SUCCESSFUL PROJECT MEETINGS

Course Materials

Understanding how to facilitate meetings, group settings, requirements gathering sessions, or process definition workshops are all part of the project manager's role and a necessary skill set for success. This course is designed to assist the project manager understand the principles of facilitation and provide a practice workshop to use those skills learned in the course. After taking this course, the project manager will be able to excite their teams about participating in the solution and keep them focused during the session. The project manager will learn how to ask questions that challenge without alienating, guide the meeting without overpowering it, and how to address disagreement by building consensus and gaining a commitment to action.

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Course Agenda

Day 1	Day2
8:30 – 9:00 Personal Introductions	8:30 - 9:00 Gathering Information
9:00 - 9:30 Intro to Meeting Facilitation	9:00 - 9:45 Dysfunctional Behavior
9:30 - 9:45 BREAK	9:45 - 10:00 BREAK
9:45 - 11:00 Preparing for a Successful Meeting	10:00 - 10:45 Consensus Building
11:00 - 12:00 Starting the Meeting	10:45 - 11:45 Keeping the Energy High
12:00 - 1:00 LUNCH	11:45 - 12:45 LUNCH
1:00 - 2:00 Focus the Group	12:45 - 1:15 Closing the Meeting
2:00 - 2:30 Power of the Pen	1:15 - 1:30 BREAK
2:30 - 2:45 BREAK	1:30 - 3:30 Practice Meeting
2:45 - 3:15 Power of the Pen	3:30 - 4:00 Exam and Evaluation
3:15 - 4:00 Gathering Information	

Lesson 1: Introduction to Meeting Facilitation

Topic 1: Review Course Objectives (Facilitation Principles)

Topic 2: The Facilitation Process

Topic 3: Facilitation Roles

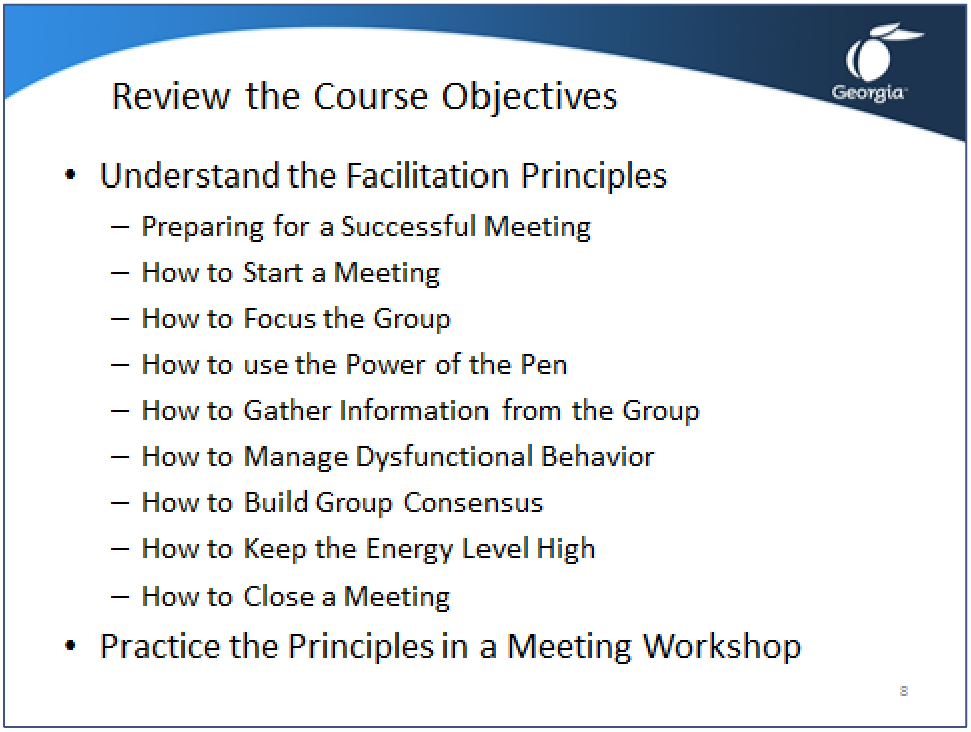
Student Learning Objectives

After completing this lesson you should be able to

- Understand the steps of the facilitation process
- Understand the role of the facilitator and the roles in the facilitative process

Approximate Presentation time: 30 minutes

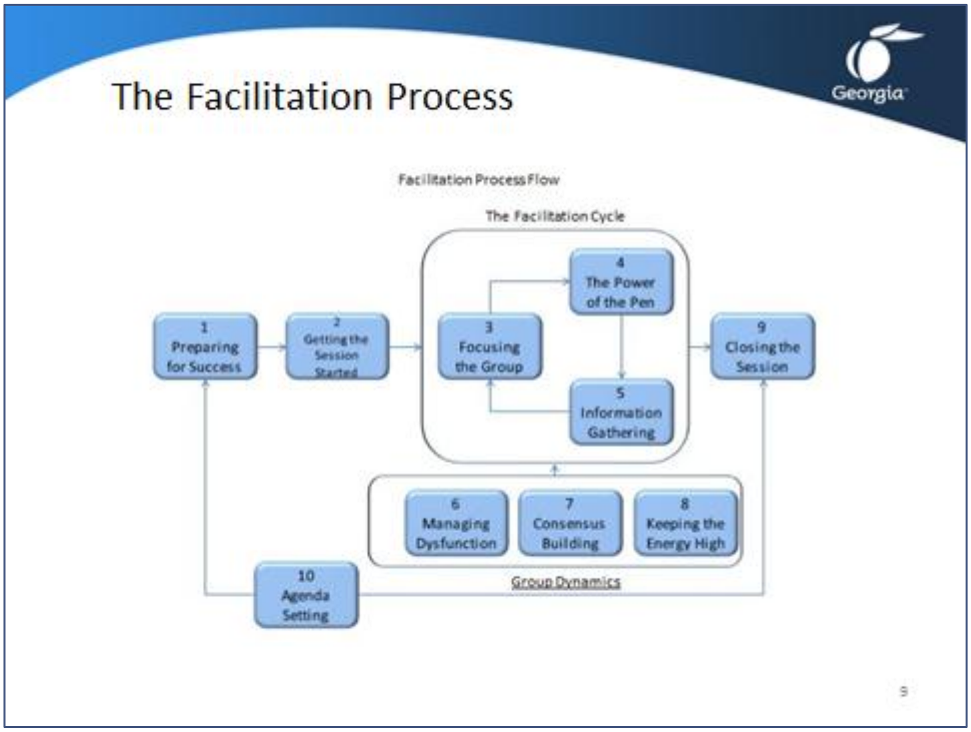
Topic 1: Review Course Objectives (Facilitation Principles)



The objectives of the course are to;

1. Understand meeting preparation
2. Understand how to start the meeting
3. Understand how to keep the group focused
4. Understanding the "Power of the Pen"
5. Understand how to gather information
6. Understand how to manage dysfunctional behavior
7. Understand consensus building
8. Understand how to keep the energy high
9. Understand how to close the meeting

Topic 2: The Facilitation Process



The Facilitation Process consists of the following activities and is illustrated in the diagram above.

1. Preparing for Success
2. Getting the Session Started

<u>The Facilitation Cycle</u>

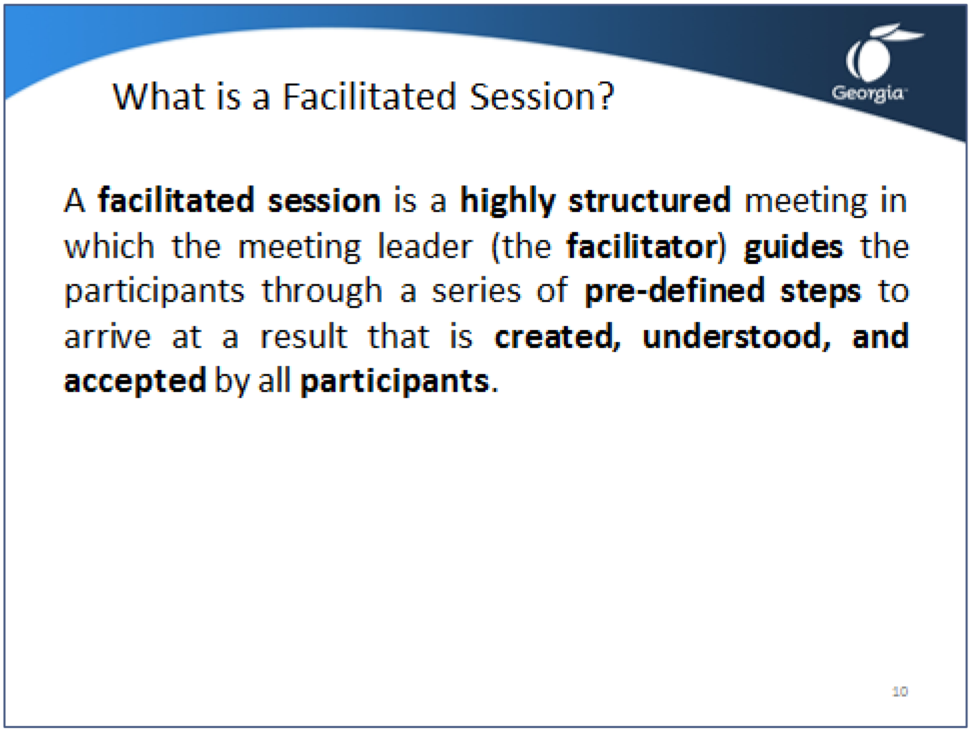
3. Focusing the Group
4. The Power of the Pen
5. Information Gathering

<u>Group Dynamics</u>

6. Managing Dysfunction
7. Consensus Building
8. Keeping the Energy High

9. Closing the Session

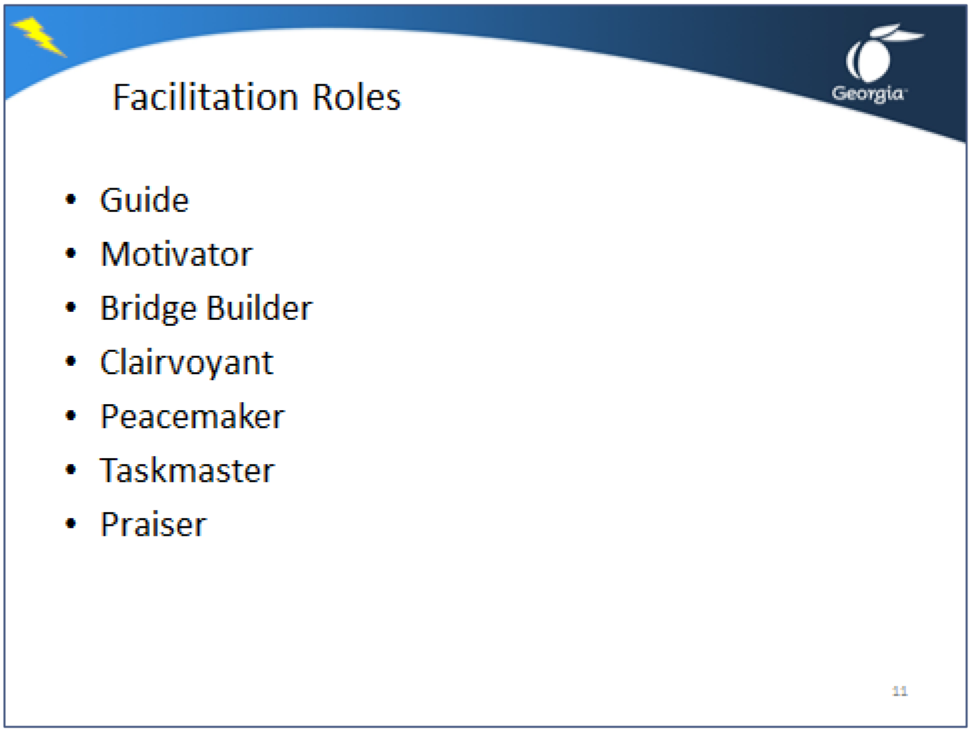
Topic 2: The Facilitation Process



Let's look at some key aspects of this definition.

1. Every facilitated session has a specific **purpose** or **result** to be achieved, i.e. to improve the efficiency of a specific process, or to define a solution to a difficult problem.
2. To create the result, the participants flow through a series of **predefined steps**.
3. The role of the facilitator is to **guide participants** through the steps. Facilitators do not dictate the solution. Instead, they use their understanding of the facilitative process and group dynamics to help the group achieve the desired results. If the group is successful, the final **results will have been created, understood, and accepted by all participants**.

Topic 3: Facilitation Roles



The Facilitator plays multiple roles as described in the table below. He/she must be able to wear many hats in order to conduct a successful meeting. You may not be proficient in all of these roles but you need to be well versed on what they mean and when it is appropriate to ‘morph’ into the role.

Guide	The facilitator must know the steps of the process from beginning to end and must carefully guide the participants through each phase.
Motivator	From the opening statement to the closing words, the facilitator must ignite a fire within the group and keep it well lit. The facilitator must establish momentum and keep the pace.
Bridge Builder	Where other people see differences, the facilitator must find and use similarities to establish a foundation for building bridges to consensus.
Clairvoyant	Throughout the session, the facilitator must watch carefully for potential signs of strain, weariness, aggravation and disempowerment – and respond in advance to avoid dysfunctional behavior.
Peacemaker	While it is almost always better to avoid a direct confrontation between participants, should such an event occur, the facilitator must quickly step in, re-establish order and direct the group toward a constructive resolution.
Taskmaster	The facilitator is ultimately responsible for keeping the session on track; this means tactfully cutting short irrelevant discussions, preventing detours and maintaining a consistent level of detail throughout the session.
Praiser	At every opportunity, the facilitator should praise the effort put forth, the progress made, and the results achieved. Praise well, praise often, praise specifically.

Topic 4: Facilitation Roles

There are other roles present in a facilitated session usually represented by the participants in the session. The major participant roles are described below.

Project Sponsor	• Sets the overall objectives for the project and the meeting • Shows support for the session
Project Manager	• Oversees the content of the meeting to ensure that project objectives are being met.
Subject Matter Expert	• Ensures that the deliverables of the meeting generally meet the requirements of the organization's methodology.
Documentor	• Documents the results of the meeting as recorded by the facilitator, avoiding any paraphrasing or alteration.
Timekeeper	• Tracks the time of each activity in the meeting and alerts the group when an activity exceeds the time allotted.
Participant	• Arrives at the meeting prepared to participate, contributes to the discussion and ensures that the content is accurate, acceptable and sufficiently comprehensive.
Observer	• Quietly observes the meeting activity without impacting the result.

Lesson 1 Summary: Learning Objectives Recap

- **Understand the steps of the facilitation process**
  The steps in the facilitation process:

  1. Preparing for Success
  2. Getting the Session Started

  The Facilitation Cycle

  3. Focusing the Group
  4. The Power of the Pen
  5. Information Gathering

  Group Dynamics

  6. Managing Dysfunction
  7. Consensus Building
  8. Keeping the Energy High
  9. Closing the Session

- **Understand the role of the facilitator and the roles in the facilitative process**
  The Facilitator plays multiple roles as described in the table below. He/she must be able to wear many hats in order to conduct a successful meeting.

Guide	The facilitator must know the steps of the process from beginning to end and must carefully guide the participants through each phase.
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Participant	• Arrives at the meeting prepared to participate, contributes to the discussion and ensures that the content is accurate, acceptable and sufficiently comprehensive.
Observer	• Quietly observes the meeting activity without impacting the result.

Notes

LESSON 2: PREPARING FOR A SUCCESSFUL MEETING

Topic 1: Know the P's

Topic 2: Agenda Building - Define the Meeting Objective

Topic 3: Agenda Building - Develop the Meeting Agenda

Topic 4: Prepare Sample Deliverables

Topic 5: Prepare your Opening

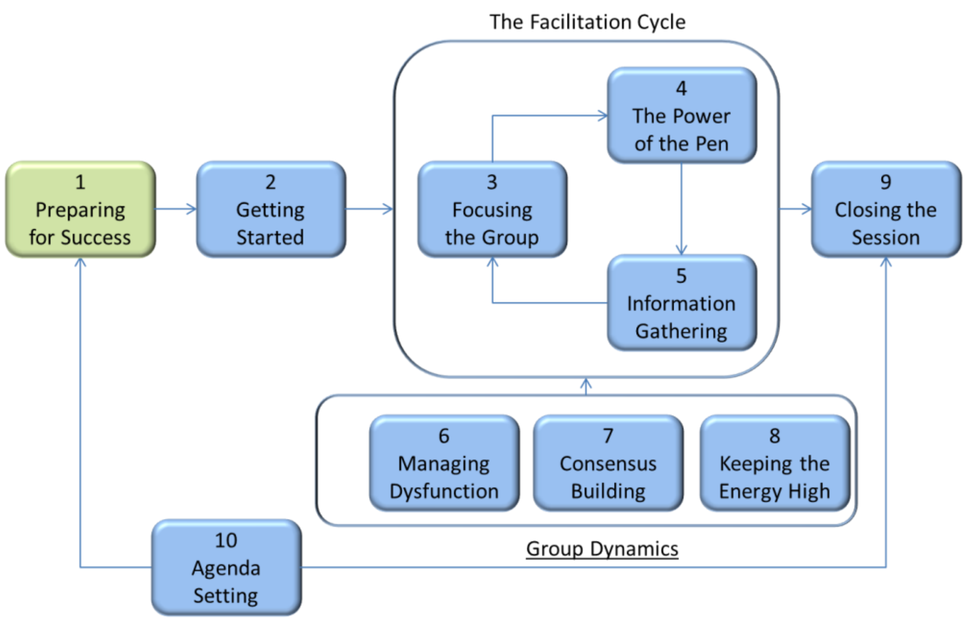
Student Learning Objectives

After completing this lesson you should be able to

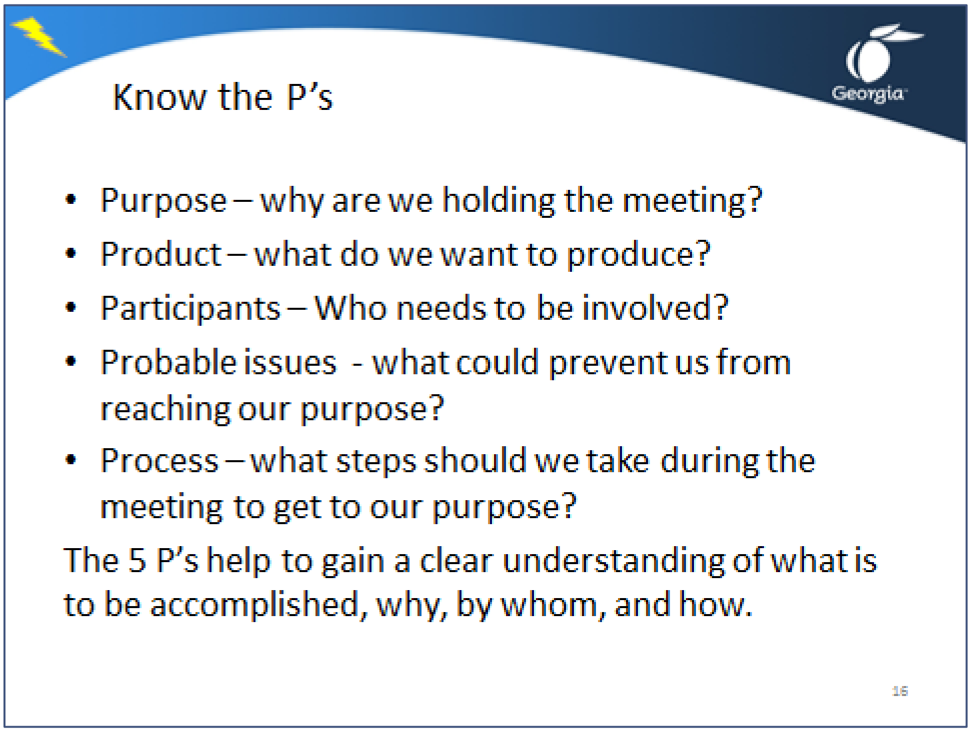
- Understand how to determine the objective of a meeting
- Understand the steps for developing a meeting agenda
- Understand how to develop the opening statement and its importance

Approximate Presentation time: 1 hour 15 minutes

Facilitation Process Flow



Topic 1: Know The P's

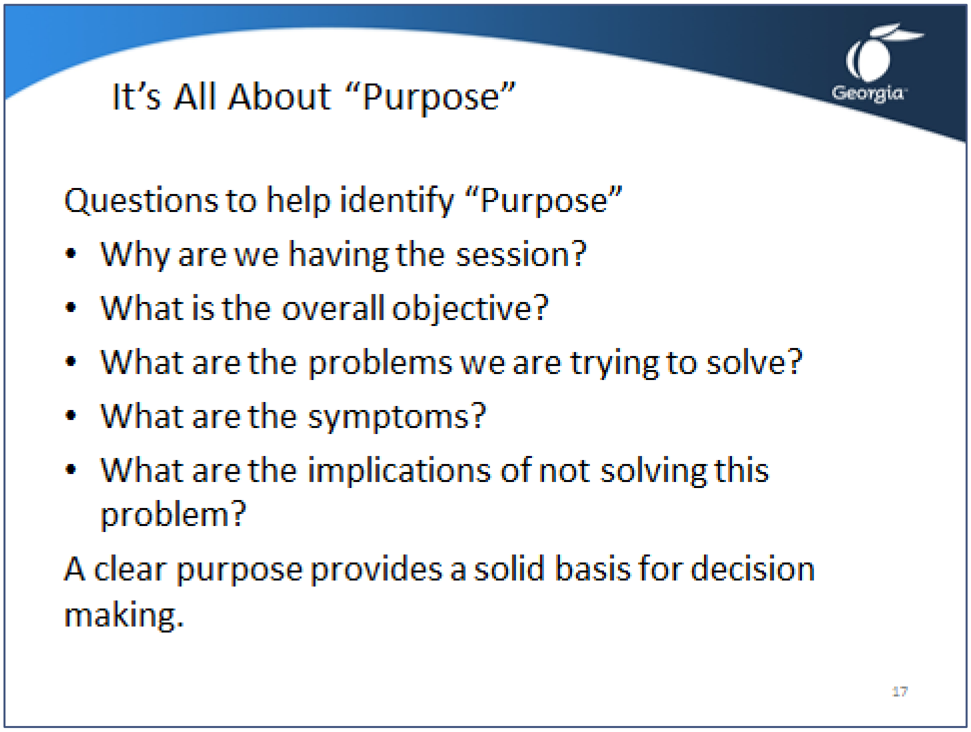


Smart facilitators know that whether they are preparing for running a task force meeting, delivering a presentation, or meeting with a customer; the secret to preparation is the same: they must achieve a clear understanding of the 5 P's.

1. **Purpose.** Why are we holding this session? What are the key objectives?
2. **Product.** What do we want to have produced once we are done? How will we know we have been successful?
3. **Participants.** Who needs to be involved, and what are their perspectives?
4. **Probable issues.** What are the concerns that will likely arise? What are the "gotchas" that could prevent us from creating the product and achieving the purpose?
5. **Process.** What steps should we take during the meeting to achieve the purpose, given the product desired, the participants, and the probable issues we will face?

Smart facilitators focus on the 5 P's to gain a clear understanding of what is to be accomplished, why, by whom, and how.

Topic 1: It’s All About Purpose



A facilitator knows that clarity of purpose is essential for effectiveness. Whenever a group comes together, a smart facilitator is intentional about ensuring that they understand the purpose and that the purpose is communicated clearly to the participants.

Questions to Identify the Purpose

- Why are we having this session? (Purpose)
- What key results would you like to achieve? (Deliverables)
- How does this session fit into the overall project objectives? (Relevance)
- Who will be attending the session? (Participants)

A clear purpose provides a solid basis for decision making.

Exercise 2.1 Understanding Purpose

Each team will read one of the two scenarios below and discuss what decision would you make and why? Also, determine the purpose of the scenario.

