FACILITATION AIDS

TheCityFix Learn™

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INTRODUCTION

1 The following content will introduce you to different facilitation techniques for designing your next training program or capacity development event.

The aids are frameworks for inclusive training that encourage self-reflection, peer-to-peer learning, and team connections. Each facilitation aid listed is tagged according to the engagement objective it best serves so you can better understand which is best suited to your capacity development objective(s).

SOCIAL IDENTITY PROCESS

This is recommended for use to:

1. Build Coalitation
2. Develop Individual Learening
3. Strengthen Institutional Capacity

Description

We often take our own perspective for granted and expect others to hold the same views and values. People have a tendency to assume that those they are talking to have the same knowledge base and ideas as they do.

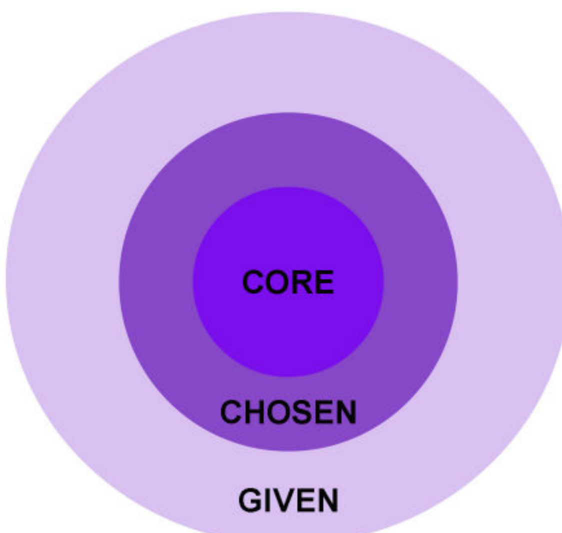
Yet, to gain the most wisdom and knowledge about a situation, we must identify our different paradigms and learn to be aware of this variation. The first step is thinking about how our own identity is formed.

SOCIAL IDENTITY PROCESS

CORE are the values and/or attributes you identify as essential to your identity as a person or an employee. Examples include being analytical, mission-driven, family-oriented, etc.

CHOSEN are those aspects of your work or life that you have selected but that are not intrinsic to your personal identity. These can be hobbies, a chosen course of study or profession, your taste in music, etc.

GIVEN are the parts of your life or work that have been handed to you, such as where you were born, your birthday, socioeconomic status, etc.



SOCIAL IDENTITY PROCESS

The social identity aid is a kick-starter activity that helps cultivate group engagement by building participant relationships. Using a concentric circle categorization model to catalyze individual self-reflection, this activity motivates participants to consider their self-identification and value structures. Having participants share some of their values and value classifications helps them see one another beyond titles and affiliations and build the deeper relationships necessary for effective collaboration.

The social identity aid is intended to help participants reflect on their value structure at a broad level, not just limited to their work identity. Value structures can vary significantly across individual and cultural contexts, but this handbook uses the term to refer to how individuals prioritize their values. Values can include a variety of characteristics (introverted or extroverted), passions (music, environmental sustainability), and beliefs. Sharing such information is not acceptable in all cultural contexts, however. In such cases, the aid can be explicitly applied to participants' work-specific value structure, focused on their institutional role or role in a particular project or collaborative endeavor.

Materials You will Need

1. Flip charts and markers (for facilitators' demonstration), whiteboards, or similar tools are used.

2. Blank paper and pen or pencil (for participants).

SOCIAL IDENTITY STEPS

1. Begin by drawing three concentric (one within the other) circles on a flip chart. Label the outer one as “given,” the middle one as “chosen,” and the inner circle as“core,” as shown above.

2. Explain that the “Given” aspects are those parts of your life or work handed to you by others. For example, where you were born, your birthday, and the socioeconomic status of your family of origin.

3. “Chosen” attributes are those aspects of your work or life that you have selected but are not intrinsic to your identity. These can be hobbies, courses of study or professions.

4. “Core” traits are the values or attributes that you identify as essential to who you are as a person or employee. This can include being analytical, mission-driven, family-oriented, etc.

5. Ask participants to draw their own circle model on a blank sheet and fill out the different levels of identity. Provide three to five minutes of silent reflection time.

