



THE EFFECTIVE FACILITATOR

Learn the techniques our facilitators use to achieve amazing results through groups!

Why it works:	Unlike other facilitation courses, <i>The Effective Facilitator</i> devotes 80% of its curriculum to learning and practicing the group techniques that separate great facilitators from good ones. We focus on critical skills such as consensus building, keeping the group focused, generating energy, managing dysfunction and gaining agreement. Our branded approach to training, The PDI Difference , ensures results through: <i>Practical</i> techniques, <i>Dynamic</i> , high energy instructors, and <i>Interactive</i> exercises and practice sessions. To date, over 95% of attendees have rated this course as THE BEST or ONE OF THE BEST courses they've ever taken!
Learn how to:	Get groups to develop and agree upon workable, realistic plans or solutions to issues. Gain the tools and techniques to: create a vision that motivates people to action, engage groups in developing solutions and generate ownership that leads to results. Learn a comprehensive approach top facilitators use to prepare for success, get a session started, focus the group, use (not abuse) the power of the pen, gather information, manage dysfunction, build consensus, maintain high energy, close the session, and construct customized agendas.
Duration:	4 Days (A 3-day streamlined version of this course is also available.)
Objectives:	<ul style="list-style-type: none"> ▪ Define the role of a facilitator ▪ Identify the key facilitation principles ▪ Describe the best practices related to each principle ▪ Provide students with facilitation practice and performance feedback

Ideal for:	Needing to:
<ul style="list-style-type: none"> ▪ Managers ▪ Executives ▪ Facilitators ▪ Trainers ▪ Consultants ▪ Sales Professionals ▪ Analysts 	<ul style="list-style-type: none"> ▪ Lead a task force ▪ Establish a strategic direction ▪ Run better meetings ▪ Get a business process operating efficiently ▪ Establish performance objectives ▪ Work through conflict/internal strife ▪ Define the specific needs of a user community

Agenda:			
Day One	Day Two	Day Three	Day Four
Getting Started Facilitation Process Principles Overview Information Gathering Exercise 1 - Questioning Preparing Starting Review	Review Exercise 2 – Starting Focusing Power of Pen Exercise 3 – Using the Pen Dysfunction Exercise 4 – Dysfunction Review	Review Consensus Energy Closing Exercise 5 – Consensus Agenda Setting Agenda Models Session Preparation Review	Setup Exercise 6 – Facilitated Sessions Review/Close



Why This Course?

How do you get groups to develop workable, realistic solutions? Our flagship course delivers the tools and techniques you can use immediately! We show you how to motivate a group, build consensus, manage

dysfunction, maintain focus, generate ownership and inspire to action.

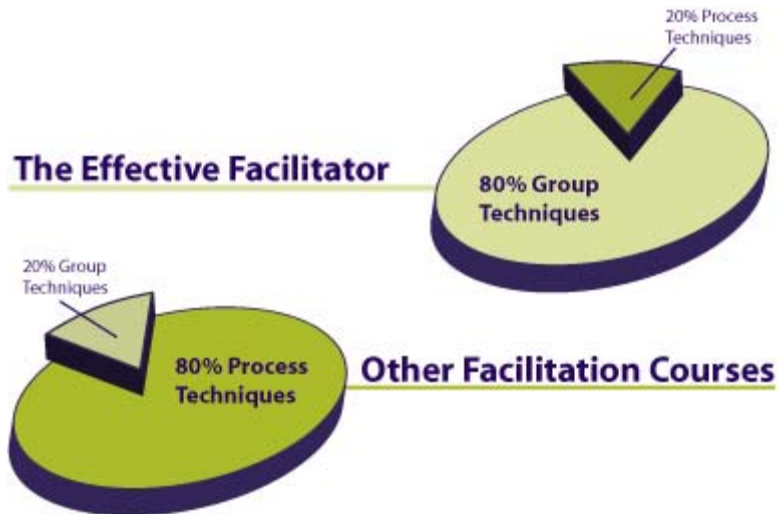
No Facilitation Class Offers You More!

