

# **MODULE 5**

## **Facilitating Participation**



## TRAINING NOTES

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### *What you need to know*

1. It will take approximately 6 hours and 30 minutes to complete the following topics in this module.

TOPIC
Day 1 Review
Module Overview
Exercise: Assessing Facilitation Skills
Attending Skills
Listening Skills
Exercise: Using Listening Skills
Questioning Skills
Exercise: Using Questioning Skills
Summarizing Skills
Exercise: Facilitating Participation
Feedback Skills
The RISC Model
Exercise: Writing RISC Statements
Module 5 Key Point
Exercise: Reflection

2. The equipment and supplies you will need for this module are listed below:
  - Computer projection system and screen
  - PowerPoint slides 5-1 through 5-16
  - Small size Post-It™ notes
  - 3" x 5" cards for Day 1 review questions
  - Koosh Ball™ (for listening exercise)
  - Handout 5-1: Observer Worksheet (see appendix). Prepare one copy for each participant.
  - TV and VCR
  - Video, "The Power of Words," CRM films
  - Flipchart easel with pad of paper
  - Colored markers
  - Masking tape
  - Facilitator Guide
  - Participant Guides.

## TRAINING NOTES

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### *What you need to know*

3. Day 2 begins with a brief review of Day 1. Prepare 3" x 5" cards with the following review questions. Make each numbered point a separate card.
  1. What are some major differences between the role of the facilitator and the role of the manager?
  2. What three factors do you need to consider when choosing a role for a given situation?
  3. What are the “core” elements of the Facilitation Model?
  4. How can the tool, The Ladder of Inference, help you as a facilitator?
  5. Why is it important to understand different learning styles?
  6. What are the stages in a team’s development?
  7. What is “Groupthink” and what is one way to help overcome it?
  8. Why are task roles important to a team? Why are relationship roles important?
4. Prepare the following flipchart for the discussion on Questioning Skills:

Effective facilitators know how to:

- Ask open-ended questions
- State questions clearly
- Decide when to direct questions to an individual or a group
- Handle people’s answers
- Respond to people’s questions.

5. Have a co-facilitator or other experienced facilitator act as a coach to one of the groups for the exercise on facilitating participation.

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## DAY 1 REVIEW – ANSWER KEY

1. What are some major differences between the role of the facilitator and the role of the manager?

*The manager sets the plan and pace and directs the work whereas the facilitator helps people to improve the way they work together in order to accomplish the tasks.*

2. What three factors do you need to consider when choosing a role for a given situation?

*The nature of the task, the degree of support that is needed, and the experience level of the group.*

3. What are the “core” elements of the Facilitation Model?

*Knowledge of Self and Others, Knowledge of Groups, and Facilitation Skills.*

4. How can the tool, The Ladder of Inference, help you as a facilitator?

*It is helpful for understanding how you arrive at assumptions, draw conclusions, establish beliefs, and then take actions based on those beliefs.*

5. Why is it important to understand different learning styles?

*Understanding different learning styles helps you to recognize that people have different ways of learning, understanding, and making sense of things. You are then in a better position to help meet each style’s learning needs as well as to help people work from their strengths.*

6. What are the stages in a team’s development?

*Forming, Storming, Norming, Performing, and Adjourning.*

7. What is “Groupthink” and what is one way to help overcome it?

*Groupthink is a phenomenon that occurs when team members hold the views of the group above their own ideas or opinions. They do not voice their misgivings in the interest of maintaining team harmony and preserving their relationship with the team members.*

*One way to help overcome Groupthink is to emphasize that critical analysis is expected and valued. Other answers are also possible.*

8. Why are task roles important to a team? Why are relationship roles important?

*Task roles help the team focus on the task and get the work done. Relationship roles help the team work together more effectively by maintaining good team relationships.*

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## TRAINING NOTES

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### *What you need to say/do*

#### DAY 1 REVIEW

1. Welcome participants back to Day 2. Explain that we'll begin the day with a brief review of Day 1.
2. Tell them that the review will help reinforce their learning.
3. Explain that you will distribute eight cards. Each card has a question related to one of yesterday's topics. Once they are all distributed, you will ask the person with the first question to read it aloud and then give the correct answer. If he or she is not sure of the correct answer, it's okay to get a "little help from your friends."
4. Conduct the review by asking a participant to select a card (without looking at the card) until all the cards are distributed. Begin the review by asking the person with the first question to read it aloud and then to give the correct answer. Repeat this process until all eight questions have been read and answered correctly.

#### MODULE OVERVIEW

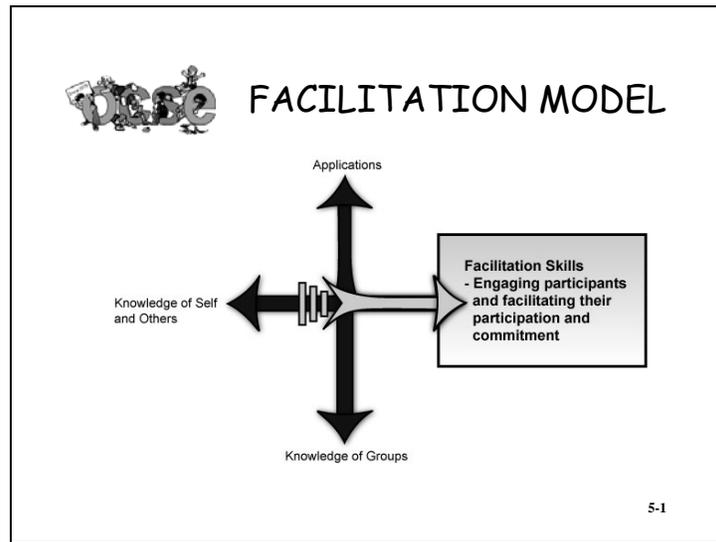
1. Explain that in previous modules, we discussed the elements of Knowledge of Self and Others and Knowledge of Groups.
2. Tell the participants that in this module we will take a closer look at a particular set of skills and behaviors that make up the third element of our facilitation model, Facilitation Skills. Show slide 5-1, **Facilitation Model**.
3. Explain that this element is composed of the skills, behaviors, and techniques that engage participants and facilitate their participation and commitment. The module's learning goal is to identify and practice the critical skills that enable a facilitator to accomplish this.

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### *What you need to know*

1. The review of Day 1 should take no more than 10 minutes.

## MODULE 5: FACILITATING PARTICIPATION



This module will focus on the third element in our Facilitation Model, Facilitation Skills.

### Learning Goal

The learning goal for this module is to identify and practice the critical skills that enable facilitators to engage participants and facilitate their participation and commitment.

*(Participant Guide 5-1)*

## TRAINING NOTES

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### *What you need to say/do*

#### MODULE OVERVIEW, CONTINUED

4. Show slide 5-2, **Facilitation Skills**. Tell the participants the following skills will be covered in the module:
  - Attending
  - Listening
  - Questioning
  - Summarizing
  - Providing feedback.
5. Show slide 5-3, **Module 5 Objectives**. Review the objectives.
  - After a demonstration, you will identify the attending skills.
  - Through demonstrations and activities, you will use paraphrasing to demonstrate effective listening skills.
  - After a brief lecture and participative discussion, you will use appropriate questioning skills.
  - Given examples, you will identify summarizing skills.
  - Given a model, you will demonstrate effective feedback skills.

## MODULE 5: FACILITATING PARTICIPATION, CONTINUED



### FACILITATION SKILLS

- Attending
- Listening
- Questioning
- Summarizing
- Providing Feedback

5-2



### MODULE 5 OBJECTIVES

- Identify attending skills
- Demonstrate effective listening skills
- Use appropriate questioning skills
- Identify summarizing skills
- Demonstrate effective feedback skills



5-3

### Learning Objectives

- After a demonstration, you will identify the attending skills.
- Through demonstrations and activities, you will use paraphrasing to demonstrate effective listening skills.
- After a brief lecture and participative discussion, you will use appropriate questioning skills.
- Given examples, you will identify summarizing skills.
- Given a model, you will demonstrate effective feedback skills.