6. Ask participants to break out into pairs and share what they have written with their partners. We call this “Pair-and-share.”

7. When the pair and share is complete, ask volunteers to share their most interesting discoveries or takeaways. Make sure that each individual has the time to share with the group.

8. At the conclusion of the group sharing session highlight some of the common points that were made to help the group connect or bond.

Source: Hannum, Kelly M. 2007. *Social Identity: Knowing Yourself, Leading Others.* Center for Creative Leadership.

DIRECTION, ALIGNMENT, AND COMMITMENT (DAC)

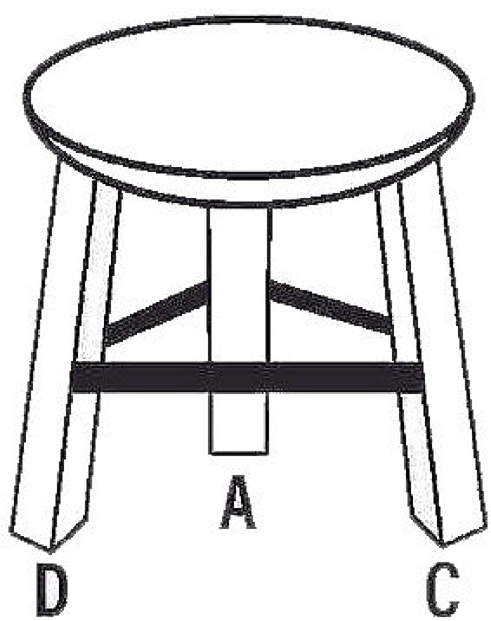
This is recommended for use to:

1. Build Coalitation
2. Strengthen Institutional Capacity

Description

The DAC framework looks at leadership as a cultural system aimed at cooperation. The three elements of DAC are a leader's objectives, and they build on the inputs of the VOP framework to catalyze and direct collective action.

DAC theory frames leadership as the pattern of beliefs and practices that produce direction, alignment, and commitment in a collective. The outcomes of effective leadership are direction, alignment, and commitment (DAC)



DIRECTION, ALIGNMENT, COMMITMENT (DAC)

Direction focuses on fostering agreement on goals. This requires deciding on how involved parties will reach such an agreement and determining what goals should be prioritized and pursued. All process members should be able to clearly articulate the group's shared vision and concur with one another on what collective success looks like.

Alignment is after direction and focuses on coordinating the work necessary to realize shared goals. Alignment requires asking how different involved parties will coordinate with one another so that their work is complementary, clarifying all parties' roles and responsibilities and fostering a sense of organization and cohesion among involved parties.

Commitment asks how a group will maintain progress and dedication to the collective's goals. Commitment requires building and maintaining a sense of trust and mutual responsibility and leveraging all involved parties' passions and motivations toward the realization of collective success.

Materials You will Need

1. Blank unlined paper
2. Sticky notes
3. Blank flip chart/whiteboard for demonstration
4. Pencils or pens

Source: McCauley, Cynthia, and Lynn Fick-Cooper. Direction, Alignment, Commitment: Achieving Better Results through Leadership. Center for Creative Leadership, 2015.

DIRECTION, ALIGNMENT, COMMITMENT (DAC) STEPS

To start hoose a project that you and others are working on to discuss.

1. Ask participants to draw two vertical lines on their papers so that they make three vertical columns, one each for Direction, Alignment, and Commitment. Demonstrate this on a flip chart page to be used at the end of the exercise.

2. Ask participants to fill each column with examples of actions (e.g., projects or tasks) that the collective in question does that demonstrate D, A, or C. (Allow three to five minutes of silent writing time.)

3. Ask participants to share some of their examples of collective actions that they see corresponding to either D, A, or C. Use this as a way to open group discussion.

4. Ask participants to share some of their examples of collective actions that they see corresponding to either D, A, or C. Use this as a way to open group discussion.

5. Ask each participant to mark three different sticky notes with the numbers 1, 2, and 3 (one number per note). Once the group discussion of Step 3 is concluded, ask each person to rank the collective's D, A, C (1 as strongest, 3 as weakest) by placing their numbered sticky notes under each letter on the DAC flip chart page that you made in Step 2.

