facilitator can't move in/out to manage the discussion — control is reduced.

Solution: Use round robins. Walk the room where possible.

Classroom Style

Issue: Participants can't see one another — interaction is limited.

Solution: Create multiple small groups. Use names to call on participants.

Ensure that adequate supplies and backup equipment are available.

You should have the following:

- Multi-colored markers and tape
- Flip charts (preferably three to maximize amount of information viewed simultaneously)
- Projector and screen (ensure spare bulb is available)

Establish your **wall plan**. Your wall plan should indicate the following:

- Flip chart pages that need to be displayed at the front of the room (e.g., ground rules, parking boards, session purpose) for easy accessibility
- Starting points for remaining flip charts (e.g., right-side wall) and the direction for posting them (e.g., clockwise)
- Charts to be posted under one another to conserve wall space

Communicate any facility changes or additional needs to the project manager or session sponsor as appropriate. Consider a follow-up prior to the session to ensure that the actions have been taken.



K. Prepare Your Opening

Prepare your opening statement. Your opening words must inform, excite, empower, and involve the participants. See Principle 2, “Getting the Session Started,” for additional information on the opening statement.

Prepare your ground rules. These must establish a baseline for group interaction. You can also use them to address any potential issues you identified during the preparation. See Principle 2, “Getting the Session Started,” for additional information on ground rules.

Prepare the “session purpose” statement if it has not been previously prepared.



Section Review



The most important base to cover: **Know Your Session Purpose**

The three mechanisms for making sure this base is covered: (IDA)

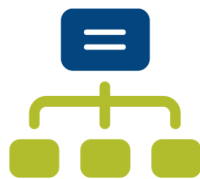
Interview **Deliverable** **Agenda**

The other bases:



People

Sponsor
Planning Team
Participants



Method

Purpose
Product
Process/Agenda
Probable Issues
Business Area



Logistics

Location/Facility
Schedule/Timing
Materials/Your Aids
Meeting Notice

- O** Order of the facilitation processes (the agenda)
- P** Process technique used to gather information throughout the process (e.g., listing, brainstorming, grouping)
- Q** Question (starting question) and explanation used to initiate each facilitated process
- R** Recording method used to document information as it is received during the process (e.g., three-column matrix)
- S** Supplies required to perform the process (e.g., Post-its, dots)
- T** Timing and estimated duration for each process



L: Virtual Insights

Principle 1: Preparing for Success

Cover all the Bases

Legend:

Regular Do the same as face-to-face ***Bold Italic*** - *Execute virtually* **Orange Bold** - **Modify for virtual**

- A. Interview the Sponsor**
- B. Identify Key Roles in the Session**
- C. Define the Purpose and Agenda
- D. Prepare Sample Deliverables
- E. Know the Process Cold**
- F. Educate the Planning Team*
- G. Prepare for the Hat Technique
- H. Interview the Participants*
- I. Get Oriented on the Business Area*
- J. Prepare the “Room”**
- K. Prepare Your Opening



A. Interview the Session Sponsor

The Six Ps of Preparation for Virtual Session

1. Purpose
2. Product
3. Participants
4. Probably Issues
5. Product
6. Platform

Participants

- Locations and time zones

Probable Issues

- Challenges with the use of a virtual meeting platform and participant familiarity with the planned use of features for the session

Platform

- Virtual meeting platform choice and implementation
- Conference call sessions



B. Identify Key Roles in the Session (Continued)

As part of the sponsor interview, discuss session roles and responsibilities. Be sure responsibilities have been clearly delineated for the sponsor, project manager, facilitator, methodologists, documenter, time keeper, participants and observers. For virtual sessions, we suggest two additional roles:

- **Producer:** for technology assistance
- **Moderator:** for content and execution assistance during the session

The following are sample responsibilities for each role:

<p>Producer</p>	<p>Sets up the virtual meeting platform for the session. This may include unique chat rooms, whiteboards, parking boards, polls, etc. depending upon the meeting needs, the features of the virtual meeting platform and the requests of the session facilitator.</p> <p>Works with the facilitator to serve as a technical liaison for session participants experiencing technical issues during the session.</p>
<p>Moderator</p>	<p>May also support the facilitator as requested throughout the session to include items such changing permissions, opening/closing polls, starting breakout rooms, etc. based on the features of the virtual meeting platform.</p>



E. Know the Process Cold

Sample Detailed Agenda

A. Getting Started

Process	List the key topics participants want to discuss; group the topics into categories.
Virtual Details	<ul style="list-style-type: none"> • Have participants record their key topics on the whiteboard. • Move items on whiteboard into groups
Timing	10 minutes (2 + (12 issues x 0.5) + 2)

Order of the facilitation process (the agenda)

Process technique

Question (starting question)

Recording method

Supplies

Timing

(See Principle 10, “Agenda Setting.”)



J. Prepare the “Room”

Virtual Meeting Platform

Set up the virtual meeting room in advance of the session.

Ensure integration of features to maximize interaction and engagement including such things as:

- **Polling questions**
- **Whiteboards**
- **Slideboards**
- **Screen Sharing**
- **Chat**
- **Round robins/Mini round robins**



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Principle 2: Getting the Session Started

Inform, Excite, Empower, Involve

- A. Set Up with 30 Minutes to Spare
- B. Optimize Your Set-Up
- C. Use the Gathering Period
- D. Kick Off Promptly
- E. Set the Stage with Your Opening: IEEI
- F. Memorize Your Opening
- G. Effectively Deliver Your Opening
- H. Request Participants' Key Topics
- I. Review the Agenda
- J. Establish Ground Rules
- K. Define the Parking Boards
- L. Define Consensus
- M. Open "On the Fly"
- N. Virtual Insights



A. Set Up With 30 Minutes to Spare

Estimate your set-up time. If you are very familiar with the facility and have used it before, this may take as little as 10 minutes. If you are unfamiliar with the facility, plan at least 30 minutes for set-up.

Add 30 minutes to your set-up time and subtract this sum from the scheduled session start time. The result is the time you should arrive at the site.

If you are very familiar with the facility and little set-up is needed, set-up time plus 15 minutes should be adequate in most cases.



B. Optimize Your Set-Up

Ensure that the chairs and tables are arranged as needed.

Ensure that you have adequate supplies, including the following:

- Multi-colored markers and tape
- Flip charts (preferably three to maximize the amount of information viewed simultaneously)
- Projector and screen (ensure a spare bulb is available)

Set up and post the following according to your wall plan:

- Session purpose and agenda
- Ground rules (p. 2-11)
- Parking boards (p. 2-12)

Put out name cards and a sign-in sheet.



C. Use the Gathering Period

Seek out any individuals whom you identified as potential challenges and establish personal rapport.

Suggested actions for the gathering period:

- Reassure participants of session focus. Explain that they will have numerous opportunities to give input.
- Seek their assistance to keep the session on track.
- Ask about specific concerns they have or topics they would like to make sure get discussed.
- Discuss other successfully facilitated sessions.
- Discuss the weather, sports, or other (non-political) current events that are non-controversial, suitable topics

D. Kick Off Promptly

Ensure that the person who will kick off the session is aware of his/her role and that you agree on when and for how long he/she will speak.

Just prior to the start time, give the two-minute warning—encourage session attendees to take their seats by announcing, or asking the session sponsor or project manager to announce, that the session is about to begin. At the scheduled time, have the kick-off speaker begin the session.



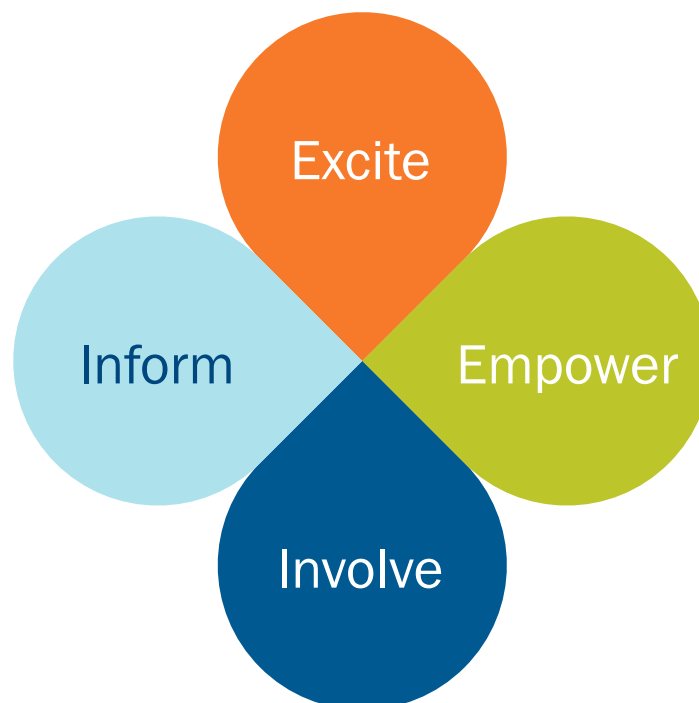
What are the three methods we discussed for starting on time?



E. Set the Stage With Your Opening: IEEI

Through your opening words, you must achieve several objectives:

- **INFORM** participants about the session purpose and product—
What is going to happen?
- **EXCITE** participants about benefits to them—What is the overall result to be achieved?
- **EMPOWER** participants by discussing the important role they play in the process—Why were they selected? What authority have they been given?
- **INVOLVE** participants by asking for the key topics they believe must be addressed to achieve the session purpose. Have them speak as early as possible.



F. Memorize Your Opening

Memorizing your opening statement allows you to focus on establishing maximum rapport with the group through eye contact, movement, and gestures. It is not necessary to deliver it word for word. However, it is critical to know what you want to say ahead of time, so you don't have to focus your attention on creating it in "real time" with the participants.

Use a mnemonic to aid your memory. For example, take the first letter of the key word in each of your major points and focus on those. In the sample on the next page, the mnemonic would be "GOEOSI." By focusing on those letters, if you ever get lost, you can easily pick up by going on to the point symbolized by the next letter.



F. Memorize Your Opening (Continued)

TABLE 9: Sample Opening Words



Note: Assumes that the session sponsor has already kicked off the session and introduced the facilitator.

1. Good morning...

Good morning. It is a pleasure to be here this morning.

2. One part of my job that I always enjoy...

One part of my job that I always enjoy is getting together with a group of people who want to improve what they are doing.

3. Easy to get caught up in the day-to-day...

As we all know, it is very easy to get caught up in the day-to-day, isn't it? Moving from one issue to another, or, in some cases, from one fire to another. Yet, it is also important, as we are doing today, to step back and ask, "How can we do this better?"

4. Objective for the next three days...

That's our objective for the next three days — to take the time to hone our skills and improve the processes we use with our clients.

5. Session will be fast-paced...

The session will be fast-paced, intense, and very challenging. But, our goal is for you to feel it was one of the most productive three days you have ever spent when it is over.

6. Introductions

Before we go over ground rules and the agenda, I would like you to introduce yourself. In a minute we will start with.... Tell us who you are, how long you have been a part of the organization, the specific area that you cover (such as...), and what you would like to get out of the next several days. Let's get started.



G. Effectively Deliver Your Opening

Effective delivery of your opening remarks can bolster important ideas. Poor delivery can diminish their impact.

Employ all your best presentation techniques:

- Stand tall; don't slouch.
- Speak loudly and clearly with expression in your voice, and vary your tone and emphasis.
- Vary your rate of delivery, and avoid speaking too fast or too slow.
- Be animated.
- Make eye contact.
- Use defined gestures.
- Avoid "self-talk."
- Avoid filler words (e.g., "ah," "um").
- Avoid extremes in dress and grooming.
- Match your facial expressions with what you are saying.
- Use appropriate movement.

Cross the invisible barrier immediately. Move deep into the "U" to build rapport.

Avoid turning your back to the participants, especially during the opening statement.

Don't hold papers. Don't speak to slides. Don't talk to flip charts — at least not during the opening statement!



H. Request Participants' Key Topics

Having the participants state the key topics they would like to see discussed at this point in the session serves several purposes:

- Involves the participants immediately
- Lets participants know their needs and desires are being considered
- Provides opportunity to adjust the agenda if flexibility is possible

If the participants' key topics are significantly different from the agenda, it may be appropriate to break and discuss alternatives with the session sponsor and project coordinator.

If time permits, an alternate way to review the participants' key topics is to pair up participants for a five-minute discussion, asking each participant to report the objectives of his/her partner. This method has the additional benefit of getting the participants interacting with one another.

I. Review the Agenda

Review the agenda for the session. Agenda setting is discussed in more detail in Principle 10, "Agenda Setting."

Return to the participants' key topics:

- Indicate when/how each item will be covered.
- Highlight items that will *not* be discussed.
- Suggest or allow the group to suggest how highlighted items are to be handled.



I. Review the Agenda (Continued)

If a sample deliverable is available, show the sample to help the participants visualize the final product from the session.

Discuss any housekeeping items, such as:

- Schedule for lunch and breaks
- Location of bathrooms
- Role of documenters

TABLE 10: Starting Non-Facilitated Meetings



The meeting *purpose* is clearly stated from the beginning.

“The purpose of this meeting is.... When we finish, we would like to walk away with....Are we agreed?”

The meeting *agenda* is established after setting the meeting purpose and time limits.

“The following agenda is proposed to achieve this purpose.... Any recommended changes?”



J. Establish Ground Rules

TABLE 11: Sample Ground Rules

1. Everyone speaks
2. Respect the speaker
3. Titles left outside the door
4. No idea is dumb
5. End point first
6. Use the parking boards
7. Avoid “sidebar” discussion
8. “Choo Choo”
9. Start on time, end on time

Ground rules provide a self-correcting mechanism for keeping the participants productive and on track.

Add to your standard ground rules any items that will help prevent challenging behaviors.

Consider all potential issues that you identified during the preparation stage as candidates for a ground rule.

You can also use ground rules to take an issue off the table. For example, if you are aware that the users are not happy with the idea of change, you might have a ground rule such as, “Look for the benefit first.”

Be sure to get agreement on the ground rules before moving forward. Ask the participants for additional ground rules.



K. Define the Parking Boards

The Parking Boards (IDA)

- Issues list
- Decisions list
- Actions list

TABLE 12: The Parking Boards (IDA)



Issues List

Items relevant to the session that require a decision but will be discussed later in or outside the session

Decisions List

Decisions that are made by the participants during the session

Actions List

Actions to be performed sometime after the completion of the session

The parking boards help you keep the group focused by having a place to “park” discussion topics that don’t need to be addressed at that moment.

By “parking” the topic, you are telling the participant his/her input was valuable and will be addressed at a later time.

Use the “issues list” to post items that are relevant to the session but need to be discussed later in the session or entirely outside the session.

Use the “decisions list” to post decisions made by the group that should be documented for future reference.

Use the “actions list” to post actions to be performed sometime after the completion of the session.

Each parking board will need to be addressed when the session is closed. See Principle 9, “Closing the Session.”



L. Define Consensus

Consensus is described in more detail in Principle 7, “Consensus Building.”

TABLE 13: The Definition of Consensus



“I can live with that and support it.”

Consensus *does not* mean: “I think this is the best solution.”

M. Open “On the Fly”

If you are short on time and don’t have an opportunity to prepare an opening, consider using **Inform, Excite, Empower, and Involve** as a mnemonic (IEEI).

Use a prepared reference sheet containing ground rules, parking boards, and the definition of consensus. (See the “mini manual” provided at the end of this course.)

Example

“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 purpose 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 moment that the session is over, and you are ecstatic because we.... What would we have accomplished to make you really ecstatic?”



Section Review



INFORM – Purpose & product

Inform the participants about what is going to happen.

EXCITE – Benefits

Get them excited about the process by giving them a clear vision of the overall result to be achieved and the benefits to them.

EMPOWER – Their role

Empower them by discussing the important role they play in the process and the authority that has been given to them.

INVOLVE – Their objectives

Get them involved in the process by having them speak as early as possible (e.g., their objectives, concerns).

Use ground rules to make the group self-correcting.

1. Everyone speaks
2. Respect the speaker
3. Titles left outside the door
4. No idea is dumb
5. End point first
6. Use the parking boards
7. Avoid “sidebar” discussion
8. “Choo Choo”
9. Start on time, end on time

The Parking Boards
Issues
Decisions
Actions



N: Virtual Insights

Principle 2: Getting the Session Started

Inform, Excite, Empower, Involve

Legend:

Regular Do the same as face-to-face *Bold Italic - Execute virtually* **Orange Bold - Modify for virtual**

- A. Set Up with 30 Minutes to Spare**
- B. Optimize Your Set-Up**
- C. Use the Gathering Period**
- D. Kick Off Promptly*
- E. Set the Stage with Your Opening: IEEI**
- F. Memorize Your Opening*
- G. Effectively Deliver Your Opening**
- H. Request Participants' Key Topics*
- I. Review the Agenda*
- J. Establish Ground Rules**
- K. Define the Parking Boards*
- L. Define Consensus*
- M. Open "On the Fly"*



A. Set Up With 40 Minutes to Spare

Estimate your setup time.

Unfamiliar virtual platform: add 40 minutes

Familiar virtual platform: add 20 minutes



B. Optimize Your Set-Up

Obtain permission in advance to start the session on time.

Ensure that the virtual meeting room is set up in advance of the session:

- Whiteboards
- Slideboards
- Polling questions
- Screen sharing

Include in the meeting notice:

- Gathering time
- Starting time
- Moderator contact information
- Ground rules (see below)

Consider gaining agreement on a suitable penalty for arriving late.

Minimize technical issues:

- Assign a moderator for virtual sessions with more than three to four participants to assist with technical issues that arise during the session.
- Test all features to be used during the session well in advance of the session.



B. Optimize Your Set-up (Continued)

Encourage participants to download any necessary software and test the link to the virtual session (the URL) at least 24 hours in advance of the session.

Include the contact information (name, e-mail address and telephone number) of the moderator for the session and on the welcome screen.

Request participants to access the virtual session at least 10 minutes prior to the scheduled start time.



C. Utilize the Gathering Period

Have the moderator's name, e-mail address and telephone number visible.

Use a countdown slide deck or clock to ensure participants are aware of the punctual start time.

Clear participants invited to the “lobby” (depending upon the virtual meeting platform).

Establish rapport and consider a review of virtual platform features to be used during the session.

- Request the participants' acknowledgment by responding with “Yes, I am here” to begin connecting names and voices.
- Update your roll call list for participants in the session.
- Ensure any participant not named is identified, so all session participants are aware of who is in the session.



E. Set the Stage with You Opening: I-E-E-I

For virtual sessions consider the following options for the Involve portion of the I-E-E-I:

- Requesting their **key issues or key topics**
- Asking for their **personal outcomes**
- Conducting a **one-minute check-in**

Perform a roll call by saying the names of the participants present in the session and their location.

Andrea, Atlanta	-	-	x	-	-	-	-	-
Bill, Boston	x	-	-	p	-	p	-	x
Cleve, Chicago	-	-	-	-	X	-	-	-
Kathy, Atlanta (project manager)	-	-	-	-	-	-	x	-
Ken, Dallas	-	x	-	-	a	-	-	-
Trina, Denver	-	-	-	x	-	-	-	-
Vanessa, San Diego	-	-	-	-	-	x	-	-



G. Effectively Deliver Your Opening

Effective delivery of your opening remarks can bolster important ideas. Poor delivery can diminish their impact. In virtual sessions this is even more critical as the opportunities to closely monitor non-verbal responses from the participants is diminished or eliminated.

Employ all of your best presentation techniques:

- Consider standing to ensure better energy during the opening
- Speak loudly and clearly with expression in your voice; vary your tone and emphasis
- Avoid speaking too fast or too slow; vary your rate of delivery
- Consider the use of a webcam especially during the opening
- Position the webcam for the best view for participants - appropriate angle and background
- Ensure your facial expressions match your words
- Be animated
- Use defined gestures
- Avoid “self-talk”
- Avoid filler words (e.g., “ah,” “um:)



J. Establish Ground Rules

Sample Virtual Session Rules

1. Session work only (not multi-tasking)
2. Video on if possible
3. When not on video, use the hand raise and reactions
4. Raise your hand on video or using participant panel to contribute or ask questions
5. Announce your name before speaking
6. Be intentional about re-muting
7. Post in chat when needing to leave and when you come back
8. Avoid “chat discussion”
9. Mute and turn video off during breaks
10. If you don’t see something, say something!



Principle 3: Focusing the Group

Establish the Course, Avoid Detours

- A. Set the Course with Checkpoints
- B. Restart with Extended Checkpoints
- C. Warm Up the Group
- D. Use Your PeDeQs
- E. Label Charts to Improve Focus
- F. Redirect Side Issues
- G. Use Extended Prompt Questions
- H. Summarize Results
- I. Be Conscious of Time
- J. Use Breakout Sessions
- K. Know When It Is Not Working
- L. Virtual Insights



ESTABLISH THE COURSE

A. Set the Course with Checkpoints

The facilitated session will be divided into several facilitated processes. At the beginning of each facilitated process, take a checkpoint by doing the following:

- **Review:** Review quickly what has been done so far.
- **Preview:** Describe briefly what the group is about to do.
- **Big View:** Explain how the previewed agenda item fits into the overall objective of the session.

Sample Agenda

Purpose:

Define the changes necessary to increase the efficiency and effectiveness of the hiring process.

Agenda:

- A. Introduction
- B. What is the current process?
- C. What are the problems and root causes?
- D. What are the potential improvements?
- E. Prioritize improvements
- F. Develop an implementation plan
- G. Review and close



A. Set the Course with Checkpoints (Continued)

TABLE 14: Sample Checkpoint



“We have just completed the functional decomposition, which told us that there are six major business processes in the accounts payable area. Our next step is to look at each of the processes separately and identify what information comes in, what information goes out, and what information is stored. This will help us ensure that the new computer system will accommodate the way that we use information in the course of our business. Any questions about where we are? Okay, let’s start with the first process....”

With each checkpoint, consider **checking off the agenda item** to mark progress.

Each checkpoint should be brief—no more than a minute or two.

The checkpoint serves to ensure all participants are aware that a transition is taking place. It also helps them understand how the process they are about to undertake relates to what has been done and the overall session purpose.



Why take a checkpoint? What is the purpose?



B. Restart with Extended Checkpoints

If significant time has passed since the last session (e.g., you are restarting a session on a new day or after an extended break), use an extended checkpoint to get the participants “back in the room.”

To take an extended checkpoint:

- **Remind** the participants of the overall session purpose.
- **Review** all agenda items that have been completed to date; consider “walking the walls” by pointing to the resulting output.
- **Preview** all remaining agenda items that must be completed.
- **Big View:** If only a subset of the remaining items are to be done that day, explain how the specific items to be completed in the current session relate to the overall session purpose.



C. Warm Up the Group

It is typical for participants in a session to be reserved initially, waiting for others to speak first. Many times, the facilitator's first question will be met with silence.

To avoid this question/silence pitfall, warm up the group by getting them used to responding—first non-verbally, then verbally.

To warm up the group, ask a series of pre-questions (at least two) that lead up to your primary question.

Structure each pre-question so that the response requires some level of non-verbal participant involvement (e.g., raised hand).

TABLE 15: Warming up a Group (Sample)



Objective: Have participants indicate the benefits of systems planning.

1. “How many people here have been involved with a project that wasn’t well planned from the beginning?” **(Raise your own hand.)**
2. “It was somewhat difficult, wasn’t it?” **(Nod your head.)**
3. “How many people had problems, such as not understanding the purpose or not knowing what actions should be taken next?” **(Raise your hand and establish eye contact with several people.)**
4. “So, there are some real benefits to planning, aren’t there?” **(Nod your head.)** “Let’s name a few. What are the benefits of planning? Who can tell me one?” **(Raise your own hand.)**



D. Use Your PeDeQs

TABLE 16: Using Your PeDeQs for Directions



1. Give the overall **PURPOSE** of the activity
2. Use an **EXAMPLE** if appropriate
3. Give general **DIRECTIONS** using verbal pictures and gestures
4. Give specific **EXCEPTIONS** and special cases (“There are a few other things you need to know....”)
5. Ask for **QUESTIONS**
6. Ask your **STARTING QUESTION**

After you state the **purpose**, use an **example** or analogy to help each person understand.

When you give an example, *you* start it; let *them* finish it. Avoid recording their responses to the example; it typically takes more time than is warranted.

Example

“Our next step is to identify the critical success factors for the project. Critical success factors are the things that must go right to be successful. For example, if we were an automobile manufacturer, a critical success factor might be an effective dealer network or a favorable union contract. What else is critical to the success of an automobile manufacturer?”



D. Use Your PeDeQs (Continued)

- After your purpose is clear, give general **directions** for how the facilitated process will work. Leave out any exceptions or special cases to avoid confusion.
- Identify the **exceptions** and special cases only after you have given all general directions. Be specific.
- Ask for **questions** to make sure the participants have understood.
- Ask your **starting question**. This is the question that will get the process going. Since this is the last thing you will say to the participants, it will most impact whether their subsequent responses will be on track. Word this question carefully.
- Before the session, be sure to create a bullet list of the directions you will convey to the group. Once you have developed your bullet list, ask yourself, “Where might someone be confused?” Add verbal pictures, examples or analogies to facilitate understanding.



Why might an example outside the business area be more effective?



E. Label Charts to Improve Focus

During your sessions, people will check out (mentally and physically) from time to time. Simply labeling your charts will help to focus your participants. Make sure you label each subsequent page.

AVOID DETOURS

F. Redirect Side Issues

The facilitator has three tools available to help a group be self-correcting:

1. **Objectives and directions** given at the beginning of each process should clearly state desired results and steps to be taken. Place responsibility on the group to ensure compliance.
2. **Ground rules** should include a term such as “avoid bar discussion” (or “avoid “sidebar” discussion”). Place responsibility on the group to use the term to cut off discussions irrelevant to the current topic.
3. **Parking boards** remind participants that there is a place to park important issues that aren’t relevant to the current topic.



F. Redirect Side Issues (Continued)

If the group begins to detour off on an unrelated discussion, bring them back on course by using a **redirection question**.

“What you are saying is interesting. Should we put it on the issues list so we don’t lose it and then focus back on the other topic which is...?”

- In your redirection question, remember: **Ask, Don’t Tell!**
- Redirection questions are discussed in greater detail in Principle 5, “Information Gathering.”

Monitor the interaction carefully to ensure all comments and questions are related to the process under way.

Use the parking boards liberally to control discussion. This technique helps participants feel that their detour discussion will not be lost.