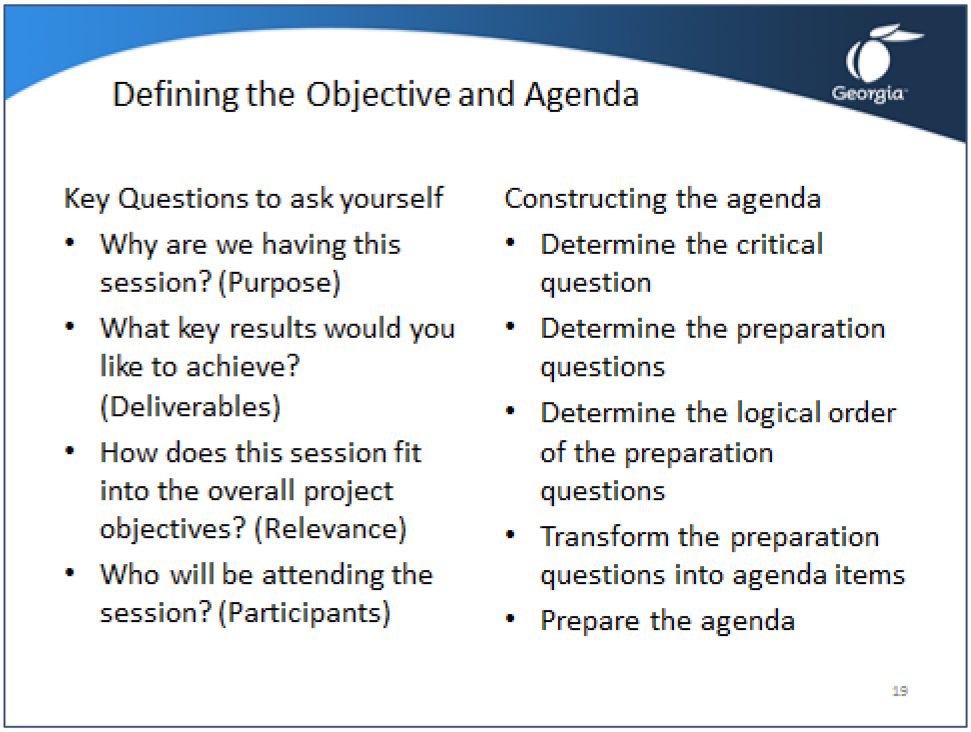
Scenario 1

A department head is considering giving the same annual compensation increase to each employee rather than varying the amounts. The department head believes this will reduce the amount of "water cooler" chatter about raises. Is giving the same increase a good idea?

Scenario 2

The family is considering multiple options for vacation, including seven days on a beach, a tour of Italy, visiting Disney World, and hiking through the mountains together. Which should the family choose?

Topic 2: Agenda Building - Define the Meeting Objective



The purpose of the agenda is to identify the major activities (process steps) that will be performed to achieve the session objectives. This means you must clearly understand the purpose of the meeting. Understanding the **critical question**, "What is the key question that must be answered when the meeting is completed?" can help you set the meeting objective.

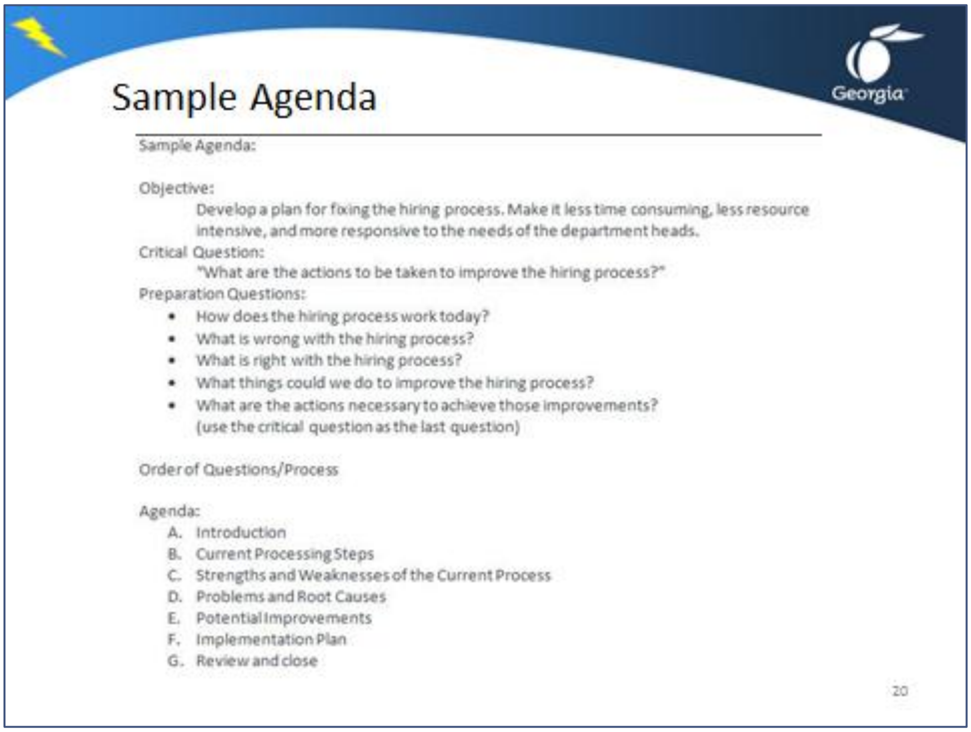
Look at the following meeting types and see if you can complete the critical question and develop an objective:

1. Meet with the business owner and key stakeholders to develop a project charter.

2. Prepare a status report to present to stakeholders at a monthly meeting.

3. Your agency must incorporate new legislation to its business processes. You need a meeting of division directors to determine what this new program will look like.

Topic 3: Agenda Building - Developing the Agenda for the Meeting



Follow the steps below to construct an agenda:

1. Determine the **critical question**: What is the key question that must be answered when the meeting is completed?
2. Determine the **preparation questions**: What are the questions that should be answered first in order to prepare the participants to answer the critical question? Note that the last preparation question is the same as the critical question.
3. Determine the **logical order** of the preparation questions. You should sequence the questions in so that related questions are in close proximity to one another and questions that depend on answers from other questions are positioned later in the sequence.
4. Transform the preparation questions and the critical question into **agenda items.**

Notice the example below.

Sample Agenda: You are on the team to overhaul the agencies hiring process.

Objective:

Develop a plan for fixing the hiring process. Make it less time consuming, less resource intensive, and more responsive to the needs of the department heads.

Critical Question:

"What are the actions to be taken to improve the hiring process?"

Preparation Questions:

- How does the hiring process work today?
- What is wrong with the hiring process?
- What is right with the hiring process?
- What things could we do to improve the hiring process?
- What are the actions necessary to achieve those improvements?
  (use the critical question as the last question)

Order of Questions/Process

Agenda:

A. Introduction
B. Current Processing Steps
C. Strengths and Weaknesses of the Current Process
D. Problems and Root Causes
E. Potential Improvements
F. Implementation Plan
G. Review and close

Sample Agenda Template

***Topic**: Discuss the hiring process and how to improve it*	***Date:***	
Location:	***Time:***	***Mtg ID:***

Meeting Invitees:

Meeting Objectives:

	Planned
1	Develop a plan for fixing the hiring process. Make it less time consuming, less resource intensive, and more responsive to the needs of the department heads.
2	
3	
4	

Meeting Outcomes:

	Planned
1	Produce a draft plan to improve the hiring process
2	
3	

Schedule:

Start Time	End Time	Topic/Presenter
8:30	8:45	Introduction
8:45	9:30	Current Processing Steps
9:30	9:45	Strengths and Weaknesses of the Current Process
9:45	10:15	Problems and Root Causes
10:15	11:00	Potential Improvements
11:00	12:00	Implementation Plan
12:00	12:15	Review and close

Decisions to Make:

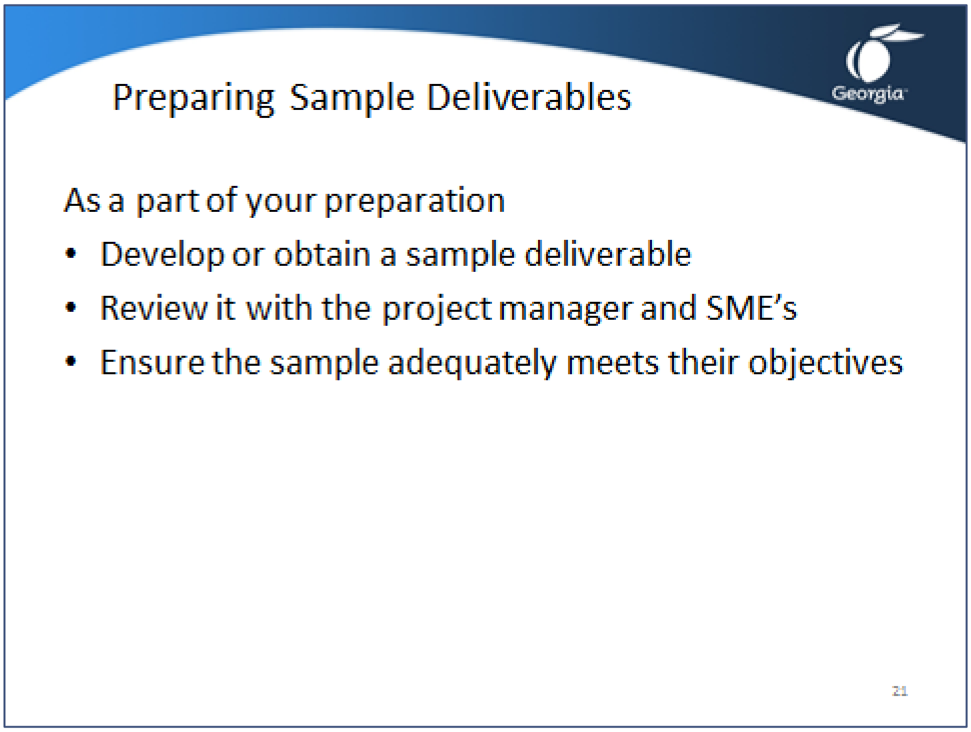
	Planned
1	What things can we do to improve the hiring process?
2	What actions should be taken to achieve these improvements?
3	

Topic 3: Agenda Building – Agenda Models

The table below identifies several agenda models that can be used to customize your own specific agenda. Select the agenda model whose purpose and contents most closely match your session.

Agenda Model	Stage	Purpose	Contents	
1. Strategic Plan	Planning Session	Develop the mission, broad goals, measurable objectives and specific strategies for an organization	Situation Analysis Mission Goals Objectives	Success Factors Barriers Strategies Actions
2. Project Plan	Planning Session	Identify the objectives of a project, and the resources and timelines needed to complete it	Purpose Objectives Scope Success Factors Approach	Roles and Responses Risks Contingencies Mgmt. Issues Work Plan
3. Project Status	Status Meeting	Identify the status of a project or program	Objectives Review of past actions	Issues Summary Plans Next Period
4. Issue Resolution	Working Session	Define an issue, identify alternative solutions, gain consensus on an alternative	Issue Definition Alternatives Strengths & Weaknesses	Evaluation Criteria Scoring Selection
5. Basic Improvement Model	Working Session	Define the changes necessary to increase the efficiency and effectiveness of a business process (simple model)	How does it work today? What are the problems and root causes? What are the potential improvements? What are the priorities? Implementation Plan	
6. Process Re-engineering	Working Session	Define the changes necessary to increase the efficiency and effectiveness of a business process (extended model)	Business Activities Customers/Products Main Line Process Exception Process Process Steps	Value-Added Root Causes Improvement Implementation Measurements
7. Information Needs Analysis	Planning	Determine the areas where enhancements to existing systems or additional information systems may be required	Business Activities Success Factors Existing Systems Strengths	Improvement Areas Information Needs Prioritized Needs
8. Process Modeling	Analysis	Determine the major information flows within a business process	Context Diagram Business Activities Processes	I/O Diagram Flow Descriptions
9. Data Modeling	Analysis	Identify data & relationships	Entities Relationships	Cardinality Attributes
10. Procedure Design	Design	Identify key steps in a procedure	Business Activities Triggers & Transactions Main Line Process	Exception Process Process Steps

Topic 4: Preparing Sample Deliverables



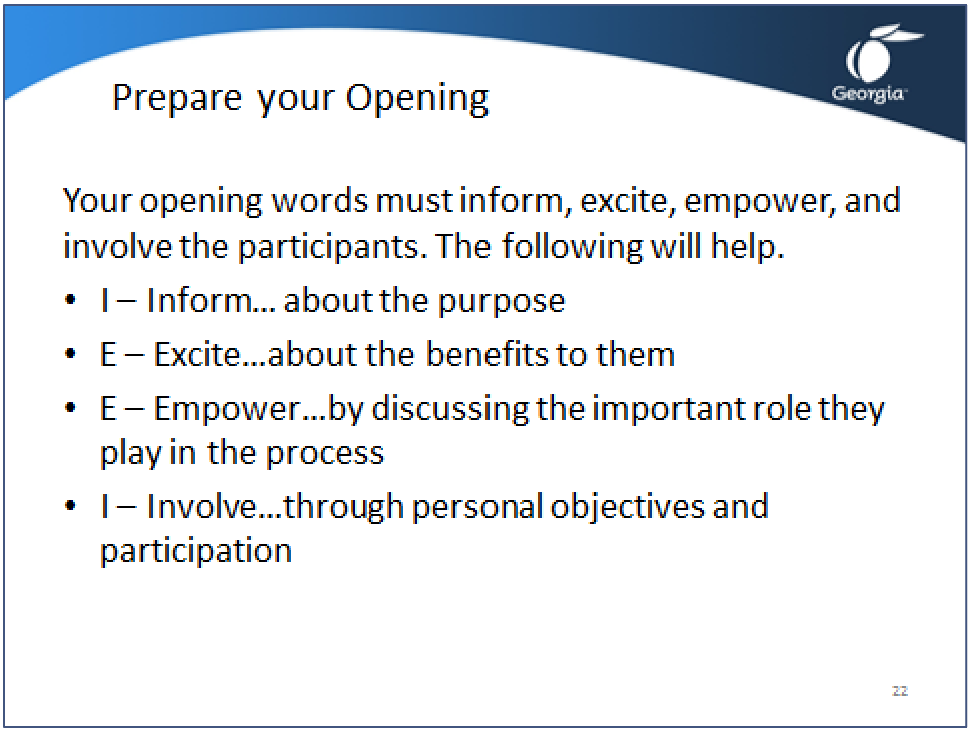
As part of your preparation, develop or obtain a sample deliverable that can serve as a target for you and the other participants. Review the sample deliverable with the project manager, and subject matter expert to ensure that the deliverable adequately meets their objectives.

Customer Order Screen

Name: ____________________
Company: ____________________
Address: ____________________
City: ____________________
State: ____________________
Postal Code: ____________________

Product Id	Qty	Price	Total

Topic 5: Prepare your Opening



Your opening words must inform, excite, empower, and involve the participants. Prepare your ground rules. These must establish a baseline for group interaction. You can also use them to address any potential issues you identified during the preparation.

Sample Opening Words:

1. **Good Morning…**
   Good morning. It is a pleasure to be here this morning.
2. **One part of my job I always enjoy…**
   One part of my job I always enjoy is getting together with a group of people who want to improve what they are doing.
3. **Easy to get caught up in the day to day…**
   As we all know, it is very easy to get caught up in the day-to-day, isn't it? We move from one issue to another, or in some cases, from one fire to another. Yet it is also important, as we are doing today, to step back and ask, "How can we do this better?"
4. **Objective for the next three days…**
   That's our objective for the next three days – to take the time to hone our skills and improve the processes we use with our clients.
5. **Session will be fast-paced…**
   The session will be fast-paced, intense, and very challenging. But when it is over, our goal is to have you feel that it was one of the most productive three days you have spent in your life.
6. **Introductions**

Before we go over ground rules and agenda, I would like you to introduce yourself. In a minute we will start with… You will tell us who you are, how long you have been a part of the organization, the specific area that you cover (such as …), and what you would like to get out of the next several days. Let's get started.

Exercise 2.2 Develop Requirements Meeting Agenda for Web-based Ordering System

Read the Case Study and develop the meeting agenda for the Requirements Meeting.

Purpose/Meeting Objective:

Critical Question:

Participating Questions:

Using the template below complete the meeting agenda. You must have at least one Meeting Objective. List the Meeting Outcomes. Develop a Schedule based on the Participating Questions above. List any Decisions that will need to be made.

Agenda: Requirements Meeting for Web-based Ordering System Project

***Topic**:*	***Date:***	
Location:	***Time:***	***Mtg ID:***

Meeting Invitees:

Meeting Objectives:

	Planned
1	
2	
3	
4	

Meeting Outcomes:

	Planned
1	
2	
3	

Schedule:

Start Time	End Time	Topic/Presenter

Decisions to Make:

	Planned
1	
2	
3	

Lesson 2 Summary: Learning Objectives Recap

- **Understand how to determine the objective of a meeting**
    - Why are we having this session? (Purpose)
    - What key results would you like to achieve? (Deliverables)
    - How does this session fit into the overall project objectives? (Relevance)
    - Who will be attending the session? (Participants)

  A clear purpose provides a solid basis for decision making.

- **Understand the steps for developing a meeting agenda**
  Follow the steps below to construct an agenda:
    - Determine the **critical question**: What is the key question that must be answered when the meeting is completed?
    - Determine the **preparation questions**: What are the questions that should be answered first in order to prepare the participants to answer the critical question? Note that the last preparation question is the same as the critical question.
    - Determine the **logical order** of the preparation questions. You should sequence the questions in so that related questions are in close proximity to one another and questions that depend on answers from other questions are positioned later in the sequence.
    - Transform the preparation questions and the critical question into **agenda items.**

- **Understand how to develop the opening statement and its importance**
  Your opening words must inform, excite, empower, and involve the participants. Prepare your ground rules. These must establish a baseline for group interaction. You can also use them to address any potential issues you identified during the preparation.

Notes

Lesson 3: Starting the Meeting

Topic 1: Set the Stage with your Opening

Topic 2: Order for Opening

Topic 3: Review the Agenda, Ground Rules and Parking Boards

Topic 4: Define Consensus

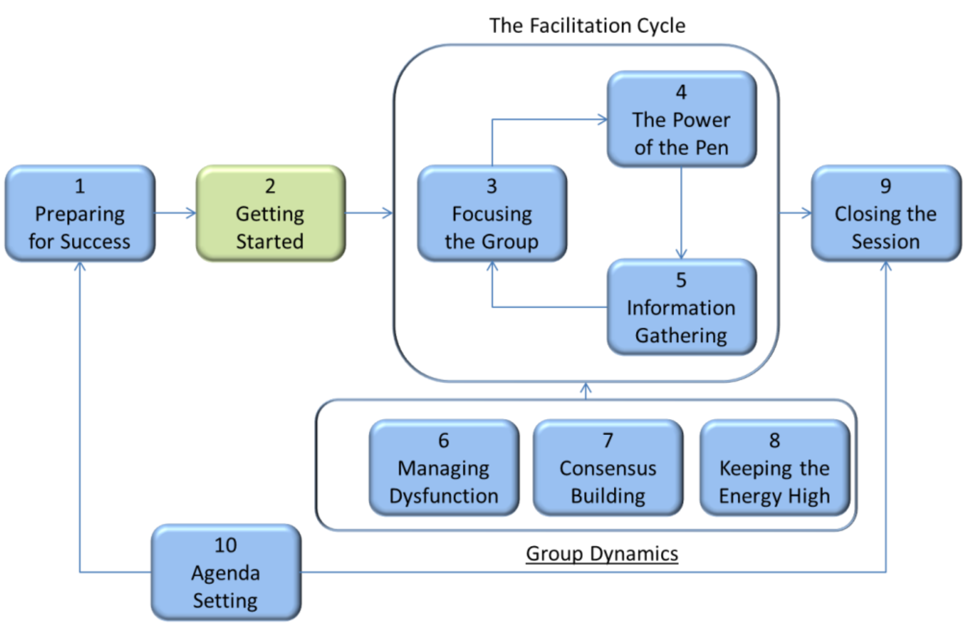
Student Learning Objectives

After completing this lesson you should be able to

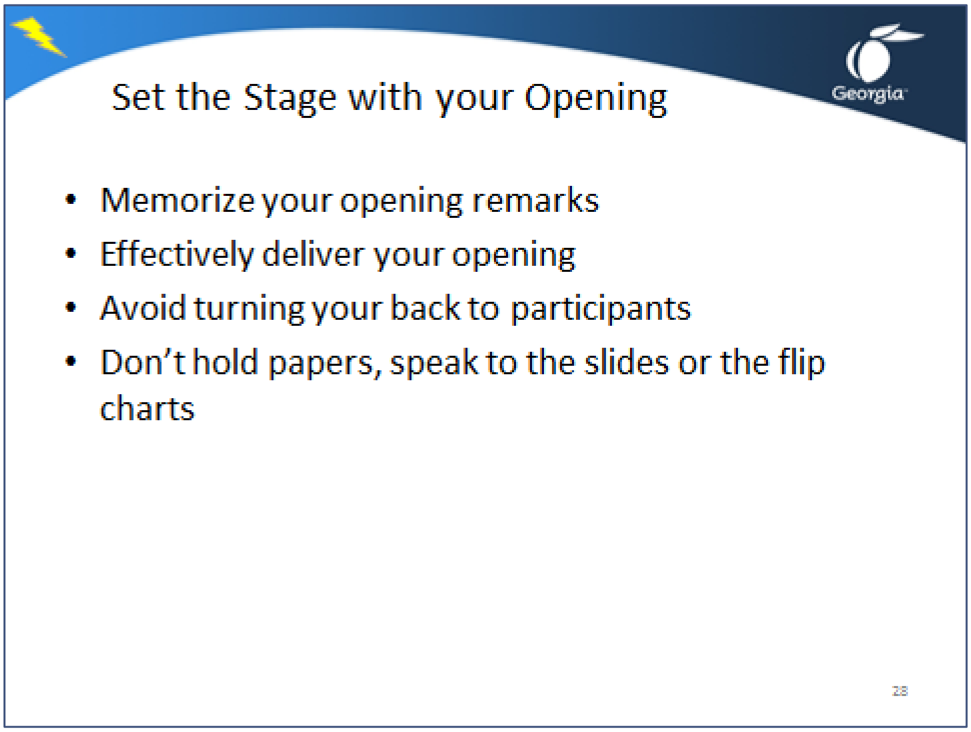
- Understand a process for successfully starting the meeting
- Understand the importance and use of Ground Rules
- Understand the purpose and use of Parking Boards
- Understand how to define consensus

Approximate Presentation time: 1 hour

Facilitation Process Flow



Topic 1: Set the Stage with your Opening



Through your opening words, you must achieve several objectives.

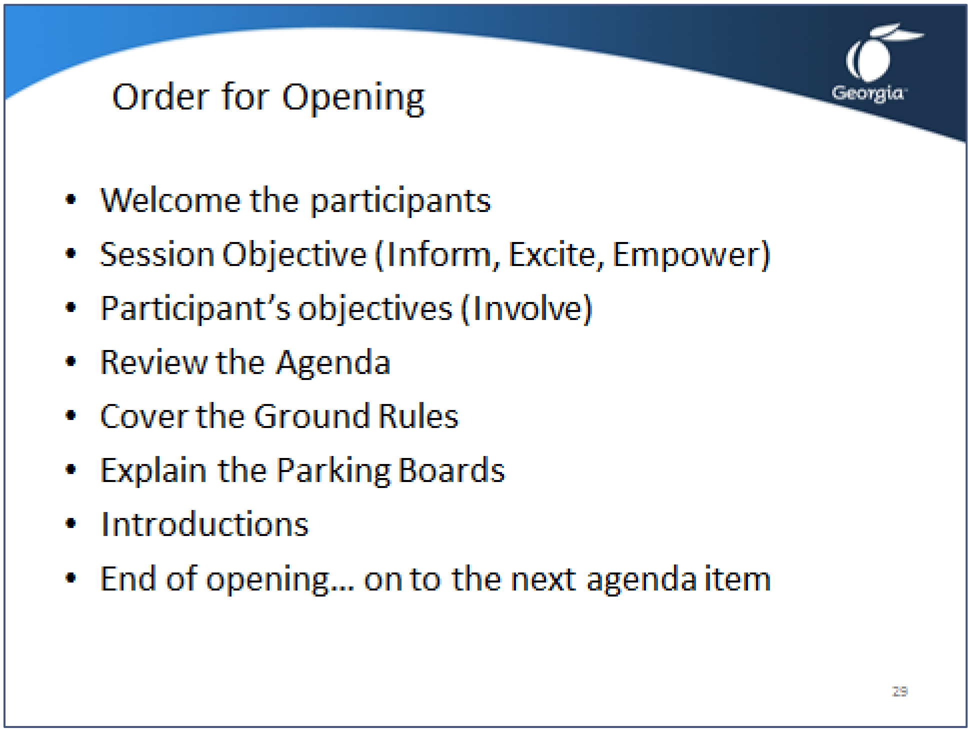
- **Inform participants about the session objective** – What is going to happen? (show the session objective chart)
- **Excite participants about benefits** – What is the overall result to be achieved?
- **Empower participants** by discussing the important **role they play** in the process – Why were they selected? What authority have they been given?
- **Involve participants through personal objectives** and participation; Have them speak as early as possible

Other Points:

- Memorize your opening
- Effectively deliver your opening
    - Stand tall, don't slouch
    - Speak loudly and clearly with expression in your voice
    - Avoid speaking too fast or too slow
    - Be animated
    - Make eye contact
    - Use defined gestures
    - Avoid "Self Talk"
    - Avoid filler word (e.g. "ah", "um")
    - Avoid extremes in dress and grooming
    - Ensure facial expressions match what you are saying

    - Use appropriate movement
- Avoid turning your back to participants
- Don’t hold papers. Don’t speak to the slides. Don’t talk to the flip chart.