- 300-page workbook
- 10 principles, over 90 techniques
- 10 detailed agendas
- 6 practice sessions
- Video-taping*
- **Spring Forward** - We encourage you to implement your learning by providing a 60-day check-in to confirm your progress
- We reinforce your learning by sending you **The Maximizer**, a monthly refresher on one of the course techniques
- You also receive two copies of **The Secrets of Facilitation**, written by our CEO, Michael Wilkinson.

What Separates The Effective Facilitator From Other Facilitation Courses?

At Leadership Strategies we believe that what differentiates effective facilitators from others is not their understanding of problem solving processes, strategic planning, and other process techniques.

It is their **expertise in group techniques** - inspiring action, probing for clarity, managing dysfunction and building consensus and commitment, that makes them truly effective at achieving results. While other facilitation courses devote only 20% of their time to group techniques, The Effective Facilitator devotes 80% of its curriculum to learning and practicing group techniques.



The 10 Principles of Facilitation

What are the origins of the Principles? Where did they come from?

In designing the facilitation course taught at Leadership Strategies, the authors wanted to focus the material differently from what they had seen in other courses. Of course every curriculum has its strengths and weaknesses; our concerns with other courses were:

- They seemed to spend as much time on **process** techniques (e.g., how to facilitate problem solving) as they did on **group** techniques (e.g., how to get a session started, how to challenge with questions, how to keep a group focused and on track, how to build consensus). We felt **expertise in the group techniques is what separates good facilitators from average ones.**
- We wanted considerably more **hands-on practice sessions** to build confidence as facilitators.
- We wanted participants to **own the concepts**, by making the classes more interactive.

To develop the *Effective Facilitator*, we interviewed a number of veteran facilitators who were considered quite effective at facilitation. As part of the interview process, we asked these veterans four critical questions:

1. What are the techniques you use to help sessions be effective and productive?
2. What are the common mistakes you have seen other facilitators make that appeared to have a negative impact on the session?
3. If you were going to send one of your people to a facilitation class, what are the key skills and techniques that you would want them to learn?
4. What are the areas in which you personally would like to have better facilitation techniques.

The information from these interviews was compiled and grouped into what became the foundation for the ten fundamental *Principles of Facilitation*. The *Principles* are supported by over 100 detailed techniques that make up the core material taught in the course.

The 10 Principles	“How to” Techniques
1. Preparing for Success <i>Cover all the bases</i>	<ul style="list-style-type: none"> ▪ What are the ten bases to cover in preparation? ▪ With whom do you talk? What do you ask? ▪ What do you do with what you hear?
2. Getting the Session Started <i>Inform, excite, involve, empower</i>	<ul style="list-style-type: none"> ▪ What are the four keys for starting the session? ▪ How do you get the group excited and motivated?
3. Focusing the Group <i>Establish the course; avoid detours</i>	<ul style="list-style-type: none"> ▪ How do you get the group focused immediately? ▪ How do you avoid the question/silence pitfall? ▪ How do you keep them on track and interacting?
4. The Power of the Pen <i>Use it, don't abuse it, make it theirs</i>	<ul style="list-style-type: none"> ▪ What are the seven deadly sins of facilitation? ▪ How do you avoid abusing the power of the pen?
5. Information Gathering Techniques <i>Know your tools and how to use them</i>	<ul style="list-style-type: none"> ▪ What are the eight questioning techniques? ▪ How do you use verbal pictures for better answers? ▪ When do you use listing, brainstorming, grouping, etc.?
6. Dysfunctional Behavior <i>Conscious Prevention, Early Detection, Resolution</i>	<ul style="list-style-type: none"> ▪ What are the four steps for responding to dysfunction? ▪ How do you prevent dysfunctional behavior from occurring?
7. Consensus Building <i>Create and maintain a consensus-focused process</i>	<ul style="list-style-type: none"> ▪ What are the five ways to drive to consensus? ▪ How do you get the group building consensus from the start?
8. Keeping the Energy High <i>Set the pace, anticipate the lulls, react accordingly</i>	<ul style="list-style-type: none"> ▪ What are the strategies for combating the lullaby times? ▪ How do you keep the energy high over an extended session?
9. Closing The Session <i>Review, evaluate, close, debrief</i>	<ul style="list-style-type: none"> ▪ What are the four critical activities in closing? ▪ How do you ensure commitment to the decisions made? ▪ How do you identify unresolved issues?
10. Agenda Setting <i>Adapt your agenda to address the need</i>	<ul style="list-style-type: none"> ▪ How do you employ the principles to construct detailed agendas for strategic planning, program design, status reporting, issue resolution, and process reengineering?