G. Use Extended Prompt Questions

In many brainstorming or listing sessions, simply asking, “What else?” will keep the group adequately on track. However, extended prompt questions can serve as a constant reminder of the session’s focus.

Example

“What other activities does this department perform?”



H. Summarize Results

When should you summarize?

If the group begins to stall, point to the flip chart and review the last several items that have been added to it. Follow up with an extended prompt question.

Example: “So far, we have [x], [y], [z].... What other activities do we perform?”

If an agenda item has been completed, consider summarizing the results and seeking consensus to move on.

Example: “Let’s review quickly what we have said.... Are we ready to move on?”

Much like an extended prompt question, summarizing can help re-focus the group on the current activity.

An extended prompt or a consensus check often follows the summary. (See Principle 7, “Consensus Building.”)



I. Be Conscious of Time

Continually monitor your time against the agenda to ensure that the process remains on track.

If you find that the process is falling behind, use session time management techniques to address the issue.

TABLE 17: Session Time Management Techniques



1. Have a detailed agenda with duration, start, and stop time estimates for each process.
2. Track the start and end times of each process as the session progresses.
3. If the session is falling behind schedule, let the participants know and ask for their assistance in keeping their comments brief to enable forward progress.
4. If the session continues to fall behind, set a specific time objective for each subsequent process. Get agreement from the participants to stick to that objective. Remind participants periodically of the objective and the progress.
5. If the session still continues to fall behind, meet with the session sponsor and project manager at the next break to determine an alternate plan of action that the facilitator can propose to the group.



J. Use Breakout Sessions

Consider using breakout sessions when the agenda calls for a facilitated process to be performed several times (e.g., “identify the barriers to be overcome for each objective,” or “document the input flows and output flows for each business process”).

Breakout sessions divide the participants into several teams, each of which has the responsibility to perform the facilitated process on one or more of the elements. (For example, in the case of identifying barriers to achieving objectives, the elements are the objectives. Each team would be assigned one or more objectives and would be responsible for identifying the barriers to achieving those objectives.)

There are several methods for dividing into teams:

- **Count off** – Have participants count off by the number of teams needed. Then, group people with the same number on a team. This is often the fastest and simplest method.
- **Assign** – Assign participants to teams in advance, ensuring adequate distribution of skill sets within the teams. This is often necessary if participants include executives, managers, and individual contributors.
- **Ask** – Invite participants to join with the people they know least. This method increases team camaraderie.



J. Use Breakout Sessions (Continued)

See the table below for breakout session techniques.

TABLE 18: Using Breakout Sessions



1. Let them know what is coming.

Alert the participants that after completing the first element together, they will be split into teams to complete the other elements. Alerting the participants ahead of time often increases the level of attention in the next step!

2. Complete the first element as one group.

Take extra steps to ensure that all participants understand the process as you facilitate it.

3. Determine the number of teams to be used.

Most often, team size will range between three and seven members. Typically, the smaller the team, the greater the level of individual responsibility and participation.

4. Divide into teams.

Several methods exist for splitting into teams. (See previous discussion.) Encourage the teams to assign a scribe to record the team's results and a reporter to report the results back to the entire group. (Allow the teams themselves to determine if and how the "team leader" role will be assigned.)

5. Give final directions to the teams.

Make sure the teams know:

- what their deliverable is,
- how to judge the quality of the deliverable,
- what the process is for creating it, and
- the deadline for completion.

Set an interim deadline (e.g., "You should be recording your results on the flip chart by...") to help keep the teams on track.



J. Use Breakout Sessions (Continued)

TABLE 18: Using Breakout Sessions (Continued)



6. Monitor the activity.

Ensure each team is progressing as expected, the deliverables are reasonably close to what is desired, and the time frame is being met.

7. Have each team report their results.

Results should be recorded on flip charts to permit viewing by all other teams.

- The other teams listen without comment while the first team reports their results.
- Other teams give an ovation following the report and comment on positive points.
- Other teams are then permitted to discuss recommended additions or deletions.
- Each team follows in sequence.



Note: Breakout sessions do not always save time. Since the results of each team are discussed and analyzed, it is possible for the breakout session to ultimately take more time. Often, the key determinant of time saved is the quality of the results that come from the teams. If there are only a few strong knowledge sources among the participants, it may be better *not* to use breakout sessions.



K. Know When It Is Not Working

Be alert to signs that a facilitated process is not working.

Warning signs include:

- Participants becoming frustrated in attempts to provide information for a process
- Information being provided by participants that does not conform to what is needed

If a process is not working, acknowledge the problem to the group, being very specific about the symptoms of the problem without assigning blame.

- “This doesn’t appear to be working. We seem to be struggling to come up with comments that are on the mark.”

When you bring a problem to the attention of the group, someone may recommend an alternative. The group may decide to adopt this alternate approach, and the session can resume.

If no recommendations are made, take a break and meet with the project coordinator and session sponsor to develop a plan of action.



Section Review



Checkpoint

Take a checkpoint at the beginning of each major activity.

- **Review** quickly what has been done before.
- **Preview** by describing briefly what the group is going to do.
- **Big View** by explaining how the activity fits into the overall session purpose.

Warm Up the Group

Avoid the question/silence pitfall. Ask at least two pre-questions that require a NON-VERBAL response.

PeDeQs for Directions

- Overall PURPOSE
- EXAMPLE: you start it, they finish it
- General DIRECTIONS
- Specific EXCEPTIONS
- Ask for QUESTIONS
- Ask your STARTING QUESTION

Using the Breakout Sessions

- Let them know what is coming
- Complete the first element as a group
- Determine the number of teams
- Divide into teams
- Give final directions
- Monitor activity
- Each team reports results back to the group



L: Virtual Insights

Principle 3: Focusing the Group

Establish the Course, Avoid Detours

Legend:

Regular Do the same as face-to-face *Bold Italic - Execute virtually* **Orange Bold - Modify for virtual**

- A. Set the Course with Checkpoints
- B. Restart with Extended Checkpoints
- C. Warm Up the Group**
- D. Use Your PeDeQs*
- E. Label Charts to Improve Focus**
- F. Redirect Side Issues
- G. Use Extended Prompt Questions*
- H. Summarize Results*
- I. Be Conscious of Time
- J. Use Breakout Sessions**
- K. Know When It Is Not Working



In a virtual session, the facilitator loses some of the cues available in a face-to-face session (e.g. non-verbal signals). To encourage focus throughout a virtual session, what are some of the tools available to a facilitator to maintain focus and interest on the part of session participants?



C. Warm Up the Group

It is typical for participants in a session to be initially reserved and very willing to allow others to speak first. It is not unusual for the first question the facilitator asks to be met with silence.

To ensure that you avoid this question-silence pitfall, warm up the participants by getting them used to responding, first non-verbally or with a simple yea/nay, then verbally.

To warm up the group, ask a series of pre-questions (at least two) that lead up to your primary question.

Structure each pre-question so that the response requires some level of non-verbal participant involvement (e.g., raised hand feature of the virtual meeting platform) or a simple yea/nay response.

Track progress of responses using the roll call list.



E. Label “Charts” to Improve Focus

During your virtual sessions, you lose much of the ability to observe the body language and non-verbal feedback available in a face-to-face session. Simply labeling your materials will help to focus your participants. Make sure that you label each item including:

- Whiteboards
- Slideboards
- Screen sharing documents (e.g. Word, PowerPoint, etc.)



Principle 4: Respecting the Power of the Pen

Use It, Don't Abuse It, Make It Theirs

- A. Write First, Discuss Second
- B. Write What Is Said
- C. Add Your Own Words Discriminately
- D. Ask, Don't Tell
- E. Write So the Group Can Read It
- F. Use Additive Editing
- G. Avoid Lulls While Writing
- H. Assign an Order to Your Speakers
- I. Use Multiple Flip Charts
- J. Employ the Right Recording Tool
- K. Post According to Your Wall Plan
- L. Virtual Insights



Seven Deadly Sins of Facilitation

TABLE 19: The Seven Deadly Sins of Facilitation

More times than not, the following sins by a facilitator will lead to some form of dysfunctional behavior by one or more members of the group. If the facilitator continues his/her behavior, a full-scale revolt by the participants is quite possible.

1. The facilitator chooses which comments merit recording on the flip charts.
2. The facilitator records his/her interpretation of what is being said instead of what is actually said.
3. The facilitator permits the group to wander away from the stated objective for extended periods of time.
4. The facilitator permits the ground rules to be broken without taking visible, corrective action.
5. The facilitator is perceived as losing neutrality and favoring one position over another.
6. The facilitator uses emotionally charged words with a session attendee or permits a session attendee to speak emotionally charged words to another attendee without taking visible, corrective action.
7. The facilitator allows an atmosphere of distrust or disrespect to build between himself/herself and the session attendees.



USE IT, DON'T ABUSE IT

A. Write First, Discuss Second

Once you have asked a question, it is your job to record the answers without regard to the value or completeness.

If what is said is incomplete, still record it.

If what is said can be improved upon,

If what is said is not the answer you were looking for,

If what is said is obviously wrong,

By recording what is said, you, as the facilitator, are implicitly saying, “Thank you for making a contribution.” It is vital to positive group dynamics that this happens regardless of whether the contribution was good, bad, or indifferent.

After you have recorded the comment, you can use questioning techniques to help refine or delete the comment.



What are the exceptions to “write first, discuss second”?



MAKE IT THEIRS

B. Write What Is Said

Record as many of the speaker's words as necessary to ensure that what you write is **clear, complete, and can stand alone**.

It is not necessary that you record all of the speaker's words. Given the way most of us speak, recording all the words may reduce clarity.

If you are not certain what was said, play back what you think you heard and ask for confirmation. **Or, ask for the "headline."**

Abbreviations can be used, but be careful to use abbreviations that are clearly understood by everyone and will remain clearly understood when you go back to finalize your documentation.

Do not try to "clean up" the speaker's words by writing words he/she did not say.

- Cleaning up implicitly says, "You don't know how to speak; let me speak for you."
- Over time, less assertive participants will tend to get lazy and look to you to "make all their words better," while more assertive participants will tend to compete with you to come up with suitable words.
- Cleaning up results in distraction that can steal focus away from the key objective of the session.
- Rewriting comments in your own words decreases the likelihood that participants will be able to understand what was meant after some time has passed.



C. Add Your Own Words Discriminately

There may be times when writing your own words is important for clarity. Consider adding your words in parentheses to distinguish their words from yours.

D. Ask, Don't Tell

The biggest difference between a professor and a facilitator:

A professor tells, a facilitator asks.

“Telling” instead of “asking” has several potential pitfalls:

- You may be perceived as taking a position instead of being neutral. Potential pitfall: Those who disagree with the position perceive you as “the enemy” and you lose their cooperation. Some may stop participating; others may actively attempt to disrupt the process.
- You get verbal agreement on what you are saying, but the participants never own it. Potential pitfall: Participants don't follow through on the solution because they don't agree with it. Once you are gone, they change back to what they wanted in the first place.
- You don't get agreement on what you are saying, and time is wasted while you try to convince one or more people that what you are saying is correct. Potential pitfall: Others feel that their time is being wasted and that you are getting in the way rather than facilitating.



D. Ask, Don't Tell (Continued)

Use your questioning techniques to turn any statement you want to make into a question. (See Principle 5, “Information Gathering.”)

If you find yourself making statements or responding to questions, you may have slipped into another role.

Remember: If you say it, they can disagree with you. If they say it, it's theirs.

Your job as a facilitator is to ensure that whatever conclusions are reached are “created, understood, and accepted by all participants.”

E. Write So the Group Can Read It

Write large: The letters must be seen in the back of the room.

Write straight: Use lined paper if necessary.

Leave plenty of space: Allow for corrections between your lines.

Rule of thumb: No more than ten total lines on a page.

Avoid using red as a base color: Use it to edit only.

Write neatly: Facilitators sometimes can't read their own writing!

Form letters distinctly: Don't let your “r,” “n,” and “a” all look alike.

For most, if you write large and take your time, the rest follows.



F. Use Additive Editing

Writing what is said regardless of value means that you will be making corrections. Therefore, leave plenty of space between the lines.

When a correction is needed, maintain legibility by using a different pen color for corrections.

If corrections become too numerous for easy reading, rewrite the information, being sure to completely cancel out the prior version.

G. Avoid Lulls While Writing

The facilitator is responsible for the pace of the session (see Principle 8, “Keeping the Energy High”); therefore, it is essential to avoid quiet time while you write to maintain the session pace.

There are five specific techniques for avoiding the writing lull:

- Stay _____ to the _____.
- Begin _____ as soon as they start _____.
- _____ what they _____ as you write.
- Ask them to _____.
- _____ a direct _____.



H. Assign an Order to Your Speakers

If several people want to speak, you can regain control by assigning an order to your speakers.

Example

“Let’s allow Jerry to complete his thought, and then, we’ll go to Carla, and, then, Robert.”

If you do order the speakers, ensure that the order is maintained and that the people you designated are really the next people to speak. Otherwise, the participants won’t honor your designations in the future.

I. Use Multiple Flip Charts

Try to have enough flip charts to allow all the pages for an agenda item to be viewed at one time without posting.

For most facilitated sessions, three flip charts allow you enough space to adequately view all the points for the typical facilitated process.

- Two flip charts are often acceptable.
- One flip chart is usually not enough.

Establish a flip chart protocol with your documenters. See the table on the next page for an example.



I. Use Multiple Flip Charts (Continued)

TABLE 20: Flip Chart Protocol (Sample)



A standard flip chart protocol will save you and your documenters hours of back-end editing. The sample below gives you a starting point for establishing the protocol easily.

1. The facilitator will assign an outline letter to each facilitation process (e.g., A, B, C) in the order the process is performed.
2. The facilitator will label the top of every chart with the outline letter and name of the facilitation process (underlined) as it appears on the detailed agenda.
3. The facilitator will number each page in the right-hand corner with the outline letter and page number (e.g., A-1). Page numbers will restart at 1 for each facilitation process.
4. The facilitator will number (e.g., 1, 2, 3) the comments made for each facilitation process. Comment numbers will restart at 1 for each facilitation process. Subcomments will be lettered (e.g., a, b, c).
5. The red pen will be reserved for corrections.
6. Documenters will record the comments as they appear on the flip charts, making spelling, punctuation, and capitalization corrections as needed.
7. For capitalization:
 - Process title: capitalize the complete title, center
 - Comment: capitalize only the first letter of the first word
 - Subcomment: capitalize only the first letter of the first word
8. For punctuation:
 - No periods at the end of lines
 - Use semi-colons in the place of periods in the middle of a lengthy comment/subcomment
9. Documenters should spell out each abbreviation the first time it appears and place the abbreviation in parentheses.



J. Employ the Right Recording Tool

There are a number of different tools for recording session information. Choose the appropriate tool based on the needs of the session.

	Advantages	Disadvantages
Flip Charts	<ol style="list-style-type: none"> 1. Can be posted 2. Don't require expensive equipment 3. Provide reasonably transportable output 	<ol style="list-style-type: none"> 1. Can't be seen from a distance 2. Require legible writing 3. Can't be erased 4. Use consumables (paper, pens)
Whiteboard	<ol style="list-style-type: none"> 1. Erasable 2. Doesn't require expensive equipment 	<ol style="list-style-type: none"> 1. Can't be seen from a distance 2. Requires legible writing 3. Must be erased to go to new page 4. Viewing not within participants' control 5. Facilitator must record output (use of Post-its for groups limited) 6. Uses some consumables
Copyboard	<ol style="list-style-type: none"> 1. Erasable 2. Output easily transportable 	<ol style="list-style-type: none"> 1. Can't be seen from a distance 2. Requires legible writing 3. Viewing not within participants' control 4. Uses some consumables 5. Requires expensive equipment/open to technical problems
Meeting Technology	<ol style="list-style-type: none"> 1. Helps people see what they are saying 	<ol style="list-style-type: none"> 1. Technology limitations and pre-work
Computer Projection	<ol style="list-style-type: none"> 1. Everyone can see it 2. Easy to write with 3. Erasable 4. Easily transportable output 	<ol style="list-style-type: none"> 1. Viewing not in participants' control 2. Requires expensive equipment/open to technical problems 3. Can put pressure on the typist 4. Lights typically must be dimmed
Post-its	<ol style="list-style-type: none"> 1. Can be posted 2. Don't require expensive equipment 3. Transportable output 4. Can be easily moved 5. Can be distributed to participants for writing 	<ol style="list-style-type: none"> 1. Can't be seen from a distance 2. Require legible writing 3. Can't be erased 4. Use consumables (paper, pens) 5. Can lose their adhesiveness



K. Post According to Your Wall Plan

Post your flip charts according to the wall plan you developed during preparation. (See Principle 1, “Preparing for Success.”)

Avoid posting charts in the midst of an agenda item. As indicated previously, have an adequate number of flip charts to allow all the pages for an agenda item to be viewed at one time without posting.

Avoid flip chart “mis-tears” by making a short tear at the top perforation and pulling down from the sides.



Section Review



Write **first**, discuss **second**.

Write what is **said**, not what you **heard**.

Write so they can **read it**.

Ask the speaker to **headline it**.

Edit by **adding**; use a different **colored pen**.

To avoid lulls while writing:

- Stay close to the board
- Repeat what they say as you write
- Begin writing as soon as they start talking
- Ask them to repeat
- Ask direct probes

If more than one person tries to speak, **order the speakers**.

Seven Deadly Sins of Facilitation

1. Choosing which comments are worthy to record
2. Recording your interpretation of what is said
3. Permitting the group to wander extensively
4. Permitting the ground rules to be broken without taking action
5. Losing neutrality
6. Speaking emotionally charged words
7. Losing the trust or respect of participants



L: Virtual Insights

Principle 4: Respecting the Power of the Pen

Use It, Don't Abuse It, Make It Theirs

Legend:

Regular Do the same as face-to-face *Bold Italic* - Execute virtually **Orange Bold** - Modify for virtual

- A. *Write First, Discuss Second*
- B. Write What Is Said
- C. Add Your Own Words Discriminately
- D. Ask, Don't Tell
- E. *Write So the Group Can Read It*
- F. *Use Additive Editing*
- G. **Avoid Lulls While Writing (Typing)**
- H. **Assign an Order to Your Speakers**
- I. **Use Multiple Flip Charts**
- J. **Employ the Right Recording Tool**
- K. **Post According to Your Wall Plan**



G. Avoid Lulls While Writing (Typing)

The facilitator is responsible for the pace of the session (see Principle 8, “Keeping the Energy High”). Therefore, avoiding quiet time while you type is essential for the sake of the session pace and interest.

There are five specific techniques for avoiding the writing (typing) lull:

- ~~Stay close to the boards.~~
- Begin typing as soon as they start speaking.
- Repeat what they say as you write.
- Ask them to repeat.
- Ask a direct question.



H. Assign an Order to Your Speakers

Use the roll call list and maintain the same order beginning with a different participant at each opportunity you use to conduct a round robin or a mini round robin.

Example

“Let’s begin a round robin to determine if everyone is in agreement that we can move on to the next agenda item. We will start with Jerry and go in our roll call order. Please respond with a ‘yea’ or ‘nay’ as I call your name. Jerry...”

If you do order the speakers, ensure that the order is maintained and that the people you designated are really the next people to speak. Otherwise, the participants won’t honor your designations in the future.

I. Use Multiple Flip Charts

Use a variety of documentation tools to improve the focus of a virtual session including:

- Whiteboards
- Slideboards
- Polling
- Word/Excel/PowerPoint document(s) - remember to split screens for sharing multiple documents at the same time



J. Employ the Right Recording Tool

There are a number of different tools for recording session information based on the virtual meeting platform you select. Choose the appropriate tool based on the needs of the session.

	Advantages	Disadvantages
Whiteboard	<ol style="list-style-type: none"> 1. Can be recorded on by both session leader and participants 2. Can be saved as part of the virtual session 	<ol style="list-style-type: none"> 1. Takes time to format 2. Can only be saved as picture file
Slideboard	<ol style="list-style-type: none"> 1. May be recorded on by both session leader and participants 2. May be saved as part of the virtual session 	<ol style="list-style-type: none"> 1. Can only be saved as a picture file
Polling	<ol style="list-style-type: none"> 1. Allows for quick responses to ensure understanding or confirm agreement. 	<ol style="list-style-type: none"> 1. Takes time to create a poll
Word/Excel/PowerPoint Screen Sharing	<ol style="list-style-type: none"> 1. May be recorded on by both session leader and participants 2. May be saved as part of the virtual session 3. Allows for grouping of items 	<ol style="list-style-type: none"> 1. May be hard to see on a small screen 2. When scrolling down some information may not be visible



K. Post According to Your “Wall” Plan

Since virtual sessions do not allow for a wall plan, consider referring to and/or sharing session documentation frequently throughout the virtual session. For example, refer to the documentation of the session as you conduct the checkpoint when moving from one agenda item to another.

Many virtual meeting platforms include features that allow for sharing documents before, during, and after the session is completed. This is another approach to sharing documentation for virtual sessions.



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Principle 5: Information Gathering

Know Your Tools and How to Use Them

- A. Ask Great Starting Questions
- B. Guide with Reacting Questions
- C. Float Ideas if Necessary
- D. Listen to Gather Details
- E. Brainstorm to Generate Ideas
- F. Group to Categorize
- G. Prioritize to Determine Importance
- H. Lobby to Gain Buy-In
- I. Virtual Insights



Starting Questions

You are interviewing a group of school registrars to talk with them about the scheduling process.



Which is the better question?

Question Type A

The first thing we want to talk about are inputs. What are the inputs to the scheduling process?

Question Type B

If you were about to develop the school schedule, what is the information you would need to have close by?



A. Ask Great Starting Questions

For most agenda items, there is a time when the facilitator stops speaking, and the participants begin providing information. The question the facilitator asks prior to the participants responding is called the **starting question**.

1. Start with an image-building phrase: Think about.... Imagine...If.... Consider....
2. Extend the image, so the participants can see the answers. This usually requires at least two or three phrases.
3. Follow up with the direct (Type A) question.

Example:

Type A: What do you like to do on vacation?

Type B: Think about the vacations you have been on when you have had the most fun. (Step 1) Think about the things you were doing, the things that you absolutely enjoyed, the things that really thrilled you. (Step 2) Let's build the list - what do you like to do on vacation? (Step 3)

Hint: Build your Type B question in 3-2-1 order with synonyms.



Form Type A and Type B questions for the following:

- Steps in the current hiring process
- Problems with the current hiring process
- Potential improvements to the hiring process
- Priority of potential improvements for the hiring process



B. Guide With Reacting Questions

Questioning is the most versatile tool the facilitator has to manage group dynamics. The tool can serve a number of purposes depending upon the situation and how it is used.

TABLE 21: Reacting Questions



Type	Purpose	Example
Direct Probe	Challenge or Probe You don't think what was said is correct, or you need additional explanation.	Why is that important? What causes that? How do you mean? Can you tell me more about that?
Indirect Probe	Probe/Clarify You need additional explanation; especially appropriate for less confident participants.	Is the reason that's important because...? (closed-ended, gives the answer)
Redirection	Get back on track The point is not relevant to the current discussion.	That's an interesting point. Can we put that on the issues list?
Playback	Confirm Give the speaker assurance that you understood the point.	It sounds like what you are saying is.... Is that right? Is what you are saying...?
Leading	Lead to other thoughts You want to guide the group to other solutions.	Are there solutions in the area of...? What other alternatives are there? Is there a way to achieve this and that too?
Prompt	Keep the ideas flowing The group has temporarily stalled and needs prompting.	What else? We have [x], [y], and [z]. What others are there?
Tag	Get acknowledgment You are warming up the group or keeping it alert.	That's important, isn't it?
Float an Idea	Give a possible solution A potentially suitable solution has been overlooked.	What about...? What are the benefits...? How do you want me to write it?



B. Guide With Reacting Questions

(Continued)

Get comfortable with each of the question types. You should be able to use a technique anytime you recognize the need for it.

Make the questioning techniques yours by practicing them frequently—both in facilitated sessions as well as in other areas of your work and personal life. Change the wording to fit your personal style, but maintain the essence of each question type.

C. Float Ideas if Necessary

For ownership and buy-in reasons, it is almost always better to have a group come up with an idea rather than to have an outsider feed it to them. That is why a facilitator uses questioning techniques to lead a group to an answer. However, sometimes even the best questioning techniques fail to lead the group to a specific idea that the group is overlooking.

Rather than allowing the idea to go unsaid, the facilitator has the option to “float” the idea into the discussion and allow the group to take it or reject it. (“What about...?”)

Example:

“What about the personnel department? Do they need access to payroll data as well?”



C. Float Ideas if Necessary (Continued)

If the group accepts the idea, the facilitator must ask a direct probe to challenge the group.

If they can state the benefits, the ownership of the idea is transferred to them.

Example:

“Why do they need access? What types of data in particular?”

If the group can respond to the probe, the idea is now theirs. If they cannot, the group probably has not embraced the concept, and further discussion is needed.

D. List to Gather Details

Use **listing** to gather lower levels of information about a more general topic.

Examples of when listing would be used:

- To identify strategies for a goal
- To identify processes for a function
- To identify participant objectives for the session

Listing is the most common method used for gathering information from participants during a facilitated process.



D. List to Gather Details (Continued)

In listing, you do the following four activities:

- **Title your charts** before you start.
- **Ask a great starting question** to prepare the participants to respond. (See below.)
- **Record** the responses supplied by participants; always record before reacting. (See Principle 4, “Respecting the Power of the Pen,” for guidelines on recording responses.)
- **React** appropriately to the responses given.

TABLE 22: Reacting To Responses During Listing



Participants Response	Suggested Reaction
You don't think what was said is correct.	Why is that important? (direct probe)
You don't believe everyone understands what is said, but you think you do.	It sounds like what you are saying is.... Is that right? (playback)
You don't understand what is said and you are not sure anyone else does.	How do you mean? (direct probe)
The point is not relevant to the current discussion.	That's an interesting point. Can we put that on the issues list? (redirection)
One or more points have not been discussed.	What other alternatives are there? (leading)
The group has temporarily stalled and needs prompting.	We have [x], [y], [z]. What else? (prompt)
A potentially suitable solution has been overlooked.	What about...? What are the benefits? (float an idea) How do you want me to write it?



E. Brainstorm to Generate Ideas

Brainstorming is an excellent way to collect a large number of ideas in a short time.

In a brainstorming session, the facilitator states the objective, sets a time limit and uses a flip chart to record ideas that the session participants rapidly (and randomly) throw out.

There are several guidelines for brainstorming. See the accompanying table.

