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Facilitation Skills Practice Workshop

Facilitation Skills Practice Workshop
Trainer Notes

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This package contains the key components needed to conduct a one-day, follow-up workshop for learners who have completed the *Facilitation Core Skills e-Learning Program* through Facilitation Tutor.

The objectives of the workshop are:

- To review the core skills of the facilitator.
- To help you build learner skills through hands-on practice leading a group discussion.
- To help learners gain experience using a variety of process tools.
- To provide learners with specific suggestions that will help them further improve their facilitation skills.

This workshop has been designed for those individuals who have completed the online course. Individuals who have not taken the online course may attend if they are experienced facilitators, but beginners will probably be at a loss, especially if they were expecting to receive information outlining core skills.

It is recommended that participants be asked to bring along the certificate that shows that they have completed the online course. This will encourage everyone who attends to complete the entire course.

Who should lead this workshop?

Since the workshops participants have completed the online course, this workshop does not require the trainer to teach any content. This makes the program relatively easy for any manager or team leader to conduct, as compared to some programs that are content laden.

While the trainer does not need to teach content, it is advisable that whoever leads the class complete the online course to gain a full understanding of the skills that the learners are be asked to practice.

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The trainer conducting this class does not need to be an experienced facilitator, although that would be helpful, since one of the workshop activities is a demonstration session. If the trainer feels that they lack sufficient experience to effectively model facilitation, a group member or an experienced facilitator can be asked to run the demonstration session.

Package Contents

As part of the *Facilitation Skills Practice Workshop* package you have received:

- A workshop flyer
- PowerPoint slides
- A workbook cover
- An evaluation form
- Trainer notes
- A participant workbook
- Classroom handouts
- A read me file

Additional Supplies

In addition to the above listed items you will need:

- Two flip chart stands with paper pads.
- Markers (chisel tipped, not pointed, in dark colors).
- Peel-off sticker dots for multi-voting.
- A timer*.
- Computer/LCD setup for the PowerPoint slides.
- Tables large enough for groups of 6.
- An extra small table for the coach.

* The use of a timer is very important! It brings discipline to each person's practice session and ensures that the workshop does not run too long. Download one of the many countdown clocks that can be shown on a computer screen or buy a large-faced, battery operated
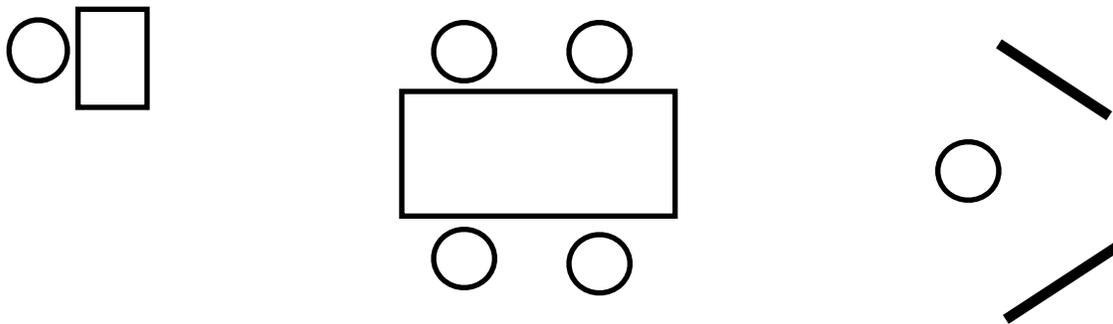
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countdown clock from one of several online training supply companies, such as *Trainer's Warehouse*.

Room Arrangement

This workshop has been designed to be conducted in small groups of six participants. This number is important since there are six practice sessions in the agenda. During each practice session one person acts as the facilitator, one person sits away from the group acting as the coach and the remaining four participants sit at the main table taking part in the discussion.

Group Size

This class can be run with just one group of six or with multiple groups of six, to a maximum of twenty-four participants. Groups larger than that may be too hard to manage. It is recommended that every trainer run at least one workshop with only a single group of six before conducting it with larger numbers to gain experience with the design.

