Facilitation Skills: Developing Extraordinary Facilitators

Prework

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Congratulations . . .
on being selected to participate in the Facilitation Skills: Developing Extraordinary Facilitators workshop to become a certified facilitator for Development Dimensions International (DDI).

Whether you have never facilitated before, are a new facilitator embarking on a new role, or have effectively conducted workshops for years, this experience will provide you with valuable information, tips, and techniques to help you be successful—or even more successful—in the classroom.

Think of this workshop as your laboratory—where you can experiment with the skills and knowledge you’ll need to become an effective facilitator. This “lab” will be a safe environment to try new techniques, enhance your facilitation skills, and develop confidence to effectively deliver nearly 60 DDI courses.

Do I Need to Read This Prework?

Yes! Completing the prework will help you to get the most out of your time in the Facilitation Skills lab by introducing you to the information you’ll need to be successful. This prework is the first step in your becoming an effective facilitator. In it, you’ll find:

- Information on the importance of being a facilitator.
- A description of the facilitator certification process.
- An overview of DDI’s Learning Systems.
- Essential dimensions, behaviors, and skills you’ll need to apply to become an effective facilitator as well as an effective learner.
- Activities to check your knowledge.
- (Optional) A glimpse at why DDI is considered an expert in training and development.
- (Optional) Some facts about adult learning.

How Long Will My Prework Take?

Please complete the entire prework, including the exercises, before arriving at the Facilitation Skills workshop. Allow about two hours to do so. Try dividing your prep time into 15- to 30-minute chunks during the next several days. You’ll be applying the prework content often during the workshop, so preparing now will help ease any learning tension you might have.
Your Role as a Facilitator

Getting Started with Your Facilitator Experiment

Being a facilitator can be challenging and exciting. To be effective and to benefit your learners, focus on these three areas of responsibility:

- **Create a “safe” learning environment.**
  
  Build a learning environment that’s based on trust and support and that encourages people to expand their knowledge and skills.

  *Bottom line:* Learners expect you to exhibit leadership and control in the learning environment. You set the comfort and energy levels for your workshop.

- **Respond to learners’ needs.**
  
  People have two types of needs: **personal** and **practical**. They are more likely to apply what they’ve learned and try new skills when they believe you’re paying attention to their needs.
  
  - Personal needs focus on people’s basic human desire to feel valued, listened to, and included.
  
  - Practical needs focus on their achieving a purpose or objective, such as transferring knowledge on a particular topic or helping them build their skills.

  *Bottom line:* You’re responsible for meeting both their personal and practical needs. By doing so, you encourage open, two-way communication; build enthusiasm for course concepts; and strengthen relationships.

- **Promote a behavioral change.**

  This responsibility includes:
  
  - Helping learners to understand “what’s in it for me?”—known as the *WIIFM*.
  
  - Showing people how they can benefit from changing their behavior.

  *Bottom line:* You’ll enable learners to see the need for and benefit of improving their knowledge, skills, and abilities.

You’ll develop skills for realizing these responsibilities throughout the Facilitation Skills workshop.
Getting Certified as a Facilitator

As a DDI-certified facilitator, you’ll be joining an elite group of highly skilled professionals in the human resource development community, and you’ll be eligible to deliver nearly 60 of the world-class courses offered by DDI.

How Do I Get Certified?

Your certification will be based on your ability to demonstrate the five Facilitation Skills dimensions, which are the knowledge, motivation, and behaviors you need to be a successful facilitator. (Each of the dimensions will be described in detail shortly.) The DDI master trainer who will deliver the workshop will play a critical role in your certification process. He or she will evaluate your use of the five dimensions and provide the coaching and feedback you need to be successful.

You will be expected to:

- Understand and apply the dimensions and key actions/knowledge areas of an effective facilitator through a series of activities.
- Use a DDI facilitator guide to prepare and deliver two 30- to 45-minute presentations.

To help facilitators be successful, DDI has designed its facilitator guides to include all the subject content and instructions needed to deliver a course. Thus, the dimensions and key actions/knowledge areas for certification that you’ll need to demonstrate have already been incorporated into the facilitator guides you’ll be using to deliver your two presentations—one on Day 2 and another on Day 3.

There are three levels of certification:

**Certification**

Your certification is a go! You demonstrated overall effectiveness in the dimensions and key actions/knowledge areas for certification. Full certification also might include recommendations for continued enhancements and ongoing skill development.

**Deferred Certification**

Your certification is pending because you need additional practice to demonstrate the dimensions and key actions/knowledge areas. The master trainer will help you plan developmental activities and determine the support you need. Certification will be awarded upon your successful completion of these activities. Deferred certification isn’t negative; it just means that you need some more practice.
Noncertification

Your certification has been halted because you either failed to effectively demonstrate the dimensions and key actions/knowledge areas, have a philosophical difference with the course concepts, or are unwilling or unable to commit to a development plan. Noncertification does occur but not very often.

What’s the Rating Scale for Certification?

During your two practice presentations, the master trainer will rate how well you demonstrate each of the five dimensions, using the following rating scale:

5 = Much more than acceptable—Significantly above the criteria required for success as a facilitator.

4 = More than acceptable—Generally exceeds criteria relative to quality and quantity of skills required to be an effective facilitator.

3 = Acceptable—Solid, satisfactory level of competency. This is your goal.

2 = Less than acceptable—Generally does not meet criteria for quality and quantity of skills required to be an effective facilitator.

1 = Much less than acceptable—Significantly below the performance required to be an effective facilitator.

N = No opportunity to observe or demonstrate.

Your goal is to achieve an acceptable rating (that is, a “3”) in each of the five dimensions. A “3” does not indicate average performance; it means that you’ve demonstrated your ability to be a competent facilitator.

If you receive a rating of “4” or “5,” you will have exceeded the necessary requirements for that particular dimension.

