

**Module 7**  
**Train-the-Trainer Certificate Program**



**Welcome to**  
**Facilitation Dynamics**

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.




---

---

---

---

---

---

---

---

**Module 7**  
**Facilitation Dynamics**



**Presented by:**

Claire Marie Nolin, PhD  
 Eastern CT State University

Lourdes Ardel  
 Eastern CT State University

Deana Giordano  
 Connecticut Department of Labor

© 2001 GoalQPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.




---

---

---

---

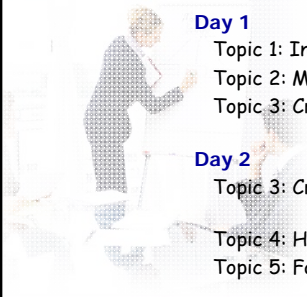
---

---

---

---


**Agenda**



**Day 1**  
 Topic 1: Introduction to Facilitation  
 Topic 2: Making Effective Decisions  
 Topic 3: Creating Buy-In and Participation

**Day 2**  
 Topic 3: Creating Buy-In and Participation  
 Topic 4: Handling Group Conflict  
 Topic 5: Facilitating Effective Meetings

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.




---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

**Topic 1**



Introduction to Facilitation

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---


---

---

---


**Topic 1**

- Please turn to page 7 in your participant guide for the Overview and Objectives



(continued)

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Ground Rules



- Can ask questions at any time
- One person talks at a time
- Be punctual
- No side bars
- Stay open to ideas shared, differences, opinions
- Cell phone silent/vibrate/off
- Treat one another professionally
- Share other opportunities
- Humor
- Applaud each other's success

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## What is Facilitation?



- A way of providing leadership without taking control
- Stays neutral and provides structure so the group can make decisions



See Participant Manual, Page 8

(continued)

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Facilitation is...



- ❑ Allowing others to assume responsibility and take the lead
- ❑ Acting as a referee
- ❑ Controlling activities, not decisions
- ❑ Moving the group towards its goal

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

### What Does a Facilitator Do?



- Moves group towards goals
- Assesses needs and create plans
- Keeps group on track, completes tasks
- Uses flipchart and take accurate notes
- Helps group understand processes to work more effectively



See Participant Manual, Page 9



(continued)

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

### What Does a Facilitator Do?



- Tests assumptions to make informed decisions
- Supports members in assessing current skills and building new skills
- Uses consensus to make decisions
- Supports members in managing interpersonal dynamics



(continued)

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

### What Does a Facilitator Do?



- Provides feedback to assess progress and make adjustments
- Manages conflict using a collaborative approach
- Helps group communicate effectively



(continued)

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---


---

### What Does a Facilitator Do?



- Helps access resources from inside and outside the group
- Creates positive environment
- Fosters leadership by sharing responsibility for leading group
- Teaches and empowers others to facilitate



© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.   

---

---

---

---

---

---

---

---

### What Does a Facilitator Believe?



- Believe in the people in the group
- Groups make better decisions than any one person alone
- "No stripes in here"
- People are more committed to the ideas and plans they create

(continued)

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.   

---

---

---

---

---

---

---

---

### What Does a Facilitator Believe?



- Responsible and accountable for their decisions
- Given the right tools and training can manage their own conflicts
- The process can be trusted to achieve results

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.   

---

---

---

---

---

---

---

---

## Differentiating Between Process and Content



# The What vs. the How!



See Participant Manual, Page 10

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Partner Facilitation Practice



See Participant Manual, Page 11

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Partner Facilitation Practice



Person A shares his or her experience in meetings, describing:

- The things that are currently effective or working well
- The things that are ineffective or are not working well
- What they personally want to learn about facilitation

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Partner Facilitation Practice



Person B plays the process role and acts as a facilitator to person A by using the five core facilitation tools.



- **Staying neutral:** not adding thoughts or trying to control the outcome of the conversation
- **Listening actively:** facing the speaker, making eye contact, and understanding rather than judging
- **Asking questions:** probing, clarifying, and encouraging the other person to say more and dig deeper
- **Paraphrasing key ideas:** periodically repeating what the other person is saying to make sure the ideas are being understood
- **Summarizing:** giving the speaker a brief, thirty-second summary of what has been said

© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Facilitation Practice Debrief



- What was it like being Person A?
- What was it like being Person B?
- What was most striking about the difference between these two roles?
- What did you find to be the most challenging aspect of the process role?
- Did anyone get any insight into what it's like to be a facilitator?

© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Video



Facilitation Modeling



Use [Facilitation Core Practices Observation Sheet](#)  
Page 12 in your Guide



© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Core Practices Review

### Stay neutral on content

- Define roles
- Explain process
- Clarify purpose
- Set expectations
- Call on people
- Set context
- Get closure



See Participant Manual, Page 13

(continued)

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

---

---

## Core Practices Review

- Listen actively
- Give feedback
- Ask Questions
- Test assumptions
- Paraphrase
- Listen and repeat
- Synthesize ideas
- Summarize periodically
- Stay on track
- Use the flipchart

(continued)

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

---

---

## Facilitator Behaviors & Strategies

- Be informed
- Be understanding
- Be optimistic
- Be alert
- Be consensual
- Be firm
- Be flexible
- Be unobtrusive

See Participant Manual, Page 15



© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

---

---

## Facilitator Behaviors & Strategies



It's not about you, it's about the group!



© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Break Time



© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Large Group Brainstorm



Discuss



- The best things you have seen facilitators do



- The worst things you have seen facilitators do

© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Best Practices



Compare group list to the one on page 16 of your participant guide.



(continued)

© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Worst Practices



Compare group list to the one on page 16 of your participant guide.



(continued)

© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

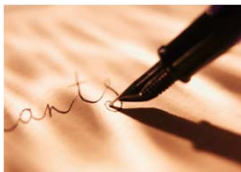
---

---

---

---

## Reflection



Turn to page 17 of your participant guide and take a few minutes to complete the reflection sheet.

© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---



---

---

## Topic 2

### Making Effective Decisions



© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.   

---

---

---

---

---

---

---

---

## Topic 2

### Making Effective Decisions Overview

- Please turn to page 19 in your participant guide for the Overview and Objectives



© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.   

---

---

---

---

---




---

---

---

## Assessing Current Practice



© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.   

---

---

---

---

---

---

---

---

## Assessing Current Practices



### Facilitators Needed!

In your small group facilitate a 5 minute discussion on current decision-making practices



© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Facilitation Feedback Process

10 minutes



- The person who facilitated talks about what he or she did that felt like it was working.
- One by one the group members tell the facilitator *"What you did that was effective."*
- Then each person in the group offers the facilitator a tip on *"What could have been done better."*



© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Video



Software Dilemma  
Unstructured  
Decision Making



Use [Ineffective Decision Observation Sheet](#)  
- Pages 22 & 23 in Participant Manual



© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

**Video**



**Decision Making Pitfalls and Other Common Mistakes**



See Participant Manual, Pages 25 - 27

© 2001 GoalQPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.




---

---

---

---

---

---

---

---

---

---

---

---

**Pitfalls and Common Mistakes**



|                                    |   |   |                                      |   |
|------------------------------------|---|---|--------------------------------------|---|
| 1                                  | 2 | 3 | 4                                    | 5 |
| Clear step-by-step process used    |   |   | Lack of systematic planned approach  |   |
| 1                                  | 2 | 3 | 4                                    | 5 |
| Thorough checking of assumptions   |   |   | No checking of assumptions           |   |
| 1                                  | 2 | 3 | 4                                    | 5 |
| Use of the right decision method   |   |   | Overuse voting, misuse consensus     |   |
| 1                                  | 2 | 3 | 4                                    | 5 |
| Active listening by members        |   |   | No one builds on the ideas of others |   |
| 1                                  | 2 | 3 | 4                                    | 5 |
| People build on each other's ideas |   |   | People focus on their own ideas      |   |
| 1                                  | 2 | 3 | 4                                    | 5 |
| Objectively debate ideas           |   |   | Emotionally argue points of view     |   |
| 1                                  | 2 | 3 | 4                                    | 5 |
| Periodic process checking          |   |   | Never stopping to check              |   |
| 1                                  | 2 | 3 | 4                                    | 5 |
| Time carefully managed             |   |   | Use of time isn't planned            |   |
| 1                                  | 2 | 3 | 4                                    | 5 |
| Active and assertive facilitation  |   |   | Passive or lack of facilitation      |   |
| 1                                  | 2 | 3 | 4                                    | 5 |
| Full and equal participation       |   |   | Some dominate, others are passive    |   |
| 1                                  | 2 | 3 | 4                                    | 5 |
| True closure                       |   |   | Little gets decided                  |   |
| 1                                  | 2 | 3 | 4                                    | 5 |
| Clear action plans                 |   |   | No plans to implement                |   |
| 1                                  | 2 | 3 | 4                                    | 5 |

© 2001 GoalQPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.




