



# FACILITATIVE LEADERSHIP TOOLKIT



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# Introduction and Acknowledgments

The Centers for Disease Control and Prevention's National Comprehensive Cancer Control Program (NCCCP) ([www.cdc.gov/cancer/ncccp/](http://www.cdc.gov/cancer/ncccp/)) provides funding, guidance, and technical assistance to 66 comprehensive cancer control (CCC) programs and coalitions that develop and implement impactful, strategic, and sustainable plans to prevent and control cancer. The American Cancer Society ([www.cancer.org](http://www.cancer.org)) is one of two organizations awarded a cooperative agreement to assist in the provision of technical assistance and training to NCCCP-funded programs and coalitions. For over 25 years, the American Cancer Society has sought to build NCCCP program and coalition capacity to implement effective comprehensive cancer control approaches in states and local communities, such as conducting evidence-based interventions (EBIs); focusing on policy, systems, and environmental (PSE) change; effectively training and disseminating information to partners; and utilizing data and evaluation.

**A foundational aspect of any coalition support involves significant skill-building in the development, maintenance, and sustainability of the coalition itself.** This publication provides tools, processes, and resources for program and coalition staff and leadership to more effectively:

- Design and facilitate engaging meetings.
- Persuade others, negotiate agreements, and resolve conflicts.
- Hold effective coaching conversations.
- Identify impactful coalition strategies and recruit members able to execute those strategies.

We would like to thank the leadership of the CDC's NCCCP for contributing their content expertise, as well as their forethought, in casting a vision for skill-building in coalition health, as evidenced in their support of the development of this resource.

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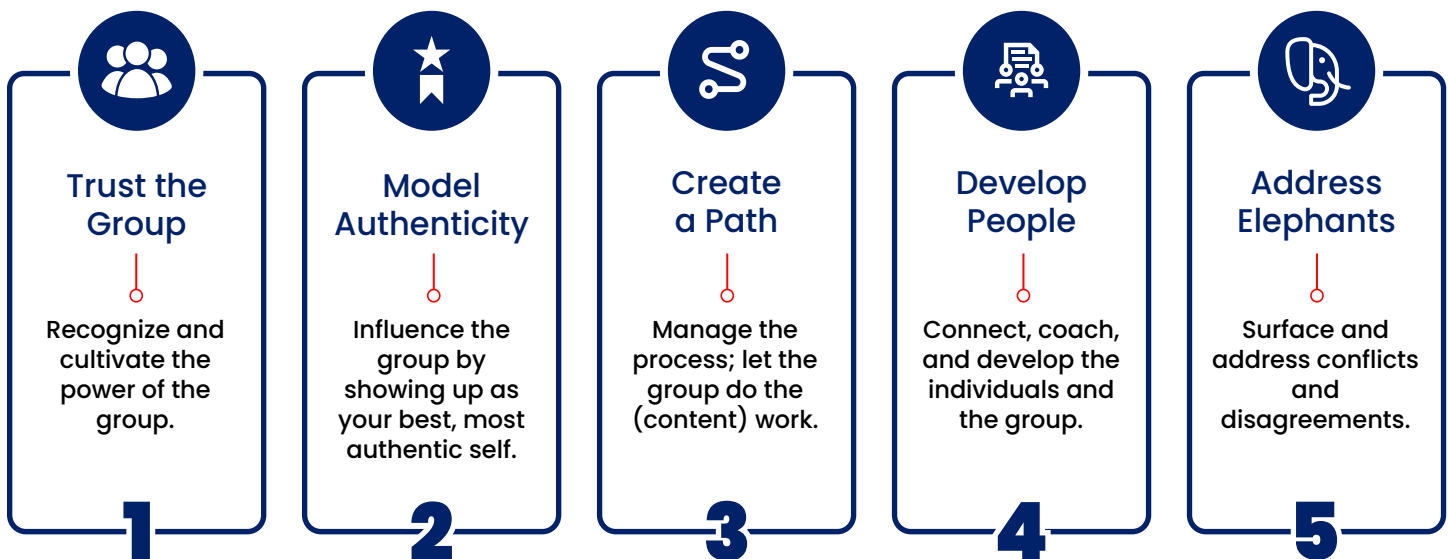
# Facilitative Leadership

## What Is Facilitative Leadership?

Facilitative leadership is a leadership style that enables a group of people to set direction, make decisions, and take action. Facilitative leaders often operate in an *ask style* – employing traditional workshop facilitation, coaching, and influence skills. It's sometimes easiest to understand facilitative leadership by contrasting it with an opposite approach called *directive leadership*. When directing, leaders operate from a *tell style* – setting direction, making decisions, and assigning tasks. There are many situations in which directive leadership is helpful or required. Leading a coalition of highly capable, motivated, and professional volunteers over whom you have limited control is not one of them. Your work as a coalition leader will require facilitative leadership.

## Facilitative Leadership Principles

Facilitative leadership is built around five core practices.



This toolkit is based on the practices above. When in doubt, use these principles as your North Star.

## Facilitation Content, Process, and Facilitative Tools

**Content, process, and facilitative tools** are terms that are consistently used by facilitators and by this toolkit. **Content** refers to the substance of the conversation. Meeting participants are (almost) exclusively focused on the content. **Process** refers to how participants engage with the content. Facilitators are chiefly responsible for maintaining the process. **Facilitative tools** are frameworks that the facilitator introduces to help manage the chosen process. For example, if a group is deciding what evidence-based intervention (EBI) to implement in a community, the content is what is thought, felt, said, and decided about EBIs. A process to hold the discussion might involve brainstorming. A facilitative tool to aid brainstorming might be a mind map.

### Content

**What** we are discussing, analyzing, and deciding

**Examples:**

- Topics
- Data
- Suggestions
- Decisions
- Actions to take

### Process

**How** we are discussing, analyzing, and deciding (the content)

**Examples:**

- Presentation
- Open dialogue
- Round-robin
- Brainstorming
- Voting

### Facilitative Tools

A **framework** that helps us manage the process

**Examples:**

- Mind map
- 2x2 matrix
- GROW model
- Pros-and-cons list
- Process map







## Facilitating Dialogue

The simplest form of facilitation is facilitating a group dialogue with minimal processes and no formal facilitation tools. Picture a group of friends deciding where to go to dinner, a marketing team debating how to position a product, or a cancer control coalition determining what evidence-based intervention best applies to a particular community. Most group conversations like these can be aided by simple facilitative techniques, such as framing, asking good questions, active listening, focusing, and visual recording.

### Framing

Framing is setting up a conversation or activity to maximize efficiency and the chances of success. Without a clear frame, participants will make their own assumptions about what is being discussed, how they should engage, the purpose of the dialogue, etc. A good frame has four essential components: context, objective, process, and check-in. Use the template below to help frame any conversation.



Component	Purpose	Sounds like...
 <p><b>Context</b></p>	How this dialogue/activity fits into the overall work	We just finished discussing the budget for the annual conference.
 <p><b>Objective</b></p>	What we are trying to achieve in this dialogue/activity	We need to identify a short list of possible locations for the conference.
 <p><b>Process</b></p>	The steps we will take to achieve the objective	Let's use a round-robin, and each person can share one possible location at a time. We will go around until all ideas are on the table. I'll record each idea on our whiteboard as we go. You can pass at any point.
 <p><b>Check-in</b></p>	An opportunity to get clarification before beginning	What questions do you have before we start?

## Asking Good Questions

Asking good questions is a critical facilitation competency. What constitutes a good question is inherently situation specific. Good facilitative questions tend to be:

- **Open** – They elicit a range of possible answers.
- **Neutral** – They do not suggest a preferred answer.
- **Experiential** – They engage participants to think about their actual experiences.
- **Appreciative** – They are solutions-focused or framed positively.
- **Multifocal** – They take into account multiple factors.



See the accompanying table for examples of each type of question.

### Closed

Are we spending too much time in meetings?

### ➔ Open

What are your thoughts about the amount of time we spend in meetings?

### Leading

Don't you think we are spending too much time in virtual meetings?

### ➔ Neutral

What are your thoughts on the amount of time we spend in meetings?

### Conceptual

What are the biggest problems with our current virtual meetings?

### ➔ Experiential

Think about the last time you were in one of our virtual meetings where you were frustrated with the meeting. Consider what triggered your reaction. List a few of the biggest triggers.

### Problem-focused

Think about the last time you were in one of our virtual meetings where you were really frustrated with the meeting. Think about what most triggered your reaction. List a few of the biggest triggers.

### ➔ Appreciative

Think about the last time you were in one of our virtual meetings where you were engaged and impressed with the meeting. Think about what most contributed to your reaction. List a few of the biggest contributing factors.

### One Focus

How can we spend less time in meetings?

### ➔ Multifocal

How can we spend less time in meetings and still maintain connection and collaboration?

## Asking Specific Questions

Below are examples of specific questions for facilitating dialogue and drawing out good ideas from participants. Again, good questions are inherently situation specific.

Purpose	Example Question
<b>Furthering dialogue</b>	<ul style="list-style-type: none"> <li>• Can you tell me more?</li> <li>• I heard you say _____. Can you elaborate?</li> </ul>
<b>Asking for reactions</b>	<ul style="list-style-type: none"> <li>• What is your reaction to ...?</li> <li>• How do you feel about ...?</li> <li>• What is your best thinking about ...?</li> <li>• What brings you to conclude that ...?</li> <li>• What prompted your decision to ...?</li> </ul>
<b>Encouraging participation</b>	<ul style="list-style-type: none"> <li>• Before we go on, can we hear from everyone on _____ topic?</li> <li>• Andy, Barbara, and Chen, how might you answer Donna’s question?</li> <li>• We have heard from almost everyone. Can we hear what some of the quieter voices think?</li> </ul>
<b>Exploring ideas in more detail</b>	<ul style="list-style-type: none"> <li>• What are some other ways to approach this problem?</li> <li>• Are there other things we should consider?</li> <li>• Donna, what would you add to what has been said?</li> </ul>
<b>Asking for a synopsis or summary</b>	<ul style="list-style-type: none"> <li>• I may have lost track. Will someone summarize what has been said so far?</li> <li>• You have shared a lot in the past few minutes. Can you briefly summarize your key point(s) for us?</li> <li>• How might you state that in one sentence?</li> </ul>
<b>Testing for agreement</b>	<ul style="list-style-type: none"> <li>• It seems that we have come to an agreement on this issue. Does everyone accept the idea that ...?</li> <li>• Eugene, is that your feeling, too?</li> <li>• Before we move forward, let me check to make sure that all have agreed to ...?</li> <li>• Felicity suggested _____. Does anyone see that differently?</li> <li>• We seem to have concluded _____. Are there any good reasons to question this conclusion?</li> </ul>
<b>Checking progress</b>	<ul style="list-style-type: none"> <li>• How is this brainstorming process working for everyone?</li> <li>• We seem to be stuck; how can we move forward?</li> <li>• We have been working on this problem for about an hour. How many of us need a short break?</li> </ul>

## Active Listening

Effective facilitation requires the leader to continually observe what is happening in the group while actively listening to the dialogue. Below are a few active-listening techniques that benefit from repeated practice.

Practice	Means	It May Sound Like
<b>Acknowledging</b>	Showing recognition or gratitude for what is shared	Thank you for sharing your insights.
<b>Reflecting</b>	Restating the essence of what is shared	I think you are suggesting that we need more data before making a decision.
<b>Summarizing</b>	Summarizing – succinctly capturing multiple or complex shared insights	Overall, I think you are saying that we need more time to make a decision, that our data are questionable, and that we may not have the right expertise in-house. Did I catch that correctly?
<b>Observing non-verbals</b>	Attending to or acknowledging non-verbal communication	I heard you say we need more time to make a decision, but you appear uncertain.
<b>Listening for themes</b>	Recognizing and giving voice to emerging themes in dialogue	It sounds like many of us are hesitant to make this decision. Is that correct?
<b>Giving voice to the unspoken</b>	Hearing what isn't said – carefully surfacing topics that may benefit from discussion	I'm hearing a lot of talk about postponing this decision. I'm not hearing anyone address the overall timeline or budget consequences.



