

ATD Workshop Series

FACILITATION SKILLS training



**Includes All the Activities, Handouts, Tools, and Assessments
You Need to Create and Deliver Powerful, Effective Training**

KIMBERLY DEVLIN

FACILITATION SKILLS training

ATD Workshop Series

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The ATD Workshop Series

Whether you are a professional trainer who needs to pull together a new training program next week, or someone who does a bit of training as a part of your job, you'll find the ATD Workshop Series is a timesaver.

Topics deliver key learning on today's most pressing business needs, including training for change management, coaching, communication skills, customer service, emotional intelligence, facilitation, leadership, new employee orientation, new supervisors, presentation skills, project management, and time management. The series is designed for busy training and HR professionals, consultants, and managers who need to deliver training quickly to optimize performance now.

Each ATD Workshop book provides all the content and trainer's tools you need to create and deliver compelling training guaranteed to

- **Enhance** learner engagement
- **Deepen** learner understanding
- **Increase** learning application.

Each book in the series offers innovative and engaging programs designed by leading experts and grounded in design and delivery best practices and theory. It is like having an expert trainer helping you with each step in the workshop process. The straightforward, practical instructions help you prepare and deliver the workshops quickly and effectively. Flexible timing options allow you to choose from half-day, one-day, and two-day workshop formats, or to create your own, using the tips and strategies presented for customizing the workshops to fit your unique business environment. Each ATD Workshop book also comes with guidance on leveraging learning technologies to maximize workshop design and delivery efficiency and access to all the training materials you will need, including activities, handouts, tools, assessments, and presentation slides.

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Foreword

In 2002, we launched the ASTD Trainer's WorkShop Series—a collection of books authored by practitioners that focused on the design and delivery of training on popular soft-skills topics. The creation of this series was a departure for us. These workshops-in-a-book were created to help internal trainers expedite their program delivery by using appropriate and exceptionally designed content that could be adapted and repurposed.

These topics, dealing with issues ranging from customer service to leadership to manager skills, continue to be important training programs offered in companies and organizations of all sizes and across the globe. The ASTD Trainer's WorkShop Series has helped more than 60,000 trainers and occasional trainers deliver top-notch programs that meet business needs and help drive performance.

And while many things about the delivery of soft skills training have not changed in the last decade, there have been advances in technology and its use in training. So, when we began talking about how to refresh this popular series, we knew we needed to incorporate technology and new topics. We also wanted to make sure that the new series was cohesively designed and had input from author-practitioners who are, after all, the heart and soul of this series.

In *Facilitation Skills Training* by Kimberly Devlin, and in each of the titles in the series, you'll find innovative content and fresh program agendas to simplify your delivery of key training topics. You'll also find consistency among titles, with each presented in a contemporary manner, designed by peers, and reflecting the preferences of training professionals who conduct workshops.

We hope that you find tremendous value in the ATD Workshop Series.

Tony Bingham

President & CEO

Association for Talent Development (ATD)

March 2017



Introduction

How to Use This Book

What's in This Chapter

- Why facilitation skills training is important
 - Which workshop agenda will best meet your needs
 - What you need to know about training
 - Estimates of time required
 - A broad view of what the book includes
-

Why Is Developing Facilitation Skills Important?

Recently, I have begun a practice of meditating. What does that have to do with facilitation skills, you may ask? In my limited experience, it has had the effect of clarifying and differentiating what is critical, important, enjoyable, nonessential, and even counterproductive in my life. This ability to filter with accuracy and conviction is an essential skill for a facilitator to exercise throughout the process of planning, preparing for, leading, and following through on key actions in support of a facilitation. Many “sparkly objects” grab attention and distract you or your participants from the goal, interesting but irrelevant tangents that can lead down rabbit holes or reverse the forward progress of the group, or even a flurry of discussion and idea sharing that sounds impressive but doesn’t serve the purpose of the facilitation.

Being an effective facilitator requires a broad range of skills or a support team that manages certain elements for you. The time in the facilitated event, whether counted in hours or days, is only a fraction of what “facilitating” entails. Facilitators’ ability to cultivate the critical and important elements and to cull the nonessential and counterproductive ones through all aspects of facilitating (and especially during project scoping interviews) will directly affect

their success in this often underappreciated and misunderstood role. Although platform skills are foundational, alone they are not enough. Highly sought-after facilitators have that base and also excel at written communication, critical thinking, questioning, diplomacy, project management, surfacing hidden agendas, and more.