If there are fewer than six learners available, individuals who have not taken the course can be engaged to play the role of the people being facilitated. No special training is needed to be a discussion participant. These folks do not need to get up and take a turn facilitating, nor should they be asked to coach.

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Instigating Conflict

In advanced facilitation skills workshops, trainers sometimes appoint a devil's advocate, or hand out dysfunction role cards to members. This is done to ensure that there are at least a few ineffective scenarios for facilitators to deal with during the session.

For this group of learners, many of whom are relatively new to facilitation, this is <u>not</u> advised. There are a number of reasons, most notably that role plays can get out of hand leaving some facilitators feeling overwhelmed.

It's also important to note that some ineffective behaviors and actions are likely to crop up anyway. These incidents may not be at the theatrical level of the ones that are staged, but they are probably more realistic.

New facilitators need to be aware that they not only need to intervene when people exhibit overly ineffective behaviors. They also need to interject when group members look lost, only a few people are participating or the conversations has become bogged down, to mention but a few instances.

If you're going to add role plays, always ask each facilitator if they want this extra challenge. If they say yes, then it may be alright to go ahead. In instances where you are adding scenarios, write them out ahead of time on cards and hand them out. That way you will be able to control how much conflict takes place and who enacts it. A good number is two or three challenging scenarios at the most for a twenty minute session.

Using a Scribe

There are times in large-group facilitations when a facilitator asks a colleague to act as their scribe so they can focus on interacting with the group. In this workshop, do <u>not</u> allow participants to do this. It is important that everyone practice making clear and accurate records on the flip chart while facilitating.

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The Role of the Coach

One of the most important features of this workshop design is the role of the coach. While the class can be run without designating coaches, be advised that it is very difficult for people who are relatively new to facilitation to take part in a group discussion and also notice what the facilitator is doing.

When a participant moves into the coaches chair, they sit slightly removed from the action. This allows them to focus on the process and make detailed notes about the specific techniques that they observe.

In the first practice session, ask someone to volunteer to be the first coach. After that, the coaching role always falls to the person who facilitated last. Maintain this rotation throughout the workshop.

During facilitated discussions, coaches watch the action and make notes. They are advised to avoid making direct eye contact with the facilitator and should maintain neutral body language. The coach should never smile or frown. These types of gestures can distract, and even undermine, the person at the flip chart. The coach also never interjects any comments.

After each facilitation practice session, all six group members sit together at the table to share feedback. There are three steps in this feedback process.

1.   The person who just facilitated talks about what they did that they felt was effective: the specific tools he or she used and the situations that they felt they handled well.

2.   Then group members take turns offering their observations to the facilitator about what he or she did well. In this round, the designated coach speaks last.

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3.   Go around the whole group again, this time with each participant telling the facilitator what they could do to become even more effective. Once again the designated coach speaks last.

        At the end of each feedback session, the coach hands his or her notes to the person who facilitated.

Workshop participants who have experienced the coaching role, universally report this to be one of the most valuable elements of the program. For this reason, do not be tempted to eliminate the coaching role, even if an expert facilitator is available to play that role. The opportunity to observe facilitation tools in action is as valuable as the chance to practice. If you are an experienced facilitator, you can also act as a coach. It's always a plus to have a second feedback coach.

Workshop Design

The *Facilitation Skills Practice Workshop* has been designed to be run in a single day. While it is possible to run the workshop in two, half-day segments, this is not recommended for reasons of continuity.

There are four components to the design:

➥ A warm-up exercise during which everyone practices core facilitation techniques with a partner.
➥ A demonstration session in which someone models facilitation skills and then debriefs participant observations.
➥ Six, twenty minute practice sessions that are each followed by a fifteen minute coaching session.
➥ Time for individual reflection and group sharing.