Topic 2: Order for Opening



The order you use for the opening is completely up to you. Here is a suggested order that you may find effective.

1. Welcome
2. Session Objective and deliverable (inform, excite, empower)
3. Participants' objectives (involve)
4. Agenda
5. Ground rules
6. Parking Boards
7. Introductions
8. End of opening…on to the next agenda items

Depending on the size of the group, the standard opening can be as short as twenty minutes and as long as ninety minutes.

A non-facilitated meeting should open in a similar way.

- The meeting leader clearly states the meeting purpose and deliverable from the beginning. *"The purpose of this meeting is… Then we are finished, we would like to walk away with… Are we agreed?"*
- The meeting leader reviews and confirms the agenda and sets the time limits. *"The following agenda is proposed to achieve this purpose… Any recommended changes?"*

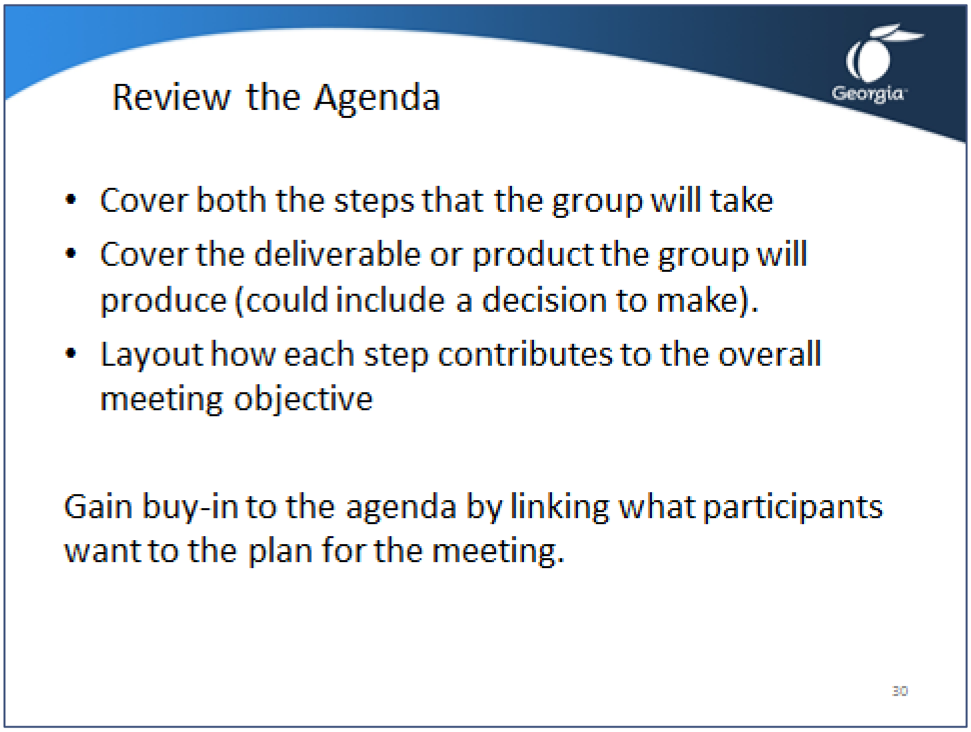
If you are short on time and do not have the opportunity to prepare an opening, consider using Inform, Excite, Empower, and Involve as a mnemonic (IEEI).

Prepare a quick reference sheet containing ground rules, parking boards, and the definition of consensus.

Example:

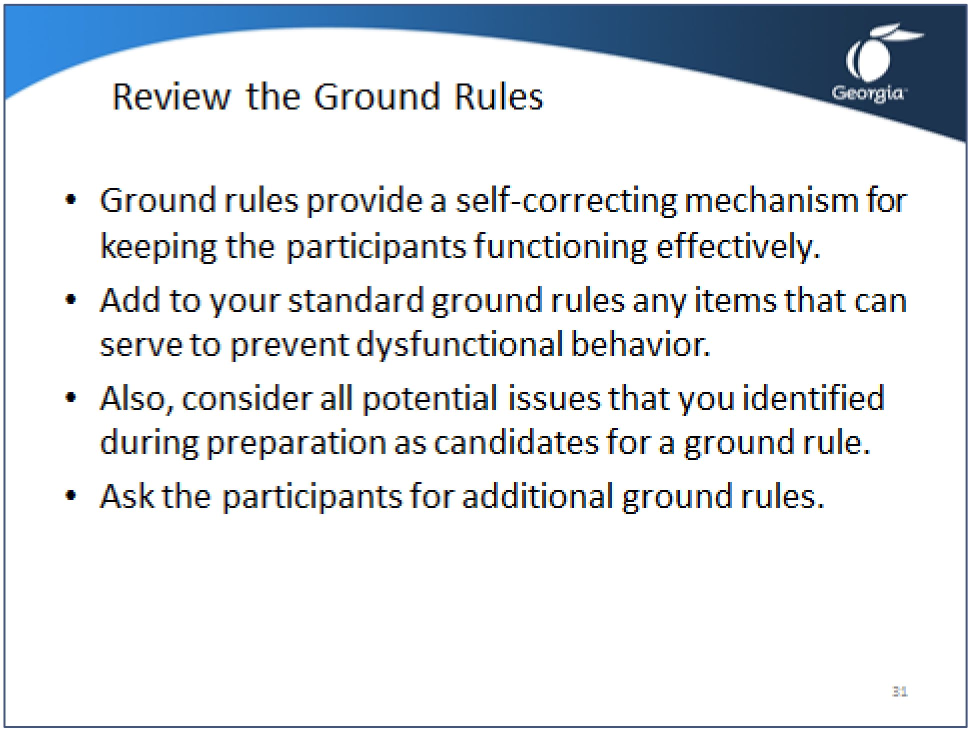
*"Good morning, it is a pleasure to be here this morning. The first thing I would like to do is **I**nform you about what is going to occur over the next several days. Our session objective is to … This is an **E**xciting opportunity because … I want you to know you have been **E**mpowered by management to … Before we get started I would like to **I**nvolve you in the process by asking what you would like to get out of the next several days. Pretend for a second that the session was over, and you were ecstatic because we… What was it that we accomplished which would really make you ecstatic?"*

Topic 3: Review the Agenda, Ground Rules and Parking Boards



The agenda review should cover both the steps that the group will take and the deliverable or product that the group will create in each step. The review should carefully lay out how each step contributes to the overall objective of the meeting. Gain buy-in to the agenda by linking what participants want to the plan for the meeting.

Topic 3: Review the Agenda, Ground Rules and Parking Boards



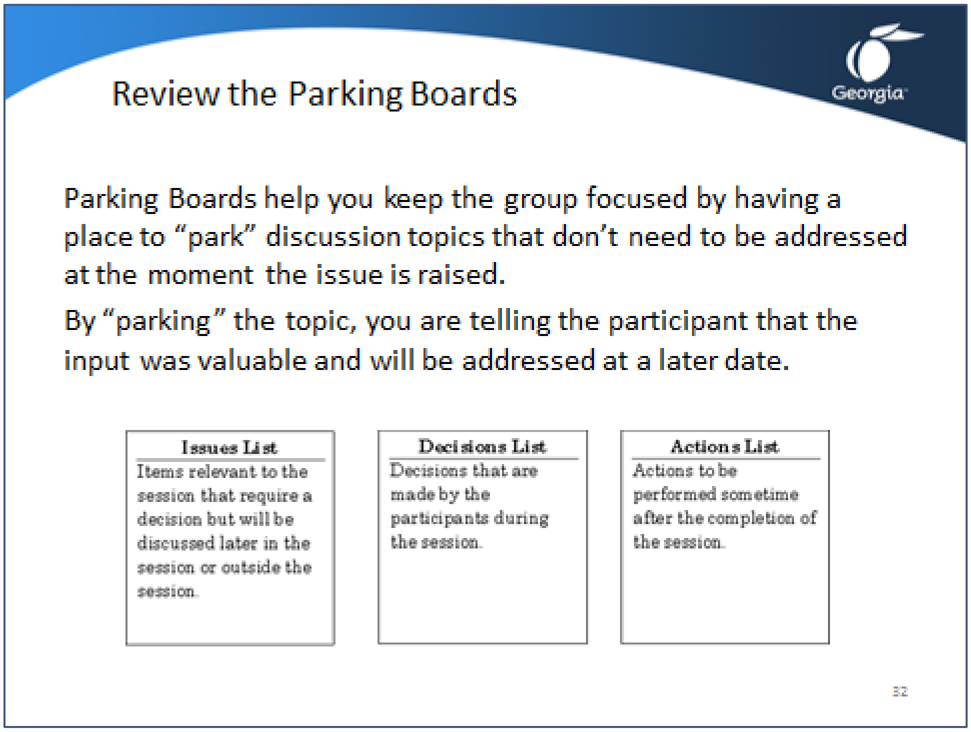
Ground rules provide a self-correcting mechanism for keeping the participants functioning effectively. Add to your standard ground rules any items that can serve to prevent dysfunctional behavior. Also, consider all potential issues that you identified during preparation as candidates for a ground rule.

You can also use ground rules to take an issue off the table. For example, if you are aware that the users are not happy with the idea of change you might have a ground rule such as “Look for the Benefit First.” Be sure to get agreement on the ground rules before moving forward. Ask the participants for additional ground rules.

Sample Ground Rules

1. Everyone Speaks; Respect the Speaker
2. Titles Left Outside the Door
3. No Idea is Dumb
4. Use the Parking Boards
5. Avoid ‘Bar Discussion’
6. Start on Time/End on Time

Topic 3: Review the Agenda, Ground Rules and Parking Boards



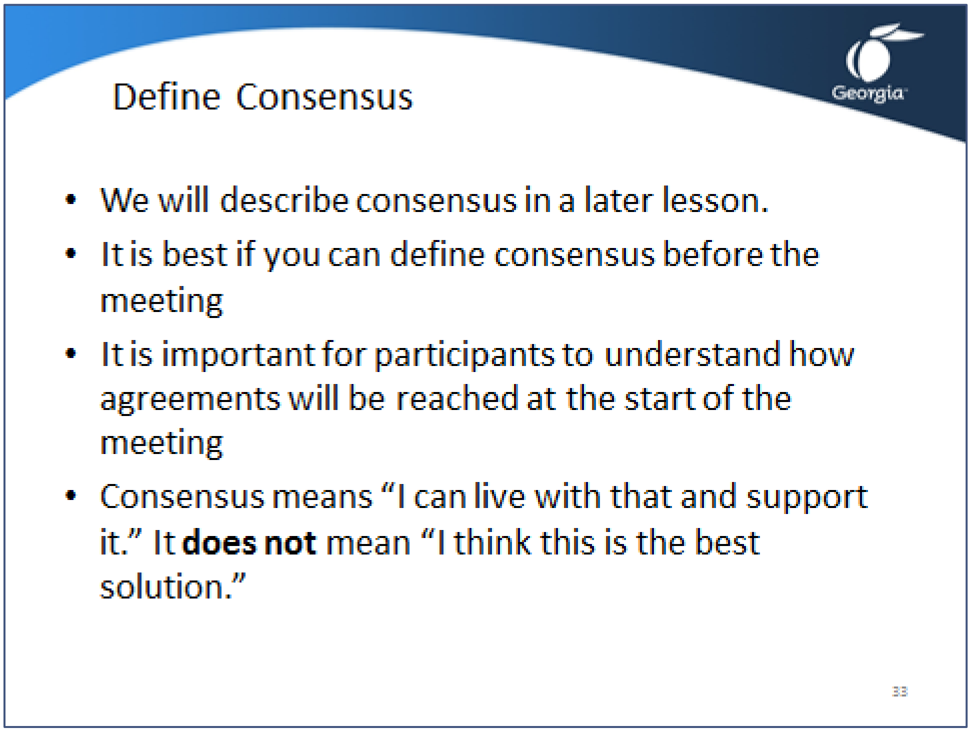
Parking Boards help you keep the group focused by having a place to "park" discussion topics that don't need to be addressed at the moment the issue is raised. By "parking" the topic, you are telling the participant that the input was valuable and will be addressed at a later date.

Use the "issue list" to post items that are relevant to the session but need to be discussed later in the session or entirely outside the session. Use the "decision list" to post decisions made by the group that should be documented for future reference. Use the "action list" to post actions to be performed sometime after the completion of the session.

Each parking board will need to be addressed when the session is closed.

Issues List	Decisions List	Actions List
Items relevant to the session that require a decision but will be discussed later in the session or	Decisions that are made by the participants during the session.	Actions to be performed sometime after the completion of the session.

Topic 4: Define Consensus



Consensus will be described in more detail in the lesson "Consensus Building". It is best to define what consensus means before the meeting gets started so that participants will understand how agreements will be reached.

Consensus: "I can live with that and support it"

Consensus **does not** mean: "I think this is the best solution"

Exercise 3.1 Starting the Meeting

Take a few minutes and prepare the start for the Requirements Meeting. Each team will then present their start for the meeting.

Prepare your Opening:

Prepare your agenda (from previous lesson), ground rules, and parking boards:

Define Consensus:

Lesson 3 Summary: Learning Objectives Recap

- **Understand a process for successfully starting a meeting**
  - **Inform participants about the session objective** – What is going to happen? (show the session objective chart)
  - **Excite participants about benefits** – What is the overall result to be achieved?
  - **Empower participants** by discussing the important **role they play** in the process – Why were they selected? What authority have they been given?
  - **Involve participants through personal objectives** and participation; Have them speak as early as possible

- **Understand the importance and use of Ground Rules**
  Ground rules provide a self-correcting mechanism for keeping the participants functioning effectively. Add to your standard ground rules any items that can serve to prevent dysfunctional behavior. Also, consider all potential issues that you identified during preparation as candidates for a ground rule.

  You can also use ground rules to take an issue off the table. For example, if you are aware that the users are not happy with the idea of change you might have a ground rule such as "Look for the Benefit First." Be sure to get agreement on the ground rules before moving forward. Ask the participants for additional ground rules.

- **Understand the purpose and use of Parking Boards**
  Parking Boards help you keep the group focused by having a place to "park" discussion topics that don't need to be addressed at the moment the issue is raised. By "parking" the topic, you are telling the participant that the input was valuable and will be addressed at a later date.

  Use the "issue list" to post items that are relevant to the session but need to be discussed later in the session or entirely outside the session. Use the "decision list" to post decisions made by the group that should be documented for future reference. Use the "action list" to post actions to be performed sometime after the completion of the session.

- **Understand how to define consensus**
  It is best to define what consensus means before the meeting gets started so that participants will understand how agreements will be reached.

  Consensus: "I can live with that and support it"

  Consensus **does not** mean: "I think this is the best solution"

Notes

LESSON 4: FOCUSING THE GROUP

Topic 1: Using Checkpoints

Topic 2: Warming up the Group

Topic 3: Delivering Clear Directions

Topic 4: Avoiding Detours

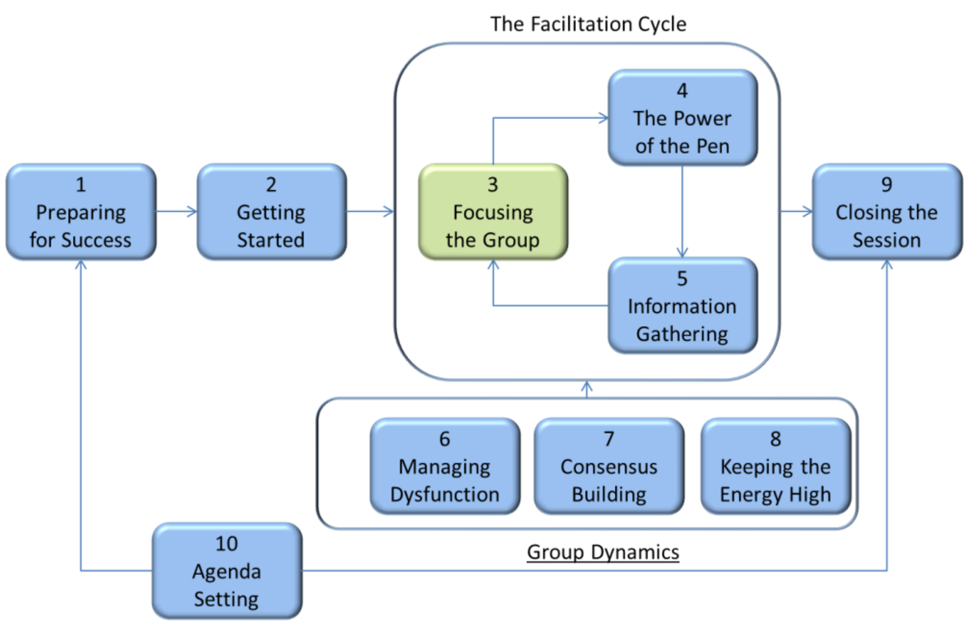
Student Learning Objectives

After completing this lesson you should be able to

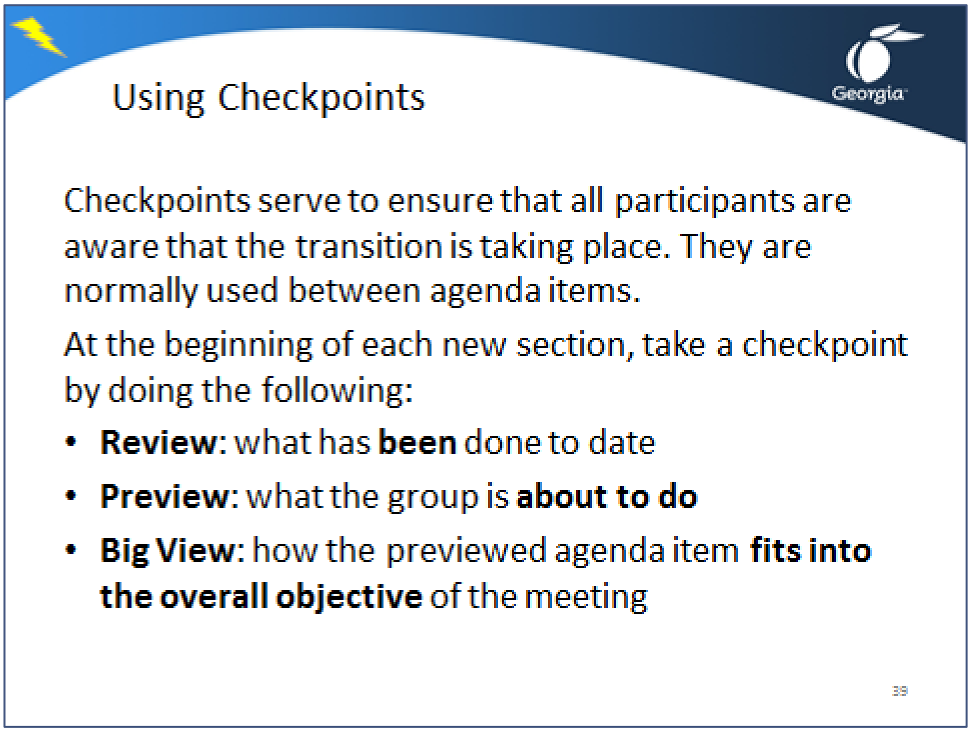
- Understand appropriate use of checkpoints
- Understand how to maintain the interest and focus of the group
- Understand how to "self-correct" the group
- Understand how to give clear directions

Approximate Presentation time: 1 hour

Facilitation Process Flow



Topic 1: Using Checkpoints



Checkpoints serve to ensure that all participants are aware that the transition is taking place, and helps them understand how the next item in the agenda they are about to undertake relates to what has been done and the overall meeting purpose.

Checkpoints will normally be used between agenda items or logical division points of a meeting. At the beginning of each new section, take a checkpoint by doing the following:

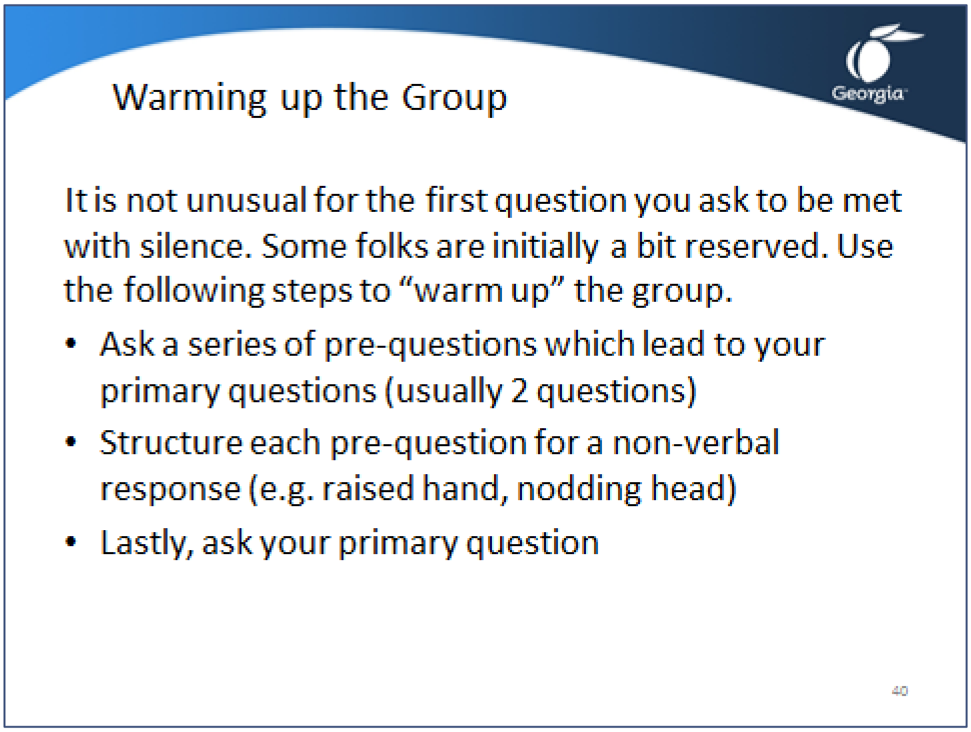
- **Review**: Review quickly what has **been** done to date
- **Preview**: Describe briefly what the group is **about to do**
- **Big View**: Explain how the previewed agenda item **fits into the overall objective** of the meeting

Sample Checkpoint

*"We have just completed the functional decomposition which told us that there are six major business processes in the accounts payable area [**Review**]. Our next step is to look at each of the processes separately and identify what information comes in, what information goes out and what information is stored [**Preview**]. This will help us ensure that the new computer system will accommodate the way that we use information in the course of our business [**Big View**]. Any questions about where we are? Okay, let's start with the first process…"*

- With the checkpoint, consider checking off the agenda item to mark progress
- The checkpoint should be no more than a minute or two

Topic 2: Warming up the Group



It is typical for participants in a meeting to be initially reserved and very willing to allow others to speak first. It is not unusual for the first question the facilitator asks to be met with silence.

To ensure that you avoid this question/silence pitfall, warm-up the group by getting them used to responding, first non-verbally, then verbally.

To warm-up the group, ask a series of pre-questions (at least two) which lead up to your primary question.

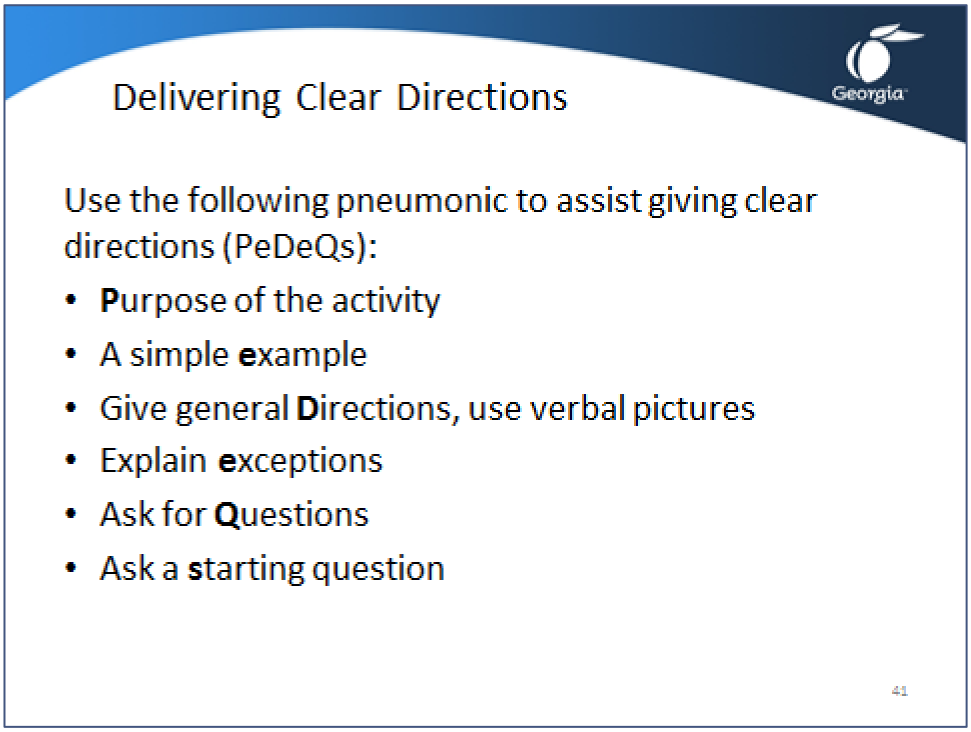
Structure each pre-question so that the response requires some level of non-verbal participant involvement (e.g., raised hand).