## Focusing

It's common for any group conversation to quickly move off-topic. At one moment, you are identifying which FQHCs the group might engage, and the next moment you are discussing favorite restaurants. Keeping a group focused on the objectives of the conversation is a critical facilitation – and coaching – skill. Groups appreciate a facilitator who will keep them on topic – even when that involves making polite interruptions in the conversations. Here are a few simple tactics to keep groups focused on the objectives.

### Framing

Carefully frame all discussions. Frequently repeat the objective of any conversation.

*We are trying to identify potential FQHCs to engage in our HPV vaccination efforts. I've heard two suggestions of potential FQHCs. What other FQHCs could we engage?*

### Bridging

Say something positive about the current dialogue, and then pose a question related to the original topic.

*I really appreciate this discussion of local restaurants; it's making me hungry! We started with a conversation about identifying regional FQHCs to engage. We mentioned two. Are there others?*

### Inquiring

Ask how the current dialogue relates to the objective.

*I'm curious how our conversation about restaurants relates to FQHCs we could engage.*

### Interrupting

Politely, interrupt and redirect.

*Please let me step in here for a second. It sounds like we moved to a discussion of our favorite cuisine. Should we get back to identifying FQHCs to engage?*

### Parking

Offer to put the current topic on a parking lot of side issues.



It's good to wait for a brief pause in the conversation to focus the group. However, sometimes the pause never comes. A good technique for interrupting – often called **onboarding** – is to finish someone's sentence for them and then redirect the conversation.

**Bob: I really love Red Lob...**

Facilitator: ...Red Lobster and their all-you-can-eat crab. I love it, too!! Let me take us back to the conversation about FQHCs.

## Visual Recording

Participants often struggle to track extended conversations. It is extremely helpful to record and visually display key points or themes as the group dialogue progresses. Arguably, this is easier in virtual workshops using a virtual whiteboard (e.g., Zoom whiteboard, Google Jamboard, etc.) or a shared document (e.g., Word).

Most facilitators record key points or themes in bullet-point lists. For complex, nuanced, or less structured conversations, few techniques are better than mind mapping (see below).

Flip charts, whiteboards, and virtual documents are excellent tools for displaying information and recording participant discussions. Unlike PowerPoint slides, flip charts do not pull attention away from the group or from a presenter. Flip charts etc., have the advantage of being on constant display – whereas a PowerPoint slide disappears after use. Also, participants can be actively involved in creating flip-chart content.



### Flip Charts

Below are guidelines for creating flip charts.

- Use headers and borders on flip charts.
- Write in a large size, neatly, and legibly!
- When recording participant responses, try to write what they say.
- When recording responses, add extra white space between the lines for edits.
- Use colors consistently and intentionally. Black, blue, and brown are ideal for writing. Red, green, and orange are excellent for emphasizing points.

### Virtual Whiteboards and Sticky Notes

Almost anything you can do with flip charts and sticky notes can be done equally well, if not better, with a good virtual whiteboard. Most virtual meeting platforms (Zoom, MS Teams, etc.) have whiteboards, although many have no good sticky-note equivalents. For a free, effective, and easy-to-use whiteboard, consider [Google Jamboard](#).

### Sticky Notes

Sticky notes are a favorite physical tool for many facilitators. Unlike flip charts, sticky notes are easily moved and therefore are great tools for recording, arranging, and rearranging information.

Large (8 x 6 inches), unlined, landscape sticky notes are typically preferable to smaller, lined, portrait sticky notes.



## Facilitation Process and Tools

Using the facilitation techniques above will aid almost any conversation. However, to help groups – especially larger groups – hold robust conversations and make decisions typically requires using facilitation processes and tools. These processes and tools can be grouped according to their **primary** purpose: building connections, sharing information, analyzing information, or making decisions. A few processes are foundational and span these convenient categories. And just like screwdrivers or hammers, tools designed for one use can easily be repurposed for other uses. The processes and tools below can all be used in virtual and in-person settings.

Purpose	Processes and Tools	
<b>Foundational</b>	Core processes that can be used alone or in combination with other processes and tools	<ul style="list-style-type: none"> <li>• Grouping participants</li> <li>• Round-robin (Rounds)</li> </ul>
<b>Connection</b>	Helps build understanding, trust, and team cohesion. (Note: These are listed in the <a href="#">Building Healthy Teams</a> section.)	<ul style="list-style-type: none"> <li>• Warm-up questions</li> <li>• Phone pics</li> <li>• My name</li> <li>• Quads of my life</li> <li>• Flash interviews</li> <li>• Storytelling</li> <li>• Show-and-tell</li> <li>• Sorting</li> </ul>
<b>Sharing Information</b>	Helps groups gather, share, and discuss information	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Small-all</li> <li>• Polls</li> <li>• Mind mapping</li> <li>• Brainstorming</li> <li>• Nominal group technique (NGT)</li> </ul>
<b>Analyzing Information</b>	Helps groups organize and assess information	<ul style="list-style-type: none"> <li>• Affinity grouping</li> <li>• Pros-and-cons list</li> <li>• 2x2 matrix</li> <li>• Qualitative ranking</li> </ul>
<b>Making Decisions</b>	Helps groups make or confirm decisions	<ul style="list-style-type: none"> <li>• Voting</li> <li>• Fist-to-three</li> <li>• Decision rounds</li> </ul>

## Foundational Processes

Grouping participants and round-robin are two core processes that are used alone or as part of other processes and tools.

### Grouping Participants

It is important to consider how you will group participants for any discussion or facilitative process. Broadly speaking, there are three process options: individual, small-group, and large-group.



#### Individual Process

Each participant works independently but simultaneously on a task (e.g., each participant writes down three suggestions to solve a problem).



#### Small-group Process

Groups of participants work together on a task (e.g., four groups of five participants each identify and record three suggestions to solve a problem).



#### Large-group Process

All participants work together simultaneously (e.g., a facilitator asks the entire group to identify three suggestions to solve a problem).

Inexperienced facilitators often over-rely on large-group processes and under-leverage small groups. This is especially challenging when there are a large number of participants. Typically, it is best to have a mix of individual, small-group, and large-group processes in any meeting.

### Benefits

- Mixing between individual, small-group, and large-group processes increases engagement.
- Individual processes are especially helpful to give participants time to prepare, think, or focus before engaging in small- or large-group discussions.
- Small-group processes enable participants to maximize and democratize dialogue. They tend to increase creative problem-solving and enable better decision-making.
- Large-group processes allow everyone to hear what is being shared at the same time in the same way. While large-group processes are routinely overused, they can be indispensable for some activities like presentations, providing instructions, and vetting a decision.



The ideal small-group size for most facilitative processes is between two and six people.



Consider combining individual, small-group, and large-group processes together to achieve an objective. For instance, you might begin with **individuals** quietly thinking to themselves about a question. Then move to **small groups** to discuss their thoughts and create a group proposal. Then leads from each small group report out in a **large-group** setting to hear all ideas.

### Key Steps

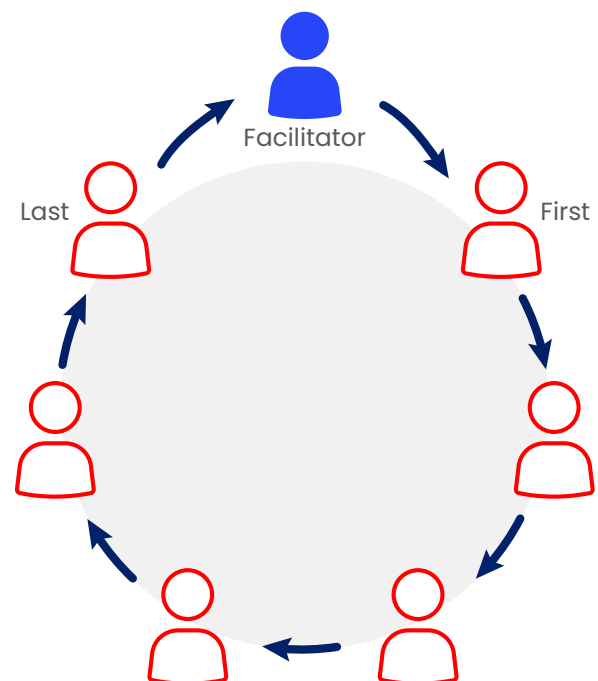
- 1 Decide what grouping size is best for the work to be accomplished.
- 2 For small groups, identify smaller-group sizes and how group membership is identified.
- 3 Consider nominating a lead for each small group. The lead will facilitate discussion or record conclusions.
- 4 Small-group processes will often end in a large-group report out. Make sure you allocate time for any needed report outs.
- 5 Think about the sequence of steps (e.g., you may want to start and end a section of your agenda in a large group but toggle between individual and small-group processes throughout).

### Round-robin

Round-robin (Rounds) is a simple technique for managing conversation or participation. It is a core process that shows up in many other processes below. In a round-robin, participants respond to a facilitator's prompt in an identified order (e.g., clockwise around the table). Facilitators often give a participant a defined period of time (e.g., 20 seconds) to share information. Afterward, the next person in the order is invited to speak. The facilitator may choose to record a summary of what each participant says.

#### Benefits

- Democratizes participation. Using a round-robin is a great way to keep individual participants from dominating the conversation.
- Helps manage time
- Promotes listening and understanding



## Key Steps

- 1 Share the prompt (question or instructions).
- 2 Identify the order of responses.
- 3 Invite participants to pass if they don't have an answer.
- 4 Identify the time frame to respond (optional).
- 5 Record the responses (optional).

## How to Use It

- Commonly used for personal introductions
- Elicit information. For example:
  - Let's share our thoughts about how last week's training went. When we come to you, please share one thing that went well and one place that needs improvement.
  - Everyone, please share your initial suggestion for what strategy to consider and provide a one-sentence rationale.
  - Can we get everyone to weigh in on our decision between options A, B, and C? State your choice, and briefly explain why you chose that option.



Often, you will begin with a volunteer and then work clockwise or counterclockwise. If you have a participant or multiple participants who dominate the conversation, consider starting farthest away from them.



If you need to get participants to listen carefully to each other, consider making the next person speak briefly and restate the thoughts of the previous person who spoke. This simple variation is remarkably helpful when discussing nuanced issues or making decisions.

## Processes for Building Relationships

### Warm-up Questions

If you spend time in work meetings, you have responded to plenty of introductory warm-up questions. They may not be novel, but they are quick and easy and allow participants to learn about each other. The questions can be related to the objectives of the meeting or simply be interesting questions. See the [Appendix](#) or Google icebreaker questions for options.

### Phone Pics

This is another easy, flexible process for building connections. It works best in groups of five to seven people. Ask participants to find a phone picture that shows them doing something they love, share the picture (usually by passing the phone around), and tell a one-minute story.

### My Name

Ask participants to explain the history or significance of their name or names. Participants can discuss their first, last, or middle names as they wish. This simple exercise can be surprisingly interesting.

### Quads of My Life

Create a flip-chart template – one for each participant – that has space for the participant’s name and responses to four questions. Share the questions, and allow enough time for each participant to create their chart. Use a round-robin to conduct present-backs. Questions can be getting-to-know-you questions or work-related (e.g., what do you most need from others to do your best work?). You can also create a PowerPoint template and have participants create their responses solely with pictures (in advance of a meeting). We often suggest a four-slide deck with two or three pictures per slide. The pictures provide insights about:

- **Past** – Important events in your past
- **People** – People you love
- **Places** – Places you love
- **Passions** – What you love doing

See the [Appendix](#) or Google icebreaker questions for options.



Tell participants they have 20 seconds (or two sentences) to answer, or the warm-up session can go on for too long.



Give participants a minute to find a picture. You can change the topic question (e.g., show a picture of a place you love to visit). This exercise can be done virtually but typically requires people to share a picture from their computer.