3,2,1 REFLECTION

This is recommended for use to:

1. Build Coalitation
2. Individual Learning
3. Strengthen Institutional Capacity

Description

Like the social identity facilitation aid, the 3,2,1, Reflection exercise can be used throughout your training engagement to help participants identify critical takeaways and build their recall capacity for essential concepts.

This exercise is particularly effective for multi-day training engagements to build continuity from one day to another. In such cases, 3,2,1 Reflection can be used to start the subsequent days of any training engagement. For single-day engagements, 3,2,1 Reflection can be employed to close the day with targeted reflection.

Materials You will Need

1. Blank unlined paper
2. Sticky notes
3. Blank flip chart/whiteboard for demonstration
4. Pencils or pens

3,2,1, REFLECTION STEPS

1. Ask each participant to think about and then write down the following observations, either reflecting on a specific exercise or the previous day's activities:

    A. Three things that stood out. What are their key takeaways? Encourage participants to reflect on technical content and the exercise process (e.g., commonalities identified during the social identity activity).

    B. Two surprises. As with the previous prompt, encourage participants to think broadly when identifying two things that surprised them.

    C. One lingering question. What is the most important question that everyone still has following the exercise or day of activities?

2. Break into small groups (see Pair and Share under Quick Tips) for three to five minutes to let participants share their initial responses.

3. Following the pair (or group)-and-share period, ask each pair or small group to share at least one response to each of the three sections of the 3,2,1 Reflection.

ASSESSMENT OF THE ROAD

This is recommended for use to:

1. Strengthen Institutional Capacity

Description

A simple yet powerful way to talk about development is as a journey from here to there (FHT). The journey model applies to individuals, as well as collectives. In the latter case, the FHT exercise requires a foundation of DAC that binds the members of the collective together in common vision and purpose.

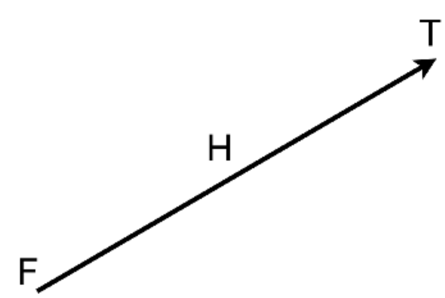
FROM: What brought us to this point?
HERE: What is our current status?
TOWARDS: Where are we trying to go, and how do we get there from where we are now?

From Here to There (FHT) requires Direction Alignment, Commitment, and attentiveness to the linkages between past, present, and future.

FHT can motivate two distinct types of discussion. First, it can be used as a team-building introductory exercise by asking participants to identify their trajectories. Second, it can be used as a group exercise to let different members of a collective share their perspectives of the collective's trajectory; in this way, FHT can motivate visioning and road-mapping exercises.

Materials You will Need

1. Flip chart
2. Image or word cards
3. Markers



ASSESSMENT OF THE ROAD STEPS

1. **From:** This step is about identifying the origin point of the group or each individual with respect to a shared goal. What brought everyone to where they are now? How did a group, project, or initiative originate with respect to a collective?

2. **Here:** Here refers to the now, the present. What are the key characteristics and challenges of a collective endeavor's present condition? Attention to the here and now can help place the present moment within a longer trajectory, but too much attention to the present can detract from identifying a way forward.

3. **There or Toward:** There is where we are going, toward a future state (The T can also stand for to and toward). Goals, visions, and missions have a magnetic pull for where we want to go in the future.

VISUAL EXPLORER (VE)

This is recommended for use to:

1. Build Coalitation
3. Strengthen Institutional Capacity

Description

Visual Explorer (VE) is a tool for groups and individuals seeking to explore complex topics. It uses images to facilitate conversations, creating new perspectives and shared understanding. It is especially effective when people have become stuck in their points of view.

While originating as a tool for developing leadership capacity through dialogue, many people currently use VE in classroom discussions, group facilitation, coaching, problem-solving, survey panels, focus groups, and qualitative research.

Materials You will Need

1. Visual Explorer or image deck of cards
2. Images from online sources such as Flickr or Pexels
3. Flip chart, and a marker.