<u>Warming-up a group Sample:</u>

Objective: Have participants indicate the benefits of planning

1. "How many people have been involved with a project that wasn't well planned from the beginning?" (**Raise your own hand**)
2. "It was something difficult, wasn't it?" (**Nod your head**)
3. "How many people had problems such as not understanding the purpose or not knowing what actions should be taken next?" (**Raise your hand and establish eye contact with several people**)
4. "So there are some real benefits to planning, aren't there?" (**Nod your head**)
   "Let's name a few. What are the benefits of planning? Who can tell me one?"
   (**Raise your hand**)

Topic 3: Delivering Clear Directions



After employing a checkpoint, the meeting facilitator typically delivers instructions to the participants to begin the next section of the meeting. How well these instructions are delivered by the facilitator often affects how well the participants understand, execute, and enjoy that section of the meeting. There is a standard process you can use to deliver accurate, clear, and concise directions that is described below called **PeDeQs**.

1. State the **Purpose** of this activity.
2. When appropriate, use a simple **example**, outside the topic area that helps participants understand how to complete the activity.
3. Give general **Directions** using verbal pictures and gestures.
4. Explain specific **exceptions** and special cases.
5. Ask for **Questions**.
6. Ask a **starting** question that gets participants visualizing the answers.

<u>Sample Dialogue: PeDeQs:</u>

We have just identified the steps in the hiring process. Our next step is to discuss the problems in the hiring process. This is important because it will help us understand what the problems are and the causes of those problems. This will lead us to strategies that will improve the hiring process. *[checkpoint]*

We will be using a table to help identify the problems, symptoms, and root causes. ***[Purpose]*** For example, if we were cooking a turkey dinner, our problem might be “a burnt turkey.” The symptom might be “turkey is black.” The root cause might be that we cooked it too long. What else might be a root cause? That's right, a root cause might be that the oven temperature was too high, the oven thermometer was broken, or a bad cook. *[**example**]*

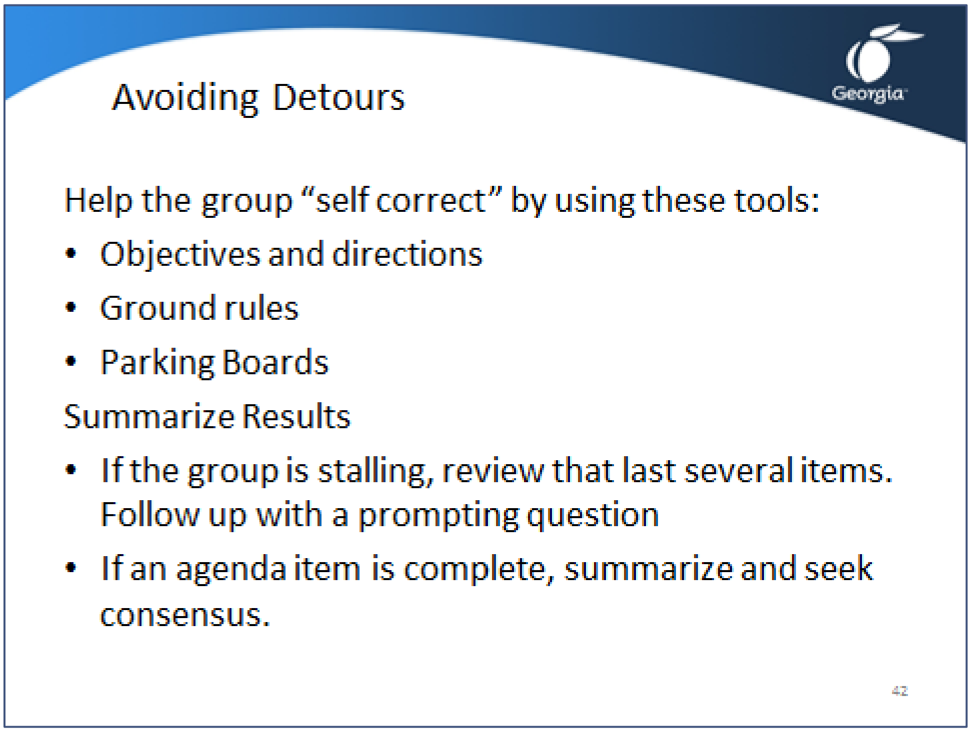
Well, we're not cooking a turkey dinner. We are analyzing the problems with the hiring process. The way we're going to do this is we will first list the problems. Once we have all the problems listed, we will then identify the symptoms and root causes for each. *[**Directions**]*

Now, there are a couple of other things you need to know. While we are listing the problems, you may come up with a root cause. We will place it in the root cause column until we identify the associated problem. Likewise, after we list all the problems and are identifying symptoms and root causes, you may find an additional problem, and we will add it to the bottom. *[**exceptions**]*

Any questions?... *[**Questions**]*

OK, let's think about the last time you hired someone. Consider the things you found frustrating, the things that upset you, the things that made you say, "We've got to fix this process." Let's build the list of problems with the existing hiring process. Who will get me started? What problems are there with the hiring process? *[**starting question**]*

Topic 4: Avoiding Detours



1. Avoid Detours by
    a. Redirect side issues by using three tools to help the group be "self-correcting"
        i. **Objectives and directions** stated at the beginning of each section of the meeting that clearly state the desired results
        ii. **Ground rules** should include a term such as "side-bar discussions" to indicate and cut-off irrelevant discussions
        iii. **Parking boards** remind the participants that there is a place to park important issues not relevant to the current topic
    b. Summarize Results
        i. If the group begins to stall, review the last several items added, while pointing to the flip chart. Follow-up with an extended prompt question.

           Example: "so far we have x, y, and z… What other activities do we perform?"
        ii. If an agenda item has been completed, consider summarizing the results, and seeking consensus to move on.
           Example: "Let's review what we have said… Are we ready to move on?"

Exercise 4.1 Keep the Meeting Focused

1. You are transitioning between an agenda item "**Identify the Steps of the Current Order Entry Process**" to the next step "**What are the Problems in the Current Process**". Write a brief checkpoint statement below.

2. Write two or three "warm-up" questions that will lead to your primary question "What are some of the problems we have in our current order entry process?" and indicate the non-verbal response you expect.

3. What options do you have to redirect the group if side issues arise?

Lesson 4 Summary: Learning Objectives Recap

- **Understand appropriate use of checkpoints**
  Checkpoints serve to ensure that all participants are aware that the transition is taking place, and helps them understand how the next item in the agenda they are about to undertake relates to what has been done and the overall meeting purpose.

  Checkpoints will normally be used between agenda items or logical division points of a meeting. At the beginning of each new section, take a checkpoint by doing the following:
  - **Review**: Review quickly what has **been** done to date
  - **Preview**: Describe briefly what the group is **about to do**
  - **Big View**: Explain how the previewed agenda item **fits into the overall objective** of the meeting
- **Understand how to maintain the interest and focus of the group**
  It is typical for participants in a meeting to be initially reserved and very willing to allow others to speak first. It is not unusual for the first question the facilitator asks to be met with silence.

  To ensure that you avoid this question/silence pitfall, warm-up the group by getting them used to responding, first non-verbally, then verbally.

  To warm-up the group, ask a series of pre-questions (at least two) which lead up to your primary question.

  Structure each pre-question so that the response requires some level of non-verbal participant involvement (e.g., raised hand).
- **Understand how to "self-correct" the group**
  Redirect side issues by using three tools to help the group be "self-correcting"
  - **Objectives and directions** stated at the beginning of each section of the meeting that clearly state the desired results
  - **Ground rules** should include a term such as "side-bar discussions" to indicate and cut-off irrelevant discussions
  - **Parking boards** remind the participants that there is a place to park important issues not relevant to the current topic
- **Understand how to give clear and concise directions**
  After employing a checkpoint, the meeting facilitator typically delivers instructions to the participants to begin the next section of the meeting. How well these instructions are delivered by the facilitator often affects how well the participants understand, execute, and enjoy that section of the meeting. There is a standard process you can use to deliver accurate, clear, and concise directions that is described below called **PeDeQs**.

  1. State the **Purpose** of this activity.
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  3. Give general **Directions** using verbal pictures and gestures.
  4. Explain specific **exceptions** and special cases.
  5. Ask for **Questions**.
  6. Ask a **starting** question that gets participants visualizing the answers.

Notes

Lesson 5: Understanding the Power of the Pen

Topic 1: Write First; Discuss Second

Topic 2: Write What is Said, Not What you Hear

Topic 3: Maintain Interest and Order

Topic 4: The Seven Deadly Sins of Facilitation

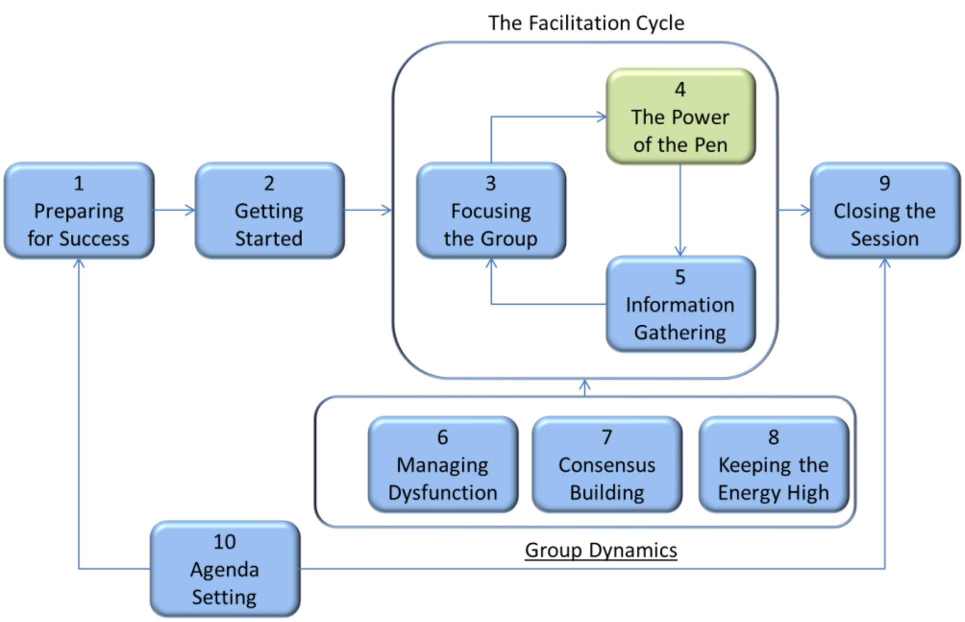
Student Learning Objectives

After completing this lesson you should be able to

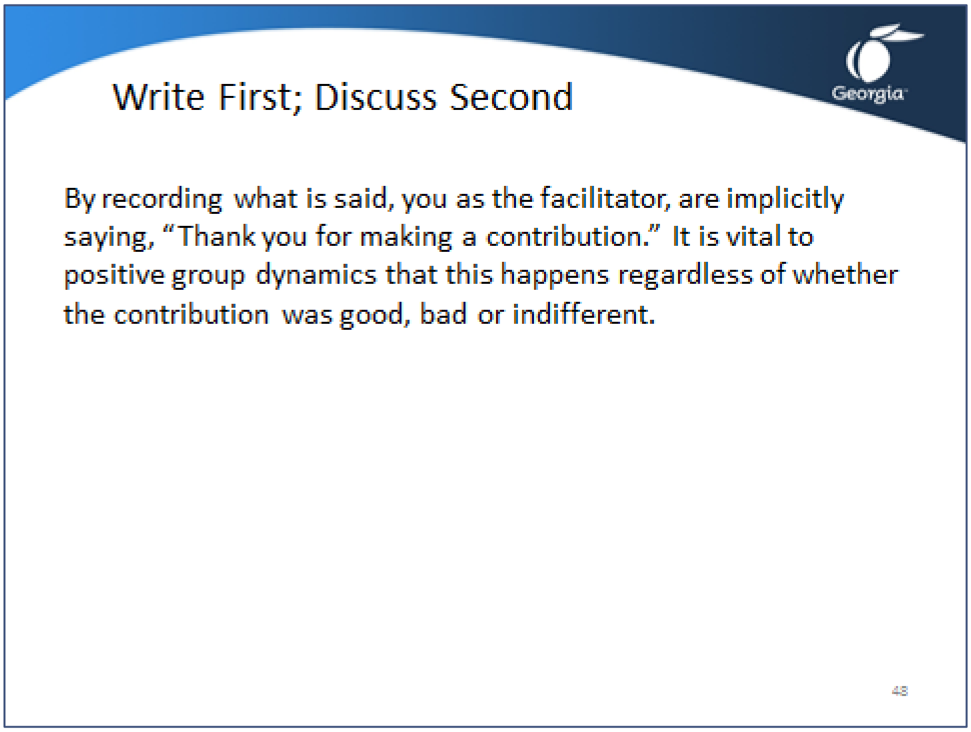
- Understand appropriate recording principles
- Understand how to maintain the interest and focus of the group

Approximate Presentation time: 1 hour

Facilitation Process Flow



Topic 1: Write First; Discuss Second

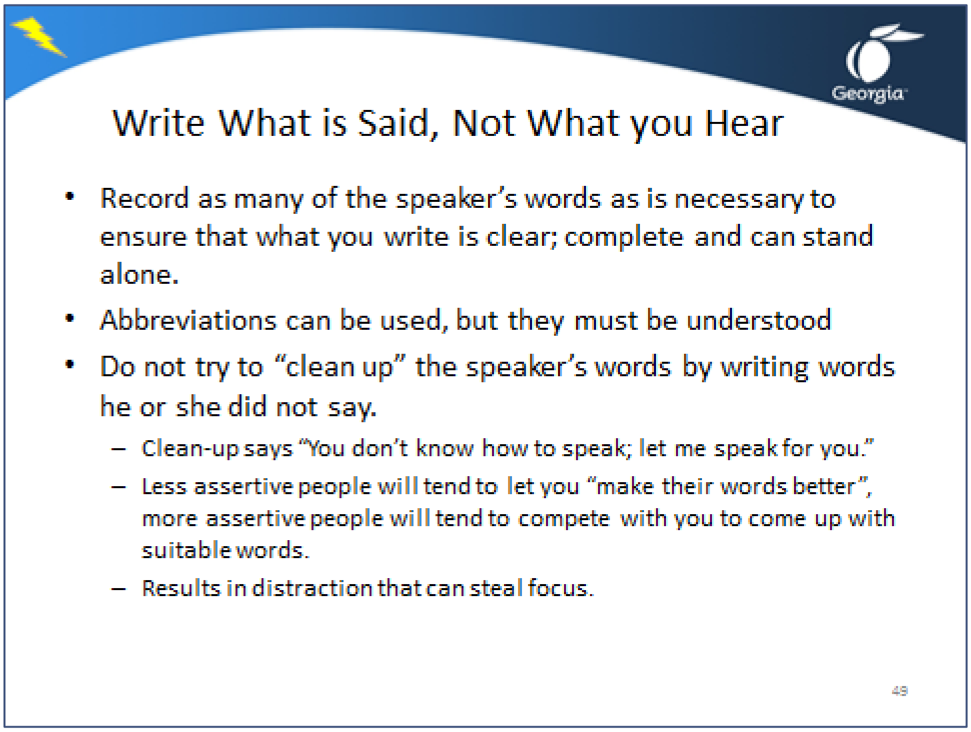


By recording what is said, you as the facilitator, are implicitly saying, “Thank you for making a contribution.” It is vital to positive group dynamics that this happens regardless of whether the contribution was good, bad or indifferent.

Once you’ve asked a question, it is your job as the facilitator to record the answers, without regard to the value or completeness. After you record the comment, you can use questioning techniques to make sure that the comment is refined or deleted.

The one exception to “Write first; discuss second”; when something needs redirecting.

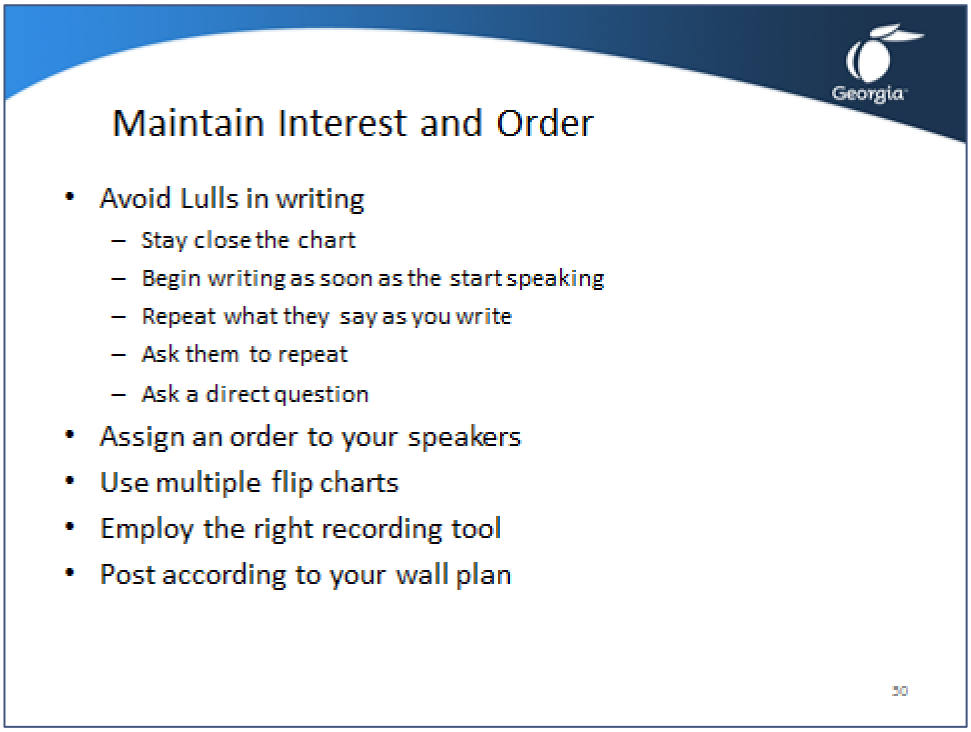
Topic 2: Write What is Said, Not What you Hear



It is not necessary that you record all of the speaker's words. Given the way most of us speak, recording all the words may reduce clarity. If you are not certain what was said, playback what you think you heard and ask for confirmation. Or, ask for the "Headline", which is an abbreviated version of a long statement. Make sure this is the speakers headline.

- Record as many of the speaker's words as is necessary to ensure that what you write is clear; complete and can stand alone.
- Abbreviations can be used, but be careful to use abbreviations that are clearly understood by everyone.
- Do not try to "clean up" the speaker's words by writing words he or she did not say.
  - Clean-up says "You don't know how to speak; let me speak for you."
  - Less assertive people will tend to let you "make their words better"; more assertive people will tend to compete with you to come up with suitable words.
  - Results in distraction that can steal focus.

Topic 3: Maintain Interest and Order



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1. Avoid Lulls in writing
    a. Stay close the chart
    b. Begin writing as soon as the start speaking
    c. Repeat what they say as you write
    d. Ask them to repeat
    e. Ask a direct question
2. Assign an order to your speakers
3. Use multiple flip charts
4. Employ the right recording tool
5. Post according to your wall plan

<u>Sample Dialogue: Avoiding Lulls</u>

Participant: What I think we should do is utilize on-line dictionaries to increase the size of the applicant pool.

Facilitator: So, you said we should "Utilize on-line directories…" to do what then? (still writing)

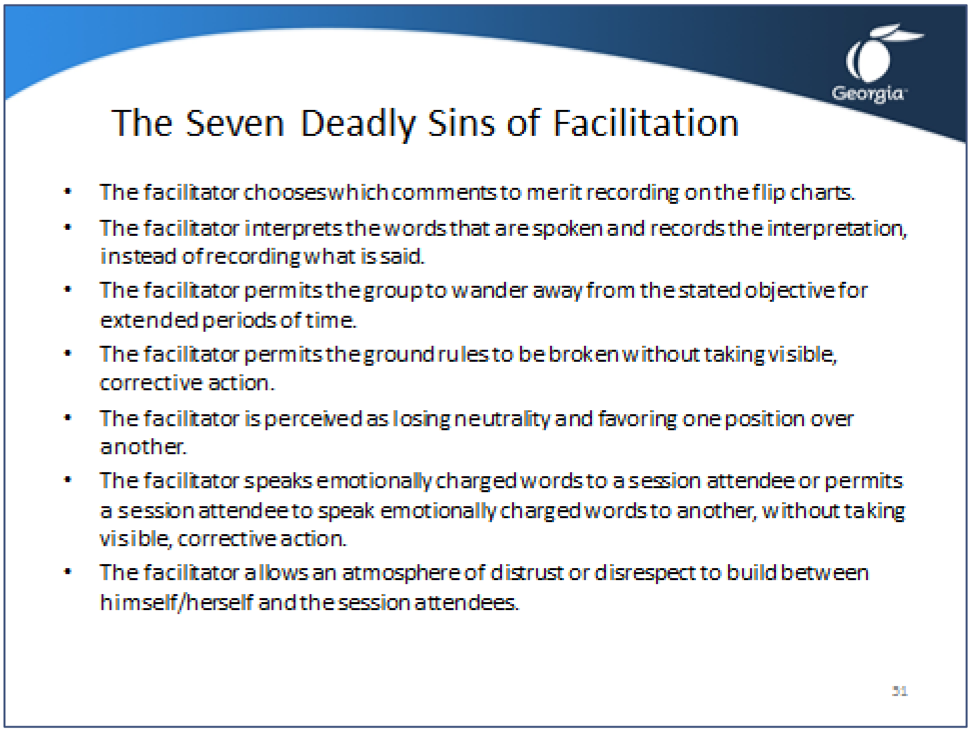
Participant: To increase the size of the applicant pool.

Facilitator: OK… to increase the size of the applicant pool. Why is this important? (still writing)

Participant: Well, the bigger the pool, the better chances we have of finding a qualified candidate.

Facilitator: Got it. What other improvements might we consider?

Topic 4: The Seven Deadly Sins of Facilitation



More times than not, the following sins by a facilitator will lead to some form of dysfunctional behavior by one or more members of the group. If the facilitator continues his/her behavior, full-scale revolt by the participants is quite possible.

1. The facilitator chooses which comments to merit recording on the flip charts.
2. The facilitator interprets the words that are spoken and records the interpretation, instead of recording what is said.
3. The facilitator permits the group to wander away from the stated objective for extended periods of time.
4. The facilitator permits the ground rules to be broken without taking visible, corrective action.
5. The facilitator is perceived as losing neutrality and favoring one position over another.
6. The facilitator speaks emotionally charged words to a session attendee or permits a session attendee to speak emotionally charged words to another, without taking visible, corrective action.
7. The facilitator allows an atmosphere of distrust or disrespect to build between himself/herself and the session attendees.

Exercise 5.1 Using the Power of the Pen

Match the Items.