Name	
Question 1	Question 3
Question 3	Question 4

## Flash Interviews

There are endless variations to this exercise. One idea is to pair people (A + B) and have them interview each other for a short time (e.g., six minutes each). Then have A share what they learned about B and vice versa. Provide a menu of possible interview questions from which the interviewers can choose. See the [Appendix](#) or Google icebreaker questions for options.

## Storytelling

This is an extremely effective and remarkably flexible technique where pairs or small groups share a story. Themes are often gathered in a debrief. Remind participants to tell a story with a beginning, middle, and end. Give people time to think of their stories.

### Examples

- Share your favorite vacation story.
- Share a story about overcoming an obstacle in your life.
- Share a story about someone who dramatically impacted your career.

## Sorting

Sorting is a process where participants respond to a question by quickly grouping themselves into similar subgroups for discussion. Make the groups clearly distinguishable, and encourage participants to select one group. Sorting works in virtual or in-person settings but is best for large groups. Repeated rounds of sorting with quick group conversations (e.g., five minutes) are an effective way to get a large group to meet each other.

### Examples

- Move to the corner of the room, showing the animal that best represents your personality: owl, tiger, elephant, or monkey. Discuss how this animal describes your personality.
- Move to the section of the room that represents your favorite musical genre: jazz, rock, rap, or classical. Discuss your favorite musicians.

## Show-and-tell

This is a great exercise for building connections. It is best done in table groups of five to seven people. Provide the following prework instructions:

Please bring an object from home that represents something about you, who you are, or what you value. You will show your teammates the object and share a two-minute story about what the object represents. Ideally, the object and story will tell others something about you that they may not know or fully appreciate. While the object needs to represent something about you or your values, the object itself need not be valuable.

Conduct the show-and-tell in a round-robin. Encourage participants to pass the object around if appropriate. Debrief by asking the group what it was like to hear the stories from others.



**When doing the exercise virtually, remind participants to show their object on camera long enough for everyone to see it clearly.**

## Processes and Tools for Sharing Information

There are scores of processes and tools for helping groups to share information. Many inexperienced facilitators rely on open discussion (in a large group) as their default information-sharing process. Unfortunately, open discussions typically take up considerable time, limit the overall amount of participation, and can be challenging to track or record. Consider some of the following alternatives to open discussion.

### Presentations

You are already intimately familiar with presentations. Like open discussion, presentations are routinely overused. However, when well managed, they can be a good method for sharing information. If not well managed, they can have disastrous effects on group productivity (see the accompanying table). Presenters frequently use PowerPoint, which is great for presenters but often far less helpful for participants.



#### Presentation Benefits

- Conveys important, specific information
- Enables consistent messaging
- Control of content
- Logistically simple
- Familiar



#### Presentation Challenges

- Unidirectional
- Renders audience passive
- Can reinforce hierarchies
- Crowds out connection, dialogue, and decisions
- Some presenters are difficult to manage.

### Key Steps

- 1** Determine what information **must** be understood by the audience. Separate the critical information from the “nice to know” information, and focus solely on the critical information. Keep in mind that your participants will retain a small fraction of whatever information is shared.
- 2** Consider alternatives to PowerPoint presentations, including panels, Q&A sessions, poster sessions, gallery walks, fishbowls, table-group conversations, pre-reads, etc.
- 3** Allocate presentation time based on how long it takes to present the critical information, leaving time for Q&A.

### Use It!

- Convey annual cancer data.
- Give screening guideline updates.
- Share impact of awareness campaign.
- Explain instructions for group activities.



See the [Appendix](#) for best practices for managing presenters and designing PowerPoint presentations.

## Presentation Small-all

This is a simple, flexible, and remarkably helpful way to add engagement to a presentation. Pair individuals, and instruct them to discuss questions related to the presentation or discuss their reactions to the presentation. After the paired discussion (two people), hold a large-group (all) debrief of the paired discussions. These Small-all discussions are typically done in the middle or end of a presentation but can also be used prior to a presentation (see below). You can substitute trios or quads, etc., for pairs.<sup>1</sup>

### Benefits

- Creates engagement, dialogue, and retention
- Allows new information to be applied in service to meeting goals

### Use It!

- Before a presentation, have participants discuss their interests, experience, knowledge, or questions about the upcoming topic. Using a Small-all discussion before a presentation primes your audience to pay attention.
- During a presentation, pause in the middle and ask participants to discuss the key points they have heard so far, respond to a targeted question (e.g., How would you apply X concept to our project?), or even identify questions to ask the presenter.
- After a presentation, participants reflect on what they have learned, how they might apply the learning to the project at hand, or their most important questions for the presenter.

### Key Steps

- 1** Pair participants.
- 2** Provide clear instructions (e.g., take three minutes to discuss your biggest takeaways so far).
- 3** After the prescribed amount of time, have a large-group debrief on the paired discussions. You may take a few responses (“popcorn”) versus asking each pair to report back.



**If you are using this method, prepare your presenter in advance. Discuss how the presenter can integrate this activity into their presentation.**

## Polls

Polls are a great way to pose questions and display, tabulate, and discuss answers. This can be done virtually with many meeting platforms (e.g., Zoom) and in person with software (e.g., Poll Everywhere) or flip charts and sticky dots.

### Benefits

- Quickly gathers opinions, data, insight, or feedback
- Prompts discussion

### Key Steps

- 1 Launch the poll.
- 2 Show the results.
- 3 Discuss the results.

### Use It!

The use of poll questions is only limited by your imagination. They are arguably an underused feature in facilitated meetings.

- Use a poll before a discussion. For instance, ask participants for their initial opinions on a topic.
- Use a straw poll when voting on options to choose or even as a final voting procedure.
- Use a poll for a pre-presentation or post-presentation quiz.
- Use a poll for warm-up questions.
- Use a poll as a scheduling device. (E.g., Should we hold our next meeting on date 1, 2, or 3?)



### PRO TIP

When debriefing poll results, start by asking – not telling – participants what they see as the results. Then ask what insights or conclusions they might draw from the results.



There are many free polling software packages where participants can use their phones to respond (e.g., Poll Everywhere) in in-person meetings. In our experience, participants love the simple interactivity that polling provides.

## Mind-mapping

A mind map is a diagram for representing tasks, words, or concepts arranged around a central topic. Mind-mapping can turn a long list of information into a colorful, memorable, and intuitive diagram. With a little practice, it is easy to create mind maps on flip charts or other large pieces of paper. There are also great software programs for mind-mapping that work in both in-person and virtual meetings.<sup>2,3</sup>

### Benefits

- Simultaneously illustrates and brings structure to unstructured dialogue

### Use It!

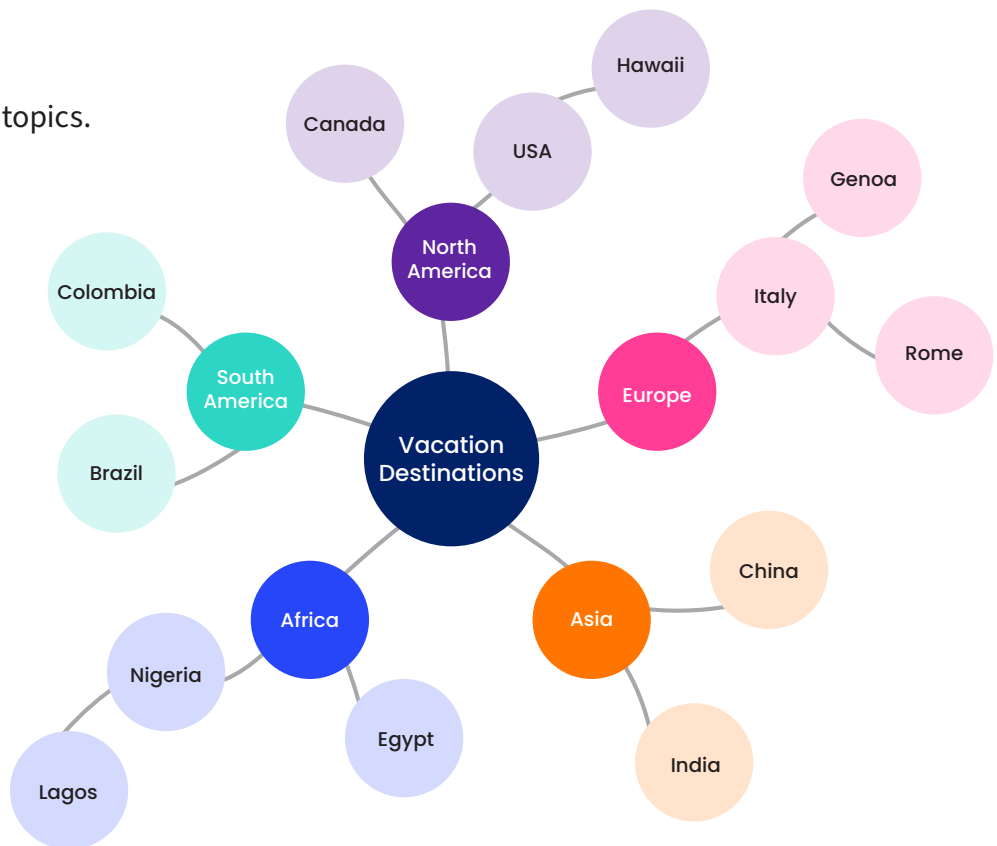
- Records the results of brainstorming sessions
- Records unstructured or nuanced dialogue
- Creates a project plan
- Illustrates a strategy

PRO  
TIP

**Use images, color, and limited text. For inspiration or additional mind-map techniques, watch a YouTube video on creating mind maps or visit [www.mindmaps.com](http://www.mindmaps.com).**

### Key Steps

- 1** Write your central topic in the middle of the whiteboard/flip chart.
- 2** Draw branches to first-level topics.
- 3** Write or illustrate first-level topics.
- 4** Add branches to second-level topics, etc.
- 5** Keep going. It's that easy.



## Brainstorming

Brainstorming is a frequently used process for generating a wide range of ideas. It has innumerable variations, though all are designed to separate the generation of ideas from the assessment of ideas. The typical goal of brainstorming is to come up with as many ideas as possible. The process usually involves a facilitator posing a question and participants responding (in open discussion). The facilitator records the answers of participants.<sup>4</sup>

### Benefits

- Most participants are familiar with the technique.
- The process can generate many ideas in a short period of time.
- The process is very easy to facilitate.

### Use It!

- Identify possible strategies to implement.
- Identify possible decision-making criteria.
- Identify the steps of a project plan.
- Identify a range of solutions to a problem.

### Key Steps

- 1 Encourage participants to think creatively and not judge their own or others' ideas.
- 2 Pose a question.
- 3 As participants respond, record their answers.



Provide additional prompts as needed to encourage ideas (e.g., What else could be done? What would an engineer or psychologist do? How have other organizations solved this problem?). Encourage participants to build on the ideas of others.



Keep the group energy up, and work quickly. Consider having a second person capture ideas.



Mind-mapping ([see above](#)) is an effective way to visually record participant brainstorming responses.

## Nominal Group Technique

The nominal group technique (NGT) is a simple, flexible, and effective way to gather ideas. It is often used as an alternative to brainstorming. In a typical NGT process, a facilitator asks a question, and each participant (or small group) writes responses on individual sticky notes. When complete, individuals post their responses on a wall or whiteboard. Once posted, the sticky notes are typically clustered through a process called affinity grouping ([explained further below](#)).

### Benefits

- Allows individuals to think before responding
- Generates many ideas in a short time
- Democratizes idea generation
- Allows ideas to be used in downstream facilitative processes (Each idea is on a movable sticky note.)

### Use It!

- Identify possible strategies to implement.
- Identify possible decision-making criteria.
- Identify the steps of a project plan.
- Identify a range of solutions to a problem.