During your first presentation on Day 2, receiving a “1” or “2” in some dimensions would be perfectly acceptable. Much like a scientist experiments within the safe conditions of a lab, you also will be learning in a “safe” environment. So, if you receive a low rating, your master trainer will help you find ways to improve your performance in that dimension for your presentation on Day 3. The master trainer will support you in every way possible for you to achieve certification.
Once I’m a DDI-Certified Facilitator, What’s Next?

Upon certification, you’ll be able to deliver more than 50 courses in DDI’s Learning Systems. These courses are categorized into clusters of similar themes. Leadership courses include the following clusters:

- **Interaction Management®: Exceptional Leaders Series (IM: ExL<sup>SM</sup>)**—These courses heighten the effectiveness of managers, team leaders, and supervisors.

- **Interaction Management®: Exceptional Leaders . . . Extraordinary Results® (IM: EX<sup>®</sup>)**—These courses heighten the effectiveness of managers, team leaders, and supervisors.

- **Interaction Management®: Exceptional Performers Series (IM: ExP<sup>SM</sup>)**—The courses within this system boost interpersonal skills that will enhance individual and group effectiveness as well as build customer loyalty.

- **Service Plus® Health Care**—This course helps health care service providers build skills for exceptional customer service.

Before arriving for the Facilitation Skills workshop, contact your organization’s training and development representative to determine which courses or clusters you’ll be delivering in the future so that you can better focus your efforts during your workshop experience.
Dimensions—Formulas for Achieving Facilitator Responsibilities

To be a certified facilitator, you’ll need to demonstrate acceptable performance in the five dimensions. Again, dimensions are the knowledge, motivation, and behaviors required for you to be successful. They will be important components in your becoming an effective facilitator.

Each dimension includes a definition and the key actions/knowledge areas necessary to appropriately apply the dimension to your training deliveries. You’ll be hearing much more about them in various hands-on activities during the workshop.

The five Facilitation Skills dimensions are:

- **Facilitation of Learning**
- **Communicating with Impact**
- **Formal Presentation**
- **Coaching**
- **Technical Knowledge**

By incorporating these dimensions (represented by the five test tubes pouring into the beaker) into your facilitation, you’ll be able to fulfill the responsibilities of an effective facilitator. And much like a chemist uses a periodic table of the elements, you as a facilitator will use these dimensions to come up with a winning formula for your own success in the classroom.

Take a few minutes now to review the dimensions and their definitions and key actions/knowledge areas.

### Facilitation of Learning

*Creating an environment that fosters learning; using appropriate interpersonal styles and techniques to facilitate learning and gain commitment.*

**Key Actions**

- Uses Key Principles (Maintain or enhance self-esteem, Listen and respond with empathy, and Ask for help and encourage involvement).
  - Establishes good interpersonal relationships by helping people feel valued, appreciated, and included in discussions.

* Four of the dimensions consist of key actions; only Technical Knowledge is comprised of knowledge areas.
• Uses process skills (check for understanding and make procedural suggestions).
  – Ensures that all learners have the same understanding of important information and agreements and that the discussion stays on track and moves forward.

• Champions the course or its components.
  – Shows a personal belief in the course or in its concepts, job aids, tools, or activities.

• Explains the purpose of the course or its components.
  – Describes the objectives of the course or of its concepts, job aids, tools, or activities.

• Explains the benefits of using the course or its components in the workplace.
  – Stresses the “what’s in it for me?” (WIIFM) of the course or of its concepts, job aids, tools, or activities.

• Provides clear directions for learning activities and exercises.
  – Clarifies what, how, and when learners are to do an activity or exercise.

<em>Communicating with Impact</em>
Clearly conveying information and ideas in a manner that engages the audience and helps them understand and retain the message.

<em>Key Actions</em>

• Engages the audience.
  – Uses a variety of techniques (e.g., humor, energy) to gain and hold the audience’s attention.

• Provides examples and analogies.
  – Uses examples and analogies that are relevant to the audience and that explain the content.

• Uses nonverbal communication.
  – Uses appropriate body language (e.g., eye contact, gestures) to aid the audience’s understanding.

• Speaks clearly and confidently.
  – Uses appropriate words and phrases, pace, volume, and enunciation.
**Formal Presentation**

*Presenting ideas effectively when given time to prepare; delivering presentations suited to the characteristics and needs of the audience.*

**Key Actions**

- **Presents a road map of the course or unit.**
  - Describes the flow of the course or unit activities.

- **Makes transitions.**
  - Moves from one topic or unit to another to connect learning.

- **Summarizes key learning points.**
  - Summarizes the important concepts of a course, unit, or activity.

- **Delivers content in a logical sequence.**
  - Presents the content logically and smoothly (i.e., a clear beginning, middle, and end); follows the facilitator guide.

- **Manages time effectively.**
  - Delivers assigned units or activities within their allotted time frames.

- **Uses learning aids.**
  - Utilizes audio and visual aids (e.g., flip charts, wall charts, PowerPoint®) to enhance the audience’s understanding of the content.

**Coaching**

*Providing timely guidance and feedback to help others strengthen specific skills.*

**Key Actions**

- **Provides guidance to learners.**
  - Offers suggestions, provides direction, and asks prompting questions to ensure proper use of skills.

- **Uses STARs to provide positive feedback.**
  - Reinforces effective learner behaviors.

- **Uses STAR/ARs to provide developmental feedback.**
  - Seeks or recommends specific alternative behaviors to increase the learners’ level of performance.
Technical Knowledge

Demonstrating a satisfactory level of technical skill or knowledge in a course or in its concepts, job aids, tools, or activities.

Knowledge Areas

- **Content knowledge.**
  - Understands the course or its concepts, job aids, tools, or activities.

- **Facilitator resource knowledge.**
  - Understands the resources that help to enhance the course and make it successful.

- **Learning method knowledge.**
  - Understands the learning methods and effectively leads learners through them; articulates the link between learning methods and learning objectives.

- **Organization/Industry knowledge.**
  - Understands organizational goals, priorities, and values; understands the industry and the factors that can affect organizational goals, priorities, and values.
A Closer Look at the Facilitation of Learning Dimension

The Facilitation of Learning dimension includes two key actions that deserve a closer look: Uses Key Principles and Uses process skills.