	Item		Matches to…
1	Recording what is said		An abbreviated version of a long statement
2	Avoiding a lull		When something needs redirecting
3	“Clean up” the speaker’s words		Employ the right recording tool
4	Maintain Interest and Order		Repeat what they say as you write
5	Exception to “Write first; discuss second”		Vital to positive group dynamics
6	“Headline”		Writing words the speaker did not say

Lesson 5 Summary: Learning Objectives Recap

- **Understand appropriate recording principles**
  - Record what is said.
    By recording what is said, you as the facilitator, are implicitly saying, “Thank you for making a contribution.” It is vital to positive group dynamics that this happens regardless of whether the contribution was good, bad or indifferent.
  - Record as many of the speaker’s words as is necessary to ensure that what you write is clear; complete and can stand alone.
  - Abbreviations can be used, but be careful to use abbreviations that are clearly understood by everyone.
  - Do not try to “clean up” the speaker’s words by writing words he or she did not say.
- **Understand how to maintain the interest and focus of the group**
  - Avoid Lulls in writing
    - Stay close the chart
    - Begin writing as soon as the start speaking
    - Repeat what they say as you write
    - Ask them to repeat
    - Ask a direct question
  - Assign an order to your speakers
  - Use multiple flip charts
  - Employ the right recording tool
  - Post according to your wall plan

Notes

LESSON 6: GATHERING INFORMATION

Topic 1: The Starting Question

Topic 2: List to Gather Details

Topic 3: Brainstorm to Generate Ideas

Topic 4: Group to Categorize

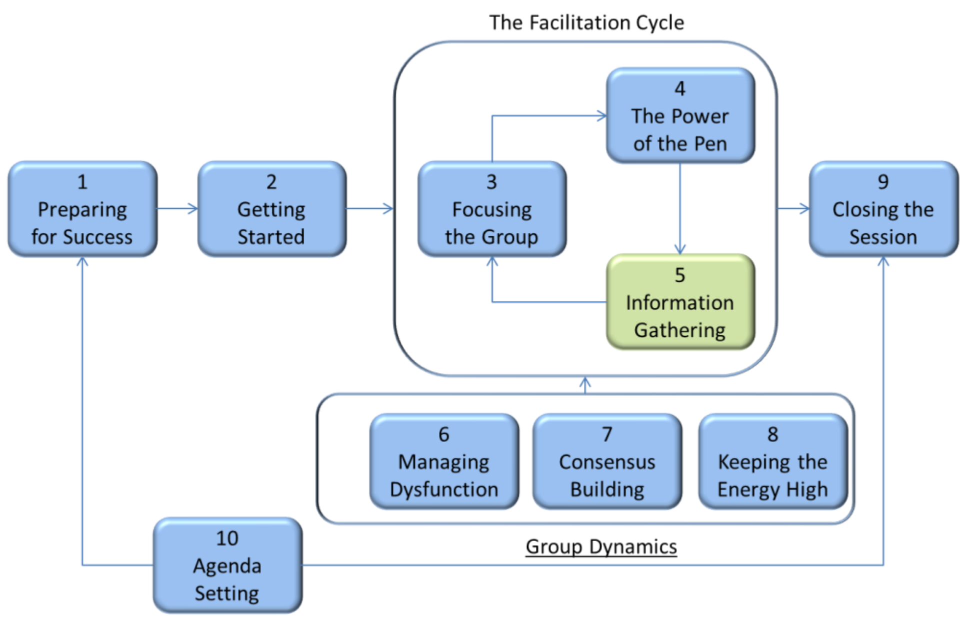
Student Learning Objectives

After completing this lesson you should be able to

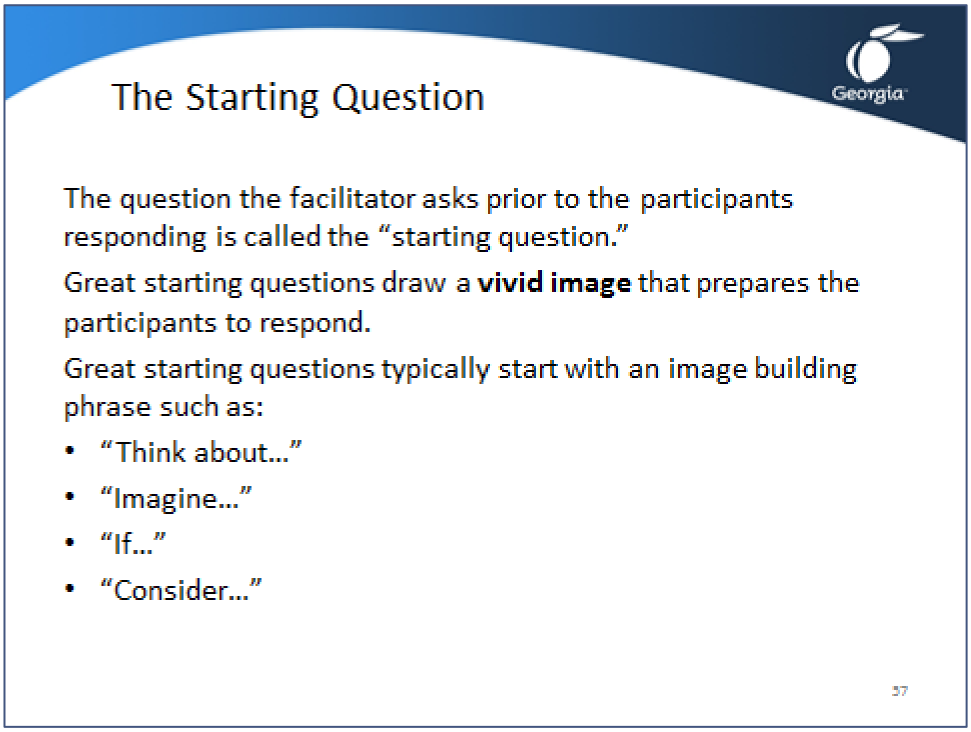
- Understand how to form questions to gather information
- Understand techniques to gather information

Approximate Presentation time: 1 hour 15 minutes

Facilitation Process Flow



Topic 1: The Starting Question



For most agenda items, there is a time when the facilitator stops speaking and the participants begin providing information. The question the facilitator asks prior to the participants responding is called the “starting question.” Great starting questions draw a **vivid image** that prepares the participants to respond.

Which of the two is the better starting question?

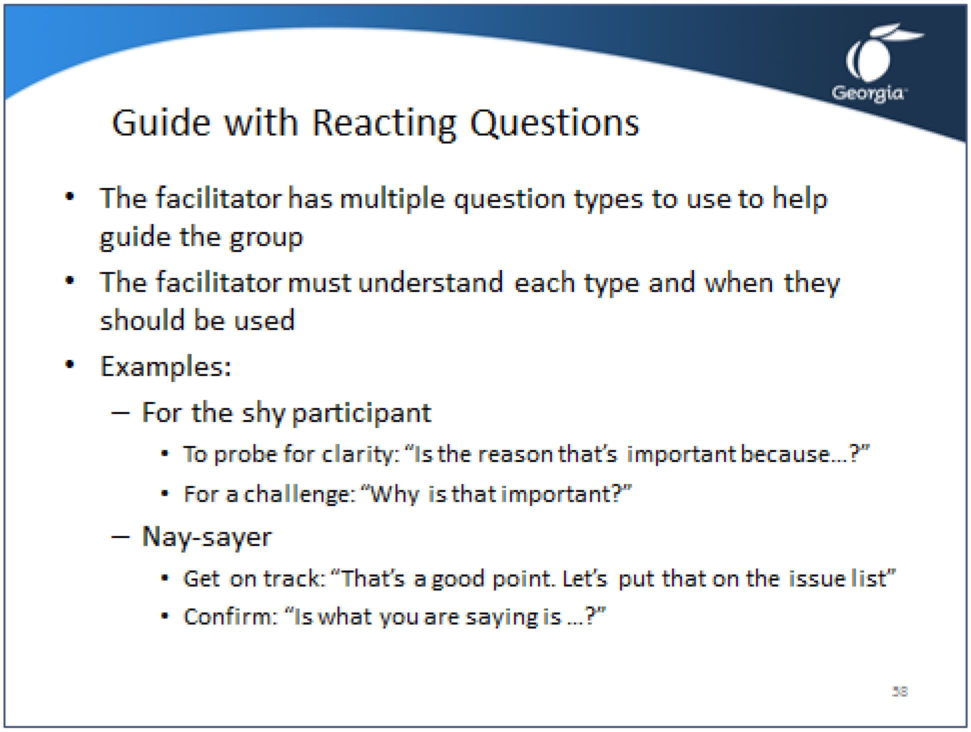
- Question Type A
  “The first things we want to talk about are inputs. What are the inputs to the scheduling process?”
- Question Type B
  “If you were about to develop the project schedule, what is the information you would need to have close by?”

Great starting questions typically start with an image building phrase such as:

- “Think about…”
- “Imagine…”
- “If…”
- “Consider…”

Starting questions flow in the following manner:
Image Building → Extended image → Ask the Type A question

Topic 1: Guide with Reacting Questions

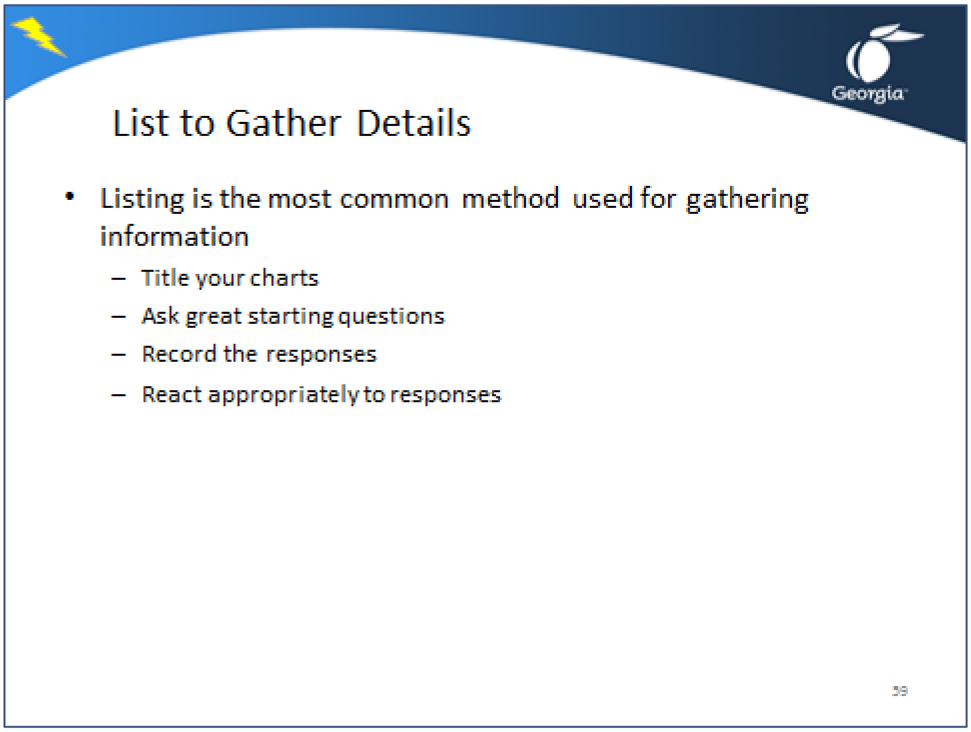


Questioning is the most versatile tool the facilitator has to manage group dynamics. The tool can serve a number of purposes depending upon the situation and how it is used. Become well versed in each of the question types. The table below lists different types of reacting questions and when to use them.

	Type	Purpose	Example
Clarify for shy participants	**Direct Probe**	**Challenge or Probe** *You don't think what was said is correct or you need additional explanation*	**Why is that important?** What causes that? How do you mean?
	Indirect Probe	**Probe/Clarify** *Additional explanation, especially appropriate for less-confident participants*	**Is the reason that's important because …?** (closed ended, gives the answer)
For the nay-sayer	**Redirection**	**Get back on track** *The point is not relevant to the current discussion*	**That's a good point. Can we put that on the issue list?** (give 2 minutes to discuss)
	Playback	**Confirm** *Give the speaker assurance that you understand the point*	**It sounds like what you are saying is … is that right?** Is what you are saying is …?
Broad topic area (associated with Float an	**Leading Question**	**Lead to other thoughts** *You want to guide the group to other solutions*	**Are there solutions in the area of…?** What other alternatives are there? Is there a way to achieve this and that too?

	Type	Purpose	Example
Idea)	**Prompt Question**	**Keep the ideas flowing** *The group has temporarily stalled and needs prompting*	**What else…** We have [x], [y], and [z]. What others are there?
	Tag Question	**Get Acknowledgement** *You are warming up the group, or keeping it alert*	**That's important, isn't it?**
Specific area to think about	**Float an Idea**	**Give a possible solution** *A potentially suitable solution has been overlooked*	**What about…? What are the benefits?**

Topic 2: List to Gather Details

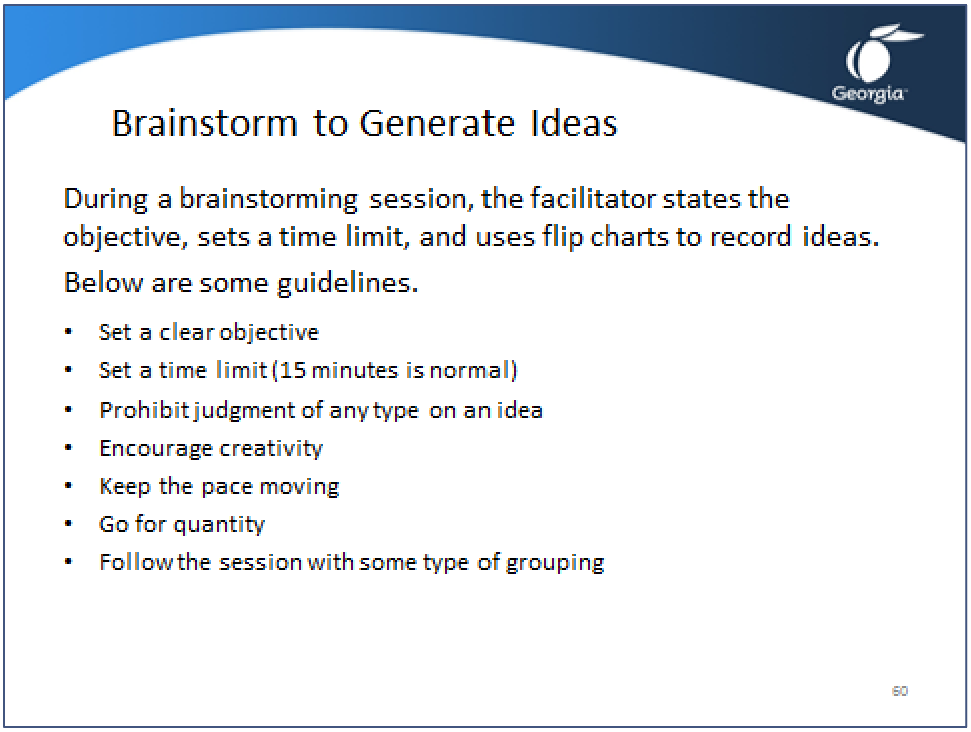


Listing is the most common method used for gathering information from participants during a facilitated session. There are four activities to perform in listing.

1. Title your charts before you start.
2. Ask a great starting question to prepare the participants to respond (see below).
3. Record the responses supplied by the participants; always record before reacting.
4. React appropriately to the responses given.

Participant's Response	Suggested Reaction
You don't think what was said is correct	**Why is that important?** (direct probe)
You don't believe everyone understands what is said, but you think you do	**It sounds like what you are saying is…is that right?** (playback)
You don't understand what is said, and are not sure anyone else does	**How do you mean?** (direct probe)
The point is not relevant to the current discussion	**That's a good point. Can we put that on the issue list?** (redirection)
One or more points have not been discussed	**What other alternatives are there?** (leading)
The group has temporarily stalled and needs prompting	**We have [x], [y], and [z]. What others are there?** (prompt)
A potentially suitable solution has been overlooked	**What about…? What are the benefits?** (float an idea)

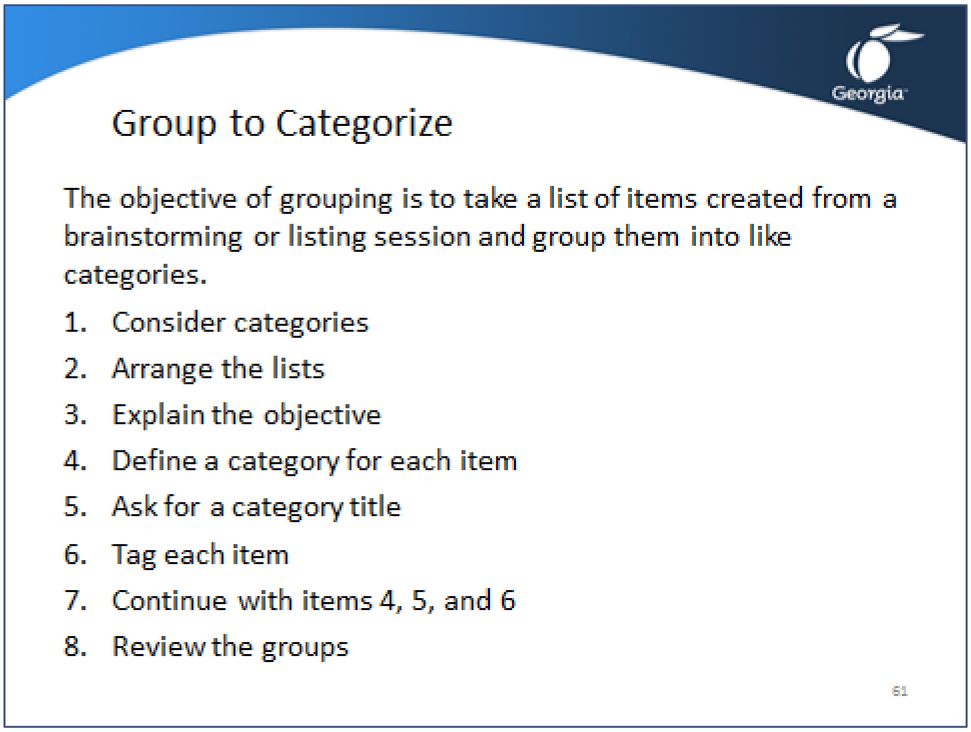
Topic 3: Brainstorm to Generate Ideas



Brainstorming is an excellent way to collect a large number of ideas in a short time. During a brainstorming session, the facilitator states the objective, sets a time limit (15 minutes minimum), and uses a flip chart to record ideas that the participants rapidly (and randomly) throw out. Below are some guidelines to follow when conducting a brainstorming session.

1. Set the objective clearly.
   "We are going to create a list of different ways to get payroll information into the computer for our outside salespeople, branch offices, and headquarters staff. The idea should include who does it, and how it gets entered into the computer."
2. Set a time limit
3. Prohibit judgment of any type on an idea. If the idea does not meet the objectives, record it anyway. Remind the participants of the objectives and keep moving.
4. Encourage creativity: an out-of-the-ordinary idea may contain the seeds for the solution.
5. Keep the pace of the meeting moving. Use fill in words if needed (e.g., "Give me more", "Who's next?", "More ideas")
6. Go for quantity. The more ideas the better.
7. Always follow a brainstorming session with some type of grouping or prioritization activity to highlight the jewels.

Topic 4: Group to Categorize



The objective of grouping is to take a list of items created from a brainstorming or listing session and group them into like categories. Grouping is typically unnecessary with less than ten items.

<u>The Grouping Technique</u>

1. **Consider potential categories** to be used while conducting listing or brainstorming activities.
2. **Arrange all the brainstorm lists** near the front of the room.
3. **Let the participants know the objective** of the grouping exercise – to group the lists into categories. This will help us analyze the benefits of key alternatives.
4. **Ask the participants to define the category for each item** on the list.
5. **Write the category name** on the flip chart and label it “Group A”.
6. **Ask the group to evaluate each item on the brainstorm list.** Ask “Is it the same or different?”
7. **Ask for a category title for every group.**
8. **Tag each item on the brainstorm list** with the appropriate letter.
9. **Continue steps 6, 7, and 8** until all items on the list have been labeled.
10. **Review the groups** to determine if additional consolidation is appropriate.

Exercise 6.1 Gathering Information

Answer the following questions.

1. Review the following question and rewrite it as a great **starting question**.
   "The first things we want to talk about are steps in the order entry process. What are the steps to the order entry process?"

2. During the course of discussion, a participant asks a question that is not relevant to the topic. What type of reacting question or statement can you make to get back on track?

3. What activities does the facilitator perform while listing information?

Lesson 6 Summary: Learning Objectives Recap

- **Understand how to form questions to gather information**
  Questioning is the most versatile tool the facilitator has to manage group dynamics. The tool can serve a number of purposes depending upon the situation and how it is used.

  The question the facilitator asks prior to the participants responding is called the "starting question." Great starting questions draw a **vivid image** that prepares the participants to respond.

  Great starting questions typically start with an image building phrase such as:
  - "Think about…"
  - "Imagine…"
  - "If…"
  - "Consider…"

  Starting questions flow in the following manner:
  Image Building → Extended image → Ask the Type A question

- **Understand techniques to gather information**
  1. **Listing** is the most common method used for gathering information from participants during a facilitated session.
  2. **Brainstorming** is an excellent way to collect a large number of ideas in a short time. During a brainstorming session, the facilitator states the objective, sets a time limit (15 minutes minimum), and uses a flip chart to record ideas that the participants rapidly (and randomly) throw out.
  3. The objective of **grouping** is to take a list of items created from a brainstorming or listing session and group them into like categories. Grouping is typically unnecessary with less than ten items.

Notes

LESSON 7: MANAGING DYSFUNCTIONAL BEHAVIOR

Topic 1: Understand Dysfunctional Behavior

Topic 2: Focus on Prevention

Topic 3: Detect Non-Verbal Behavior

Topic 4: Addressing Dysfunctional Behavior Effectively

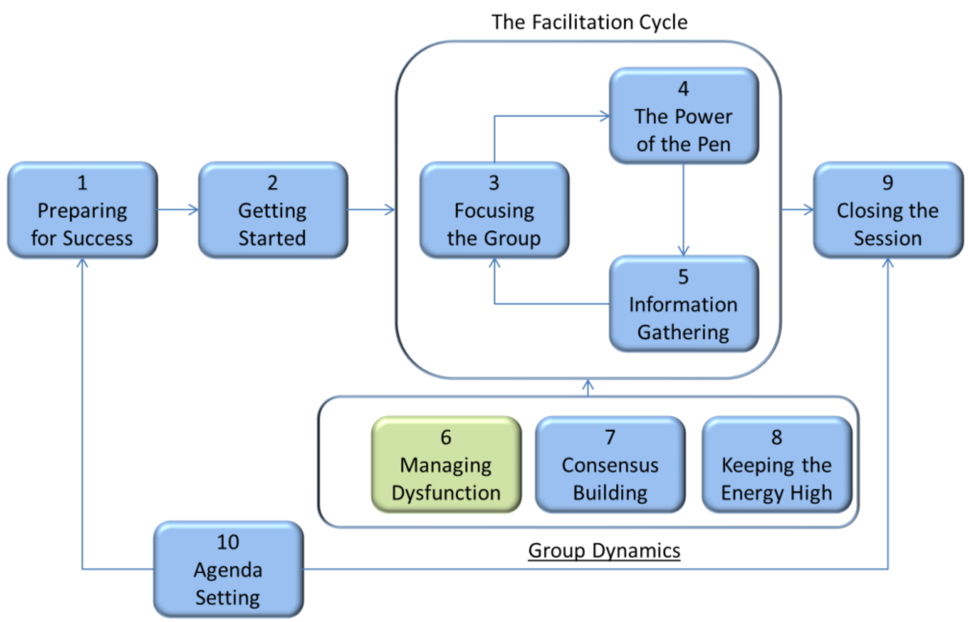
Student Learning Objectives

After completing this lesson you should be able to

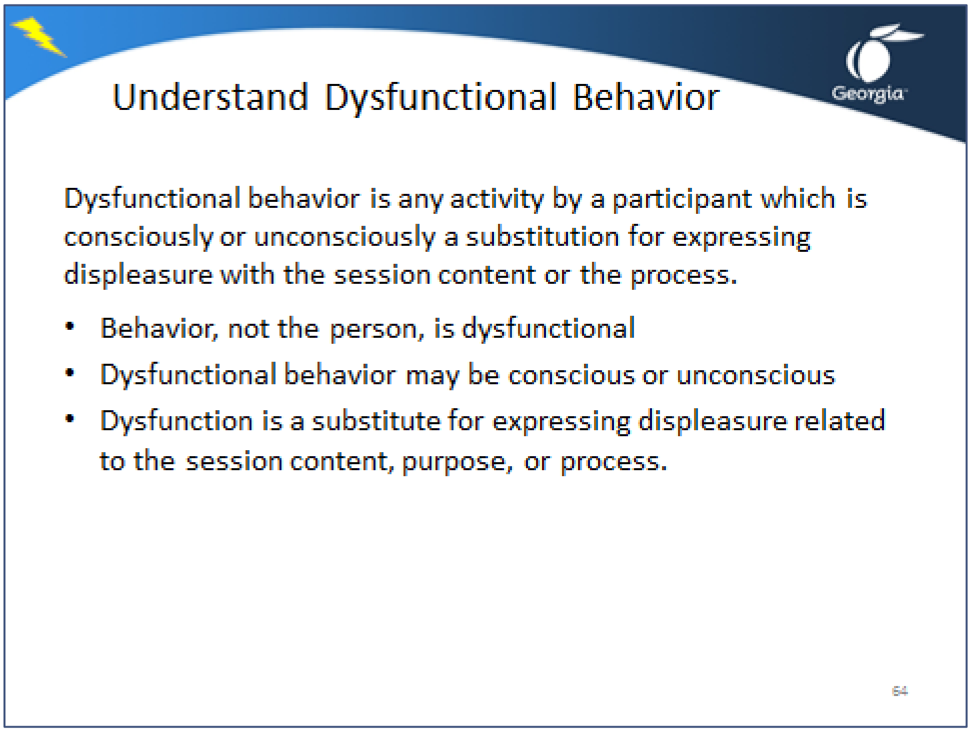
- Understand the causes of dysfunctional behavior
- Understand how to recognize the non-verbal cues
- Understand strategies to address dysfunctional behavior

Approximate Presentation time: 45 minutes

Facilitation Process Flow



Topic 1: Understand Dysfunctional Behavior



Dysfunctional behavior is any activity by a participant which is consciously or unconsciously a substitution for expressing displeasure with the session content or the process.

