

# First Impressions! Establishing Climate in the First Hour of a Facilitated Session or Meeting Event

## *Facilitator's Guide*



### *Facilitator's Agenda*

<i>Module</i>	<i>Time Frame</i>
Icebreaker/Debrief	1:30 - 1:45
Introduction/Goals	1:45 - 1:50
About Icebreakers	1:50 - 2:00
Using an Agenda	2:00 - 2:10
Using an Agenda: Situation Analysis	2:10 - 2:20
Why is it important to ask good questions?	2:20 - 2:25
2 Types of questions	2:25 - 2:30
Practice writing closed questions	2:30 - 2:35
Benefits/risks of closed questions	2:35 - 2:40
Practice writing open questions	2:40 - 2:45
Benefits/risks of open questions	2:45 - 2:50
4 Techniques for Phrasing Questions	2:50 - 2:55
Practice Phrasing Questions	2:55 - 3:00
2 Choices for directing questions	3:00 - 3:05
3 Techniques for Handling Participants' Answers	3:05 - 3:10
Practice Handling Answers	3:10 - 3:15
3 Ways to Respond to Questions	3:15 - 3:20
Practice Responding to Questions	3:25 - 3:30
How Do I Put all of This into Practice?	etc.
Setting Goals/Thanks	etc.

<b>Module:</b>	<i><b>Entry/Introductions</b></i>
<b>Objective:</b>	<ul style="list-style-type: none"> <li>To demonstrate the use of an icebreaker</li> </ul>
<b>Time:</b>	1:30 - 1:45 (15)
<b>Facilitator's Materials:</b>	Entering Instructions
<b>Participants' Materials:</b>	Entering Instructions
<b>Procedure:</b>	<p>Entering Instructions:</p> <ul style="list-style-type: none"> <li>Sign your name, store or company and the # of years you've been in the college store industry. <b>Transparency</b></li> <li>Work as a team to list those characteristics you look for in facilitators at meetings and training sessions</li> </ul> <p><b>at 1:45, return to seats</b></p> <p>Allow 5 minutes, then return to seats</p> <p>Debrief:</p> <ul style="list-style-type: none"> <li>"...Did you know that we have approximately _____ years of experience in the college store industry in this room?")</li> <li>What characteristics did your group list?</li> <li>1 type of icebreaker = "getting acquainted"</li> <li>How did breaking immediately into a group change the beginning of the program for you?</li> <li>More in a few moments...</li> </ul>
<b>Notes:</b>	

<b>Module:</b>	<b><i>Goals/Preface</i></b>
<b>Objective:</b>	<ul style="list-style-type: none"> <li>• To list objectives for the session</li> </ul>
<b>Time:</b>	1:45 - 1:50 (5 minutes)
<b>Facilitator's Materials:</b>	Transparency # 2,3, 4
<b>Participants' Materials:</b>	Workbook p. 2,3, 4
<b>Procedure:</b>	<p>Why developed:</p> <ol style="list-style-type: none"> <li>1. People make judgements within the first few moments</li> <li>2. Time is money, so we need productive sessions</li> <li>3. Business is now fostering greater employee involvement; important to have an open, upbeat climate to foster collaboration</li> </ol> <ul style="list-style-type: none"> <li>• Session focuses on 3 skills:</li> <li>• Icebreakers</li> <li>• Use of an agenda</li> <li>• Skills asking effective questions (because once you've established a positive climate, you work toward a positive meeting or training outcome.</li> </ul> <p><b>P. 4 - Preface</b></p> <ul style="list-style-type: none"> <li>• Jump in!</li> <li>• Jot down answers, ideas in your workbook</li> <li>• Use as a back-home resource</li> <li>• Have fun!</li> </ul>
<b>Notes:</b>	<p>Feedback instruments - after the program</p> <ul style="list-style-type: none"> <li>• <b>Review later</b></li> <li>• <b>Might use as training materials in your own store</b></li> </ul>
<b>Back at the Store:</b>	

<b>Module:</b>	<b><i>About Icebreakers</i></b>
<b>Purpose:</b>	<ul style="list-style-type: none"> <li>To define the 5 types; explore value</li> </ul>
<b>Time:</b>	1:50 - 2:00 (10 minutes)
<b>Facilitator's Materials:</b>	Transparency # 5, 6 and 7
<b>Par. Matls.:</b>	Workbook p. 5, 6 and 7
<b>Procedure:</b>	<p><b>p. 5</b> Definition. Types:</p> <ul style="list-style-type: none"> <li>Getting Acquainted</li> <li>Energizers and Tension Reducers</li> <li>Games and Brainteasers</li> <li>Feedback and Disclosures</li> <li>Professional Development Topics</li> </ul> <p><b>p. 6</b> Type we used when we came in?</p> <p><b>3</b> reasons why icebreakers add value?</p> <ul style="list-style-type: none"> <li>Foster interaction</li> <li>Stimulate creative thinking</li> <li>Challenge basic assumptions</li> <li>Illustrate new concepts</li> <li>Introduce specific material</li> <li>Reduce anxiety</li> <li>Energize a group</li> </ul> <p><b>p. 6 - type of icebreaker appropriate (see below)</b></p> <p><b>p. 7</b> Valuable if participants know each. other? (yes, different types, break, change of pace, diffuse tension)</p>
<b>Back at the Store...</b>	May want to jot down an idea for an upcoming event....
<b>Notes:</b>	<b>Bottom line: person planning or developing must decide which and what are appropriate and when</b>