(Participant Guide 5-2)

## TRAINING NOTES

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### *What you need to say/do*

#### **EXERCISE: ASSESSING FACILITATION SKILLS**

1. Tell the participants that we'll begin the module by giving them an opportunity to assess their current facilitation skills. The self-assessment will provide them with a "snapshot" of their skills, behaviors, and techniques and help them to identify their areas of strength. It will also help them to identify areas they want to improve.
  2. Refer them to page 5-3 in their Participant Guides and ask them to read the instructions. Explain that the assessment is not timed; however, most people complete it in about 10 minutes.
  3. Answer any questions and then have participants begin.
  4. When all the participants have completed the assessment, ask for volunteers to share areas of strength and the areas they want to further develop.
  5. Tell the participants that they will want to pay special attention to the areas they wish to develop when they practice the facilitation skills in this module.
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### *What you need to know*

1. The exercise, Assessing Facilitation Skills, takes approximately 10 minutes to complete. Allow more time if necessary.

**EXERCISE: ASSESSING FACILITATION SKILLS**

Instructions: Listed below are facilitation skills and behaviors. Rate each item by placing a dot in the appropriate box. When you have rated all the items, draw lines to connect the dots. This will give you a profile of your current ability to facilitate participation. The more your profile leans toward the right, the more able you are to effectively engage and involve participants.

	Never	Seldom	Occasionally	Frequently	Always
I watch for people’s verbal and nonverbal behavior					
I position my body so that I face a group					
I give eye contact to others					
I scan the group when speaking					
I lean or move toward a person/group when speaking					
I smile appropriately					
I nod affirmatively and/or use short phrases such as “uh huh” to show I’m paying attention					
I avoid distracting behaviors					
I listen to a person’s words and the message they convey					
I verify my understanding of what a person said					
I identify internal/external barriers that prevent me from listening effectively					
I ask “open-ended” questions (can’t be answered with just a “yes” or “no”)					
I state questions in a clear and concise way					
I know when to direct a question to an individual or to the group					
I know how to handle people’s incorrect answers effectively					
I summarize the major points made in a group discussion					
I ask for people’s reaction to my summary					
I provide specific and timely feedback on behavior and its impact on me and others					
I provide constructive criticism without damaging trust and others’ self-esteem					

(Participant Guide 5-3)

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## TRAINING NOTES

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### *What you need to say/do*

#### ATTENDING SKILLS

1. Explain that the first facilitation skill we will discuss is called Attending.
2. Ask for a volunteer to help you demonstrate this skill.
3. Have the volunteer come to the front of the room and talk with you for a few minutes on a specific subject (e.g., their favorite holiday and why, their best vacation, greatest accomplishment, and so on).

(Note: As the volunteer talks, do not demonstrate attending behaviors. Avoid eye contact, turn away from the person, shuffle papers, write a list, look at your watch, fidget, display some distracting behavior.)

4. After a few minutes, ask the volunteer to stop. Direct the following questions to the participants:

*“What did you observe me doing?”*

*“What inferences did you make based on your observations?”*

5. Direct the following questions to the volunteer:

*“What inferences did you make based on my behavior?”*

*“How did this affect you?”*

6. Ask the volunteer to resume speaking. It can be on the same topic or any other.

(Note: This time demonstrate the attending behaviors (e.g., face the person, give appropriate eye contact, lean forward, avoid distracting behaviors, smile, nod your head, say “uh huh” using a positive voice tone).

7. After a few minutes, ask the volunteer to stop. Direct the following questions to the participants:

*“What behavior did you observe this time?”*

*“What inferences did you make based on your observations?”*

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## TRAINING NOTES

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### *What you need to say/do*

#### ATTENDING SKILLS, CONTINUED

8. Write their responses on the flipchart.

9. Direct the following question to the volunteer:

*“How did my behavior this time affect you? How did it make you feel?”*

10. Thank the volunteer. Have the volunteer return to his or her seat.

11. Explain that this time they observed you demonstrating the key skill of attending and its related behaviors.

12. Show slide 5-4, **Attending Skills**. Explain that these are the attending skills and that they involve presenting yourself physically in a manner that shows you are paying attention to the person or persons talking.

13. Ask the following question:

*“Why are these skills important to facilitation?”*

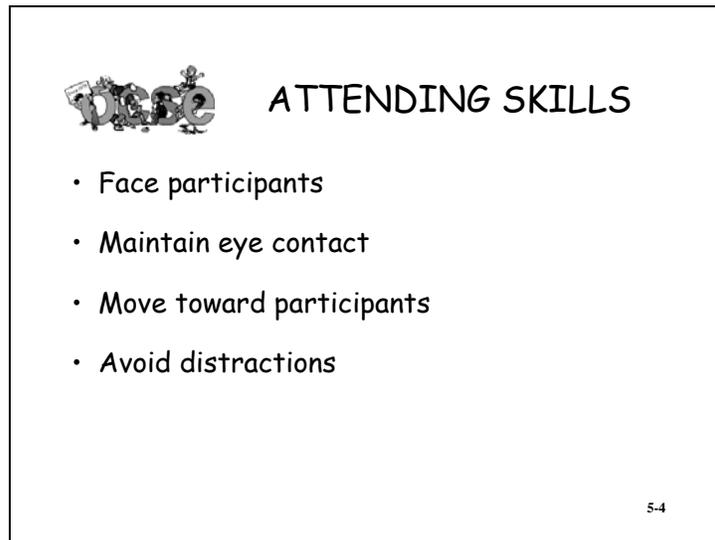
Possible answers include:

- As a facilitator, people need to know that you are paying attention. It helps to build rapport and is a way to let people know that you value them and are interested in what they have to say.
- Attending also enables you to observe their behavior. As we learned in our discussion on the Ladder of Inference, the behavior we observe (the data) is an important source of information that leads us to infer certain things about what the behavior means. These assumptions ultimately lead us to respond or take action.

14. Explain that there is further information on pages 5-5 and 5-6 in their Participant Guides that will help them in their observations of individual and group behaviors.

15. State that effective facilitators also use attending skills to encourage people to respond and interact verbally with them.

## ATTENDING SKILLS



 ATTENDING SKILLS

- Face participants
- Maintain eye contact
- Move toward participants
- Avoid distractions

5-4

The slide shown above identifies the four attending skills. “Attending” means presenting yourself in a manner that shows you are paying attention to the person or persons speaking. When you use the attending skills, you are building rapport and communicating that you value people and are interested in what they have to say.

Attending goes hand in hand with the observing skills. Your physical positioning enables you to observe people’s behavior that is an important source of information. It also encourages people to interact verbally with you.

*(Participant Guide 5-4)*

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**NONVERBAL BEHAVIORS AND THEIR POSSIBLE FEELINGS**

<b>Behaviors</b>	<b>Possible Feelings</b>
Smiling Nodding affirmatively Leaning forward Eye contact	Enthusiasm/Understanding
Yawning Vacant stare Shuffling feet Leaning back in chair Looking at clock	Boredom
Frowning Scratching head Pursing lips Vacant stare Avoiding eye contact	Confusion
Scowling Frowning Shaking head "no" Arms crossed tightly Fists clenched Jaw clenched Leaning back or rocking in chair	Anger/Frustration

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## RESPONDING TO BEHAVIOR

If the inference you have drawn is ...	And ...	Then ...
Enthusiasm/Understanding	<ul style="list-style-type: none"> <li>• Several people display the behavior</li> <li>• One person displays the behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Continue and make a mental note that process is working.</li> <li>• Continue and make a mental note to check again later.</li> </ul>
Boredom	<ul style="list-style-type: none"> <li>• Several people display the behavior</li> <li>• Only one person displays the behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Take a break, speed up the pace, encourage involvement, or share your observations and ask group what would help them to become more involved.</li> <li>• Continue but make a mental note to reassess later.</li> </ul>
Confusion	<ul style="list-style-type: none"> <li>• Several people display the behavior</li> <li>• One person displays the behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Share your observations, ask about areas of confusion, and provide clarification by giving examples or rephrasing information.</li> <li>• Share your observations, ask person about areas of confusion, and provide clarification. If time is limited, talk with person at next break.</li> </ul>
Anger/Frustration	<ul style="list-style-type: none"> <li>• Several people display the behavior</li> <li>• One person displays the behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Share your observations, ask people to share areas of frustration or source of anger, or ask what might help to improve the situation.</li> <li>• Share your observations, ask person to share areas of frustration or source of anger, or ask what might help improve the situation.</li> <li>• Talk privately with the person at next break.</li> </ul>