Key Principles

The Key Principles help you to meet the personal needs of individuals, whether it’s in a workshop setting, during meetings, or during personal interactions. Personal needs are met when you help people feel valued, appreciated, and included in discussions.

You should know how to use Key Principles for two reasons:

- You’ll rely on them to respond appropriately to learners during your workshops. The Key Principles enable you to create a safe learning environment and let your learners know that they’re important and valued.

- They are critical content and a basic core concept to all DDI courses. For example, any discussion—whether it be resolving conflict, coaching for success, or coaching for improvement—would be an opportunity to use the Key Principles to meet the personal needs of the individuals involved.

The three Key Principles you’ll focus on in the Facilitation Skills workshop are:

- Maintain or enhance self-esteem.
- Listen and respond with empathy.
- Ask for help and encourage involvement.

A more in-depth description of each of these skills is provided next to help you to better understand them. (The Esteem Key Principle is broken out into two parts: maintain and enhance.)
Maintain Self-Esteem

Information on Maintaining Esteem

- Learners need to know that their contributions make a difference, that their opinions and ideas are valued, and that they’re important and respected.
- The Esteem Key Principle is essential for creating a safe learning environment.
- When maintaining self-esteem, be careful not to damage the person’s self-confidence. Choose your words wisely.

Tactics for Maintaining Esteem

- **Focus on facts**—Concentrate on the facts about an issue, not on the person. (This is especially important when someone is having difficulty demonstrating a newly learned skill or has given an incorrect answer.)
- **Respect and support others**—Even when learners aren’t performing at their best, they still need to feel supported and valued.
- **Clarify motives**—Avoid jumping to conclusions, which can lead to damaging self-esteem rather than maintaining it.
- **Keep a balance between what a person has done well and what he or she can improve upon**—This is especially important when factors outside the learner’s or group’s control have led to the failure.

Don’t Say That; Say This . . .

- Don’t say, “You didn’t do that right”—it can tear down a person’s self-esteem. Instead, be as specific as possible for the situation (e.g., “During the first skill practice, you clearly stated the discussion’s purpose and importance. The next skill practice focused on asking questions to clarify the situation, which seemed to be challenging for you.”).
- Don’t say, “You’re one of the most uncooperative learners I’ve ever had!” This could damage the person’s self-esteem. Instead, suggest something like, “I appreciate your willingness to speak up about your concerns.”
- Don’t exclaim, “That’s the wrong answer.” Instead, confirm the effort the person showed in developing a response, such as, “You were on track to focus on the facts of the situation. A more effective response would be to focus on both facts and feelings.”

Facilitator Examples

- Facilitator asks: “Who has an example of empathy?” A learner answers incorrectly. Facilitator then responds: “That’s a good example of self-esteem—you acknowledged your team member’s achievement. Now, who has an example of empathy? I’d like to clarify the difference between the two.”
Facilitator asks: “Who can point out the fact and the feeling of this statement?”
A learner answers incorrectly. Facilitator then responds: “When you were
demonstrating Listen and respond with empathy, you did a great job identifying
the feeling. Next time, you’ll also want to identify the fact so that she knows that
you understand why she’s feeling that way.”

Enhance Self-Esteem

Information About Enhancing Esteem

- Enhancing self-esteem means acknowledging people’s ideas and responses or
  expressing confidence in their ability to apply the concepts and skills they’ve
developed in the workshop.
- This aspect of the Key Principle is especially important when learners are trying
  something new or facing a challenge, such as improving their performance or
  resolving a conflict.
- You also can use enhancing self-esteem to build rapport with a group.

Tactics for Enhancing Esteem

- **Acknowledge good thinking and ideas**—People like to know that their brainpower
  is valued. Such appreciation encourages them to think, contribute, and take risks.
- **Recognize accomplishments**—Learners need to hear specifics about what they’ve
  accomplished in the workshop. Recognition shows you appreciate their contributions
  and encourages them to continue their good behaviors in the workplace.
- **Express/Show confidence**—When you call on learners to take part in discussions or
  activities, you voice your confidence in their ability to use the skills and concepts
  back at work. Their self-confidence gets a boost.
- Remember that **specific recognition sounds sincere**—People can quickly detect
  false praise. Don’t offer a compliment if you don’t mean it.

Don’t Say That; Say This . . .

- Don’t say, “You did a great job on that, Brenda”—she might not know what she did
  or why it was effective. Instead, be specific and say, “I can tell from your
  performance in that skill practice that you really understand how to integrate the Key
  Principles. You did an excellent job of meeting your partner’s personal needs.”

Facilitator Examples

- “Thank you, Frank, for highlighting that when the Key Principles are used together,
  they’re even more powerful.”
- “Those are very good examples of how people react during performance
  improvement discussions. Thanks, Beth.”
Listen and Respond with Empathy

Information About Empathy

- Learners have a personal need to be heard and understood.
- Listening builds trust, improves communication, and helps you understand others’ feelings.
- Your showing empathy creates a safe learning environment because it encourages learners to express exactly how they feel and tells them you care enough to listen.
- Empathy can build a bridge for two-way communication.
- When learners express emotions in a workshop—such as excitement, pride, disappointment, embarrassment, or anger—your empathetic response acknowledges their feelings.
- People will know if you truly have listened to them by how you respond.

Tactics for Listening and Responding with Empathy

- **Listen for and respond to both the facts and the feelings**—It’s impossible to respond with empathy if you don’t first understand the person’s feelings and the situation behind them. Responding with empathy simply shows people that you understand how they feel and why they feel that way, not that you necessarily agree with the person. People will be more likely to speak openly once you demonstrate how you listen to them and respond with their feelings in mind.
- **Empathize with both positive and negative emotions.**
- **Listen actively** by maintaining eye contact with the learner or group, nodding, and taking appropriate notes.
- **Listen for what someone might not be saying**—For example, while a learner might be agreeing to a concept, his or her voice tone and body language might be saying otherwise.
- **Suspend personal feelings and judgments** so you can hear out the other person.
- **Defuse negative emotions**—Strong emotions can hinder the purpose of any discussion that deals with sensitive or challenging issues.
- **Show others that you care**—Your learners might come from an environment where reaching goals and solving problems are more important at work than people’s feelings. Model for them how to value feelings as well as actions.
Don’t Say That; Say This . . .