Dysfunctional behavior can take many forms, asserting itself in behavior that can include anything from folded arms and complete silence, to audible sighs of displeasure and walking out of the room in disgust.

<u>Separate Symptom from Root Cause</u>

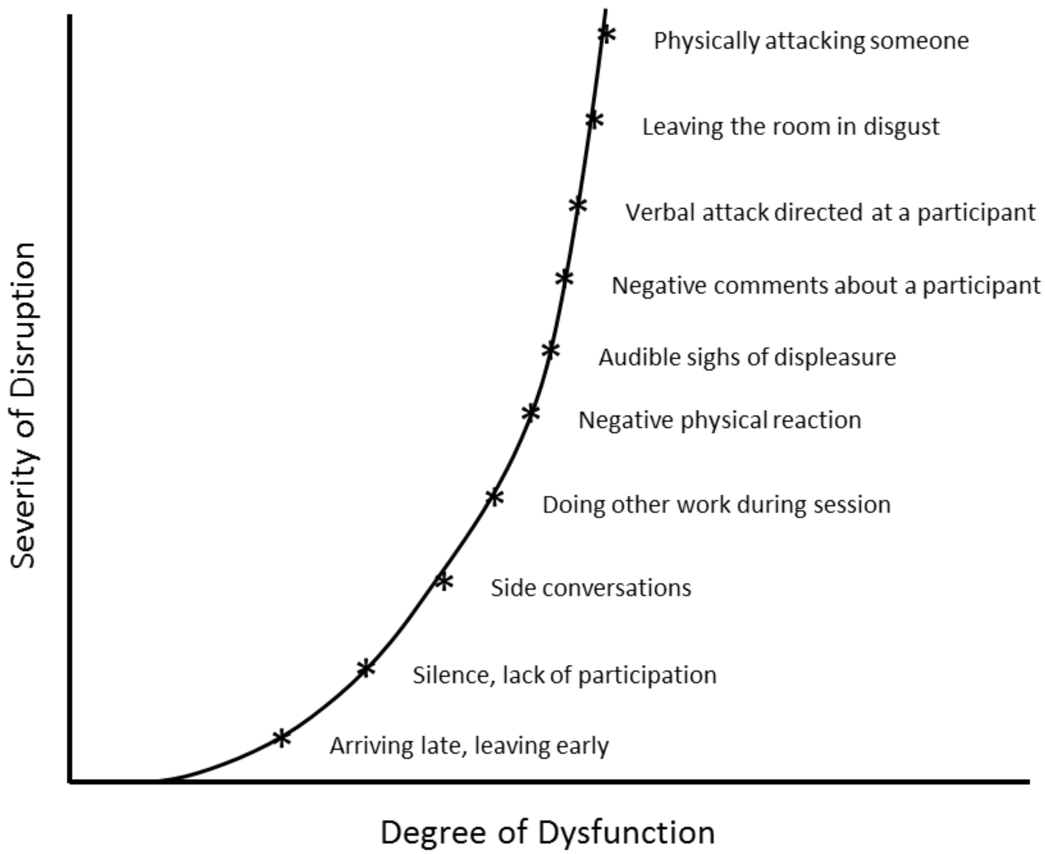
A facilitator should treat dysfunctional behavior as a sign that the participant is asking for help. The participant is saying, “I don’t like what is going on, but I am not ready to tell you yet.” The participant may not verbally tell you until their degree of dysfunction have gone through the roof.

Recognize that dysfunctional behavior is **a symptom** that is masking a real issue (**root cause**), which is typically a problem with the information generated by the session (**the content**) or the way in which the session is being run (**the process**).

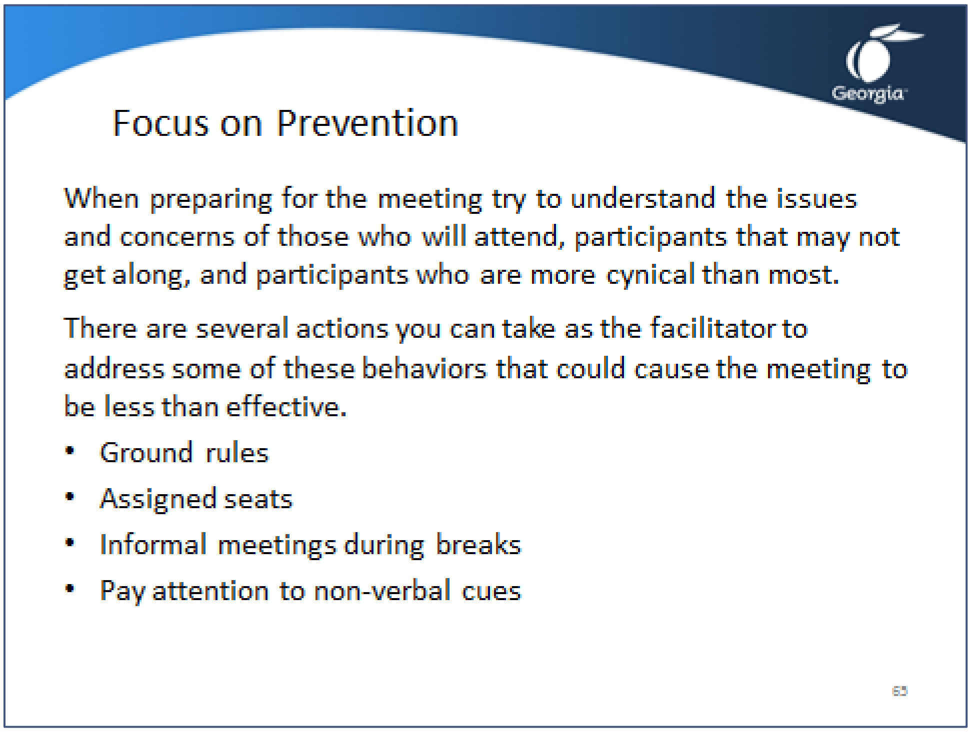
Dysfunctional behavior tends to get worse over time. One reason is that the participant’s level of impatience increases with every minute that he/she feels time is being wasted. Fortunately, dysfunctional behavior is easier to address when it is addressed early.

Remember:

1. Behavior, not the person, is dysfunctional
2. Dysfunctional behavior may be conscious or unconscious
3. Dysfunction is a substitute for expressing displeasure related to the session content, purpose, or process.


Physically attacking someone
Leaving the room in disgust
Verbal attack directed at a participant
Negative comments about a participant
Audible sighs of displeasure
Negative physical reaction
Doing other work during session
Side conversations
Silence, lack of participation
Arriving late, leaving early
Severity of Disruption
Degree of Dysfunction

Topic 2: Focus on Prevention



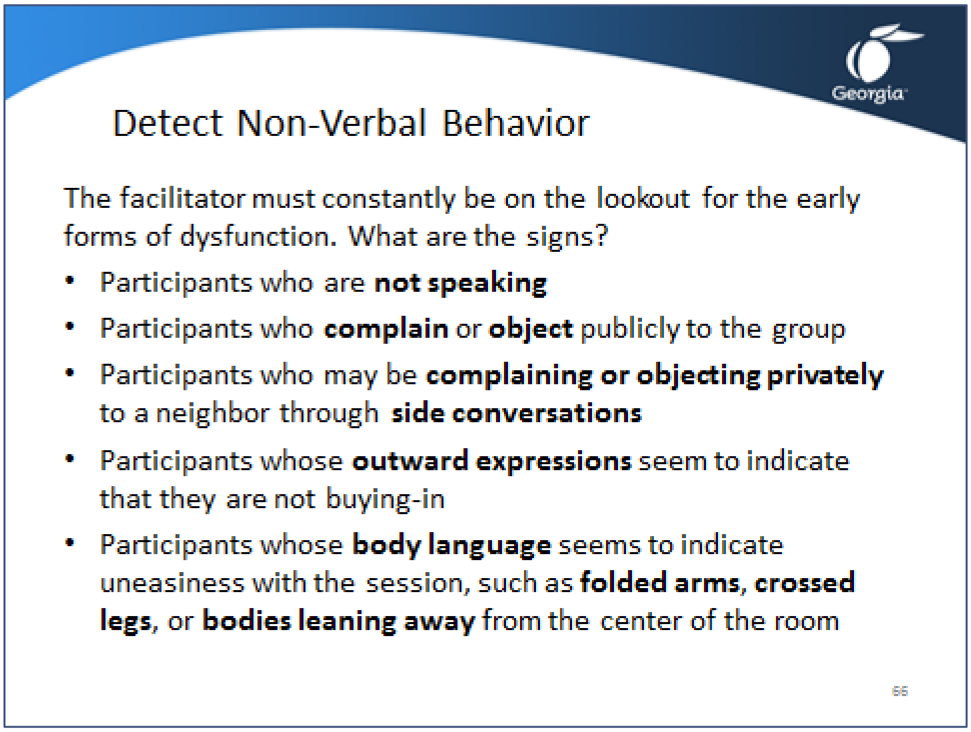
During the preparation stage, inquire about issues and concerns that might cause problems during the session. You may want to know the following:

1. Participants not in favor of holding the session
2. Participants who believe that they stand to lose something if the session achieves its objectives
3. Participants not on favorable terms with one another
4. Participants who tend to point out problems rather than create solutions

Based on the information gathered in the preparation stage, develop and execute strategies for preventing problems from occurring, such as;

- Assigning seats
- Adding ground rules
- Making sure you interact with particular people
- Paying close attention to particular reactions
- Holding informal meetings during breaks

Topic 3: Detect Non-Verbal Behavior



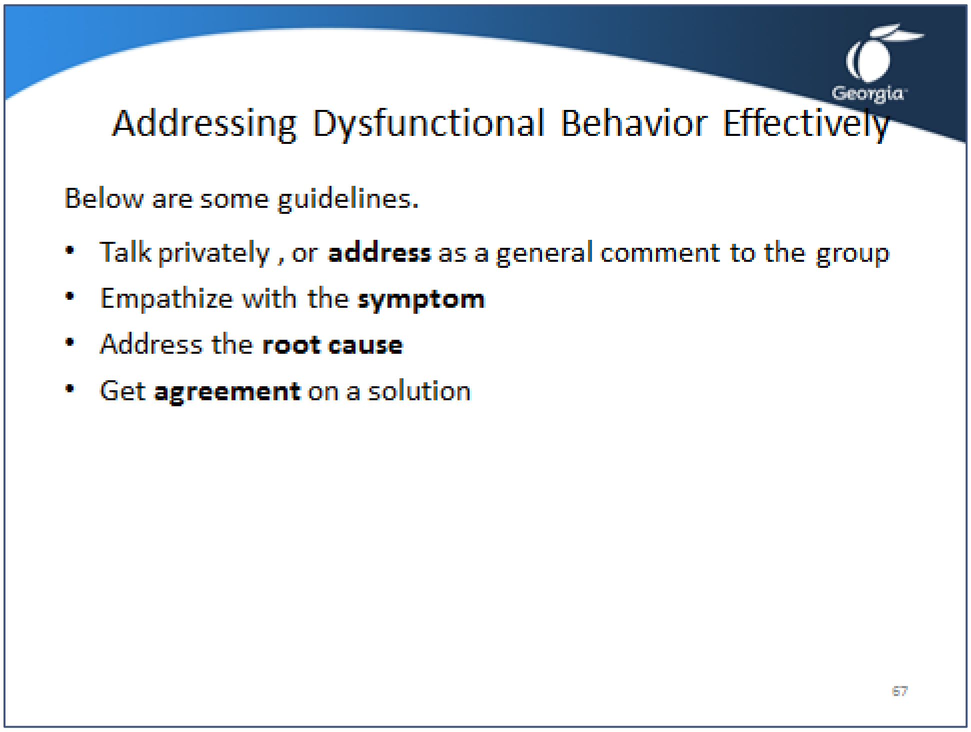
The facilitator must constantly be on the lookout for the early forms of dysfunction. What are the signs? The chart below gives some obvious comparisons by contrasting what people do when they are actively engaged and feel good about the session versus what they do when they are not engaged and do not feel good about the session.

When people are engaged	*When people are not engaged*
Involvement in the discussion	Low involvement in the discussion
Words of encouragement	Complaints, objections
Laughs, smiles, head nods	Frowns, head shakes
Bodies leaning, and legs crossed, toward the center of the room	Bodies leaning, and legs crossed, away from the center of the room

As the list indicates, throughout the session you must look for:

- Participants who are not speaking
- Participants who complain or object publicly to the group
- Participants who may be complaining or objecting privately to a neighbor through side conversations
- Participants whose outward expressions seem to indicate that they are not buying-in
- Participants whose body language seems to indicate uneasiness with the session, such as folded arms, crossed legs, or bodies leaning away from the center of the room

Topic 4: Addressing Dysfunctional Behavior Effectively



The general formula for addressing dysfunction is:

1. Approach privately or generally (talk privately with the person at a break, or address your comment to the group as a whole)
2. Empathize with the symptom:
   "It looks like you have some important work to get done and this session has put you in a crunch so you have brought your work with you."
3. Address the root cause:
   "I think we need your full participation on this. Are we addressing issues that affect your area?"
4. Get agreement on a solution:
   "What needs to happen to ensure that the work that needs to get done is done – and that we get your input in the session? …Okay, so we are agreed then that we will make every effort to talk about your areas the first two days so that if necessary the last day you can work outside the session."

Exercise 7.1 Dealing with Dysfunctional Behavior

Match the Items.

	Item		Matches to …
1	Dysfunctional behavior		Adding ground rules
2	Leaving the room in disgust		Addressing dysfunctional behavior
3	Detecting non-verbal behavior		Involvement in the discussion
4	Participants are engaged		High severity of disruption, high degree of dysfunction
5	Address the root cause		A substitute for expressing displeasure related to the session
6	Preventing dysfunctional behavior		Body language seems to indicate uneasiness with the session

Lesson 7 Summary: Learning Objectives Recap

- **Understand the causes of dysfunctional behavior**
  Dysfunctional behavior is any activity by a participant which is consciously or unconsciously a substitution for expressing displeasure with the session content or the process.

  Recognize that dysfunctional behavior is **a symptom** that is masking a real issue (**root cause**), which is typically a problem with the information generated by the session (**the content**) or the way in which the session is being run (**the process**).

  Remember:
  1. Behavior, not the person, is dysfunctional
  2. Dysfunctional behavior may be conscious or unconscious
  3. Dysfunction is a substitute for expressing displeasure related to the session content, purpose, or process.

- **Understand how to recognize the non-verbal cues**
  As the list indicates, throughout the session you must look for:
  - Participants who are not speaking
  - Participants who complain or object publicly to the group
  - Participants who may be complaining or objecting privately to a neighbor through side conversations
  - Participants whose outward expressions seem to indicate that they are not buying-in
  - Participants whose body language seems to indicate uneasiness with the session, such as folded arms, crossed legs, or bodies leaning away from the center of the room

- **Understand strategies to address dysfunctional behavior**
  The general formula for addressing dysfunction is:
  1. Approach privately or generally (talk privately with the person at a break, or address your comment to the group as a whole)
  2. Empathize with the symptom:
     "It looks like you have some important work to get done and this session has put you in a crunch so you have brought your work with you."
  3. Address the root cause:
     "I think we need your full participation on this. Are we addressing issues that affect your area?"
  4. Get agreement on a solution:
     "What needs to happen to ensure that the work that needs to get done is done – and that we get your input in the session? …Okay, so we are agreed then that we will make every effort to talk about your areas the first two days so that if necessary the last day you can work outside the session."

Notes

LESSON 8: CONSENSUS BUILDING

Topic 1: Understand Disagreement

Topic 2: Decide How to Decide

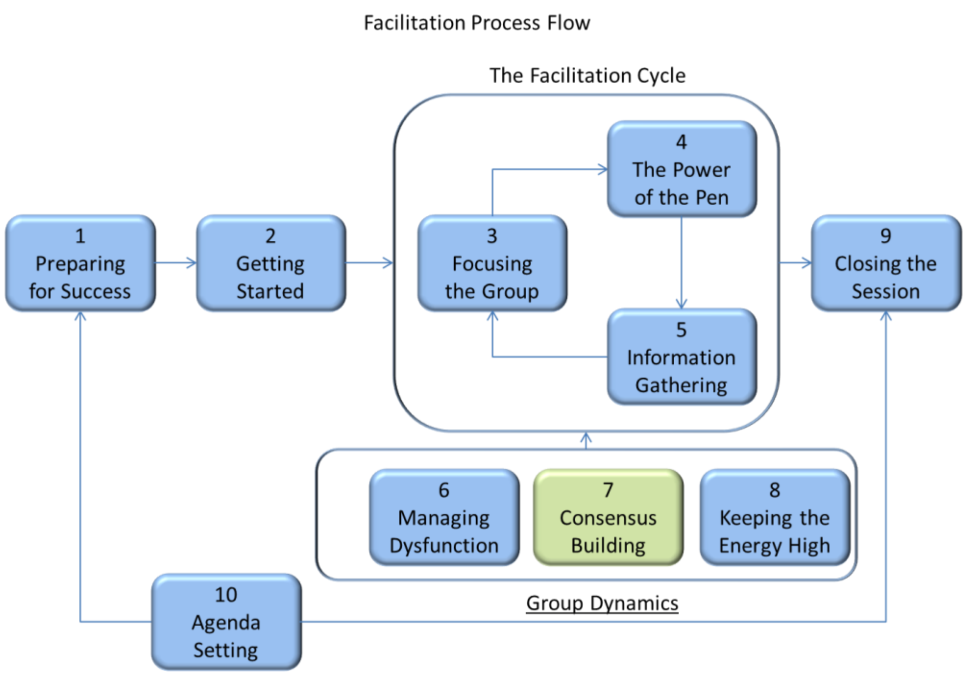
Topic 3: Creating a Consensus Focus

Student Learning Objectives

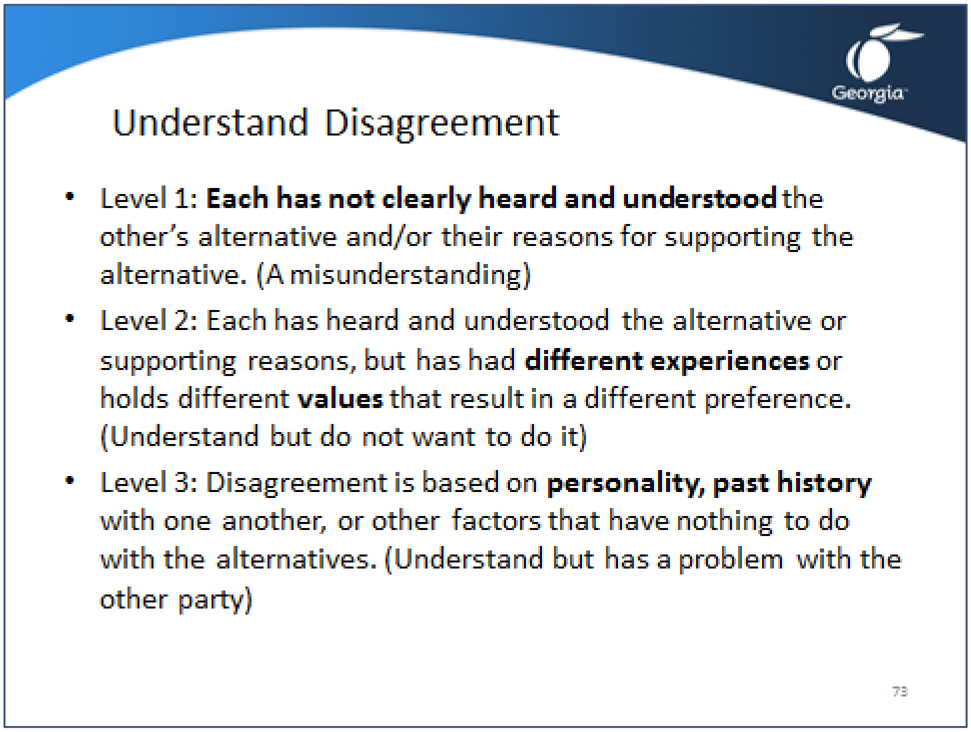
After completing this lesson you should be able to

- Understand the purpose and need for consensus
- Understand how to focus the consensus of the group

Approximate Presentation time: 45 minutes



Topic 1: Understanding Disagreement



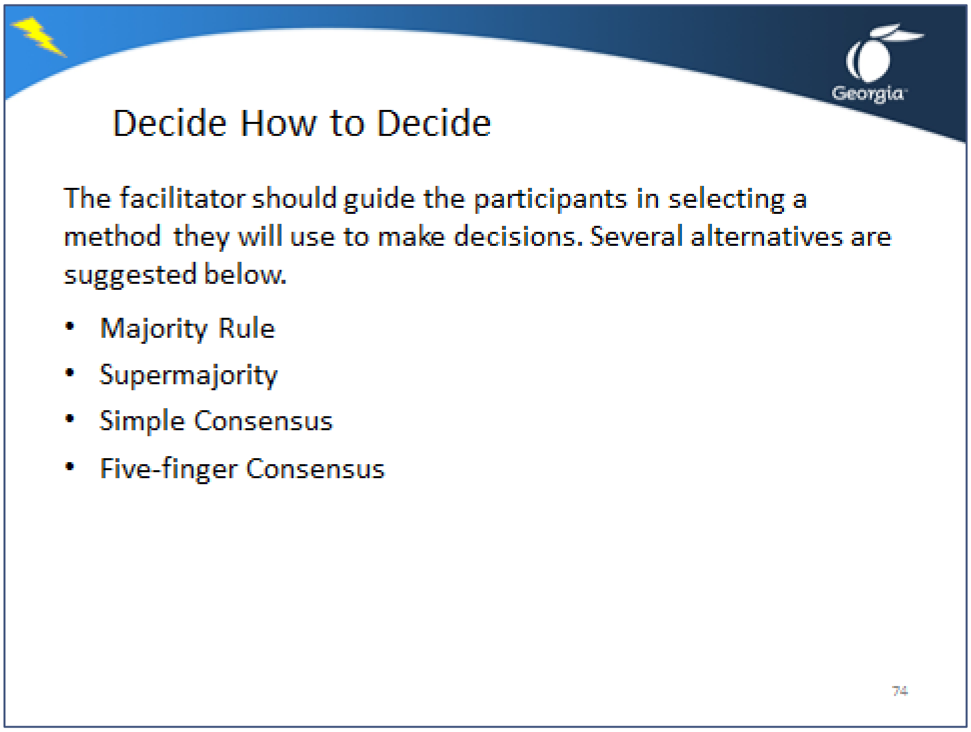
People generally disagree for one of two reasons; and more often than not, due to the first reason below:

- Level 1: **Each has not clearly heard and understood** the other's alternative and/or their reasons for supporting the alternative. (A misunderstanding)
- Level 2: Each has heard and understood the alternative or supporting reasons, but has had **different experiences** or holds different **values** that result in a different preference. (Understand but do not want to do it)
- Level 3: Disagreement is based on **personality, past history** with one another, or other factors that have nothing to do with the alternatives. (Understand but has a problem with the other party)

For Level 3 disagreements consider the following:

- Take a break; meet with the parties privately to indicate to them you do not believe the issue can be solved in this session
- Seek agreement to put the issue on the Issues List for resolution outside the session
- Agree to take the issue together to a higher source to make a decision
- Don't attempt to resolve the issue; issues based on personality or past history take more time than you can afford to give

Topic 2: Decide How to Decide



Early in the meeting the facilitator should guide the participants in selecting a method they will use to make decisions. Several alternatives are suggested below.

<u>Majority Rule</u>

> In some groups, decisions are made by majority rule. Whatever the majority of the participants want, that is the decision that is made. This method can be quick, but it can also lead to less than optimal solutions. Also, implementation of the decision may be less effective because there is not full agreement.

<u>Supermajority</u>

> With the supermajority, the group debates until a large majority of the participants agree with one alternative. The supermajority target is typically, 60, 67, or 75 percent. This method is not as quick as the Majority Rule and still has some of the disadvantages.

