

Training and Facilitation Tools

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Closing and Evaluation Activities

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Potential Activities

1. Closing Circle

- Going table by table or in a large circle, ask each participant to express their final sentiments and share what they have learned during the training, the experiences they appreciated, and their future intentions.
- Instructors also should express their final thoughts after the participants have done so.

2. Taking It Home

- Ask participants to walk around the training room and review the information that has been posted on the tear sheets throughout the training. Allow them a few minutes to review the tear sheets.
- Ask participants to identify at least one new concept, learning point, or innovation they will take back from training.
- Ask volunteers to share the learning they will take back, and how they intend to implement their learning.

3. Final Questions and Concerns

The purpose of this activity is to provide participants with the final opportunity to raise questions or concerns.

- Ask participants to write on one index card: I still have a question about_____.
- Ask participants to write on a second index card: I can answer a question about_____.
- At their tables, ask participants to select the most pertinent question and interesting answer from the cards of group members.
- Ask each table to report the question it has selected. Determine if anyone in the full group can answer the question. If not, the instructor should respond.

4. Four Quadrants Review

Create the four quadrants on a tear sheet, with labels for each quadrant. Conduct a review of the training by asking for input into each of the four quadrants, described below.

- Quadrant 1: **Aha!** (where participants recognize –light bulb moments of insight).
- Quadrant 2: **Right on!** (where participants hear something that they want to emphasize or note something that is really important to them).

- Quadrant 3: **Murky waters!** (where participants note issues that are unresolved or unclear).
- Quadrant 4: **No way!** (where participants communicate about areas, ideas, or statements that they disagree with or do not believe are true).

5. Activity: Let's Review

The purpose of this activity is to review topics covered in the training.

- Post the prepared tear sheets with the module names on the wall.
- Break participants into small groups, one for each module on the tear sheets.
- Assign each group a tear sheet to start with. Have participants write everything they know about the modules on their assigned tear sheet.
- Allow participants 4-5 minutes; then have them move to the next tear sheet in a counter-clockwise direction.
- Repeat rotation until each group has worked on all tear sheets.
- Review tear sheets when time is up and answer questions as needed. Emphasize the amount of information participants learned during the training.

6. Ball Review

- During this activity, ask participants to state something they learned during the training.
- Toss out a soft, rubber ball to a participant; the participant responds to the question and then tosses the ball to another person.

7. Game Show Ending

- Prepare review questions and use the format of a popular game show, such as Jeopardy! or Family Feud to review information.
- Make sure you stick to the rules of the game in order to avoid confusion.

8. Letter to the Supervisor

- Pass out paper and envelopes.
- Ask participants to compose a letter to their supervisor/teacher/parent. Include in the letter the most important skills, concepts, or issues they have learned; specific behavior or skills they plan to implement upon returning to work; and additional training they feel they need to do their job better.
- Ask volunteers to share highlights of their letters.
- Variation: participants write a letter to themselves, identifying how they are going to incorporate what they have learned from the training into their jobs. The instructors mail the letters to participants after a specified period of time has passed (e.g., 6 weeks).

9. Personal Learning Goals

This activity can be used if participants were asked to identify personal learning goals at the beginning of the training or prior to the training.

- At the end of the training, arrange the participants in a circle and ask them to tell the group what their goals were; how successful they were in reaching their goals (on a scale of one to five); reasons they did or did not reach their goals; and whether or not they were satisfied with the goals they set for themselves and why (or why not).

10. I Learned and I Plan To . . .

- Prepare a card or handout with the following unfinished statements:
 - I learned that I . . .||
 - I relearned that I . . .||
 - I discovered that I . . .||
 - I noticed that I . . .||
 - I was surprised that I . . .||
 - I am disappointed that I . . .||
 - I plan to . . .||
- Ask participants to complete these statements. Ask some of them to share their statements; if there are more than 20 participants, this activity could be completed in small groups.

11. Paper Airplanes

- Pass out colored construction paper to participants; ask them to write their name, address, and phone number in the center of the paper.
- Participants build paper airplanes; when finished, they simultaneously toss the planes in the air.
- Participants pick up an airplane and are instructed to contact the person named on their plane within 90 days, discussing how they have incorporated ideas/skills learned in the training at their workplace.

Developing Good Facilitation Skills

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Additional References:	<p>Auvine, B., Dinsmore, B., Extrom, M., Poole, S., Shanklin, M. (1978). A manual for group facilitators. Madison, WI: The Center for Conflict Resolution.</p> <p>Bobo, K., Kendall, J., Max, S., (1991). A manual for activists in the 1990s. Cabin John, MD: Seven Locks Press.</p> <p>Nelson-Jones, R. (1992). Group leadership: A training approach. Pacific Grove, CA: Brooks/Cole.</p> <p>Schwarz, R.M. (1994). The skilled facilitator: Practical wisdom for developing effective groups. San Francisco, CA: Jossey-Bass.</p>

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WHAT ARE FACILITATION SKILLS?

Community organizations are geared towards action. There are urgent problems and issues we need to tackle and solve in our communities. That's why we came together in the first place, isn't it? But for groups to be really successful, we need to spend some time focusing on the skills our members and leaders use to make all of this action happen, both within and outside our organizations.

One of the most important sets of skills for leaders and members are facilitation skills. These are the "process" skills we use to guide and direct key parts of our organizing work with groups of people such as meetings, planning sessions, and training of our members and leaders.

Whether it's a meeting (big or small) or a training session, someone has to shape and guide the process of working together so that you meet your goals and accomplish what you've set out to do. While a group of people might set the agenda and figure out the goals, one person needs to concentrate on how you are going to move through your agenda and meet those goals effectively. This is the person we call the "facilitator."

So, how is facilitating different than chairing a meeting?

Well, it is and it isn't. Facilitation has three basic principles:

A facilitator is a guide to help people move through a process together, not the seat of wisdom and knowledge. That means a facilitator isn't there to give opinions, but to draw out opinions and ideas of the group members. Facilitation focuses on how people participate in the process of learning or planning, not just on what gets achieved. A facilitator is neutral and never takes sides.

The best meeting chairs see themselves as facilitators. While they have to get through an agenda and make sure that important issues are discussed, decisions made, and actions taken, good chairs don't feel that they have all of the answers or should talk all the time. The most important thing is what the participants in the meeting have to say. So, focus on how the meeting is structured and run to make sure that everyone can participate. This includes things like:

- Making sure everyone feels comfortable participating
- Developing a structure that allows for everyone's ideas to be heard
- Making members feel good about their contribution to the meeting
- Making sure the group feels that the ideas and decisions are theirs, not just the leader's. Supporting everyone's ideas and not criticizing anyone for what they've said.

WHY DO YOU NEED FACILITATION SKILLS?

If you want to do good planning, keep members involved, and create real leadership opportunities in your organization and skills in your members, you need facilitator skills. The more you know about how to shape and run a good learning and planning process, the more your members will feel empowered about their own ideas and participation, stay invested in your organization, take on responsibility and ownership, and the better your meetings will be.

HOW DO YOU FACILITATE?

Meetings are a big part of our organizing life. We seem to always be going from one meeting to the next. The next session in the Tool Box covers planning and having good meetings in depth. But here, we're going to work on the process skills that good meeting leaders need to have. Remember, these facilitation skills are useful beyond meetings: for planning; for "growing" new leaders; for resolving conflicts; and for keeping good communication in your organization.

Can anyone learn to facilitate a meeting?

Yes, to a degree. Being a good facilitator is both a skill and an art. It is a skill in that people can learn certain techniques and can improve their ability with practice. It is an art in that some people just have more of a knack for it than others. Sometimes organization leaders are required to facilitate meetings: thus, board presidents must be trained in how to facilitate. But other meetings and planning sessions don't require that any one person act as facilitators, so your organization can draw on members who have the skill and the talent.

To put it another way, facilitating actually means:

- Understanding the goals of the meeting and the organization
- Keeping the group on the agenda and moving forward
- Involving everyone in the meeting, including drawing out the quiet participants and controlling the domineering ones
- Making sure that decisions are made democratically

HOW DO YOU PLAN A GOOD FACILITATION PROCESS?