---

---

---

---

---

---

---

---

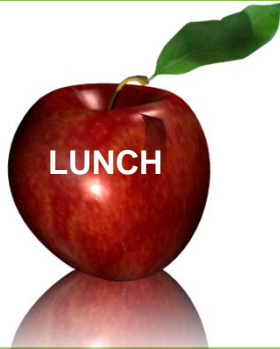
---

---

---

---

**LUNCH**



© 2001 GoalQPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.




---

---

---

---

---

---

---

---

---

---

---

---

## Decision Making Pitfalls



- Review page 24 in your participant guide



(continued)

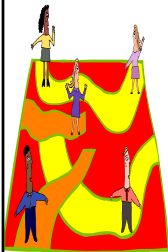
© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



## Common Mistakes

PG 24



- Review page 24 in your participant guide



© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



## Video

Six Decision Making Options



See Participant Manual, Pages 25 - 28



© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---



## Decision Options Exercise



- Observe the actions of the facilitator at your table and record your observations on the handout
- After the facilitation, group members will give the facilitator feedback

© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Group Debrief



Decision Type & Circumstances



- Was the decision type used the most appropriate?
- What other decision types would you have recommended?

© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Facilitation Feedback Process

5 minutes



- The person who facilitated talks about what he or she did that felt like it was working.
- One by one the group members tell the facilitator *"What you did that was effective."*
- Then each person in the group offers the facilitator a tip on *"What could have been done better."*



© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Understanding Consensus Building



- Consensus is the number-one choice as a decision-making option for all important decisions
- Facilitators are constantly building consensus with everything they do



See Participant Manual, Page 29

© 2001 GoalQPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Examples of Consensus Building

- Summarize ideas
- Get input
- Gain buy-in
- Link ideas together
- Make notes on flipchart
- Agree on decision-making option to use



© 2001 GoalQPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Consensus Building and Facilitation



Because all facilitation activities strive to be:

- collaborative
- participative
- synergistic
- unifying

all facilitation activities are essentially consensus building in nature!

© 2001 GoalQPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

### Hallmarks of Consensus - Building Process

- Lots of ideas being shared
- Focus on facts not feelings
- Everyone is heard
- Build on each others' ideas
- Active listening and paraphrasing



(continued)

© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

### Hallmarks of Consensus - Building Process

- No one trying to push predetermine solution
- When final solution reached, people feel satisfied they were part of the decision
- Everyone feels consulted and involved
- Even if final solution isn't the one they preferred they can "live with it."



© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

### Essential Steps in Building Consensus

#### Important Tip:

You should not end a consensus exercise by asking "is everyone happy?" or even "Does everyone agree?"

At the end of even a great consensus process, people have usually made concessions and are likely not getting everything they wanted.

© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Consensus-Building

Consensus isn't designed to make people happy or leave them in 100% agreement



The goal is to create an outcome that represents the best feasible course of action given the circumstances

© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Software Dilemma Case Study



See Participant Manual, Pages 30 - 31



© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Decision Chart Exercise:

**Facilitator Needed!**

The purpose of the discussion is to share insights into why people chose various approaches.



© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Facilitator Feedback Process



- The person who facilitated talks about what he or she did that felt like it was working.
- One by one the group members tell the facilitator *"What you did that was effective."*
- Then each person in the group offers the facilitator a tip on *"What could have been done better."*



© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Video



### Six Decision-Making Options



See Participant Manual, Page 33

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Facilitating the Software Dilemma



- What does the facilitator do at the start of the session to set a clear context?
- How does the facilitator handle objections and concerns?
- How does the facilitator check in with the group to see how things are going?
- How does the facilitator introduce each decision option to the group?



© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Process Tools: Decision Matrix



### Decision Matrix

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

(continued)

© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Process Tools: Pros & Cons



|  |  |
|--|--|
| <b>Option 1</b><br>(List Option)         | <b>Option 2</b><br>(List Option)         |
| <b>Pro's</b><br>(List Pro's of Option 1) | <b>Pro's</b><br>(List Pro's of Option 2) |
| <b>Con's</b><br>(List Con's of Option 1) | <b>Con's</b><br>(List Con's of Option 2) |

(continued)

© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Process Tools: Facilitative Listening



- Stay totally neutral
- Listen actively
- Ask probing questions, "Tell me more about that ..."
- Paraphrase ideas, "Am I understanding you ..."
- Summarize views

(continued)

© 2001 Goal/QPC

No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Process Tools: Brainstorming on Paper



- Ask participants to write down their ideas on small pieces of paper and put them into a box
- Each participant selects an equal number of written ideas from the box
- One by one, the participants read the ideas written on the pieces of paper without comment, discussion or judgment

(continued)

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.




---

---

---

---

---

---

---

---

## Process Tools: Decision Grid



W  
I  
N  
/  
W  
I  
N  
  
L  
O  
S  
E

|  |  |  |
|--|--|--|
|  |  |  |
|  |  |  |

EASY

DIFFICULT

(continued)

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.




---

---

---

---

---

---

---

---

## The Three Step Intervention Wording Model



- Step 1:**  
Describe what you see
- Step 2:**  
Make an impact statement
- Step 3:**  
Redirect the person's behavior(s) by:  
(a) Asking members for their suggestions about what to do  
or  
(b) Telling members what to do

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.




---

---

---

---

---

---

---

---

**Things to Watch For in Decision Making**



- Explain process, tools, techniques that will be used
- Ask what assumptions they have
- Handle differences of opinion
- Manage conflict within the group
- Urge people not to "fold" just to finish
- Be aware of "group think"



(continued)

See Participant Manual, Page 34

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

**Things to Watch for in Decision Making**



- If the group chooses consensus, stay with it even if the going gets tough
- Beware of the tendency to start voting, coin tossing, and bargaining to make things easier
- Achieve closure
- Test for consensus
- Make sure decisions are final before moving on
- If behaviors are ineffective, stop the action

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

**Things to Watch for in Decision Making**



- Ask:
  - "What are we doing well?"
  - "What aren't we doing so well?"
  - "What do we need to do about it?"
- Act on the suggestions

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

### Activity - How Would You Handle This Scenario?



- Scenario  
There are two work groups that do not get along. They have had a long history of not trusting each other. You have been asked to help get them to work together better.

What would you do?

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

### Facilitator Feedback Process



- The person who facilitated talks about what he or she did that felt like it was working.
- One by one the group members tell the facilitator *"What you did that was effective."*
- Then each person in the group offers the facilitator a tip on *"What could have been done better."*

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

### Create Rules or Norms to Guide Difficult Discussions



- If a meeting becomes emotional, decision making gets even harder
- If you think a topic has the potential to get contentious, it's wise to start the session by asking the members to set a few ground rules
- Don't impose rules; instead ask "norming" questions



© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Reflection



Turn to page 35 of your participant guide and take a few minutes to complete the reflection sheet.

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Break Time



© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Topic 3



**Creating Buy-in and Participation**

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Topic 3 Overview



- Please turn to page 37 of your participant guide to view the Overview and Objectives



© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Current Buy-In & Participation Survey



Individually complete the buy-in and participation survey on page 38 of your Participant Guide.



© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Video



Low Participation Scenario



Use [Lack of Participation Observation Sheet](#) – Page 39 in your Guide

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Low Participant Activity



- Take a marker and move around the room to each of the 4 flip charts
- Record your ideas on the appropriate flipchart sheet
- Continue moving around the room until you have answered 4 questions



© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

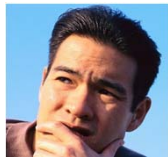
---

---

---

---

## Why People Withdraw



Your first step in getting people to participate actively is to understand why they often withdraw

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Main Barriers to Participation



- Please refer to page 40 in your participant guide



(continued)

© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Factors that Affect Participation



- Please refer to page 40 in your participant guide



© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Creating the Conditions for Full Participation

- Please refer to page 41 in your participant guide



© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---

## Feedback for Day 1

Most Useful

Least Useful



© 2001 Goal/QPC  
No portion of this curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.



---

---

---

---

---

---

---

---