Before we go much further, we need to clear one thing up. What *is* facilitation? What do you think it is? Write a few sentences, right there in the margin, with your thoughts. Then answer these questions. Are you facilitating when you are

- Leading 200 municipal leaders and residents through a community visioning session?
- Conducting a new hire orientation?
- Working with leadership teams from a county and a hospital system to collaboratively establish service standards for the employees of their joint-venture community health clinics?
- Teaching a workplace learning event, such as advanced negotiation skills?
- Leading a team of executives through a process to establish a leadership philosophy for the organization?

Every item on the list is a past project of mine, and I do say I am facilitating when I lead learning events. Mostly, that is because I take a facilitative approach in training sessions versus pontificating on a topic. However, for the purposes of this book and the learning events it contains, the second and fourth items above wouldn't fall under the label of facilitating. This book is about training individuals to help others attain an outcome that is not a learning goal. The agendas and support materials are designed to develop the skills to

- Ease the way for a selected group to achieve a predetermined objective and supporting outcomes
- Clarify a person's intent or point in a group discussion
- Redirect individuals or groups back to a constructive path
- Use multiple questioning techniques that align with various outcomes (extend a discussion, curtail one, surface emotions, reveal hidden elephants, or clarify expectations to name a few)
- Rally commitment to action plans that are developed
- Anticipate, recognize, and avoid many hijacking behaviors that some participants might engage in to get their way or derail the group's work.

How do your margin notes compare?

Here are some examples of predetermined objectives for a facilitation:

- Determine the learning needs of the employee base for the coming year.
- Establish an organizational mission and vision statement.
- Resolve an issue that is preventing associates from being their most productive.
- Identify causes for frequent turnover in a subset of the workforce.
- Reconfigure a policy or process.
- Create a set of standard operating practices.
- Add yours below (it will be an aid when you set out to customize the workshops in this book!)
-
-

“You can say anything with a smile,” my grandmother used to tell me. I have since learned that some things don’t bear being said (even before I began meditating). And other things shouldn’t be said with a smile because nonverbal communication accounts for up to 97 percent of the message and a smile may be incongruous with the message. As a facilitator, knowing when to speak, when to listen, when to use nonverbal behaviors to say more than words can, when to let the groups’ voice rule, and when to say “we are off topic or task” can be subtle skills. The workshops in this book will help you develop these skills in others and call on you to model them.

Which Program Is Best?

Certainly, time constraints will be a consideration in planning your program. Rather than choose a workshop based solely on this factor, I encourage you to balance the investment of time with these workshop descriptions.

Half-Day Workshop: Trainer Turned Facilitator

This session focuses on experiencing multiple facilitation techniques while developing participants’ ability to distinguish between learning events and facilitated events, awareness of key actions throughout the facilitation process, and questioning skills. It also builds in time for planning how participants might use the facilitation techniques experienced.

The half-day workshop may be the right choice when the intended participants

- Have led face-to-face trainings effectively for a variety of participant profiles
- Are interested in expanding their stand-up role outside of the training room

- Possess strong platform skills
- May be supported by an existing facilitation team that will design the processes for facilitations
- Are savvy about the organization's goals, culture, and networks (both formal and informal).

One-Day Workshop: Getting to Success

This workshop places an emphasis on preparation. When an event achieves its stated objective, creates all of its desired outcomes, and does so within the time allotted, attendees rarely stop to consider the work of the facilitator before anyone arrived in the meeting space. It is the front-end work that goes into setting the meeting objectives and meeting outcomes, designing the process to achieve those things, allotting time properly, preparing materials, and planning for potential problems that results in such effective facilitations.

The one-day workshop may be the right choice when the intended participants

- Have a solid existing foundation in facilitation techniques
- Will be called upon to design the event processes in addition to leading them
- May need to gain stakeholder buy-in on their event designs
- Are likely to work on challenging projects in which their use of questioning will be a critical tool.

Two-Day Workshop: Behind the Curtain

When exceptional facilitations are experienced, attendees often think the role of a facilitator is straightforward, maybe even easy. Many details go into such an event to create this illusion, and this workshop integrates many of them. There are core elements from the half-day and one-day workshops as well, but the additional time in this workshop allows for digging deeper into the logic behind key strategies and the compounding benefit of critical actions such as setting social agreements, planning openers that integrate three key outcomes, having back-up plans for nearly everything, and proactively anticipating and heading off potential challenges.

The two-day workshop may be the right choice when the intended participants

- Are experienced facilitators looking to refine existing skills
- Can share their own experiences and associated outcomes
- Will have a context to distinguish the nuance of subtle differences in facilitation designs, behaviors, and strategies

- Have mastered managing interpersonal behavior challenges in meetings but are still in need of techniques for exhibiting authority up the organizational hierarchy, managing potential conflict situations unique to facilitations, and so on.

What Do I Need to Know About Training?

The ATD Workshop Series is designed to be adaptable for many levels of both training and topic expertise. Circle the answers in this quick assessment that most closely align with your state of expertise.