A good facilitator is concerned with both the outcome of the meeting or planning session, with how the people in the meeting participate and interact, and also with the process. While achieving the goals and outcomes that everyone wants is of course important, a facilitator also wants to make sure that the process is sound, that everyone is engaged, and that the experience is the best it can be for the participants.

In planning a good meeting process, a facilitator focuses on:

- Climate and Environment
- Logistics and Room Arrangements
- Ground Rules
- A good facilitator will make plans in each of these areas in advance. Let's look at some of the specifics.

CLIMATE AND ENVIRONMENT

There are many factors that impact how safe and comfortable people feel about interacting with each other and participating. The environment and general "climate" of a meeting or planning session sets an important tone for participation.

Key questions you would ask yourself as a facilitator include:

Is the location a familiar place, one where people feel comfortable? Face it, if you're planning to have an interactive meeting sitting around a conference table in the Mayor's office, some of your folks might feel intimidated and out of their environment. A comfortable and familiar location is key.

Is the meeting site accessible to everyone? If not, have you provided for transportation or escorts to help people get to the site? Psychologically, if people feel that the site is too far from them or in a place they feel is "dangerous," it may put them off from even coming. If they do come, they may arrive with a feeling that they were not really wanted or that their needs were not really considered. This can put a real damper on communication and participation. Another reminder: can handicapped people use the site as well?

Is the space the right size? Too large? Too small? If you're wanting to make a planning group feel that it's a team, a large meeting hall for only 10 or 15 people can feel intimidating and make people feel self-conscious and quiet. On the other hand, if you're taking a group of 30 folks through a meeting, a small conference room where people are uncomfortably crunched together can make for disruption: folks shifting in their seats, getting up to stretch and get some air. This can cause a real break in the mood and feeling of your meeting or planning session. You want folks to stay focused and relaxed. Moral: choose a room size that matches the size of your group.

LOGISTICS AND ROOM ARRANGEMENTS

Believe it or not: how people sit, whether they are hungry and whether they can hear can make or break your planning process. As a facilitator, the logistics of the meeting should be of

great concern to you, whether you're responsible for them or not. Some things to consider are:

- Chair arrangements: Having chairs in a circle or around a table encourages discussion, equality, and familiarity. Speaker's podiums and lecture style seating make people feel intimidated and formal. Avoid them at all costs.
- Places to hang newsprint: You may be using a lot of newsprint or other board space during your meeting. Can you use tape without damaging the walls? Is an easel available? Is there enough space so that you can keep important material visible instead of removing it?
- Sign-In sheet: Is there a table for folks to use?
- Refreshments: Grumbling stomachs will definitely take folks minds off the meeting. If you're having refreshments, who is bringing them? Do you need outlets for coffee pots? Can you set things up so folks can get food without disrupting the meeting? And who's cleaning up afterwards?
- Microphones and audio visual equipment: Do you need a microphone? Video cameras? Can someone set up and test the equipment before you start?
- To build a safe as well as comfortable environment, a good facilitator has a few more points to consider. How do you protect folks who are worried their ideas will be attacked or mocked? How do you hold back the big talkers who tend to dominate while still making them feel good about their participation? Much of the answer lies in the Ground Rules.

GROUND RULES

Most meetings have some kind of operating rules. Some groups use Robert's Rules of Order (parliamentary procedure) to run their meetings while others have rules they've adopted over time. When you want the participation to flow and for folks to really feel invested in following the rules, the best way to go is to have the group develop them as one of the first steps in the process. This builds a sense of power in the participants ("Hey, she isn't telling us how to act. It's up to us to figure out what we think is important!") and a much greater sense of investment in following the rules. Common ground rules are:

- One person speaks at a time
- Raise your hand if you have something to say
- Listen to what other people are saying
- No mocking or attacking other people's ideas
- Be on time coming back from breaks (if it's a long meeting)
- Respect each other
- A process to develop ground rules is:

Begin by telling folks that you want to set up some ground rules that everyone will follow as we go through our meeting. Put a blank sheet of newsprint on the wall with the heading "Ground Rules."

Ask for any suggestions from the group. If no one says anything, start by putting one up yourself. That usually starts people off.

Write any suggestions up on the newsprint. It's usually most effective to "check -in" with the whole group before you write up an idea ("Sue suggested raising our hands if we have something to say. Is that O.K. with everyone?") Once you have gotten 5 or 6 good rules up, check to see if anyone else has other suggestions.

When you are finished, ask the group if they agree with these Ground Rules and are willing to follow them. Make sure you get folks to actually say "Yes" out loud. It makes a difference!

FACILITATING A MEETING OR PLANNING SESSION

As we've already said, the facilitator is responsible for providing a "safe" climate and working atmosphere for the meeting. But you're probably wondering, "What do I actually do during the meeting to guide the process along?" Here are the basic steps that can be your facilitator's guide:

START THE MEETING ON TIME

Few of us start our meetings on time. The result? Those who come on time feel cheated that they rushed to get there! Start no more than five minutes late, ten at the maximum and thank everyone who came on time. When latecomers straggle in, don't stop your process to acknowledge them. Wait until after a break or another appropriate time to have them introduce themselves.

WELCOME EVERYONE

Make a point to welcome everyone who comes. Don't complain about the size of a group if the turnout is small! Nothing will turn the folks off who DID come out faster. Thank all of those who are there for coming and analyze the turnout attendance later. Go with who you have.

MAKE INTRODUCTIONS

There are lots of ways for people to introduce themselves to each other that are better than just going around the room. The kinds of introductions you do should depend on what kind of meeting you are having, the number of people, the overall goals of the meeting, and what kind of information it would be useful to know. Some key questions you can ask members to include in their introductions are:

How did you first get involved with our organization? (if most people are already involved, but the participants don't know each other well)

What do you want to know about our organization? (if the meeting is set to introduce your organization to another organization)

What makes you most angry about this problem? (if the meeting is called to focus on a particular problem)

Sometimes, we combine introductions with something called an "ice breaker." Ice breakers can:

- Break down feelings of unfamiliarity and shyness

- Help people shift roles--from their "work" selves to their "more human" selves

- Build a sense of being part of a team

- Create networking opportunities

- Help share participants' skills and experiences

Some ways to do introductions and icebreakers are:

In pairs, have people turn to the person next to them and share their name, organization and three other facts about themselves that others might not know. Then, have each pair introduce each other to the group. This helps to get strangers acquainted and for people to

feel safe--they already know at least one other person, and didn't have to share information directly in front of a big group at the beginning of the meeting.

Form small groups and have each of them work on a puzzle. Have them introduce themselves to their group before they get to work. This helps to build a sense of team work.

In a large group, have everyone write down two true statements about themselves and one false one. Then, every person reads their statements and the whole group has to guess which one is false. This helps folks get acquainted and relaxed.

Give each participant a survey and have the participants interview each other to find the answers. Make the questions about skills, experience, opinions on the issue you'll be working on, etc. When everyone is finished, have folks share the answers they got.

When doing introductions and icebreakers, it's important to remember:

Every participant needs to take part in the activity. The only exception may be latecomers who arrive after the introductions are completed. At the first possible moment, ask the latecomers to say their name and any other information you feel they need to share in order for everyone to feel comfortable and equal.

Be sensitive to the culture, age, gender and literacy levels of participants and any other factors when deciding how to do introductions. For example, an activity that requires physical contact or reading a lengthy instruction sheet may be inappropriate for your group. Also, keep in mind what you want to accomplish with the activity. Don't make a decision to do something only because it seems like fun.

It is important to make everyone feel welcome and listened to at the beginning of the meeting. Otherwise, participants may feel uncomfortable and unappreciated and won't participate well later on. Also, if you don't get some basic information about who is there, you may miss some golden opportunities. For example, the editor of the regional newspaper may be in the room; but if you don't know, you'll miss the opportunity for a potential interview or special coverage.

And don't forget to introduce yourself. You want to make sure that you establish some credibility to be facilitating the meeting and that folks know a bit about you. Credibility doesn't mean you have a college degree or 15 years of facilitation experience. It just means that you share some of your background so folks know why you are doing the facilitation and what has led you to be speaking up.