In brainstorming, you do the following four activities:

1. **Title your charts** before you start.
2. **Ask a great starting question** to prepare the participants to respond.
3. **Record** the responses supplied by participants; always record before reacting. (See Principle 4, “Respecting the Power of the Pen,” for guidelines on recording responses.)
4. **Time the brainstorming activity.**



What is the difference between the purpose and process of listing versus brainstorming?



E. Brainstorm to Generate Ideas (Continued)

TABLE 23: Brainstorming Guidelines


1. Set the objective clearly.
“We are going to create a list of different ways to get payroll information into the computer for our outside sales people, branch offices, and corporate headquarters staff. The idea should include who does it and how it gets entered into the computer.”
2. Set a time limit.
3. Prohibit judgment of any type on an idea. If the idea does not meet the objective, record it anyway. Remind the participants of the objective and keep moving.
4. Encourage creativity — an out-of-the-ordinary idea may contain the seeds for the optimum solution.
5. Keep the pace moving. Use fill-in words if necessary (e.g., “Give me more. Who’s next? More ideas, more ideas...”).
6. Go for quantity — the more ideas the better.
7. **Always follow a brainstorming session with some type of grouping or prioritization activity to highlight the jewels.**

Alternative Brainstorming Methods:

- Use a round-robin format: Rather than randomly giving ideas, participants in succession give an idea (or all of their ideas). Once all participants have had an opportunity, the succession starts from the beginning again.
- The facilitator solicits the responses while one or two other people record them on the flip charts.
- Have all participants stand and run through ideas in succession. When a participant doesn’t have an idea, he/she sits. The last person standing is declared the brainstorming champion. (This also serves as a nice “keep-awake” exercise.)



F. Group to Categorize

Grouping is one of the most important facilitation techniques and one of the most difficult techniques to master. During the grouping process, the facilitator must lead the participants through a process of discovery in which the facilitator and participants arrive at the “answer” at the same time.

The objective of the grouping process is to take a list of items created from a brainstorming or listing session and group them into like categories. Grouping is typically unnecessary with fewer than 10 items.

Once grouping is complete, you will typically have no fewer than three and no more than eight categories.



F. Group to Categorize (Continued)

TABLE 24: The Grouping Technique



1. **Consider potential categories** to be used during grouping while the brainstorming or listing process is still in progress. Especially be sure to consider categories for the first three or four items.
2. Once brainstorming is complete, **arrange all the brainstorm lists** near the front of the room, so they can be easily seen and marked.
3. **Explain the objective** of the grouping exercise to the participants:
“The objective of this next facilitated process is to take the items we have created and group them into categories. We might end up with anywhere from three to eight categories. Once we have all items categorized, we will be able to analyze the benefits of the key alternatives.”
4. **Ask the participants to define the category for each item** on the list. Once brainstorming is complete, you might suggest a category for the first item to get the participants started. If you do suggest, be sure to “tag question” it. “It sounds like this first one has to do with entry at the source. Does that sound like a reasonable category?”
5. **Write the category name** on a flip chart and label it “Group A.” Place an “A” (in a different color) next to the first item in the brainstorming list to indicate which group it was put in. Alternatively, you could create a separate flip chart page for each group, rewriting each item from the brainstorming list onto the appropriate page; as its group is determined. This process takes longer, but you will end up with a grouped list with which you can continue to work.
6. **Ask the group to evaluate each item on the brainstorming list.** For each item, ask participants to determine whether it belongs in an existing group or whether a separate group is needed. “Is it the same or different?”
7. **Ask for a category title for every group.** Make sure the title is fairly global so that other items can be included. List the name of the new group; give it a letter.
8. **Tag each item on the brainstorming list** with the appropriate letter.
9. **Continue steps 6, 7, and 8** until all items on the brainstorming list have been labeled.
10. **Review the groups** to determine if additional consolidation is appropriate.



G. Prioritize to Determine Importance

Facilitators will often need to have the participants identify the most important items generated in a listing or brainstorming exercise. For example, **prioritizing** might indicate which items need to be worked on further or which items should be processed first.

A standard method for prioritizing is the following:

- Arrange the lists near the front of the room so that they can be easily seen and marked.
- Use a round-robin technique, asking each person to indicate the most important item. (“Important” can be substituted with an appropriate word.)
- Using a different color pen, place a tick mark next to the item indicated.
- Once each person has voted, record the score and select the highest-rated item.

Alternative prioritizing techniques:

- To promote anonymity — Pass out slips of paper to participants to record their selection. Collect slips, read responses and place tick marks (or have someone else place the tick marks).
- To promote activity and movement — Pass out “sticky dots” to the participants and have them place their dot on the most important element.



G. Prioritize to Determine Importance

(Continued)

- If you are seeking to identify more than one priority item, have the participants indicate their top “X” choices, where X is the number of items you desire to select.
 - **Rule of thumb:** Ask participants to select 20%–25% of the total number of items.
- You may also choose to have the participants rank their choices.
 - Have participants assign points to their choices.
 - **Example:** 3 points to your top choice, 2 points to your next choice and 1 point to your last choice. Consider asking the participants to circle the number of points to avoid confusing points with the number of the item.

Another technique is to give the participants a certain number of “sticky dots” and have them allocate as many of their dots as they have to any number of items.

H. Lobby to Gain Buy-In

It is often helpful to have a straw poll in which participants indicate their initial top choices.

The straw poll is followed by a period of controlled lobbying in which each person has the option to take 30–60 seconds to tell the entire group why support should be given to particular items. After the lobbying, the final vote is taken.



Section Review



Type B Starting Questions

1. Start with an image-building phrase: Think about.... Imagine.... If.... Consider...”
2. Extend the image, so the participants can see the answers. (Use at least two phrases, and synonyms.)
3. Follow up with the direct (Type A) question.

Reacting Questions

Direct Probe: Why is that important?

Indirect Probe: Is the reason that’s important because...?

Redirection: That’s an interesting point — can we put it on the issues list?

Playback: It sounds like what you are saying is.... Is that right?

Leading: Are there solutions in the area of...?

Prompt: What else?

Tag: That’s important, isn’t it?

Float an Idea: What about...? What are the benefits? How do you want me to write it?

Information Gathering Techniques

Listing to gather details

Brainstorming to generate ideas

Grouping to categorize

Prioritizing to determine importance



I: Virtual Insights

Principle 5: Information Gathering

Know Your Tools and How to Use Them

Legend:

Regular Do the same as face-to-face ***Bold Italic*** - Execute virtually **Orange Bold** - Modify for virtual

The Importance of Engagement

- A. Ask Great Starting Questions**
- B. Guide with Reacting Questions*
- C. Float Ideas If Necessary
- D. List to Gather Details
- E. Brainstorm to Generate Ideas
- F. Group to Categorize**
- G. Priortize to Identify Key Items*
- H. Lobby to Gain Buy-In



A. Ask Great Starting Questions

For most agenda items, there is a time when the facilitator stops speaking, and the participants begin providing information. The question the facilitator asks prior to the participants responding is called the “starting question.”

1. Start by announcing which participant will respond first and the order in which the participants will respond.
2. Begin with an image-building phrase:
“Think about...Imagine...If... Consider...”
3. Extend the image so the participants can “see” the answers. This usually requires at least two or three phrases.
4. Ask the direct question (Type A).

Sample:

Type A: *What do you like to do on vacation?*

Type B: *Bob, we are going to start with you and follow our roll call list. (Step 1) Think about the vacations you have been on when you have had the most fun. (Step 2) Think about the things you were doing, the things that you absolutely enjoyed, the things that really thrilled you. (Step 3) Let's build the list. What do you like to do on vacation? (Step 4)*



A. Ask Great Starting Questions

(Continued)

In a virtual session, it is important to announce who will respond to the great starting question and the order that will be followed for the other participants. (Use the roll call list to track.)

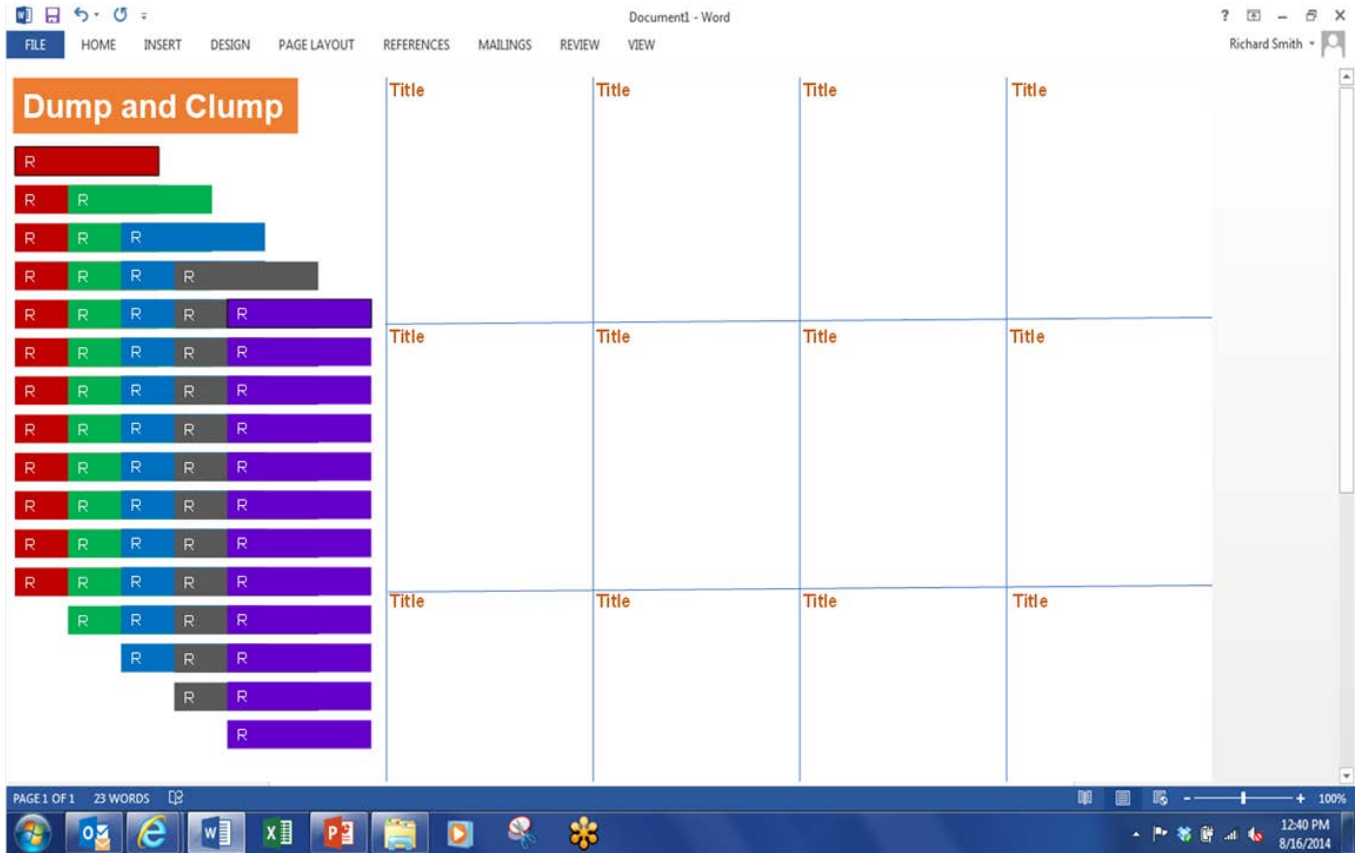
Great starting questions draw a “vivid image” that prepares the participants to respond.

Remember that the last step is the same as the Type A question! Participants must “see” their answers before you get to the last step.



B. Group to Categorize

When facilitating grouping, it is beneficial to have a template to use. Be sure to prepare your document ahead of time.



Principle 6: Managing Dysfunction

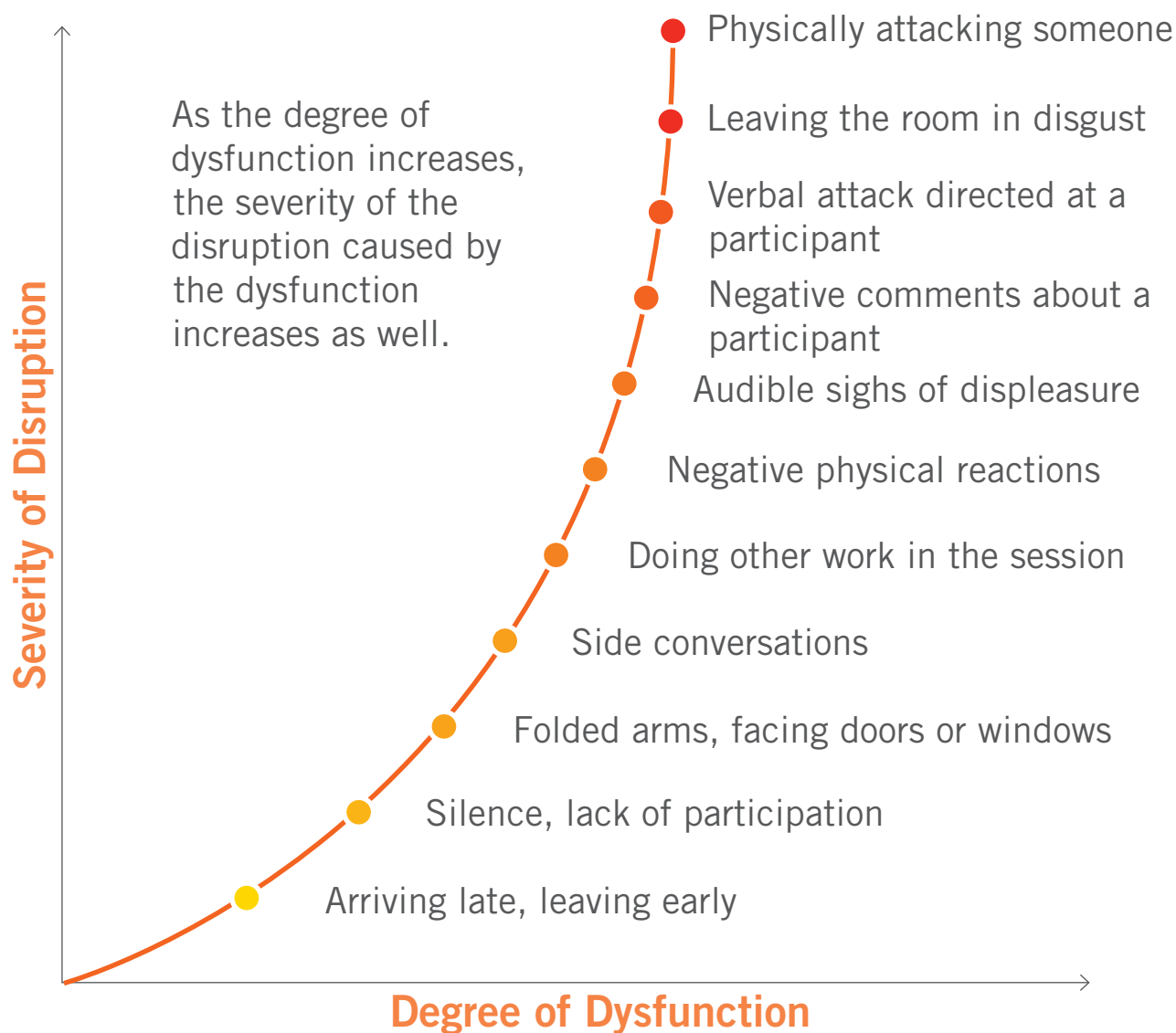
Conscious Prevention, Early Detection, Clean Resolution

- A. Understand Dysfunctional Behavior
- B. Separate Symptom from Root Cause
- C. Focus on Prevention
- D. Detect Non-Verbal Cues
- E. Address Dysfunction Effectively
- F. Inform the Group When Appropriate
- G. Reward Functional Behavior
- H. Respond Appropriately When Challenged
- I. Virtual Insights



Dysfunctional Behavior

TABLE 25: Dealing with Dysfunctional Behavior



A. Understand Dysfunctional Behavior

Dysfunctional behavior is **any activity** by a participant that is consciously or unconsciously a **substitution** for expressing **displeasure** with the session content, the facilitation process, or an outside factor.

Dysfunctional behavior can take many forms and can manifest itself as folded arms, complete silence, audible sighs of displeasure, walking out of the room in disgust, or any number of other actions.



B. Separate Symptom from Root Cause

A facilitator should treat dysfunctional behavior as a sign that the participant is asking for help.

In essence, the participant is waving a red flag and saying, “I don’t like what is going on, but I am not ready to tell you yet.” Of course, the participant may not verbally tell you until his/her degree of dysfunction has gone through the roof!

Recognize that the dysfunctional behavior is **a symptom** that is masking the real issue (**the root cause**), which is typically a problem with the information generated by the session (**the content**) or the way in which the session is being run (**the process**).

Dysfunctional behavior tends to get worse over time. One reason is that the participant’s level of impatience increases with every additional minute that he/she feels time is being wasted. If you ignore dysfunctional behavior and hope it will go away by itself, you are likely setting yourself up for a much larger problem later. Fortunately, dysfunction is easier to address when you address it early.



CONSCIOUS PREVENTION

C. Focus on Prevention

During your preparation stage (see Principle 1, “Preparing for Success”), ask about issues and concerns that might cause problems during the session. Specifically, you will need to know about participants who:

- Are not in favor of holding the session
- Believe that they stand to lose something if the session or project achieves its objectives
- Are not on good terms with one another
- Tend to point out problems rather than create solutions

Based on the information from the preparation stage, develop and execute **strategies for preventing problems from occurring**. Strategies may include the following:

- Assigning seats
- Adding ground rules
- Making sure you interact with particular people
- Paying close attention to particular reactions
- Holding informal meetings during breaks



EARLY DETECTION

D. Detect Non-Verbal Cues

The facilitator must constantly be on the lookout for the early forms of dysfunction. **Early in the session**, look especially for the following:

- Participants who are not speaking
- Folded arms
- Participants who can't wait for the next break to get back to other work
- Side conversations

Dysfunction Check—Actively looking for signs of dysfunction

- To help you remember to do a **dysfunction check**, consider linking it to an agenda activity.
- **Example:** Before announcing each break, do a dysfunction check: Look around the room specifically to observe any non-verbal cues you may have previously missed.

Throughout the session look for the following:

- Where are the energy centers? Who are the people who routinely speak?
- Where are the cliques? Who seems to always support whom?
- Where are the conflicts? Who seems to always disagree with whom?
- Who seem to be the naysayers, and who are the positive thinkers?



CLEAN RESOLUTION

E. Address Dysfunction Effectively

How you deal with dysfunctional behavior will vary depending upon the nature of the dysfunction, when it occurs, the number of people impacted, the probable root cause, etc.

The **general formula for addressing dysfunction** is as follows:

- **Approach Privately or Generally:** Talk privately with the person at a break or address your comment to the group as a whole.
- **Empathize with the Symptom:** “It looks like you have some important work to get done, and this session has put you in a crunch. So, you brought your work with you.”
- **Address the Root Cause:** “I think we need your full participation on this. Are we addressing issues that affect your area?”
- **Get Agreement on a Solution:** “What needs to happen to ensure that the work that needs to get done is done, and that we get your input in the session? ...Okay, so we are agreed, then, that we will make every effort to talk about your area the first two days so that, if necessary, the last day you can work outside the session.”



E. Address Dysfunction Effectively (Continued)

TABLE 26: Dealing with Dysfunctional Behavior


Dysfunction	Suggested Action
Late Arriver/Early Leaver Arrives late to session, leaves early	<ul style="list-style-type: none"> • Remind the group of the ground rules (start/end on time). • Discuss the behavior privately during a break to ensure that there is not an additional problem.
Loudmouth Dominates the discussion	<ul style="list-style-type: none"> • At the start of the next process, announce, “Let’s hear from some people who have been quiet.” • At the break, solicit the person’s assistance in getting other people to speak. Let him/her know that from time to time you will purposely not call on him/her. • Occasionally make it a point to acknowledge the person’s desire to speak, but call on someone else.
Storyteller Likes to tell long-winded stories	<ul style="list-style-type: none"> • Remind the group of ground rules (end point first). • Stand next to the person if he/she gets long-winded. • Discuss the behavior privately during break to ensure that there is no additional problem.
Broken Record Repeats the same point	<ul style="list-style-type: none"> • Point to what was already said and ask a direct probe, “How is this different?” • Follow this by prompting the group for any other ideas. • Consider taking the point off the table: “I know this is an important issue. Let’s take a second to discuss it now, but afterwards, let’s avoid coming back to it so that we can spend time on other issues that are also important. Can we agree on this?”
Drop-out Maintains silence, fails to participate; folds his/her arms, faces door or window	<ul style="list-style-type: none"> • Remind the group of ground rules (everyone speaks). • Employ a round-robin brainstorming activity to get everyone involved. • Occasionally stand next to the person or direct questions at a variety of people, including him/her. • Discuss privately during a break to ensure that there is not an additional problem.



E. Address Dysfunction Effectively (Continued)

TABLE 26: Dealing with Dysfunctional Behavior (Continued)


Dysfunction	Suggested Action
Whisperer Holds side conversations	<ul style="list-style-type: none"> • Remind the group of ground rules (respect the speaker). • Stand next to the person if it occurs again. • Discuss privately during a break to ensure that there is not an additional problem.
Workaholic Does other work during session	<ul style="list-style-type: none"> • Stand next to the person and make eye contact to let him/her know that you are aware of the behavior. • If the behavior persists, discuss it privately during a break to ensure that there is not an additional problem.
Naysayer Demonstrates negative physical reactions; voices audible sighs of displeasure	<ul style="list-style-type: none"> • Say with optimism, or jokingly, “It appears that we have some concerns about this alternative. Let’s talk about it. What are the issues?” • Seek buy-in by asking, “How can this be made better?” • At the break, attempt to reach a solution in which the person will openly speak about concerns during the group session. • Be sure to get all the issues out.
Verbal Attacker Makes negative comments about a person; issues verbal attack directed at a person	<ul style="list-style-type: none"> • Move between the people to cut off the discussion. • Consider taking a break. • Meet with the attacker in conjunction with the session sponsor or project manager to determine the root cause of the behavior. • Consider asking that the person be removed from the session.*
Door Slammer Leaves the room in disgust	<ul style="list-style-type: none"> • Spend a few minutes with the group, debriefing on the event before continuing with the session.* • Take a break. • Get with the session sponsor or project manager to discuss the issue and select a replacement.
Physical Attacker Physically attacks someone	<ul style="list-style-type: none"> • Stop the session immediately. • Let the group know they will be notified when the next session is scheduled. • Meet with session sponsor and project manager to discuss appropriate actions.

*See next page.



E. Address Dysfunction Effectively (Continued)

** Always discuss the situation with the group when someone has been removed or has left the group. Failure to discuss will keep it an issue longer than necessary and may negatively influence the work of the group.*

Avoid the following, which could otherwise serve to exacerbate the problem:

- Correcting the person publicly
- Getting angry or speaking emotionally yourself
- Losing your objectivity or neutrality

For early stages of dysfunction, bringing up the issue is typically enough to remove the dysfunction. However, following resolution, do a periodic dysfunction check with the participant to ensure that the root cause has fully been addressed. (If it wasn't, the dysfunction may take another form.)

Upon recognizing dysfunctional behavior, deal with it as soon as the timing is convenient. **At each break, address any remaining issues.**

If the dysfunction is severe, call for an early break.



F. Inform the Group When Appropriate

There are times when you should announce resolutions to the group to avoid others becoming dysfunctional.

Example:

John is consistently late (for a reason that is known to the facilitator), or Mary is consistently working on something else in the session (which you, the facilitator, know is important and have already discussed).

The activities of a participant can cause the others in the group to become dysfunctional if they see that ground rules are being broken, and that you, the facilitator, are not doing anything about it.

G. Reward Functional Behavior

When people who have been dysfunctional begin participating or bringing up issues rather than allowing them to simmer, supply a wealth of positive reinforcement.

- Give them more of your attention.
- Give them nods and smiles.
- Give them the floor when they request it.
- At a subsequent break, comment on their participation.



H. Respond Appropriately When Challenged

When one or more participants indicates a mistake you have made and they are right, take the following steps:

- **Admit that they are right and thank them** for the correction by saying, *“You are absolutely right. Thank you for pointing this out. Let me correct this.”*

But, what if you do not think they are correct? In many cases, the so-called mistake is in the past and has no impact going forward whether you were right or not; therefore, **side-step the debate.**

- *“Thank you for pointing this out. Rather than take time now, let me give some thought to this for future sessions.”*

At times, participants will make recommendations to change the process. While this in itself is not dysfunctional behavior, many facilitators may experience the request as an attack on the process. If you *are* in favor of the change, consider the following steps:

- Thank the participants for the suggestion.
- Indicate to the group that you favor the change.
- Ask the group’s permission to execute it accordingly.



H. Respond Appropriately When Challenged (Continued)

If you *are not* in favor of the change, consider a different set of steps.

- Thank the participants for the suggestion.
- Give at least one advantage to making the change.
- Explain why you believe the process should remain the same.
- Indicate your willingness to following the group's direction.
- Ask the participants if they agree with the change.

To avoid the perception of bias, do *not* ask if they agree with leaving things as they are.



Section Review



Dysfunctional behavior is **any activity** by a participant that is consciously or unconsciously a **substitution** for expressing **displeasure** with the session content, the facilitation process, or an outside factor. Be sure to separate the **symptom** from the **root cause**.

Prevention Strategies

Based on issues identified in the preparation stage, consider:

Assigning seats

Adding ground rules

Making sure you interact with particular people

Paying close attention to particular reactions

Holding informal meetings during breaks

Detection Strategies

Dysfunction check—actively look for **signs of dysfunction**:

Participants who are not speaking

Folded arms, legs crossed away

Side conversations

Resolution Strategies

Approach **privately** or **generally**.

Empathize with the **symptom**.

Address the **root cause**.

Get agreement on a **solution**.