<u>Simple Consensus</u>

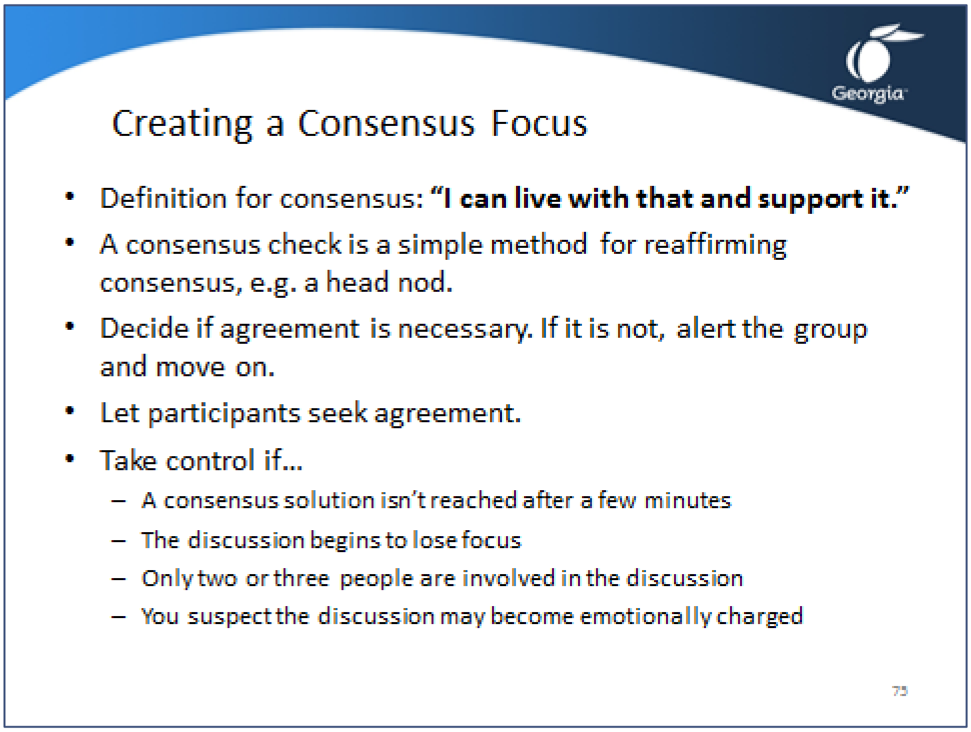
> A simple consensus is when all participants can say, “I can live with it, and I will support it.” The strength of consensus is that it encourages discussion until a solution is created that we all can accept. Consensus typically increases the effectiveness of the implementation. A major challenge is that a great solution can get watered down until we can arrive at a solution everyone can live with.

<u>Five Finger Consensus</u>

This method may be the most effective of the others. This method should be used to reach agreement without jeopardizing the quality of a solution that has strong, but not unanimous, support.

1. Once an alternative is ready to check on agreement, the facilitator explains that on the count of three, each person should hold up between one and five fingers indicating their level of support.
   - 5 – Strongly support
   - 4 – Agree
   - 3 – Can see pluses and minuses, but willing to go along with the group
   - 2 – Disagree
   - 1 – Strongly disagree and can’t support
2. If everyone shows a 5, 4, or 3, consensus has been reached, and we move ahead. If there are any 1s or 2s, those participants are given the opportunity to explain to the rest of the group why they gave the rating they did and make recommendations to change the alternative.
3. The facilitator then tests five-finger consensus again. Repeat step 2 and 3 until no 1s or 2s appear.
4. In the final review, majority rules.

Topic 3: Creating a Consensus Focus



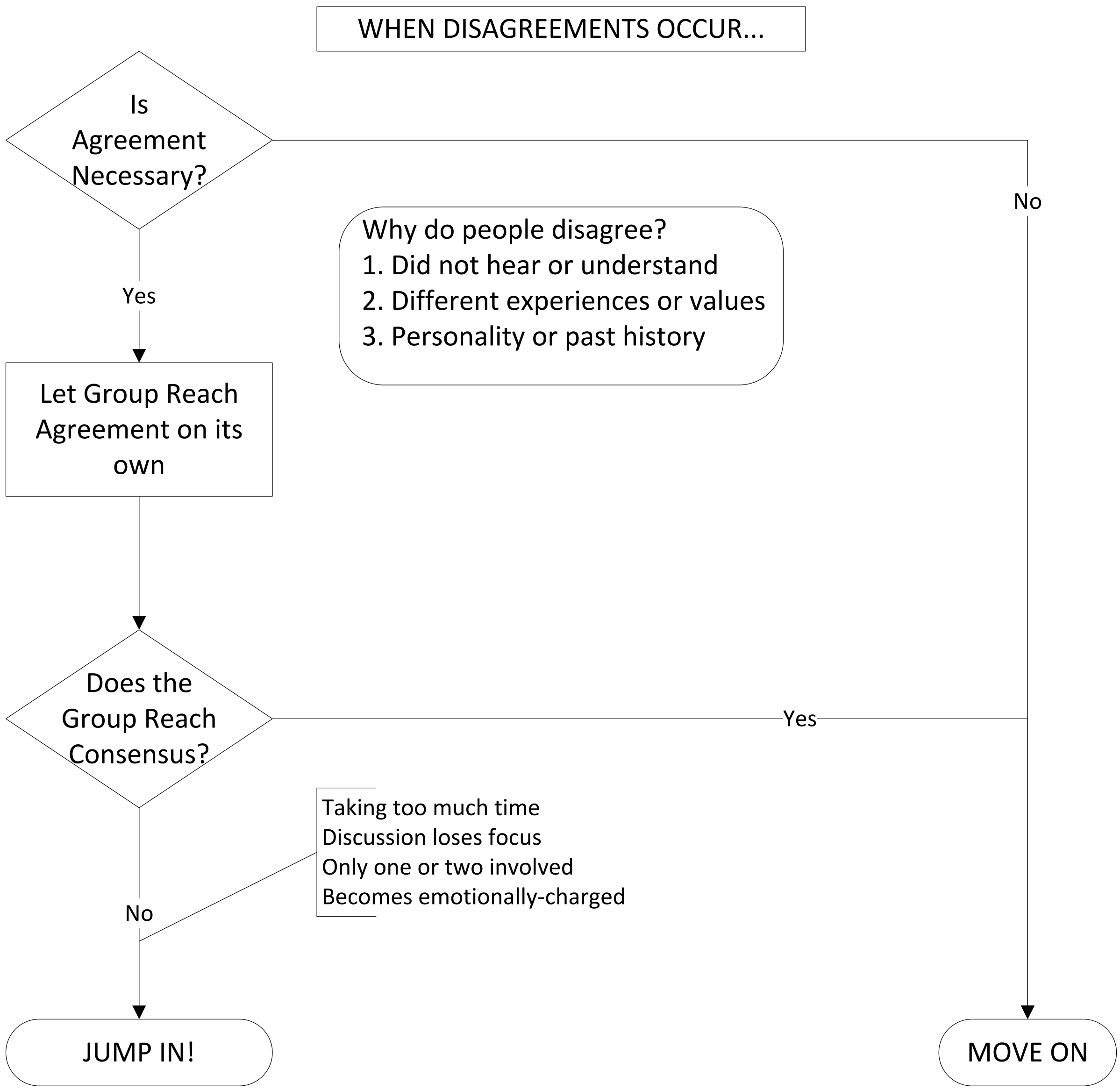
Establish the definition for consensus: "I can live with that and support it."
A consensus check is a simple method for reaffirming consensus, e.g. a head nod. Decide if agreement is necessary. If it is not, alert the group and move on.

Let participants seek agreement.

Take control if…

- A consensus solution isn't reached after a few minutes
- The discussion begins to lose focus
- Only two or three people are involved in the discussion
- You suspect the discussion may become emotionally charged

Review – Consensus Building



Exercise 8.1 Building Consensus

Match the Items.

	Item		Matches to …
1	A misunderstanding		Based on **personality, past history** with one another, or other factors that have nothing to do with the alternatives
2	Five finger Consensus		The group debates until a large majority of the participants agree with one alternative
3	Definition for consensus		Let participants seek agreement
4	Level 3 disagreement		Each has not clearly heard and understood the other's alternative
5	Creating a consensus focus		Used to reach agreement without jeopardizing the quality of a solution that has strong, but not unanimous, support
6	Supermajority		"I can live with that and support it."

Lesson 8 Summary: Learning Objectives Recap

- **Understand the purpose and need for consensus**
  To avoid a major investment in time and energy that 100 percent agreement on every aspect of a meeting would require, facilitators use a consensus model to gain agreement. Consensus can be defined as:

  Consensus: “I can live with that and support it”
  Consensus **does not** mean: “I think this is the best solution”

- **Understand how to focus the consensus of the group**
  A consensus check is a simple method for reaffirming consensus, e.g. a head nod. Decide if agreement is necessary. If it is not, alert the group and move on.

  Let participants seek agreement.

  Take control if…
  - A consensus solution isn’t reached after a few minutes
  - The discussion begins to lose focus
  - Only two or three people are involved in the discussion
  - You suspect the discussion may become emotionally charged

Notes

Lesson 9: Keeping the Energy High

Topic 1: Set a Pace

Topic 2: Adjust to Lull Times

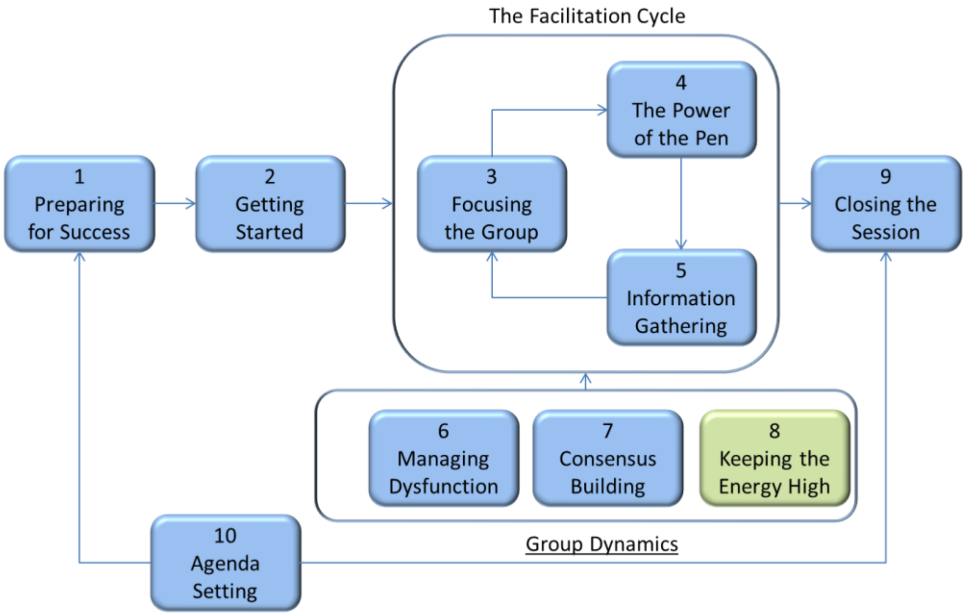
Student Learning Objectives

After completing this lesson you should be able to

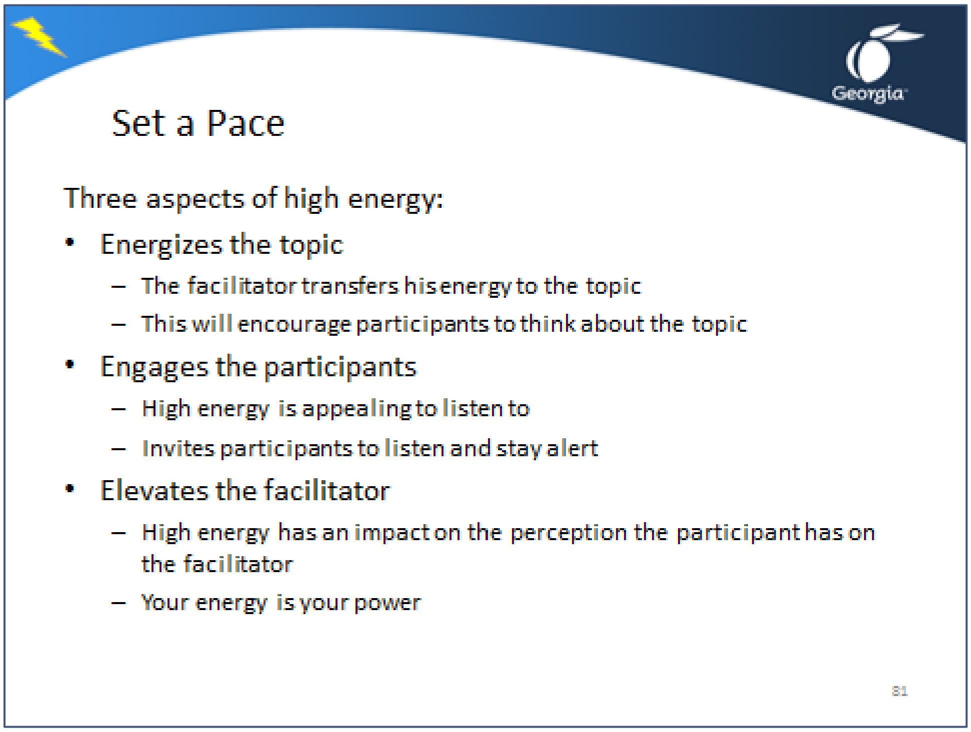
- Understand techniques to set the pace of a meeting
- Understand techniques to recharge the group during lull times

Approximate Presentation time: 45 minutes

Facilitation Process Flow



Topic 1: Set a Pace



Three key aspects of energy:

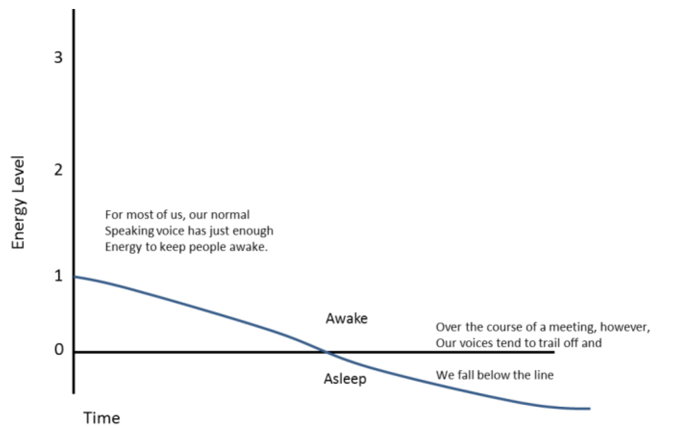
1. **Energizes the topic**
   When the facilitator leads with energy it is transferred to the topic. Your energy encourages participants to think, "This topic seems to be important to the facilitator; perhaps it should be important to me."

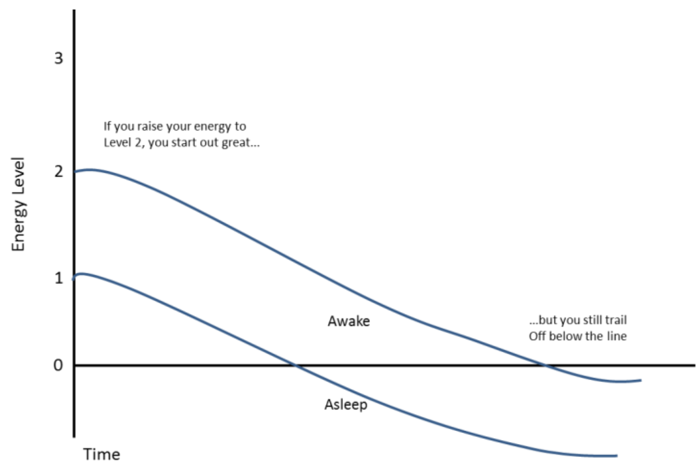
2. **Engages the participants**
   High energy is usually more appealing to listen to than low energy. High energy invites participants to listen and stay alert.

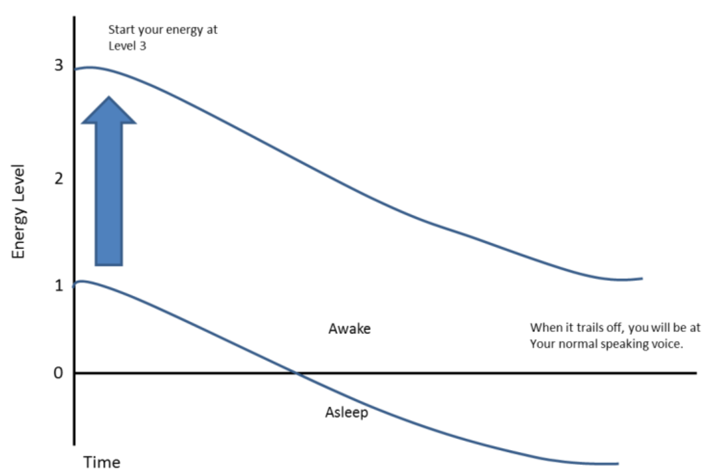
3. **Elevates the facilitator**
   The energy level of the facilitator has a significant impact on the participant's perception of the facilitator. Most participants will perceive that the facilitator with high energy shows what he is doing and has high confidence in his knowledge of the topic. Your energy is your power, don't give it away.

Project your Energy from the Start

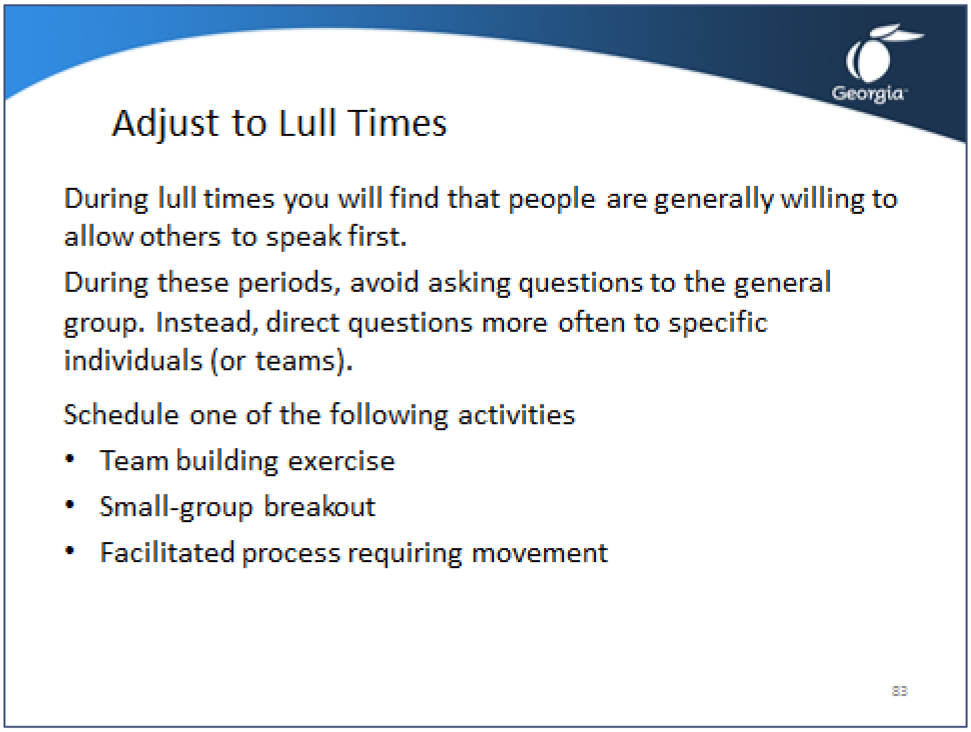
Start at Level 3







Topic 2: Adjust to Lull Times



Smart facilitators know that there are standard times during a day when the energy among participants is naturally low. The table below shows the standard "lullaby" times.

STANDARD LULLABY TIMES

Midmorning	10:30 – 11:00 a.m. (minor)
Just after lunch	1:30 – 2:00 p.m. (major)
Midafternoon	3:00 – 3:30 p.m. (minor)

During "lullaby" times you will find that people are generally willing to allow others to speak first. If everyone is doing this you will have a fairly quiet room. Therefore, during these periods, avoid asking questions to the general group. Instead, direct questions more often to specific individuals (or teams).

Try to arrange the agenda to accommodate the standard lull times:

- Schedule one of the following activities
  - Team building exercise
  - Small-group breakout
  - Facilitated process requiring movement
- Avoid scheduling the following
  - Presentations or long monologues
  - Reading
  - Individually assigned exercises

Exercise 9.1 Keeping the Energy High

Match the Items.

	Item		Matches to …
1	Lullaby time		High energy invites participants to listen and stay alert.
2	Energizes the topic		Team building exercise
3	Engages participants		Reading assignments
4	Avoid during lull times		times when the energy among participants is naturally low
5	Accommodating lull times		The energy the facilitator should start with
6	Level 3		“topic seems to be important to the facilitator; perhaps it should be important to me”

Lesson 9 Summary: Learning Objectives Recap

- **Understand techniques to set the pace of a meeting**
  Three key aspects of energy:
  1. **Energizes the topic**
     When the facilitator leads with energy it is transferred to the topic. Your energy encourages participants to think, “This topic seems to be important to the facilitator; perhaps it should be important to me.”
  2. **Engages the participants**
     High energy is usually more appealing to listen to than low energy. High energy invites participants to listen and stay alert.
  3. **Elevates the facilitator**
     The energy level of the facilitator has a significant impact on the participant’s perception of the facilitator. Most participants will perceive that the facilitator with high energy shows what he is doing and has high confidence in his knowledge of the topic. Your energy is your power, don’t give it away.
- **Understand techniques to recharge the group during lull times**
  Try to arrange the agenda to accommodate the standard lull times:
  - Schedule one of the following activities
    - Team building exercise
    - Small-group breakout
    - Facilitated process requiring movement
  - Avoid scheduling the following
    - Presentations or long monologues
    - Reading
    - Individually assigned exercises

Notes

LESSON 10: CLOSING THE MEETING

Topic 1: Review

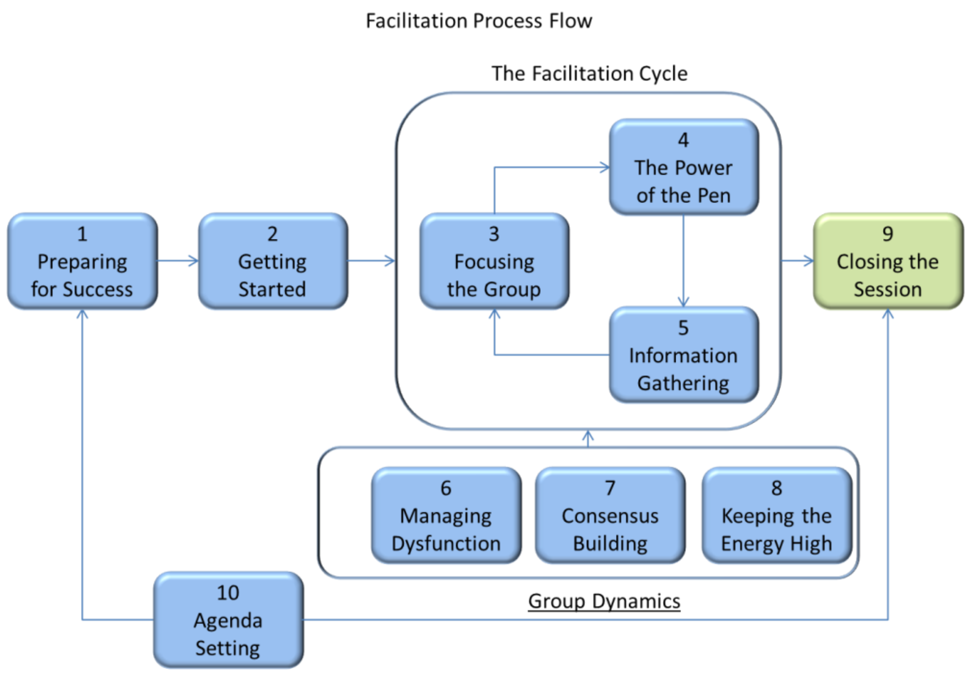
Topic 2: Close

Student Learning Objectives

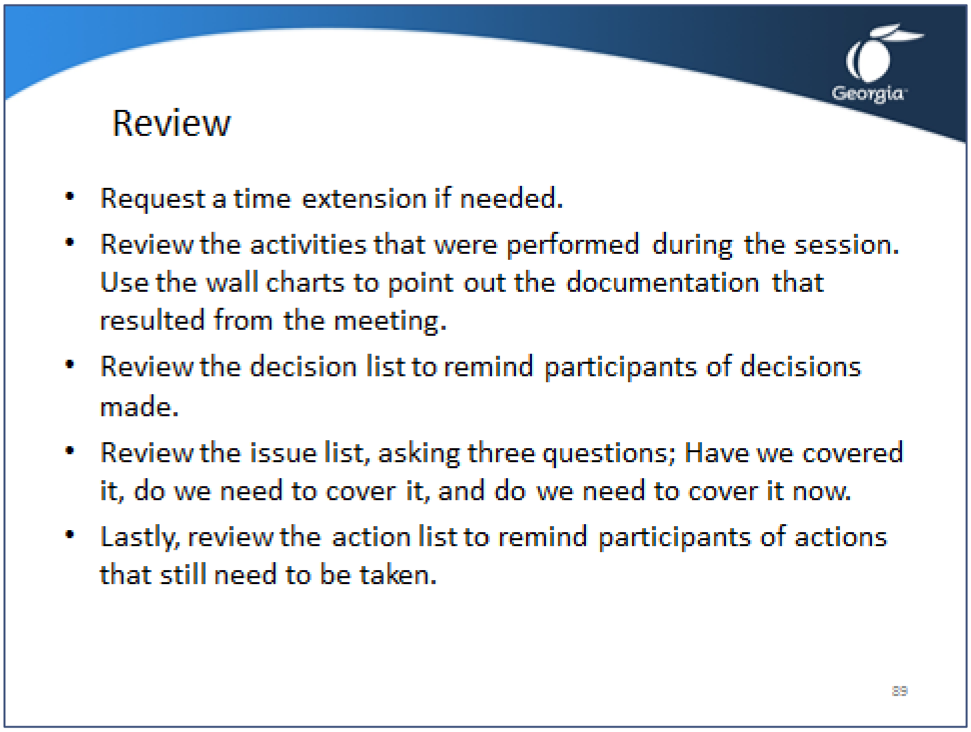
After completing this lesson you should be able to

- Understand techniques to effectively close a meeting

Approximate Presentation time: 30 minutes



Topic 1: Review



Request a time extension if needed.