*(Participant Guide 5-6)*

## TRAINING NOTES

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### *What you need to say/do*

#### ATTENDING SKILLS, CONTINUED

16. Tell participants to use the following guidelines when using the attending skills.

#### **Don't:**

- Talk to a flipchart, white board, visual aid
- Turn your back to part of the group
- Stare at one person
- Avoid eye contact
- Scan group too rapidly
- Stand too far away from group
- Stand in a fixed position
- Look at your watch or shuffle papers or display other distracting behavior
- Look judgmental

#### **Do:**

- Position your body so you can face all the group members
- Appropriately scan group
- Move or walk toward the group
- Smile at individuals
- Look at people while they are talking
- Nod affirmatively
- Circle the room during sub-group activities
- Use natural facial expressions

## ATTENDING SKILLS, CONTINUED

The table below provides guidelines for you to follow in using attending skills.

<b>DO</b>	<b>DON'T</b>
<ul style="list-style-type: none"><li>• Position your body so you face all the group members</li><li>• Continually scan the group with your eyes</li><li>• Move or walk toward the group</li><li>• Smile at individuals</li><li>• Look at people while they are talking</li><li>• Nod affirmatively</li><li>• Circle the room during sub-group activities to check progress</li><li>• Use natural facial expressions in talking with an individual or entire group</li></ul>	<ul style="list-style-type: none"><li>• Talk to a flipchart, white board, or other visual aid</li><li>• Turn your back to part of the group</li><li>• Stare at individuals</li><li>• Avoid eye contact</li><li>• Scan the group too rapidly</li><li>• Put too much distance between you and others</li><li>• Stand in fixed positions</li><li>• Shuffle papers, look at your watch, or display distracting behaviors while someone is talking</li><li>• Look judgmental</li></ul>

*(Participant Guide 5-7)*

## TRAINING NOTES

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### *What you need to say/do*

#### LISTENING SKILLS

1. Explain that listening is the second skill used to facilitate participation. Listening is not just a feel-good concept. It is an important skill for everyone to have in today's busy world. It is especially critical in their role as facilitators.
2. State that the opportunities for misunderstanding in a typical workday are too numerous to count. It is estimated that we spend approximately 45 percent of a typical workday listening and so the opportunities for misunderstanding are extremely high. For facilitators, that percentage is even higher.

3. Ask the following questions:

*“From your experience, what is the cost of poor listening? What happens as a result of poor listening?”*

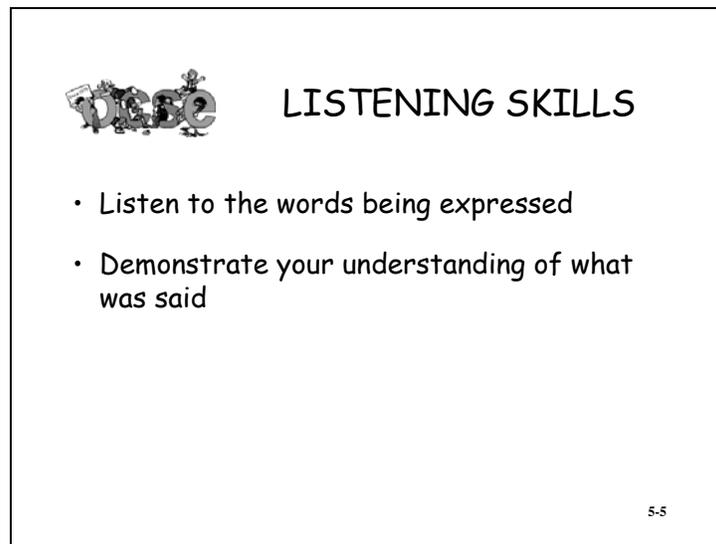
Possible answers include:

- Misinformed, confused, angry people
  - Wasted meeting time
  - Unsolved problems
  - Wrong decisions
  - Poor morale.
4. Show slide 5-5, **Listening Skills**. Explain that effective listening involves two steps:
    - The first step is to listen to the words being expressed. This requires absolute concentration. It means accurately hearing what someone says.
    - The second step is to demonstrate your accurate understanding of what was said. Paraphrasing is used in the second step as a way to provide an accurate review of what was heard and verification that it was accurately understood.

## LISTENING SKILLS

Listening, as we define it, means obtaining verbal information and verifying that you understand the information. Listening skills enable you to demonstrate your understanding of what others have said. They also provide you with verbal feedback about how people are responding to what is going on in the group so that you can determine how to proceed.

The slide below lists the two key steps in listening effectively.



### **Step 1: Listen to the words being expressed.**

As you listen to the words being expressed, try to grasp both the content and the meaning of the words from the person's perspective. While this may sound simple, you will find that the major roadblocks to listening to the person's words are the internal and external distractions that compete with good listening habits.

**Internal distractions** are the competing thoughts that develop inside you while the person is talking. Sometimes they relate to what the person is saying; sometimes they are mental excursions to unrelated topics. You must eliminate these distractions that keep you from focusing on what the person is saying.

**External distractions** are things that happen in the environment that compete for your attention. They can be sights or sounds. Exclude them or, at the least, put them out of your mind until the person has finished speaking.

Once you have focused on the person's message, you can then proceed to the next step—demonstrating your understanding of what the person said.

### **Step 2: Paraphrase what was said to demonstrate understanding.**

Paraphrasing to demonstrate understanding requires you to verbally interact with the person. The interaction is either to:

- Get additional information you're missing, or
- Verify with the person what you think was said.

*(Participant Guide 5-8)*

## TRAINING NOTES

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### *What you need to say/do*

#### LISTENING SKILLS, CONTINUED

5. Refer the participants to page 5-8 in their Participant Guides and ask them to read the information about these two steps and why they are important. Allow several minutes for participants to complete their reading.

6. State that their Participant Guides mentioned that two kinds of distractions, internal and external, keep people from being effective listeners. Ask the following question:

*“What are some internal distractions you need to avoid?”*

7. Draw a vertical line down the center of a flipchart page. Title the left side, *Internal Distractions*. Title the right side, *External Distractions*. Write the participants' responses to the first question in the left column. Possible internal distractions include:

- Thinking about what you will say next
- Trying to guess what the person who's talking may say next
- Preconceived notions or assumptions you make about the person.

8. Explain that we must eliminate these internal obstacles so that we can focus on what is being said. Ask the following question:

*“What are some external distractions you encounter when you facilitate?”*

9. Write the participants' responses in the right column. Possible external distractions include:

- Other people wanting to say something
- People having side conversations
- Noise, activity, physical discomfort
- Cell phones or beepers going off.

10. State that we must eliminate these distractions, if at all possible, or at least not pay attention to those we can't control.

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## TRAINING NOTES

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### *What you need to say/do*

#### LISTENING SKILLS, CONTINUED

11. Tell participants that next we'll look more closely at the second step of listening—demonstrating accurate understanding of what was said.
12. State that paraphrasing is an excellent way to demonstrate understanding because it requires you to verbally interact with the person who is speaking. It also helps you to clarify what you just heard. This is especially helpful when conflicting or complex information is being given or when a person rambles.
13. Write the phrases, "You're saying ..." and "As I understand it ..." on the flipchart. Tell participants that their Participant Guides suggest using these phrases before rephrasing in their own words what the person said.
14. Ask the following question:

*"What are some other phrases you might use to begin a paraphrase statement?"*

15. Write participants' responses under the suggested ones. Make sure the following are included:
  - "So, in other words, ..."
  - "It sounds like ..."
  - "I heard you saying ...."