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Workshop Agenda and Times (minutes)

15   Welcome, Introductions, Objectives and Agenda Overview
25   Partner Practice Exercise
35   Facilitation Demonstration and Debrief
15   Break
25   Facilitation Practice Session #1
20   Feedback Session #1
25   Facilitation Practice Session #2
20   Feedback Session #2
60   Lunch
25   Facilitation Practice Session #3
20   Feedback Session #3
25   Facilitation Practice Session #4
20   Feedback Session #4
15   Break
25   Facilitation Practice Session #5
20   Feedback Session #5
25   Facilitation Practice Session #6
20   Feedback Session #6
30   Personal Learning Reflection and Report-out
10   Workshop Evaluation and Adjournment

Total = 400 minutes, or just slightly under seven hours of workshop-activity time. This does not including time for breaks or lunch.

It is important to note that this estimate represents the <u>least</u> amount of time that it will take to run this workshop with a single group of six participants. If there are more than six participants, debrief times will likely expand. In addition, some groups are more talkative than others, so it is important to create a realistic schedule for your participants.

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Practice Processes

During this workshop there will be four practice sessions where the tools used are taken from the *Systematic Problem Solving Model.*

This is one of the most significant process-tool sequences. Anyone who takes process improvement training is always taught the steps in this sequence, since problem solving is at the heart of improvement efforts.

In the PowerPoint Slides, there is a slide that shows this model. It is placed just before Practice Session #3, which is the first session that involved this model. Here are the steps shown on that slide:

1. **Name the Problem/Create a Problem Statement***
2. **Identify the Goal of the Problem Solving Exercise**
3. **Analyze the Problem***
4. **Identify Potential Solutions***
5. **Evaluate/Sort Solutions***
6. **Create an Action Plan**

Since workshop is limited, this design can only include the steps marked above. You will not be asking participants to develop action plans, since there is no real need to take action based on their hypothetical deliberations.

An additional reason for skipping Step #2: *Identifying the Goal of the Problem Solving Exercise,* is that setting a goal can morph into a session in which participants start to identify solutions, precisely type of conversation that this model was created to avoid.

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Practice Topics

The most significant component of this workshop is the practice sessions, when participants take turn leading group discussions.

This guide provides the process tools for each of the six facilitated discussions, but it does <u>not</u> provide the actual topic to be discussed. The trainer will need to speak with group members to identify this before the class.

The first session for which you need this topic is Practice Session #2. In this discussion, the group will need something as the focus for the *Forcefield Analysis*. This topic will provide the content that will be discussed in all of the remaining practice sessions.

Here are some examples of potential discussion topics:

> **If the participants are *Six Sigma Black Belts*, they could conduct a *Forcefield Analysis* of all the factors that help them achieve success in managing a process improvement project. Following this, they would discuss all the things that hinder them from achieving success.**

> **If the participants are special events coordinators, they could *Forcefield* a recent event; what helped them to succeed and what worked against them?**

> **If the participants are designing a new product, they could look at all the resources and assets that will help, and then list all the hurdles in their way.**

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Workshop Homework

People lead hectic lives, so it's highly recommended that workshop participants be given ample time to prepare for the class. Some may need several weeks notice before the workshop so that they can find the time to view all of the online lessons and complete the test.

Since workshop participants don't like to be surprised or put on the spot, it's a good idea to assign the practice sessions before the class.

This will give each participant time to read up on the specific session that they will be facilitating. This preparation will make them feel more confident and will save time in the classroom, normally spent reviewing each process tool in depth.

Since the workbook has been provided to you in electronic form, it is easy to circulate via email. Note that in the pages that follow, some indication is given as to the relative difficulty of each practice session. This may help you to match group members to practice sessions.

It is also recommended that learners be asked to bring their *Certificate of Completion* to the class. The Learning Management System lets each person print out their own certificate once they've viewed all the lessons and attained a score of at least 80% on the final test.

Best Wishes!

We hope that you find this workshop to be a valuable learning experience. Thank you for selecting *Facilitation Tutor* to help you train the members of your team!