Source: Palus, Charles J., and David Magellan Horth. 2019. "Origins and history of Visual Explorer." Center for Creative Leadership.

VISUAL EXPLORER (VE) STEPS

1. Choose one or two focal questions to frame the conversation. A group facing a shared challenge might ask, “What is the key challenge we are facing?”

2. Make the VE images available for browsing. Everyone in the group should silently browse the photos, and each person should choose an image for each framing question. The connection between the image and the question can be literal, emotional, or intuitive.

   -Each person examines the pictures he or she has selected and reflects on how the image connects to the framing question. During reflection, encourage the group members to pay close attention to the chosen image, asking questions like, “What is the image?”

3. The group convenes and sits in a circle. One person at a time shares his or her image(s), following a four-part pattern.

   -Each person shows a picture image and describes the image itself. At this point, the individual does not talk about connecting the picture to the framing question. Instead, he or she talks about what the picture is, what is happening in the picture, and the details that she or he notices.

   -The person describes the connection he or she has made between the image and the framing question and explains how the image responds to the question.

   -Each person in the group responds to the image(s) the speaker offers, following the same pattern. First, the response focuses on what is in the picture, whether the responder sees the same things that other group members or the first speaker see, and what details stand out. Second, the responder describes the connections he or she can make between the image and the framing question.

   After each speaker has shared an image in this way, he or she thanks the group, and the conversation moves on to the next person and photo (s). The conversation continues until everyone has shared the chosen images.

COLLABORATION EXPLORER

This is recommended for use to:

1. Build Coalitation
3. Strengthen Institutional Capacity

Description

Collaboration Explorer (CE) is a process and a tool that enables the participants to understand the principles and practices of true collaboration and the importance of building trust in their relationships. Through the use of CE cards in a facilitated process, groups and teams can learn about the degree of collaboration in their existing leadership culture and decide the degree of cooperation they would like to have in the future, as well as what specific actions they can take to begin the process of evolution.

Materials You will Need

1. Collaboration Explorer card decks—one for each person
2. VE card decks—one for each person
3. Either butcher paper about 20–30 feet in length, or flip chart paper (no sticky back) top and bottom 20-30 feet in length
4. Flip chart markers
5. Masking tape

COLLABORATION EXPLORER

The tool can be used at three levels:

Introductory - When a group or team wants to explore what "collaboration" is and create a level of alignment around a definition and the types of actions or behaviors that can move them toward greater collaboration. Or when a new team has just come together, as an opener for team development and building stronger relationships.

Intermediate - When a group or team wants to explore how its members are working together—where they have been, where they would like to go, and what they can do to get there. Or as the opener to a team beginning its collaborative team governance process.

Advanced - When trust breaks down, when a team wants to gain greater trust, or when a leadership team wants to explore what it will take to become a more collaborative, interdependent leadership culture.

COLLABORATION EXPLORER STEPS

1. **The Cards** - The participants use Virtual Explorer and the first set of cards to describe their answer to a question like "What does it mean to collaborate?" or "What is the current state of collaboration within your team/organization/community?" or "What is your desired state of collaboration?"

2. **Putting it in the middle** - Using the Star Model, the cards are put in the middle of the group, maintaining confidentiality, with each participant saying "If that were my card. . ." Or "Here's what that card means to me . . ."

3. **Dialogue** - Essential to reaching alignment is the process of dialogue around shared understandings. The goal is to access the collective wisdom of the participants in the group and build a shared view.

4. **Action Planning** - This process enables the participants to identify the gap between their current state and their desired state of collaboration and trust.

Once the gaps have been identified, participants use the action cards to identify the specific actions they intend to take to close them.

This step makes the solutions real and forms the basis for follow-up.

5. **Follow-Up Review** - This process occurs after a break in time—from 90 days to six months—when the action plan is reviewed, and the Collaboration Explorer process results can be used to assess how far the group has come, what's working, and what still needs work.

CHANGE STYLE PREFERENCES

This is recommended for use to:

1. Build Coalitation
3. Strengthen Institutional Capacity

Description

People have different preferences for how change should happen. There are three main preferences on a continuous spectrum. Change needs builders, connectors, and explorers. Each preference is valuable in its own way and has its own strengths and weaknesses, which can be explained using the Change Style Preference graphic in Theoretical Frameworks. Being aware of your own and others' preferences is very useful, as effective groups combine all three according to the situation.