16. Ask the following questions. Demonstrate the skill by paraphrasing participants' answers.

*"What effect does paraphrasing have on the person who is speaking?"*

Possible answers include:

- Lets the person know you're listening
- Encourages the person to continue talking to share ideas, reactions, etc.

## LISTENING SKILLS, CONTINUED

Use a phrase such as “You’re saying ...” or “As I understand it ...” before paraphrasing what the person said. If you then paraphrase the information accurately, the person can confirm that you have demonstrated understanding. If you paraphrase inaccurately or miss important details, the person can add the information you need to understand.

*(Participant Guide 5-9)*

## TRAINING NOTES

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### *What you need to say/do*

#### LISTENING SKILLS, CONTINUED

*“What effect does paraphrasing have on other individuals in the group?”*

Possible answers include:

- Clarifies what the speaker is saying
- Encourages others to offer their ideas, perspectives, etc., because they know you’ll listen.

17. Facilitate a large group discussion by asking the participants what skill you have been using to demonstrate your understanding of what they said. Then ask about the effect of your paraphrasing on them.

18. Show slide 5-6, **Five Criteria for Paraphrasing**. Discuss the five criteria for effective paraphrasing.

- Good paraphrases are interchangeable—that means you are not taking away from or adding to what the person said.
- Paraphrases are brief—a long statement means you’re probably giving your own perspective, not paraphrasing the person’s statement.
- Effective paraphrases are original—they use your own words to convey your understanding of what was said.
- Effective paraphrases are nonjudgmental—they convey neither approval nor disapproval. You’re demonstrating understanding, not expressing agreement or disagreement.
- Paraphrases often begin with one of the phrases we just discussed (e.g., “You’re saying ...,” “As I understand it ...,” “In other words ...”).

## LISTENING SKILL: PARAPHRASING



### FIVE CRITERIA FOR PARAPHRASING

- Interchangeable
- Brief
- Original
- Nonjudgmental
- Often begins with "You're saying," "As I understand it," "In other words"

5-6

Use the five criteria to help you develop effective paraphrase statements. Good paraphrases are:

- Interchangeable—You are not elaborating on or taking away from the person's message.
- Brief—A lengthy paraphrase statement means you're probably conveying your own perspective rather than paraphrasing the person's statement.
- Original—Use your own words to convey your understanding. Do not "parrotphrase."
- Nonjudgmental—Your paraphrase statement should not convey approval or disapproval. You're demonstrating understanding, not expressing agreement or disagreement.
- Often ones that begin with "You're saying ...," "As I understand it ...," "In other words ...," "It sounds like ...," or "I heard you saying ...."

*(Participant Guide 5-10)*

## TRAINING NOTES

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### *What you need to say/do*

#### **EXERCISE: USING LISTENING SKILLS**

1. Explain that this next exercise will give the participants a chance to practice paraphrasing. It is a two-part exercise. In this first part, they will read written statements and write paraphrase responses.
  2. Refer participants to page 5-11 in their Participant Guides. Allow a few minutes for them to read the instructions.
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### *What you need to know*

1. The two-part exercise on paraphrasing is designed to build paraphrasing skills. The exercise will take approximately 15 to 20 minutes. Make sure that participants have reasonably mastered developing and using paraphrase statements before you move on to the next topic.
2. Part 1 of the exercise involves participants reading statements and writing a paraphrase response. The following responses are suggestions only. Accept any response that conveys understanding and meets the paraphrase criteria.

Statement 1: “In other words, training on updates to the system would help you get your work done faster.”

Statement 2: “You’re saying that these improvements will keep you from being constantly distracted yet capture the information you still need.”

Statement 3: “It sounds like getting what you need is not as easy as you hoped and it’s impacting your ability to be prepared for the meeting.”

3. Part 2 uses a Koosh Ball™ as a fun way to exercise the skill and involves you reading a statement and participants verbally responding with a paraphrase statement that demonstrates their understanding. Suggestions for paraphrase responses for Part 2 appear in the Training Notes directly beneath the statements. Again, these are only suggestions. Accept any response that conveys understanding and follows the paraphrase criteria.

## EXERCISE: USING LISTENING SKILLS

### Part 1

Instructions: Review the criteria for effective paraphrasing on page 5-10. Then write a paraphrase response to each of the statements listed below. Begin your paraphrase with “You’re saying ...,” “In other words ...,” etc.

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Statement 1            “We need refresher training on the revised version of the database. If we had the training, we’d be aware of the changes that have been made and be able to process our cases faster.”

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Statement 2            “The new phone system will reduce interruptions while making sure I don’t miss any of the calls.”

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Statement 3            “It’s hard getting the data I need and I’m not sure I’ll be ready for the meeting.”

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*(Participant Guide 5-11)*

## TRAINING NOTES

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### *What you need to say/do*

#### **EXERCISE: USING LISTENING SKILLS, CONTINUED**

3. Tell participants to take 5 to 7 minutes to complete Part 1 and then you'll ask for volunteers to share their paraphrase statements.
4. After 5 to 7 minutes, ask the participants to stop the exercise. Ask volunteers to share their paraphrases and provide feedback by referring to the paraphrase criteria.
5. Tell the participants that in Part 2 you will read aloud a few statements and ask them to verbally paraphrase the statements. You'll use a Koosh Ball as a fun way to complete the exercise. Explain the process:

*"I will first toss a Koosh Ball to one of you. Then I will read a statement and you will demonstrate your understanding by giving a paraphrased response.*

*"Next, that person will throw the Koosh Ball to another participant. I will read a new statement and the person with the Koosh Ball will demonstrate his or her understanding by paraphrasing this statement.*

*"We'll repeat this process for five rounds."*

6. Complete the first round by tossing the Koosh Ball and reading the first statement. Complete the rounds by reading the remainder of the statements given below.

Round 1: *"I can't believe how many hours I've spent working on these two cases. It seems like I'll never finish them."*

Possible response:

*"You're saying the cases are taking longer than you expected and there doesn't seem to be any end in sight."*

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## TRAINING NOTES

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### *What you need to say/do*

#### EXERCISE: USING LISTENING SKILLS, CONTINUED

Round 2: *“Well, it sounds like a good idea, but I’m not sure how easy it’ll be to implement.”*

Possible response:

*“It sounds like you’re worried the idea may not be realistic.”*

Round 3: *“Our staff has received four new projects, but no one has told us which one has priority.”*

Possible response:

*“So, in other words, it would be helpful to know how urgent each new project is before we get started.”*

Round 4: *“I’m having difficulty getting in touch with the client and it’s crucial I speak with him before we make a decision.”*

Possible response:

*“You’re saying that we can’t make the decision until you get further information from this person.”*

Round 5: *“There’s a lot more to facilitation skills than I ever realized.”*

Possible response:

*“You’re surprise at how much is involved.”*

7. After Round 5, state that they’ve had an opportunity to demonstrate listening skills by paraphrasing their understanding of what was said. To introduce the next set of facilitation skills, ask the following question:

*“What other set of skills would help you to engage people and facilitate participation?”*

(Note: The answer you’re looking for is ability to ask and handle questions.)

