

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



connecticut training & development network



Welcome to  
**Facilitation Dynamics**

Connecticut Training & Development Network 2010-2011  
 curriculum can be reproduced without the expressed permission of the CTDN and CT DAS.






---

---

---

---

---

---


---

---

---




---

**Agenda Day 2**



Review  
 Topic 3 – Continue Creating Buy-In and Participation  
 Topic 4 – Handling Group Conflict  
 Topic 5 – Facilitating Effective Meetings

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


---

---

---

---

---

---


---

---

---




---

**Review of Day 1**



Word Association

© 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.



---

---

---

---

---

---

---

---

### Video



#### High Participation Scenario



Use High Participation Observation Sheet – Page 42 in your Guide

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



---

---

---

---

---

---

---

---

### Debrief High Participation “Scenario”



#### Facilitator Needed!

- In your small group facilitate a 8-10 minute discussion on:
  - What enhanced participation and promoted buy-in
  - What techniques can you use at future meetings

© 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.



---

---

---

---

---

---

---

---

## Strategies for Creating Buy-In



WIIFM (What's In It For Me)

An effective buy-in strategy:

- Pair participants at the start of the session to ask the following questions:
  - What is the gain for the organization in solving this problem or fixing this process?
  - How will I personally benefit if we solve this problem or fix this process?
- Identify what assurances are needed to overcome blocks to participation



See Participant Manual, Pages 44 - 45

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



---

---

---

---

---

---

---

---

## High Participation Techniques



Read pages 46 and 47 in participant guide



© 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 48 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 4



### Managing Group Conflict

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



---

---

---

---

---

---

---

---

## Topic 4 Overview and Objectives

- Please read page 49 in your participant guide for 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.



---

---

---

---

---

---

---

---

## Assessing Current Conflict Patterns



In the next 5 minutes, working individually, complete the *Current Practices Survey* on page 50 for Participant Guide.

- Debrief



© 2001 Goal/QPC

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



---

---

---

---

---

---

---

---

## Differentiating Between Debates and Arguments

Please refer to pages 51 and 52 of your participant guide

In



© 2001 Goal/QPC

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



---

---

---

---

---

---

---

---

## Video

Group in Turmoil



Identify the things that contribute to the collapse of the meeting. Use [Dysfunctional Group Observation Sheet](#) – Page 52 in your Guide to record your observations.



© 2001 Goal/QPC

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



---

---

---

---

---

---

---

---

**Group in Turmoil**

**Facilitators Needed!**



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

---

---

---

---

---



---

---



---

**Video**

Group in Turmoil

See Participant Manual, Pages 53 and 54

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

---

---

---

---


---

---



---

---

**Interventions**



What is an intervention?  
Any action or set of actions deliberately taken to improve the functioning of the group

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

---

---

---

---

---

---

---

---

## Making Interventions



- When to Intervene...
- See page 53 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.



---

---

---

---

---

---

---

---

## Deciding Whether or Not to Intervene

- Please refer to page 53 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.



---

---

---

---

---

---

---

---

## Your Obligation as Facilitator



If the group will be less effective if you do not intervene, then you're obligated, as the facilitator, to take action.

© 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.   

---

---

---

---

---


---

---




---

**Common Intervention Language**

Please refer to page 54  
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.   

---

---

---

---

---

---

---

---




**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.   

---

---

---

---

---

---

---

---

## Intervention Language Exercise



Each table will be assigned a scenario from page 58 to analyze

© 2001 Goal/QPC

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



---

---

---

---

---

---

---

---

## Intervention Language Exercise



Debrief

© 2001 Goal/QPC

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



---

---

---

---

---

---

---

---

## Video

Effective Conflict Facilitation



Note two things: The dysfunctions noticed and what the facilitator did to remedy each one. Use [Meeting Observation Sheet](#) – Page 59 in your Guide to record your notes



© 2001 Goal/QPC

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



---

---

---

---

---

---

---

---

**Tools & Technique Exercise**

**Facilitator Needed!**



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

---

---

---

---

---

---



---

---

**Structured Feedback**

- 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."*

5 minutes

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

---

---

---

---

---


---



---

---

**Facilitator Strategies to Manage Conflict**

- Please refer to pages 61 and 62 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.  