People have different preferences for how change should happen. There are three main preferences on a continuous spectrum, each of which plays an important role in making change happen: builders, connectors, and explorers.

Being aware of one's preferences and those of others is an important means of fostering effective collaboration and realizing collective goals. Effective groups combine all three according to the situation.

Build (Conserver) - I honor and uphold tradition; It's important to do things by the book, Rules exist for a reason; I'm skeptical of change for its own sake.
Connector (Pragmatist) - Tradition is important, but so is flexibility;
We should probably start by the book, but that may not be where we end;
The most important rules are the ones that help us dialogue well as we seek solutions.
Explorers (Originator) - Tradition stifles innovation; We can't rely on yesterday's solution to address tomorrow's problems; Rules often need to be broken.

Materials You will Need

1. None

CHANGE STYLE PREFERENCES STEPS

1. Review the preference types and decide which category you are in.

2. Describe how you view the other styles.

3. Report your insights in category to the whole room.

BOUNDARY SPANNING

This is recommended for use to:

1. Build Coalitation
2. Strengthen Institutional Capacity

Description

Boundary spanning means building Direction, Alignment, and Commitment across social boundaries to serve a vision or goal. There are five types of social boundaries:

1. Vertical levels of hierarchy or rank
2. Horizontal function and expertise
3. Demographic human diversity (i.e., gender, age, personality)
4. Geographic locations
5. Stakeholder external groups, partners, and special interests.

Spanning boundaries among groups requires three stages. Managing Boundaries, Forging common ground, and discovering new frontiers.

Managing Boundaries - This stage taps into the power of differentiation: the human need for autonomy, divergence, and uniqueness across group boundaries..
Forgin Common Ground - The stage taps into the power of integration: the human need for unity, belonging, and connection across group boundaries.
Discovering New Frontiers - This stage taps into integration and differentiation in new and creative ways to explore the possibilities where various boundaries collide and intersect.

Materials You will Need

1. Flip chart
2. Markers
3. Blank paper
4. Pens or pencils

BOUNDARY SPANNING STEPS

1. Draw a column for each boundary type on flip chart paper (two boundaries per page will leave enough space).

Draw one horizontal line to make two rows beneath each boundary, one titled “Effective Strategies” and one titled “Ineffective Strategies.”

2. Ask participants to stand in groups according to which type of boundaries they think their collective spans most effectively.

3. Ask each group to take three to five minutes to write down the most effective strategies for spanning this boundary and which have been least successful.

Ask one person, at least, from each group to share key points at the end of the three to five minutes. Record responses under the appropriate sections on the flip chart pages.

4. Ask participants to stand in groups according to what boundaries they think their organization spans least effectively. Repeat the remaining steps from Step 2 (three to five minutes of reflection, large-group summary sharing, and record responses on flip charts).

5. If you have time remaining, ask the whole group for their thoughts on using this information when they return to their regular work.

STORYTELLING

This is recommended for use to:

1. Individual Learning

Description

Cultural change needs two simple things: stories about thoughts or deeds representing the culture we value and stories about people who do things representing the culture we want to create. Storytelling will help you articulate narratives that can permeate your organization and trigger culture change.

A story is truth wrapped in emotion that can compel us to take action and transform the world around us. Stories are narratives that carry the knowledge of our experience. In our stories, the symbolism is more important than the accuracy of facts. Verbally, stories help us create pictures that enable us to make sense of our values and beliefs collectively and carry forward important knowledge about progress in our societies.

Stories can reveal the hidden dimensions of an organization and are, therefore, essential for the management and leadership of changes in direction. Because stories reveal emotional and political norms and beliefs not generally spoken of directly, they are a view into a part of the organization that is not seen in spreadsheets, operations reports, and strategy documents.

Because stories link us to deeper organizational realities of culture, politics, beliefs, and practices, they are also essential vehicles for creating changes in organizational direction. Just as a tribe, village, or country uses myth, imagery, and stories to convey key reasons for past change, leaders can craft stories for the same purposes.