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## TRAINING NOTES

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### *What you need to say/do*

#### QUESTIONING SKILLS

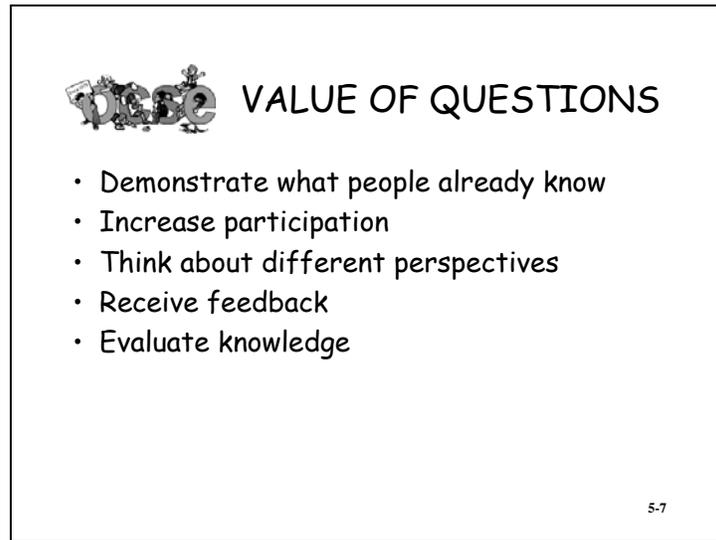
1. Explain that good questions play a major role in facilitation and the next skill we will discuss reflects that fact. Ask the following question:

*“What is the value of questions and why are questioning skills so important in facilitation?”*

2. Show slide 5-7, **Value of Questions**. Make the following points:
  - Questions help you to determine what people already know about a subject so you can focus on what they need to learn or what additional information must be gathered
  - Questions invite people to participate and get involved
  - Questions prompt people to think about different perspectives or opinions
  - Questions provide you with feedback about how they’re responding to what’s going on in the group
  - Questions enable people to evaluate what they know and don’t know and fill in the gaps.
3. Refer to the prepared flipchart. Explain that the skill of questioning is not as easy as it may seem. As facilitators they will need to know how to:
  - Ask open-ended questions
  - State questions clearly
  - Decide when to direct the question to an individual or the entire group
  - Handle people’s answers
  - Respond to people’s questions.

## QUESTIONING SKILLS

Questions play a major role in facilitating participation. Questions can help you engage people and get them involved in what is going on in the group.



 VALUE OF QUESTIONS

- Demonstrate what people already know
- Increase participation
- Think about different perspectives
- Receive feedback
- Evaluate knowledge

5-7

As the above slide indicates, questions can help you to determine what people already know about a subject so you can focus on what they need to learn or what additional information must be gathered. Questions also encourage people to participate. They get people to think about perspectives or opinions that may be different than their own. Effective questions also provide you with information about how people are reacting to what's going on in a group. Lastly, questions enable people to evaluate what they know and don't know and fill in the gaps.

*(Participant Guide 5-12)*

## TRAINING NOTES

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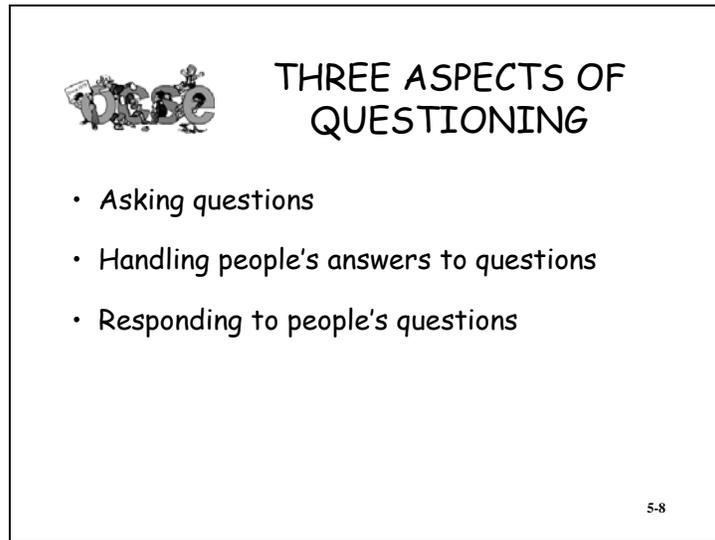
### *What you need to say/do*

#### QUESTIONING SKILLS, CONTINUED

4. Show slide 5-8, **Three Aspects of Questioning**. Tell participants that we will examine these three aspects of questioning.
5. Refer the participants to pages 5-14 through 5-18 in their Participant Guides. Ask them to read the information on these pages to prepare for the next exercise.
6. Allow 5 to 10 minutes for participants to complete the reading.

## QUESTIONING SKILLS, CONTINUED

The slide below identifies the three major aspects associated with the questioning process.



 **THREE ASPECTS OF QUESTIONING**

- Asking questions
- Handling people's answers to questions
- Responding to people's questions

5-8

*(Participant Guide 5-13)*

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## QUESTIONING SKILLS: ASPECT 1—ASKING QUESTIONS

Asking effective questions is one of the most important skills you can develop. Asking effective questions means selecting the right **type** of question, **phrasing** it so it elicits the response you're after, and then **directing** the question accordingly.

There are two basic types of questions from which to choose—**open** questions and **closed** questions. The table below gives a brief description and an example of each.

### TYPES OF QUESTIONS

Type of Question	Description	Example
Open	<ul style="list-style-type: none"> <li>• Requires more than a “yes” or “no” or one-word answer</li> <li>• Stimulates thinking</li> <li>• Elicits discussion</li> <li>• Usually begins with “what,” “how,” “when,” or “why”</li> </ul>	“What ideas do you have for explaining the policy changes to our clients?”
Closed	<ul style="list-style-type: none"> <li>• Requires a one-word answer</li> <li>• Closes off discussion</li> <li>• Usually begins with “is,” “can,” “how many,” or “does”</li> </ul>	“Does everyone understand the changes we discussed?”

(Participant Guide 5-14)

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## QUESTIONING SKILLS: ASPECT 1—ASKING QUESTIONS, CONTINUED

### PHRASING QUESTIONS

Once you have decided on the type of question you will use, you need to determine how you will phrase it. There are important considerations in phrasing questions so that the person or group will focus on the precise information you are trying to obtain. The following information will serve as a guideline for you to use when phrasing your questions.

#### Guidelines for Phrasing Questions

<b>Do</b>	<b>Don't</b>
Ask clear, concise, and simply worded questions covering a single issue	Ask rambling, ambiguous, complexly worded questions covering multiple issues
Ask reasonable questions based on what people can be expected to know at that point	Ask questions that are too difficult for the majority of people to answer
Ask challenging questions that require thought	Ask questions that are too easy and provide no opportunity for thinking
Ask honest, relevant questions that direct people to logical answers	Ask "trick" questions designed to be potentially embarrassing or self-incriminating

*(Participant Guide 5-15)*

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## QUESTIONING SKILLS: ASPECT 1—ASKING QUESTIONS, CONTINUED

### DIRECTING QUESTIONS

The final consideration in asking effective questions is how to direct your question. There are two ways to direct questions:

1. To the group
2. To a specific individual.

The chart below can help you decide how to direct your questions.

#### Choosing How To Direct Questions

If you want to ...	Then ...
Stimulate all people in a group to think Allow people to respond voluntarily Avoid putting an individual on the spot	Direct the question to the group  <b>Example:</b>  <i>“What experiences have you had implementing these regulations?”</i>
Stimulate an individual to think and respond  Tap the known resources of an “SME” or “expert” in the group	Direct the question to an individual  <b>Example:</b>  <i>“Lee, you’ve had a lot of experience applying these regulations with clients. What would you do in this case?”</i>

*(Participant Guide 5-16)*

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## QUESTIONING SKILLS: ASPECT 2—HANDLING ANSWERS TO YOUR QUESTIONS

The second skill associated with the questioning process involves the way in which you handle responses to your questions. The skill is applicable to different facilitation situations and is particularly helpful when you are training or making a presentation. The way in which you respond to a person’s answer has an impact not only on that person but also on the amount of future participation you can expect from other people in the group.

Some ways to handle responses and still maintain a high level of participation are to:

- Use positive reinforcement for those who respond to your questions.
- Acknowledge the person’s effort. In those instances where there is a correct answer, acknowledge the effort regardless of whether the answer is right or wrong.
- Minimize potential embarrassment for wrong or incomplete answers.

The following chart provides some tips for handling responses to your questions.