QUICK ASSESSMENT: HOW EXPERT DO I NEED TO BE?			
Question	Authority	Developing Expertise	Novice
What is your level of expertise as a trainer?	<ul style="list-style-type: none"> • More than 5 years of experience • Consistently receive awesome evaluations • Lead highly interactive sessions with strong participant engagement 	<ul style="list-style-type: none"> • From 1 to 5 years of experience • Catch myself talking too much • May feel drained after training • Participants sometimes sit back and listen instead of engage 	<ul style="list-style-type: none"> • Less than 1 year of experience • No idea what to do to be successful • Eager to develop a facilitative style
How proficient are you with the topic?	<ul style="list-style-type: none"> • Well versed • Have taken courses • Read books/ authored articles • Created training materials • Am sought out by peers on this topic • It is my passion 	<ul style="list-style-type: none"> • On my way • Have taken courses • Read books • Created workshop materials • Would benefit from the book's support tools 	<ul style="list-style-type: none"> • I can spell it! • Had a course in school • Received feedback from respected colleagues indicating I have a natural inclination for this topic (but feel a bit like an imposter)

Two-fold novice: Your best bet is to stick closely to the materials as they are designed. Spend extra time with the content to learn as much as possible about it. Read the examples and sample stories, and plan examples of your own to share. Also, closely read Chapter 8 on training delivery, and consider practicing with a colleague before delivering the program. Take comfort in the tested materials you are holding and confidence in your ability to apply them!

Developing your expertise in one or both areas: Logical choices for you may include using the outline and materials, and then including material you have developed that is relevant to the topic *and* your participants' workplace needs. Or, take the core content of the materials and

revise the learning techniques into interactive approaches you have used with success in the past. Play to your strengths and develop your growth areas using the resources in this volume that complement your existing skills.

Authority twice over: Feel free to adapt the agendas and materials as you see fit and use any materials that you have already developed, or simply incorporate training activities, handouts, and so forth from this volume into your own agenda. Enjoy the benefits of ready-to-use processes and support tools and have fun tailoring them to your preferences and organizational needs.

How Much Time Will Preparation Take?

Putting together and facilitating a training workshop, even when the agendas, activities, tools, and assessments are created for you, can be time consuming. For planning purposes, estimate about four days of preparation time for a two-day course.

What Are the Important Features of the Book?

Section I includes the various workshop designs (from a half day to two days) with agendas and thumbnails from presentation slides as well as a chapter on customizing the workshop for your circumstances. The chapters included are

- Chapter 1. Half-Day Workshop (3 hours program time) + Agenda + PPT (thumbnails)
- Chapter 2. One-Day Workshop (7.5 hours program time) + Agenda + PPT (thumbnails)
- Chapter 3. Two-Day Workshop (15 hours program time) + Agenda + PPT (thumbnails)
- Chapter 4. Customizing the Facilitation Skills Workshops.

The workshop chapters include advice, instructions, workshop at-a-glance tables, as well as full program agendas.

Section II is standard from book to book in the ATD Workshop Series as a way to provide a consistent foundation of training principles. This section's chapters follow the ADDIE model—the classic instructional design model named after its steps (analysis, design, development, implementation, and evaluation). The chapters are based on best practices and crafted with input from experienced training practitioners. They are meant to help you get up to speed as quickly as possible. Each chapter includes several additional recurring features to help you understand the concepts and ideas presented. The Bare Minimum gives you the bare bones of what you need to know about the topic. Key Points summarize the most important points of each chapter. What to Do Next guides you to your next action steps. And, finally, the Additional Resources

section at the end of each chapter gives you options for further reading to broaden your understanding of training design and delivery. Section II chapters include

- Chapter 5. Identifying Needs for Facilitation Skills Training
- Chapter 6. Understanding the Foundations of Training Design
- Chapter 7. Leveraging Technology to Maximize and Support Design and Delivery
- Chapter 8. Delivering Your Facilitation Skills Workshop
- Chapter 9. Evaluating Workshop Results.

Section III covers information about post-workshop learning:

- Chapter 10. The Follow-Up Coach

Section IV includes thumbnail versions of all the supporting documents for reference and online guidance for accessing the documents online:

- Chapter 11. Learning Activities
- Chapter 12. Assessments
- Chapter 13. Handouts
- Chapter 14. Online Supporting Documents and Downloads.