### Key Steps

- 1 Identify if individuals or small groups will be responding. If small groups, allocate time for discussion.
- 2 If in person, remind participants to print clearly with separate responses on each sticky note.
- 3 Pose a clear question.
- 4 Provide time for participants to record answers.
- 5 In a round-robin, ask participants to read their responses to the group and then post them on the wall or whiteboard.



Remind participants to respond in a few words and separate their answers on individual sticky notes. (If they have four ideas, they will create four sticky notes.) Remind them to print clearly, using a marker, not a pen, so that all participants can read the sticky notes.

## Processes and Tools for Analyzing Information

Once ideas have been generated, many facilitative processes can be used to categorize or analyze the ideas. The purpose of analyzing is often to support planning or decision-making.

### Affinity Grouping

Affinity grouping is a process for organizing related sticky-note ideas into clusters. It is commonly used after an idea-generation process like brainstorming or NGT. Affinity grouping enables participants to organize an often-complex collection of unstructured individual ideas.<sup>5</sup>

#### Benefits

- Brings order or meaning to a group of unstructured ideas
- A very simple, intuitive process that participants quickly grasp

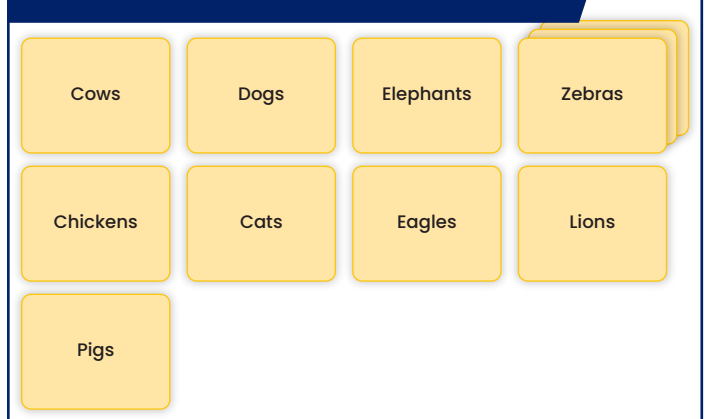
#### Use It!

- Cluster similar strategies together for downstream analysis.
- Cluster possible decision-making criteria together for downstream analysis.
- Bring order to an otherwise random set of project tasks.
- Identify similarities and differences to a range of proposed solutions to a problem.

### 1. Review the ideas by placing the sticky notes on a wall or whiteboard.



### 2. Similar ideas are grouped together.



### 3. Headers are provided for the grouped ideas (optional).



**Key Steps**

- 1** Review the ideas generated through brainstorming, NGT, or other processes.
- 2** Ask participants to group similar ideas together.
- 3** Have participants eliminate – but note – duplicate ideas or stack duplicate ideas on top of each other.
- 4** Once ideas are grouped to the satisfaction of the participants, ask them to identify short, descriptive headers for each group.

**PRO TIP**

There are typically many ways to group similar ideas together. Do cats and dogs belong together, or do cats and lions belong together? Encourage regrouping as needed.




Identify duplicate ideas. This often requires judgment. Do cats, house cats, and kittens constitute duplicates? Defer to the suggestions of the group.

## Pros-and-cons List

This is an everyday analysis technique typically used in advance of making a decision. The facilitative version of this process isn't much different than what most of us do when making a pros-and-cons list. (Frequently, this process can be simplified by only making a pros list because the cons for any option are often easily expressed as pros for the competing options.)

### Benefits

- Quickly and easily compares and assesses options
- All participants will be familiar with the basic process.



**Consider limiting the analysis to identifying a small number of pros or cons (e.g., we will identify three pros for each option).**

### Use It!

- Assesses potential solutions to any problem or goal (e.g., the best strategy to select, the best candidate to promote, the best location to hold the event, etc.)

### Key Steps

- 1** Clearly identify the various options under consideration.
- 2** Determine if the analysis should be pros-and-cons or simply pros.
- 3** Work through the options one at a time, starting with the pros. If you want to include the cons, record all the pros before moving to the cons.
- 4** Ask participants what the most significant pros (reasons in favor of adopting) are for option 1.
- 5** Check for group agreement on the list of pros for option 1.
- 6** Move to option 2, pros, etc.
- 7** Once all pros have been identified, and if you are doing cons as well, ask participants for the most significant cons for option 1 that are not already listed as pros for other options.
- 8** Continue until the pros (and cons) for all options have been considered.
- 9** Ask participants to review the results.

## What pet should we select for the family?

	Pros	Cons
 <b>Dog</b>	<ul style="list-style-type: none"> <li>• Fun</li> <li>• Can take on vacation</li> <li>• Security</li> </ul>	<ul style="list-style-type: none"> <li>• Requires training</li> <li>• May damage furniture</li> </ul>
 <b>Cat</b>	<ul style="list-style-type: none"> <li>• Quiet</li> <li>• Somewhat fun</li> <li>• Keeps rodents away</li> </ul>	<ul style="list-style-type: none"> <li>• Friends with allergies</li> <li>• Untrainable</li> </ul>
 <b>Fish</b>	<ul style="list-style-type: none"> <li>• Quiet</li> <li>• Inexpensive</li> <li>• Easily replaced</li> </ul>	<ul style="list-style-type: none"> <li>• Short life</li> <li>• Aquarium maintenance</li> </ul>

## 2x2 Matrix

A 2x2 matrix allows ideas to be compared on the basis of two criteria or attributes. For instance, a team might be assessing a dozen evidence-based interventions (EBIs) and might want to compare the options based on both implementation costs and expected outcomes.<sup>6</sup>

### Benefits

- Enables easy comparison of options against multiple variables
- Helps groups to make decisions. Often the decision becomes apparent after conducting a 2x2 analysis.

### Key Steps

- 1 Identify two values by which the options will be assessed (e.g., cost and value; effort and outcome).
- 2 On a flip chart or virtual whiteboard, create a 2x2 matrix that looks like the one pictured on the next page, with one variable assigned to each axis. Be sure to add **high** and **low** labels.
- 3 Carefully explain the logic of the 2x2 matrix and labels to the group.
- 4 Assuming you have already identified items that will be assessed (e.g., possible EBIs listed on separate sticky notes), explain to the group the process for placing each sticky note in the appropriate box. Divide the sticky notes among participants.
- 5 Using a round-robin, have individuals place a sticky note where they think it belongs and then share their rationale.
- 6 When all sticky notes have been placed, allow individuals to challenge the location of any sticky note. Hold large-group discussions, looking for agreement before permanently moving any sticky notes.
- 7 When all moves are completed, have the group share reflections or conclusions.

### Use It!

- Compares strategies based on cost and anticipated outcome
- Compares potential meeting locations based on cost and distance
- Compares media channels based on population size and target population alignment

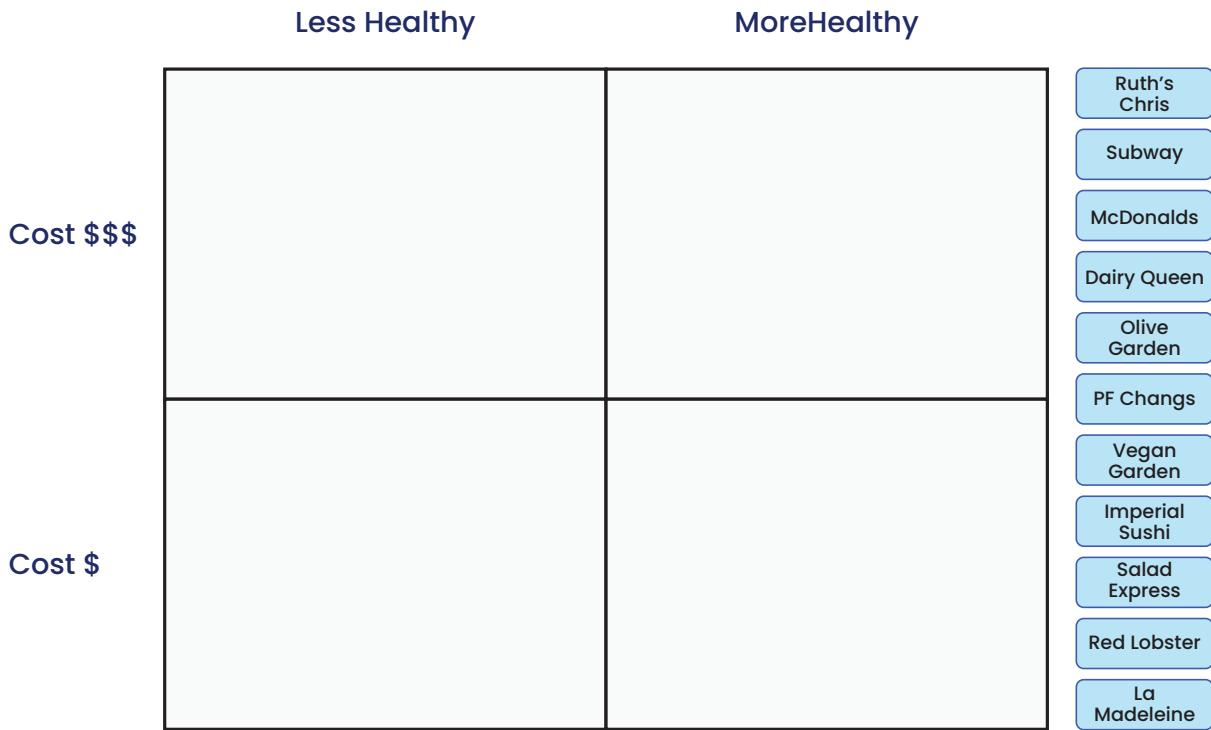


Identify for the group which quadrant represents the ideal (e.g., low cost, high quality) before beginning.

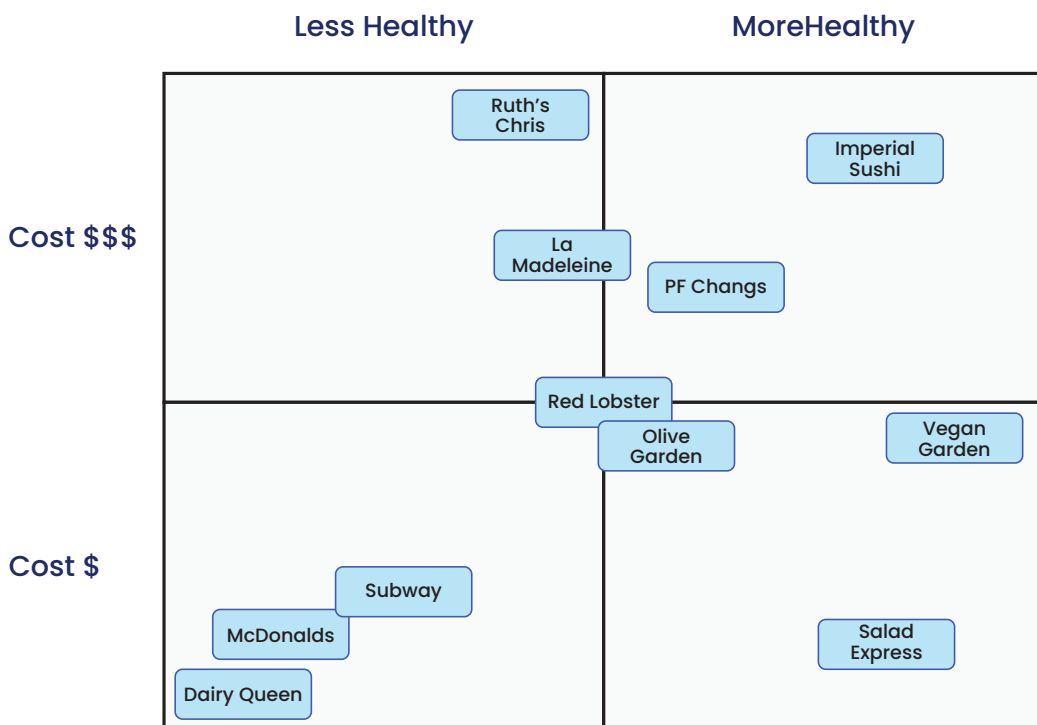


Take an active role in modeling the placement of a sticky note. Consider using an option not under consideration (e.g., an extra EBI that is not being proposed) to illustrate the placement process.