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Module 1 - Welcome, Introductions, Objectives and Agenda Overview

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(15 minutes)

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Opening Remarks

Introduce yourself and welcome participants to the workshop.	**Slide 1** **Page 1**
Invite people to introduce themselves.	
Review the objectives of workshop.	**Slide 2**
Go over the details of the program: the flow of the day, the roles people will play, the break times and other logistics.	**Slides 3 & 4** **Pages 2 & 3**
Answer any questions.	

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Module 2 - Facilitation Skills Partner Practice Exercise

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(25 minutes)

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Partner Exercise Introduction   **(5 minutes)**

"The purpose of this next activity is to provide an   **Slide 5**
opportunity for practice of the five core skills of   **Page 4**
facilitation that you saw demonstrated in lesson
two of the online course.

You will each find a partner. One of you will be   **Slide 6**
Person A for six minutes, while your partner
plays Person B. We will then stop and you will
switch roles for another six minutes.

Person A will play the content roles and answer   **Slide 7**
three questions:

      - What makes some meetings effective
        and worthwhile?
      - Why are other meetings frustrating and
        a waste of time?
      - What specific challenges do you expect to
        encounter as a facilitator?

While Person A talks, Person B will play the
process role and do the following:

Stay neutral, listen actively, ask questions,
paraphrase key ideas and summarize.

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Answer any questions. Set the timer for 6 minutes.   **Timer**
Tell partners to start the first round.   **(6 minutes)**

After six minutes, ask partners to wrap up.
Ask people to switch roles. Reset the timer   **Timer**
for six minutes for the second round. Tell
partners to start the second round.   **(6 minutes)**

Debrief   (8 minutes)

After the second six minute segment is over, ask
people to wrap up.

Lead a discussion based on the following questions: Slide 8

*"Now that you have been both the content and the
process person, do you think that roles A & B
are the same or are they different?"*
(They will say that these two roles are different.)
*"How are they different? Who is the content
person paying attention to? "***(Themselves)**
"Who is the process person paying attention to?"
(The other person.)
*"What are all the things that you had to pay
attention to, all at the same time ,when you
were in the process role?"* **(Staying neutral,
listening without interjecting, parpahrasing,
thinking about what to ask next, watching
their body language, summarizing, watching
the time, thinking about how to transition
from one topic to the next.)**

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Ask Participants:

"Raise your hand if you felt like the process role was easier for you than the content role. Great! For some people facilitation feels like a very natural way to interact.

For those of you who did not raise you hand, be assured that this is a skill you can master with practice."

Invite participants to share any other observations about the difference between the process and the content role.

When there are no additional questions or comments, end this session.

Note: This exercise is simply to get people warmed up. Having people practice with a partner creates a safe space for everyone to try the core skills. For this reason, the debrief does not go into great depth.

If you wish to expand this exercise, you could ask the partners to give each other feedback about what they noticed that their partner did <u>well</u> when it was their turn to facilitate. Stick to the <u>positives only</u> in this warm-up round.

Adding the one-on-one positive feedback adds about five minutes to the exercise, but may be worth it, since it gives everyone a confidence boost.

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Module 3 - Facilitation Skills Demonstration   (35 minutes)

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The purpose of this session is to provide participants   **Slide 9**
with the opportunity of seeing core facilitation skills
demonstrated. This session also allows participants
to gain experience using a structured observation sheet.

Session Introduction   (8 minutes)

"We are now going to have a demonstration   **Flip chart**
of facilitation skills. I'm going to facilitate a
group discussion which will includes everyone.
I'll do my best to model the core tools and
techniques. The conversation will consist
of the topic that you just discussed with
your partners."

"First, we will discuss what makes some meetings
effective. Next, we will shift our attention to what
makes other meetings frustrating and a waste of
time. Finally, we will discuss the challenges that
you think you may face when you facilitate."