I: Virtual Insights

Principle 6: Managing Dysfunction

Conscious Prevention, Early Detection, Clean Resolution

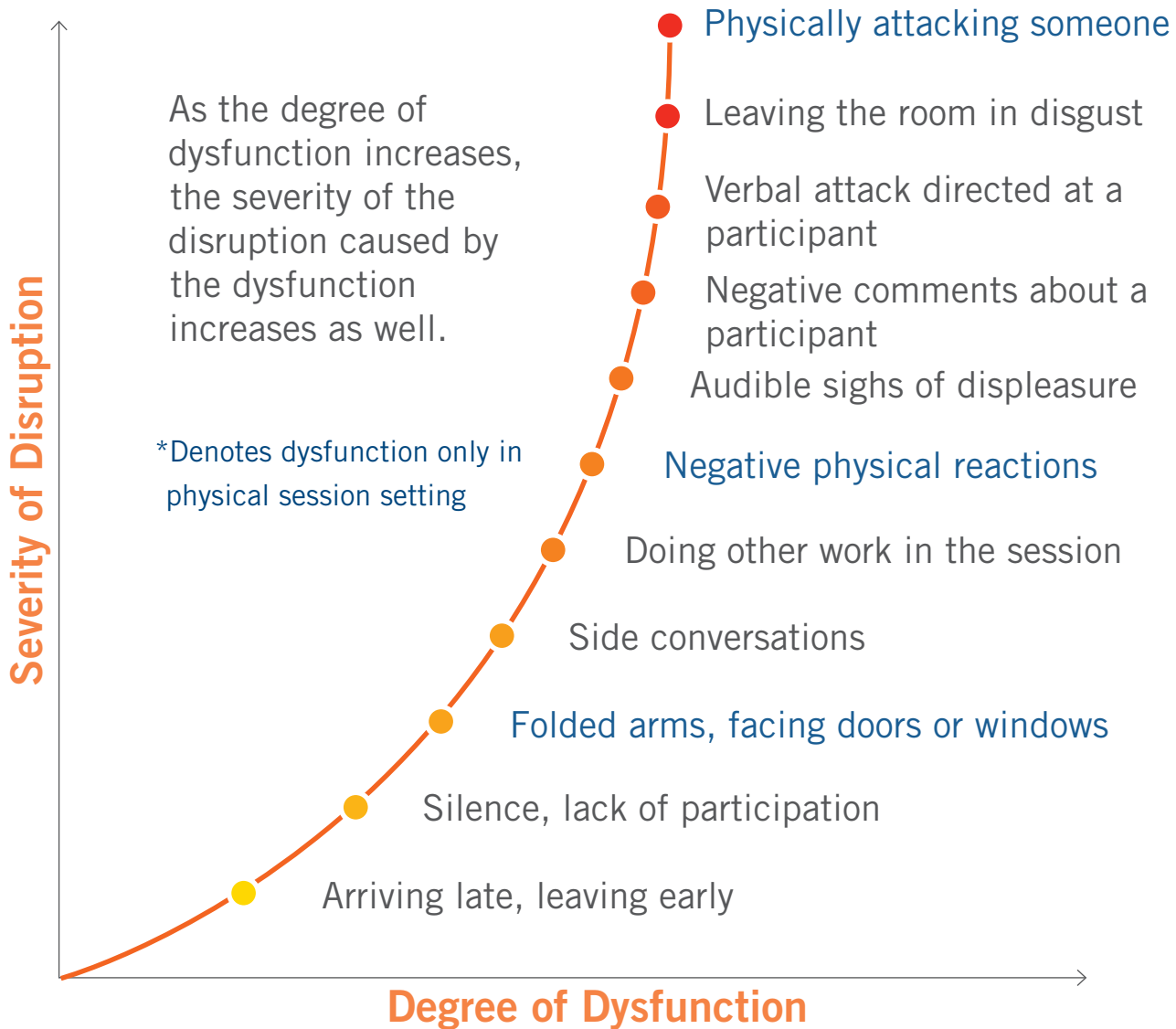
Legend:

Regular Do the same as face-to-face ***Bold Italic*** - Execute virtually **Orange Bold** - Modify for virtual

- A. Understand Dysfunctional Behavior**
- B. Separate Symptom from Root Cause
- C. Focus on Prevention**
- D. Detect Non-Verbal Cues**
- E. Address Dysfunction Effectively*
- F. Inform the Group When Appropriate
- G. Reward Functional Behavior**
- H. Respond Appropriately When Challenged



Dysfunctional Behavior



A. Understand Dysfunctional Behavior

Dysfunctional behavior is any activity by a participant that is consciously or unconsciously a substitution for expressing displeasure with the session content or the facilitation process. In addition, dysfunctional behavior may be caused by an outside factor unrelated to the session.

Dysfunctional behavior can take many forms, asserting itself in behavior that can include anything from folded arms, complete silence/lack of participation in round robins, audible sighs of displeasure, and leaving the virtual session or “room” in disgust.

Virtual sessions present the added challenge that limit the facilitator’s ability to observe non-verbal cues and body language that is available in a face-to-face session.



C. Focus on Prevention

The facilitator must constantly be on the lookout for the early forms of dysfunction. **Throughout the virtual session**, look especially for the following:

- Participants who are not contributing during the round robins and mini round robins
- Participants who routinely criticize or challenge other participants' ideas or recommendations
- Excessive use of the c_____ feature of the virtual platform

Dysfunction Check - Actively looking for indications of dysfunction

To help you remember to do a dysfunction check, consider linking the dysfunction check to an agenda activity.

Example

Before announcing each break, do a dysfunction check - review the roll call list and consider any indication of participants who have not been engaged and/or those who dominated the session.



C. Focus on Prevention (Continued)

Based on the information from the preparation stage, develop and execute **strategies for preventing problems from occurring**. Strategies may include the following:

- Assigning teams (especially if the breakout room feature will be used in the virtual session)
- Adding ground rules
- Making sure you interact with particular people and track participation using the roll call list
- Paying close attention to particular reactions
- Holding informal meetings during breaks

A key prevention strategy for virtual sessions is to ensure you plan a meaningful engagement at a minimum of every 10-15 minutes to minimize the likelihood of dysfunctional behavior.



G. Reward Functional Behavior

- Supply a wealth of positive reinforcement
- Use the roll call list to track engagement and praise contributions
- At breaks, comment on their participation:
 - Call them.
 - Send a chat message.
 - E-mail them to encourage.



Dealing with Dysfunctional Behavior in the Virtual Session

The Angry Exiter

Description	The person exits the meeting in apparent disgust
Common Causes	<ul style="list-style-type: none"> • The person has an issue unrelated to the meeting that needs immediate attention. • The person does not believe the meeting is worth investing additional time. • The person is dissatisfied with the meeting content or meeting process.
Prevention	<ul style="list-style-type: none"> • Establish a ground rule: “Everyone speaks about issues in the meeting room; we will discuss the un-discussable.”
In the Moment	<ul style="list-style-type: none"> • “Wow, Bill just exited the meeting. Given what felt like abruptness, I don’t think it was because he had to go to the restroom.” • “We could try to continue working, but I bet many people are thinking about Bill’s departure. So, I would like to take a few minutes to get clarity on what just happened. Who can take a shot at explaining what happened and why you think it happened?” • “So, we have talked about what happened, and we have a guess as to why it may have happened. Now, I have two other questions. What should we do about Bill? And, what needs to happen differently to keep the rest of the us from doing what Bill just did?” • By taking a few minutes for debriefing, the group can create a common view of the incident.
After the Moment	<ul style="list-style-type: none"> • Follow up to ensure that the agreed-upon actions are taken. Consider contacting the dysfunctional participant privately yourself.



Dealing with Dysfunctional Behavior in the Virtual Session

(Continued)

The Cell Phone Junkie

Description	The person’s cell phone constantly rings, or the person is frequently on and off the cell phone.
Common Causes	<ul style="list-style-type: none"> • The person has high-priority activity that requires attention during the meeting. • The person is unaware of how cell phone activity can reduce the effectiveness of the meeting for all participants. • The person sees little value in the meeting and is attempting to make the best of having to be present.
Prevention	<ul style="list-style-type: none"> • Establish a ground rule: “No cell phone calls or texting during the meeting.”
In the Moment	<p>If a private chat is possible:</p> <ul style="list-style-type: none"> • “It looks like people don’t know you’re in an important meeting, so they keep interrupting you. Have you been able to get the problem addressed? Is it okay then to turn the cell phone off for the rest of the meeting?” <p>If a private conversation is not possible:</p> <ul style="list-style-type: none"> • “When I heard Tony’s phone, it was a reminder to me that we need to keep cell phones off if we can. I want to check in with the group to make sure this won’t be a problem.”
After the Moment	<ul style="list-style-type: none"> • Chat about the issue privately to ensure that no additional problems exist.



Dealing with Dysfunctional Behavior in the Virtual Session

(Continued)

The Dropout

Description	The person does not participate in the discussion.
Common Causes	<ul style="list-style-type: none"> • The person has an introverted communication style and rarely offers comments in a group discussion. • The person is typically talkative but is less involved in the discussion because of work pressures or other factors outside of the meeting. • The person is dissatisfied with what is being discussed or the way the meeting is being run.
Prevention	<ul style="list-style-type: none"> • Establish a ground rule: “Everyone speaks.”
In the Moment	<ul style="list-style-type: none"> • “Let’s hear from everyone on this next point. With this question, I would like to start with [the participant listed two names ahead of the dropout in the roll call] and go down the list. Here is the question...” • “A round robin brainstorming activity gets everyone involved. By starting two people before the dropout, you avoid putting him/her on the spot and provide time to prepare an answer.”
After the Moment	<ul style="list-style-type: none"> • Chat about the issue privately to ensure that no additional problems exist.



Dealing with Dysfunctional Behavior in the Virtual Session

(Continued)

The Interrupter

Description	The person interrupts others or finishes their sentences.
Common Causes	<ul style="list-style-type: none"> • The person agrees with the comment being made, gets excited, and wants to show support. • The person has little patience with the speed in which others speak. • The person feels what they have to say is more important, or the person disagrees with other comments.
Prevention	<ul style="list-style-type: none"> • Establish a ground rule: “Have one conversation; respect the speaker.”
In the Moment	<ul style="list-style-type: none"> • “Can you hold that thought for a moment so that the person speaking has the opportunity to finish? It’s hard sometimes when you really want to say something, but let’s remember our ground rules.”
After the Moment	<ul style="list-style-type: none"> • Chat about the issue privately to ensure that no additional problems exist.



Dealing with Dysfunctional Behavior in the Virtual Session

(Continued)

The Late Arriver or Early Leaver

Description	The person habitually arrives (joins) late to the meeting or leaves early.
Common Causes	<ul style="list-style-type: none"> • The person has meetings or other commitments that make it difficult to arrive on time or stay for the entire meeting. • The person does not believe the meeting is worth making full attendance a priority.
Prevention	<ul style="list-style-type: none"> • Distribute the meeting notice ahead of time. Indicate a gathering time of five to 10 minutes before the start time. Indicate that the meeting’s purpose and products are important. • Contact the participant beforehand to gain commitment to be present for the entire meeting. Get agreement that the meeting should start on time with whoever is present.
In the Moment	<ul style="list-style-type: none"> • “I want to thank everyone for being here when you could get here and for continuing to do all you can to arrange your schedules so that we can start on time. Our next topic...”
After the Moment	<ul style="list-style-type: none"> • Chat about the issue privately to ensure that no additional problems exist.



Dealing with Dysfunctional Behavior in the Virtual Session

(Continued)

The Loudmouth

Description	The person dominates the discussion.
Common Causes	<ul style="list-style-type: none"> • The person has an extroverted communication style and is not aware that a tendency to frequently speak first can limit the time and opportunity for others to speak. • The person is aware of the tendency and needs help in balancing time spent talking with time spent listening. • The person intentionally wants to dominate in order to limit time spent discussing other views.
Prevention	<ul style="list-style-type: none"> • Establish a ground rule: “Have one conversation; share the air.” • Have a discussion with the participant in advance to let him/her know that you will be trying to get others to speak. <ul style="list-style-type: none"> - “I appreciate you being willing to speak, especially given that most have been pretty quiet. I need to get other people speaking more so that their views are on the table. So, during this next meeting, there will be times when you might hear me saying, ‘Nice point. Let’s hear from some others on this.’ This way, we’ll get everyone’s input.”
In the Moment	<ul style="list-style-type: none"> • “Let’s hear from everyone on this next point. With this question, I would like to start with [name of a participant listed after the loudmouth] and go down the list. The question is...” • A round robin brainstorming activity gets everyone involved. By directing the conversation away from the loudmouth, everyone else will be able to provide input first.
After the Moment	<ul style="list-style-type: none"> • Follow up to ensure that no additional problems exist.



Dealing with Dysfunctional Behavior in the Virtual Session

(Continued)

The Naysayer

Description	The person makes audible sighs of displeasure or negative statements such as, “That won’t work,” without offering solutions.
Common Causes	<ul style="list-style-type: none"> • The person has a communication style that focuses on identifying problems and risks. • The person opposes the idea suggested and is identifying reasons for the opposition. • The person opposes the idea suggested and is attempting to create stumbling blocks to prevent adoption.
Prevention	<ul style="list-style-type: none"> • Establish ground rules: “Benefits first (i.e., give the strengths of an idea before identifying problems); take a stand (i.e., rather than describe what won’t work, describe what will).”
In the Moment	<ul style="list-style-type: none"> • Say with optimism, “You may be right. How do we make it better?” • Naysayers often express their views negatively without offering alternatives. Avoid a debate about whether something is wrong by focusing their attention on creating something better.
After the Moment	<ul style="list-style-type: none"> • Seek to gain agreement to always state benefits before stating problems.



Dealing with Dysfunctional Behavior in the Virtual Session

(Continued)

The Process Attacker

Description	The person makes a negative comment about, or requests a change to, the process.
Common Causes	<ul style="list-style-type: none"> • The person believes the process would be improved by making a change. • The person is uncomfortable with the process or how the meeting leader is handling it. • The person is uncomfortable with content that is coming out of the process.
Prevention	<ul style="list-style-type: none"> • During the discussion of ground rules, let the participants know that you will do a process check about halfway through and that if anyone has a process recommendation, he/she may send a private chat to you to avoid taking up group time.
In the Moment	<p>Actions if a person recommends a process change:</p> <ul style="list-style-type: none"> • Thank the participant for the suggestion. • Identify at least one advantage to the change. • Explain why you believe it may be better to leave things as they are. • Indicate your willingness to following the group's direction. • Ask the group if they agree with the change. To avoid the perception of bias, do not ask if they agree with leaving things as they are.
After the Moment	<ul style="list-style-type: none"> • Following the meeting or during an extended break, have a conversation with process attacker to ensure there is not an additional problem.



Dealing with Dysfunctional Behavior in the Virtual Session

(Continued)

The Storyteller

Description	The person likes to tell long-winded stories.
Common Causes	<ul style="list-style-type: none"> • The person has an extroverted communication style and is not aware of the tendency to be verbose. • The person is aware of the tendency and needs help getting to the point. • The person is aware of the tendency and believes each story is worth the group's time and should be completely communicated.
Prevention	<ul style="list-style-type: none"> • Establish a ground rule: "Share the air." • Meet in advance to let the person know that you will have limited discussion time in the meeting. <ul style="list-style-type: none"> - "I can see how stories give people a stronger picture of the point you are making. One of the concerns I have is that I've noticed sometimes people drop out when you begin a story. Is there a way that you can make your end point first and then shorten the story so that most will be able to follow? This may also mean that we can get to more things during our meeting... So, during this next meeting, if I perceive that you may be starting a story, you might hear me say, 'Let's give the end point first so that people will be able to follow you better.'"
In the Moment	<ul style="list-style-type: none"> • "Let's remember the ground rule to give the end point first and keep it brief so that people will be able to follow along better."
After the Moment	<ul style="list-style-type: none"> • Follow up to ensure that no additional problems exist.



Dealing with Dysfunctional Behavior in the Virtual Session

(Continued)

The Topic Jumper

Description	The person frequently takes the group off topic.
Common Causes	<ul style="list-style-type: none"> The person has communication style that frequently shifts to a new topic before the earlier one is complete.
Prevention	<ul style="list-style-type: none"> Establish a ground rule: “Have one conversation; one topic at a time.”
In the Moment	<ul style="list-style-type: none"> “That’s an interesting point. If it’s okay, can we put that on the Issues List to be discussed later and get back talking about...?”
After the Moment	<ul style="list-style-type: none"> Consider seeking an agreement with the person to use the Issues List when new topics come up.



Dealing with Dysfunctional Behavior in the Virtual Session

(Continued)

The Verbal Attacker

Description	The person makes a negative comment about, or directed at, someone.
Common Causes	<ul style="list-style-type: none"> • Disagreement during the meeting escalates into the verbal attack. • Tensions or issues with a source outside the meeting escalate into a verbal attack during the meeting.
Prevention	<ul style="list-style-type: none"> • Identify probable issues prior to the meeting. • Establish ground rules: “Discuss the un-discussable; be soft on people but hard on ideas.” • Actively keep the conversation focused on seeking solutions rather than assigning blame.
In the Moment	<ul style="list-style-type: none"> • Interrupt the people if necessary to cut off the debate. Then, slow down the discussion and re-establish order. • “Let’s take a time-out here. We have important issues to discuss, and we have established ground rules to help us do this. One of our ground rules is be soft of people and hard on ideas. We will unlikely be successful if our focus is on blame. I would like to continue the discussion if we can - but only if we can do so respectfully and with an understanding of the problems and a focus on developing solutions. Can we do this?”
After the Moment	<ul style="list-style-type: none"> • Consider taking a break and reconvening the meeting later. • Consider speaking with the parties separately to identify the issues and an appropriate course of action.



Dealing with Dysfunctional Behavior in the Virtual Session

(Continued)

The Workaholic

Description	The person does other work during the meeting.
Common Causes	<ul style="list-style-type: none"> • The person has a high-priority activity that requires attention during the meeting. • The person sees little value in the meeting and is attempting to make the best of having to be present.
Prevention	<ul style="list-style-type: none"> • Establish a ground rule: “Meeting work only (i.e., during the virtual meeting, do work on the meeting only).”
In the Moment	<p>If private conversation or chat is possible:</p> <ul style="list-style-type: none"> • “It looks like you have some important work to get done, and this meeting has put you in a crunch. We do need your full attention if we can get it. Is this work something you can do later?” <p>If a private conversation is not possible:</p> <ul style="list-style-type: none"> • “I know we established the ground rule of only doing meeting work while we’re here. I want to make sure - does the ground rule still work for everyone?”
After the Moment	<ul style="list-style-type: none"> • Chat about the issue privately to ensure that no additional problems exist.



Dealing with Dysfunctional Behavior in the Virtual Session

(Continued)

Group: Low Energy

Description	Energy in the room is low.
Common Causes	<ul style="list-style-type: none"> • The group members generally have an introverted communication style and rarely offer comments in a group discussion. • The topic is of low interest to the group, or the speaker or facilitator is presenting in a low-energy style. • The discussion is occurring during low-energy period (e.g., right after lunch).
Prevention	<ul style="list-style-type: none"> • Ensure topics and speakers are appropriate for the audience. • Plan the agenda to ensure that the group is highly engaged during low-energy periods. • Have the group establish a simple recharge activity (e.g., “Choo Choo”) for use when the energy dips.
In the Moment	<ul style="list-style-type: none"> • “I’m sensing that the energy in the room is dipping pretty low. Let’s quickly do our recharge activity to get the energy up.” • During low-energy times, consider using round robins in order to get everyone involved (e.g., “Let’s get everyone’s answer to this next question…”).
After the Moment	<ul style="list-style-type: none"> • During the evaluation of the meeting, look for other possible reasons for the low-energy, such as a lack of interest in the topic.



Dealing with Dysfunctional Behavior in the Virtual Session

(Continued)

Group: Time Pressures

Description	You are running out of time.
Common Causes	<ul style="list-style-type: none"> • The agenda was packed with too many items to cover in the time period. • Too much time during the meeting was spent on items that were of low importance or off topic.
Prevention	<ul style="list-style-type: none"> • While reviewing the agenda at the start of the meeting, establish target times for each agenda item. • Put the items that are less critical near the end of the agenda. • Use a timer; alert the group when nearing the scheduled deadline for an item. • Be flexible, allowing additional time when warranted and acceptable to the group but ending discussions when appropriate.
In the Moment	<ul style="list-style-type: none"> • “We have hit our time limit with this item. Can we end the discussion here, or do we need additional time?... Okay, let’s give it an additional five minutes, but let’s see if we can wrap it up even sooner.” • “It looks like that at the rate we are going, we will not be able to spend the time we need to have a thoughtful discussion on the last agenda item. Does it make sense to move this one to our next meeting, or is there a more appropriate alternative?”
After the Moment	<ul style="list-style-type: none"> • During the meeting evaluation, look for causes behind the time pressure. Identify ways to tackle more in a single meeting or to target a more realistic workload within the allotted time.



Principle 7: Consensus Building

Generate a Consensus-Focused Process

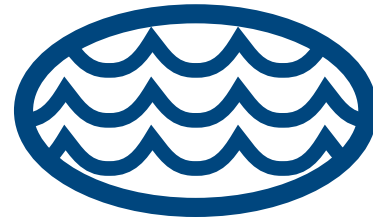
- A. Understand Disagreement
- B. Start with Consensus
- C. Decide if Agreement Is Necessary
- D. Let Participants Seek Agreement
- E. Take Control as Necessary
- F. Delineate Alternatives
- G. Identify Strengths and Weaknesses
- H. Merge Alternatives
- I. Use Ranking Techniques
- J. Converge on a Solution
- K. Five-Finger Consensus
- L. If All Else Fails, Move On
- M. Virtual Insights



The Mountains and Beaches Model



Mountains



Beaches



A. Understand Disagreement

The Three Reasons People Disagree

Note that two people generally disagree for one of three reasons, and more often than not, due to the first reason below:

- Level 1: (**Information**) **Each has not clearly heard and understood** the other's alternative and/or the person's reasons for supporting the alternative.
- Level 2: (**Values**) Each has heard and understood the alternative or supporting reasons, but has **had different experiences or holds different values** that result in a different preference.
- Level 3: (**Outside Factors**) Disagreement is based on **personality, past history** with one another, or **other outside factors** that have nothing to do with the alternatives.

The facilitator has techniques to address level 1 and level 2 disagreements; however, a disagreement based on personality or past history cannot be resolved within the session. It is important that you determine the source of disagreement as quickly as possible to avoid wasting time.

If personality/past history is the problem, consider the following course of action:

- Take a break; meet with the parties privately to indicate to them that you do not believe the issue can be solved in the session.
- Seek agreement to put the issue on the issues list for resolution outside the session.
- Agree to take the issue together to a higher level to make a decision.
- Don't attempt to resolve the issue. Issues based on personality or past history take more time than you can afford to give.



B. Start with Consensus

There are three techniques to create a consensus-focused process from the beginning:

1. Establish ground rules

The ground rules establish a baseline for how the group will maintain a focus on building consensus. Key ground rules include:

- Everyone speaks
- Respect the speaker
- Avoid “sidebar” discussion
- Titles left outside the door

2. Establish the definition of consensus:

- Consensus means: “I can live with that and support it.”

3. Complete consensus checks

Consensus check: a simple method for reaffirming consensus. It reminds the participants that they—not the facilitator—are responsible for the content of the session.

- A common consensus check is the head nod.

Example:

- “It sounds like we are ready to move on to the next issue. Are we agreed? I need seven heads nodding or one head shaking. Okay, let’s move on....”
- Use the consensus check frequently—at least once or twice an hour—to keep the participants empowered.



C. Decide if Agreement Is Necessary

As a facilitator, it is important that you recognize that disagreements are an essential part of group development and that they lead to the eventual creation of a group solution.

Evaluate the disagreement quickly to determine if agreement on the issue is necessary given the objectives of the session.

If agreement is not necessary, alert the participants and move on.

Example:

“This is an important discussion. However, do we need to decide this now, given that our objective is...? [Pause for concurrence.] Can we put it on the open issues list and get back to the question of...?”

D. Let Participants Seek Agreement

When a disagreement occurs, it is important to **allow the group time to come to a solution on its own**. Once again, this emphasizes that the group—not the facilitator—is responsible for the outcome.



E. Take Control as Necessary

Take control of the discussion if any of the following occurs:

- A consensus solution isn't reached after a few minutes
- The discussion begins to lose focus
- Only two or three people are involved in the discussion
- You suspect that the discussion may become emotionally charged

There are several techniques for taking control of a discussion:

- Speak up during a pause in the discussion.
- Interrupt in the middle of someone speaking.
- Make a "T" signal with your hands and call for a time-out.
- Physically step into the space between the two people speaking and raise both hands as if to signal stop.
- Announce a break.

Once you have the group's attention, explain that you would like to go about this discussion a different way.



F. Delineate Alternatives

Start with agreement: “We seem to all agree that...”

Write the issue under discussion and the alternatives on a flip chart. (You may choose to write them as you understand them or, alternatively, have the participants tell you what to write.)

Example:

- **Issue:** Will sales people be open to using a laptop computer?
- **Alternative 1:** Survey them to find out.
- **Alternative 2:** Do a pilot study.

(An additional advantage of writing the issue on the flip chart is that the participants—including the disagreeers—become focused on the flip chart and not on the people. This begins the process of “objectifying” the issue and getting it out of the subjective realm.)

Once written, do a “consensus check” to ensure that the participants understand the issue and the alternatives.

Remind the group of the definition of consensus before proceeding.

For each alternative, direct specific questions to its supporter(s)—recording responses on the flip chart. The questions should result in the group understanding the following:

- How much?
- How long?
- Who is involved?
- What is involved?



F. Delineate Alternatives (Continued)

Once each alternative is delineated, check to determine if consensus has been reached. You can do this simply by focusing on those in disagreement. If any appear to have begun transferring allegiance to the other alternative, ask in a non-threatening way if consensus has been reached.

Example

“This alternative is sounding better and better the more we look at it. Now that we have examined it further, does anyone feel reservations about selecting it?”

Sample Delineation

What is the best way to determine if sales people will use PCs?

Alternative 1: Survey Them	Alternative 2: Run Pilot Study
Survey all 80 sales people 2-page survey 2 days to create, 2 people, 12 people-hours Permit 2 weeks to respond 2 days to tally—1 person, 8 people-hours 1 day to create report \$100 to copy, distribute, mail back Total Time: 3 weeks Total Resources: 20 people-hours Total Costs: \$300	Involve 5 sales people, all in 1 region 5 laptops & software @ \$2K Use canned software 2 weeks to select systems (2 people) Training—2 days for 5 people (1 trainer) Support—1 person 8 hours/week Run pilot for 2 months 1 day to create report Total Time: 11 weeks Total Resources: 168 people-hours Total Costs: \$10K



G. Identify Strengths and Weaknesses

Have the **entire group** focus on one alternative and itemize the strengths of that alternative, then the strengths of the second alternative, followed by the weaknesses of the second alternative and the weaknesses of the first.