The book includes everything you need to prepare for and deliver your workshop:

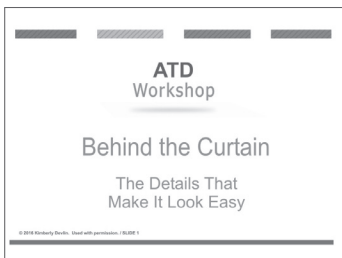
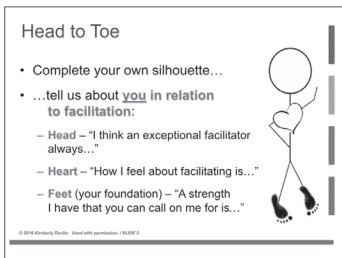
- **Agendas**, the heart of the series, are laid out in three columns for ease of delivery. The first column shows the timing, the second gives the presentation slide number and image for quick reference, and the third gives instructions and facilitation notes. These are designed to be straightforward, simple agendas that you can take into the training room and use to stay on track. They include cues on the learning activities, notes about tools or handouts to include, and other important delivery tips.
- **Learning activities**, which are more detailed than the agendas, cover the objectives of the activity, the time and materials required, the steps involved, variations on the activity in some cases, and wrap-up or debriefing questions or comments.
- **Assessments, handouts, and tools** are the training materials you will provide to learners to support the training program. These can include scorecards for games, instructions, reference materials, samples, self-assessments, and so forth.
- **Presentation media** (PowerPoint slides) are deliberately designed to be simple so that you can customize them for your company and context. They are provided for your convenience. Chapter 7 discusses different forms of technology that you can incorporate into your program, including different types of presentation media.

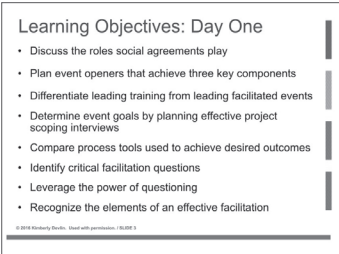
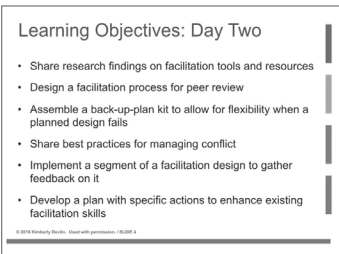
All the program materials are available for download, customization, and duplication. See Chapter 14 for instructions on how to access the materials.

How Are the Agendas Laid Out?

The following agenda is a sample from the two-day workshop.

Day One: (9:00 a.m. to 4:30 p.m.)

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
9:00 a.m. (20 min)	Slide 1 	Welcome/Learning Activity 21: Head to Toe <ul style="list-style-type: none"> • Handout 10: Head to Toe <p>Open the workshop with this activity that sets the tone for a participatory learning event. Use this exercise to gather insight on the groups' skills, desires, and motivators related to facilitating and to customize your delivery—<i>not</i> as housekeeping or generalized “welcoming” comments (you will do that later in workshop).</p> <p>(Slide 1 of 2)</p>
	Slide 2 	<p>Provide participants with a personal-sized or wall-chart-sized stick figure template (or let them draw their own) to complete with three things:</p> <ul style="list-style-type: none"> • Head—“I think an exceptional facilitator always . . .” • Heart—“How I feel about facilitation is. . .” • Feet (your foundation)—“A strength I have that you can call on me for is. . .” <p>Once complete, participants will mingle to meet one another and share their drawings and information. Be sure to make note of their responses and integrate this knowledge into your workshop delivery to model how to use such awareness effectively.</p> <p>Following the activity, integrate a complete self-introduction, focusing on your experience and expertise with facilitating.</p> <p>(Slide 2 of 2)</p>

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
9:20 a.m. (15 min)	Slide 3 	Program Objectives/ Learning Activity 22: Starting With the End in Mind <ul style="list-style-type: none"> • Handout 11: Learning Objectives <p>Introduce the workshop’s learning objectives and direct table groups to discuss and record how the workshop’s content will benefit them. Lead a discussion to surface their thoughts.</p> <p>(Slide 1 of 2)</p>
	Slide 4 	<p>(Slide 2 of 2)</p>

How Do I Use This Book?

If you’ve ever read a “Choose Your Own Adventure” book, you will recognize that this book follows a similar principle. Think back to the self-assessment at the beginning of this introduction:

- If you chose *authority*, you can get right to work preparing one of the workshops in Section I. Use Section II as a reference. Many of the chapters in Section II feature a sidebar or other information written by the author, who has much experience in the topic under consideration. This advice can help guide your preparation, delivery, and evaluation of training.
- If you chose *developing expertise*, read Section II in depth and skim the topic content.
- If you chose *novice at training and the topic*, then spend some serious time familiarizing yourself with both Sections I and II of this volume as well as the topic content.

Once you have a general sense of the material, assemble your workshop. Select the appropriate agenda and then modify the times and training activities as needed and desired. Assemble the materials and familiarize yourself with the topic, the activities, and the presentation media.