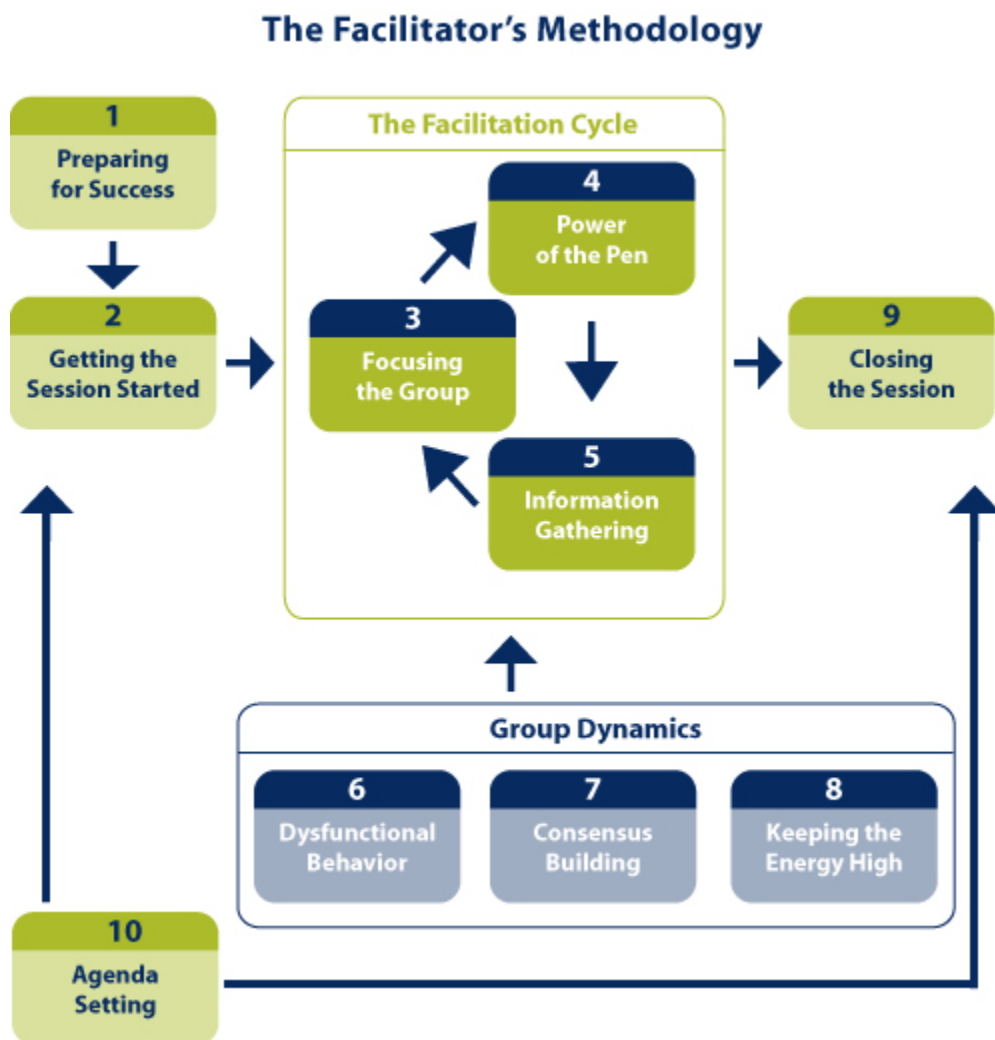
What is Covered?

The 10 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.