"You will be playing two roles. With one side of
your brain you will be taking part in the discussion.
With the other side of your brain you will be
watching me facilitate and making notes about
which techniques I'm using and the situations
in which I'm using them."

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Point out the *Facilitation Demonstration Session*   **Page 5**
Observation Sheet **in the workbook. Give participants**
approximately four minutes to read this page. Ask if   **(4 minutes)**
there are any questions.

Facilitation Demonstration   (15 minutes)

Set timer for 15 minutes. Begin the demonstration   **Timer**
with the *Start Sequence:*

> *"The purpose of this group discussion is to*
> *provide a demonstration of facilitation skills.*
> *The content of these discussions will be the*
> *information that came out of your partner*
> *conversations."*

> *"The process for these discussions is that the*
> *floor is open. Anyone can suggest a point.*
> *Anyone else can add a comment. I will ask*
> *questions and clarify, then record key points*
> *on the flip chart. It is important for you to*
> *note that this is a non-decision-making*
> *discussion in which we are just sharing*
> *information. Since no action plans will emerge*
> *from these discussions, it is not necessary for me*
> *to check with everyone before writing points*
> *on the chart. If there are differing views, I will*
> *simply record them."*

> *"The time for this discussion is 15 minutes. I may*
> *not be totally finished with all three parts of the*
> *discussion, but that will be long enough for this*
> *demonstration."*

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Debrief   (8 minutes)

Announce that the demonstration is over.   Slide 10
Ask people to shift their focus from
thinking about content, to discussing
process. Some questions to ask:

> *"What tools or techniques did you notice me
> using? Describe the scenario in which I used
> these tools. What worked well? What could
> I have done that would have been even more
> effective?*

When there are no more observations, thank
participants for their feedback and point out
that the feedback process just used is the process
they will be using for the rest of the day to support
and help each other become even more skilled.

Note: If you feel that you're not sufficiently
experienced to model facilitation, it is ok to
invite an external facilitator in to conduct this
demonstration.

It is also ok to ask one of the group members
to conduct the modeling session. While it is
ideal for this person to perform very well,
people can also learn a lot from noticing what
someone did not do that well. Just be sure that
everyone has been prepared to give and receive
constructive feedback.

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Module 4 - Practice Session #1 - Behavioral Norms   (45 minutes)

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                                                              (Difficult)
Introduction to the Practice Session   **(5 minutes)**

Introduce the practice rounds. Describe how   **Slide 11**
the practice rounds will be run. Identify the
first facilitator of the day. If sessions were pre-
assigned, ask the person who is facilitating
the sixth or last practice session to be the first
coach. Set the coach up at the small table away
from the group members. Review the guidelines   **Slide12**
for effective coaching.   **Page 2**

Review the notes in the workbook regarding the   **Slide 13**
importance of *Behavioral Norms* **or** *Meeting*   **Page 6**
*Guidelines***. Restate the purpose of the first session:**

>*"In this first group discussion, our facilitator*
>*will help members identify a set of rules that*
>*members all feel they can live with throughout*
>*the rest of this workshop."*

>*"This is a decision-making discussion in which*
>*the facilitator will need to ping pong ideas to*
>*all members and make clear summaries before*
>*recording ideas."*

>*"The other purpose of this session is for the*   **Page 7**
>*facilitator to practice using their skills. Group*
>*members are being asked to take part in the*
>*discussions, but also notice how the facilitator*
>*is using various process tools as per the*

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Observation Sheet. At the end of all practice sessions, both the coach and the group members will offer the facilitator detailed feedback."

Practice Session   (20 minutes)

Answer any remaining questions, then begin first practice facilitation.   Timer

Feedback Session   (15 minutes)

Invite both the facilitator and the coach to sit at the large table. Take a seat yourself.

Review the steps in the feedback process. Ask the person who just facilitated to talk about what they did well. Do not let them talk about what they did <u>not</u> do well.   Slide 14
Timer

Start a round robin discussion in which each group member speaks to the facilitator about what they did well. The coach goes last in this round. Then, go around the table again and invite everyone to share ideas about what the facilitator could do to become even more effective. Again, the coach goes last.