- Don’t say, “I understand how you feel” because you might be identifying with the wrong feeling. Instead, suggest something like, “It sounds like you’re concerned that we’re moving too quickly through this section. Let’s regroup for a minute.”

- Don’t say, “Oh, don’t feel that way. Everyone has experienced challenges along the way.” Instead, identify with the person’s feelings by saying something like, “I can tell that the situation with your coworker frustrates you.”

Facilitator Examples

- “I can see why you feel so much pressure *(feelings)*. There’s nothing harder than trying to concentrate in a workshop when you have pressing deadlines back at your desk that are waiting for your attention *(fact)*.”

- “It sounds like you’re relieved *(feeling)* that the learning objectives will be able to meet the needs of your group *(fact)*.”

- “The look on your face says you’re encouraged. You must be pleased *(feeling)* by the outcome of your Describe Your Own skill practice *(fact)*.”
Ask for Help and Encourage Involvement

Information About Involvement

- Adult learners have an abundance of life experience and knowledge. In the classroom they feel the need to connect what they’re learning to this experience/knowledge base.
- Personal involvement builds commitment, and the sense of collaboration inspires learners to do their best.

Tactics for Asking for Help and Encouraging Involvement

- **Tap into learners’ ideas and encourage them to share**—Involving them adds value to the workshop for all involved.
- **Guide learners to their own knowledge** rather than just supplying them with facts.
- **Ask thought-provoking questions.**
- **Use follow-up questions to solidify important learning points.**
- **Use application questions** to get learners to consider how they’ll apply a new skill in the workplace (e.g., “How might you use this skill back on the job?”).
- **Make involvement your first choice**—Turn your telling into seeking. Don’t be so quick to give your own ideas, thoughts, and suggestions; instead, encourage others to contribute first. Offer your ideas later or build on others’ ideas as you move along.
- **Encourage responsibility through involvement**—Provide discussion issues and have learners think of examples and solutions. They’ll be more likely to welcome responsibility if they feel involved.
- **Unleash ideas with questions**—Ask open-ended questions (which begin with What, How, Which, Why, When, Who). These stimulate creativity, invite participation, and show how everyone’s contributions are important.
- **If learners suggest unviable ideas, explore the pros and cons together** to help them understand the risks or downsides; build on usable parts of ideas whenever possible.

Don’t Say That; Say This . . .

- Don’t say, “Here’s what you should do. . . .” Instead, ask, “Which other approach might work better? What could you say to use it?”
- Don’t always share your personal stories first; instead, have the group share theirs by asking, “Who has an example of a time when you’ve . . . ?”

Facilitator Examples

- “With your experience working directly with our customers, who would be willing to share an example or two of difficult situations that you’ve encountered?”
- “Alan, what thoughts do you have for using the Key Principles back in the workplace?”
What Do You Know About the Key Principles? Exercise

Check your understanding of the Key Principles by completing this exercise.

Read each multiple-choice question. For each question, circle the letter or letters corresponding to the statements you’ve chosen. Check your answers against those provided at the end of this prework (pages 33–34).

**Question 1**
Which of these are examples of effective ways to enhance a learner’s self-esteem? (Select all that apply.)

- **A.** Praising the person’s efforts in using the Key Principles.
- **B.** Expressing your confidence in the person’s ability to assume the leader’s role in the skill practice.
- **C.** Recognizing the person for accomplishing an important goal back in the workplace.
- **D.** Incorporating the person’s ideas into a specific workshop activity.

**Question 2**
It’s important to maintain a person’s self-esteem when discussing problem situations. Which of these statements is more likely to do that?

- **A.** “Cathy, I’ve noticed during every skill practice that you skip the Clarify step. As a result, your discussion gets off track. You’ll want to remember to clarify next time.”
- **B.** “Cathy, I’ve noticed that the Clarify step still seems to be posing some challenges for you during skill practices. For the next discussion you might want to put more emphasis on the Clarify step so that you have a clear understanding of the situation before moving on.”
Question 3
Which of the following approaches will help you maintain self-esteem? (Select all that apply.)

A. Focus on the specifics surrounding the ineffective behaviors, not the person.
B. Clarify why someone took a particular action rather than jumping to conclusions or assuming the worst.
C. When a learner doesn’t remember to use process skills during a skill practice, avoid providing developmental feedback.
D. When a learner isn’t completely successful in demonstrating a new skill, acknowledge what the person has done well rather than focusing your feedback on the disappointing outcome.

Question 4
Which of these statements about the **Empathy** Key Principle are true? (Select all that apply.)

A. Identifying and empathizing with strong negative emotions can help defuse them and keep the discussion moving forward.
B. Empathizing with someone’s feelings shows that you agree with or share these feelings.
C. The most effective empathy statements capture a person’s feelings and the situation causing them—that is, the facts.
D. It’s important to empathize with positive feelings, such as relief, happiness, and pride, as well as with negative feelings, such as anger, frustration, and disappointment.

Question 5
Which one of these examples of the **Empathy** Key Principle is more effective?

A. “Katie, I know today is frustrating for you. I’d be frustrated too.”
B. “Committing yourself to a training workshop can be hard. It’s frustrating to be away from your office with so many deadlines looming.”
Question 6
Which of these are examples of effective ways to Ask for help and encourage involvement? (Select all that apply.)