<b>IF THE PERSON’S RESPONSE IS:</b>		
<b>Correct</b>	<b>Incorrect</b>	<b>Partly Correct</b>
<p>Use positive reinforcement</p> <p><b>Examples:</b></p> <p>“Yes.”                      “Good point.”                      “That’s right.”</p>	<p>Acknowledge the effort</p> <p><b>Then:</b></p> <ul style="list-style-type: none"> <li>• Redirect the question to others or answer it yourself.</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “I can see how you might come up with that. Who else has an idea?”</li> <li>• “That’s not exactly what I was looking for. What I was looking for was _____.”</li> </ul>	<p>Reinforce the correct portion</p> <p><b>Then:</b></p> <ul style="list-style-type: none"> <li>• Redirect the question to the same person, to another person, or answer it yourself.</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• “You’re on the right track. What other ideas do you have?”</li> <li>• “That’s one good point, Jim. Who else has some ideas?”</li> </ul>

*(Participant Guide 5-17)*

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## QUESTIONING SKILLS: ASPECT 3—RESPONDING TO QUESTIONS

The third skill associated with the questioning process involves responding to questions from the group. Questions can provide an opportunity to maximize an entire group's learning, as well as that of the person asking the question. The way in which you respond to people's questions also affects whether people feel free to ask future questions.

There are three acceptable ways to respond to questions. They are to:

1. Provide the answer yourself
2. Redirect the question to another person
3. Defer the question.

The chart below provides guidelines for deciding on the appropriate response.

### RESPONDING TO QUESTIONS

Choose the following response:	When ...
Provide the answer yourself	You are the only person who can provide the answer
Redirect the question back to the same person or to another individual	There is a high probability that the person will be able to come up with the answer
Defer the question	<p>The question is beyond the scope of the group's work</p> <p>The question cannot be handled in the allotted time frame</p> <p>The answer will be provided by material/information covered later</p> <p>You need time to get the answer and get back to the individual or group</p>

*(Participant Guide 5-18)*

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## TRAINING NOTES

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### *What you need to say/do*

#### **EXERCISE: USING QUESTIONING SKILLS**

1. Tell the participants that in this exercise they will have a chance to apply what they learned from reading about questioning skills.
2. Refer them to page 5-19 in their Participant Guides. Ask them to read the instructions. Then ask them each to find a partner and work together to complete the exercise.
3. Tell them they have 10 minutes to complete it.
4. After 10 minutes, ask volunteers to share their responses by asking the following questions:

*“What question did you write for the first situation?”*

Possible answer:

*“What experiences have you had in using the system?”*

*“What response did you make for the second situation?”*

Possible answer:

*“Yes, that is one type of information. Who has another?”*

*“How would you respond in the third situation?”*

Possible answer (redirecting to group):

*“What ideas do the rest of you have about getting the work done while giving good service to our customers?”*

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### *What you need to know*

1. The exercise on using questioning skills takes approximately 15 minutes. Suggested responses are provided but accept any answer as long as there is an appropriate rationale.

## EXERCISE: USING QUESTIONING SKILLS

Instructions: Three typical facilitation situations are described below. Write the response that you would make for each situation. Refer to your reading for help in completing your responses.

### Situation 1:

There has been considerable difficulty with caseworkers using the statewide-automated child support enforcement system. You are facilitating a meeting of caseworkers to help them analyze the problem and recommend solutions. You want to first find out their current knowledge and/or experience with the system.

Develop a question that will accomplish this goal.

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### Situation 2:

You are presenting a workshop on the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA). During your training, you ask that people name the types of information state agencies have access to. One of the participants volunteers one type of information, financial records.

Develop your response to the participant.

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### Situation 3:

You are facilitating a work group that is tasked with improving customer service. One of the group members asks you, "How can we expect people to get their work done and still provide good service to our customers?"

Develop your response to the question.

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*(Participant Guide 5-19)*

## TRAINING NOTES

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### *What you need to say/do*

#### SUMMARIZING SKILLS

1. Tell the participants that another important facilitation skill is the ability to summarize. Ask the following question:

*“What is summarizing and when do you use it?”*

(Note: The answer you are looking for is that summarizing is a review of group discussion or decisions made and you use it when you want to close a part of the discussion or topic and move on and/or to close a meeting.)

2. Show slide 5-9, **Summarizing Skills**.
3. Tell participants that there are two steps in summarizing. The first step is to state the major points of a discussion. The second step is to ask if the summary is correct.
4. Explain that the next slides will give them some examples of summarizing.
5. Show slides 5-10 and 5-11, **Examples of Summarizing Statements**. Read the following examples:
  - *“We’ve identified the safety risks of staff using their own offices for interviews and agreed to set up separate and secure interview rooms. Did I get that right?”*
  - *“OK, we’ve agreed that we’ll meet Tuesday to develop specific steps for implementing the new policy. Correct?”*
  - *“Well, Jose and Melinda have proposed the guidelines for establishing paternity that they’ve listed on the flipchart, and no one has objected. Am I right? Are we ready to move on?”*
6. Tell the participants that they will practice using the summarizing skills as part of the next exercise.

## SUMMARIZING SKILLS

Summarizing skills are another important tool of an effective facilitator. Summarizing is simply reviewing information the group has already heard and asking for a response. You want to use summarizing to help you close a discussion or topic and move on to the next one and/or at the end of a meeting. The slides shown below identify the two steps involved in summarizing and provide some examples.



### SUMMARIZING SKILLS

- Two steps:
  - State major points
  - Ask if correct

5-9



### EXAMPLES OF SUMMARIZING STATEMENTS

- "We've identified the safety risks of staff using their own offices for interviews and agreed to set up separate and secure interview rooms. Did I get that right?"
- "OK, we've agreed that we'll meet Tuesday to develop specific steps for implementing the new policy. Correct?"

5-10



### EXAMPLES OF SUMMARIZING STATEMENTS, continued

- "Well, Jose and Melinda have proposed the guidelines for establishing paternity that they've listed on the flipchart, and no one has objected. Am I right? Are we ready to move on?"

5-11

(Participant Guide 5-20)

## TRAINING NOTES

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### *What you need to say/do*

#### **EXERCISE: FACILITATING PARTICIPATION**

1. Tell the participants that this exercise will give them an opportunity to put together all of the skills they've discussed so far. They will practice the skills of attending, listening, questioning, and summarizing. They will do this by facilitating a small group discussion on a topic listed in their Participant Guides. Remind them to pay close attention to those areas they identified earlier in the self-assessment as ones they'd like to improve.
2. Explain that the roles of facilitator, group members, and observer will rotate with each discussion topic. At the end of each discussion, the observer and group members will provide feedback to the person who facilitated the discussion.
3. Tell them that you and your co-facilitator will act as coaches and give feedback as well.
4. Have participants form small groups of five to six people each.
5. Refer participants to page 5-21 in their Participant Guides. Allow 5 to 7 minutes for participants to read the instructions, identify the first topic, and choose roles. Answer any questions.
6. Distribute one copy of Handout 5-1: Observer Worksheet to each participant. Explain that participants are to use this worksheet when in the role of observer to record the facilitator's use of the facilitation skills, their impact on group participation, and examples whenever possible.
7. Tell participants that each person will facilitate for 10 minutes; then the group will begin the feedback process. The coaches will act as timekeepers.
8. When participants are ready, ask the first facilitators to begin the group discussions.

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### *What you need to know*

1. The exercise, Facilitating Participation, will take approximately 1 hour to 1 hour and 15 minutes. Be sure that participants follow the steps in the feedback process. As coaches, you and the co-facilitator should be prepared to provide feedback to each participant after he/she has facilitated a discussion. If necessary, consider "freeze framing" (i.e., stopping the discussion) if an important learning point can be made and coaching would be helpful.

## EXERCISE: FACILITATING PARTICIPATION

Instructions: In this exercise, you will practice using the skills of attending, listening, questioning, and summarizing to facilitate a group discussion. The roles of facilitator, group members, and observer will rotate so that everyone has an opportunity to practice the skills.

The first thing your group is to decide is what topic they will discuss. Then the group is to choose roles. When you are the observer, use Handout 5-1 to record your observations and provide feedback to the facilitator.

The first facilitator will begin the discussion and take 10 minutes to practice the skills. After 10 minutes, the group is to stop the discussion and begin the feedback session. Use the following process to guide your feedback session. It should take no more than 5 minutes.