Below is a 2x2 matrix, before and after being used, to help a group identify where to hold an annual conference dinner.



After placing the sticky notes on the board, the chart might look like the one below.



## Qualitative Ranking

Qualitative ranking (QR) is a process for assessing a series of options based on a common set of decision criteria. A simple matrix is constructed with the options listed in the first column and the decision criteria listed across the first row, as shown in the accompanying table.

After the criteria are established, each option can be ranked best to worst against each criterion. The easiest way to do this is to have participants rank each option as best (e.g., #1), second best (#2), etc., for each of the criteria. The lowest overall score will be the preferred option.

### Use It!

- Compare strategies based on their costs, impacts, level of supporting evidence, and future scalability.
- Compare potential meeting locations based on their costs, travel distances, or most enjoyable location for participants.
- Compare health systems based on their patient population sizes, level of staff support, and history of engagement.

### Key Steps

- 1 Identify the assessment criteria.
- 2 Identify the options under consideration.
- 3 Create a matrix on a whiteboard, shared document, or flip chart.
- 4 Working column by column, have participants rank each option relative to other options.
- 5 Assign a “1” for the best option, a “2” for the second best, etc.
- 6 Repeat until all criteria (columns) are complete.
- 7 Sum the numbers across each row. The lowest final score is the preferred option.
- 8 Check the results against the group’s intuitions.

### PRO TIP

Always proceed column by column (not row by row).

• • • •

**Dot voting** can be used for ranking each option (step 4 above).

• • • •

Make sure you do not have too many options or too many criteria. A large number of either kind will make QR time consuming.

**Example:** Compare transportation options for getting to work based on their yearly costs, overall convenience, and environmental impacts. See the accompanying table.

Transportation Options	Criteria			Final
	Yearly Cost	Convenience	Carbon Footprint	
Take Bus				
Ride Bicycle				
Drive Car				
Use Rideshare				

Starting with the first criterion, yearly cost, the participants would rank the four options. Suppose that they determine that riding a bicycle is the least expensive option, so it would be assigned a 1. Suppose taking the bus was deemed the next least expensive option; it would be assigned a 2. Driving a car might be third; using a rideshare would be the most expensive option. Note: Always work one criterion at a time (not one row at a time) before moving to the next.

Transportation Options	Criteria			Final
	Yearly Cost	Convenience	Carbon Footprint	
Take Bus	2			
Ride Bicycle	1 <b>Lowest</b>			
Drive Car	3			
Use Rideshare	4 <b>Highest</b>			

After all the comparisons are complete, the values across each row are totaled. The lowest score in the final column (in this case, riding a bicycle) would be the preferred option.

Transportation Options	Criteria			Final
	Yearly Cost	Convenience	Carbon Footprint	
Take Bus	2	4	2	2+4+2 = 8
Ride Bicycle	1	3	1	1+3+1 = <b>5</b>
Drive Car	3	2	3	3+2+3 = 8
Use Rideshare	4	1	4	4+1+4 = 9

## Process and Tools for Making Decisions

### Types of Decisions

Meetings where **real work gets done** typically involve making decisions. There is often one big decision to make in a meeting: selecting a strategy, choosing a candidate to fill a position, or solving a problem in a project. In other meetings, there are many smaller decisions to make. For instance, when constructing a conference agenda or developing a project plan, there are many decisions to be made. The process and tools below are typically used for big decisions. Quick consensus checks (see **Three-finger Consensus** below) are most appropriate for making many smaller decisions.

There are five typical ways of making a decision:<sup>7</sup>

- **Command** – The leader decides among the options.
- **Consult** – The leader gathers input, then decides among the options.
- **Vote** – Participants cast votes, and the option receiving the most votes is chosen.
- **Consensus** – Most agree, and all agree to support the chosen option.
- **Unanimity** – All participants agree the chosen option is the best option.

There is little use for facilitation when Command or Consult methods are used to make decisions. This is the domain of the directive leadership style. In contrast, facilitative leaders typically prefer the Consensus method and rely on the Vote method if the group cannot come to a consensus. The Unanimity method is typically reserved for weighty decisions that require complete buy-in from everyone.

### Consensus Defined

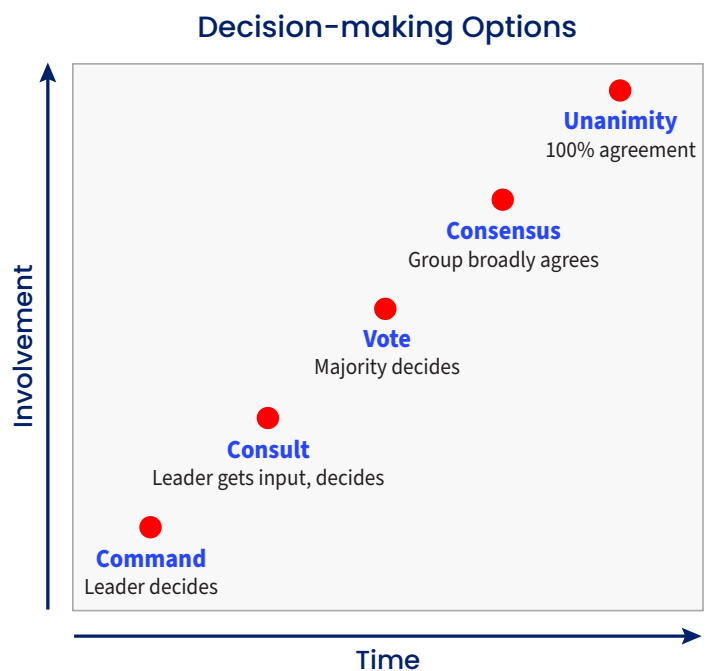
Ironically, there is no universally accepted definition of consensus. Here is a working description:

- A significant majority of people agree.
- All opinions have been heard and discussed.
- Sincere attempts have been made to accommodate dissenting views.
- All participants will fully support the decision in word and deed during and after the meeting.

It is recommended that you share this definition of consensus in any meeting where consensus decisions will be made.

### Process Decisions

Before facilitating a group to make a content decision, it can be helpful to make a process decision about how to make the content decision. As the meeting facilitator, in consultation with a leader (e.g., committee chair), you may want to decide on a specific decision-making process before the meeting.



**Dot Voting**

In dot voting, sticky dots are used as ballots that participants cast for various options. A common rule of thumb is to give each participant one dot for every four options on which to vote. (If there are 12 possible options to decide among, each participant will get three dots.) Clarify whether a participant can vote only once per option or use multiple dots on a given option.<sup>8</sup>


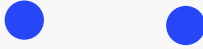



**Use It!**

- Use where there are multiple mutually exclusive options for consideration.

**Key Steps**

- 1 Clearly delineate options.
- 2 Describe the voting rules, including the number of votes and if a participant can use multiple votes on one option.
- 3 Ask participants to vote.
- 4 Tally the results.
- 5 Check the results with the group.

**Conference Location**

City	Votes	Total
Miami		3
Honolulu		2
San Francisco		1
Las Vegas		3
New York		0
Austin		6



Voting has many advantages. Most notably, it is quick, easy, and familiar to participants. Unfortunately, voting typically creates winners and losers. Consensus methods often create better and more fully embraced solutions.



A helpful way to begin a dot-voting process is to allow participants to verbally advocate (in a round-robin) for their preferred option.



Before voting, make sure the options to choose among are mutually exclusive (e.g., apples, oranges, bananas) and do not overlap in any way (e.g., apples, Macintosh apples, oranges, and citrus fruit). Overlapping options are a common challenge.



Consider using different-colored dots that have different weights (e.g., red = 5 votes, green = 3 votes, blue = 1 vote). This typically creates a greater spread among the options in the final tally and consequently lends an air of decisiveness to the choice.

## Three-finger Consensus

Three-finger consensus (also called Fist-to-three) is an easy method to measure the degree of agreement in a group. When employing it, the facilitator shares a proposal (e.g., Do we support option 1?). Participants are instructed to respond by showing between a fist, one, two, or three fingers. Before the consensus check, establish what each number of fingers means.<sup>9</sup> For instance:



### Fist

I cannot support this proposal.



### One Finger

I still need to discuss certain issues and suggest changes.



### Two Fingers

I'm not in complete agreement but can let this proposal pass w/o further discussion.



### Three Fingers

I think the proposal is the best choice. I fully support it.

If anyone holds up a fist or one finger, they should be given the opportunity to state their concerns, and the team should attempt to address those concerns. Teams continue to revise the proposal and repeat the three-finger consensus process until reaching a consensus (a minimum of two fingers by all).

**Example.** A group is trying to decide between three different EBIs to implement. It is clear from a discussion that most of the group favors option 1.

The facilitator asks for a three-finger consensus regarding option 1. Two members hold up a fist or one finger. The facilitator asks, “In order to gain your support, what changes would need to be made to our proposed EBI (option 1)?” For instance, perhaps something about the features, scope, location, timing, intended audience, or other implementation details can be changed to elicit the full support of all participants.

The option 1 proposal may be revised, and another round of three-finger consensus is held to check for consensus.



## Benefits

- A quick-and-easy method to assess the level of support for any proposal
- Allows for revisions or improvements of proposals

## Use It!

Assess the level of agreement on any proposition. For example:

- What strategy to adopt
- What systems to engage
- When the next meeting should be



Consider holding a non-binding straw poll in advance of a consensus check.



In virtual meetings, a simple poll can be used instead of fingers.

## Key Steps

- 1 Clearly identify a proposition that appears to have strong group support.
- 2 Share the three-finger consensus process, and define what each sign means.
- 3 Ask people to hold up their hands with their votes and keep them raised until you can review.
- 4 Note participants holding a fist or one finger. Ask, “In order to gain your support, what are the smallest changes that would need to be made to our proposed EBI?”
- 5 Discuss the revisions with the group.
- 6 Repeat steps 3-5 as needed until the group reaches consensus (all two and three fingers).

## Decision Rounds

Decision rounds combine a set of round-robin questions that often include three-finger consensus. The key to successful decision rounds is to get participants to fully listen to each other’s suggestions and watch for an emerging consensus to form. This option is only practical for small groups (e.g., under 10) of participants.<sup>10</sup>

## Benefits

- Encourages deep listening
- Allows for changes in the option(s) under consideration and negotiated solutions
- Is especially helpful for difficult decisions or conflict resolutions

## Use It!

Assess the level of agreement on any proposition. For example:

- What strategy to adopt
- What systems to engage
- When the next meeting should be

**Key Steps**

- 1 Clearly identify the options under consideration (e.g., We are choosing between strategies A, B, C, and D).
- 2 Conduct an initial round-robin discussion, asking participants to briefly share their initial opinion and a one-sentence rationale. Explain that initial opinions can be in favor of one of the options, naming an option they do not like, naming a criterion (e.g., I prefer whatever is least resource intensive), or passing.
- 3 During the rounds, after the first participant shares, have the second person quickly restate what they heard from the previous participant before adding their response.
- 4 Continue until everyone has had a chance to respond.
- 5 Be prepared to ask additional rounds of questions. Continue to have each participant share what they heard from the previous participant before sharing. Subsequent rounds of questions might include:
  - What option is least attractive and why?
  - What is the most compelling opinion and rationale you heard that is different from the one you shared? Why?
  - What option do you think would most likely gain group consensus? Why?
  - What option – other than your initial one – would you be most inclined to support?
  - What would sway your opinion about an option other participants favor? Why?
- 6 If, at the end of any round, there appears to be an option gaining majority support, the facilitator may use a three-finger consensus process and inquire about the smallest changes that are needed to reach a consensus.

  
**PRO TIP**

Instruct participants to pay attention to hints of an emerging consensus. Invite them to suggest when they hear a consensus emerging.