The course's depth is in the "how-to's":

- The course doesn't just tell you to "prepare for the session." Instead, it gives you the specific steps of whom to talk with, what to talk about, and what to do with what you hear.
- Instead of simply telling you to "get the session started," the workbook details what to say in your opening words, what to do (and not to do) with your voice and body, how to "warm-up" the group so you don't get complete silence when you ask the first question.
- Rather than just define consensus, it recommends specific methods for establishing a consensus-focused process from the start of the session, gives you an approach for keeping the group focused on consensus-building, and describes five alternative strategies for resolving disagreements that occur.
- It doesn't just discuss "open-ended" and "close-ended" questions. The course identifies nine different question types and gives you specific methods for probing for clarity, challenging questionable suggestions, and floating ideas that might have been overlooked.

The result is a structured process which we call the Facilitator's Methodology.





What Makes This Course Unique? The PDI Difference!

The Effective Facilitator is taught using the PDI style common to all of our courses: practical, dynamic, interactive.

Practical...You'll be able to use it! Expect concrete situation-specific techniques that you can apply right away.

- We take the "touchy-feely" concepts - like engaging a group and consensus building - and isolate the detailed, step-by-step techniques. We break the most difficult concepts down to their critical elements for success.
- We let you know what techniques work; we show you why they work, how they work and when and where to use them.

Dynamic...You'll get into it! Expect energetic instructors that consistently promote high-energy and fun to keep you engaged.

- Our facilitators are trained in using level 3 energy – dynamic techniques for engaging and focusing groups.
- We use the “WII-FM” principle to excite participants by letting them know “What’s In It For Me.”
- Throughout the session we use a variety of techniques to keep the energy high and participants engaged.

Interactive...You'll really get it! Expect intensive interaction, practice and feedback throughout

- We use practice sessions to ensure real learning. You will have numerous structured opportunities to exercise the techniques taught and receive feedback.
- We reinforce learning through “backward buildup” by constantly engaging teams with content specific questions about material previously covered.
- We use team quizzes and interactive games (e.g., Jeopardy, Three Question Panic) requiring team decision and action to vary the pace and increase comprehension.

The cumulative result of employing these techniques is the creation of a learning environment which encourages participation, engagement and application. Past participants have commented that the pace is fast, fun and productive.

**Nine out of ten participants have rated the course as
THE BEST or ONE OF THE BEST they have taken!**



The Instructor as Role Model

While the timing varies by class and by participant, at some point over the course of the class sessions,

participants realize that the techniques being taught are simultaneously being modeled by the instructor. They begin paying attention to how instructors introduce exercises, how they ask questions, how they use the pen, how they keep the group focused and on track. Instructors must not only be able to teach the material, they also must be instinctive and proficient users of the techniques as well. For this reason, our instructor certification program is extensive.



Practice Sessions

In the first hour of the class session, the participants learn by example that practice does not "make perfect"; but instead, a continuous cycle of practice, feedback, and application are critical. Accordingly, the full course includes six practice sessions:

- Session 1 - Questioning Techniques
- Session 2 - Opening Statement
- Session 3 - Listing
- Session 4 - Responding to Dysfunction
- Session 5 - Consensus Building
- Session 6 - Full Facilitated Session (*video created*)

The following points describe our process for practice sessions:

- **We use break-out sessions** to maximize individual practice times.
- **Practice session groups get larger** over time. Initially, you will facilitate groups of two or three. By the end of the second day, the group size is five or six. On the final day, you facilitate the entire group.
- **Practice sessions are cumulative skill-builders.** For example, the first exercise focuses on questioning; the second, on questioning and presentation; the third, on questioning, presentation and pen-work; and so on.
- **Detail feedback sessions are an important part of the process.** We have found that as your facilitation skills increase, you become more attentive and better able to give specific, constructive criticism to other participants. Therefore, we use a specific format for the feedback sessions to encourage supportive, yet insightful comments on performance. At the end of a person's practice session, the following occurs:
 - First, the facilitator comments on the strengths of his/her performance; the facilitator is **REQUIRED** to identify at least three things done well.
 - The other group members then fill in other strengths they noticed.
 - Next, the facilitator indicates anything that he/she feels would have made the session better or areas for improvement; the facilitator is **NOT PERMITTED** to name more than three items.
 - Finally the group indicates any other things that would have improved the session.
- You will be assigned **one of six case studies** to use for the practice sessions through out the course. (For the final exercise, you will have the option to use any of the case studies, or to create one.) Often for private classes, we have been asked to customize the case studies to more closely match the environment in which the participants find themselves. Standard case studies include:
 - Hiring an employee (Human Resources)
 - Responding to a customer request for information (Sales & Marketing)
 - Paying bills (Accounts Payable)
 - Processing a customer order (Order Processing)