- The facilitators will begin the process by sharing what they felt they did well, what was most difficult for them, and what they might do differently.
- The observers will then use the worksheet to provide feedback to the facilitators.
- The group members will provide any additional feedback on what the facilitators did that helped and/or hindered their participation in the group discussion.

After the feedback session is complete, choose another topic (or continue with the same one if the group agrees), assign roles, and begin the second discussion. Repeat this process, including the feedback session, until each person in the group has facilitated once and observed once.

Possible topics for discussion include:

- The Fatherhood Program
- Case closures
- Recruiting, retaining, and rewarding qualified staff
- Language and cultural impact on services
- Faith-based initiatives.

*(Participant Guide 5-21)*

## TRAINING NOTES

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### *What you need to say/do*

#### EXERCISE: FACILITATING PARTICIPATION, CONTINUED

9. When all participants have practiced the facilitation skills and received feedback from their groups, generate a large group discussion by asking the following questions:

*“As a facilitator, what skills did you feel you used effectively? What skills were particularly difficult for you? What did you learn as a result of this exercise?”*

10. Provide any additional feedback based on your observations.

#### FEEDBACK SKILLS

1. Tell the participants that providing effective feedback is yet another important facilitation skill.
2. Explain that feedback is information that you give to a person that focuses on his or her behavior. It is information that lets people “know how they are doing.”
3. State that effective facilitators use feedback to help shape people’s behavior so that they perform in a way that helps the group or team meet its goals.
4. Tell the participants that the main thing to keep in mind when faced with a feedback situation is the outcome they desire.
5. Show slide 5-12, **Feedback Options**. Explain the options.
  - The first option is to give positive feedback on desirable behavior. When you do that, you increase the likelihood that the behavior will continue.
  - The second option is to give constructive criticism on undesirable behavior. When you do that, you increase the likelihood that the behavior will stop.
  - The third option is to give no feedback at all. That’s when you ignore the behavior, either desirable or undesirable. When you do that, though, you make the outcome less certain.

## FEEDBACK SKILLS

The ability to provide effective feedback is another important facilitation skill. Feedback is information that you give to another that focuses on his or her behavior. It lets people “know how they are doing.” As a facilitator, you use feedback to help shape people’s behavior so that they perform in a way that helps the group or team meet its goals. The important thing to keep in mind when faced with a feedback situation is the outcome you intend to accomplish. The slide below identifies the three feedback options and intended outcomes.



### FEEDBACK OPTIONS

- Positive Feedback
  - Increases the likelihood that behavior will continue
- Constructive Criticism
  - Increases the likelihood that behavior will stop
- No Feedback
  - Makes the outcome uncertain

5-12

*(Participant Guide 5-22)*

## TRAINING NOTES

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### *What you need to say/do*

#### FEEDBACK SKILLS, CONTINUED

6. Give the following example of the third option.

*“For example, there’s a well-known experiment in which the experimenters asked people to come to a bowling alley to bowl. The experimenters wanted to see what the effect would be if the bowlers were not given feedback on their performance. They had modified the bowling alley by putting a curtain in front of the bowling pins. Bowlers were asked to wear earphones on their ears to muffle the sound of any pins that fell behind the curtain. The bowlers would be able to bowl, but they wouldn’t be able to see or hear their results. The experimenters were curious as to how long the bowlers would continue to bowl under those circumstances.”*

7. Ask the participants how long they think the bowlers continued to bowl. Allow people to guess before giving the answer. Most will say the bowlers soon stopped bowling.

(Note: The answer is “Indefinitely.” The reason was that the bowlers developed their own feedback system and standard of performance. They used the arrows on the floor (the floor markers) as gauges of their performance.)

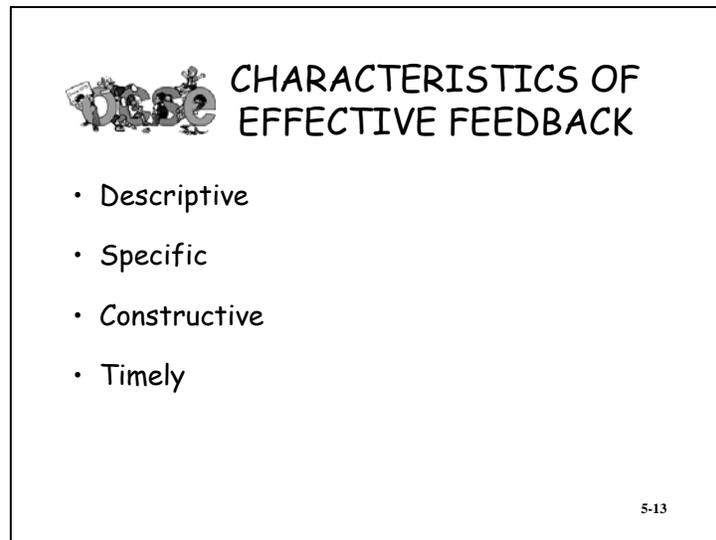
8. Tell the participants that the problem with ignoring behavior is that the behavior may or may not continue. People set their own feedback mechanisms and performance standards. These may be at odds with what you believe is desirable. For this reason, it’s important to give feedback on a regular basis. It’s also important to provide opportunity for members of a group or team to give feedback to one another on how they’re doing as a team.

9. Ask the following question:

*“Think of a time when you received effective feedback. What were the characteristics of the feedback?”*

10. Show slide 5-13, **Characteristics of Effective Feedback**. Discuss the characteristics and link to participants’ responses.

## FEEDBACK SKILLS: CHARACTERISTICS OF EFFECTIVE FEEDBACK



 CHARACTERISTICS OF EFFECTIVE FEEDBACK

- Descriptive
- Specific
- Constructive
- Timely

5-13

- Descriptive—The feedback should focus on describing the behavior and should avoid inferences and opinions.
- Specific—Specific details about the behavior should be provided, not vague generalities.
- Constructive—It should provide guidance as to future performance desired so that the person knows what to begin doing or do more of/less of.
- Timely—It should be provided as close to the performance as possible so that it is meaningful to the person and can be integrated into future performance as soon as possible.

*(Participant Guide 5-23)*

## TRAINING NOTES

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### *What you need to say/do*

#### FEEDBACK SKILLS, CONTINUED

- Descriptive—The feedback should focus on describing the behavior and should avoid inferences and opinions.
  - Specific—Specific details about the behavior should be provided, not vague generalities.
  - Constructive—It should provide guidance as to future performance desired so that the person knows what to begin doing or do more of/less of.
  - Timely—It should be provided as close to the performance as possible so that it is meaningful to the person and can be integrated into future performance as soon as possible.
11. Refer participants to page 5-24 in their Participant Guides and explain there is information on the purpose of the positive feedback and how to give it.
  12. State the next type of feedback is constructive criticism. Tell them we will begin our discussion of this skill by viewing a video—only 3 minutes in length—so to listen and watch carefully.
  13. Show the video, “The Power of Words.”
  14. Debrief the video by asking the following question:

*“What’s the key point of this video and how does it relate to your role as a facilitator?”*

(Note: The answer you’re looking for is that our words have a significant impact on people. As facilitators we must be especially aware of this when we are trying to correct or discourage undesirable behavior.)
  15. Explain that the skill of providing constructive criticism, when used properly, not only reduces or eliminates the undesirable behavior, but equally importantly maintains the self-esteem of the individual or group.
  16. Tell them that constructive criticism can be used as well as a developmental tool and to help set standards for behavior.
    - An excellent way to give constructive criticism is to use the RISC Model.

## FEEDBACK SKILL: POSITIVE FEEDBACK

People are usually more comfortable giving feedback to others when it is positive. Remember, it's important to give positive feedback to individuals as well as an entire group on the behaviors that help get the job done and the way members work together. Giving positive feedback helps to shape people's behavior by providing positive consequences when the behavior is desirable; the positive feedback is a positive consequence. It's important to give feedback on the small steps or subtasks completed, not just the total task or end result. This keeps everyone working in a positive direction. This is particularly important for a new team or work group. Feedback should also be given for effort and risk taking even when the desired results are not achieved.