When the feedback session is, over debrief the process tool. Ask members: *"Why do Norms need to be set by the group? How can the facilitator use the group's Norms to intervene? What would that sound like?"*   (5 minutes)
Slide 15

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Module 5 - Practice Session #2 - Forcefield Analysis   (45 minutes)

                                                              (Easy)
Introduction to the Practice Session   (5 minutes)

Post the *Behavioral Norms* that the group
created in the last session and remind
members that they will need to follow their
agreed to guidelines for the rest of the
workshop. If there are more groups in the room,
they will each post and follow the *Norms*
that they created for their group.

Review the notes on *ForceField Analysis***:**   Slide 16
                                                              Page 8

> *"Forcefield Analysis is one of the most*
> *fundamental process tools in the*
> *facilitator tool kit."*

> *"This tool is relatively easy to use. First, the*
> *facilitator will help group members identify*
> *all the* <u>forces for:</u> *these are all the factors*
> *that will help move us towards success."*

> *"After that,the facilitator will help members*
> *list all the* <u>forces against</u>: *these things hinder."*

> *"Neither of these conversations are decision-*
> *making in nature. Any point can be listed.*
> *You can record that some people felt one*
> *way and others felt another. You can put*
> *a single point on both sides of the chart."*

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Practice Session   **(20 minutes)**

Ask the person who facilitated last to migrate   **Handout**
to the coach's table.

Remind discussion group members to keep
an eye on the Observation Sheet.   **Page 9**

Invite the next facilitator to start the discussion.   **Timer**

Feedback Session   **(15 minutes)**

Conduct the feedback session exactly as per the   **Slide 17**
last time.   **Timer**

When the feedback session is over, spend a few   **Slide 18**
minutes debriefing the process tool that
was used:

> *"What are some of the uses that you can
> see for Forcefield Analysis? In what sorts of
> situations or discussions can it be useful?"*

_____

Note: The topic that was selected for the *Forcefield
Analysis* will continue to be used for the rest of
the workshop.

The agenda recommends a break at this juncture.
Before people leave for lunch, ask them to rank
only the items on the <u>right </u>side of the Forcefield
points on their group's chart. The tally will be
explored when the workshop resumes.

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Multivote

This is not an agenda item since there is
no classroom time set aside for it.

People are going to be given a short introduction
to the voting process and then they will vote on
their way out the door to lunch.

Show the slide about multi-voting and hand out   **Slide 19**
the voting dots. These are peel-off file folder dots
that medical offices use to mark patient folders.   **Voting Dots**
You can buy them in any office supply store. They
come in sheets, so need to be cut into strips.

It is best to buy fairly large dots. They can be all
one color. Give people about half as many dots as
there are items to be ranked.

Clarify the criteria for the vote: in this case: <u>Importance.</u>

> *"Place your dots beside the items in the right-
> hand column that you think are the <u>most
> important</u> items to be addressed. In other words,
> if you could only remove a handful of blocks and
> barriers, which ones would you choose ?"*

Participants will then mill at the flip chart, stick on
their dots and leave for lunch.

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Note: If you don't have peel-off dots, let participants
use a marker to make small circles on the chart just   **Markers**
above their choices.

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Module 6 - Practice Session #3 - Problem Statement   (45 minutes)

<div style="text-align:right">

(Difficult)

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Introduction to the Practice Session   (5 minutes)

Give an overview of the next practice session:

> *"One of the most important set of process
> tools is the multi-step Systematic Problem
> Solving Model. This is an interconnected set
> of steps that can be used by any group to
> resolve an issue. We are going to be exploring
> four steps in this process, beginning with the
> development of a problem statement.*

Slide 20

> *Our next facilitator is going to help group
> members select a problem to work on.
> You will chose one of the problems on
> the right-hand side of your Forcefield
> Chart. You may decide to select the item
> that got the most dots, but be careful not to
> choose an issue so huge that it is unmanageable.
> For the purpose of this class, it is best to pick
> something smaller and within your control"*

Slide 21
Page 10

Practice Session   (20 minutes)

**Ask the person who facilitated last to migrate to
the coach's table and remind discussion group
members to keep an eye on the Observation Sheet.**

Handout

Page 11

Invite the next facilitator to start the discussion.