A. Ask the group open-ended questions—Who, Which, What, How, Why, and When—about how to solve a problem or take advantage of an opportunity.
B. Ask others to contribute their ideas first, and then offer your ideas as needed.
C. Encourage learners to take responsibility for important tasks.
D. Encourage mostly tried-and-true sources—learners who have provided ideas and helped in the past.
What Would You Say? Exercise

Now that you understand the basics around the three Key Principles, try applying them in this next exercise. You are given an opportunity to respond, using the Key Principles, in situations that you might encounter as a facilitator.

Mark the Key Principle you’d use, then write what you would say to use it. Check your answers against those provided at the end of this prework (page 35).

1. You want to seek examples from the learners about a typical conflict they’ve experienced in the workplace.

   Which Key Principle would you use?
   - [ ] Maintain or enhance self-esteem.
   - [ ] Listen and respond with empathy.
   - [ ] Ask for help and encourage involvement.

   What would you say to demonstrate this Key Principle?

2. One of your learners is beginning to show signs of frustration as she prepares to be the leader of a skill practice. She says, “This process is all very confusing. How am I supposed to know how to plan what to say when I don’t know how the other person is going to respond?”

   Which Key Principle would you use?
   - [ ] Maintain or enhance self-esteem.
   - [ ] Listen and respond with empathy.
   - [ ] Ask for help and encourage involvement.

   What would you say to demonstrate this Key Principle?
3. You’ve just asked your group to share an example of a skill that the leader in the video demonstrated well. Paul responded by saying, “I think the guy did a good job of keeping the meeting on track. He told the group that he understood their concerns, he listed issues to discuss later on an Issues chart, and he revisited this chart at the end of the meeting.”

Which Key Principle would you use?

☐ Maintain or enhance self-esteem.
☐ Listen and respond with empathy.
☐ Ask for help and encourage involvement.

What would you say to demonstrate this Key Principle?
Process Skills

The process skills help you to focus on the workshop objectives and are an important feature of the Facilitation of Learning dimension. As a facilitator, you need to check if your learners are clear on where they’ve been, and you need to help them to progress to the next stage of their development.

There are two process skills:

• **Check for understanding**—Ensures that everyone has the same comprehension of important information and agreements.

• **Make procedural suggestions**—Keeps the discussion on track and moving forward.

As a facilitator, you’ll also see the process skills concept used in various DDI courses to help meet people’s personal and practical needs so they can effectively conduct a discussion, lead a meeting, or introduce a change.
Check for Understanding

Information About Checks

• Effective two-way communication is essential for successful learning. Checking for understanding allows you to confirm people’s understanding of what you’re saying or what they’re learning.

• Checking is especially important when you present a lot of new information or give extensive instructions.

• Checking for understanding also allows you to ensure you understand what people say to you or others.

Tactics for Checking for Understanding

• Ask open-ended questions.

• Encourage learners to ask questions after you’ve given directions, introduced new concepts, or completed a learning unit.

• When covering complex topics, plan well-timed checks to cut through the confusion.

• Summarize or paraphrase what a learner has said to check for accuracy.

• Ask a learner to summarize the course or unit content, concepts, skills, or tools you’ve just covered.

• Ask a learner to describe how he or she could apply the content, concepts, skills, or tools back in the workplace.

Don’t Say That; Say This . . .

• Don’t ask, “Do you have any questions?” Your learners might think you’re asking this to enable you to move on to another point. Instead, use a more open-ended question to check for understanding, such as, “What questions do you have about the stages of conflict?”

Facilitator Examples

• “What else can I tell you about the Key Principles?”

• “I’m hearing several concerns, but your biggest one is having to apply these skills back at work. Is that correct?”

• “What questions or comments do you have about the directions?”

• “Just to make sure we’re all clear, who can summarize your understanding of how to use the Discussion Notes form?”
Make Procedural Suggestions

Information About *Procedural Suggestions*
- Making procedural suggestions keeps people focused on the course objectives and allows you to conduct a smooth, fast-paced workshop.
- Making procedural suggestions, rather than just telling people what to do, shows your learners that they have some control over the process.

**Tactics for Making Procedural Suggestions**
- *Ask the group’s permission to move* from one activity to another.
- *Use an Issues chart* to post any concerns or questions that would be better addressed later in the workshop.
- *Intervene when learners have gone off track* in a discussion, exercise, or skill practice and refocus their efforts in a manner that maintains their self-esteem.

**Don’t Say That; Say This . . .**
- Don’t say, “Let’s just move this to the Issues chart.” Instead, suggest, “Can we move this to the Issues chart? By the end of the workshop, we’ll make sure that we’ve addressed all the concerns that we’ve listed.”
- Don’t say, “In the interest of time, we’re going to move on now.” Instead, say, “Let’s move on. Typically, I would ask you if you’re ready to proceed; however, I feel everyone is comfortable enough with this, so in the interest of time, we can press on.”

**Facilitator Examples**
- “Are you ready to start the next exercise?”
- “This is a sensitive subject, and emotions are running high. Could I ask each of you to allow the others to share their concerns without interruption.”
- “We seem to be spending a lot of time on this one detail. Can we move this topic to the Issues chart and come back to it later.”
- “Now that we’ve discussed how the Key Principles meet personal needs, are you ready to move on to an exercise where we’ll practice making Key Principle statements?”
What Do You Know About the Process Skills? Exercise

Now check your understanding of the process skills by completing this exercise.

Read each multiple-choice question. Circle the letter corresponding to the statement you’ve chosen, and then provide your rationale. Check your answers against those provided at the end of this prework (page 35).

**Question 1**
Which of these questions is the more effective use of the process skill *check for understanding*?

A. “Do you have any questions so far?”

B. “What can I clarify about the skill practice process?”

Why?

**Question 2**
Which of these statements is the more effective use of the process skill *make procedural suggestions*?

A. “We have about 20 more minutes of content to cover. Would you prefer to take a break now or to finish the unit?”

B. “We have about 20 more minutes of content to cover. So, let’s move on.”

Why?
A Closer Look at the Coaching Dimension

A big part of the Coaching dimension is feedback. There are two types of feedback you should be aware of as a facilitator: positive feedback and developmental feedback.