REVIEW THE AGENDA, OBJECTIVES AND GROUND RULES FOR THE MEETING

Go over what's going to happen in the meeting. Check with the group to make sure they agree with and like the agenda. You never know if someone will want to comment and suggest something a little different. This builds a sense of ownership of the meeting and lets people know early on that you're there to facilitate their process and their meeting, not your own agenda.

The same is true for the outcomes of the meeting. You'll want to go over these with folks as well to get their input and check that these are the desired outcomes they're looking for. This is also where the ground rules that we covered earlier come in.

ENCOURAGE PARTICIPATION

This is one of your main jobs as a facilitator. It's up to you to get those who need to listen to listen and those who ought to speak. Encourage people to share their experiences and ideas and urge those with relevant background information share it at appropriate times.

STICK TO THE AGENDA

Groups have a tendency to wander far from the original agenda, sometimes without knowing it. When you hear the discussion wandering off, bring it to the group's attention. You can say "That's an interesting issue, but perhaps we should get back to the original discussion."

AVOID DETAILED DECISION-MAKING

Sometimes, it's easier for groups to discuss the color of napkins than the real issues they are facing. Help the group not to get immersed in details. Suggest instead, "Perhaps the committee could resolve the matter." Do you really want to be involved in that level of detail?

SEEK COMMITMENTS

Getting commitments for future involvement is often a meeting goal. You want leaders to commit to certain tasks, people to volunteer to help on a campaign, or organizations to support your group. Make sure adequate time is allocated for seeking commitment. For small meetings, write people's names down on newsprint next to the tasks they agreed to undertake.

One important rule of thumb is that no one should leave a meeting without something to do. Don't ever close a meeting by saying "We'll get back to you to confirm how you might like to get involved." Seize the moment! Sign them up!

BRING CLOSURE TO EACH ITEM

Many groups will discuss things ten times longer than they need to unless a facilitator helps them to recognize they're basically in agreement. Summarize a consensus position, or ask someone in the group to summarize the points of agreement, and then move forward. If one or two people disagree, state the situation as clearly as you can: "Tom and Levonia seem to have other feelings on this matter, but everyone else seems to go in this direction. Perhaps we can decide to go in the direction that most of the group wants, and maybe Tom and Levonia can get back to us on other ways to accommodate their concerns." You may even suggest taking a break so Tom and Levonia can caucus to come up with some options.

Some groups feel strongly about reaching consensus on issues before moving ahead. If your group is one of them, be sure to read a good manual or book on consensus decision making. Many groups, however, find that voting is a fine way to make decisions. A good rule of thumb is that a vote must pass by a two-thirds majority for it to be a valid decision. For most groups to work well, they should seek consensus where possible, but take votes when needed in order to move the process forward.

RESPECT EVERYONE'S RIGHTS

The facilitator protects the shy and quiet folks in a meeting and encourages them to speak out. There is also the important job of keeping domineering people from monopolizing the meeting or ridiculing the ideas of others.

Sometimes, people dominate a discussion because they are really passionate about an issue and have lots of things to say. One way to channel their interest is to suggest that they consider serving on a committee or task force on that issue. Other people, however, talk to hear themselves talk. If someone like that shows up at your meeting, look further ahead in this chapter for some tips on dealing with "disrupters."

BE FLEXIBLE

Sometimes issues will arise in the meeting that are so important, they will take much more time than you thought. Sometimes, nobody will have thought of them at all. You may run over time or have to alter your agenda to discuss them. Be sure to check with group about whether this is O.K. before going ahead with the revised agenda. If necessary, ask for a five-minute break to confer with key leaders or participants on how to handle the issue and how to restructure the agenda. Be prepared to recommend an alternate agenda, dropping some items if necessary.

SUMMARIZE THE MEETING RESULTS AND NEEDED FOLLOW-UPS

Before ending the meeting, summarize the key decisions that were made and what else happened. Be sure also to summarize the follow-up actions that were agreed to and need to take place. Remind folks how much good work was done and how effective the meeting hopefully was. Refer back to the objectives or outcomes to show how much you accomplished.

THANK THE PARTICIPANTS

Take a minute to thank people who prepared things for the meeting, set up the room, brought refreshments, or did any work towards making the meeting happen. Thank all of the participants for their input and energy and for making the meeting a success.

CLOSE THE MEETING

People appreciate nothing more than a meeting that ends on time! It's usually a good idea to have some "closure" in a meeting, especially if it was long, if there were any sticky situations that caused tension, or if folks worked especially hard to come to decisions or make plans.

A nice way to close a meeting is to go around the room and have people say one word that describes how they are feeling now that all of this work has been done. You'll usually get answers from "exhausted" to "energized!" If it's been a good meeting, even the "exhausted" ones will stick around before leaving.

FACILITATOR SKILLS AND TIPS

Here are a few more points to remember that will help to maximize your role as a facilitator:

DON'T MEMORIZE A SCRIPT

Even with a well-prepared agenda and key points you must make, you need to be flexible and natural. If people sense that you are reading memorized lines, they will feel like they are being talked down to, and won't respond freely.

WATCH THE GROUP'S BODY LANGUAGE

Are people shifting in their seats? Are they bored? Tired? Looking confused? If folks seem restless or in a haze, you may need to take a break, or speed up or slow down the pace of the meeting. And if you see confused looks on too many faces, you may need to stop and check in with the group, to make sure that everyone knows where you are in the agenda and that the group is with you.

ALWAYS CHECK BACK WITH THE GROUP

Be careful about deciding where the meeting should go. Check back after each major part of the process to see if there are questions and that everyone understands and agrees with decisions that were made.

SUMMARIZE AND PAUSE

When you finish a point or a part of the meeting process, sum up what was done and decided, and pause for questions and comments before moving on. Learn to "feel out" how long to pause -- too short, and people don't really have time to ask questions; too long, and folks will start to get uncomfortable from the silence.

BE AWARE OF YOUR OWN BEHAVIOR

Take a break to calm down if you feel nervous or are losing control. Watch that you're not repeating yourself, saying "ah" between each word, or speaking too fast. Watch your voice and physical manner. (Are you standing too close to folks so they feel intimidated, making eye contact so people feel engaged?) How you act makes an impact on how participants feel.

OCCUPY YOUR HANDS

Hold onto a marker, chalk, or the back of a chair. Don't play with the change in your pocket!

WATCH YOUR SPEECH

Be careful you are not offending or alienating anyone in the group. Use swear words at your own risk!

USE BODY LANGUAGE OF OUR OWN

Using body language to control the dynamics in the room can be a great tool. Moving up close to a shy, quiet participant and asking them to speak may make them feel more willing, because they can look at you instead of the big group and feel less intimidated. Also, walking around engages people in the process. Don't just stand in front of the room for the entire meeting.

DON'T TALK TO THE NEWSPRINT, BLACKBOARD OR WALLS--THEY CAN'T TALK BACK!

Always wait until you have stopped writing and are facing the group to talk.

DEALING WITH DISRUPTERS: PREVENTIONS AND INTERVENTIONS

Along with these tips on facilitation, there are some things you can do both to prevent disruption before it occurs to stop it when it's happening in the meeting. The most common kinds of disrupters are people who try to dominate, keep going off the agenda, have side conversations with the person sitting next to them, or folks who think they are right and ridicule and attack other's ideas.

PREVENTIONS

Try using these "Preventions" when you set up your meeting to try to rule out disruption:

Get agreement on the agenda, ground rules and outcomes

In other words, agree on the process. These process agreements create a sense of shared accountability and ownership of the meeting, joint responsibility for how the meeting is run, and group investment in whether the outcomes and goals are achieved.

Listen carefully

Don't just pretend to listen to what someone in the meeting is saying. People can tell. Listen closely to understand a point someone is making. And check back if you are summarizing, always asking the person if you understood their idea correctly.

Show respect for experience

We can't say it enough. Encourage folks to share strategies, stories from the field, and lessons they've learned. Value the experience and wisdom in the room.