Effective positive feedback covers the following two points:

- What you liked
- Why you liked it.

*(Participant Guide 5-24)*

## TRAINING NOTES

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### *What you need to say/do*

#### THE RISC MODEL

1. Show slide 5-14, **The RISC Model**. Explain that this is a simple, four-step process that not only describes the behavior you don't like, but also tells people what behavior you'd prefer.
  - **Report**—Describe the behavior that has affected you or the group. Be as specific as possible, and state exactly what happened. In other words, report the facts.
  - **Impact**—Express the impact of the behavior. This could be the way the behavior made you or the group feel or the way you or the group reacted to it.
  - **Specify**—State specifically what behavior you would prefer. Make sure this new behavior is achievable.
  - **Consequences**—State the positive consequences of changing the behavior for both you and the group.
2. Read the following situation:

*“Suppose your group is brainstorming a list of ideas on improving service to your clients. You’ve all agreed not to judge the worth of an idea at this moment. However, one of the members is making negative comments on almost every idea.”*

3. Show slide 5-15, **Example of the RISC Model**. Explain that this is an example of how you could use the RISC Model to give constructive feedback by directing the feedback to the individual or to the group as a whole. Read the example.

<i>Report</i>	<i>When we make negative judgments on the ideas</i>
<i>Impact</i>	<i>I feel frustrated because it affects our creativity.</i>
<i>Specify</i>	<i>If we hold our comments until later</i>
<i>Consequences</i>	<i>Then we'd be able to generate more ideas quickly.</i>

## FEEDBACK SKILL: CONSTRUCTIVE CRITICISM

Constructive criticism is another type of feedback. It helps to shape an individual's or an entire team's behavior by discouraging undesirable behavior. When used properly, it not only reduces or eliminates the behavior, but also maintains self-esteem at the same time. Constructive criticism can be used as a developmental tool and also to help set standards for behavior. An excellent way to give constructive criticism is to use the RISC Model.



### THE RISC MODEL

<b>R</b> eport	Report behavior that has affected you/team ("When this occurs ...")
<b>I</b> mpact	Express the impact of this behavior on you/team ("I feel or I react ...")
<b>S</b> pecify	Tell specifically what behavior you would prefer ("If ...")
<b>C</b> onsequences	State the "+" consequences ("Then ...")

5-14



### EXAMPLE OF THE RISC MODEL

<b>R</b> eport	When we make negative judgments on the ideas
<b>I</b> mpact	I feel frustrated because it affects our creativity
<b>S</b> pecify	If we hold our comments until later
<b>C</b> onsequences	Then we'd be able to generate more ideas quickly

5-15

*(Participant Guide 5-25)*

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## TRAINING NOTES

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### *What you need to say/do*

#### EXERCISE: WRITING RISC STATEMENTS

1. Explain that the next exercise will give participants an opportunity to write some constructive criticism statements using the RISC Model.
2. Refer participants to page 5-26 in their Participant Guides. Ask them to read the instructions and to work individually to write a RISC statement for each situation.
3. Explain they have 10 minutes to complete the exercise.
4. Once they have finished writing RISC statements, ask them each to find a partner and share their statements. They are to help each other make sure each of the steps has been followed. Allow another 10 minutes.
5. Read Situation 1 aloud. Have several volunteers read their RISC statements.

Possible RISC statement:

*“When people come to the meeting without completing their assignments, I feel frustrated because we waste time. If, in the future, any of us knows we won’t be prepared for a meeting, we should let others know so the meeting can be rescheduled. Then we won’t waste time coming to a meeting that can’t be conducted.”*

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### *What you need to know*

1. The first part of the exercise on writing RISC statements takes approximately 20 to 25 minutes. Allow 10 minutes for participants to complete the exercise, 10 minutes to discuss their RISC statements, and 5 minutes for volunteers to share their statements with the class. The responses given in the Training Notes are only suggestions. Accept any statement that follows the RISC Model steps.
2. The second part of the exercise takes an additional 15 to 20 minutes. Allow 5 minutes for individual work, 10 minutes for group work, and 5 minutes for volunteers to share their statements with the group.

**EXERCISE: WRITING RISC STATEMENTS****Part 1:**

Instructions: Working individually, read the situations below and write a RISC statement for each. Once you complete this step, you will be asked to share your statements with a partner and check that each of the steps has been followed.

**Situation 1:**

You are facilitating a group meeting to finalize preparations for a special event. Each person had an assignment to complete by the meeting date. However, several members who had critical assignments have just said that they didn't have time to get their assignments completed.

**R** When \_\_\_\_\_

**I** I feel \_\_\_\_\_

**S** If \_\_\_\_\_

**C** Then \_\_\_\_\_

**Situation 2:**

You are in a staff meeting discussing next year's budget. Out of the blue, your manager turns to you and says, "Speaking of budget, remind me to talk to you later about those unrealistic estimates you gave me." Needless to say, you're angry and embarrassed and can't concentrate during the rest of the meeting. You decide to say something to your manager after the meeting.

**R** When \_\_\_\_\_

**I** I feel \_\_\_\_\_

**S** If \_\_\_\_\_

**C** Then \_\_\_\_\_

*(Participant Guide 5-26)*

## TRAINING NOTES

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### *What you need to say/do*

#### **EXERCISE: WRITING RISC STATEMENTS, CONTINUED**

6. Repeat step 5 for Situation 2.

Possible RISC statement:

*“When you commented on my work in today’s meeting, I felt embarrassed and could not concentrate. If you would wait until after a meeting to tell me you need to discuss my work, then I would be able to contribute more during the meeting and we would all be more productive.”*

7. Explain that the participants will now have a chance to identify a real-life situation and practice giving constructive criticism to an individual or group.
8. Refer the participants to page 5-27 in their Participant Guides. Ask the participants to take the next 5 minutes to work individually to write a RISC statement.
9. Once participants have written their statements, ask them to share their statements with their table group. The group is to share ideas and suggestions for improving the statements if necessary. Allow 10 minutes.
10. Have several volunteers read their RISC statements to the rest of the group. After each statement is read, ask the group if there are any questions or additional comments about the statement.
11. Point out that this is called the RISC Model because giving constructive criticism can be “risky” if not approached correctly.

**EXERCISE: WRITING RISC STATEMENTS, CONTINUED****Part 2:**

Instructions: Identify a real-life situation where you want to provide constructive criticism. Use the RISC Model below to prepare your statement. Once you've completed your statement, you will be asked to work in your table group to share ideas and suggestions for improving statements if necessary.

**R** When \_\_\_\_\_  
\_\_\_\_\_

**I** I feel \_\_\_\_\_  
\_\_\_\_\_

**S** If \_\_\_\_\_  
\_\_\_\_\_

**C** Then \_\_\_\_\_  
\_\_\_\_\_

*(Participant Guide 5-27)*

## TRAINING NOTES

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### *What you need to say/do*

#### MODULE 5 KEY POINT

1. Show slide 5-16, **Module 5 Key Point**.
2. State that in this module we learned and practiced the core skills that effective facilitators use to engage people, facilitate their participation, and build their commitment:
  - Attending
  - Listening
  - Questioning
  - Summarizing
  - Providing feedback.

## MODULE 5 KEY POINT



### MODULE 5 KEY POINT

The core skills help to engage people, facilitate their participation, and build their commitment

5-16

*(Participant Guide 5-28)*

## TRAINING NOTES

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### *What you need to say/do*

#### **EXERCISE: REFLECTION**

1. Tell the participants that in this exercise they will have an opportunity to review the work they've done in module 5 and identify the areas they feel strongest in and the areas they want to improve.
  2. Refer them to page 5-29 in their Participant Guides. Have them read the instructions and complete the exercise. Allow approximately 15 minutes.
  3. Ask for volunteers to share their responses.
  4. Close the module and transition to Module 6, Managing Challenging Behaviors.
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### *What you need to know*

1. The Reflection exercise takes approximately 20 minutes total.
2. Make Post-It notes available for marking pages.