Alternatively, have each individual in disagreement list the strengths of the alternative he/she opposes and the weaknesses of the one that he/she supports. (This approach encourages active listening; however, it reinforces the concept of an idea belonging to a person.)

Do not assign a supporter of an alternative to list its strengths because this can serve to further polarize the group.

Once strengths and weaknesses have been identified for each alternative, check to determine if a consensus has been reached.

Sample Delineation

What is the best way to determine if sales people will use PCs?

Alternative 1: Survey Them	Alternative 2: Run Pilot Study
<p>Strengths</p> <ol style="list-style-type: none"> 1. Quicker response 2. Inexpensive 3. Input from large group 4. Confidential responses 	<p>Strengths</p> <ol style="list-style-type: none"> 1. Response based on actual experience 2. Gain valuable implementation experience 3. Have laptops if not successful 4. Partially implemented if successful
<p>Weaknesses</p> <ol style="list-style-type: none"> 1. Respondents may not be truthful 2. Adds no additional value 3. Response might be low 	<p>Weaknesses</p> <ol style="list-style-type: none"> 1. More costly and requires more time 2. Input/buy-in from smaller number 3. Sample may not be valid



H. Merge Alternatives

Another method for achieving consensus is to create a third alternative that incorporates the strengths of each alternative while minimizing the weaknesses.

Identify the key strengths of each alternative:

Example

*“What are the one or two most important strengths of each alternative?
Is there a way to combine these strengths into a new alternative?”*

An alternative approach is to simply solicit input from the group on another alternative.

Example

“Are there other alternatives that we have not considered, which might combine the strengths of each of these alternatives?”

It is often appropriate to delineate the merged alternative(s) once they are identified.

After defining merged alternatives, take a consensus check to determine if a consensus has been reached.



I. Use Ranking Techniques

If a consensus is still not reached, consider selecting evaluation criteria and employing a ranking technique to further clarify the preferred alternative.

Evaluation Criteria

Before beginning the ranking process, have the group establish the criteria for the ranking. Sample criteria may include one or more of the following:

- Potential benefit
- Costs to implement
- Risks
- Time required to implement
- Ability of the organization to implement
- Impact on the organization's objectives

If multiple criteria are selected, create a scoring matrix with the criteria across the top and the alternatives down the side.

If weighted scores are used, indicate the weight of each criterion.



I. Use Ranking Techniques (Continued)

Weighted Score

A weighted score is most applicable when there are several alternatives and evaluation criteria, and a numeric total is needed to select the best alternative.

In a weighted score, **each criterion is assigned a weight**. There are two common methods for assigning weights:

1. Use percentages for weights (sum of the weights should be 100%).
2. Use whole numbers for weights. A common procedure is to use 1, 2, and 4 as weight values. Items given a weight of 2 are considered twice as important as items given a weight of 1. And items given a weight of 4 are twice as important as items given a weight of 2. When whole numbers are used, the sum of the whole numbers is not relevant.

To assign weights:

- Determine first which criterion should be given the highest weight.
- Determine if any other criteria should be weighted as high.
- Determine which should be given the lowest weight.
- Determine if any other criteria should be weighted as low.
- Define the other criteria with respect to the high and the low.



I. Use Ranking Techniques (Continued)

All alternatives are scored in a criterion before moving on to the next criterion.

- Scoring might be on a 0–10 scale, with 10 being **most favorable**.
- The alternative with the most favorable characteristics in a criterion (e.g., lowest cost) is assigned 10. All other alternatives are given scores in relationship to the most desirable.
 - For example, an alternative that is not quite twice as expensive might be award a score of 6. An alternative that is five times as expensive might receive a score of 2.
- Giving the highest possible score to the most favorable alternative ensures each criterion will have at least one alternative with the highest possible score.

To compute the weighted score for an alternative, multiply each of its criteria scores by the criterion weight and total the results. The alternatives are then ranked based on the weighted scores.

Sample Weighted Score

What is the best way to determine if sales people will use PCs?
(Score 0–5, 5=Most Favorable; Weighted score in bold)

Evaluation Criteria	Weight	#1 Survey	#2 Pilot
1. Cost	M = 2	5 / 10	1 / 2
2. Hours	M = 2	5 / 10	1 / 2
3. Reliability	H = 4	2 / 8	5 / 20
4. Duration	L = 1	5 / 5	2 / 2
5. By-Product	L = 1	0 / 0	5 / 5
6. Buy-in	L = 1	5 / 5	1 / 1
		38	32



J. Converge on a Solution

Make one last attempt to achieve consensus by reminding participants of the definition and asking the following:

- “I am sure we don’t have a consensus yet, so let’s try something. Who has a problem with this alternative? [Select the alternative with which you believe most agree.]”
- **“What is the least amount of change we can make to this alternative to have it be acceptable to you?** [Direct the question to those who have a problem with it.]”
- “Are these changes acceptable to everyone?”
- “What is the least amount of change we can make to the changes to have them be acceptable to you? [Direct the question to those who have a challenge with the changes.]”
- “Are these changes acceptable to everyone?”

Continue with this pattern in an attempt to converge on a solution that is acceptable.



K. Five Finger Consensus

What is it?

With major team decisions, the meeting leader explains that, on the count of three, each person should hold up between one and five fingers indicating his/her level of support for the proposed decision.

- 5 – Strongly agree
- 4 – Agree
- 3 – Can see +/- and will go with group's decision
- 2 – Disagree
- 1 – Strongly disagree and can't support

How does it work?

On first vote, if all 5s, 4s and 3s, move ahead. If any 1s or 2s, discuss fully, and then vote again.

On second vote, if all 5s, 4s, 3s and 2s, move ahead. If any 1s, discuss fully again, and then vote again.

On the final vote, majority rules.



What might be the benefit of Five Finger Consensus?

L. If All Else Fails, Move On

If consensus continues to be a problem, allow some time to pass by taking a short break or moving on, and returning to the topic later. A fresh look at the issue often yields a better understanding and a greater willingness to “live with” an alternative.



Section Review



Why People Disagree

Haven't **heard** one another

Different **values**

Past **history, personality, or outside factors**

Consensus: "I can live with that and support it"

Consensus building starts the minute the session begins:

Ground Rules, Defining Consensus, Consensus Check

When Disagreements Occur

Is agreement necessary? If not, redirect the discussion.

Give the participants an opportunity to resolve.

Jump in if...

- Taking too much **time**
- Discussion loses **focus**
- Only two or three are **involved**
- Discussion is becoming **emotionally charged**

Consensus Strategies

Delineating Alternatives

Identifying Strengths and Weaknesses

Merging Alternatives

Ranking/Weighting

Converging on a Solution

Five-Finger Consensus



M: Virtual Insights

Principle 7: Consensus Building

Generate a Consensus-Focused Process

Legend:

Regular Do the same as face-to-face *Bold Italic* - Execute virtually **Orange Bold** - Modify for virtual

- A. Understand Disagreement
- B. Start with Consensus
- C. Decide if Agreement Is Necessary
- D. Let Participants Seek Agreement
- E. Take Control as Necessary**
- F. Delineate Alternatives**
- G. Identify Strengths and Weaknesses*
- H. Merge Alternatives*
- I. Use Ranking Techniques*
- J. Converge on a Solution*
- K. Five-Finger Consensus**
- L. If All Else Fails, Move On



E. Take Control as Necessary

There are several techniques for taking control of a discussion:

- Speak up during a pause in the discussion.
- Interrupt in the middle of someone speaking.
- Use the “mute all” feature of the software.
- Announce a break if necessary.

Once you have the group’s attention, explain that you would like to go about this discussion a different way.



F. Delineate Alternatives

In a virtual session, should a disagreement arise that was not anticipated, it is often beneficial to assign a supporter of each alternative to delineate their alternative for presentation in the next scheduled virtual session. Remind the supporters who will be delineating their alternative of the important need to provide the facts necessary to answer the following questions in the next virtual session:

- How much will the alternative cost?
- How long will this alternative take?
- Who is involved in the alternative?
- What is involved in the alternative?



K. 5-Finger Consensus

5-Finger Consensus may be used in a virtual session in the same manner it is used in a face-to-face session. The use of a preformatted slideboard or the use of the “Raise Hand” feature of the virtual meeting platform allow 5-Finger Consensus to be used very efficiently in virtual sessions.

Love	Like	Live With	Leery	Loathe



Principle 8: Keeping the Energy High

Set the Pace, Anticipate Lulls, React Accordingly

- A. Set an Energetic Pace
- B. Reset the Energy Level Following Every Break
- C. Adjust to Lull Times
- D. Establish a Recharge Activity
- E. Use Brainteasers
- F. Get People Involved and Moving
- G. Encourage Team Building
- H. Break if Necessary
- I. Virtual Insights



A. Set an Energetic Pace

Your **opening words** establish the energy level: Set it high!

Awake

Asleep

B. Reset the Energy Level Following Every Break

Following each break, resume the session with at least the same energy level you had when you began the day.

Awake

Asleep



C. Adjust to Lull Times

Arrange the agenda to schedule one of the following during the standard lull times:

- Team-building exercise
- Small group breakout
- Facilitated process requiring movement

Avoid the following during these times:

- Lectures or long monologues
- Reading
- Individually assigned exercises

TABLE 27: Standard Lullaby Times



Mid-morning

Just after lunch

Mid afternoon

End of the day



D. Establish a Recharge Activity

Early in the session—possibly as a ground rule—establish a simple recharge activity.

- “All aboard! Choo Choo!”
- “Let’s see the wave!”

Make it a point to use the recharge activity at least once in the morning and as many times as necessary each afternoon.

Use praise to keep the energy high. “Good job,” and “Well done.”

E. Use Brainteasers

Brainteasers are positive mental games to keep the mind alert. They also help people think outside the box.

Consider the following references as a source for brainteasers:

- **Games Trainers Play**, John Newstrom & Edward Scannell, McGraw Hill, New York, 1980
- **More Games Trainers Play**, John Newstrom & Edward Scannell, McGraw Hill, New York, 1981



F. Get People Involved and Moving

Direct questions more frequently to specific individuals during lull times rather than to the entire group.

If you will be conducting a brainstorming activity, consider using the standing method described in Principle 5, “Information Gathering.”

Have people stand when they wish to ask a question.

Use a Nerf ball: When someone asks a question, throw the ball to him/her. When the next question is asked, they throw the ball to the questioner.

Hold an oral quiz to review what has happened up to that point.

Get participants accustomed to hand clapping. Have them clap:

- After each person gives his/her objectives
- At the end of each process
- Before every break

Explain that clapping will keep the energy high and the session fun.

Don't let the clapping subside! When the clapping gets light, remind participants of the need to keep it going.



G. Encourage Team Building

Prior to the exercise, explain the purpose for conducting it. Ensure that you select an exercise that is appropriate for the purpose.

When giving directions, use your “PeDeQs.” (See Principle 3, “Focusing the Group,” for more information on PeDeQs.)

Monitor the activity while it is in progress to ensure that objectives are being met.

Once the activity is complete, take several minutes for a debriefing session. Have the participants identify observations and lessons learned, etc. Discuss, in particular, how their experience with this activity is applicable to their work environment or the issue under study.

H. Break if Necessary

When the participants begin to wind down, you, the facilitator, should work doubly hard to keep the energy high.

If inattention continues to be a problem, recommend a break.



Sample Group Activities

Defining a Team

Objective Understanding Team Behavior
Have the members of an organization define the difference between a team and a group.

Prep Make copies of the next page.

Method (See next page)



Sample Group Activities

A. What is the difference between a team and a group?

B. Which of the following is a team? Which is a group? Why?

Item	Group or Team	Why?
1. Symphony orchestra		
2. Pencils in an unopened carton		
3. United States Congress		
4. 1992 Atlanta Braves (1st Place)		
5. 1990 Atlanta Braves (Last Place)		
6. Neighborhood volunteers rescuing a child stuck in a well		
7. Americans on a bus tour of France		
8. Boy Scouts troop		
9. Cast of a play		
10. Our organization		

C. What do we need to add to our explanation of the difference between a group and a team?

Item	Group or Team	Why?



Sample Group Activities

Crossing the River

Objective Team Building

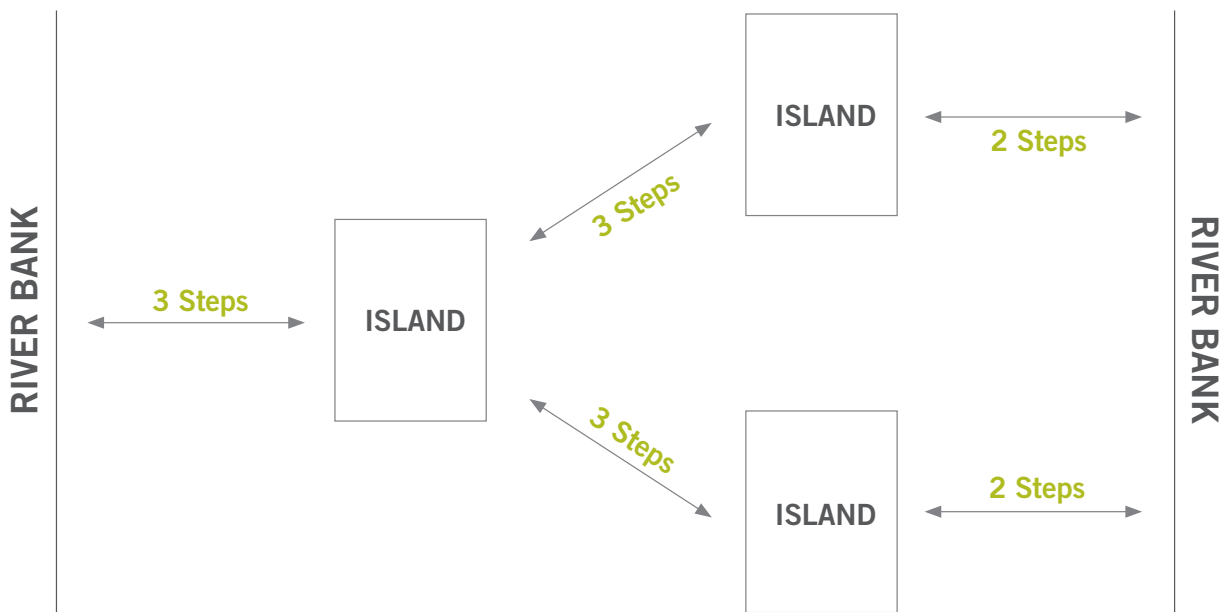
Have all members of the team cross the river at the same time.

Prep

Create three islands by taping together four 8.5" x 11" sheets of paper for each island. Create a pebble for each person by cutting 4.25" x 11" sheets. Create a rock from one 8.5" x 11" sheet. Tape off an open area at least 10 medium strides (25–30 feet) long and six strides wide. Place the islands at least two strides from one another and from either bank.

Method (See next page)

Crossing the River Set-up



Island = 4 sheets of 8.5" x 11" paper

Rock = 1 sheet of 8.5" x 11" paper (one rock to 6 participants)

Pebble = 1 8.5" x 11" sheet folded in half vertically (1 pebble per participant)



Sample Group Activities

The Situation

You and your teammates are on one bank of a poisonous, deadly river. The river is so contaminated that if any part of a person's skin or clothing touches the river, they will die instantly! Each of the people on your team must cross from one bank of the deadly river to the other.

You have 20 minutes.

The Rules

1. No part of a person's skin, clothing, or personal articles may touch the river. The only items that can survive in the river are islands, rocks, and pebbles.
2. Islands, rocks, and pebbles are safe spots (touchable).
3. Islands in the river may not be moved.
4. Rocks may not be moved once placed in the river.
5. Each team member owns a pebble.
6. Only the pebble owner may place a pebble in the river, take a pebble from the river, or move a pebble once it is in the river, and he/she may do so using his/her hand only.
7. All team members must step out of the river at the same time.



Sample Group Activities

Tinkering—Sample 1

Objective Think outside the box. Have each team build the tallest structure they can.

Prep Have identical boxes of tinker toys—one box per team.

Method Divide the group into teams of at least three, but no more than eight individuals. Give the group the following directions:

You and your team will have 15 minutes to use the materials in your box to plan and practice creating the highest structure possible—as measured from the floor of this room. When the 15 minutes are up, all of the parts must be back in the box, with no parts connected. The box will be dumped out, and you will have one minute to re-create your structure. After the minute is up, your structure must remain at its height for at least 10 seconds.

Leave the rules flexible enough to allow for creative ideas. The idea is some groups will choose to start on the floor, others will start from a table; still others will have someone hold the structure. Be sure to write the rules down so everyone will see them.



Sample Group Activities

Tinkering—Sample 2

Objective Team building: Create a one-minute commercial that highlights the essential benefits of the organization or its products.

Prep Create a bag of common, catchy song titles.

Method Select a panel of three judges to judge the competition. Divide into teams of no more than eight individuals on a team, but no fewer than four individuals. Have a person from each team select a song from the bag (without looking). Each team has 30 minutes to create a one-minute commercial using the song, which highlights the essential benefits of the organization or its products. Judges will rate each team's commercial on originality, level of energy, etc.





Section Review

Your **opening words** establish the baseline energy level for the session.

Set it high!

Following each break re-establish the energy level.

Lullaby Times

Mid-morning

Just after lunch

Mid-afternoon

End of the day

Arrange the agenda to schedule one of the following during the standard lull times:

- Team-building exercise
- Small group breakout
- Facilitated process requiring movement

Avoid the following during these times:

- Lectures or long monologues
- Reading
- Individually assigned exercises

Recharge Activity

Establish a simple method for recharging the group. Some samples:

- “Choo Choo”
- “The Wave”

Alter the way a process is done to incorporate body movement, standing, etc.



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I: Virtual Insights

Principle 8: Keeping the Energy High

Set the Pace, Anticipate Lulls, React Accordingly

Legend:

Regular Do the same as face-to-face ***Bold Italic*** - Execute virtually **Orange Bold** - Modify for virtual

- A. Set an Energetic Pace
- B. Reset the Energy Level Following Every Break
- C. **Adjust to Lull Times**
- D. **Establish a Recharge Activity**
- E. Use Brainteasers
- F. **Get People Involved and Moving**
- G. *Encourage Team Building*
- H. **Break if Necessary**



C. Adjust to Lull Times

Consider the multiple time zones represented by the various participants in the virtual session.

Limit individual virtual sessions to a maximum of two hours.

Remember the key: a meaningful engagement at least every 10-15 minutes.

D. Establish a Recharge Activity

In virtual sessions limit sessions to no more than two hours with at least 30 minutes between sessions to allow participants to recharge.

For that reason, we do not typically include a recharge activity as a part of virtual sessions.

Use praise to keep the energy high - “good job”... “well done.”



F. Get People Involved and Moving

As the facilitator of a virtual session, it is often helpful to stand periodically when leading virtual sessions. By standing, our energy naturally increases and improves the energy associated with the virtual session.

Use the roll call list frequently and track contribution while conducting round robins and mini round robins.

Vary engagement activities for increased interest.

Praise participant contributions throughout the virtual session.

H. Break if Necessary

Virtual sessions should be limited to no more than two hours with a minimum of a 30-minute break in between each virtual session.



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Principle 9: Closing the Session

Review, Evaluate, Close, Debrief

- A. Request Time Extensions if Needed
- B. Review the Activities Performed
- C. Review Session Purpose
- D. Review the Key Topics
- E. Review Parking Boards (IDA)
- F. Ask Participants to Evaluate
- G. Close and Set the Stage
- H. Use Partial Close as Needed
- I. Debrief with Planning Team
- J. Debrief with Sponsor
- K. Document Session Results
- L. Virtual Insights



A. Request Time Extensions if Needed

By tracking the actual time for each facilitated process against the estimated times in the detailed agenda, you will know well in advance if the session is likely to conclude on time.

If you determine that the ending time will slip, it is important to get permission from the participants to continue past the agreed upon completion time. Asking permission serves several objectives:

- Respects the time of session attendees and avoids resentment about running over the allotted time
- Maintains the integrity of the process by putting the decision for whether or not to extend in the hands of session attendees
- Provides a forum for addressing the needs of anyone who cannot stay later
- Allows an alternative action to be created and agreed upon by the group if the session time is not extended

Follow the steps described on the next page to establish agreement on proceeding.

If the decision is made not to extend the time, proceed with the appropriate closing activities. If an additional session is going to be held, perform a partial close as described in Section H of this Principle. If an additional session is not going to be held, execute all the closing activities—being sure to indicate how the outstanding activities will be completed.



What if the Session Is Going to Run Over?

TABLE 28: What if the Session Is Going to Run Over?



1. Alert the participants

“At this point, it appears that we are not going to be finished by the time we planned on.”

2. Conservatively estimate the additional time needed

“I believe we will be able to finish within 30–45 minutes of the time we had originally scheduled.”

3. Ask for alternatives

“Should we continue, or is there a better alternative?”

4. Check the impact of continuing

“Is there anyone who can’t continue?”

5. Confirm the agreement

“So we are agreed then to continue to no later than.... Is that right?”

6. Hold firmly to the agreement

If you determine that the additional time is not going to be adequate, alert the participants, starting with Step 1 above.



REVIEW

B. Review the Activities Performed

Review the session's activities by identifying each of the facilitated processes that were performed. Use the wall charts to point out the documentation that resulted from the process.

C. Review Session Purpose

Ensure that the purpose has been accomplished by having the participants review the session purpose and indicate if it has been completed.

D. Review the Key Topics

Review the participants' key topics, that were documented early in the session.

With each topic, ask the participants, "Was this topic covered?" Encourage the participants to be very boisterous (e.g., a rowdy cheer to indicate yes, or a "gong" sound to indicate no).

Using a pen color that is different from the writing on the flip charts, check off each "yes" and circle each "no."

Once all the key topics have been reviewed, go back to each circled one to discuss why the topic was not met and what should be done as a follow-up action. Place the follow-up action on the **actions list**.



E. Review Parking Boards (IDA)

Review the **issues list**. There are three questions to ask:

1. Have we covered it? (If yes, move on to the next issue)
2. Do we need to cover it? (If no, move on to the next issue)
3. Do we need to cover it now?
 - Yes — set a time limit and facilitate the discussion.
 - No — move the issue to the actions list.

Review the **decisions list** to remind participants of decisions made.

While reviewing the decisions list, take steps to ensure that the decisions are followed up with action:

- **Change/Benefit**
Identify all the changes recommended. Ask, “If we make this change, what will the benefit(s) be?”
- **Potential Barriers/Success Strategies**
Determine potential barriers and create success strategies that will overcome those barriers. (Consider doing this prior to the close, as it may take more time than you reserved for closing.)
- **Poll the Jury**
Ask each participant individually if he/she can support the decisions agreed upon by the group.



E. Review Parking Boards (IDA)

(Continued)

Review the **actions list** to remind participants of actions that still need to be taken. For each item on the actions list, have the group select a person to ensure that the action occurs. Ask that person to establish a date by which the action should be completed. Remind the group that:

- Assigning an action to an individual requires the individual to ensure that the action is done—not necessarily to do it him/herself.
- Assigning an action to someone not present in the room is not appropriate; that person may not feel committed to the assignment and may not completely understand the action needed.
- If the action would be best performed by someone not present in the room, then assign the action to a person of authority in the room. It is the assigned person's responsibility to delegate the action to the appropriate person and follow up to ensure that it is accomplished.



EVALUATE

F. Ask Participants to Evaluate

Feedback is a critical part of the continuous improvement cycle. Strive to gain documented feedback from every session you facilitate. See the next page for a sample of a session evaluation form.

Encourage specific comments—whether positive or negative—because they will tell you what you should continue to do and what you should consider changing. Comments like, “Great session,” are encouraging but don’t help you improve or understand exactly what went well.

If the group has demonstrated that anonymous communication is not necessary, consider taking a few minutes for a group review session. As always, prepare very specific questions in advance. The questions in the “Comments” section of the sample evaluation form may serve as a starting point.

Key items to evaluate:

- The **process** used
- The **results** obtained
- Performance against **objectives**



ORGANIZATION: _____ **DATE:** _____

FACILITATOR: _____ **LOCATION:** _____

SESSION	Excellent	Good	OK	Poor
1. Content of session (topics covered, depth, accuracy, etc.)				
2. Comprehensiveness of subjects covered				
3. Pace of session				
4. Allocation of time among subjects covered				
Overall Assessment of Session				
FACILITATOR	Excellent	Good	OK	Poor
1. Understanding of process (planning, analysis etc.)				
2. Ability to facilitate group				
3. Ability to maintain appropriate pace				
4. Responsiveness to questions				
5. Sensitivity to needs of group				
Overall Assessment of Facilitator				
PERFORMANCE	Excellent	Good	OK	Poor
1. How well were the objectives of the session met?				
2. How likely is it that the session will lead to positive change?				
3. How beneficial was this session to you personally?				
Overall Assessment of Performance				

COMMENTS

1. What topic was of most value to you?

2. What topic was of least value to you?

3. How could this session have been improved?

In one or two sentences, please comment on the overall session benefit (or lack thereof) and what caused the benefit (or lack thereof).

OPTIONAL

We may want to follow up with you about your comments. If you would be willing to provide follow-up, please record your name and telephone number below.

Name: _____ Phone: _____



CLOSE

G. Close and Set the Stage

Thank the participants for their involvement. Remind them of the part their efforts will play in the overall project objective.

Remind participants of the next steps. For example:

- The place, date, time, and purpose of the next session
- How and when documentation of the session will be created and distributed (if not already covered as an action)
- The place, date, and time of a status session to ensure that outstanding actions are proceeding

Lastly, formally end the session.

H. Use Partial Close as Needed

In a partial close, typically you would not include a review of the session purpose or participant key topics, an evaluation, or a debriefing session with the planning team or sponsor. All other closing steps are performed as follows:

Do:

- Review the activities performed
- Review the parking boards (IDA)
- Close the session
(Thank you.... Next steps.... Bye)

Don't:

- Review the participant's key topics
- Evaluate the process
- Hold debriefing sessions



DEBRIEF

I. Debrief with Planning Team

Meet with the planning team to discuss the session process and the results. The debriefing session should occur as soon after the session as possible — preferably within 24 hours.

The debriefing session should cover the following major topics:

- How well were the objectives of the session met?
- How well did the participants respond during the session?
- How sufficient are the deliverables from the session?
- What follow-up activities are needed?