Find out the group's expectations

Make sure that you uncover at the start what participants think they are meeting for. When you find out, be clear about what will and won't be covered in this meeting. Make plans for how to cover issues that won't be dealt with: Write them down on newsprint and agree to deal with them at the end of the meeting, or have the group agree on a follow-up meeting to cover unfinished issues.

There are lots of ways to find out what the group's expectations of the meeting are: Try asking everyone to finish this sentence: "I want to leave here today knowing..." You don't want people sitting through the meeting feeling angry that they're in the wrong place and no one bothered to ask them what they wanted to achieve here. These folks may act out their frustration during the meeting and become your biggest disrupters.

Stay in your facilitator role

You cannot be an effective facilitator and a participant at the same time. When you cross the line, you risk alienating participants, causing resentment, and losing control of the meeting. Offer strategies, resources, and ideas for the group to work with, but not opinions.

Don't be defensive

If you are attacked or criticized, take a "mental step" backwards before responding. Once you become defensive, you risk losing the group's respect and trust, and might cause folks to feel they can't be honest with you.

"Buy-in" power players

These folks can turn your meeting into a nightmare if they don't feel that their influence and role are acknowledged and respected. If possible, give them acknowledgment up front at the start of the meeting. Try giving them roles to play during the meeting such as a "sounding board" for you at breaks, to check in with about how the meeting is going.

INTERVENTIONS

Try using these "Interventions" when disruption is happening during the meeting:

Have the group decide

If someone is dominating the meeting, refuses to stick to the agenda, keeps bringing up the same point again and again, or challenges how you are handling the meeting:

First try to remind them about the agreed-on agenda. If that doesn't work, throw it back to the group and ask them how they feel about that person's participation. Let the group support you.

Use the agenda and ground rules

If someone keeps going off the agenda, has side conversations through the whole meeting, verbally attacks others:

Go back to that agenda and those ground rules and remind folks of the agreements made at the beginning of the meeting.

Be honest: Say what's going on

If someone is trying to intimidate you, if you feel upset or undermined, if you need to pull the group behind you:

It's better to say what's going on than try to cover it up. Everyone will be aware of the dynamic in the room. The group will get behind you if you are honest and up -front about the situation.

Use humor

If there is a lot of tension in the room, if you have people at the meeting who didn't want to be there, if folks are scared/shy about participating, if you are an outsider:

Try a humorous comment or a joke. If it's self-deprecating, so much the better. Humor almost always lightens the mood. It's one of the best tension-relievers we have.

Accept or legitimize the point or deal

If there is someone who keeps expressing doubts about the group's ability to accomplish anything, is bitter and puts down others' suggestions, keeps bringing up the same point over and over, seems to have power issues:

Try one or more of these approaches: Show that you understand their issue by making it clear that you hear how important it is to them. Legitimize the issue by saying, "It's a very important point and one I'm sure we all feel is critical." Make a bargain to deal with their issue for a short period of time ("O.K., let's deal with your issue for 5 minutes and then we ought to move on.") If that doesn't work, agree to defer the issue to the end of the meeting, or set up a committee to explore it further.

Use body language

If side conversations keep occurring, if quiet people need to participate, if attention needs to be re-focused:

Use body language. Move closer to conversers, or to the quiet ones. Make eye contact with them to get their attention and convey your intent.

Take a break

If less confrontational tactics haven't worked, someone keeps verbally attacking others, shuffling papers, cutting others off:

In case you've tried all of the above suggestions and nothing has worked, it's time to take a break, invite the disruptive person outside the room and politely but firmly state your feelings about how disruptive their behavior is to the group. Make it clear that the disruption needs to end. But also try to find out what's going on, and see if there are other ways to address that person's concerns.

Confront in the room

If all else has failed, if you're sure it won't create backlash, if the group will support you, and if you've tried everything else:

Confront the disruptive person politely but very firmly in the room. Tell the person very explicitly that the disruption needs to stop now. Use body language to encourage other group members to support you. This is absolutely the last resort when action must be taken and no alternatives remain!

Facilitating Effective Meetings

Article Subgroup: Training and Facilitation Skills
Article Length: 7 Pages
Source: Nancy Ansheles, M.Ed., Catalyst & Co., www.nkacatalyst.com

Additional Resources: Bens, I., Advanced Facilitation Strategies: Tools & Techniques to Master Difficult Situations
Fisher, Roger, William Ury, and Bruce Patton, Getting To Yes: Negotiating Agreement Without Giving In
Frank, M., How to Run A Successful Meeting in Half the Time
Goleman, Daniel, Emotional Intelligence
International Listening Association, www.listen.org
Kelsey, D. & P. Plumb, Great Meetings! Great Results
McCain, D., Facilitation Basics (ASTD Training Basics)
Parker, Glenn M., Team Players and Teamwork
Patterson, Kerry, Joseph Grenny, Ron McMillan, and Al Switzer, Crucial Conversations
Stone, Douglas, Bruce Patton, Sheila Heen, and Roger Fisher, Difficult Conversations: How to Discuss What Matters Most
Tannen, Deborah, TheArgumentCulture
Webne-Behrman, H., The Practice of Facilitation

Objectives

1. Discuss challenges, benefits, and characteristics of effective meetings.
2. Review and practice a 4-step format for effective meetings.
3. Discuss and demonstrate effective facilitation skills.

Housekeeping

Norms for Today's Meeting

1. Start and end on time
2. Share your experiences
3. Listen and keep an open mind
4. One person speaks at a time
5. Hibernation technology until the break
6. Other:

Introductions

1. Name, role, organization
2. What is a challenge you have in running an effective meeting or training?

Do You Know?

- _____ a day in the US
- _____ people daydream during a meeting
- ___ percent take notes to pretend they are listening
- ___ percent are canceled or rescheduled
- Often drag on because of _____

You Do Know!

Best

Worst

Build An Effective Agenda

1. Date; start and end time
2. Location - meeting room
3. Participants
4. Meeting leader and contact information
5. Specific _____
6. Any background information or prework needed
7. Items to be addressed with timeframes and _____

Use APADS® Meeting Format

P _____

Why: build comfort and safety, identify knowledge and resources, focus the discussion, increase participation, save time, gets everyone on _____

How: yourself, the topic and objectives, the room, and the _____,

A _____

Why: increase safety/participation, help guide behavior, support the facilitator and the group, save time, maximize resources

How: set for organization or meeting specific, facilitator and group create; _____

D _____

Why: purpose of the meeting, build buy in, uncover different views, identify problems and opportunities
How: ask questions, be open to different styles, allow for _____, keep focused, be aware of body language and eye contact, expand ideas, evaluate, make decisions

S _____

Why: maximize your investment; make sure you get it right; show value of input, generate ideas for future meetings; clarify next steps; increase accountability

How: _____, decisions made, assignments; evaluation can be written or verbal; identify when/how follow-up will occur

Discuss and Practice Key Facilitation Skills

1. Manage time/keep focused

Why:

Why not:

How:

2. Listen and check for understanding

Why:

Why not:

How:

3. Encourage participation

Why:

Why not:

How:

4. Working effectively with different personalities

Why:

Why not:

How:

Instructions:

1. Identify a time keeper, recorder, meeting facilitator, and presenter.
2. Using the PADS model and any skills we discussed, hold a meeting with your group for ____ minutes.
3. Topic: Discuss and identify the “why” “why not” and “how” of your key facilitation skill.
4. In the final stage of your PADS model, please allow 5 minutes to evaluate how your meeting went. Take notes below. Discuss what skills were used in this meeting by the leader and the participants.
5. Be prepared to present your ideas on the topic and your feedback on the process of your meeting to the whole group at_____.

Practice Meeting Format:

P- A-

D-

S - Summarize your ideas on topic (key facilitation skill). Evaluate how the meeting process went - what worked well, what could be improved?

Summary - Next Steps

1. What do I want to remember from this morning?
2. What do I want to do?
3. What will be the benefits?
4. What might be the barriers and how can I overcome them?

Interactive Lectures: Summary of 36 Formats

Article Subgroup: Training and Facilitation Skills
Article Length: 17 Pages
Source: Workshops by Thiagi, Inc. <http://www.thiagi.com/interactive-lectures.html>

36 Interactive Lecture Formats

1. BEST SUMMARY

Basic idea. Each participant prepares a summary of the main points at the end of a presentation. Teams of participants switch their summaries and select the best summary from each set.