Materials You will Need

1. None

STORYTELLING STEPS

1. Getting Started with Storytelling

A. Clarify your intent: What are you trying to achieve with the story? Build trust? Celebrate success? Sustain progress? Motivate change? Share knowledge?

B. Select a story you are passionate about to communicate that passion to others.

Consider whether the following elements are clear in your story:

- The situation
- Key people involved
- The barrier or challenge to overcome
- How leadership worked together
- The transformation and impact

2. Step 2. Get storytelling started by asking good questions such as:

- A member of my family/community taught me about values and beliefs by...
- Tell me about your family or community and how they shaped your values and beliefs.
- Please tell me about your best or worst organizational experience.
- What role did collaboration or competition play in it?
- Share about a recent time in the organization when you felt successful. What happened, and how did you respond? Was there a sense of trust among the team sharing in the success?
- Tell us about a successful collaboration. Why did you work together and what did you decide to do? How did the work happen and what was created?
- Let me tell you about a big change effort and why I thought it was a good or bad thing. Do you have a story you can share?
- What do you think really works or does not work in this organization. Can you share a story to illustrate?
- Can you remember a time when your beliefs evolved?
- Do you have a story about personal growth, learning, or change and the difficulties and breakthroughs that happened?

MENTAL MODELS

This is recommended for use to:

1. Build Coalitions
2. Individual Learning
3. Strengthen Institutional Capacity

Description

Mental models are rules, categories, and perspectives that order and make our experience meaningful. They are derived from previous experiences and from our cultures. Mental models can shape our thinking positively but also limit or distort it.

We are usually only aware of our mental models once we reflect on them. Devising solutions to our challenges requires exploring, testing, and improving our mental models. This requires curiosity, experimentation, self-reflection, and dialogue.

Materials You will Need

1. Flip chart
2. Markers for facilitator
3. Blank paper or pens for participants

MENTAL MODELS STEPS

Diagramming mental models

1. Draw a 3 x 3 grid of dots on a blank flip chart
2. Ask participants to attempt to connect all of the dots in the grid with a solid line without lifting their pens or pencils from the page. Allow three to five minutes for this.
3. As participants work to complete the task, reassure them that it is possible and that there are multiple solutions.
4. After five minutes have passed, ask the participants to stop trying to connect the dots and see if anyone has come up with a solution.
5. If no participants have found a solution, show them how the task can be completed.
6. Once you or a participant demonstrated a solution to the challenge, use the flip chart example to highlight the space outside the box required to find a solution.

Phase 2 - Relate the Diagram to Real-World Challenges

1. Ask participants to each write down one challenge they face that they have not been able to resolve. Allow three minutes for this).
2. Once each participant has written the challenge down, ask them to write down the primary reasons (five or fewer) why they believe they have not been able to resolve the challenge
3. Ask participants to split into discussion pairs (pair and share) to address the following prompt: "What actions could you take, other than what you've already tried, to try and overcome or work around the reasons you wrote down in devising a solution to the challenge in question?" Have them write down their ideas.

Source: Clear, James. nd. "Mental Models: How to Train Your Brain to Think in New Ways." James Clear.

CHANGE LEADERSHIP

This is recommended for use for:

1. Individual Learning

Description

A leader skilled at initiating and managing change consistently promotes the cause, encourages others to join, and reinforces those who already are. Such leaders are highly driven and eager to engage others in new initiatives. Coping with transition involves recognizing and addressing the personal and emotional elements of change.

Change leadership is the shift in shared direction, alignment, and commitment needed to thrive in a complex world. Effective change leadership integrates the human (social, cultural) and the technical (expert, management) aspects of change in organizations and communities to realize a better future for all.

Change Leadership requires strategies to:

Change Oneself - pay attention what's going on inside of themselves.
Change Beliefs - intentionally testing and revising our shared mental models (culture) to better serve the mission.
Change Systems - extending our new mental models into revised systems and processes.