J. Debrief with Sponsor

Meet with the sponsor to discuss the session process and the results. The debriefing session should occur as soon after the session as possible — preferably within 24 hours — and cover similar topics as those described above.

K. Document Session Results

Often, the facilitator is the person responsible for ensuring that the results of the session are documented and distributed to participants. The documentation of the session should include:

- Decisions made
- Actions to be taken
- Outstanding issues (if any)
- Relevant analysis





Section Review

Review

The **activities** performed during the session

The **session purpose**

The participants' **key topics**

The parking boards: **issues, decisions, actions**

With issues — have we covered it? Do we need to cover it? Do we need to cover it now? (If not, put it on actions list.)

Evaluate

The **process** used

The **results** obtained

Performance against **objectives**

Close

Thank the participants

Remind them of the **next steps**

Formally **end** the session

Debrief

Debrief with the **planning team**

Debrief with the **sponsor**

Document the session results



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L: Virtual Insights

Principle 9: Closing the Session

Review, Evaluate, Close, Debrief

Legend:

Regular Do the same as face-to-face *Bold Italic - Execute virtually* **Orange Bold - Modify for virtual**

- A. Request Time Extensions if Needed
- B. Review the Activities Performed
- C. Review Session Purpose
- D. Review the Key Topics**
- E. Review Parking Boards**
- F. Ask Participants to Evaluate**
- G. Close and Set the Stage
- H. Use Partial Close as Needed
- I. Debrief with Planning Team**
- J. Debrief with Sponsor*
- K. Document Session Results



D. Review the Participants' Key Topics

Step through the participants' key topics or personal objectives documented early in the session.

With each topic or objective, ask the participant, using the roll call list, "Was this topic fulfilled?" Place a check indicating that the key topic was addressed.

Once all the key topics have been reviewed, go back to each topic not addressed during the virtual session and determine what should be done as a follow-up action. Be certain to place the follow-up action on the action list.

City of Eugene – June Session Introductions			
Introductions			
Pod	Name	Organization	One Thing for Today
1	Becky Wheeler		
	Carrie Karl	parks and open space	people who aren't engaged ✓
	Lorna Baldwin	parks and open space	tips/tricks dys ✓
	Michael Cole		
2	Tom Powers	recreation	graph; the middle curve
	Anna Reid		
	Chuck Crockett	city mgrs office	find the cues ✓
	Lisa Magnus	police dept	strats for overcome group think ✓
3	Ruth McBride		
	Sarita Black	city mgrs	how to manage emotions as facilitator; direction ✓
	Amy Petereson	recreation	negative ideas; everyone in ✓
	Jenna McCulley	city mgrs	group think; desire to get along ✓
4	Melanie Ryan	waste wtr	getting to root of what causes ✓
	Twyla Bohrer	HR	respond when challenged ✓
	Diane Sconce	recreation	keep on task ✓
	Michelle Bronson	engineering	correctly address right away ✓
5	Michelle Miranda	public works	disagreement/positions
	Phillip Hubbard Rob	recreation	middle of curve; neg attitudes
	Cathy Cardwell	police	dominant behaviors to close out
	Kim Mast		
	Paula Hunt	police	dominate personalities; balance emotions to positive
	Ron Tinseth	police	root cause and not understand internally and dissect it
	Shade Nelson		
	nate		over taker ✓



E. Review Parking Boards

Parking Boards		
Issues		
Decisions		
Actions		
What	When	Who



F. Ask Participants to Evaluate

Feedback is a critical part of the continuous improvement cycle. Strive to gain documented feedback from every session you facilitate. Use a whiteboard, slideboard, or screen share to document the feedback so that participants can view the feedback as it is provided.

Encourage specific comments—whether positive or negative. Specificity tells you what you should continue to do and what you should consider changing. Comments like, “Great session,” are encouraging but don’t help you improve.

If the group has demonstrated that anonymous communication is not necessary, consider taking a few minutes for a group review session. As always, prepare very specific questions in advance. The questions in the “Comments” section of the sample evaluation form may serve as a starting point. (This sample form is included in your training manual from *The Effective Facilitator*.)



I. Debrief with Planning Team

Schedule a virtual meeting with the planning team to discuss the session process and the results. The debriefing should occur some time shortly after the session - preferably within 24 hours following it.

The debriefing session should cover the following major topics:

- How well were the key topics or objectives of the session met?
- Did the participants effectively use the necessary features of the virtual meeting platform?
- How well did the participants respond during the session?
- How sufficient are the deliverables from the session?
- What follow-up activities are needed?



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Principle 10: Agenda Setting

Adapt Your Agenda to Address the Need

- A. Choose an Agenda Based on Objectives
- B. Tailor the Agenda to the Specific Need
- C. Incorporate Consensus-Building Principles
- D. Construct a New Agenda as Needed
- E. Confirm the Agenda with the Planning Team
- F. Prepare a Detailed Agenda
- G. Track Performance Against the Agenda
- H. Record Process Notes
- I. Incorporate Recommendations into the Agenda Model
- J. Virtual Insights



Agenda Models

AGENDA MODEL	STAGE	PURPOSE	CONTENTS	
1. Strategic Planning	Planning Session	Develop the mission, broad goals, measurable objectives, and specific strategies for an organization	Situation Analysis Mission Goals Objectives	Success Factors Barriers Strategies Actions
2. Project Planning	Planning Session	Identify the objectives of a project and the resources and timelines needed to complete it	Purpose Objectives Scope Success Factors Approach	Roles & Responsibilities Risks Contingencies Mgmt. Issues Work Plan
3. Project Status	Status Meeting	Identify the status of a project or program	Objective Review of Past Actions	Issues Summary Plans Next Period
4. Issue Resolution	Working Session	Define an issue, identify alternative solutions, and gain consensus on an alternative	Issue Definition Alternatives, Strengths, & Weaknesses	Evaluation Criteria Scoring Selection
5. Basic Improvement	Working Session	Define the changes necessary to increase the efficiency and effectiveness of a business process (simplified model)	How does it Work Today? What are the Problems and Root Causes? What are the Potential Improvements? What are the Priorities? Implementation Plan	
6. Process Reengineering	Working Session	Define the changes necessary to increase the efficiency and effectiveness of a business process (extended model)	Business Activities Customers/Products Main Line Process Exception Process Process Steps	Value-Added/NVA Root Causes Improvement Implementation Measurements



Agenda Models (Continued)

AGENDA MODEL	STAGE	PURPOSE	CONTENTS	
7. Information Needs Analysis	Planning	Determine the areas in which enhancements to existing systems or additional information systems may be required	Business Activities Success Factors Existing System's Strengths	Improvement Areas Information Areas Prioritized Needs
8. Process Modeling	Analysis	Determine the major information flows within a business process	Context Diagram Business Activities Processes	I/O Diagrams Flow Descriptions
9. Data Modeling	Analysis	Identify data and relationships	Entities Relationships	Cardinality Attributes
10. Procedure Design	Design	Identify key steps in a procedure	Business Activities Triggers & Transaction Main Line Process	Exception Process Process Steps

A. Choose an Agenda Based on Objectives

The purpose of the agenda — not the detailed agenda — is to identify the major activities (facilitated processes) that will be performed to achieve the session's purpose. The agenda is the vehicle for communicating to the participants what will happen during the session.

The previous chart identifies several agenda models that can be used to customize your own specific agenda.

Select the agenda model whose purpose and contents most closely match your session. (See accompanying Agenda Models.)



B. Tailor the Agenda to the Specific Need

Use your notes from the session sponsor interview and your understanding of the session purpose to add, change, or delete facilitated processes in the agenda model.

In modifying the agenda, you should always have the following:

- **Introduction** to welcome participants, inform them about the process, get them excited about the objectives, set ground rules, understand their key topics, and establish the agenda
- **Review and Close** to review what has been done, ensure that objectives have been met, and get agreement on the next steps

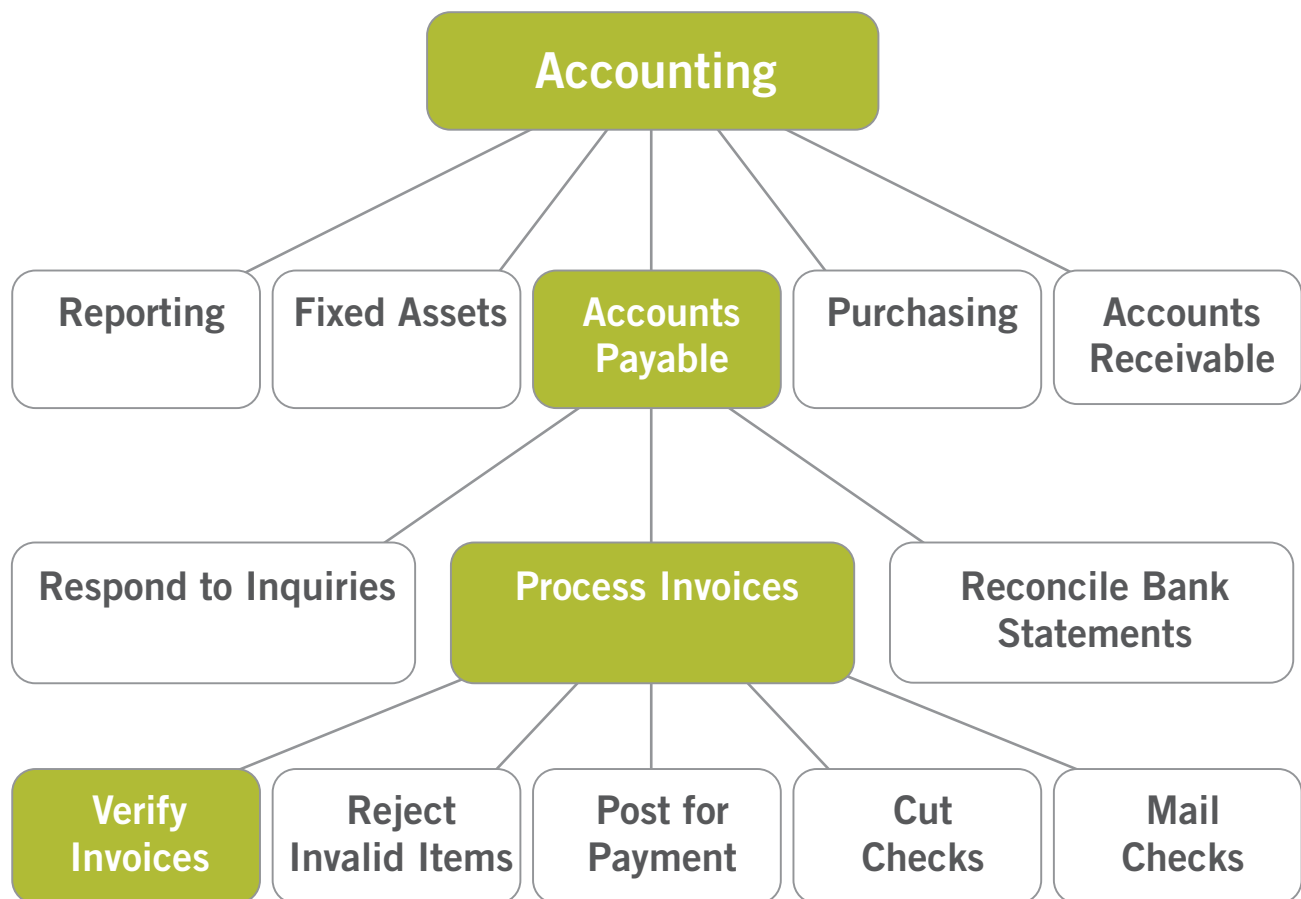
Take a “layered” approach. Much like peeling an onion, peel one layer at a time. In essence, get high-level information about all areas before pursuing more detailed information about any one.



B. Tailor the Agenda to the Specific Need (Continued)

Example

In process modeling, identify all the processes in a function and develop preliminary descriptions before creating process flows for any process or activity.



Since the agenda will be distributed to participants, it is generally best *not* to include specific start and ending times for each facilitated process. Omitting this will allow you maximum flexibility to extend or shorten processes as needed during the session without an explanation. (The **detailed agenda** will have start and ending times, as described later in this section.)



C. Incorporate Consensus-Building Principles

As we learned in Principle 7, “Consensus Building,” people often disagree due to a lack of shared information. Therefore, it is important that the agenda is designed to provide a common set of information early, which will serve as a foundation for the session attendees.

Example

The basic process improvement and process reengineering models start with “How does it work today?”

In agenda setting, it is helpful for the session attendees to have early successes of agreement before tackling the more difficult issues.

Example

In the strategic planning model, visioning and goal setting are done before the very challenging task of establishing objectives.

When session attendees will be faced with making a decision, always have them build a common set of values by which the decision can be made.

Example

In the issue resolution model, strengths, and weaknesses, and evaluation criteria are used to help guide the decision making.

In strategic planning, barriers and critical success factors are used as the anchors for developing strategies.



D. Construct a New Agenda as Needed

There will be times when none of the sample agendas matches the objectives of your session closely enough. When this happens, it may be necessary to construct an agenda from scratch.

1. Review the objective to ensure a clear understanding of the desired outcome.
2. Determine the critical question: What is the key question that, when answered, can end the facilitated session?
3. Determine the preparation questions: What are the questions that should be answered in order to prepare the participants to answer the critical question?
4. Determine the logical order of the preparation questions.
5. Transform the preparation questions and the critical question into agenda items.
6. Prepare your detailed agenda.



D. Construct a New Agenda as Needed (Continued)

TABLE 29: Constructing an Agenda from Scratch (Sample)



Session Purpose (as verbalized by the session sponsor, the human resources director):

“Develop a plan for fixing the hiring process. Make it less time-consuming, less resource-intensive and more responsive to the needs of the department heads.”

Critical Question:

What are the actions to take to improve the hiring process, and how will we implement them?

Preparation Questions:

How does the hiring process work today?

What’s wrong with the hiring process?

What’s right with the hiring process?

What things could we do to improve the hiring process?

What are the actions necessary to achieve those improvements?

(Note that the last preparation question is equivalent to the critical question.)

Order of Questions/Processes

A. Introduction

B. What is the current process?

C. What are the problems and root causes?

D. What are the potential improvements?

E. Prioritize Improvements

F. Develop an implementation plan

G. Review and Close



E. Confirm the Agenda with the Planning Team

Once the agenda is drafted, review it with the project manager, the methodologist, and the rest of the planning team to ensure that the agenda includes the processes necessary to achieve the objective.

F. Prepare a Detailed Agenda

The detailed agenda ensures that the facilitator has completely thought through the entire session. It also provides a vehicle for communicating expectations to the documenter.

In developing the detailed agenda, include a 10–to 15-minute break every 60–90 minutes.

Attempt to use a basis for each duration estimate. Show your basis in your detailed agenda for future reference.

Example

To have the participants give their key topics, you might assume two minutes to introduce the topic and two minutes per participant, plus another four minutes to wrap up. If there are 12 participants, your estimate for this process would be 30 minutes.



F. Prepare a Detailed Agenda

(Continued)

Your **detailed agenda** should contain the following:

- O** Orders of the facilitation process (the agenda)
- P** Process technique used to gather information throughout the process (e.g., listing, brainstorming, grouping, prioritizing)
- Q** Question (starting question and explanation used to initiate each facilitated process)
- R** Recording method used to document information as it is received during the process (e.g., three-column matrix)
- S** Supplies required to perform the process (e.g., Post-its, dots)
- T** Timing and estimated duration for each process

G. Track Performance Against the Agenda

Record the actual start and end times as you proceed through each facilitated process.

At each break, adjust the target start times and durations for future activities as necessary to respond to facilitated processes that are completed more quickly or slowly than originally anticipated.



H. Record Process Notes

Recording notes on the detailed agenda will improve your facilitated processes in the future. Notes may be related to the following:

- Variances in the estimation basis (e.g., 12 functions instead of the 8 estimated)
- Areas that the participants found difficult
- Ideas for improving the agenda or a facilitated process

I. Incorporate Recommendations into the Agenda Model

Review the notes made during the session, the actual start and end times, and the participant evaluations.

Update your agenda model to improve your effectiveness in future efforts.



Section Review



Building the Agenda

Select the **agenda model** whose purpose and contents most closely match your session.

Use your notes from the session sponsor interview to modify the agenda model.

Take a “layered” approach, using consensus-building principles.

Determine the **critical question** and prepare the participants to answer.

Agenda Models

- Strategic Planning
- Project Planning
- Project Status
- Issue Resolution
- Basic Improvement
- Process Reengineering
- Information Needs Analysis
- Process Modeling
- Data Modeling
- Procedure Design

Constructing an Agenda from Scratch

- Review the objective
- Determine the critical question
- Determine the preparation questions
- Order the preparation questions
- Transform the questions into agenda steps
- Prepare the detailed agenda

Congratulations on Completing *The Effective Facilitator!*



J: Virtual Insights

Principle 10: Agenda Setting

Adapt Your Agenda to Address the Need

Legend:

Regular Do the same as face-to-face ***Bold Italic*** - Execute virtually **Orange Bold** - Modify for virtual

- A. Choose an Agenda Based on Objectives
- B. *Tailor the Agenda to the Specific Need*
- C. Incorporate Consensus-Building Principles
- D. Construct a New Agenda as Needed
- E. *Confirm the Agenda with the Planning Team*
- F. **Prepare a Detailed Agenda**
- G. Track Performance Against the Agenda
- H. Record Process Notes
- I. Incorporate Recommendations into the Agenda Model



F. Prepare a Detailed Agenda

The detailed agenda ensures that the facilitator has completely thought through the entire session. It also provides a vehicle for communicating expectations to the producer, moderator and documenter.

In developing the detailed agenda, limit virtual sessions to no more than two hours with a minimum of a 30-minute break between virtual sessions.

Your **detailed agenda** should contain the following:

- **O** Order of the facilitation processes (the agenda)
- **P** rocess technique you will use to gather information throughout the process (e.g., listing, brainstorming, grouping)
- **Q** uestion (starting question) and the explanation you will give to initiate each facilitated process
- **R** ecording method you will use to document the information as it is received during the process (e.g., whiteboards, slideboard, screen sharing, etc.)
- **S** upplies you will need to perform the process (e.g., features of the virtual meeting platform)
- **T** iming and estimated duration for each process



Sample

A. Getting Started

PROCESS	List the key topics the participants want to discuss; group the topics into categories.
VIRTUAL DETAILS	<ul style="list-style-type: none"> • Have participants record their key topics on the whiteboard. • Move items on whiteboard into groups.
TIMING	10 minutes (2 + (12 issues x 0.5) + 2)

Recording Format

Since flip charts are not an option, consider alternatives including:

- Whiteboards: facilitator writing
- Whiteboards: participants writing
- Slideboards: facilitator writing
- Slideboards: participants writing
- Polling
- Screen sharing

Engage, engage, engage



Supplies

Options to replace items such as Post-it notes, dots, etc. available in the face-to-face session including:

- Annotation of whiteboards, slideboards, slides, screen sharing
- Virtual details for participation



Agenda 5. Basic Improvement

Purpose:

Define the changes necessary to increase the efficiency and effectiveness of a business process.

- A. Introduction**
- B. How Does the Process Work Today?**
- C. What Are the Problems and Root Causes?**
- D. What Are the Potential Improvements?**
- E. What Is the Priority of the Improvements?**
- F. Implementation Plan**
- G. Review and Close**



Basic Improvement Sample Deliverable

B. How Does the Process Work Today?

Activities

- A10. Customer calls in order
- A20. Customer service clerk enters order
- A30. Supervisor reviews print-out of orders to verify
- A40. Inventory clerk prints picking list and pulls order
- A50. Shipping Clerk boxes order and places in truck
- A60. Truck delivers order to customer's door

C. What Are the Problems and Root Causes?

	Problem	Hrs/Day	Root Cause
AX30.10	Supervisor finds error	1	No way to prevent entry of obvious mistakes
AX40.10	Inventory not available	4	Entry by customer service clerk does not lock in inventory request
AX60.10	Trucker can't find address	6	Customer service clerk does not ask customer to name nearest intersection



Basic Improvement Sample Deliverable (Continued)

D. What Are the Potential Improvements?

Improvement	Potential Savings	Other Benefits
1. Add range checks and other validation into customer service entry screen	3.3 hrs/day	Eliminates supervisor checks; reduces callbacks to customer
2. Change customer service entry screen to commit inventory when order is taken and send billing information	4 hrs/day	Reduces stock-out conditions; reduces callbacks to customer; reduces billing time
3. Have customer service clerk request cross-street information	5 hrs/day	Reduces driver frustration; reduces callbacks to customer
4. Meet with Union to negotiate merging shipping clerk and inventory clerk activities	5 hrs/day	Reduces number of hands touching client merchandise (reduces possibility of damage)

E. What Is the Priority of the Improvements?

Improvement	Impact	Cost	Resource	Priority

F. Implementation Plan

Action	Due	Leader	Resources	Hours



Detailed Agenda

Plan Start: _____

Facilitated Process/Question Basic Improvement Set-up

Comments/Technique

Actual Start: _____ Actual End: _____

Basis: ____ (intro) + ____ (units)@____ +
____ (addtl) = ____

Items to have in room:

- Tables, 16 chairs, arranged in U-shape
- 3 flip charts, multi-colored markers, tape, Post-its
- Sign-in table, work table for placing other materials

Items to bring:

- Agenda and detailed agenda
- Session objective, ground rules
- Opening statement
- Clip board with sign-in sheet
- Name cards
- Recharge exercises
- Session evaluation forms

To do upon arrival:

- Check room arrangement. Make changes if necessary to maximize session effectiveness.
- Ensure that you have adequate supplies: flip charts, markers, and tape.
- Set up and post the parking boards (Issues, Decisions, Actions) according to your wall plan.
- Leave the first page of each flip chart blank (as a cover). Label the chart pages as follows:

Page	Chart #1	Chart #2	Chart #3
#1	Blank	Blank	Blank
#2	Session Objective	Major Business Activities	Major Business Activities
#3	Agenda		
#4	Ground Rules		

- Put out name cards and sign-in sheet.
- Confirm starting time with project sponsor. Ensure that it is understood who will start the session.



Plan Start: _____

Detailed Agenda (Continued)

Facilitated Process/Question Basic Improvement A. Introduction	Comments/Technique Actual Start: _____ Actual End: _____ Planned Duration: _____
Project sponsor gives kick-off remarks.	Basis: ____ (intro) + ____ (units)@____ + ____ (addtl) = ____
Opening words — key points: <ul style="list-style-type: none"> • “Good morning. It is a pleasure to be with you.” • “We have a challenging objective: to walk away with specific methods for improving the way we process....” • “This project is very important because....” • “The benefit for you in your area is....” • “You were specifically selected to be a part of this...because of your” • “There is a process we will be using to do this...But, the key is your input.” • “Let’s start with our overall session objective.” 	Basis: ____ (intro) + ____ (units)@____ + ____ (addtl) = ____ During the opening, move around, go deep within the “U,” establish eye contact, look for early signs of dysfunction. Review session objective.



Detailed Agenda (Continued)

Plan Start:

Facilitated Process/Question	Comments/Technique
<p>Basic Improvement</p> <p>A. Introduction (Continued)</p>	
<p>Review personal objectives.</p> <p>“Before we get into the session formally, I would like to make sure that we don’t miss any key issues you want to discuss. The session is going to focus on the issue related to... In just a minute, I’m going to ask a question, and we’ll start with...and go around the room and listen to everyone’s answer.</p> <p>“So, to get the question started, I want you to imagine that we are closing the session and discussing the decisions we have made in the session. You are thinking about how thorough the discussion has been, how you finally got the chance to talk about those ideas you have had about this topic, and how every important issue was brought up and resolved. What are some of the issues, processes, and topics that we discussed? Let’s go around the room. We’ll start with... What were the issues that were important to discuss?”</p>	<p>Basis: ____ (intro) + ____ (units)@____ + ____ (addtl) = ____</p> <p>Record responses on flip charts, and post.</p>
<p>Review the Agenda.</p> <p>“Here are the major topics we are going to discuss. First...”</p>	<p>Basis: ____ (intro) + ____ (units)@____ + ____ (addtl) = ____</p> <p>Review each item and describe the contents (with examples). Be prepared to make changes to the agenda if necessary to cover the points the participants indicated in their personal objectives.</p>



Plan Start: _____

Detailed Agenda (Continued)

Facilitated Process/Question	Comments/Technique
<p>Basic Improvement A. Introduction (Continued)</p>	
<p>Review ground rules.</p> <p>Point out parking boards.</p> <p>Define consensus.</p> <p>Highlight housekeeping issues:</p> <ul style="list-style-type: none"> • Location of the exit and rest rooms • Break schedule and lunch arrangements 	<p>Basis: ____ (intro) + ____ (units)@____ + ____ (addtl) = ____</p> <p>Make any additions as needed to the ground rules.</p>



Plan Start: _____

Detailed Agenda (Continued)

Facilitated Process/Question

Basic Improvement B. How Does the Process Work Today?

Comments/Technique

Actual Start: _____ Actual End: _____

Basis: ____ (intro) + ____ (units)@____ +
____ (addtl) = ____

“We have just completed the introduction. Our next step is to list how the process works today. By doing this, we will all be starting from a common understanding before we move on to addressing the problems.

“Let me give you an example. If we were discussing the accounts payable function, one major activity might include ‘receive requests for payments from departments.’ What else might be included in the accounts payable function?

- Processing and distributing checks
- Reconciling bank statements
- Interfacing with the general ledger
- Producing reports

“Think about this process and the activities that occur on a regular basis. Imagine that you are giving a new, high-level employee a tour of the current process. You start at the beginning and walk through each step — each hand-off within the process. First, you are showing this person the things that happen early in the process. Next, you are showing this person the things that happen in the middle of the process, and, finally, the things near the end of the process. Let’s build a list of these steps. The order doesn’t matter — we just want to make sure we list all the steps. What are the steps that occur as a part of the....process?”

Record responses on flip charts and post. The items on the list should be *numbered* for later use.