Key Points

- The workshops in this book are designed to be effective at all levels of trainer expertise.
- Good training requires an investment of time.
- The book contains everything you need to create a workshop, including agendas, learning activities, presentation media, assessments, handouts, and tools.

What to Do Next

- Review the agendas presented in Section I and select the best fit for your requirements, time constraints, and budget.
- Based on your level of expertise, skim or read in depth the chapters in Section II.
- Consider what kind of follow-up learning activities you will want to include with the workshop by reviewing Section III.

Additional Resources

Biech, E. (2008). *10 Steps to Successful Training*. Alexandria, VA: ASTD Press.

Biech, E., ed. (2014). *ASTD Handbook: The Definitive Reference for Training & Development*, 2nd edition. Alexandria, VA: ASTD Press.

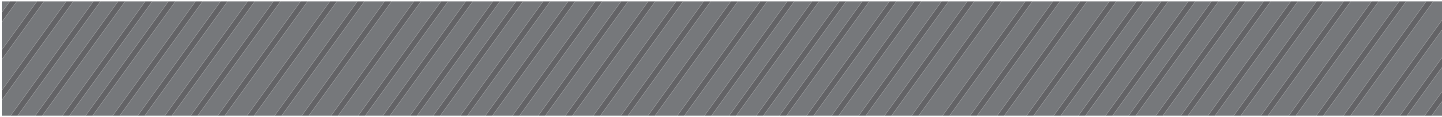
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SECTION I

The Workshops



Chapter 1

Half-Day Facilitation Skills Workshop: Trainer Turned Facilitator

What's in This Chapter

- Objectives of the half-day Facilitation Skills Workshop
- Summary chart for the flow of content and activities
- Half-day program agenda

Do your workshop participants already lead training sessions effectively? Are they *new* to leading facilitations, with potentially limited familiarity with facilitation process tools? Do they have strong platform skills and an interest in transferring them to a new meeting format—facilitations? Will they be joining a facilitation team in which others on the team may be creating the process design or supporting them in creating their process designs? If you answered *yes* to many of these questions, then this workshop may be the right match to meet the learning need. This workshop features the use of facilitation process tools as a framework to achieve the learning objectives, which will give participants a strong feel for the tools. It does not, however, include building a design for peer review as the other workshops do.

Therefore, key to this workshop's multi-tiered success will be your conscientious modeling of facilitation best practices while taking the participants through multiple facilitation techniques. Because each learning activity in this workshop integrates the use of various facilitation process tools, it will be advantageous to your group for you to point this out at the start. Encourage

them to participate on two levels: first, by engaging in each exercise; and second, by taking a 10,000-foot view of the exercises to consider what happened, how it happened, and how they might use it in their facilitations. Throughout the agenda below, I have indicated the process tools being used throughout the workshop. Get ready to observe many aha moments for your participants in this interactive half day.

Although some of the learning objectives for this workshop overlap with those of the other workshops, the processes and tools will vary, and slide and learning objective references in the learning activities may as well. As one example, self-assessments in the half-day and one-day workshops align with the structure of each workshop's design. Be sure you are using the correct materials and learning activities by referencing them by number and title.

Half-Day Workshop Objectives: Trainer Turned Facilitator

Here are the learning objectives for the half-day workshop:

- Differentiate the functions of leading training sessions and leading facilitated events
- Specify key actions to take at each major phase of a facilitation (before, during, and after)
- Rate current facilitation skills
- Identify critical questions for a facilitator to ask
- Strategize when and how to use the multiple facilitation techniques experienced today.

Half-Day Workshop Overview

TOPICS	TIMING
Welcome/Learning Activity 1: One Factor	10 minutes
Icebreaker/Learning Activity 2: The Road to Facilitation Success	15 minutes
Program Objectives and Social Agreements/Learning Activity 3: Connect the Dots	10 minutes
Learning Objective 1/Learning Activity 4: Differences and Similarities	30 minutes
Learning Objective 2/Learning Activity 5: Key Actions for Success	30 minutes
BREAK	15 minutes
Learning Objective 2/Learning Activity 6: A Dozen Things to Do	20 minutes

Continued on next page

TOPICS	TIMING
Learning Objective 3/Learning Activity 7: Self-Assessment	10 minutes
Learning Objective 4/Learning Activity 8: The Power of a Question	30 minutes
Learning Objective 5/Learning Activity 9: Making It Your Own	10 minutes
TOTAL	180 minutes (3 hours)