Application. This lecture game is especially useful for informational or conceptual content.

Sample topics. Introduction to online learning. Types of stories. Fuzzy logic. Conflict-management principles. Surface tension.

Flow. Stop the lecture at appropriate intervals. Ask participants to write a summary of the content presented so far. Organize participants into equal-sized teams. Redistribute summaries from one team to the next one. Ask each team to collaboratively identify the best summary among those given to them—and read it.

2. BINGO

Basic idea. Presenter hands out BINGO cards to participants. Presenter then delivers parts of a lecture interspersed with short-answer questions. Participants play BINGO by identifying the answers on their cards.

Application. This lecture game is especially useful when the instructional content is primarily factual or conceptual.

Sample topics. Basic computer terminology. Cultural norms in Asian countries. Introduction to symbolic logic. Investing in mutual funds. Management concepts from around the world. New employee orientation.

Flow. Divide the lecture outline into 10 to 15-minute sections. For each section, prepare a set of short-answer questions, and create BINGO cards with the answers. Present the first section of the lecture, then ask the first set of questions. If participants can find an answer on their BINGO card, they make a small checkmark in the square. Read the question and give the answer. Have participants shout “Bingo!” if they have any five-in-a-rows. Repeat the process of lecturing, having participants mark cards, and checking the cards, as needed.

3. BITES

Basic idea. The topic is presented in small chunks. Participants create questions for two experts to respond.

Application. This lecture game is especially useful for exploring controversial topics without getting bogged down in unnecessary debates. It requires two experts on the topic, preferably with divergent points of view.

Sample topics. Psychic phenomena. Knowledge management. Capital punishment. The future of computer technology. Political correctness.

Flow. Ask each team of participants to generate five questions on the topic and write each question on an index card. Spread the question cards on the experts' table. The first expert selects one of the question cards and gives the response while the second expert sorts through the question cards, sets aside trivial and duplicate questions, and selects another question card, all the while listening to the first expert's answer. When the first expert stops, the second expert adds brief comments and proceeds to another question. This process is repeated until all key questions are answered.

4. BRAINSTORM

Basic idea. Presenter conducts a brainstorming session on an open-ended question, contributing his or her ideas when appropriate. After brainstorming, presenter derives some general principles on the topic and corrects any misconceptions.

Application. This lecture game is especially useful when the instructional content is primarily informational or conceptual, or if the content involves analyzing and solving a problem.

Sample topics. Customer service. Gender differences in the workplace. Long-distance networking. Reducing waste in the workplace. Using a video camera.

Flow. Introduce the topic and inform participants that you will conduct a brainstorming session. If necessary, explain the ground rules for brainstorming. Start the brainstorming session, asking a question that is broad enough to elicit varied responses. Paraphrase participant responses and record them on a flip chart or projected transparency. When there is a lull in the responses, comment on the items in the flip chart, challenging them or supporting them. Explain any discrepancies. At the end of the brainstorming session, correct any misconceptions and be sure to present opposing points of view. Summarize the major points.

5. CONCEPT ANALYSIS

Basic idea. Presenter asks a series of questions related to a concept. Building on participants' responses, presenter explores the critical features and types of the concept.

Application. This lecture game is especially useful for exploring concepts with which participants are familiar.

Sample topics. Facilitation. Empowerment. Innovation. Diversity. Leadership.

Flow. Begin by specifying the concept to be explored. Explain that the goal of the activity is to identify the critical features and types of the concept. Distribute a list of concept analysis questions. Ask participants to provide a variety of examples, ranging from clear-cut ones to border-line cases. Analyze the examples to tease out the critical features of the concept. Classify the examples into different types of the concept. Work with participants to discover the superordinate, coordinate, and subordinate concepts related to the main concept. Explore the synonyms, antonyms, and related words associated with the concept. With participants' input, create a comprehensive definition of the concept.

6. CROSSWORD LECTURE

Basic idea. Participants receive a crossword puzzle that contains questions to test the mastery of the major learning points in the presentation. During puzzle-solving interludes, participants pair up and solve as much of the puzzle as possible..

Application. This lecture game is suited for any type of content that can be summarized by a series of one-word-answer question (which are converted into crossword puzzle clues).

Sample topics. Digital photography. Customer service. Online marketing. High Definition Television..

Flow. Pair up participants and give a copy of a test disguised as a crossword puzzle to each pair. Begin your lecture and stop from time to time to provide puzzle-solving interludes. Before continuing the lecture, provide feedback and clarification based on participants' solutions.

7. DEBRIEF

Basic idea. A brief and powerful experiential activity is followed by a debriefing discussion to elicit and share useful insights.

Application. This lecture game is especially useful when the instructional content involves counter-intuitive principles, attitudes, and values.

Sample topics. Addictive behavior. Cultural Diversity. Everyday racism. Gender discrimination. Lateral thinking. One-way communication. Shifting paradigms.

Flow. Conduct your experiential activity without lengthy introduction. When the activity is finished, explain that different people may have had different insights from the activity. You will now conduct a six-step structured debriefing to help maximize learning. Start by asking participants how they feel. Then help them recollect the experiential activity. For the third

step, encourage participants to generalize. State some general principles, and ask participants to provide evidence from the experiential activity, or from real life, to support or reject the principles. In the fourth step, help participants relate the activity to the real world. For the fifth step, ask speculative, what-if questions. Finally, for the sixth step, ask participants how they would behave differently if the activity were repeated. Help them generalize by asking them how they might change their real-world behavior.

8. DYADS AND TRIADS

Basic idea. Participants write closed and open questions and gain points by answering each others' questions.

Application. This interactive lecture is useful with any type of instructional content.

Sample topics. Interviewing customers. Doing business in France . Nutrition. Time management. Using the Internet. Chemical hazards.

Flow. The activity consists of three parts. During the first part, participants listen to a lecture, taking careful notes. During the second part, each participant writes a closed question on a card. During the next 7 minutes, participants repeatedly pair up and answer each other's questions, scoring one point for each correct answer. During the third part, each participant writes an open question. During the next 7 minutes, participants repeatedly organize them into triads. Two participants answer each question and the person who gave the better response earns a point.

9. EG-HUNT

Basic idea. Presenter uses examples to explain several related concepts. Later, participants generate examples to demonstrate their mastery.

Application. This lecture game is especially useful when the instructional content deals with a set of related concepts.

Sample topics. Architectural styles. Domains of learning. Personality types. Propaganda techniques.

Flow. Present the conceptual framework and explain the relationship among the concepts. Define each concept by identifying its critical and variable features. Illustrate with several examples. Ask participant teams to come up with a different example of the concept. Ask the teams to present their examples. Question the teams for clarification. Give appropriate feedback on each team's examples, highlighting the critical and variable features. Continue with your presentation, defining, explaining, and illustrating other concepts. Conclude by reviewing the concepts and relating them to each other.

10. ESSENCE

Basic idea. Participants write several summaries of a lecture, repeatedly reducing its length.

Application. This interactive lecture is particularly useful with factual, conceptual, or informational content that can be effectively summarized.

Sample topics. Technology breakthroughs. Collaborative problem solving. Computer graphics. Personality types. Descriptive writing. Online learning.

Flow. Ask participants to listen carefully to your presentation, taking notes. After the presentation, ask teams to prepare a 32-word summary of your lecture. Listen to the summaries from different teams and select the best one. Now ask teams to rewrite the summary in exactly 16 words, retaining the key ideas and borrowing thoughts and words from other teams' earlier summaries. Repeat the process, asking teams to successively reduce the length of the summary to eight, four, and two-words. Finally, ask each participant to write an individual summary of appropriate length.

11. FICTIONAL CASE STUDY

Basic idea. Presenter tells a story that illustrates different steps in a process. Teams of participants create and present their own stories.

Application. This lecture game is especially useful for exploring a procedure or a process.

Sample topics. Instructional system design. Creative problem solving. Stages in team development. Change management. Recovering from depression.