<i>Situation</i>	<i>Type of Icebreaker Appropriate</i>
Spot training session on rush cashiering for new student workers?	Getting Acquainted Energizers/Tension Reducers
Customer service training session?	Getting Acquainted Energizers/Tension Reducers
TQM team meeting?	Getting Acquainted Feedback/disclosure Energizers/Tension Reducers
Kickoff meeting for new volunteers in your community, church or synagogue project?	Getting Acquainted Energizers/Tension Reducers

<b>Module:</b>	<b><i>Using an Agenda</i></b>
<b>Purpose:</b>	<ul style="list-style-type: none"> <li>• To define agenda &amp; explain the importance of its use</li> </ul>
<b>Time:</b>	2:00 - 2:10 (10 minutes)
<b>Facil. Matls.:</b>	Transparency # 8, 9, 10
<b>Par. Matls.:</b>	Workbook p. – 8, 9, 10
<b>Procedure:</b>	<p><b>p. 8 Agenda</b> –The roadmap that keeps a meeting or training session on track by providing topic flow and timing. Simple/Complex. Must support goals, match audience.</p> <p><b>p. 9 Purposes</b></p> <ul style="list-style-type: none"> <li>• Determine <b>which tasks to address/teach first</b></li> <li>• Establish <b>specific outcomes or products</b> expected</li> <li>• Establish <b>criteria for determining when expected outcomes are achieved</b> or expected products are acceptable</li> <li>• <b>Clarify the group’s tasks</b> (the <i>what</i>), and <b>determine the processes</b> (the <i>how</i>) the group will use to complete the tasks</li> <li>• Establish <b>time frames</b> for each task, activity, or process to ensure that the group has enough time to complete all of them</li> <li>• In a meeting, <b>identify other group members</b> who can assist the group in completing the tasks</li> </ul> <p><b>P 10 Sample Agenda</b> Shown: date, time, place, attendees, time frames <b>(but not the only model... whatever works!)</b> <b>BENEFITS for PLANNER AND PARTICIPANTS?</b></p>
<b>Back at the Store...</b>	
<b>Notes:</b>	

<b>Module:</b>	<i>Using an Agenda: A Situation Analysis</i>
<b>Purpose:</b>	<ul style="list-style-type: none"> <li>To practice designing an agenda for a meeting and explore expected outcomes</li> </ul>
<b>Time:</b>	2:10 - 2:20 (10 minutes)
<b>Facil. Matls.:</b>	Transparency #11, 12, 13
<b>Par. Matls.:</b>	Workbook p. 11, 12, 13
<b>Procedure:</b>	<p><b>p. 11 Situation: Tom's meeting REVIEW IT!</b></p> <p><b>How can an agenda benefit Tom's meeting?</b></p> <p><b>p. 12 Possible outcomes if Tom doesn't use one?</b></p> <p>Work with neighbor on <b>LEFT</b> to draft a simple agenda</p> <p><b>TOM HAS 2 HOURS FOR THIS INITIAL MEETING</b></p> <p><b>Debrief:</b></p> <ul style="list-style-type: none"> <li>Elements</li> <li>Time frame versus goals</li> <li>Maybe too aggressive for the meeting? Set separate meetings?</li> </ul> <p><b>p. 13 Sum: why critical? &amp; Back at the store: jot down...</b></p>
<b>Back at the Store...</b>	As you plan meetings, think about goals, planned outcomes, time frames. Less may be better than more.
<b>Notes:</b>	

<b>Module:</b>	<i>Why is it Cimportant to Ask Good Questions?</i> <i>The 3 Skills of the Questioning Process</i>
<b>Purpose:</b>	<ul style="list-style-type: none"> <li>• To examine 4 key reasons for asking good questions</li> <li>• To list the 3 skills of the questioning process</li> </ul>
<b>Time:</b>	2:20 - 2:25 (5 min )
<b>Facil. Matls.:</b>	Transparency # 14, 15
<b>Par. Matls.:</b>	Workbook p. – 14, 15
<b>Procedure:</b>	<p><b>Intro</b> So far, we've looked at two quick and fairly simple things you can do to get a meeting or training session off to the right start...</p> <p>The rest of the session focuses on the skill of asking good questions</p> <p><b>p. 14 Why important to ask good questions</b></p> <ol style="list-style-type: none"> <li>1. Help facilitator determine what learners already know about a topic to focus on what they need to learn</li> <li>2. Invite participation and involvement</li> <li>3. Provide you as facilitator with feedback about what is being received</li> <li>4. Enable participants to assess their learning and fill in their own learning gaps.</li> </ol> <p><b>Risk of results when good questions aren't asked?</b></p> <p><b>p. 15 3 skills of the questioning process</b></p> <ol style="list-style-type: none"> <li>1. Asking questions</li> <li>2. Handling participants' answers to questions</li> <li>3. Responding to participants' questions</li> </ol> <p><b>16 Asking Questions means...</b></p> <ol style="list-style-type: none"> <li>1. Selecting the right <b>type</b> of question</li> <li>2. <b>Phrasing</b> it so it elicits the response you are after</li> <li>3. <b>Directing</b> the question appropriately</li> </ol>
<b>Back at the Store...</b>	
<b>Notes:</b>	

<b>Module:</b>	<i>Types of Questions</i>
<b>Purpose:</b>	<ul style="list-style-type: none"> <li>To define <b>open</b> and <b>closed</b> questions</li> </ul>
<b>Time:</b>	2:25 - 2:30 (5 min.)
<b>Facil. Matls.:</b>	Transparency #17
<b>Par. Matls.:</b>	Workbook p. – 17
<b>Procedure:</b>	Two basic types of questions; see below <b>Which are easier to ask?</b>
<b>Back at the Store...</b>	
<b>Notes:</b>	

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