## Addressing Participant Challenges

When facilitating meetings, participant actions that interfere with the group's ability to work effectively are inevitably encountered. Managing these challenges well keeps the group moving forward. It also provides an opportunity to model how the team can best work together.

It is rare for people acting in an unproductive way to be doing so with the intention of being disruptive. (You have probably exhibited challenging actions at some point in your work and would likely reject the label of being a difficult person.) Their disruptive behavior is typically a sign that something about the current meeting process isn't working for them.

### Prevention

The best cure is prevention! The two most important things you can do to reduce the likelihood of disruptive actions in meetings are:

- 1 Design your meetings well. See the [agenda design](#) below.
  - Have participatory activities that lead to the meeting objectives.
  - Use a mix of individual, small-group, and large-group processes. Do not over-rely on large-group processes.
  - Use processes like round-robins that promote shared listening and talking times.
- 2 Set and maintain working agreements.
  - Have the group set working agreements. Have them periodically self-assess how well it honors those agreements.
  - Often some of the team norms identified (see below) can function as meeting working agreements.

### Working Agreement Examples

- **Vegas rules** – What is said in the room stays in the room.
- **High school rules** – Freely share what is said in the room.
- **Step up. Step back.** – Monitor your participation so that you are close to the mean.
- **Step in. Step out.** – If you need to use your phone, feel free to step out of the meeting.
- **Tech holiday** – Phones, tablets, and laptops are not allowed in the meeting.
- **Twitter rule** – Be brief when sharing comments.
- **Trust the process.** – Trust that the agenda activities will get the group to the desired outcomes.

## Simple Intervention Approach

For nearly all challenges that arise, the facilitator has multiple options regarding how to respond, including:

- Ignore the challenge, and hope it goes away.
- Indirectly address the challenge (make eye contact; move toward the person exhibiting the behavior; remind all participants of ground rules, etc.).
- Address the challenge in a one-on-one conversation during a break.
- Directly address the challenge at the moment when it occurs.

There are many ways to intervene and get the group back on track. Below, you will find specific suggestions to address some common challenges. However, for most challenges, the two steps immediately below will work:

- 1 Describe the behavior or dynamic you see in neutral terms.
- 2 Ask for an alternative behavior or simply ask: What would help?
  - **Example:** We seem to be restating the problem but not moving toward identifying any solutions. What would help us move forward?
  - **Example:** In the past five minutes, we’ve had a few sidebar conversations. To move forward effectively, we need to focus on one conversation. May I ask that we have only one person at a time speaking?

## Intervention Options for Common Challenges

\*For examples of how to apply some of the intervention options, see the “Might Sound Like ...” column.

Challenge	Intervention Options	*Might Sound Like ...
<b>Overparticipation</b>	<ul style="list-style-type: none"> <li>• Use round-robin or small-group processes.</li> <li>• Acknowledge comments by overparticipants and then call on other participants.*</li> <li>• Provide another role for the overparticipating person.</li> <li>• If this is a pervasive challenge with the group, adopt a one-minute rule for comments.*</li> </ul>	<p>Annette, thanks for your insightful comments. Let’s check what others think. Bob, Carrie, and David, I’m curious what you think about ...</p> <p>To make sure we have enough time to hear from everyone, can we adopt a one-minute rule for individual comments?</p>

Challenge	Intervention Options	*Might Sound Like ...
<b>Lack of participation</b>	<ul style="list-style-type: none"> <li>• Use round-robin or small-group processes.</li> <li>• Have activities that require engagement.</li> <li>• Call on less participative participant(s).*</li> <li>• If this is a group challenge, acknowledge that participation is light and ask about it.*</li> </ul>	<p>Frank, Gail, and Henry, we haven't heard much from you yet. After Ella shares, we'd love to hear what you think.</p> <p>This group has been quiet. What would drive more participation?</p>
<b>Sidebars</b>	<ul style="list-style-type: none"> <li>• Use round-robin or small-group processes.</li> <li>• Walk toward the participants engaged in sidebars.</li> <li>• Name the current speaker, and ask for focus on their comments.</li> <li>• Check in with – or call on – the sidebar participants.*</li> </ul>	<p>Let's all listen to Karen as she finishes her thoughts.</p> <p>Irene and Jess, in a moment, I want to check in with you on [name of current topic].</p>
<b>Long-winded comments, storytelling, etc.</b>	<ul style="list-style-type: none"> <li>• Look away from the speaker (oddly, this often works).</li> <li>• Ask questions that reference a time limit or sentence limit on answers.</li> <li>• Ask the group if everyone gets what the speaker is saying.*</li> <li>• Interrupt and ask for the conclusion.</li> </ul>	<p>Lisa, can you give us a one-sentence answer? Here's the question ...</p> <p>Does everyone get the point Kai is making?</p> <p>Lisa, this story is fascinating, but I may be getting lost in details. Can you give us the key point?</p>
<b>Off-topic comments</b>	<ul style="list-style-type: none"> <li>• Restate the current topic and ask the speaker how their comments relate.*</li> <li>• Ask the group what connections they see between the off-topic comments and the topic under discussion.</li> <li>• Thank the speaker and put comments on the parking lot.</li> </ul>	<p>Mei, we are discussing health disparities in our state. Can you connect what you are saying back to this?</p> <p>We are discussing health disparities in our state, and Mei was sharing her concerns about the long-term economic climate. What connections do people see?</p>

Challenge	Intervention Options	*Might Sound Like ...
<b>Clearly mistaken comments</b>	<ul style="list-style-type: none"> <li>• If it can wait ... share the correct information after more comments have been made. This takes the focus off the mistaken person.</li> <li>• Ask the group to weigh in.</li> </ul>	<p>I want to go back to a claim from a few minutes ago that lung cancer can be contagious. This is a very common belief, and yet the empirical evidence clearly demonstrates it is not passed person-to-person.</p>
<b>A challenge to the facilitation processes</b>	<ul style="list-style-type: none"> <li>• Ask for a better process suggestion and turn to the group for input.</li> <li>• Ask the meeting lead to suggest keeping or changing the process.</li> </ul>	<p>Nancy, I hear your concern about the current process. What might help?</p> <p>Monique, as our team leader, what process should we adopt here?</p>
<b>Will not give up a point or position even after attempts to address concerns</b>	<ul style="list-style-type: none"> <li>• Restate the participant’s case clearly so that they know they have been heard. Note the disagreement. Frame the disagreement in a larger agreement, and ask if we can move forward.</li> </ul>	<p>Odell, it sounds like you and everyone agree that we should be working in Jefferson County with United Health using evidence-based screening interventions. The disagreement is about what intervention to employ. The group has not won you over, and I don’t think your position has swayed the group. How can we move forward? (Or, can we agree to disagree and still move forward?)</p>
<b>Late to start or off-breaks</b>	<ul style="list-style-type: none"> <li>• Have all participants set a phone alarm for the back-from-break time?</li> <li>• Explain that you will start on time. Start post-break work with a recap, so those who are late don’t miss anything significant.</li> <li>• Ask another participant to help get people back on time.</li> <li>• Share your observations and ask for suggestions.*</li> </ul>	<p>We seem to be struggling to get started on time. Do we need longer breaks? What would help?</p>
<b>Distracted by technology</b>	<ul style="list-style-type: none"> <li>• In advance of the meeting, collect all phones and place them in timeout (requires approval of group leadership).</li> <li>• Share what you are observing, and ask how to best handle the issue.</li> </ul>	<p>In the past 20 minutes, I’ve noticed a few people using phones. Please feel free to step out at any time if you need to respond to something urgent. Let me know if we need to take a break soon for people to attend to other business.</p>

## Agenda Design

### Principles of Effective Meetings

These principles apply to all meetings and are especially important for non-recurring, longer engagements. Consider them when designing agendas.

- 1 **Go to the same meeting** – Make sure that everyone – meeting designers, facilitators, presenters, and participants – understands and supports the meeting objectives.
- 2 **Focus your agenda** – Ensure all aspects of your agenda build toward specific meeting objectives.
- 3 **Build for participation** – From the minute your participants walk in the door to the end of the meeting, build whole-group participation. This is especially critical in virtual meetings. Get participant voices into the room in the first 10 minutes.
- 4 **Design and prepare** – Unless you have a recurring meeting with a consistent agenda, it is not uncommon to spend 50%-200% of meeting runtime on design and preparation.
- 5 **Space matters** – Don't underestimate the power of the room (or virtual platform)! A bad layout can sink what could have been a good meeting.
- 6 **Kill the PowerPoint** – Lives are not changed for the better because of a PowerPoint presentation! Consider eliminating or minimizing slide presentations.
- 7 **All of us are smarter than any of us** – There may be brilliant individuals in your meeting, but the most brilliant ideas will be generated from the entire group. Design a meeting that allows collective idea-generating and decision-making.
- 8 **The answers lie within the group** – Always opt for the group to solve its big questions. Choose first to defer to them.
- 9 **Make it enjoyable** – Play is not just for kids. Think of ways to infuse your meeting with opportunities for play, creativity, and humor.
- 10 **After-action reviews** – Solicit feedback from participants. Commit time to debrief with your facilitation team.

## Facilitator’s Agenda Template

The facilitator’s agenda template pictured here can be used for any meeting, conference, or training. [See Appendix](#) for a usable version of the template.



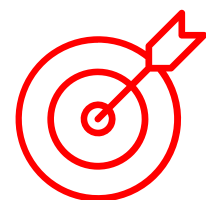
Meeting Name: _____					
Date, Time, Location: _____					
Attending Participants: _____					
Facilitator & Producer: _____					
Meeting Objectives: _____					
Meeting Objective(s) Time	Topic	Objective Steps	Process	Needs	Facilitator
THE WHEN	THE WHAT	THE WHY	THE HOW		THE WHO
<i>How long does it take?</i>	<i>What will you call this on the external-facing agenda you hand out?</i>	<i>Why do you have this on the agenda? How is it a step toward your meeting objective?</i>	<i>What processes will you use?</i>	<i>What materials, technology, equipment, supplies will you need?</i>	<i>Who will lead this part of the meeting? Facilitator, speaker, etc.?</i>

## Identifying Meeting Objectives

Creating a detailed objectives-based agenda will maximize the chances of success in any meeting. Inexperienced meeting designers sometimes begin designing agendas by listing topics to cover or processes to use. Unfortunately, planning how you will do things before you plan the sequence of what you will achieve leads to confusion. A better first step is to carefully identify the meeting objectives and outcomes that you hope to achieve by the end of the meeting. This is often done in consultation with a team leader. Simply ask the leader(s): When the meeting is over, what do we want to have achieved? For conferences or longer meetings, you may have several objectives. For short or recurring meetings, you may have only one or two.

### Examples of Meeting Objectives

- A strategy is chosen.
- A project plan is developed.
- A conflict is resolved.
- A vision statement is created.
- A group of strangers knows each other.
- People leave feeling engaged.





## Processes, Times, Section Titles, Needs, and Facilitators

Once the step-by-step section objectives have been identified, the remainder of the agenda can be constructed. For each section:



This toolkit includes dozens of facilitated processes that you can use for **building relationships**, **sharing and analyzing information**, and **making decisions** in your meetings.

It is usually helpful to create a participant's agenda that is simpler than the facilitator's agenda. The participant's agenda might include only the meeting objectives, section titles, names, and possibly the section times.

### A Note on Time

Even experienced meeting designers routinely underestimate the amount of time that good work requires. Below are a few recommendations to help allocate and manage time.

- Limit the number and duration of presentations. Be rigorous in holding presentations to the time allotted (see managing presenters in the **Appendix**).
- Identify places in the agenda where decisions are made. Know that these often require and deserve more time than typically allotted.
- Participants need some break time to do good work! For any meeting over two hours, build in break time. For a full-day meeting, plan on 15-minute morning and afternoon breaks. Lunch typically should be 30 to 60 minutes. Try not to work over lunch; it ceases to be a mental break.
- Start and end meetings on time. Do not run over. How you manage meeting time creates a precedent.