Materials You will Need

1. Blank paper
2. Pencils or pens for participants

CHANGE LEADERSHIP STEPS

Step 1: Ask each participant to write down how much time they have spent over the past 30 days on the following tasks:

- Managing technical aspects of their team's work
- Engaging to change beliefs among their team, their partner organizations, and/or other stakeholders relevant to their work
- Changing systems (whether internally focused on their institutional processes, among partner organizations, or externally)
- Reflecting on their actions and development and charting a path for their continued growth

Step 2: For a small group (10 or fewer), have everyone share their ranking (from most to least time spent); for larger groups, conduct these discussions in groups of four to six people.

Step 3: In group discussions, ask participants to identify their ideal ranking and what challenges or impediments keep them from implementing it.

SOCIAL, ORGANIZATIONAL, GROUP AND INDIVIDUAL IMPACT (SOGI)

This is recommended for use to:

1. Build Coalitions
2. Strengthen Institutional Capacity

Description

Leadership is developed and practiced at four levels of impact:

1. Society or Global Network: DAC is created within networks and societies of people across many boundaries.
2. Organization or Community: Organizations and communities have cultures that shape how DAC is created.
3. Group or Team: Each group has its own needs for Direction, Alignment, and Commitment (DAC) related to its tasks and constituents.
4. Individual: Everyone has skills, traits, beliefs, and experiences creating DAC.

The system formed by these four levels is called SOGI (an abbreviation of the levels, pronounced so-jee). All four levels should be considered when creating a leadership strategy in times of challenge and change. Think of SOGI as zooming (as on a digital map) from close in (individual level) to farthest out (societal level). It's all connected and interdependent.

SOGI STEPS

Materials You will Need

1. Paper - blank or lined
2. Pencils or pens for participants

Steps

In groups, have each person answer the following questions in order (for groups of 10 or fewer, have everyone discuss together; for larger groups, break into smaller groups of four to six people):

A. What challenge or change do you want to develop better leadership for?
B. What levels are in play here?
C. How do I or we develop leadership and create impact?
D. Regarding the challenge at each level, at which level do we start?

CASE STUDY/METHOD

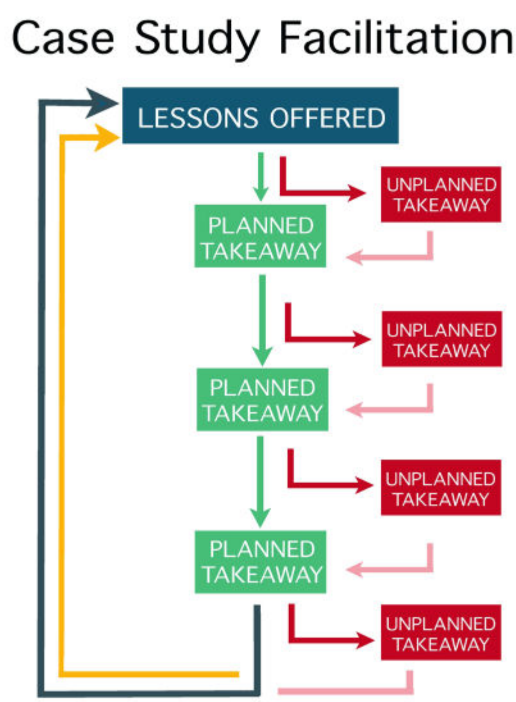
This is recommended for use to:

1. Individual Learning
2. Strengthen Institutional Capacity

Description

Case-method teaching is a learning tool designed to frame student analysis to solve a problem and, in so doing, generate generalizable lessons. In a teaching case, students (not the facilitator) do the analysis to reveal the lessons by critically engaging with a particular challenge. Unlike books and journal articles, teaching cases are question-oriented instead of outcome-oriented.

They are more akin to mysteries because the vital decision-making points act as a hook to build suspense. Cases share multiple perspectives but provide no analysis or diagnosis, nor do they make arguments.
Finally, they are carefully selected for the intended learning objective and brief. They give just enough information for students to understand a situation so that they can apply their critical reasoning skills to it.