Flow. Distribute a diagram that identifies the steps of the process. Present your story, frequently referring to the diagram. Distribute a summary of the story, with notes that identify the different steps. Divide participants into teams of three to five members each. Ask each team to create a story to illustrate the process. Suggest that the story could be based on a team member's experience, a historical event, or a popular TV show: After a suitable pause, randomly choose teams to present their stories. Comment on these stories and conclude with suitable caveats about the limitations of the process.

12. FISH BOWL

Basic idea. Presenter conducts a coaching session with an individual participant. Other participants observe and learn vicariously.

Application. This lecture game is especially useful when the instructional content involves procedures or principles.

Sample topics. How to design a form. How to design a frequency table. How to write an ad. How to construct a test.

Flow. Assemble a full set of practice materials and samples. Set up a table and a couple of chairs in the middle of the room. Invite participants to surround the table and watch the action. Distribute copies of handouts to all participants. Select a learner from the group. Explain that you will be coaching this learner and that you want the other participants to vicariously participate in the process. Begin the coaching session. Demonstrate the procedure. Invite the learner to ask questions. Require the learner to demonstrate what he or she has learned. From time to time, switch the learner with another participant and continue the procedure. At the end of the session, encourage participants to ask questions. Finish the session by giving an independent exercise.

13. GLOSSARY

Basic idea. The presenter identifies a key term related to the training topic. Teams of participants come up with a definition of the term. The presenter collects these definitions, inserts the correct definition among them, and plays a “dictionary”-type guessing game.

Application. The lecture game is particularly suitable for technical content with key concepts and definitions.

Sample topics. Microprocessor design. Java programming basics. Complexity and chaos. Principles of change management. The game of cricket.

Flow. Present a key term related to your training content and ask teams to come up with a real or imaginary definition. Collect the definitions, insert the “official” definition somewhere in this set, read these definitions, and challenge teams to identify the correct one. Use participants’ definitions to identify training needs and make a suitable presentation. Repeat the process with several key terms until you have covered all relevant content.

14. IDEA MAP

Basic idea. While presenter lectures, participants take notes using an idea mapping approach. At logical junctures, the lecture stops to permit teams of participants to consolidate their idea maps.

Application. This lecture game is especially useful when the instructional content involves factual information or concepts.

Sample topics. The changing face of Eastern Europe . The chemistry of household cleaners. Fundamentals of financial planning. The future of mobile computing.

Flow. Teach the idea-mapping technique to participants. Introduce the topic and make a presentation for 10 minutes. Ask participants to take notes in an idea-mapped format. Stop your presentation and organize participants into teams. Ask each team to spend 5 minutes to collaboratively draw an idea map of the topics covered so far. Continue your presentation and repeat the idea-mapping interludes. At the end of the presentation, ask the teams to complete their maps and display them. Comment on the idea maps and correct any misconceptions.

15. INTELLIGENT INTERLUDES

Basic idea. The presenter requires participants to different types of intelligence to process the content presented in the lectures.

Application. This lecture game works effectively with any type of content. The presenter should be familiar with Howard Gardner's seven types of intelligence.

Sample topics. Working with the Swiss. Writing a mission statement. Personal marketing. Business writing. Leadership skills.

Flow. Divide the content into seven topics. Make a presentation about the first topic. Ask participants to write a summary of the main ideas, using their linguistic intelligence. After the second presentation, ask participants to use their logical intelligence to identify the most important idea. After the third presentation, ask participants to use their visual intelligence and draw a diagram related to the topic. After the fourth presentation, ask participants to use their musical intelligence and sing a song related to the topic. Repeat the process with similar interludes after each of the remaining topics.

16. INTELLIGENT INTERRUPTIONS

Basic idea. Presenter stops the lecture at random intervals and selects a participant. This participant asks a question, makes a comment, or challenges a statement as a way of demonstrating that he or she has been intelligently processing the presentation.

Application. This lecture game is especially useful when the instructional content is informational.

Sample topics. Business partnership in Canada . How to watch a soccer game. Retirement planning. The World Wide Web.

Flow. Set a timer for a random period between 5 and 10 minutes. Make the presentation in your usual style. Stop the presentation when the timer goes off. Announce a 30-second preparation time during which participants review their notes. Select a participant at random. Ask participant to demonstrate his or her understanding of the topic by asking five or more questions, coming up with real or imaginary application examples, presenting a personal action plan, or summarizing the key points. The selected participant should spend at least 30 seconds and not more than 1 minute in his or her "interruption." React to participant's interruption and continue with your presentation. Repeat the procedure as needed.

17. INTERACTIVE STORY

Basic idea. Presenter narrates a case incident in the form of a story. During pauses at critical junctures, participants figure out what happened, why it happened, or what should happen next.

Application. This lecture game is especially useful when the instructional content requires the analysis of a situation, identification of the basic cause, or selection of the best solution.

Sample topics. Likely impact of different managerial behaviors. Major causes of different performance problems. The next steps to be taken in different sales scenarios. Appropriate diagnoses for different computer problems.

Flow. Create a set of stories that require systematic analysis. Narrate the first story. Supply excess details so that the listeners have to separate critical information from irrelevant data. Stop the story at a critical juncture and specify the task for teams of participants. (For example, ask the teams to identify the causes of a problem.) Halfway through the discussion period, announce that you will answer two questions from each team. Ask each team to report its conclusion and to justify it. Repeat the procedure using more stories. Finally, summarize the main instructional points.

18. INTERPRETED LECTURE

Basic idea. The presenter pauses from time to time during the lecture. A randomly selected participant “translates” the lecture into plain English.

Application. This lecture game is particularly useful with complex topics. It requires a high level of language skills among participants.

Sample topics. Quantum mechanics. Managing software projects. The concept of flow . Investment banking.

Flow. Warn participants that you will randomly select people from time to time to interpret what you said during the most recent segment of your presentation. Lecture for about 5 minutes. Pause briefly to permit everyone to get ready for the interpretation segment. Randomly select a participant to repeat what you said in her language. After this interpretation, ask others to add any missing items. Repeat the procedure in approximately 5 minute intervals.

19. ITEM LIST

Basic idea. Participants review a list of items in a handout and select a few that need detailed explanation. Presenter clarifies these items.

Application. This lecture game is especially useful when the instructional content can be organized into a list of items.

Sample topics. Basic principles of message design. Gender differences in communication styles. Negotiation principles. Guidelines for conducting a workshop. WWW trends.

Flow. Give a short introduction to the instructional topic. Distribute copies of a handout that lists key items for discussion. Ask participants to review the handout and select a few items for clarification. Ask participants to pair up with a partner and jointly select an item for

immediate clarification. Select a participant at random and clarify the chosen item. After completing the clarification sessions, ask participants to choose items they would like to challenge and debate with you. Conclude with a review of the items.

20. JOB AID

Basic idea. Presenter steps through the use of a job aid. Participants form teams and use the job aid to work on an application exercise. Participants then work individually to master the use of the job aid on another application exercise.

Application. This lecture game is especially useful when the content involves a procedure and a job aid.

Sample topics. A worksheet for computing the price of a new product. A chart of copyediting symbols. A flowchart for selecting the best instructional method for a particular topic. An annotated diagram for troubleshooting a computer.

Flow. Distribute the job aid and give an overview of its features and use. Present an application exercise. Walk through the proper use of the job aid, eliciting as many suggestions from participants as possible. Comment on any unused job aid items. Divide participants into teams and have teams work on a new application exercise. Provide assistance as needed. When teams have finished the application, have participants work on a new application exercise individually. Follow up by asking for participant questions, to which you provide answers and clarifications.

21. MULTILEVEL COACHING

Basic idea. Presenter “lectures” to a small group of participants and tests them to make sure that they have acquired the skill. These participants become coaches and train the others.

Application. This lecture game is especially useful with motor skills and foreign language acquisition where demonstration, coaching, and feedback are critical factors. It is best interspersed among other regular activities since it primarily involves one-on-one coaching.

Sample topics. Conversational phrases in Swahili. Magic tricks. Origami. Using a digital camera. Heimlich Maneuver.