Timer

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Feedback Session   **(15 minutes)**

Conduct the feedback session exactly as per   **Slide 22**
the last time.   **Timer**

When the feedback session is over, spend a few   **(5 minutes)**
minutes debriefing the process tool that
was used: **Slide 23**

> *"Why is it important to develop a Problem*
> *Statement before starting to work on solving*
> *a problem? Was this easy to do, or was it*
> *difficult? Why? What do you need to look*
> *out for when creating a Problem Statement?"*

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Note: Writing a *Problem Statement* is difficult
because the facilitator has to massage people's
comments into a statement that everyone can
live with. In some instances, this can run very
smoothly. In other situations, people can get
really bogged down and start to argue.

Remember the lesson from the e-learning: when
a decision-making discussion gets stuck, switch
to a non-decision approach.

In this exercise, the facilitator can list all the key
ideas that people think could be part of the
Problem Statement, use *multivoting* to rank these
ideas and create a statement that features the key words.

Consider sharing this option with the facilitator.

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Module 7 - Practice Session #4 - Analyze the Problem   (45 minutes)

(Moderate)

Introduction to the Practice Session   (5 minutes)

Give an overview of the next practice session: **Slide 24**
                                                                    Page 12

> *"One of the biggest problems that groups make when they start to solve a problem is the tendency to start suggesting solutions before everyone has a clear and common understanding of the situation."*

> *"Our next facilitator is going to help group members conduct an analysis of the problem described in the Problem Statement."*

> *"This is a non-decision-making discussion in which differing views of the situation will be explored and recorded."*

> *The facilitator will basically act like they just walked in off the street and has never heard of the problem. He or she will simply ask probing questions until the group members have told him or her the story of the problem."*

> *"The questions in the workbook are only suggestions and do not all have to be asked."*

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Practice Session   20 minutes)

Ask the person who facilitated last to migrate to   **Handout**
the coach's table.

Remind discussion group members to keep
an eye on the Observation Sheet.   **Page 13**

Invite the next facilitator to start the discussion.   **Timer**

Feedback Session   (15 minutes)

Conduct the feedback session exactly as per   **Slide 25**
the last time.   **Timer**

When the feedback session is over, spend a few   **(5 minutes)**
minutes debriefing the process tool that
was used:

> *"Why is it important to conduct a thorough*   **Slide 26**
> *analysis before starting to work on solving*
> *a problem? Was this easy to do, or was it*
> *difficult? Why? What are some of the*
> *challenges of the analysis stage?"*

_____

Note: People may be tempted to use a *Fishbone Diagram*
here. This is an analysis tool that can be used in this
step, but be warned that a fishbone only works for
problems with identifiable steps.

For the purpose of this workshop, please ask the
facilitator to conduct the analysis using only questioning.

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Module 8 - Practice Session #5 - Identify Potential Solutions (45 minutes)

	(Easy)
Introduction to the Practice Session	**(5 minutes)**

Give an overview of the next practice session:	**Slide 27**
	Page 14

"One of the most well-known facilitation process tools is Brainstorming. This technique was created so that all members' suggestions were mixed together to keep people from becoming attached to only their idea."

"Our next facilitator is going to help group members use the steps of Brainstorming to identify potential solutions."

"Please note the two distinct steps in the Brainstorming process and also the general rules of Brainstorming."