- Positive feedback tells learners what they are doing well.
- Developmental feedback helps learners identify developmental areas and ways they might improve.

Whether positive or developmental, your feedback as a facilitator should be timely, balanced, and specific:

<table>
<thead>
<tr>
<th>Timely</th>
<th>Timely positive feedback strongly reinforces positive actions and results.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Timely developmental feedback provides suggestions soon enough for learners to adjust and enhance their performance.</td>
</tr>
<tr>
<td>Balanced</td>
<td>Feedback that focuses only on what a learner needs to do better or more of while not acknowledging what the person has done well damages his or her self-esteem.</td>
</tr>
<tr>
<td></td>
<td>Feedback from facilitators who comment only on strong performance is equally ineffective. They miss opportunities to help learners become even more successful.</td>
</tr>
<tr>
<td>Specific</td>
<td>Tell learners exactly what they said or did—or didn’t say or do.</td>
</tr>
<tr>
<td></td>
<td>Explain why their actions were effective or ineffective. What were the results? How did people respond? What were the outcomes? What could’ve been done differently?</td>
</tr>
</tbody>
</table>

In the Facilitation Skills workshop, you’ll learn a helpful method for providing effective feedback—STAR and STAR/AR.
STAR Feedback

When coaching learners and providing feedback on their use of new skills, a facilitator looks for STARs! **STAR** is an easy way to remember to give complete, specific feedback. The components of the STAR acronym remind you to describe the Situation/Task, Action, and Result.

**ST: Situation/Task**
The situation or task the person faced—Provides the context for his or her actions and helps explain their importance.

**A: Action**
The action taken—Details of what the person said or did to handle the situation or task.

**R: Result**
The result of the action—Describes what was achieved by the action and why it was effective.

Here’s an example of a facilitator using STAR to provide positive feedback:

“Joe, during the skill-builder exercise (Situation/Task), you responded to Mary’s frustration by saying, ‘I can see you were frustrated with the lack of productivity in the meeting.’ By recognizing Mary’s feeling and what was actually causing her to feel that way (Action), you helped to defuse her emotions and kept her focused (Result).”
What About Developmental Feedback?

When someone isn’t using a skill appropriately, and you want to recommend or seek an alternative approach that might be more effective, you can build on the STAR approach to provide developmental feedback. You simply seek or add an alternative action and its enhanced result—STAR/AR. Discussing alternatives and rationale expands learners’ capabilities for handling similar situations in the future.

**Situation/Task**
The situation or task the person faced—Provides the context for his or her actions and helps explain their importance.

**Action**
The action taken—Details of what the person said or did that was ineffective.

**Result**
The result of the action—The impact or consequences of the person’s ineffective actions.

When you use the STAR approach to provide developmental feedback, you also describe:

**Alternative Action**
Something the person could have said or done differently. As a facilitator, you might either provide an alternative or ask prompting questions to seek from the person what he or she could have said or done differently.

**Alternative Result**
The enhanced result that the alternative action might have produced.

Here’s an example of a facilitator using STAR/AR to provide developmental feedback:

“That during the skill practice Jerry mentioned that he had handled a lot of complaints from customers (Situation/Task). You said, ‘That’s too bad,’ and then you quickly moved on to coming up with ideas for decreasing customer complaints (Action). This would make Jerry think that his feelings weren’t very important (Result). If you had said something like, ‘I understand how difficult it is to handle so many complaints and still keep your call rate high’ (Alternative Action), Jerry would have felt you were really listening to his problem (Alternative Result).”
So, Why Do I Need to Know So Much About Feedback?

During the Facilitation Skills workshop, you’ll have opportunities to provide feedback using STAR and STAR/ARs. This not only will give you a chance to develop your skills, but also will allow you to play a unique role in helping your fellow participants develop important facilitation skills. You will provide feedback in two ways:

- **Participant to facilitator:** When one of your fellow participants is in the role of the facilitator and is making a presentation, you’ll be asked to share STAR and STAR/AR feedback about that person’s skills in leading the group.

- **Facilitator to participant:** When you are in the role of the facilitator making a presentation, you’ll have an opportunity to provide feedback to your fellow participants on their use of the skills that you were helping them to learn.

Receiving feedback can be a skill too. When someone provides you with feedback, you should:

- Thank the person for the feedback.
- Ask any clarifying questions to check your understanding.
- Paraphrase the person’s feedback to ensure you heard it correctly.
- If it was developmental, tell when and how you’ll use the feedback in the future.
- Avoid being defensive.
It’s in the STARs! Exercise

To better understand STAR and STAR/AR feedback, examine the feedback statements in this exercise. (Recall that in the workshop you’ll be providing feedback as both a participant and a facilitator, so some of these statements are from the perspective of a participant providing feedback to a facilitator following a practice presentation.)

Instructions:

1. Read the feedback, and then identify which type of feedback the facilitator has provided: positive or developmental.
2. To determine whether it is a complete feedback statement, place a check mark next to each STAR or STAR/AR component that the statement includes.
3. If the feedback statement is missing a component, write in any information to make it a complete STAR or STAR/AR.
4. Check your answers against those provided at the end of this prework (page 36).

Example:

A facilitator is providing feedback to a learner who just completed an activity to practice using self-esteem . . .

“When Mary stated, ‘I just don’t think I can do it,’ you responded by saying, ‘I’m sure you can.’ This made her feel a little better. While this helped her self-esteem, a more effective statement would have been, ‘I’m sure you can, Mary. You’ve effectively dealt with many difficult customers in the past. I know you can successfully take on the leader’s role in the skill practice.’”

What type of feedback is being provided?

Positive Feedback Developmental Feedback

Indicate which elements of feedback are present by placing a check mark next to each component that this statement includes:

- [ ] Situation/Task
- [ ] Action
- [ ] Result
- [ ] Alternative Action
- [ ] Alternative Result

Use the space below to complete the feedback by writing any missing components.