Flow. Demonstrate the skills to four or six participants. Test to make sure that they have mastered the skill and certify them. Divide the certified participants into two teams. Ask the team members to individually recruit and train other participants. Each newly trained participant should be tested and certified by a member of the other team. After certification, participant becomes a member of the team that taught him or her. This participant now recruits others and trains them. The process is continued (over several days, if necessary)

until everyone has been trained. At this time, whichever team has the most certified members is the “winning” team.

22. ONE, TWO, FOUR

Basic idea. Participants recall successful strategies that they have used (or heard about from others) for solving problems in a specific area. They share these strategies with a partner and later with a group of four people.

Application. This lecture game is especially useful when participants have practical experience in solving problems in a specific area.

Sample topics. Meeting management. Overseas assignments. Selling professional services. Time management. Firing marginal employees.

Flow. Before the session, come up with 4-6 subtopics related to the session topic. (Example from the topic of meeting management: disruptive participants, assigning action items, agenda, and time crunch.) Announce the first subtopic. Ask each participant to independently recall successful strategies that they have employed or heard about. After a pause, ask each participant to find a partner and share these strategies. When this task is completed, ask each pair to team up with another pair and share the strategies again, this time with each person reporting on his or her partner's strategies. Roam among participants, eavesdropping on the conversations. Assemble the entire group, and invite participants to present any impressive strategy that they heard during the earlier conversations. Give a brief report on effective strategies that you have used and heard about. Repeat the procedure with each of the other subtopics.

23. PRESS CONFERENCE

Basic idea. Participants organize themselves into teams and write a set of questions on different subtopics. Presenter responds to the questions in a press-conference format.

Application. This lecture game is especially useful when the instructional content is primarily factual or informational.

Sample topics. Marketing in the Pacific Rim . New-hire orientation. Features and functions of new products. Promotion policies.

Flow. Present a short overview of the major topic and identify three or four subtopics. Distribute index cards to participants and ask them to write at least one question on each subtopic. Collect the question cards and divide participant into as many teams as there are subtopics. Give each team the set of questions dealing with a specific subtopic. Ask the team members to organize the questions in a logical order, eliminating any duplicates. After a suitable pause, play the role of an expert and invite one of the teams to grill you for 10 minutes. At the end of this press conference, ask members of each team to review their notes and identify what they consider to be the two most important pieces of information given in your answers. Repeat this activity with the other teams.

24. QUESTION CARDS

Basic idea. After your presentation, ask teams of participants to write 20 short-answer questions based on the content. Collect all questions, shuffle the cards, and conduct a quiz program.

Application. This interactive lecture format is especially useful with factual content. It is suited for participants who are capable of constructing valid short-answer questions. The quiz program part of this activity requires ample time.

Sample topics. The Hispanic culture. Product features and benefits. Drug dosage, interactions, and abuse. Background information about the corporation.

Flow. Make your presentation and stop at 10-minute intervals. Ask teams of participants to write a set of short-answer questions along with answers on individual index cards. Continue with the next part of the presentation. After the last part of the presentation, collect all question cards and shuffle them. Ask each team to send a representative to the front of the room. Conduct a question program using the questions from the cards (avoiding duplicate questions).

25. QUESTIONNAIRE ANALYSIS

Basic idea. Participants respond to a questionnaire and compute their scores. Presenter helps them to interpret the scores and learn more about the topic.

Application. This lecture game is especially useful when the instructional content involves values, attitudes, personality characteristics, or preferences that can be explored through a questionnaire.

Sample topics. Career planning. Troubleshooting styles. Decisionmaking styles. Equipment preference. Organizational climate.

Flow. Briefly explain the topics covered in the questionnaire. Distribute copies of the questionnaire and ask participants to independently fill it out. When all participants complete their task, distribute the scoring key. Ask participants to score their own questionnaires. Distribute copies of a handout that explains how to interpret the scores. Walk participants through the interpretation of different response patterns. Discuss how participants can use the new information in improving their professional effectiveness.

26. RAPID REFLECTION

Basic idea. Presenter pauses at different junctures during the presentation. Participants reflect on the latest segment of the presentation and write down one insight or application idea. A few random reflections are shared with the entire group.

Application. This interactive lecture format is especially useful with content that generates insights and application ideas.

Sample topics. Changing your job into a calling. Professional growth and development. Empowerment. Double-loop learning.

Flow. Stop your presentation at the end of each 7 - 10 minute segment. Ask each person to reflect on what they heard during the most recent segment of the presentation. After a pause, ask each participant to write down one insight or application idea on a piece of paper and fold it so the writing is hidden. Ask participants to exchange the folded pieces of paper repeatedly. Randomly select three or four participants and ask them to read what is written on the piece of paper they received.

27. SELECTED QUESTIONS

Basic idea. A list of questions (generated before the presentation) is reviewed, organized, and prioritized by audience members. You begin your presentation by answering the question selected by most participants. You repeat the process by responding to “popular” questions that are successively selected by the listeners.

Application. This interactive lecture format is especially useful when your audience members represent different areas of interest and levels of knowledge. It is suited for presentations that involve a broad survey of a topical area. The format requires a willingness on your part to let go of the control of the session.

Sample topics. Introduction to complexity theory. Future trends in global marketing. Characteristics of Hispanic culture. Internet commerce.

Flow. Prior to the presentation, invite participants to send you questions. Prepare a list of these questions, each identified by a number. At the beginning of the presentation, distribute the list of questions to each participant. Ask participants to individually select the question they would like to be answered first. At a signal, ask participants to shout out the identifying number of the selected question. Determine the most “popular” first question and respond to it. Ask participants to identify the next question to be answered using a similar procedure. Repeat as many times as time permits.

28. SHOUTING MATCH

Basic idea. Participants organize themselves into three teams and assume positive, negative, and neutral roles toward a controversial issue. Presenter conducts an informal debate among the teams and adds her own comments.

Application. This lecture game is especially useful with potentially controversial instructional content.

Sample topics. Affirmative action. Gun control. Health insurance. Political correctness. Sexual harassment policies.

Flow. Make an objective presentation to introduce the issue and identify its major elements. Write the issue on a flipchart in the form of a proposition for debate. Form three teams and assign an extremely positive role to one, an extremely negative role to another, and a neutral role to the third. Ask the positive and negative teams to spend 5 minutes making a list of arguments in support of their position. During the same period, ask the neutral team to prepare a 2-column list of both positive and negative arguments. Conduct a debate between the opposing teams. Ask the neutral team to decide which of the other teams did a more credible job. Also ask members of the neutral team to read arguments on their list that both teams missed. Add your comments and correct any major misconceptions by presenting factual information. Conclude with a question-and-answer session.

29. SLIDE SETS

Basic idea. The presenter distributes copies of key diagrams used during the presentation, a different diagram to each team. After a suitable pause, each team sends a representative to make a summary presentation of the major points related to the diagram it received.

Application. This interactive lecture format is especially suited for technical content that uses several diagrams during the presentation.

Sample topics. Changes in the change process. Decision-making in ambiguous situations. Product-design cycle. Installing and implementing a customer-response software system.

Flow. Make your presentation around presentation around 4 - 6 key charts or diagrams. After the presentation, divide participants into as many groups as there are diagrams. Randomly distribute a different diagram to each group. Tell the group that they will have 7 minutes to prepare a 1-minute presentation to summarize the key points related to the diagram. After a suitable pause, ask the teams (in the correct sequence) to send a representative to display the diagram and make the summary presentation.

30. SUPERLATIVES

Basic idea. Interrupt your presentation at the end of each logical unit and ask teams to identify the most important, the most disturbing, the most surprising, or the most complex idea presented so far.

Application. This interactive lecture format is especially suitable when participants know how to take notes and discuss them. It is appropriate for presentations that can be divided into 7 - 10 minute sections.

Sample topics. How to improve security in office buildings. Different types of performance interventions. Tips for avoiding heart attacks. Leadership strategies.

Flow. Stop your presentation at some logical location after about 7 minutes. Ask participants to work in teams to identify the most important piece of information you presented so far. After a suitable pause, ask each team to share its decision. Now ask teams to select the most

controversial statement that you made in your presentation. After team responses, make the next unit of presentation. Repeat the teamwork procedure by specifying different types of information to be identified (such as the most radical, the most surprising, the most interesting, or the most humorous).