### Opening (Meeting Introductions)

Whether your meeting is a 60-minute recurring meeting or a once-a-year two-day conference, take time in the beginning to do the following:

- Conduct personal introductions or warm-up questions.
- Share meeting objectives.
- Share the agenda.
- Share or remind participants about any working agreements.

If everyone already knows each other, you do not need to conduct personal introductions. However, a quick warm-up question or a one-word check-in gets participant voices in the room and gets them prepared to actively engage rather than passively watch.

## Closing

Always, always, always close your meetings. Ideally, your closing will include the following steps. If short on time, briefly thank everyone for their participation. A good meeting closing typically includes the following:

- A brief recap of major decisions or action items
- Sharing or reminding everyone of the next steps or next meeting
- For non-recurring meetings, have participants respond to a closing question. Examples of closing questions:
  - In one sentence, share one thing you got out of – or appreciated about – today’s meeting.
  - What one word describes your feeling about our work today?
  - What is one thing that you learned today?
  - What are you looking forward to doing next?



Closing questions can be done in large or small groups.



## Using Virtual Platforms and Tools

Your virtual platform is your meeting space in a virtual meeting. Most robust virtual platforms (such as Go To Meeting, Zoom, MS Teams, etc.) offer some or all of the following functions:

- Videoconferencing
- Screen sharing/document sharing
- Chat
- Whiteboards
- Video-playing
- Audio/video recording
- Polling
- Reaction tools (e.g., raised hands, yes/no, etc.)
- Breakout rooms

You might also consider free platforms like [Google Meet](#). Industry tools and functions change rapidly. Be sure to consider the range of functions at your disposal, and use them to support your facilitative processes. Do not use virtual platforms and tools just for the tool’s sake!



If you want to practice using virtual platforms, consider using two computers. Log in to the platform on one computer as the facilitator and on the other computer as the participant.



[Google Jamboard](#) is an excellent, free whiteboard resource that can be combined with other video conference platforms.

## Virtual Facilitation Best Practices

- Have a producer manage the virtual tools while you facilitate the meeting.
- Leverage breakouts and small-group work. This is especially important in virtual meetings.
- Encourage participants to use their video cameras.
- Use polls! They create interactivity and are easy to employ in many virtual platforms.
- Dramatically limit presentations; instead, increase activities and dialogue.
- Have multiple ways for participants to engage (voice, chat, reaction tools, etc.)
- Test all your technology and tools in advance of the workshop or meeting.
- Take breaks! Any meeting longer than 60 minutes will require a break. We suggest never going for more than two hours in a virtual format without taking at least a 30-minute break.



Almost anything that can be done at an in-person meeting – including using all the facilitative process tools in this toolkit – can be done virtually. And many facilitative processes can be done more easily in a virtual environment.

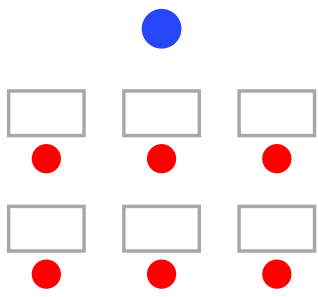
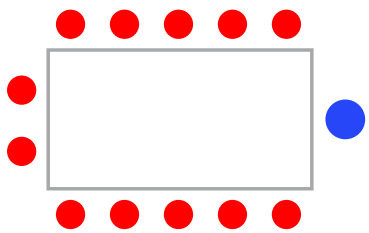
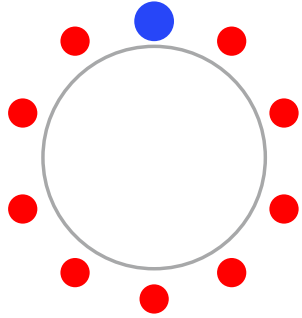


Whenever possible, avoid blended meetings in which some participants join virtually and some in person. You can often accommodate a small number of virtual participants in an otherwise in-person meeting. Meetings that have many virtual participants and many in-person participants are difficult to manage. Converting such meetings to all-virtual is typically better for all concerned.



## Room Arrangements

Room layouts are surprisingly important drivers of participant behavior and meeting effectiveness. Having the right layout may not guarantee an effective meeting, but selecting the wrong room layout can significantly reduce the effectiveness of an otherwise-perfect agenda.

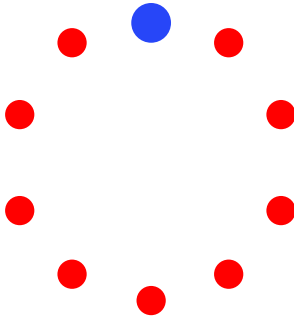
Arrangement	Benefits	Drawbacks
<p data-bbox="235 567 503 598">Traditional Classroom</p> 	<ul style="list-style-type: none"> <li>• Easy to set up. Many facilities are already set up in a classroom layout.</li> <li>• Great for displaying information that everyone can see</li> <li>• Good for presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Participants cannot easily see each other or hold discussions.</li> <li>• Difficult to use small-group processes</li> <li>• Poor layout for almost any facilitated meeting</li> </ul>
<p data-bbox="300 1060 446 1092">Boardroom</p> 	<ul style="list-style-type: none"> <li>• The facilitator or leader at either end of the room can easily see everyone.</li> <li>• Visuals or PowerPoints can easily be seen at the head of the table.</li> </ul>	<ul style="list-style-type: none"> <li>• It is difficult for participants on the same side to see and sometimes hear each other.</li> <li>• Has two unique “power” positions at each end, often creating a power imbalance</li> </ul>
<p data-bbox="284 1522 454 1554">Circular Table</p> 	<ul style="list-style-type: none"> <li>• Allows everyone to easily see everyone</li> <li>• Democratizes conversation</li> <li>• Avoids power positions</li> </ul>	<ul style="list-style-type: none"> <li>• No ideal location to place visuals or LCD screen</li> <li>• Difficult to communicate for larger groups</li> </ul>

## Arrangement

## Benefits

## Drawbacks

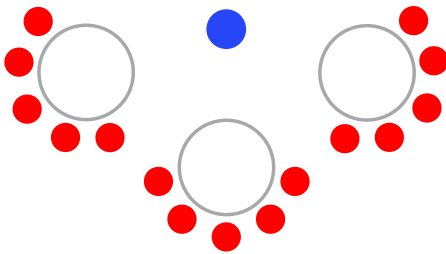
Circle of Chairs



- Allows everyone to easily see everyone
- Democratizes conversation
- Avoids power positions
- Enables emotional connections

- No ideal location to place visuals or LCD screen
- No place to put personal materials, drinks, etc.
- Difficult for larger groups

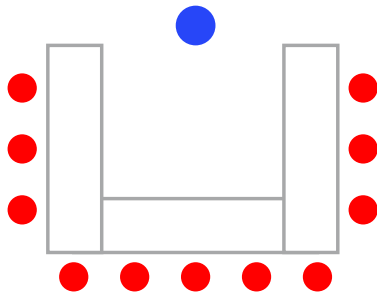
Crescent Rounds



- Great for subgroups
- The best layout for most large-group workshops and conferences

- Can limit communication between table groups
- Visuals and PowerPoints can be hard for all to see.

U-shape



- Facilitator can easily see and interact with everyone.
- Allows most participants to see and communicate with each other

- Line of sight for participants on one side can be challenging.
- Not ideal for small-group work

# Influencing Stakeholders

## Influencing Overview

When leading a cancer control coalition, one of your more important abilities is influencing. On any given day, you might be trying to:

- Convince someone to join and become an active member of the coalition.
- Get coalition members to offer resources from their organizations.
- Shift the entire coalition to working on higher-level strategies.
- Get task-group members to complete their assigned tasks on time.
- Help a willing committee chair overcome their internal barriers to recruiting other leaders.
- Resolve a visceral disagreement about who should be the next chair or what strategy to implement.

Influencing often looks like a social science experiment as an influencer shapes the environment, creates incentives, or leverages group dynamics to drive new patterns of thinking, new behaviors, and long-term change. At other times, influencing looks like a conversation – often, a persuasive (“sales”) conversation, a conflict resolution, or a coaching conversation.

According to dictionary.com, **influence** is the capacity to be a compelling force in the actions, behavior, opinions, values, and decisions of others. When influencing, the influencer is often looking for long-term, sustained change. The first step in long-term change is often **persuading** or convincing someone to make a short-term decision or take action. Influencers often over-rely on persuasion tactics – such as rational or inspirational appeals – that can drive short-term acquiescence or compliance. Unfortunately, such tactics by themselves rarely drive long-term mindsets or behavioral changes.









### A Push-or-pull Approach?

Thirty-six influence strategies are outlined below, and these are only a subset of the strategies that you might employ. There are many ways to describe and categorize influence strategies. One high-level categorization is to think of push-or-pull approaches.

**Push** involves driving someone to change. The energy for the change comes from the influencer. The focus is typically on increasing the factors that drive change.

**Pull** involves getting the individual to want to change. The energy for the change comes from within the person being influenced and not from the influencer. The focus is typically on decreasing resistance and removing barriers to change.

Why does this matter? Push strategies tend to work best when short-term compliance is needed. Pull strategies tend to work best when long-term commitment is needed. Push strategies also tend to create some level of resistance. Unfortunately, much of the traditional literature on influence promotes persuasion and push tactics.

Style	Compliance Short-Term	Commitment Long-Term	Resistance Short- & Long-Term
Push			
Pull			

### 36 Influence Strategies

The accompanying table describes 36 influence strategies based on five different sources of influence. The sources are:

<p><b>Intrinsic Motivation</b></p> <p>Tapping the internal motivations of the subject to act</p>	<p><b>Ability and Efficacy</b></p> <p>Increasing the subject’s ability and confidence to act</p>	<p><b>Social Environment</b></p> <p>Leveraging the impact of others on the subject’s actions</p>	<p><b>Incentives</b></p> <p>Changing or highlighting the consequences of action to the subject</p>	<p><b>Physical Environment</b></p> <p>Making actions easier or more likely by changing something in the physical world</p>
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Many strategies appear in multiple categories. For instance, social learning can be thought of as increasing ability and efficacy, or it can be considered a social environment strategy because it is based on others sharing insights. Badges are clearly part of the physical environment but are also a form of incentive. Don’t worry about how to best categorize a strategy. Instead, use the table to identify strategies that best fit your influence challenge. No strategy is suited for all challenges, but most challenges can be addressed with a number of strategies.<sup>11</sup>

## Influence Strategies Menu

### Personal Motivation



#### Rational Appeal

How can you use logical arguments and factual evidence to persuade?



#### Integration

How can you get someone into a good mood or to think favorably of you?



#### Inspirational Appeal

How can you arouse enthusiasm by appealing to the values, ideals, and aspirations of the other person?



#### Consistency

How do you show that the action is consistent with the person's previous behavior or commitments?



#### Expectations

How can you clearly articulate the expectations for the performance of the action?



#### Consultation

How can you involve people in creating their own influence strategies or plans?



#### Baby Steps

How can you get people to take partial actions, preparatory actions, or to simply try to take action?



#### Barriers

How can you help people to identify their barriers and devise solutions to overcome those barriers?



#### Jump-starting

How can you demonstrate that people are already performing the action?



#### Stories

How can you share compelling stories about the value of performing the action?

## Influence Strategies Menu

### Ability and Efficacy



#### Learning

How can you provide opportunities for people to acquire the knowledge and skills needed to perform this action well?



#### Confidence

How can you increase people's confidence that they can perform the action well?



#### Shortcuts

What shortcuts or heuristics can you devise to make performing the action easier?



#### Outcome Expectations

How can you increase people's expectations that good outcomes will result from acting?



#### Best Practices

How can you identify best practices for performing the action?



#### Past Success

How can you have someone reflect on their past success at performing the action?

## Influence Strategies Menu

### Social Environment



#### Modeling

How can you model this action for others to see?