Practice Session	**(20 minutes)**

Ask the person who facilitated last to migrate to the coach's table.	**Handout**

Remind discussion group members to keep an eye on the Observation Sheet.	**Page 15**

Invite the next facilitator to start the discussion.	**Timer**

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Feedback Session   **(15 minutes)**

Conduct the feedback session exactly as per   **Slide 28**
the last time.   **Timer**

When the feedback session is over, spend a few   **(5 minutes)**
minutes debriefing the process tool that
was used: **Slide 29**

> *"What are the pros and cons of Brainstorming?*
> *How does it help a group to arrive at more*
> *creative solutions? How does it help groups*
> *avoid conflict?"*

Note: *Brainstorming* **can also be done in writing.**
People put their ideas on slips of paper and toss
them into the middle of the table for sorting.
This is useful when people feel inhibited to
speak in front of others.

The problem with *Written Brainstorming* **is that**
people don't get to build on each other's ideas and
discussion is limited.

Discourage the facilitator from using this method
during this workshop since we want the facilitator to
practice asking questions and recording comments.

Facilitation Skills Practice Workshop
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Module 9 - Practice Session #6 - Evaluate Solutions   (45 minutes)

(Difficult)

Introduction to the Practice Session   (5 minutes)

Give an overview of the next practice session:
    Slide 30
    Page 16

"Now that you've identified an array of potential solutions, it's necessary to sort these in order to create a course of action."

"Our next facilitator is going to help group members use something called the Impact/ Effort Grid to sort the ideas."

"While we could use a simpler Multivote here, a decision-grid is another tool that can be used. This decision grid actually makes very clear what the next steps should be."

"The Grid has two criteria: 1. How easy or difficult is it to implement a suggestion? 2. What impact will implementing that suggestion have on resolving the original problem - minor or major?"

"This will give us four boxes. The facilitator will help you discuss each suggested solution until you can place it in one of the four quadrants:

- Easy to do and with major impact.
- Easy to do but with only minor impact.
- Difficult to do, but with major impact.
- Difficult to do, and with only minor impact."

Facilitation Skills Practice Workshop
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Practice Session   **(20 minutes)**

Ask the person who facilitated last to migrate to   **Handout**
the coach's table.

Remind discussion group members to keep   **Page 17**
an eye on the Observation Sheet.

Invite the next facilitator to start the discussion.   **Timer**

Feedback Session   **(15 minutes)**

Conduct the feedback session exactly as per   **Slide 31**
the last time.   **Timer**

When the feedback session is over, spend a few   **(5 minutes)**
minutes debriefing the process tool that   **Slide 32**
was used:

> *"Why use a tool like an Impact/Effort Grid*
> *to sort solutions? Compare this to using*
> *Multivoting. What was difficult about using*
> *this tool? What else did you learn about this*
> *technique?"*

Also debrief the *Systematic Problem Solving Model.*   **Slide 33**

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Note: This session is difficult to lead because the
group members have to reach consensus on which
quadrant to place an item. The facilitator needs to
be very assertive to ensure that people hear each other.

Since this is a hard session to manage, tell the facilitator
to expect that they may not get to sort all the suggestions.

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Facilitation Skills Practice Workshop
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Personal Learning Reflections   (30 minutes)

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Session Overview

This activity is important to bring closure   **Slide 34**
to the learning experience. It has three elements: **Page 18**
                                                               Timer

      1. Some quiet time during which each person   **(10 minutes)**
      answers the three questions on the last page
      of the workbook.

      2. A session in which you pair everyone
      with a partner to take turns for five minutes,   **(10 minutes)**
      each discussing what they wrote.

      3. A round robin in which you ask each person   **(10 minutes)**
      to tell the large group what they wrote on their
      reflections page.

Workshop Evaluation   (10 minutes)

Handout the *Workshop Evaluation Form* and   **Handout**
allow participants a few minutes to fill it out.

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Note: If pressed for time, you may skip step #2:
the partner dialogue. *

* If you wish to continue the learning, end this workshop by asking each
participant to find a partner. Then ask partners to schedule times when
they will observe each other as they facilitate and then exchange feedback.