Alternative Result—“This would have enhanced her self-esteem and made her feel more confident.”
1. A participant says to the facilitator after a practice presentation . . .

“You accurately summarized the Empathy Key Principle when you said, ‘Empathy is identifying the facts of the situation as well as how a person is feeling about them.’”

What type of feedback is being provided?

Positive Feedback  Developmental Feedback

Indicate which elements of feedback are present by placing a check mark next to each component that this statement includes:

☐ Situation/Task
☐ Action
☐ Result
☐ Alternative Action
☐ Alternative Result

Use the space below to complete the feedback by writing any missing components.

2. A participant says to the facilitator after the practice presentation . . .

“When you were introducing the course and a learner asked you about the learning objectives, you told him what they were; however, he still seemed a little confused.”

What type of feedback is being provided?

Positive Feedback  Developmental Feedback

Indicate which elements of feedback are present by placing a check mark next to each component that this statement includes:

☐ Situation/Task
☐ Action
☐ Result
☐ Alternative Action
☐ Alternative Result

Use the space below to complete the feedback by writing any missing components.
3. A facilitator says to a participant after a skill practice . . .

   “Let’s talk about the skill practice you just completed. During the Develop Ideas stage of the discussion, you asked Jane for her ideas because she has previous experience with the software. I think that was a good way to involve her in the discussion.”

What type of feedback is being provided?

Positive Feedback  Developmental Feedback

Indicate which elements of feedback are present by placing a check mark next to each component that this statement includes:

- [ ] Situation/Task
- [ ] Action
- [ ] Result
- [ ] Alternative Action
- [ ] Alternative Result

Use the space below to complete the feedback by writing any missing components.

4. A facilitator says to a participant during the debrief of an exercise . . .

   “During the skill-builder exercise, you missed an opportunity to ask for help and encourage involvement. Andrew really didn’t have a chance to be part of developing the solutions. You might have asked, ‘What are your thoughts for opening the discussion, Andrew?’”

What type of feedback is being provided?

Positive Feedback  Developmental Feedback

Indicate which elements of feedback are present by placing a check mark next to each component that this statement includes:

- [ ] Situation/Task
- [ ] Action
- [ ] Result
- [ ] Alternative Action
- [ ] Alternative Result

Use the space below to complete the feedback by writing any missing components.
Your Preparation Is Complete!

Now that you have adequately prepared for your experience, you’re ready to attend the Facilitation Skills workshop with confidence, knowing that you’ve done everything you can to set yourself up for success.

Your laboratory awaits. See you soon!

(Optional) Do You Want to Know More About DDI or Adult Learning?

If you have additional time and are interested in learning more about Development Dimensions International or some facts on how adults learn, see the special sections in the Appendix in the back of this prework:

- **Who Is DDI?** on page 37
- **Adult Learning—How We Learn** on page 38
Prework Answer Key

Check your answers against the recommended responses indicated for each exercise. If you have questions regarding these exercises, your master trainer will be available to provide support and rationale during the three days of the Facilitation Skills workshop.

What Do You Know About the Key Principles? Exercise

**Question 1**—All responses are correct.

These all are effective ways to enhance self-esteem. Praising a learner’s efforts to use the Key Principles and incorporating the person’s ideas into a specific workshop activity (A and D) are examples of the tactic **Acknowledge good thinking and ideas.** Expressing your confidence in a learner’s ability to assume the leader role in the skill practice (B) illustrates the tactic **Express/Show confidence.** Recognizing a learner for accomplishing an important goal back in the workplace (C) is an example of the tactic **Recognize accomplishments.**

**Question 2**—Response B is correct.

Response B is an example of maintaining self-esteem by using the tactic **Focus on facts.** The facilitator who made this statement described the problem factually, “... the Clarify step still seems to be posing some challenges for you. ...” Response A does not support the **Respect and support others** tactic.

**Question 3**—Responses A, B, and D are correct.

A, B, and D describe ways of maintaining people’s self-esteem during times when they might not be feeling good about themselves. Avoiding developmental feedback (C) is not an effective way to maintain self-esteem. Provide developmental feedback as close to the occurrence as possible. Seize the teachable moment. If you delay or avoid feedback, it’s a disservice to all involved. To make these discussions easier to conduct and more effective, use the tactics for maintaining self-esteem: **Focus on facts, Respect and support others,** and **Clarify motives.**
Question 4—Responses A, C, and D are correct.

It’s true that:

- Empathy can help defuse strong negative emotions (A).
- The most effective empathy statements reflect both facts and feelings (C).
- It’s important to empathize with positive feelings as well as negative ones (D).

However, empathizing with someone’s feelings does not show that you agree with or share those feelings (B). An empathetic statement shows understanding, not agreement. This is an important point to remember. Empathizing will help people move beyond their feelings and address the topic at hand.

Question 5—Response B is correct.

Response B is more effective because it describes the feelings (“It’s frustrating . . .”) as well as the situation causing them—the facts (“to be away from your office with so many deadlines looming”). Response A describes only feelings. The only way people will know that you truly understand how they feel and why is to describe their feelings as well as facts.

Question 6—Responses A, B, and C are correct.

Responses A, B, and C encourage others to take responsibility for important tasks and for the thought processes behind them. Looking mostly to tried-and-true sources for ideas and help (D) is not an effective way to involve others. One of the keys to using this Key Principle effectively is to tap many sources, including people whose titles or positions might make them less-obvious choices.
What Would You Say? Exercise

There are no right or wrong answers. The suggestions below are meant to provide one example of how these situations might be addressed.

1. **Ask for help and encourage involvement:** You can encourage involvement by asking open-ended questions, which start with Who, What, When, Where, and Why. Open-ended questions are effective because they ask for more than just a one-word response. For example, “Who can share an example of a workplace conflict that happened to them?” Alternatively, a close-ended question, such as, “Can anyone share an example of a typical conflict in the workplace?” might lead learners to answer with a simple “yes” or “no.”