Detailed Agenda (Continued)

Facilitated Process/Question Basic Improvement B. How Does the Process Work Today? (Continued)	Comments/Technique
<p>“We’ve just finished building a list of all the steps in the process. Now, let’s see if we can group these activities into categories — maybe three to five major processes. Working with a smaller number of groups will allow us to analyze the information more quickly. What about the first activity? It sounds like it might be in a group called.... What about the second activity? Is it in this first group, or is another group needed?”</p>	<p>Label a separate page: “Business Processes for [Business Area Name].” List groupings as they are created, labeling the groupings A, B, C, etc.</p> <p>For each business activity on the business activities pages, indicate the letter of the group to which the activity was assigned. (Use a pen color different from the one used to list the business activities.)</p>
<p>“So, we are saying that every activity in the business process is included in one of the categories we listed; is that correct?”</p>	<p>Do a consensus check to confirm agreement.</p> <p>Note: The department(s) may perform other activities outside the process under study (e.g., personnel-related functions such as employee evaluations). Since these activities are part of a different process, it is not appropriate to document them here.</p>



Detailed Agenda (Continued)

Plan Start: _____

Facilitated Process/Question

Basic Improvement

C. What Are the Problems and Root Causes?

“Now that we have identified what we do, our next step is to look at the problems we have in this area and their root causes. By doing this, we will be better able to identify solutions to address these problems.

“We will be using this table to identify our problems and root causes. As an example, let’s go back to our accounts payable example. One of the problems that occurs is that invoices have the wrong information. One root cause might be that people aren’t properly trained. What other root causes might there be?

“For our process we are going to first identify all the problems. Then we will go back and identify root causes for each of the problems. Of course, many problems will have similar root causes, and that’s okay too.”

Comments/Technique

Actual Start: _____ Actual End: _____

Basis: ____ (intro) + ____ (units)@____ +
____ (addtl) = ____

Construct two-column chart labeled “Problem” and “Root Cause.” Use Post-its to list problems.

After all problems are identified, list the root causes on the right side. Move the “Problem” Post-its as necessary to have room for as many “Root Causes” as necessary.

Root causes are typically business policies or controls, entry errors, miscommunication, etc. Some root causes will show up repeatedly.

Be sure to have an “Improvements” parking board since the group will likely come up with a number of improvements during this stage. Record them, but quickly move the group back to problems and root causes.



Detailed Agenda (Continued)

Facilitated Process/Question

Basic Improvement C. What Are the Problems and Root Causes? (Continued)

Comments/Technique

“Let’s get started by thinking about all the steps in the process we identified before. Consider the problems that occur as well as the things you feel need to be fixed. I want you to imagine there is a magic microphone in the cafeteria. It only picks up conversations where people are talking about problems and things that could be fixed in the current process. Listen for the problems that come up over and over again. Listen for the things that people say need to be fixed. Listen for problems that generate frustration. What are some of those problems?”

“Now that we have identified the problems, we are going to identify the root causes for each of the problems we listed. This will help us ensure that the solutions we recommend will indeed improve the...process. Let’s take the first problem. What might be the root cause of...?”

(See previous page.)



Detailed Agenda (Continued)

Plan Start:

Facilitated Process/Question

Basic Improvement

D. What Are the Potential Improvements?

“Now that we have identified problems and root causes, let’s talk about improvement opportunities. This will bring us closer to selecting a solution to address....”

“Let’s examine each root cause and discuss potential solutions. Solutions may do one or more of the following:

- Eliminate the need to perform the activity.
- Reduce the number of times the activity is performed.
- Reduce the number of steps involved in the activity.
- Improve the quality of the input or output.

“Let’s take the first root cause. What might be some solutions that would address this root cause...?”

Comments/Technique

Actual Start: _____ Actual End: _____

Basis: ____ (intro) + ____ (units)@____ +
____ (addtl) = ____

Record responses on flip charts, and post.

Root cause analysis and potential improvements are often done at the same time.



Plan Start: _____

Detailed Agenda (Continued)

Facilitated Process/Question

Basic Improvement E. What Is the Priority of the Improvements?

Comments/Technique

Actual Start: _____ Actual End: _____

Basis: ____ (intro) + ____ (units)@____ +
____ (addtl) = ____

“Now that we have identified our potential improvements, our next step is to evaluate each improvement in terms of its level of impact achieved, resources required, and out-of-pocket costs. This evaluation will help us better understand which improvements should be implemented.

“Let’s take a look at the first potential improvement. What is the impact of this improvement? What resources are needed to implement this improvement? What costs would be associated with implementing this improvement? Okay, let’s look at the next potential improvement.”

Construct a four-column matrix: Improvement, Impact, (have group fill in: High, Medium, Low), Resources, Costs.

Considerable discussion may ensue on a number of the improvements to better define what is meant. Consider building a log of key points for each improvement. t



Detailed Agenda (Continued)

Plan Start: _____

Facilitated Process/Question

Basic Improvement

E. What Is the Priority of the Improvements? (Continued)

“Now that we have evaluated the potential improvements, our next step is to prioritize this list. This will help us identify the improvements that best meet our needs for improving the... process. Let’s determine which ones are most important. On the sheet of paper being passed around, place the number of the five improvements that you feel are most critical. The order does not matter.

“Now that we have votes, it appears that these...[number of items] are our top-priority needs. I’d like to do a consensus check before we move on. Can you live with and support these...[number of items] as our top=priority needs?”

Comments/Technique

Actual Start: _____ Actual End: _____

Basis: ____ (intro) + ____ (units)@____ + ____ (addtl) = ____

Make sure improvement sheets are clearly visible.

Give participants two minutes to select.

Have the participants read their numbers. Place a check mark next to an improvement each time it is mentioned.

Following the tally, rank the improvements by number of votes received.

An alternative method is to collect the sheets and have someone read them (for anonymity).

Another alternative method is to give each participant five sticky dots and have the participants come up to the flip charts to place the dots on the improvements they consider most important. (This can be a mini recharge for the group.)

Another alternative is to vote twice. After the first vote, the ratings are discussed. Following the discussion, a second and final vote is taken, which is used to indicate the priority needs.



Plan Start: _____

Detailed Agenda (Continued)

Facilitated Process/Question

Basic Improvement F. Implementation Plan

Comments/Technique

Actual Start: _____ Actual End: _____

Basis: ____ (intro) + ____ (units)@____ +
____ (addtl) = ____

“We have just prioritized the potential improvements. Now let’s build an implementation plan which identifies the actions, timing, resources required, and costs associated with the improvements. This will provide step-by-step actions for the improvement of the...process.

“Let’s start with our top-rated improvement. What is the action that needs to be performed? What is the timing for this action? What resources are needed to implement this action? What costs would be associated with implementing this action? Who would be responsible for implementing or, at least, kicking off this action? Okay, let’s look at the next potential improvement....”

Construct a five-column matrix: Action, Timing, Resources, Cost, Person Responsible

Consider having subsets of the team create project plans for each action. (See the Project Planning Agenda.)



Detailed Agenda (Continued)

Plan Start:

Facilitated Process/Question Basic Improvement G. Review and Close	Comments/Technique
<p>“We have completed our agenda. Let’s give ourselves a hand.</p> <p>“We are now about to close the session, where we will review our accomplishments and check them against the session and participant objectives. This will provide a cross-check to ensure that we have, in fact, designed actions to improve the...process.</p> <p>“Let’s start by looking at what we’ve done.” Review the activities performed during the session....</p>	<p>Actual Start: _____ Actual End: _____ Planned Duration: _____</p> <hr/> <p>Basis: ____ (intro) + ____ (units)@____ + ____ (addtl) = ____</p> <p>Go clockwise around the room, pointing at the items that are posted, and reviewing what was done.</p>
<p>Review session objectives.</p> <p>“Let’s review our session objectives to see if we have covered them. As I read each one, give a hearty ‘Yes’ if we have covered it, or ‘Hmmm’ if you are not sure. Let’s start by looking at the first objective....”</p> <p>Review participants’ personal objectives.</p> <p>“Let’s review our personal objectives to see if we have covered them. As I read each one, give a hearty ‘Yes’ if we have covered it, or ‘Hmmm’ if you are not sure. Let’s start by looking at the first objective....”</p>	<p>Basis: ____ (intro) + ____ (units)@____ + ____ (addtl) = ____</p> <p>Read each objective. Place a check mark next to the ones affirmed, circle the ones not covered (use a pen color different from the one used to record them).</p> <p>Go back over the ones not covered and have the group decide if further action or a follow-up activity is needed.</p>



Detailed Agenda (Continued)

Facilitated Process/Question Basic Improvement G. Review and Close (Continued)	Comments/Technique
<p>Review the issues parking board.</p> <p>“Let’s review the issues to see if we have covered them. As I read each one, we will go through a series of questions:”</p> <ul style="list-style-type: none"> • “Have we covered it?” <ul style="list-style-type: none"> • If yes, move on to the next issue. • If no, “Do we need to cover it?” <ul style="list-style-type: none"> • If no, move on to the next issue. • If yes, “Do we need to cover it now?” <ul style="list-style-type: none"> • If no, move the issue to the next meeting. • If yes, set a time limit and facilitate the discussion. 	<p>Basis: ____ (intro) + ____ (units) @ ____ + ____ (addtl) = ____</p> <p>Read each issue. Place a check mark next to the ones affirmed; circle the ones not covered. (Use a pen color different from the one used to record them.)</p> <p>Go back over the ones not covered and have the group decide if further action or a follow-up activity is needed.</p>
<p>Review the actions parking board.</p> <p>“Let’s review the actions and assign responsibilities and due dates. The first one reads.... Who is the right person to be assigned this issue? What is a reasonable due date?”</p> <p>“Remember, assignment to an action doesn’t mean that the assigned person has to perform the action. It only means he/she is responsible for making sure the action gets done.”</p>	<p>Basis: ____ (intro) + ____ (units) @ ____ + ____ (addtl) = ____</p> <p>Record name and date next to each issue.</p> <p>It is often best to restrict assignments to people in the session. If someone outside of the session is more appropriate for the assignment, still assign it to someone in the session who is then responsible for getting the commitment from the other person to take on the assignment.</p> <p>Be sure to include an action to review the progress of the actions list.</p>



Plan Start:

Detailed Agenda (Continued)

Facilitated Process/Question Basic Improvement G. Review and Close (Continued)	Comments/Technique
<p>Have the participants evaluate the session.</p> <p>“Feedback is an important part of our continuous improvement efforts. Please take five minutes now to complete the evaluation form.”</p>	<p>Basis: ____ (intro) + ____ (units)@____ + ____ (addtl) = ____</p> <p>Pass out the evaluation forms. After five minutes, close the session.</p>
<p>Close the session.</p> <p>“Thank you for being a part of the session. Your input will be invaluable in helping us to.... The next step in this process is.... We look forward to seeing you then.”</p>	<p>Basis: ____ (intro) + ____ (units)@____ + ____ (addtl) = ____</p>
<p>Hold a debriefing session with the project/meeting team.</p> <p>“Let’s talk about how the session proceeded.</p> <ul style="list-style-type: none"> • How well were the objectives of the session met? • How well did the participants respond? • How sufficient are the deliverables from the session? • What follow-up activities are needed?” 	<p>Basis: ____ (intro) + ____ (units)@____ + ____ (addtl) = ____</p> <p>Record responses.</p>



Appendix

Best Practices for Virtual Facilitation

Reading Your Participants

Leadership Strategies Services

Facilitation Coaching Service

Path to Facilitation Mastery

Public Class Coupon

Facilitation Coaching Coupon

Help Us Get the Word Out!

Pre-Test

From Classroom to Application

Course Evaluation

Post-Test

CEU Letter

Personal Action Plan

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Best Practices for Virtual Facilitation

1. Do as much pre-writing as possible and **distribute the objectives, agenda, ground rules**, and any relevant handouts prior to the call.
2. Make sure **everyone has received a copy** of the session objective, agenda, and ground rules **at least 24 hours in advance of the call**.
3. Be sure to specify the **correct time zone** when informing participants of the start and end times.
4. Make sure that the call-in locations have a **suitable environment** to allow participants to focus and participate effectively. (Airport departure gates and interstates with heavy traffic rarely provide the right kind of environment!)
5. Consider having participants do **preliminary brainstorming** and send in their ideas prior to the call. These ideas can be summarized into “brainstorming lists” that can be provided along with the agenda and other written materials. Then, more time in the call can be spent grouping, prioritizing or evaluating the brainstormed material.
6. Consider having any activities that need to be done in **breakout groups completed prior to the call**. Then, the call time can be used for each group to present their results.



Best Practices for Virtual Facilitation

(Continued)

7. **Limit agenda items so that the call can be completed in two hours or less.**
If necessary, break the meeting into several calls. It is difficult to be productive and to maintain group energy and participation with longer call times.
8. **Conduct a roll call** at the beginning and at the end of the call and try to **address participants by name.**
9. **Explain the purpose and objective** of the call at the beginning and **reinforce this frequently** throughout the call.
10. If there are multiple people at the call-in locations, **appoint a scribe at each location** to document the call on flip charts. In addition, assign a lead at each location to act as the “eyes” of the facilitator to note agreement, questions, etc., and notify the facilitator at the appropriate times.
11. Consider adding **specific ground rules** to assist with “conference call etiquette”:
 - Always identify yourself before speaking
 - Mute your phone when someone else is speaking to reduce background noise
 - Participants should announce themselves when joining the call and should inform the group if they are leaving prior to the end of the call. Some conference call systems will do this automatically.



Best Practices for Virtual Facilitation (Continued)

12. **Use round robins frequently**—following the same order each time. Establish this order early in the call.
13. Establish a **verbal method for doing consensus checks** (such as a round robin where each person says “yea” or “nay”).
14. Consider using “meetingware” (e.g., WebEx, Live Meeting, GoToMeeting, etc.) so that **all participants can view the documentation on a computer screen** as it is being recorded and take advantage of the collaboration features available in each of these tools. (Examples include: whiteboards, chat rooms, question & answer capabilities, Web cameras for viewing, breakout rooms, etc. These tools are excellent in bringing a similar level of engagement to virtual meetings.)
15. Keep in mind that, as the facilitator, you will have to do a lot of **summarizing and playback questions** to make sure that everyone understands what is being said.
16. Make sure that all **issues, decisions, and action items are reviewed prior to closing the call.**
17. **Publish a recap immediately** after the call.



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Reading Your Participants

Understanding Communication Styles

Identifying the Styles of Others

Facilitating a Project Team

Which Style Would Be Best?

Facilitating the Styles

Success Strategies

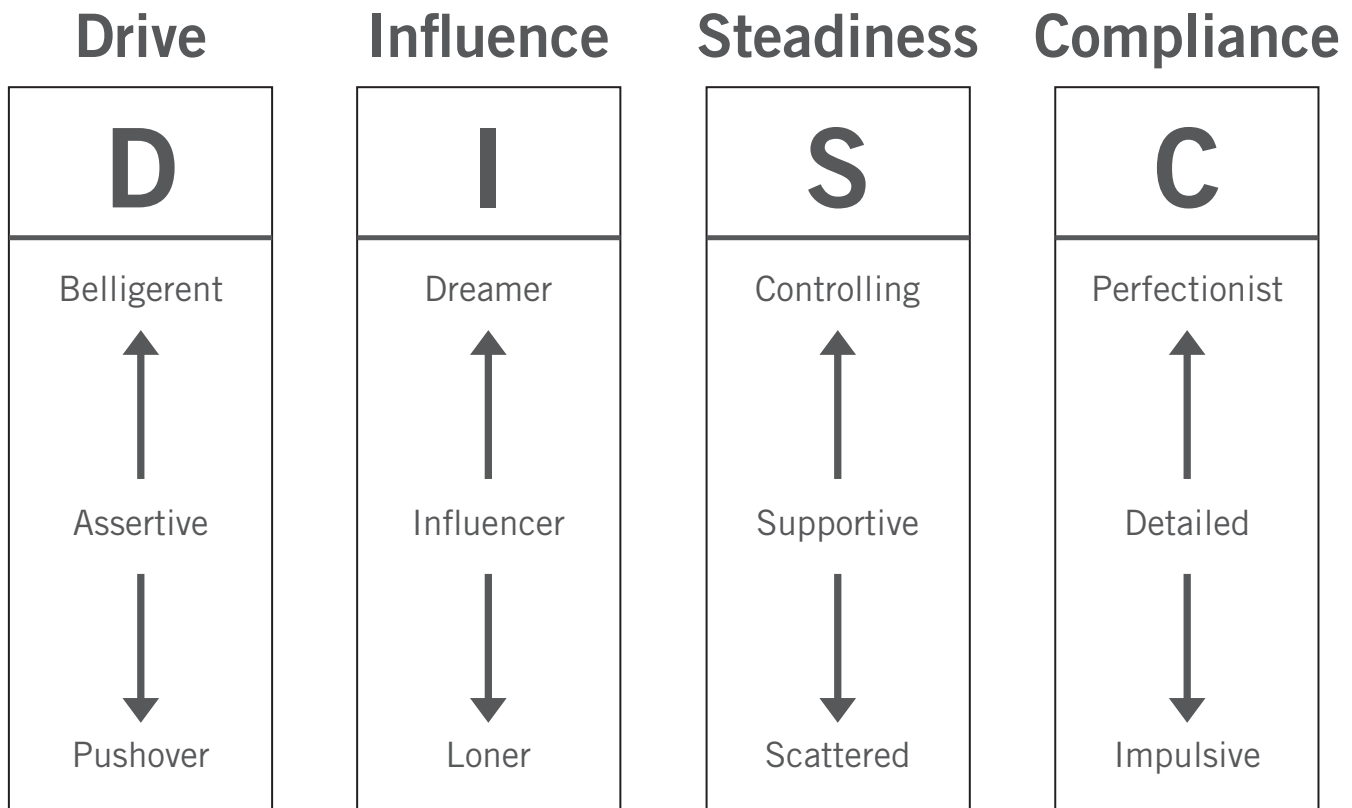


Understanding Communication Styles

If it feels as if you and your participants are speaking different languages, you might be right!

The DISC Model

- Where did it come from?
- What does it mean?
- How can we use it?



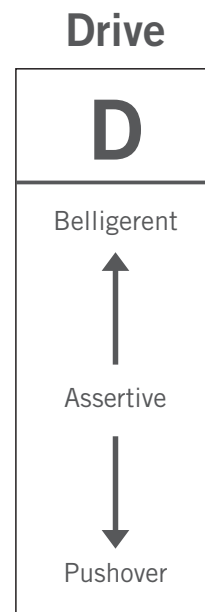
The High D

“Breaks through the wall”

High Ds tend to take a direct, assertive approach to solving problems. They enjoy challenges and get satisfaction from overcoming them.

Classic Occupations

Entrepreneurs, team leaders, directors



Value to the Organization	Potential Weaknesses
<p>High Ds tend to:</p> <ol style="list-style-type: none"> 1. Focus efforts on getting the job done 2. Address problems directly 3. Make tough decisions quickly 	<p>High Ds can:</p> <ol style="list-style-type: none"> 1. Be over-abrasive, pushy, competitive 2. Be too concerned about the goal, not people 3. Make decisions too quickly before having all the facts

Key Factors: Time, overcoming obstacles

Communication Dos	Communication Don'ts
<ol style="list-style-type: none"> 1. Be prepared—tell them what you are going to tell them 2. State your points clearly, briefly, specifically 3. Give only as much detail as necessary 	<ol style="list-style-type: none"> 1. Don't waste their time with idle chatter 2. Don't ramble or tell long stories 3. Don't be too detailed unless they ask for it



The High I

“Motivates people to overcome the wall”

High Is tend to enjoy helping people see the big picture. They motivate and inspire others to succeed.

Classic Occupations

Salespeople, teachers, planners

Influence



Value to the Organization	Potential Weaknesses
<p>High Is tend to:</p> <ol style="list-style-type: none"> 1. See the big picture 2. Motivate and sell others 3. Develop creative solutions 	<p>High Is can:</p> <ol style="list-style-type: none"> 1. Be so talkative that they don't listen 2. Spend so much time on the vision that they never execute 3. Overlook details

Key Factors: Ideas, being heard

Communication Dos	Communication Don'ts
<ol style="list-style-type: none"> 1. Give them the big picture before going into details 2. Give them a chance to share their ideas 3. Keep the conversation friendly and warm 	<ol style="list-style-type: none"> 1. Don't dwell on details and facts; instead, provide these in writing 2. Don't tell them what to do without giving them an opportunity to respond 3. Don't allow them to ramble too long



The High S

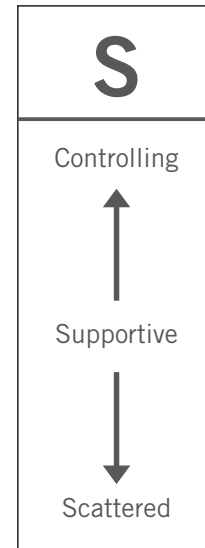
“Helps others over the wall”

High Ss tend to be the stabilizing force within an organization. They tend to be dependable, loyal workers who prefer a stable, secure environment.

Classic Occupations

Social service workers, retail clerks, civil servants

Steadiness



Value to the Organization	Potential Weaknesses
<p>High Ss tend to be:</p> <ol style="list-style-type: none"> 1. Supportive, dependable workers 2. Accommodating and tolerant of others 3. People-oriented, good listeners 	<p>High Ss can:</p> <ol style="list-style-type: none"> 1. Avoid dealing with issues until they become big problems 2. Be slow to accept change; hold grudges 3. Lack vision and creativity

Key Factors: Security, being liked

Communication Dos	Communication Don'ts
<ol style="list-style-type: none"> 1. Start with a personal comment 2. Present ideas deliberately and clearly; provide assurances 3. Make sure they are in agreement before moving on 	<ol style="list-style-type: none"> 1. Don't dive straight into business 2. Don't be demanding or abrasive 3. Don't assume silence means consent



The High C

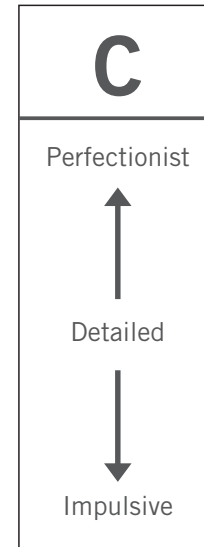
“Develops detailed plans for scaling the wall”

High Cs tend to rely on rational logic and evidence to reach conclusions. They make sure that things are done “by the book.”

Classic Occupations

Researchers, analysts, accountants

Compliance



Value to the Organization	Potential Weaknesses
<p>High Cs tend to:</p> <ol style="list-style-type: none"> 1. Be organized and detail oriented 2. Make sure decisions are well supported 3. Ensure that procedures are properly followed 	<p>High Cs can be:</p> <ol style="list-style-type: none"> 1. Perfectionists and very hard to please 2. Too focused on facts and figures and not on people 3. Overly cautious, take too long to make a decision (analysis paralysis)

Key Factors: Accuracy, being right

Communication Dos	Communication Don'ts
<ol style="list-style-type: none"> 1. Present ideas in a logical fashion 2. Stay on topic 3. Provide facts and figures that back up claims 	<ol style="list-style-type: none"> 1. Don't be disorganized or make random comments 2. Don't rely on emotional appeal to gain agreement 3. Don't force a rapid decision



Sample Scenario

A problem has arisen in your area.

- You have fully researched the problem.
- You have created an eight-page document that delineates the problem, specifies four possible alternatives, and gives the strengths and weaknesses.
- You favor alternative four.

You are about to meet with your boss to discuss the problem. You knock on the door. You hear, “Come in.” **Depending on your boss’s communication style, what would be the first words out of your mouth?**

High D Time	Can you take three minutes, I need your decision on...
High I Being Heard	How was your weekend?
High S Being Liked	How are you?
High C Being Right	If now is OK, I would like us to take as much time as you need to....

Of the four types, which would likely take 15 minutes or less? Which type would likely take 60 minutes or more? Of the two remaining types, give one 30 minutes and the other 45.

	D	I	S	C
Total Time	15 mins	45 mins	30 mins	60 mins



Sample Scenario (Continued)

Depending upon the style of your boss, which activities would you do 1st, 2nd, 3rd, etc.?

	D	I	S	C
Pleasantries		1	1	
Explanation of the problem – High-level explanation	2	2	2	1
– Detailed explanation				2
– Asking how to solve the problem		3		
Offering your solution(s) – High-level explanation	1	4	3	3
– Detailed explanation				4
Benefits of your solution(s) – Asking sponsor for the benefits		5		
– Explaining the benefits	3		4	5
Reaching agreement on the next step	4	6	5	6



Identifying Styles

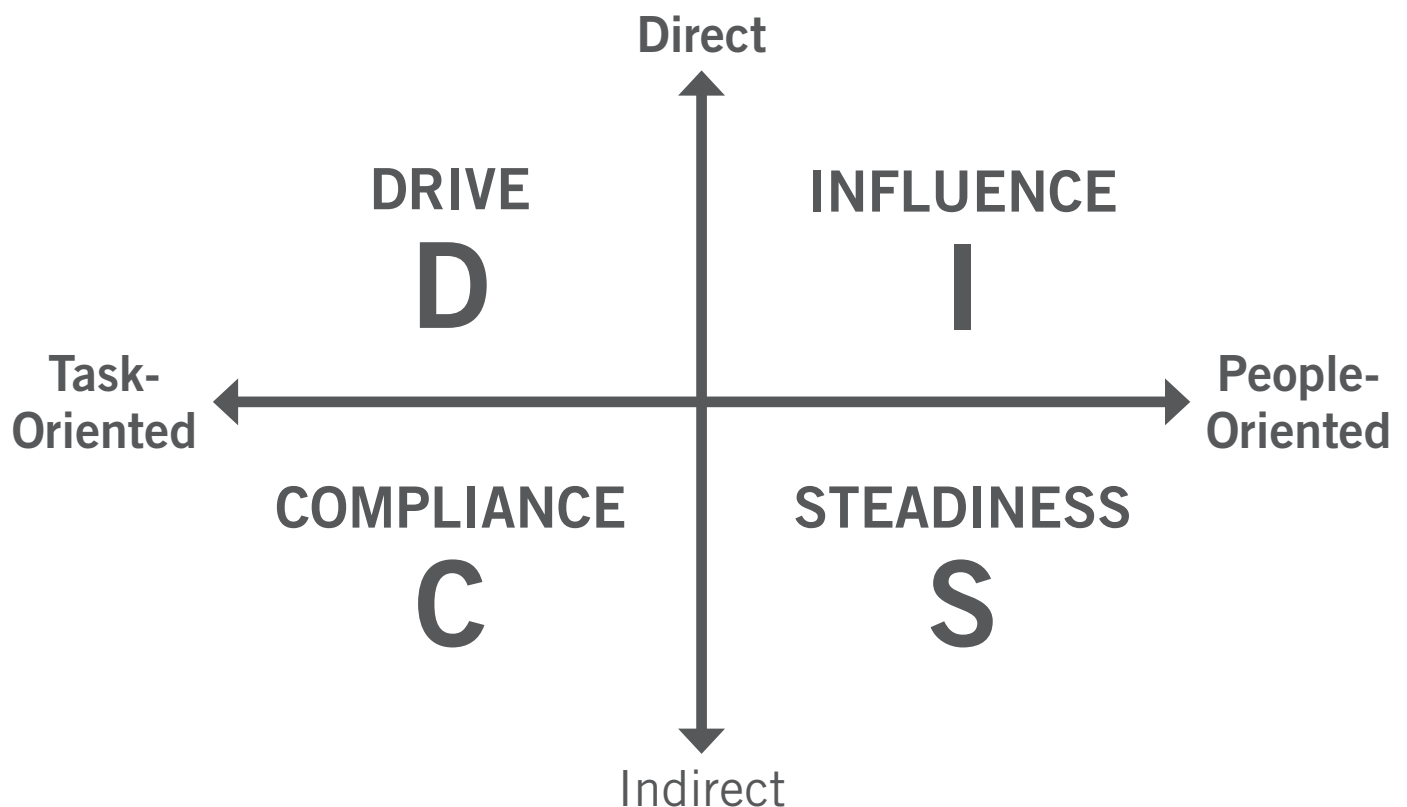
Why do this?