A Word About Presentation Slides and Handouts

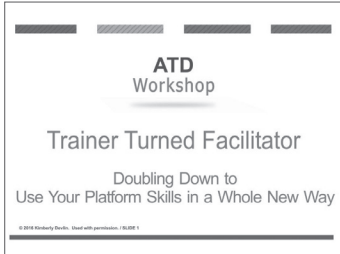

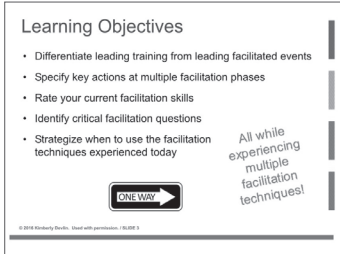
The presentation slides for this workshop have been animated to enhance their effectiveness. They can be used effectively in the PDF format (which is static), but if you choose to use the fully customizable versions and display the slides in slide show mode, some will have motion and builds. These animations are structured to provide greater facilitative control of group discussions and manage cognitive load by chunking content in keeping with activity instructions. Some animations are controlled by advancing the slides, and others are automated for you. This is intentional to guide certain activities and to offer you facilitative flexibility in others. Make time to familiarize yourself with the animations and plan how you will leverage them. You can run the workshop effectively using either version of the slides, but if you are accessing the presentation slides in their native format through an optional license, be sure to display them in slide show mode to derive their full benefits!

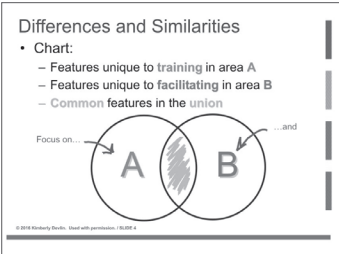
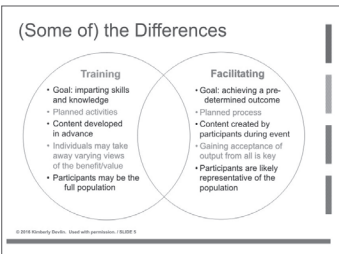
Please note that some slides in this workshop may also appear in the one-day or two-day workshops. Their animations here may be a bit different, in support of the half-day's structure, and there are instances in which images are integrated differently. Familiarize yourself with these animations and slide content if you previously reviewed a different workshop's visuals.

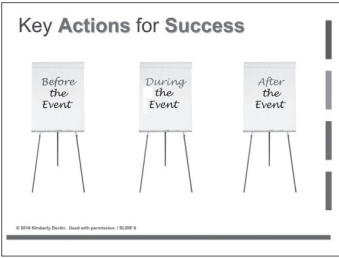
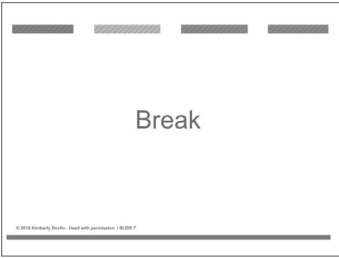
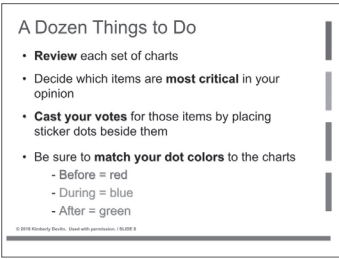
Half-Day Workshop Agenda

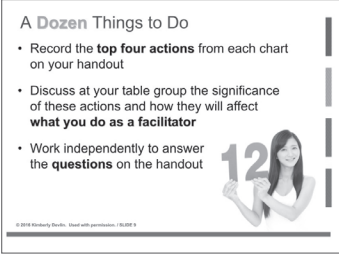
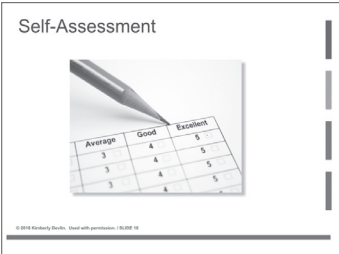
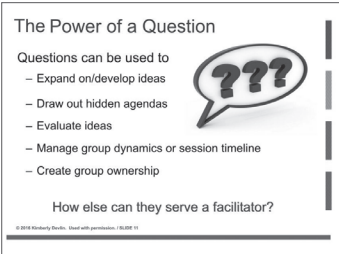

Even in a half-day workshop, time can get away from you. Interesting questions, lengthy group discussions, and tangential concerns can all potentially enhance or derail a workshop agenda. Keep this table readily available for reference during the workshop to help you stay on schedule while being responsive to participant's unique needs. You will also want a reference set of the handouts and the details of the workshop design included in the learning activity pages in Chapter 11 at hand during your workshop.