2. **Listen and respond with empathy:** “It sounds like you’re frustrated with this exercise. Skill practicing is one of the more difficult exercises we do in our training workshops. Let’s talk through the instructions. . . .” When you listen and respond with empathy, be sure to address both the facts and feelings of the situation.

3. **Maintain or enhance self-esteem:** “Thank you for your insights, Paul. I’m impressed that you were able to record three specific examples of what the leader did in the video to keep the meeting on track.”

What Do You Know About the Process Skills? Exercise

**Question 1**—Response B is correct.

Response B (“What can I clarify about the skill practice process?”) is an effective and open-ended question, inviting learners to ask questions to confirm their understanding of the skill practice process. Response A (“Do you have any questions so far?”) is a close-ended question. It can be answered with a simple “yes” or “no,” leaving no room for you to elaborate on or evaluate the learners’ understanding of the subject matter.

**Question 2**—Response A is correct.

Actually, both statements can be used to move the group in a particular direction. However, response A gives learners more control over the learning process; B acts as a transition statement and sounds more like a command. Remember that procedural suggestions are just that—**suggestions** of how the discussion might be organized or conducted.
It’s in the STARs! Exercise

1. Positive feedback. It includes only the Action. The missing components and possible additions to the STAR are:

   **Situation/Task:** Upon completing your content discussion . . .

   **Result:** The learners then had a clear and accurate summary statement about Listen and respond with empathy.

2. Developmental feedback. The first parts of the STAR/AR were provided—the Situation/Task, Action, and Result. The missing components and possible additions to the STAR/AR are:

   **Alternative Action:** It might have been better if you had said, “It seems like you’re still confused. Let’s take a look at the objectives on page one of your workbook.”

   **Alternative Result:** This would’ve shown that his learning needs were important to you. You also would’ve been able to clarify his questions about the learning objectives to his satisfaction.

3. Positive feedback. All components—the Situation/Task, Action, and Result—were provided.

4. Developmental feedback. This statement included the Situation/Task, the Action, the Result, and the Alternative Action. The missing component and possible addition to the STAR/AR are:

   **Alternative Result:** This question would have involved Andrew in the discussion and built his commitment to making the skill-builder exercise a success.
Who Is DDI?

For more than four decades, Development Dimensions International (DDI) has been helping hundreds of corporations around the world close the gap between where their business needs to go and the talent they must have to take them there. DDI has a comprehensive, yet practical, approach to talent management that brings together major strategies, processes, and activities required to systematically manage an organization’s talent:

1. **Talent Strategy**—DDI begins working with an organization by creating a clear picture of its expected business outcomes and the talent needed to achieve them. We then pinpoint current and future business drivers, define how success will be measured, identify gaps in the quality and quantity of talent required to execute the business drivers, uncover strengths and weaknesses in its current talent management systems and capabilities, and deliver a strategy aimed at closing the organization’s talent gaps.

2. **Success Profile Management**—We accurately identify what success looks like for all of the organization’s critical roles and integrate every component of its talent management system (e.g., hiring and promotion decisions, setting performance expectations, and targeting development activities).

3. **Selection & Assessment**—DDI offers the most comprehensive range of assessment, testing, and behavioral interviewing tools in the world. With these, we help the organization make every hiring and promotion decision count.

4. **Leadership & Workforce Development**—We provide relevant and challenging learning experiences for all organizational levels—from individual contributors and frontline leaders to mid- and senior-level leaders—and help to ensure that the new skills learned in those experiences are then applied at work.

5. **Succession Management**—DDI brings clarity, structure, and accountability to the process of continually developing and moving organizational talent over time and preparing the organization’s leaders to meet its current and future business needs.

6. **Performance Management**—Our expertise in this area enables the organization to execute its business strategy by creating alignment, accountability, and focus.

7. **Execution**—Choosing the right talent management initiatives and implementing them well are just half the battle. The other half is making it all stick. DDI’s systematic approach to executing talent management initiatives can help an organization achieve results.
Adult Learning—How We Learn

Throughout the Facilitation Skills workshop, you’ll be introduced to a variety of learning methods and training materials. DDI maximizes learning in its programs by incorporating our understanding of how people learn most effectively. Our courses are designed to heighten awareness/influence attitudes and opinions, transfer knowledge, build skills, and transfer skills.

DDI has designed its training to get effective results based on the information on adult learning below.

10 Facts About Adult Learning

Fact #10: Adults want to know the value of the skills and knowledge being taught—the learning and performance objectives—and how they can be applied in the workplace.

Fact #9: Adults like using a variety and blend of learning styles (e.g., visual, kinesthetic, auditory, and tactile) and preferences (e.g., thinking versus acting, working alone versus working with others).

Fact #8: Adults prefer self-discovery, such as seeking questions, skill building, and discussions. Adults gain valuable insights from peer-to-peer coaching and support.

Fact #7: Adults’ self-esteem is on the line when they enter the classroom; therefore, a safe and encouraging environment is a must.

Fact #6: Adults prefer learning that engages both the left side of the brain (i.e., logical, sequential) and the right side (i.e., creative, abstract).

Fact #5: Adults prefer to discuss their expectations for the training and to share in the responsibility of the learning’s pace and outcomes.

Fact #4: Adults expect to receive one-on-one coaching, support, and guidance regarding key learning content along with opportunities for self-assessment.

Fact #3: Adults are problem oriented rather than subject oriented, and they prefer to work on applications that are specific and relevant to job-related issues. Adults also prefer that new learning be followed by a period of reflection to enable them to transfer and apply their new skills back at the workplace.

Fact #2: Adults’ attention span for lecture, or “tell,” is about 10 minutes; then, a change in pace or activity is needed.

Fact #1: Adults link their own work-life experiences to the learning points of the training. They link what’s being taught to what they already know.

Add any other adult learning facts that you’ve thought of:
THE AMERICAS

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412.257.0600

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TO LEARN MORE:
E-MAIL: INFO@DDIWORLD.COM
WWW.DDIWORLD.COM