Materials You will Need

1. Case study printouts
2. Flip charts
3. Markers

CASE STUDY/METHOD STEPS

1. Before the Training

a. Read the case: Familiarize yourself with the complexity behind the case, the evidence provided, and alternative courses of action.

b. Reread the case: As you reread the case, develop a structured discussion plan. Identify discussion blocks and supporting analytic frameworks and make notes to summarize the key takeaways.

c. Make sure participants read the case beforehand. Emphasize the workshop will be built mainly from their participation and engagement with the case material.

d. Prepare the structure of the training discussion.

i. Two to four discussion blocks, not including introduction and conclusion;

ii. 20 to 30 minutes per discussion block.

e. Send the case to participants and ask them to consider the following questions:

i. Who are the stakeholders involved? What are their objectives? What decisions must they make?

ii. What are the main issues in dispute?

iii. What contextual factors may influence the preferences or constrain the choices available to each stakeholder?

iv. What possible actions could each stakeholder pursue? What are the potential consequences of each course of action? Are some consequences likelier than others?

CASE STUDY/METHOD STEPS

2. During the Training

a. Start the discussion:

i. Introduce learning objectives and discussion blocks.
ii. Clarify discussion rules (brief comments focused on the topic, answers need not be perfectly formulated).

b. Introduce your first discussion block:i. Use leading questions to trigger a conversation. Leading questions can be simple, fact-based responses or provocative questions designed to elicit targeted responses.

ii. Wait for participants to respond; give them time to consider the question and form a response.

c. Facilitate discussion:i. Ask participants to respond to one another; don't answer questions directly yourself.

ii. Ask respondents to further explain any points their peers don't comprehend.
iii. Record as many responses as possible on the flip chart. Give each main topic its own space.

d. Highlight the main points raised and discussed during the pasture, particularly those you want participants to remember when they walk away.

e. Repeat these steps for each discussion block.

Overall Conclusion from the training - Summarize key takeaways

Go back to your learning objectives, summarize key takeaways, and wrap up the discussion.

ADDITIONAL TECHNIQUES FOR ENGAGEMENT

Use Space Wisely

When possible (based on time, available space, participants' physical condition, etc.), continually adjust the physical environment of the training engagement.

Remaining in the same seats and seating arrangement for long durations can lead to stagnation, whereas altering the physical environment exercise by exercise leads participants to connect with different people, change their perspectives, and think less constrainedly.

Making such adjustments can include employing the following techniques.

Ask participants to choose different partners for each pair-and-share session.

- When conducting Visual Explorer or Collaboration Explorer, have participants stand.
- Use group seats in smaller tables spread around the room rather than a U-shape or theater-style seating arrangement.
- For pair and share, encourage small groups to exit the primary meeting room and discuss their thoughts in a different space.

Push and Pull

Effective training engagements require a balance of giving information to participants (push) and coaching critical thinking and dynamic engagement from them (pull). In practice, pushing is exemplified by lecture-style sessions where information flows primarily one way from lecturer to audience.

On the other hand, pulling is exemplified by the facilitation aids in this handbook, which seek to motivate participants to be dynamically engaged with one another and with the facilitator. Limiting push activities and staggering them between application-oriented pull sessions can help keep participants focused and open to new learning. Asking participants to apply concepts and pull activities helps build stronger participant retention capacity.

CASE STUDY/METHOD STEPS

Monitor the Energy

Even the best agendas can lead to fatigue or may be met with unexpected results. Although it is important to try to stick to your agenda and training goals, a disengaged audience will not retain information. It is important, then, to continually pay attention to signs from your participants and adjust different aspects of your exercises and agenda as needed.

- If people are not sharing in large group discussions, try silent journaling followed by pair and sharing.

- If participants are engaged in a constructive, dynamic discussion running over the allotted time, consider letting the discussion continue so long as it is constructive rather than strictly adhering to the set time allotted in the agenda.

- If you can tell that participants are tired, consider adding an unplanned 10 to 15-minute break to give everyone time to recharge.

If you have identified your key objectives (whether through 4Mat design, consideration of the three core questions, or another method).

In that case, you can effectively adjust your agenda to accommodate the condition of your participant group without sacrificing your training goals.

Remember to ask students to evaluate the experience at the end of all training sessions. Take this opportunity to learn how to become a better facilitator and how to make the training more effective next time!

Recommended Reading: The Art and Science of Training by Elaine Biech 2015.

Source: McCauley, Cynthia, and Lynn Fick-Cooper. 2015. Direction, Alignment, Commitment: Achieving Better Results through Leadership. Center for Creative Leadership.