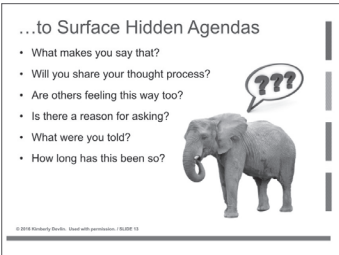
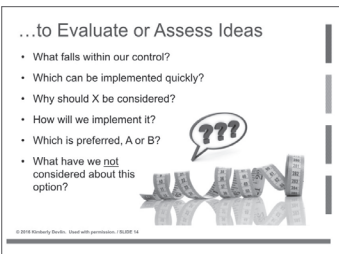
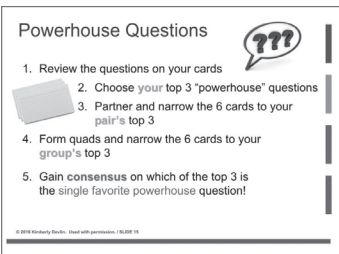
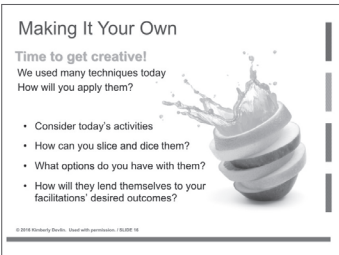
Half Day: (9:00 a.m. to 12:00 p.m.)


TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
9:00 a.m. (10 min)	Slide 1 	Welcome/Learning Activity 1: One Factor Use your opening to engage participants immediately. Get them on their feet and sharing their views of actions that lead to effective or ineffective facilitations (“one factor”). Use this learning activity to establish an interactive atmosphere, <i>not</i> as housekeeping, introductions, or generalized “welcoming” comments (you will do that later in the workshop). See learning activity for additional details.
9:10 a.m. (15 min)	Slide 2 	Icebreaker/ Learning Activity 2: The Road to Facilitation Success To get participants thinking about the facilitation process, give everyone a card with a road sign and ask them to relate the sign to facilitating. Once they have their analogy ideas, lead them into an out-of-seat introductions activity. Use the complete instructions in the learning activity to guide the exercise (manipulative cards are included in the learning activity file). Following the debrief, integrate a complete self-introduction, focusing on your experience and expertise with facilitating.
9:25 a.m. (10 min)	Slide 3 	Program Objectives and Social Agreements/ Learning Activity 3: Connect the Dots • Handout 1: Learning Objectives Introduce the workshop’s learning objectives and direct table groups to discuss and record how the workshop’s content will benefit them. Share a prepared chart of social agreements (ground rules) appropriate to your group after the activity.

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
<p>9:35 a.m. (30 min)</p>	<p>Slide 4</p> 	<p>Learning Objective 1/ Learning Activity 4: Differences and Similarities (Half-Day Version)</p> <ul style="list-style-type: none"> • Handout 2: Differences and Similarities <p>In this three-part activity, participants experience brainwriting and a gallery walk as facilitation techniques. First, ask learners to work independently to complete a Venn diagram contrasting leading a training session with leading a facilitation. Encourage them to focus on the unique features (regions A and B) more than the overlapping region (the union).</p> <p>Second, ask participants to partner with someone at another table and compare their ideas. Then have each pair join a second pair to form quads and chart a Venn diagram of their combined ideas on a flip chart sheet displayed on the wall.</p> <p>Finally, direct quads to rotate to each charted Venn diagram and compare the contents. Lead a large group discussion to debrief the exercise including the use of brainwriting to start the activity (questions are included at the end of the learning activity).</p> <p>(Slide 1 of 2)</p>
	<p>Slide 5</p> 	<p>Following the gallery walk and debrief, show this slide as a comparison to the charts created by the groups.</p> <p>(Slide 2 of 2)</p>

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
10:05 a.m. (30 min)	Slide 6 	Learning Objective 2/ Learning Activity 5: Key Actions for Success <ul style="list-style-type: none"> • Handout 3: Leading “Key Actions for Success” <p>Participants experience Around the World as a facilitation technique in this activity and also take turns managing group participation.</p> <p>Four teams will rotate through three flip chart stations and one “meeting leaders” station. During each rotation, the team at the meeting leaders station will be responsible for managing the activity. The remaining teams will record specific behaviors or actions required of a facilitator at each phase of a facilitated event.</p>
10:35 a.m. (15 min)	Slide 7 	BREAK
10:50 a.m. (20 min)	Slide 8 	Learning Objective 2/ Learning Activity 6: A Dozen Things to Do <ul style="list-style-type: none"> • Handout 4: A Dozen Things to Do <p>Participants experience multi-voting as a facilitation technique in this activity.</p> <p>Introduce multi-voting, when to use it, and a few variations on how to use it. Share the version to be used today and distribute colored sticker dots to participants. Explain participants will be casting votes three times, once each for before, during, and after the event.</p> <p>(Slide 1 of 2)</p>