- The “grandma” example

Understand the dimensions

- Direct versus Indirect
- People-oriented versus Task-oriented

Examples



Facilitating a Project Team

You have been assigned to facilitate a task force that has been given two days to identify key problems, develop potential solutions and create a detailed implementation plan to improve a business process. **If everyone on the team had the same DISC style**, how would it impact the team's ability to function effectively?

	Would they finish?	What would be the quality of the result?	How would they feel about one another?	What would be the key issue in the room?
High D	Yes	Low, not shared, low detail	Not like	Leads
High I	Maybe	Low—missing detail	Like	Talks
High S	Yes	Low—not challenged	Love	Challenges
High C	No	High	Neutral	Stops

Keep in mind that, if your team is heavily weighted toward a particular DISC style, it may produce dysfunctional behavior. As the facilitator, you must consider communication styles in your strategies for preventing and resolving dysfunction.



Which Style Would Be Best?

Consider the DISC styles of your participants when creating breakout groups and when assigning tasks to breakout groups.

	D	I	S	C
1. Identifying problems				X
2. Brainstorming solutions		X		
3. Developing the detailed plan				X
4. Documenting the plan			X	
5. Selling the plan to management		X		
6. Overseeing plan execution	X			
7. Executing the work plan			X	



Facilitating the Styles

High Ds at their best in a session	High Ds at their worst	Being proactive with a High D
<ol style="list-style-type: none"> 1. Driving for efficiency 2. Talking 3. Directing 4. Direct comments 5. Give end point first 	<ol style="list-style-type: none"> 1. Kill creativity 2. Not letting people catch up 3. Alienating by being forceful 4. Snap decisions 5. Unaware of what is happening in group 	<ol style="list-style-type: none"> 1. Lay out the process 2. Get them on your side 3. Let them know you “need their help” 4. Keep session fast-paced, well-planned 5. Ask them to help move the session along
High Is at their best in a session	High Is at their worst	Being proactive with a High I
<ol style="list-style-type: none"> 1. Participating 2. Creative 3. Talking 4. Keeping energy up 5. Cheerleading (supporting) 	<ol style="list-style-type: none"> 1. Don't stop talking 2. Don't listen 3. Don't want to take time for important details 4. Blue-skying, unrealistic 5. Storyteller 	<ol style="list-style-type: none"> 1. Give lots of chances to talk 2. Enlist help for out of box thinking and getting others to speak 3. Have ground rules: keep discussions relevant, end point first, avoid sidebar discussion 4. Take reality check
High Ss at their best in a session	High Ss at their worst	Being proactive with a High S
<ol style="list-style-type: none"> 1. Friendly 2. Supportive, nodding, agreeing 3. Pay attention, good listeners 4. Tolerant 5. Peacemakers 	<ol style="list-style-type: none"> 1. Going along with what they don't believe 2. Grieving silently 3. Checked out 4. Don't want to change 	<ol style="list-style-type: none"> 1. Ask questions 2. Check for consensus 3. Use their names frequently 4. Reinforce with praise, smiles and eye contact 5. Identify decision level
High Cs at their best in a session	High Cs at their worst	Being proactive with a High C
<ol style="list-style-type: none"> 1. Looking at the details 2. Constructive critiquing 3. Identifying impacts of decision 4. Keeping on task 5. Providing reality check 	<ol style="list-style-type: none"> 1. Boggging down in details 2. Give all the reasons why it won't work 3. Don't allow intuitive judgment 4. Unrealistic expectations of quality, details 	<ol style="list-style-type: none"> 1. Have them take notes 2. Keep them focused so as not to get bogged down 3. Have staged detailing with greater detailing, done outside of session



Success Strategies

1. In facilitating a group, consider the communication styles of the individuals present; pay particular attention to the styles of those whom you think may cause you difficulty or *appear* to be exhibiting dysfunctional behavior.
2. Adjust your facilitation approach to adapt to the various styles present.
3. Recognize your own communication bias!
4. Look for signs that you may be miscommunicating:

High D	Will exhibit impatience, anger, or irritation
High I	Will get off topic, will interrupt, will tell long stories
High S	Will get very quiet, may <i>appear</i> to give consent without real agreement, may show physical tension
High C	Will challenge your facts or assumptions, will ask lots of questions



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Leadership Strategies Services

We specialize in helping organizations achieve excellence through the development of effective **leadership** skills and the implementation of proven **strategies** for success. **Leadership Strategies** provides organizations with **professional facilitators** who lead sessions in strategic planning, process improvement, issues resolution, and information needs analysis. We also teach people to be facilitators of change through our **leadership training classes** in such areas as effective facilitation, leadership in management, and strategic planning. We make it our business to research the best practices used by successful organizations, compile these best practices into practical workshops, and guide organizations in implementing these practices in their environments.

Our Services

Meeting Facilitation

Avoid wasting value time! Our professional facilitators provide the expertise and techniques for focused retreats and planning sessions.

Meeting Facilitation

Strategic Planning

Systems Analysis

Team Building

Issue Resolution

Process Improvement

Contact Leadership Strategies for your meeting facilitation needs.

For your training needs, ask about our monthly class schedule and **classes we can teach at your site.**

Facilitation Training

Give your key people the training they need! Our dynamic instructors will provide your people with detailed tools and techniques for success.

Facilitation Series

The Effective Facilitator

The Seven Separators of Facilitation

Advanced Facilitation Skills

Secrets to Facilitating Strategy

Virtual Facilitation Series

The Effective Facilitator, Virtual Link

Facilitating Virtual Meetings: *Essentials*

Facilitating Virtual Meetings: *Comprehensive*

Leadership Series

The Facilitative Leader

Facilitating Masterful Meetings

Masterful Presentation Skills
DISCourse

Training/Consulting Series

The Engaging Trainer

The Facilitative Consultant



Leadership Strategies, Inc.

(770) 454-1440 • www.leadstrat.com

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Facilitation Coaching Services

Wouldn't it be great if you could:

- Get expert advice on an upcoming meeting?
- Get help in developing a detailed agenda and facilitation plan for an important session?
- Gain insights on how to address a unique dysfunction occurring in your organization?
- Have a veteran facilitator sit in on your session and provide you with structured feedback on your facilitation technique?
- Have a veteran facilitator co-facilitate with you?

Facilitation Coaching is a consulting service designed for participants who have taken one of our facilitation classes and would like more help in applying new knowledge and techniques on the job. As we emphasize in all of our courses, practice alone does not improve performance. It is the powerful combination of **practice, feedback, and application** that translates classroom learning into increased effectiveness.



Facilitation Coaching Services

(Continued)

Our expert coaches can walk you through **designing a session**, preparing sample **deliverables**, and developing a **detailed agenda**. They can also help you develop specific strategies for **managing dysfunctional behavior**. During a session, our coaches can either co-facilitate portions of the agenda, or simply observe your performance and offer detailed suggestions for improvement. Throughout the entire process, the coach can offer **in-depth feedback** to help you refine the skills learned in class and boost your confidence.

This service is billed on an hourly basis with a minimum charge of one hour for telephone assistance, half a day for on-site local work, and a full day for work requiring out of town travel.

About Our Coaches

Our coaches are not only certified instructors who are skilled at observing student performance and giving feedback; they are also experienced facilitators who can bring a real-world perspective to the process.

Who Should Use This Service?

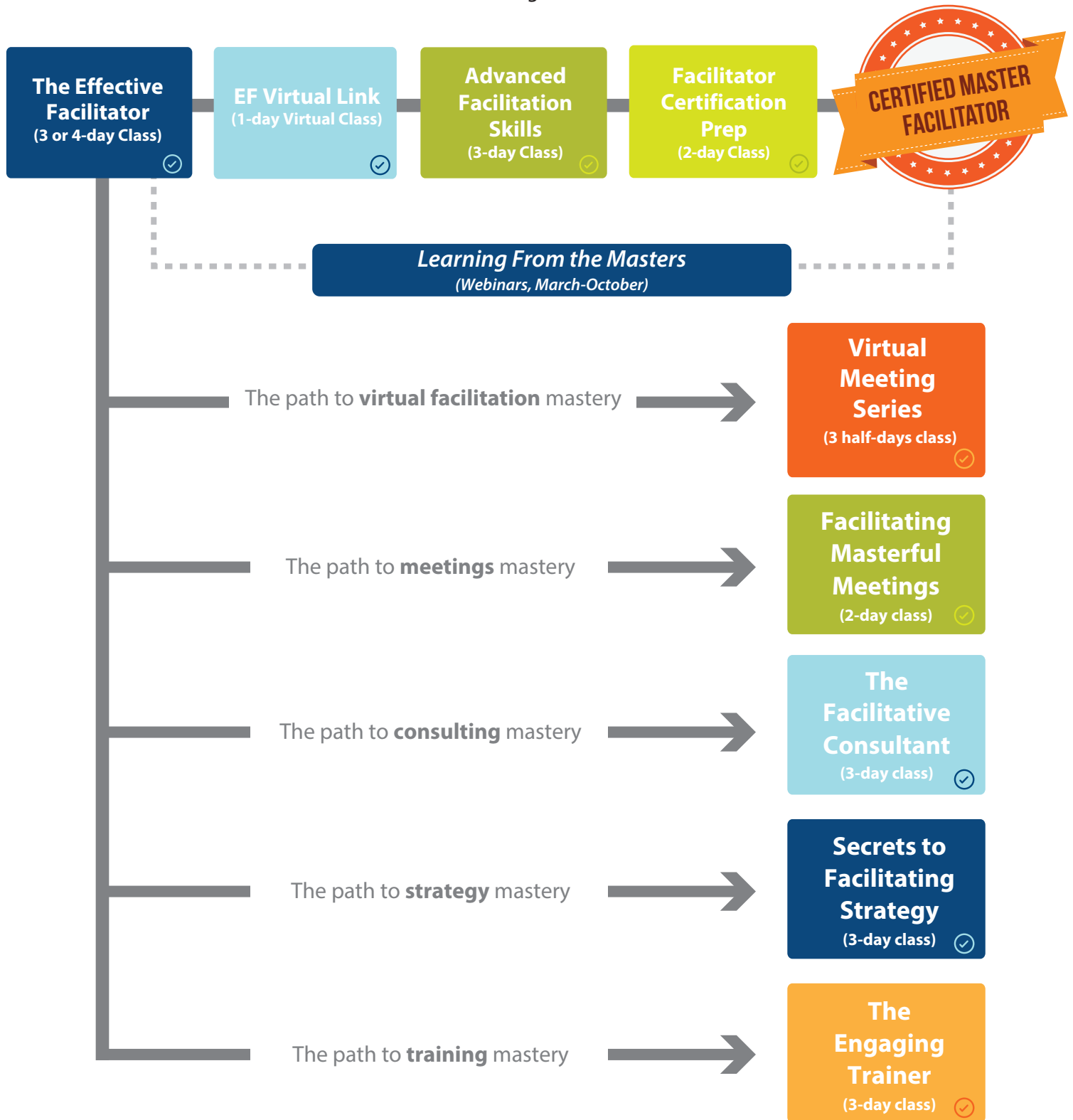
- Anyone who would like assistance in preparing for or conducting a facilitated session
- Anyone who would like in-depth individual coaching and feedback on “real-life” facilitation work

Call your Leadership Strategies client relationship manager for more details. Or call our corporate office at 1-800-824-2850. Be sure to check out our website at www.leadstrat.com for free facilitation tips!



PATH TO FACILITATION MASTERY

Start on the right path to facilitation mastery with *The Effective Facilitator*. Or, choose other mastery paths to complement your skills, and get more proficient in areas like consulting, strategy, meetings, or training.



Public Class Coupon

10% Off Your Next Public Class

This coupon entitles you to 10% off a public class—
including any one of the following:

- Facilitating Virtual Meetings: Comprehensive
- Advanced Facilitation Skills
- Facilitation Skills for Trainers
- The Facilitative Consultant
- Virtual Link
- Facilitating Virtual Meetings: Essentials
- Facilitator Certification Prep
- Secrets to Facilitating Strategy

Coupon is valid for up to 12 months from the date of this class.
Coupon must be rendered at time of registration and may not be
combined with any other offer or discount.

Michael Wilkinson

Managing Director, Leadership Strategies, Inc.

Expires: 12 months after class

Facilitation Coaching Coupon

10% Off Your Next Facilitation Coaching Session

This coupon entitles you to 10% off your next Facilitation Coaching
session, and can include telephone assistance or on-site coaching.

Minimum charges may apply, so please check with your client
relationship manager for details.

This coupon is only valid for 3 months from the date of this class.

This coupon must be rendered at time of use and may not be
combined with any other offer or discount.

Michael Wilkinson

Managing Director, Leadership Strategies, Inc.

Expires: 3 months after class



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Help Us Get the Word Out!

HELP US GET THE WORD OUT about the extraordinary learning experience created by our facilitators, our training materials, and our classroom methods. Please identify up to three people within your current organization or other organizations whom you feel might benefit from our courses.

WE WILL SEND YOU A GIFT as a thank-you for each person who enrolls in one of our public courses in the next six months as a result of this referral. You may request to receive the same gift or a different gift for each enrollment. See pages 11-29 and 11-30 for a description of each gift.

Please turn this form in to your facilitator or send it to us via fax at (770) 454-1460

Your name: _____ Telephone: _____	
Organization: _____ Email: _____	
Course you're taking now: <u>The Effective Facilitator</u> Course date: _____	
Send me the following gift when the first person enrolls: _____	<ul style="list-style-type: none"> A. Certificate for 25% off a public class (up to \$570 value) B. The Effective Facilitator Course Manual (\$350 value) C. The Facilitative Consultant Course Manual (\$350 value) D. The Facilitation Guides (includes electronic version) (\$75 value) E. The Advanced Facilitation Skills Course Manual (\$150 value) F. Gift Certificate (\$50 value)
2nd person: _____	
3rd person: _____	

Name: _____ Telephone: _____ Organization: _____

City, State: _____ Title: _____

Email: _____ Facilitator Name: _____

Name: _____ Telephone: _____ Organization: _____

City, State: _____ Title: _____

Email: _____ Facilitator Name: _____

Name: _____ Telephone: _____ Organization: _____

City, State: _____ Title: _____

Email: _____ Facilitator Name: _____



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Help Us Get the Word Out! (Continued)

A. Certificate for 25% off a public class (up to a \$570 value)

- Certificate may be used for any of our public, open-enrollment classes offered monthly in various cities across the country.
- Certificate is valid for 12 months.
- Certificate may not be combined with any other offer.

B. The Effective Facilitator Course Manual (250 pages, \$350 value)

- A full methodology for facilitation with ten Principles, over 90 techniques, and detailed facilitation guides for success
- The Principles provide a highly structured framework for guiding the facilitator - from preparing for a successful session, through achieving buy-in and commitment, to session wrap-up and close.

C. The Facilitative Consultant Course Manual (225 pages, \$350 value)

Provides internal and external consultants with powerful tools for managing client relationships and achieving success in engagements. Through 12 sections, the workbook provides a complete framework for the consulting process, including:

- What is Consulting?
- The Relationship Management Process
- Understanding Your Client
- Interviewing and Defining the Need
- Proposing/Solution Processes
- Executing the Project
- Reviewing and Assessing

D. The Facilitation Guides (Includes Electronic Versions, \$75 value)

Developed by a Certified Master Facilitator, each facilitator guide includes a high-level meeting agenda template, sample deliverables/ action plan, helpful how-tos, and checklists for the following common types of facilitated sessions:

- Initial Team Meeting
- Strategic Planning
- Process Improvement
- Issue Resolution
- Data Modeling
- Process Modeling
- Focus Groups
- And More...



Help Us Get the Word Out! (Continued)

E. The Advanced Facilitation Skills Course Manual (160 pages, \$150 value)	F. Gift Certificate (\$50 value)
<ul style="list-style-type: none">• Gain an understanding of the “Level 3 Facilitator” and learn to assess the level at which you operate.• Learn to read and adjust to the communication style of others to improve your ability to effectively manage group interaction.• Facilitating on the Fly—Techniques for facilitating when circumstances do not allow adequate preparation• Additional facilitation guides	<p>American Express gift certificate valid for use anywhere the American Express card is accepted</p>



Pre-Test

Name: _____ Organization: _____

1. In preparing for a meeting, what is the most important thing to know?
 - a. People
 - b. Agenda
 - c. Purpose
 - d. Logistics (where, when, etc.)
2. To ensure proper focus and planning, what is the order in which you should plan the five key elements of a meeting?
 - a. Purpose, Product, People, Probable Issues, Process
 - b. Process, Purpose, People, Product, Probable Issues
 - c. Purpose, Process, People, Product, Probable Issues
 - d. Process, Purpose, Product, People, Probable Issues
3. In starting a facilitated meeting, what are the four keys for getting everyone on the same page from the beginning?
 - a. Introduce everyone, review the agenda, empower them with their role, review past actions
 - b. Inform about purpose/product, excite about the benefits, empower them with their role, involve by asking for key topics
 - c. Inform about purpose/product, do an icebreaker, review the agenda, review past actions
 - d. Introduce everyone, inform about purpose/product, excite about the benefits, review the agenda
4. What are the three things you should do at the beginning of every new agenda item?
 - a. Review what was just done, preview what you are about to do, explain how it fits into the overall session objective
 - b. Tell them what you are going to tell them, tell them, tell them what you told them
 - c. Tell them what you are going to tell them, tell them why it is important, ask them if they are ready to proceed
 - d. Review and explain the benefits of what was just done, tell them what you are about to do



Pre-Test (Continued)

5. What is the key strategy for avoiding getting complete silence when you ask your first question?
 - a. Do an icebreaker prior to asking the first question
 - b. Ask at least two pre-questions that require a non-verbal response
 - c. Make the question as simple as possible
 - d. Do introductions before asking a question
6. What is the key strategy for asking a question that produces lots of responses?
 - a. Make the question open-ended
 - b. Focus the question by asking specifically what you want to know
 - c. Create an image with the question so participants can see their answers
 - d. Make your question action-oriented by using action verbs
7. Which of these is *not* a step in giving effective directions?
 - a. Explain the purpose for what you are asking them to do
 - b. Give an example of what is expected
 - c. Describe exceptions to the general directions
 - d. None of the above—*all* are steps in giving effective directions
8. When someone takes the group off topic, which of these four options is the most appropriate response by the facilitator?
 - a. Wait to see if the next person gets the conversation back on topic
 - b. Ask the person if the comment can be put on the issues list so it is not forgotten, so that the group can get back to the original topic
 - c. Jump in right away and make a comment that steers the conversation back on topic
 - d. Tell the person that the comment is off topic and invite them to get back on topic
9. Which of these is an *inappropriate* technique for writing on a flip chart when information is spoken?
 - a. Delaying writing anything until a conclusion is reached
 - b. Changing the wording (on your own) to improve meaning
 - c. Asking permission to change the wording to improve meaning
 - d. All of the above—*all* are inappropriate techniques for writing on a flip chart



Pre-Test (Continued)

10. Which of the following is *not true* about dysfunctional behavior?
 - a. When dysfunctional behavior occurs, it is usually best to ignore it unless it is disruptive
 - b. Most of the time, dysfunctional behavior is a substitution for expressing displeasure
 - c. It is important to distinguish symptom from root cause when addressing dysfunction
 - d. Dysfunctional behaviors often worsen over time if not addressed
11. When someone says, “That won’t work,” which is the most appropriate response by a facilitator?
 - a. “You may be right. How do we make it better?”
 - b. “You may be right. Let’s hear from some other people on this.”
 - c. “You may be right. Why do you believe it won’t work?”
 - d. “You may be right. Who else has a problem with this?”
12. Which of the following is *not* one of the three key reasons people disagree?
 - a. Different experiences or values
 - b. Lack of shared information
 - c. Personality, past history or other outside factors
 - d. None of the above—each is a key reason people disagree
13. Which is the most appropriate approach for resolving a disagreement that is based on VALUES?
 - a. Identify where the values are not aligned, and go to a “higher source” or third party to resolve
 - b. Isolate strengths and weaknesses of alternatives, and create a solution that combines strengths
 - c. Isolate strengths and weaknesses, and create a solution that minimizes the weaknesses
 - d. Discuss the values, and determine which values are of greater importance



Pre-Test (Continued)

14. For most sessions, when it comes to energy, it is best if the facilitator does which of the following?
- Start at level 1 (your normal speaking voice) and gradually work up to levels 2 and 3
 - Start at level 2 (one level above normal) and attempt to maintain that level throughout the session
 - Start at level 3 (two levels above) and attempt to maintain that level throughout the session
 - Start at level 3 (two levels above) and then restart at level 3 following every break
15. As part of an effective close, the facilitator should review which of the following?
- Activities performed, session purpose, participant key topics, the parking boards
 - Activities performed, session debrief, participant introductions, the ground rules
 - The session notes, the role of a facilitator, participant key topics, the session evaluation
 - Participant introductions, session purpose, IEEI, the parking boards



From Classroom to Application

Name: _____ Email Address: _____

The Effective Facilitator

Organization/Location: _____ Date: _____

In what way do you plan to apply the skills you've learned to benefit your organization?

Please indicate a specific action you will take in the next 30 days to implement one or more of the tools and techniques covered in your class, and the tangible impact you expect to result. We will email you in 30–45 days to check in and see how you did! An example follows.

Example

In the next 30 days, I will...

Use the six Ps in planning every meeting I lead, and use the redirection question to keep meetings on track.

The tangible impact I expect this to have on my organization is...

I expect this to cut the time spent in meetings by at least 10% and allow us to have much more productive time when we do meet.

In the next 30 days, I will... _____

The tangible impact I expect this to have on my organization is... _____



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COURSE EVALUATION: The Effective Facilitator	DATE:			
INSTRUCTOR:	LOCATION:			
SESSION	Excellent	Good	OK	Poor
1. Content of class (topics covered, depth, accuracy, etc.)				
2. Quality of class materials				
3. Comprehensiveness of subjects covered				
4. Pace of class				
5. Allocation of time among subjects covered				
6. The pace of the class was (circle one): Too fast Somewhat fast Just right Somewhat slow Too slow				
Overall Assessment of Course				
INSTRUCTOR	Excellent	Good	OK	Poor
1. Knowledge of subject area				
2. Ability to present material effectively				
3. Ability to maintain appropriate pace				
4. Responsiveness to questions				
5. Flexibility and sensitivity to needs of the group				
Overall Assessment of Instructor				
PERFORMANCE	Excellent	Good	OK	Poor
1. How well were the objectives of the course met?				
2. How well did the course help you learn the material?				
3. How beneficial was this course to you personally?				
Overall Assessment of Performance				

OVERALL RATING In comparison to other courses	Best course ever taken	One of the best courses	As good as most courses taken	Not as good as most courses
How would you rate this course?				

PRE-SESSION SERVICE	Excellent	Good	OK	Poor	N/A
If applicable, please rate your experience with our Training Coordinator on registration confirmation, delivery of pre-course materials, answering questions, providing directions, etc.					

LIKELINESS TO RECOMMEND

On a 10-to-0 scale, how likely are you to recommend us to a friend or colleague? (Please circle number)

←----- Highly Likely ---- Highly Unlikely ----->

10 9 8 7 6 5 4 3 2 1 0



COMMENTS

1. What topic was of the most value to you? _____

2. What topic was of the least value to you? _____

3. What was most beneficial about the course? _____

4. How could this session have been improved? _____

5. What other courses and services would you be interested in?

Optional: We would like to have permission to use your comments in printed materials and to follow up with you if we have questions. At your option, please record your name and telephone number below.

Name: _____ Phone: _____



Post-Test

Name: _____ Organization: _____

1. In preparing for a meeting, what is the most important thing to know?
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Post-Test (Continued)

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 - Participant introductions, session purpose, IEEI, the parking boards



To Whom It May Concern:

Leadership Strategies recently conducted our four-day *The Effective Facilitator* course. This four-day course included 32 hours of classroom time and was comprised of a group of up to 16 participants from multiple organizations.

The objectives of this course are:

- Define the role of a facilitator
- Identify key facilitation principles
- Describe best practices related to each principle
- Provide participants with facilitation practice and performance feedback

Below is the agenda for each of the four days:

- **Day One**
Getting Started
Facilitation Process
Principles Overview
Principle 5: Information Gathering
Application Exercise #1: Questioning
Principle 1: Preparing for Success
Principle 2: Starting the Session
Review & Close
- **Day Two**
Review
Application Exercise #2: Starting
Principle 3: Focusing
Principle 4: The Power of the Pen
Application Exercise #3: Using the Pen
Principle 6: Managing Dysfunctional Behavior
Application Exercise #4: Dysfunction
Review & Close
- **Day Three**
Review
Principle 7: Consensus Building
Principle 8: Keeping the Energy High
Principle 9: Closing the Session
Application Exercise #5: Consensus Building
Principle 10: Agenda Setting
Agenda Models
Video Session Preparation
Review & Close
- **Day Four**
Set Up for Video Session
Application Exercise #6: Facilitated Sessions
Review & Close

Should you have any questions, please do not hesitate to contact our office at 770-454-1440.



Michael A. Wilkinson
Managing Director
Leadership Strategies, Inc.

Participant Name: _____

Participant Signature: _____

Class Date: _____

Personal Action Plan

What will you do that you haven't done before, or what will you do differently as a result of what you have learned?

What	When/How