---

---

---

---

---

---

---

---

## Reflection



Turn to page 63 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.



---

---

---

---

---

---

---

---



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



---

---

---

---

---

---

---

---

## Topic 5



### Facilitating Effective Meetings

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



---

---

---

---

---

---

---

---

## Topic 5 Overview and Objectives

- Please refer to page 65 in your participant guide of 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.



## Assessing Current Meeting Effectiveness



In the next 5 minutes, working individually, complete the *Current Meeting Effectiveness* on page 66 for Participant Guide



© 2001 Goal/QPC

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



## Effective vs. Ineffective Meetings

Facilitator Needed!



© 2001 Goal/QPC


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



**Assessing Current Meeting Effectiveness**



**Debrief Effective Vs Ineffective Meetings**

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

---

---

---

---

---

---


---




---

**Case Study**

Ineffective Meetings:  
Team in Overtime  
Case Study

Read "A Team in Overtime" on page 68 of your Bens participant guide



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

---

---

---

---

---

---

---

---

**Video**

Ineffective Meetings:  
Team in Overtime



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

---

---

---

---

---

---

---

---

## Common Elements of Ineffective Meetings



- Please turn to page 67 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 Elements of Ineffective Meetings



- Please refer to page 67 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.



## Tools & Technique Exercise

- Refer to the "Teams in Overtime" case study on page 68 of your Participant Guide. Make notes about what you noticed to be wrong in the video using the "Team in Overtime" Analysis Sheet on page 69



© 2001 Goal/QPC

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



## Tools & Techniques Exercise



### Instructions



- Select a facilitator for your table
- Take 15 minutes and discuss what went wrong with the meeting and what you would do to fix it using the "Team in Overtime" Analysis Sheet on page 69 of your Guide



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



---

---

---

---

---

---

---

---

## Structured Facilitator Feedback



- 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.



---

---

---

---

---

---

---

---

## Fundamentals of Meeting Management



Please refer to pages 72 to 77 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.



---

---

---

---

---

---

---

---

Agenda Items (What & Why)	Process Notes (How)
<b>Warm up (10 min.)</b> - Joe	<ul style="list-style-type: none"> <li>Have team members share one recent customer contact story</li> </ul>
<b>Review agenda items and norms (5 min.)</b> - Joe	<ul style="list-style-type: none"> <li>Ratify the agenda and norms through general discussion. Add any new items and make sure there is clarity about the overall goal of the meeting</li> </ul>
<b>Bring forward action items (25 min.)</b> - Entire group	<ul style="list-style-type: none"> <li>Have all members briefly report back on action plans created at the last meeting. Add any new plans.</li> </ul>
<b>Focus group updates (20 min.)</b> Jacques & Diane	<ul style="list-style-type: none"> <li>Report on outcomes of six customer focus groups. Use force field analysis to check touch between what we are doing and what we are not.</li> </ul>
<b>Prioritize customer issues (30 min.)</b> - Joe	<ul style="list-style-type: none"> <li>Establish criteria to evaluate customer concerns. Use criteria matrix to appraise each issue and determine top priorities for action</li> </ul>
<b>Problem-solve priority issues (30 min.)</b> - Entire group	<ul style="list-style-type: none"> <li>Divide into two sub-teams to problem-solve the top two priority issues. Create detailed action plans for the top issues, then meet as a group to share and ratify ideas</li> </ul>
<b>Next-step planning and agenda building (10 min.)</b> - Joe	<ul style="list-style-type: none"> <li>Make sure everyone knows what they're expected to work on. Start to form an agenda for the next meeting</li> </ul>
<b>Exit survey (10 min.)</b> - Joe	<ul style="list-style-type: none"> <li>Have everyone evaluate the meeting on their way out the door. Bring this information forward at the next meeting.</li> </ul>

---

---

---

---

---

---

---

---

---

---

---

---

## Roles & Responsibilities

- **Roles**
  - **Facilitator** - designs methodology for meeting/ manages process
  - **Chairperson** - runs meeting according to defined rules
  - **Minute taker** - takes brief and accurate notes
  - **Timekeeper** - keeps track of time - reminds group if they are staying on track
  - **Scribe** - records comments on flipchart