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
	<p>Slide 9</p> 	<p>Use this slide as onscreen guidance for the activity.</p> <p>(Slide 2 of 2)</p>
<p>11:10 a.m. (10 min)</p>	<p>Slide 10</p> 	<p>Learning Objective 3/ Learning Activity 7: Self-Assessment</p> <ul style="list-style-type: none"> • Assessment 1: Facilitator Competencies Before, During, and After an Event <p>Segue from the highly interactive and facilitative previous activity to this introspective, self-reflection activity. Using the same project phases of before, during, and after an event, direct participants to rate their current perceptions of their skills. Many of the items on the assessment will also likely (hopefully!) be on the flip charts.</p> <p>The instrument includes blank spaces for the addition of other skills, which the previous activities may serve to supplement.</p>
<p>11:20 a.m. (30 min)</p>	<p>Slide 11</p> 	<p>Learning Objective 4/ Learning Activity 8: The Power of a Question (Half-Day Version)</p> <p>Participants experience an elimination activity and reaching consensus as facilitation techniques in this activity.</p> <p>Lead a discussion of the multiple uses of questions in facilitations. Ask the group to share additional uses of questions not on the slide.</p> <p>(Slide 1 of 5)</p>
	<p>Slide 12</p> 	<p>Invite examples of questions that can be used to expand on or develop ideas. Then advance slide to show samples.</p> <p>(Slide 2 of 5)</p>

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
	<p>Slide 13</p> 	<p>Invite examples of questions that can be used to surface hidden agendas or the “elephant in the room.” Then advance slide to show samples.</p> <p>(Slide 3 of 5)</p>
	<p>Slide 14</p> 	<p>Invite examples of questions that can be used to evaluate or assess a list of options or ideas. Then advance slide to show samples.</p> <p>(Slide 4 of 5)</p>
	<p>Slide 15</p> 	<p>Lead the group through an idea-generating exercise that flows into an idea-selection activity. Two options for this activity are presented in the learning activity. The slide is written to work with either option.</p> <p>Following the idea-selection process of the activity, explain what consensus is, and tell each team to reach consensus on their top choice question. Use a round-robin approach to hear each team's top choice.</p> <p>(Slide 5 of 5)</p>
<p>11:50 a.m. (10 min)</p>	<p>Slide 16</p> 	<p>Learning Objective 5/ Learning Activity 9: Making It Your Own</p> <ul style="list-style-type: none"> • Handout 5: Making It Your Own <p>Review the facilitation techniques integrated into the workshop. Lead a discussion to analyze how they were used, why they were used, and key features to their success. Select one of the variations in the learning activity for participants to strategize on how to use the techniques effectively in their facilitations and how they might alter them.</p>

TIMING	SLIDES	ACTIVITIES/NOTES/CONSIDERATIONS
End at noon	Slide 17 	Course Closure <ul style="list-style-type: none"> • Handout 17: Workshop Evaluation Share next steps (if program is part of a larger organizational initiative). Collect completed course evaluations (if being used). Distribute certificates (if provided).

What to Do Next

If you have decided that the half-day agenda is the best choice for your participants, consider these next steps as you prepare for your workshop:

- Review Chapter 10 and create your workshop support plan:
 - Select the most effective pre- and post-workshop communication strategies.
 - Involve participants' managers early on.
 - Choose the follow-up coaching strategies that most efficiently align with your workshop rollout.
- Manage workshop logistics:
 - Identify participants.
 - Schedule the workshop date, reserve an appropriate location, and invite participants.
 - Inform participants about any pre-work, if you are adding it to the workshop.
 - Prepare copies of the participant handouts (refer to Chapter 14 for information about how to access and use the supplemental materials provided for this workshop).
 - Prepare activity manipulatives as described in learning activities.
 - Coordinate catering, if being provided.
- Prepare yourself for the workshop:
 - Review the workshop objectives, learning activities, handouts, assessments, and visuals to plan the content you will use.
 - Confirm that you have addressed scheduling and personal concerns so that you can be fully present to facilitate the workshop.
 - Set an out-of-office email auto response for the day of the workshop.

- Pack your bag:
 - Gather the workshop essentials: participant materials, slide show file, facilitator notes (learning activity pages in Chapter 11), and any activity materials noted in the learning activities (such as customized manipulatives, index cards, envelopes, or others).
 - Coordinate or bring audiovisual equipment: laptop, projector, remote control for presentation slides.
 - Pack training room basics: markers, tape, easels, flip charts, and tactile items, such as Koosh balls or Play-Doh, to place on the tables for tactile learners.
 - See Chapter 8 for other ideas to enhance the learning environment of your workshop.

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