31. TABLE TALK

Basic idea. Presenter introduces two contrasting approaches. Participants collect information about the similarities and differences between these two approaches. Presenter organizes, summarizes, and clarifies the information.

Application. This lecture game is especially useful for comparing two alternative approaches. Usually one approach is traditional and the other is a new alternative that you are recommending.

Sample topics. Inclusive vs. exclusive behaviors. Leaders vs. managers. Virtual teams vs. face-to-face teams. Analytical intelligence vs. practical intelligence. Instructional technology vs. performance technology.

Flow. Before the presentation, prepare a table that identifies the two approaches and the critical comparison factors. Prepare questions related to each cell in the table. Begin the presentation with a definition of the two approaches. Randomly distribute question cards to all participants. Ask participants to come up with personal responses to the questions and to collect information and opinions from the others. After a suitable pause, distribute blank copies of the comparison table to all participants. Work through each cell in the table, eliciting information from participants. Correct any misconceptions and add additional information as needed.

32. TALK SHOW

Basic idea. Presenter acts as a talk-show host and interviews a panel of experts. Participants contribute additional questions and comments.

Application. This lecture game is especially useful when the instructional content is somewhat controversial.

Sample topics. New corporate policies. Sexual harassment. Rightsizing. Reengineering the organization.

Flow. Assemble a panel of experts, experienced people, or employees affected by the topic. Work out a list of major points to be covered in the presentation. Conduct a simulated talk show. Begin by introducing the topic and interviewing the panel members. Move into the audience of participants and invite them to make comments or ask questions. Encourage a free and open dialogue among participants and the panelists. Conclude the session by summarizing major points.

33. TEAM QUIZ

Basic idea. Presenter does a “data dump” of factual information. Presenter stops the lecture at intervals, allowing teams of participants to come up with questions on the materials covered so far and to conduct a short quiz contest.

Application. This lecture game is especially useful for presenting significant amounts of technical information or conceptual content.

Sample topics. Principles of quantum physics. Compiler construction. The Linux operating system. ISO 9000 standards. Quality award criteria.

Flow. Warn participants that your presentation will be interspersed with quiz contests. Set up a timer for 10 minutes. Make the first segment of your presentation. Stop the presentation when the timer goes off. Organize participants into teams of three to seven members. Ask each team to come up with three or four fact-recall, rote-memory questions and one or two open-ended, divergent questions. After 3 minutes, ask a team to read a fact-recall question and choose an individual from any other team to come up with the answer. Later, choose another team to ask a divergent question and ask a team to give a response. Continue with the next segment of your presentation, building up on the questions and answers from participants. Repeat the quiz sessions as many times as needed.

34. TEAMWORK

Basic idea. Participants are divided into two or more groups. Each group listens to a lecture (and watches a demonstration) about a different part of a procedure. Participants then form teams with one member of each group. Team members work on an application exercise and help each other master all the steps in the procedure.

Application. This lecture game is especially useful when the instructional content involves a step-by-step procedure.

Sample topics. How to construct a Pareto chart. How to create an advertising slogan. How to draw a flowchart. How to specify a performance objective. How to write an executive summary.

Flow. Before the presentation, divide the procedure into steps. Begin the presentation with a brief overview of the steps and their interrelationships. Divide participants evenly into groups, one for each step. Make a separate presentation to each group. Create teams with one member of each group. Give the teams an application exercise. In completing the exercise, team members should teach each other the steps of the procedure. Provide consultative help and give additional exercises as needed.

35. TRUE OR FALSE

Basic idea. Presenter displays a series of statements about the topic and asks participants to decide whether each is true or false. Presenter then provides background information related to each statement.

Application. This lecture game is especially useful when participants are likely to have major misconceptions about the topic.

Sample topics. Cultural diversity. The Communications Decency Act. The Internet. AIDS and sexually transmitted diseases.

Flow. Prepare a list of statements related to common misconceptions about the selected topic. Make half of the statements true and the other half false. Briefly introduce the topic and explain its importance. Distribute copies of the list to participants and ask them to individually decide if each statement is true or false. When they have finished this task, read the first statement aloud. Ask participants who think that the first statement is true to raise their hands. Explain why the statement is true or false and provide relevant background information. Repeat the procedure with each statement.

36. TWO MINDS

Basic idea. Teams of participants prepare a list of questions about a topic. Two experts give independent responses to each question. After listening to both responses to a question, teams identify key similarities and differences.

Application. This lecture game is especially useful for exploring controversial topics without getting bogged down in unnecessary debates. It requires two experts on the topic, preferably with divergent points of view.

Sample topics. Psychic phenomena. Knowledge management. Capital punishment. The future of computer technology. Political correctness.

Flow. Ask each team of participants to generate five questions on the topic and write each question on an index card. Spread the question cards on the experts' table. The first expert selects one of the question cards and gives the response while the second expert listens to music through headphones. After the first expert's response, the second expert gives her response. Each participant team now compares their notes and identifies two similarities and two differences between the responses from the two experts. The two experts now sort through the question cards and select the top 5 questions. The second expert begins the next round by responding to a question while the first expert puts on the headphones. The same procedure is repeated for the remainder of the session.

Planning Your Training:

A Trainer's Tool

Article Subgroup: Training and Facilitation Skills

Article Length: 2 Pages

Source: Resource Sharing Project, inspired by curriculum development tools from the Office for Victims of Crime

WHO: Participants

Who is this training for?

Do they want to be there?

What experience do they have with sexual assault issues?

Other notes:

WHAT: Training Event

Length of time available

What is the site/location like?

Who will host, co-sponsor or partner with you?

Other notes:

WHY: Goals & Priorities

Why is the training happening?

Why does this training matter to the participants?

What difference do you hope it will make in their work?

How will this training encourage partnerships?

If you could only make 3 points, what would they be?

How does this training fit into your relationship with the participants and/or their organizations (how have you worked with them before? How do you hope to work with them in the future?)

How does this training fit into your relationship with the host, co-sponsor or partner?

HOW: Outline & Objectives

What are the training essential questions or learning objectives:

Section	What are the Key Points?	Reminders?
Introduction	<i>How will participants get to know each other and you? How will they know what to expect from the time together?</i>	Activities Materials Assessing Barriers Enhancing Partnerships
Section 1	<i>What are the primary learning results or essential questions from this section? How will you impart them? How will you incorporate different learning domains?</i>	Activities Materials Assessing Barriers Enhancing Partnerships

Section 2 (add or delete sections as needed)	<i>What are the primary learning results or essential questions from this section? How will you impart them? How will you incorporate different learning domains?</i>	Activities Materials Assessing Barriers Enhancing Partnerships
Conclusion	<i>Review - what should they take away with them? Next Steps Q& A</i>	Activities Materials Assessing Barriers Enhancing Partnerships
Evaluation	<i>How will you know that the training was successful? How will you share news of that success? How will you ensure that participants maintain learning and behavior change over time?</i>	Activities Materials Assessing Barriers Enhancing Partnerships

PLANNING: Overall Logistics & Preparation

Logistics

How will the room be laid out?
 What A/V do you need?
 What supplies do you need (pens, toys, paper, etc.)?
 What materials do you need to prepare, copy and/or distribute (presentation slides, handouts, references)?

Preparation

What do you need to do between now and then?
 What will your host/partner do for you or with you?

Things to remember as you customize slides and/or materials

- Include your contact info, and that of relevant partners
- Include links/copies of relevant articles/reports
- Thank your host/partners

Presenter's Toolbox: OVC

Link Subgroup: Training and Facilitation Skills

Source: https://www.ovcttac.gov/saact/presenters_toolbox.cfm

Summary of Link

Here, you'll find everything you need for your training event. You can access

- The full SAACT curriculum, including all training modules.
- Important tools to help you train, including a customizable agenda that allows you to download specific modules.
- Additional information for SAACT trainers and managers of sexual assault advocate/counselor programs.

Worksheets, handouts on a range of topics, and video vignettes; sample outreach and application materials, etc.