The Final Exercise

The final practice session is a capstone exercise.

- On the final day, you are videoed facilitating the entire group for a 15-20 minute session.
- This exercise allows you to use all of the skills you have learned to prepare and execute a group session.
- Following the facilitation, you will have an extended feedback session as the entire group and the instructor provides insights on your strengths and things you might do to improve following the class.
- Since the entire class facilitates on the last day, you will see and experience a variety of styles and a wide range of creative and innovative techniques. You also will see the common mistakes made and learn techniques for overcoming them.

Past participants have commented that almost as much learning occurs on the last day as the previous three days combined!



Student Performance

How is student performance rated?

- Throughout the exercises participants rate one another. **Practice sessions are rated using detailed rating sheets containing up to 50 evaluation areas.** The rating sheets for each exercise are customized to cover only the skills designated for that exercise. The final rating sheet includes fifty evaluation areas.
- The instructor also provides feedback to participants. Prior to the video taping day, the instructor reviews each person facilitating and provides a rating sheet on performance.



Other Features

- **Spring Forward** – We encourage you to implement you learning by providing a 60-day check-in to confirm your progress. At the end of the course you will be asked to indicate at least one technique you will implement in the next 30-45 days. We then follow up to have you report your progress.
- **The Maximizer** – We reinforce your learning by sending you *The Maximizer*, a monthly refresher on one of the course techniques.
- **The Secrets of Facilitation** – You also receive an autographed copy of *The Secrets of Facilitation*. Written by our CEO, this book is becoming an industry guide for facilitators seeking a structured methodology for facilitation.



Course Workbook

The Training Manual contains over 300 pages divided into three, color-coded sections:

1. The "White" section contains the ten principles and the corresponding techniques for each one. The instructor covers this material page by page during the class.
2. The "Blue" section contains sample detailed agendas for 10 common sessions such as program design and business process reengineering. A detailed agenda gives sample opening words, starting questions, examples, set-up instructions, chart formats, etc. They become a detailed road map for running a session. Past participants have commented that following the course, they use this section more than any other.
3. The "Gold" section contains the practice exercises and the forms to use during the practice session.



Course Workbook Outline

I. GETTING STARTED

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

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?

PRINCIPLE 1 - PREPARING FOR SUCCESS

- 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

PRINCIPLE 2. GETTING THE SESSION STARTED

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

PRINCIPLE 3. FOCUSING THE GROUP

- 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 to Regroup

PRINCIPLE 4. THE POWER OF THE PEN

- 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

PRINCIPLE 5. INFORMATION GATHERING

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

PRINCIPLE 6. MANAGING DYSFUNCTION

- 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

PRINCIPLE 7. CONSENSUS BUILDING

- 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. If All Else Fails, Move On

PRINCIPLE 8. KEEPING THE ENERGY HIGH

- 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

PRINCIPLE 9. CLOSING THE SESSION

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

PRINCIPLE 10. AGENDA SETTING

- 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

AGENDA MODELS

1. Strategic Plan
2. Project Plan
3. Project Status
4. Issue Resolution
5. Basic Improvement Model
6. Process Re-engineering
7. Information Needs Analysis
8. Process Modeling
9. Data Modeling
10. Procedure Design

EXERCISE PACKET

- Exercise 1 - Questioning
- Exercise 2 - Introduction
- Homework Day 1
- Exercise 3 - Listing
- Exercise 4 - Dysfunctional Behavior
- Homework Day 2
- Exercise 5 - Consensus Building
- Exercise 6 - Extended Facilitated Session