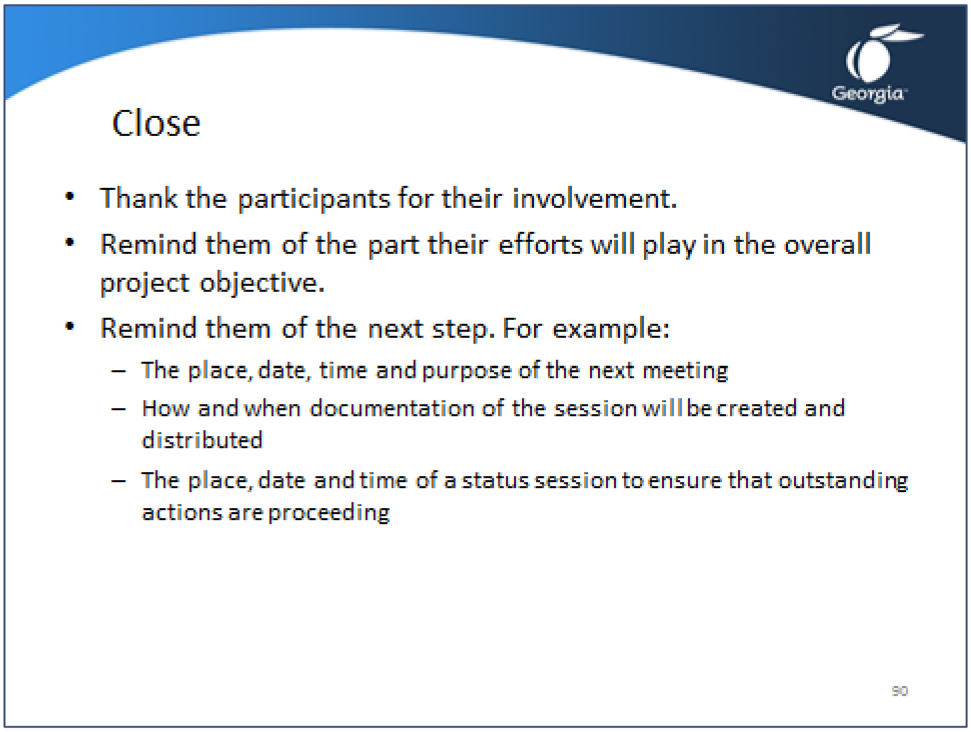
Review the activities that were performed during the session. Use the wall charts to point out the documentation that resulted from the meeting.

Review the decision list to remind participants of decisions made.

Review the issue list, asking three questions; Have we covered it, do we need to cover it, and do we need to cover it now.

Lastly, review the action list to remind participants of actions that still need to be taken.

Topic 2: Close



Thank the participants for their involvement.

Remind them of the part their efforts will play in the overall project objective.

Remind them of the next step. For example:

- The place, date, time and purpose of the next meeting
- How and when documentation of the session will be created and distributed

The place, date and time of a status session to ensure that outstanding actions are proceeding

Lesson 10 Summary: Learning Objectives Recap

- **Understand techniques to effectively close a meeting**
  Review the activities that were performed during the session. Use the wall charts to point out the documentation that resulted from the meeting.

  Review the decision list to remind participants of decisions made.

  Review the issue list, asking three questions; Have we covered it, do we need to cover it, and do we need to cover it now.

  Lastly, review the action list to remind participants of actions that still need to be taken.
  Thank the participants for their involvement.

  Remind them of the part their efforts will play in the overall project objective.

  Remind them of the next step. For example:
    - The place, date, time and purpose of the next meeting
    - How and when documentation of the session will be created and distributed

  The place, date and time of a status session to ensure that outstanding actions are proceeding

Notes

Lesson 11: Practice Session

Topic 1: Meeting Workshop

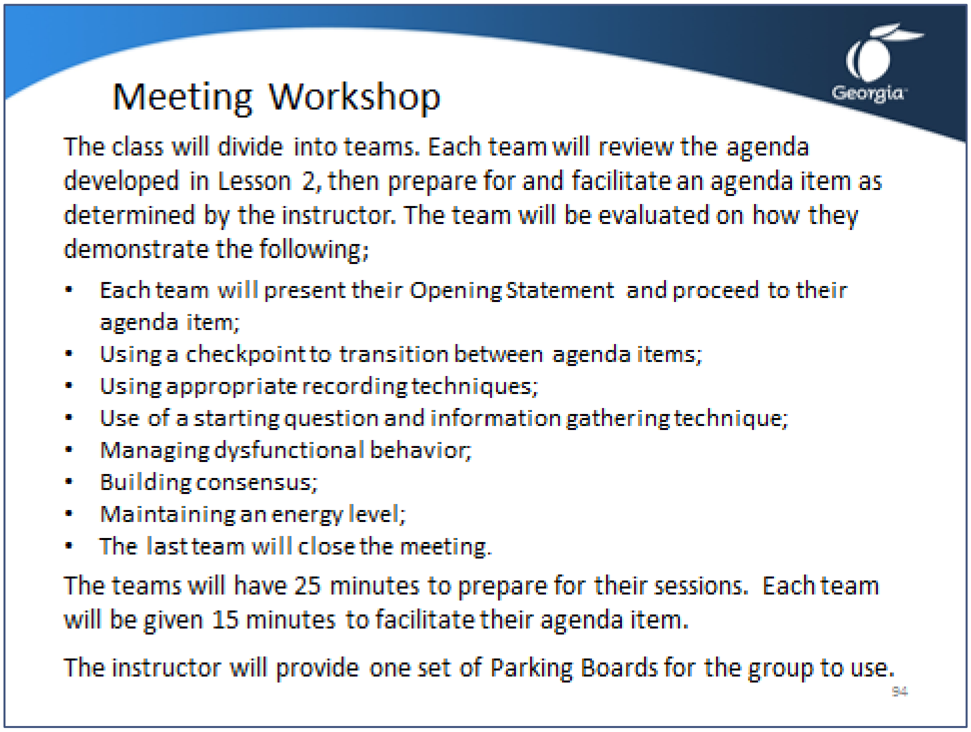
Student Learning Objectives

After completing this lesson you should be able to

- To provide the participant practice in executing a facilitated session using the agenda developed in earlier lessons.

Approximate Presentation time: 2 hours

Topic 1: Meeting Workshop



The objective of this workshop is to provide you practice in executing a facilitated session.

The class will divide into teams. Each team will review the agenda developed in Lesson 2, then prepare for and facilitate an agenda item as determined by the instructor. The team will be evaluated on how they demonstrate the following;

1. Each team will present their Opening Statement and proceed to their agenda item
2. Using a checkpoint to transition between agenda items;
3. Using appropriate recording techniques;
4. Use of a starting question and information gathering technique;
5. Managing dysfunctional behavior;
6. Building consensus;
7. Maintaining an energy level.
8. The last team will close the meeting

The teams will have 25 minutes to prepare for their sessions. Each team will be given 15 minutes to facilitate their agenda item.

The instructor will provide one set of Parking Boards for the group to use.

Notes

Case Study – Speedy Office Supplies On-line Order Entry Project

Company Overview

Speedy Office Supplies has been in business for 15 years and is recognized as the leader in discount office supplies. We have a reputation of providing high quality products at reasonable prices and offering superior customer service. We are selling to corporate clients, governmental agencies, and individuals. Our customers are served by over 40,000 employees through direct sales, catalogs, e-commerce and more than 2,000 stores. Eighty percent of our business is currently done in our 2,000 retail stores.

Over the past five years the Retail Store Division has shown a steady decline in sales and profitability; energy costs have increased by 30% for our fleet vehicles and retail stores; employee health care costs have increased by 75% and continue to rise. Market trends and customer preferences are indicating that customers desire the ability to order their products on-line at times convenient to them. The SOS management team believes if we phase-out the Retail Store Division and replace it with a web-based ordering system and consolidation of our distribution network, we anticipate a savings of nearly 10 million dollars per year. This would also need to integrate into the existing supply chain systems. Customer satisfaction surveys also indicate a favorable reaction to the concept of web-based sales, which could increase our current sales by at least 25% over the next 5 years. Based on this information SOS management has made a decision to close all the brick and mortar stores within 18 months. We believe this decision will significantly cut costs and that we can be just as successful selling our products on our website.

Currently orders for products are received via in-store requests, phone calls, or catalog mail-in from customers. We access our online system to check inventory, prices, and estimated shipping dates. If the order total is over $100,000 we turn it over to a supervisor. We then call the Credit Card Authorization Company to check the customer’s credit card account. If the credit card charge is authorized we enter the order into the system. The current system is an old mainframe application and is very cumbersome.

There are purchasing agreements, special discounts, and payment terms for our clients purchasing over $50,000 per year. In the past, we have billed these customers on a monthly basis, providing them with a detailed listing by location of their purchases. We want to make it easier for them to pay via credit card each time they place an order to increase our cash flow and lower our Accounts Receivable. If possible, we still want to provide select customers the same reporting on a monthly basis for their purchases by location.

Federal Express and UPS are currently bidding on the exclusive rights for delivery of all customer office supplies. Each company is proposing an online interface to track shipments, including the name of the person who signs for the delivery. The shipment will need to have a label and detailed purchase order slip with the package. The cost of shipping is determined by the size of the package, weight, location, insurance, and timeliness of delivery. The customer will need an accurate shipping cost at the time of purchase.

Project Overview

Our main focus for this project is to create the shopping experience for our retail customer on the website and to place product orders on the Internet. We want to have real time information regarding product description; quantities; pricing; availability; payment processing; shipping method options with associated costs; delivery date; and order tracking. All information currently available at the retail stores and in the catalogs should be available and consistent with the Internet.

It would be nice if there were a place on the Internet for the customer to build a profile and store frequently purchased items in a list to use for future purchases. This would be very beneficial for large organizations that purchase the same products frequently.

We envision using our existing customer number and allowing each customer to create a password to ensure security. Anyone could look at the products online, but only registered customers would be allowed to place orders. The web site should have search ability by several options: product item number (from the catalog), product type, color, and size.

Hopefully when a customer places an order the software would quickly calculate a shipping charge and present the order total to the customer. We would not allow orders totaling more than $1000 to be placed on the web. The software should also email a confirmation to the customer if requested.

In this session, you will be meeting with internal stakeholders and subject matter experts to get answers to specific requirements questions, and to gain clarity on key functional requirements.

Purpose

The purpose of today’s session is to discover key requirements for the new on-line order entry system and how it will integrate into the legacy systems. We will focus on the process and functionality required to create and distribute an order to legacy systems.

Key Questions for Placing an Order the Facilitator Must Get Answered

1. What steps should be taken for a customer to place an order via the on-line order entry system and what are the interfaces to the existing legacy system?

Key Stakeholder Roles for New Order Entry System

Customer Service System: Marge Schultz, VP Customer Service

If the customer exists they will enter their account code and password into the login screen. The Order Entry system will validate the existence of the customer with the Customer Service System. The customer will have the ability to create an account if one does not already exist.

Inventory System: John Crusher, Director Inventory Management

The Order Entry System will query product information from the Inventory System. The Inventory System will send pricing, product id, description, and availability status. If the product is out-of-stock, a backorder status will be sent to the Order Entry System. When the order is completed, the order product quantity is added to the on-order field for the product id.

Order Fulfillment System: Amy Blake, Order Fulfillment Manager

The Order Entry System will send a notification to the Order Fulfillment System indicating the order is ready to be filled.

Shipping System: Mary Hightower, Shipping Manager

The Order Entry System will retrieve shipping options from the Shipping System and display them on the screen. The customer will select their shipping preference. Before the order is billed, the Shipping System will retrieve a tracking number from the Shipping Provider System and display it.

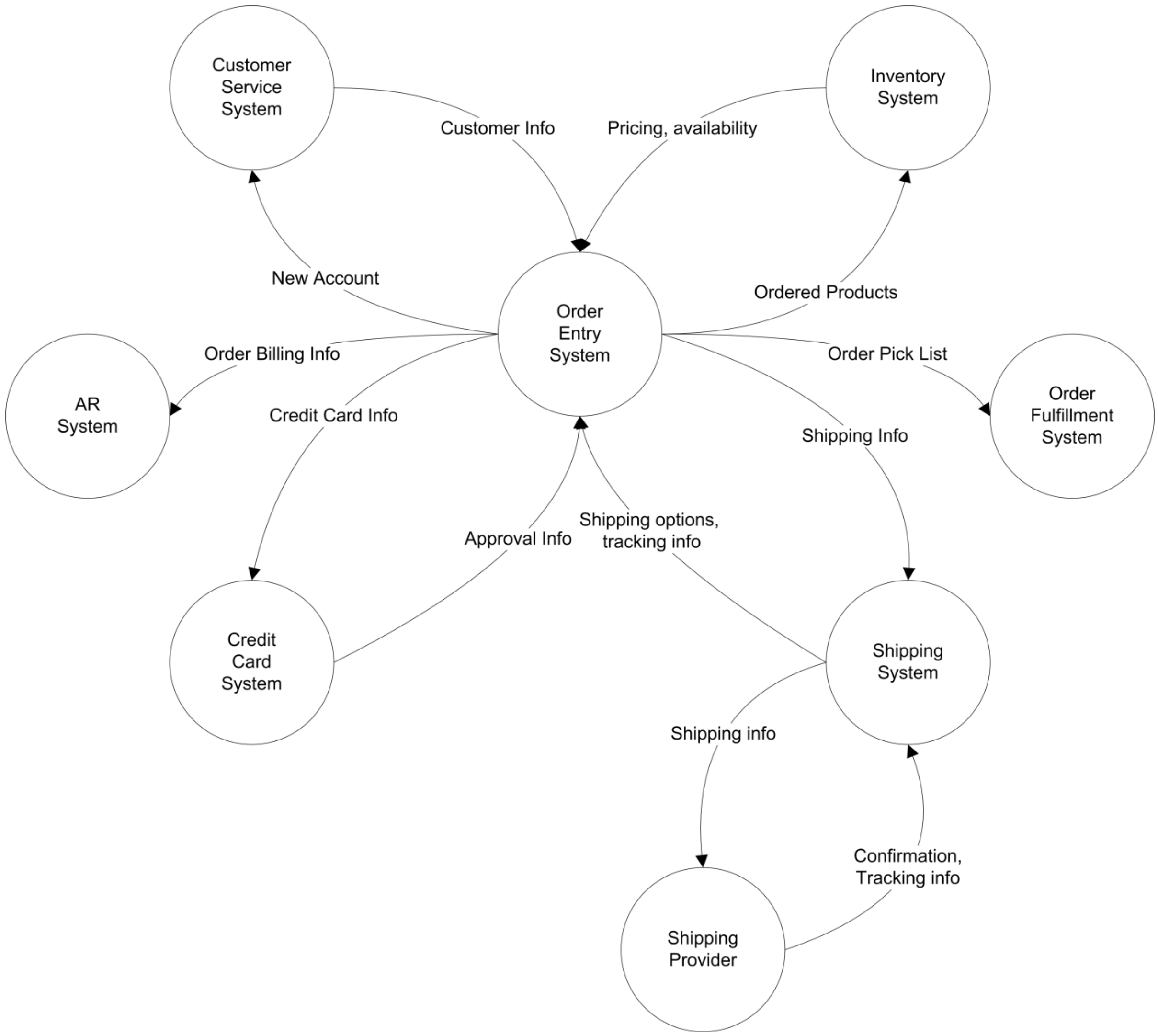
Credit Card System: Sam Slique, Credit Manager

During the Billing option, the customer will enter their credit card information. The Order Entry System will validate the credit card via the Credit Card System and return approval/rejection information.

Accounts Receivable (AR) System: Jane Resnick, Accounting Manager

When the order is completed, the Order Entry System will update the AR System with the billing information from the order.

Process Flow for New Order Entry System



APPENDIX I - EXERCISE SAMPLE ANSWERS

Exercise 2.1 Understanding Purpose

Each team will read one of the two scenarios below and discuss what decision would you make and why? Also, determine the purpose of the scenario.

Scenario 1

A department head is considering giving the same annual compensation increase to each employee rather than varying the amounts. The department head believes this will reduce the amount of "water cooler" chatter about raises. Is giving the same increase a good idea?

For this scenario the question is, "What is the purpose of the compensation increases?" If the purpose is to reward performance, a level increase for everyone might be appropriate only if everyone has performed at the same level. If instead the purpose is to promote teamwork and to reward people based on the performance of the company, a level increase may not be appropriate.

Scenario 2

The family is considering multiple options for vacation, including seven days on a beach, a tour of Italy, visiting Disney World, and hiking through the mountains together. Which should the family choose?

For the family, the answer also lies in the question of purpose. Is the vacation for rest and relaxation , to see the sites, to make sure the kids enjoy themselves, work through a challenging experience together, some combination of these, or something different? The family may have different views about the vacation, but once they agree on a shared purpose the decision becomes simpler.

Exercise 2.2 Develop Requirements Meeting Agenda for Web-based Ordering System

Read the Case Study and develop the meeting agenda for the Requirements Meeting.

Purpose/Meeting Objective:
The purpose of the meeting is to discover key requirements for the new on-line order entry system and how it will interface into the legacy systems.

Critical Question:
What steps should be taken for a customer to place an order via the on-line order entry system and what are the interfaces to the existing legacy system?

Participating Questions:

- How is a customer order placed today?
- How does a placed order interface with our legacy system today?
- What steps do we want in place for the new on-line order entry process?
- How will the interfaces to the legacy systems change?

Using the template below complete the meeting agenda.

Agenda: Requirements Meeting for Web-based Ordering System Project

***Topic**: Develop requirements for Order Entry system*	***Date: Oct 1, 20xx***	
Location: Peachtree Conference Room	***Time: 9:00 AM***	***Mtg ID:***

Meeting Invitees:

Meeting Objectives:

	Planned
1	Discover key requirements for the new on-line order entry system
2	Determine how interfaces into the legacy systems will potentially change
3	
4	

Meeting Outcomes:

	Planned
1	Develop a preliminary list of requirements for the on-line order entry system
2	Develop a preliminary process flow for the order entry process
3	Develop a preliminary list of potential changes to legacy system interfaces

Schedule:

Start Time	End Time	Topic/Presenter
9:00	9:10	INTRODUCTION
9:10	9:35	CURRENT ORDER ENTRY PROCESS STEPS
9:35	10:00	CURRENT INTERFACE OF PLACED ORDERS TO LEGACY SYSTEMS
10:00	10:25	POTENTIAL PROCESS STEPS FOR ON-LINE ORDER ENTRY
10:25	10:50	POTENTIAL CHANGES TO LEGACY SYSTEM INTERFACES
10:50	11:00	REVIEW AND CLOSE

Decisions to Make:

	Planned
1	The team will agree on the process steps for placing an order on the new on-line system
2	The team will agree on basic functionality of the new system
3	The team will agree on what potential changes will be made to the legacy system interfaces

Exercise 3.1 Starting the Meeting

Take a few minutes and prepare the start for the Requirements Meeting. Each team will then present their start for the meeting.

Prepare your Opening:

"Good morning, it is a pleasure to be here this morning. The first thing I would like to do is **I**nform you about what is going to occur over the next two hours. Our session objective is to … This is an **E**xciting opportunity because … I want you to know you have been **E**mpowered by management to … Before we get started I would like to **I**nvolve you in the process by asking what you would like to get out of this meeting. Pretend for a second that the session was over, and you were ecstatic because we… What was it that we accomplished which would really make you ecstatic?"

Prepare your agenda (from previous lesson), ground rules, and parking boards:

Sample Ground Rules:

1. Everyone Speaks; Respect the Speaker
2. Titles Left Outside the Door
3. No Idea is Dumb
4. Use the Parking Boards
5. Avoid 'Bar Discussion'
6. Start on Time/End on Time

Parking Boards:

- Issue List: to post item's that are relevant to the session but need to be discussed later in the session or entirely outside the session.
- Decision List: to post decisions made by the group that should be documented for future reference.
- Action List: to post actions to be performed sometime after the completion of the session.

Define Consensus:

Consensus: "I can live with that and support it"

Exercise 4.1 Keep the Meeting Focused

1. You are transitioning between an agenda item “**Identify the Steps of the Current Order Entry Process**” to the next step “**What are the Problems in the Current Process**”. Write a brief checkpoint statement below.

   We have just completed identifying the current steps on the Order Entry process, which told us, there are six items we need to complete. Our next agenda item to discuss is “What are the problems with the current process?” This will help us find areas for improvement and identify gaps we expect to fill with the new system. Any questions about where we are? Ok, let’s move on.

2. Write two or three “warm-up” questions that will lead to your primary question “What are some of the problems we have in our current order entry process?” and indicate the non-verbal response you expect.

   How many of you have had difficulty with your job because the process steps were incomplete or inaccurate? [**Raise your own hand**]

   I’ll bet this was very aggravating to say the least. Right? [**Nod your head**]

   How many of you wanted to explain to someone what the problems were in the process? [**Raise your own hand**]

   Having experienced this, can you give me some problems you feel exist with the current Order Entry process?

3. What options do you have to redirect the group if side issues arise?

   Give clear directions and state the meeting objectives at the beginning of each agenda item to achieve the desired result

   Use Ground Rules to self-correct and address behavior

   Use Parking Boards to remind participants there is a place to record topics not relevant to the current topic

Exercise 5.1 Using the Power of the Pen

Match the Items.

	Item		Matches to…
1	Recording what is said	6	An abbreviated version of a long statement
2	Avoiding a lull	5	When something needs redirecting
3	“Clean up” the speaker’s words	4	Employ the right recording tool
4	Maintain Interest and Order	2	Repeat what they say as you write
5	Exception to “Write first; discuss second”	1	Vital to positive group dynamics
6	“Headline”	3	Writing words the speaker did not say

Exercise 6.1 Gathering Information

Answer the following questions.

1. Review the following question and rewrite it as a great **starting question**.
   "The first things we want to talk about are steps in the order entry process. What are the steps to the order entry process?"

   Imagine you are sitting at your computer preparing to order your favorite book. What steps do you think you would take to select your book, order it, select the shipping method, and pay for the purchase?

2. During the course of discussion, a participant asks a question that is not relevant to the topic. What type of reacting question or statement can you make to get back on track?

   Use a redirecting question, such as "That's a good point. Can we put that on the issue list and discuss later?"

3. What activities does the facilitator perform while listing information?
   a. Title your flip charts
   b. Ask a starting question to help participants respond
   c. Record the response. Always record before reacting
   d. React appropriately to the responses

Exercise 7.1 Dealing with Dysfunctional Behavior

Match the Items.

	Item		Matches to …
1	Dysfunctional behavior	6	Adding ground rules
2	Leaving the room in disgust	5	Addressing dysfunctional behavior
3	Detecting non-verbal behavior	4	Involvement in the discussion
4	Participants are engaged	2	High severity of disruption, high degree of dysfunction
5	Address the root cause	1	A substitute for expressing displeasure related to the session
6	Preventing dysfunctional behavior	3	Body language seems to indicate uneasiness with the session

Exercise 8.1 Building Consensus

Match the Items.

	Item		Matches to …
1	A misunderstanding	4	Based on **personality, past history** with one another, or other factors that have nothing to do with the alternatives
2	Five finger Consensus	6	The group debates until a large majority of the participants agree with one alternative
3	Definition for consensus	5	Let participants seek agreement
4	Level 3 disagreement	1	Each has not clearly heard and understood the other's alternative
5	Creating a consensus focus	2	Used to reach agreement without jeopardizing the quality of a solution that has strong, but not unanimous, support
6	Supermajority	3	"I can live with that and support it."

Exercise 9.1 Keeping the Energy High

Match the Items.

	Item		Matches to …
1	Lullaby time	3	High energy invites participants to listen and stay alert.
2	Energizes the topic	5	Team building exercise
3	Engages participants	4	Reading assignments
4	Avoid during lull times	1	times when the energy among participants is naturally low
5	Accommodating lull times	6	The energy the facilitator should start with
6	Level 3	2	“topic seems to be important to the facilitator; perhaps it should be important to me”

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