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

---

---

---

---

---

---

---

---

---

---

---

---

## Evaluating Meeting

- **Force Field Analysis**  
*"What were the strengths of today's meeting?"*  
*"What were the weaknesses?"*  
*"What should we do to correct the weaknesses?"*
- **Exit Survey**  
 Write 3 - 6 questions on a sheet of flipchart paper and post it near the exit  
 Discuss results at the start of next meeting
- **Formal Survey**  
 Once a year administer a survey on key meeting elements - look for improvements

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

---

---

---

---

---

---

---

---

---

---

---

---



## Structured Feedback



- 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



Redesigned Meeting Scenario



© 2001 Goal/QPC

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



---

---

---

---

---

---

---

---

## Redesigned Meeting Scenario Video



- What was the purpose of each agenda item?
- How did the leader get people to buy-in?
- How did the norms help?
- What decision modes were used?
- What participation techniques were used?
- How were the roles of chairperson and facilitator balanced?
- What was the overall effect of using these facilitation tools and techniques?

© 2001 Goal/QPC

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



---

---

---

---

---

---

---

---

## The Redesigned Agenda for the "Team in Overtime"

Agenda Items (What & Why)	Process Notes (How)
1. Welcome, Agenda Overview, and Agenda Ratification (10 min.)	Gain buy-in to the agenda. Multi-vote time allocations and agenda order. Finalize meeting priorities and flow.
2. Establish Norms (15 min.)	Ask members to think back to the last meeting. Ask for suggestions for rules that will make this meeting better. Post these rules.
3. Training Session on Decision-Making Options (20 min.)	Clarify the six decision-making options. Facilitate a discussion about which approach to use when. Discuss what to do when consensus is not being reached. Add relevant information to the norms.
4. Problem Solving the Supplier Issue (60 min.)	The leader asks someone else to facilitate the problem-solving process. Develop action plans in detail.
5. Software Consultation (20 min.)	People mill around to read memos posted by the leader and others.
6. Information Sharing (30 min.)	The leader proposes that the decision about software purchases be delegated to the expert. Group members get to express their needs and concerns in a round-robin discussion. The expert takes notes.
7. Agenda for the Next Meeting (10 min.)	Members collaborate to suggest items for the next meeting. Proposed items are posted for prioritization.
8. Adjournment	As members exit, they vote to rank the next meeting's agenda items and also share observations on the exit survey.

© 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 80 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.

---

---

---

---

---

---

---

---

---

---

---

---

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



- Break into four groups
- Each group will be assigned a facilitator
- Select an envelope containing a scenario
- Discuss how you would handle the situation
- Be prepared to share your thoughts with the entire class



© 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 1:  
Three teams are working together planning an event and things are getting out of hand. Nothing is being coordinated. You have been called in to facilitate a meeting to get everyone on the same page. 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.




---

---

---

---

---

---

---

---

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



- Scenario 2:  
A group of new "younger" employees have started working in a department that has a number of seasoned, "older" staff. The new workers want to change the way the work is being done. The seasoned staff like things the way they are. Why fix it if it isn't broken. You have been asked to come in to facilitate a staff meeting. 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.




---

---

---

---

---

---




---

---

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



- Scenario 3:  
You have been asked to facilitate a succession planning session. 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.   

---

---

---

---

---

---




---

---

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



- Scenario 4:  
Your agency has received complaints about poor customer service. You have decided to bring in a focus group of customers to obtain feedback. How would you structure the focus group meeting?

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

---

---

---

---

---




---

---

---

**Lessons Learned**



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

---

---

---

---

---

---

---

---

## Course Summary



- Need for a facilitator
- Difference between content & process
- Techniques used by a master facilitator
- Group decision making techniques
- Buy-in and participation
- Handling conflict

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



---

---

---

---

---

---

---

---

## Feedback for Day 2



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



---

---

---

---

---

---

---

---

## Thank You



Thank you for attending this training and sharing your thoughts, ideas and insights with us today.

We were all teachers and learners.

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



---

---

---

---

---

---

---

---