#### Coalition

How can you get influential people to ask others or help others to perform the action?



#### Spotlighting

How can you increase the visibility of people who are performing the action well?



#### Competition

How can you turn performing the action into an inspiring individual or team competition?

## Influence Strategies Menu

### Social Environment



#### Legitimizing

How can you demonstrate the action’s alignment with organizational principles, policies, or traditions?



#### Social Learning

How can you use coaching, mentoring, or peer support groups to drive the performance of the action?



#### Reciprocity

How can you provide something of value to increase the likelihood of a reciprocal exchange?



#### Personal Appeal

How can you appeal to feelings of loyalty and friendship toward you?



#### Unity

How can you involve or engage someone with a group that performs the action?



#### Early Adopters

How can you get influential people to become early adopters or champions of the action?

## Influence Strategies Menu

### Incentives



#### Incentives

How can you incentivize performing this action?



#### Disincentives

How can you (carefully) use disincentives for failing to perform the action?



#### Badges

How can you use badges, belts, medals, etc. to acknowledge different levels of performance?



#### Recognition

How can you recognize or acknowledge people who perform the action?

## Influence Strategies Menu

### Physical Environment



#### Space and Time

How can you change spatial or temporal arrangements to make the action easier to perform?



#### Checklists

How can you use checklists to aid performance?



#### Tools

How can you use physical tools to help make the action easier?



#### Applications

How can you use apps or software to make the action easier to perform, trigger performance, or track performance?



#### Triggers and Reminders

How can you use triggers, prompts, or reminders to encourage the performance of the action?



#### Visibility

How can you make the results of the action visible?

### How to Use 36 Influence Strategies

Use the influence strategies menu as a tool to think expansively about how you can address your influence challenges. For any challenge, review the menu and select the strategies that seem most promising. Then consider how you will leverage the strategies.

#### Example:

You and the co-chairs of the state cancer control coalition want to get the coalition members to work on “upstream” social determinants of health initiatives (e.g., affordable housing, access to healthy food, etc.). This represents a big change for the coalition and most of its members, and many are hesitant to even consider it.

Scan the strategies menu for strategies that might address the scenario, and consider how you might implement the selected strategies. Some strategies will intuitively fit your scenario. Others will not. For instance, it is difficult to see how Triggers and Reminders – a great influence strategy in some cases – could possibly apply in this scenario. But the strategies below, and others, might be helpful.

## Potential Strategies

## Implementation Ideas

### Rational Appeal

How can you use logical arguments and factual evidence to persuade?

- Make a compelling case supported with data about the impacts of working upstream.

### Baby Steps

How can you get people to take partial actions, preparatory actions, or to try to take action?

- Consider having one task group work on social determinants of health (SDOH) strategies before trying to convince the entire coalition.
- Have task groups include elements of SDOH work in their current strategies.
- Have participants learn more about SDOH interventions.

### Barriers

How can you help people to identify their barriers and devise solutions to overcome the barriers?

- Hold a conversation with coalition leaders to elicit their concerns with SDOH work. Engage in exploratory problem-solving conversations about overcoming barriers.
- Examine how other groups have managed similar barriers.

### Jump-starting

How can you demonstrate that people are already performing the action?

- Find out where the coalition is already doing SDOH-related work.
- Find out where coalition members are doing SDOH work in their day jobs.

### Spotlighting

How can you increase the visibility of people who are performing the action well?

- Find other coalitions that are doing SDOH work. Hold a conversation between leaders from each coalition.
- Connect coalition leaders with leaders in other coalitions who do SDOH work.

### Early Adopters

How can you get influential people to become early adopters or champions of the action?

- Don't try to convince your coalition all at once. Find a small number of allies who are on board working with SDOH. Have them speak to other coalition leaders.



The menu can be used by individuals or modified for use in a facilitated group process.

## Preparing for Influence Conversations

Many influence challenges can be addressed through conversations. When the stakes are high or some resistance is expected, preparation for influence conversations is absolutely essential. (This is especially true in cases of **resolving conflicts**.) The best preparation involves self-coaching. The following tool can be used as an influence self-coaching guide. Carefully considering these questions requires reflection and exploration.<sup>12</sup>

Component	Questions	Answers
<b>Who</b>	Who do I want to influence?  Am I the right person, or should I leverage other people?	
<b>Assumptions</b>	What assumption am I making about their willingness to be influenced?  Am I making any unfounded assumptions about my ability to influence them?	
<b>My interests</b>	What do I really want from them?  Why does _____ get me?	
<b>Their interests</b>	What do I think they really want or value?  What else?  Why do they want or value that?	
<b>Questions</b>	What questions can I ask to explore their interests?	

Component	Questions	Answers
<b>Meeting their interests (see below)</b>	What do they want or value that I can provide?	
<b>Drivers and barriers</b>	What forces might drive or constrain their ability to provide what I need? Consider organizational forces, professional forces, social forces, etc.	
<b>Personality preferences</b>	What do I know about their personality that will impact how I approach them?  How will it impact my approach?	

## Meeting Their Interests

Occasionally, you might be able to persuade someone to do something simply because it’s the right thing to do. But your ability to influence others in a conversation typically comes down to being able to find win-win solutions.

The best first step to finding win-win solutions is to identify the wide range of their interests that you may be able to meet. In advance of a conversation, consider brainstorming all the potential interests of the other person you can meet.

For instance, if you are trying to get a hospital administrator to join the cancer control coalition, consider the range of possible interests that the opportunity might provide to them.

**Opportunity:** Hospital administrator joining the coalition

### Possible Interests

- Increases the reach or visibility of their organization
- Expands their professional network
- Increases access to opportunities or resources
- Assists in meeting hospital accreditation criteria
- Increases their personal reach, visibility, or reputation
- Provides access to new information or subject matter expertise
- Develops skills or experience base
- Provides a sense of belonging
- Provides a sense of contribution
- Provides opportunities to do work in alignment with personal values
- Provides opportunities for recognition
- Provides opportunities for challenge and growth<sup>12</sup>

## Influence Conversation Promising Practices

There are no surefire step-by-step processes for handling influence conversations, but here are some promising practices.

**1 Prioritize building relationships!** Whatever you ask of someone, know that building or preserving a good relationship is your top priority. Take time to get to know the other person. Who are they? What is their background? What are they all about? Let them get to know you.

**2 Frame the discussion from their point of view (POV).** We often start our influence conversations with a small sales pitch framed from our own POV. While this is a reasonable approach, we invite you to consider framing the discussion from the recipient's POV.

**Framed from your POV:** Jo, I want to talk to you about potentially joining our cancer coalition. The coalition has been working successfully in the state for the past 20 years. We are pursuing exciting work around prevention, screening, and access. We need members who have the skills that you can bring to the table, and partners like Baptist Health, which has experience with our target population. I think the work we do aligns nicely with what you are doing at Baptist Health. I'd love to talk to you more about this opportunity to see if it matches your interests.

**Framed from the recipient's POV:** Jo, I want to talk to you about potentially joining our cancer coalition. I think you might get a lot out of being a member of the coalition. I would like to explore that with you. And based on what I have heard from others, it sounds like you would be a great addition to our team. May I ask you a few questions?

**3 Adopt an ask approach.** The more time you spend uncovering the needs and interests of the other person, the better chance you have of building a good relationship with them and meeting the needs of both parties in the conversation. Taking an ask approach is not conducting an interview! This conversation should be a dialogue. Responses to the questions you ask typically will give you an opportunity to both share information and ask additional questions. Prepare for your conversation by identifying questions you might ask, such as:

- What do you know about the coalition?
- Are you interested in volunteer opportunities?
- Have you done coalition work before? What was that like for you?
- If you did work with the coalition, what would you want to get out of it? What else?
- What might get in your way of being a member?

- 
- 4 Create a brief description of the opportunity and its benefits.** You should have a short pitch where you can provide a brief and balanced description of the opportunity along with the benefits. The more you know about their interests, the better you can align the benefits to their interests. Don't begin with your full pitch. Make your full pitch only after you hear about their interests.

Jo, our coalition members feel like the monthly commitment they make is a great opportunity to address the burden of cancer in our state and community. It sounds like you would value an opportunity to contribute, expand your professional network, and connect and gather insight from the community. Please let me explain how I see membership in the coalition can provide those things for you.

Research suggests that focusing on a small number of benefits when persuading others is more impactful than providing a laundry list of benefits.

- 
- 5 Be clear about the commitments.** Your job isn't to simply get a yes but rather to gain someone's full, long-term support. Be sure to share any commitments that come along with the opportunity so that they know what they are committing to do.

Jo, I want to give you an idea of what it means to be a member organization on a practical level. As far as a time commitment, the full coalition meets four times a year on Thursday afternoons, and our smaller workgroups meet online every month. But what we're really looking for from your organization is more than time; we're hoping you have resources that you can bring to the table to help support implementing our cancer plan.

- 
- 6 Explore barriers!** As you talk, you might discover concerns that they have about your opportunity. This is good! You want to discover, acknowledge, and discuss any barriers they might have. You do not need to provide an immediate resolution to a barrier. Instead, engage them in thinking about how to overcome barriers.

Jo, it sounds like your schedule at the hospital might be an obstacle to your participation. I appreciate that challenge, and we have other participants who face that as well. How do we keep this from being a deal-breaker for you?

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- 7 Make a clear ask.** After exploring interests and barriers, make or repeat a clear ask.
- Jo, we would love to have you join our coalition. Can we get you to join us starting next month?
- Jo, it sounds like you would like to think about the opportunity some more. May I schedule a time to follow up next week?
- 
- 8 Accept a no, and look for a yes.** If your ask gets turned down, thank them, and consider making a second ask. If you cannot get A, can you get B? If they cannot offer financial support, can they offer in-kind support? If they cannot chair the committee, would they join the coalition? If they cannot join the coalition, do they know someone in their organization who they could recommend? If they cannot do anything now, can you follow up later?
- 
- 9 Return the favor!** Regardless of how your conversation ends, the person gave you some of their time. Explore what else you can do in return.
- Thank you for carving out a few minutes to talk to me. It was a pleasure. What can I do in return?
- 

## Managing Disagreement and Conflict

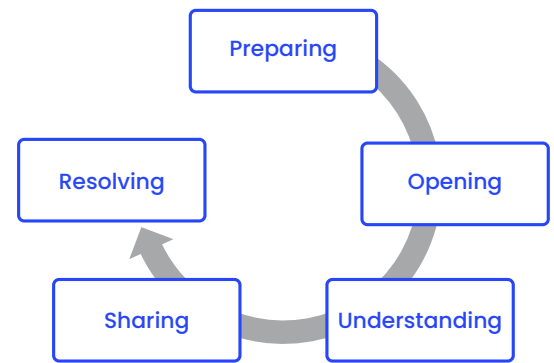
People in groups will inevitably have differing desires, values, and ideas that often lead to disagreements. Left unaddressed, disagreements easily turn into conflict. A staggering \$359 billion worth of time is believed to be spent managing unresolved conflict in the US workplace. While many leaders avoid conflict, effectively resolving conflicts often leads to dramatic increases in trust, teamwork, and productivity. The tools and concepts below are tailored to manage one-on-one conflicts but can easily be leveraged to address conflicts in groups.

### Conflict Resolution Principles

- Conflicts are natural and healthy. They are problematic when left unaddressed.
- Conflicts are not about right and wrong. They are about what is important.
- You want a partner in problem-solving, not someone who will simply acquiesce to your logic.
- Don't seek to win an argument; work to solve a problem.
- Always create and nurture psychological safety.
- Maintain a future focus. The solution to the problem is not in the past.
- Authenticity trumps everything in human relationships, especially in conflicts.

## A Conversation Model

This section describes an idealized model of a conflict-resolution conversation. Like a chess game, the opening and closing steps are often predictable. The middle steps ... not so much! Be aware that many effective conflict-resolution conversations are messy. However, this idealized model can help you to think about an approach to conversations.



## Preparation

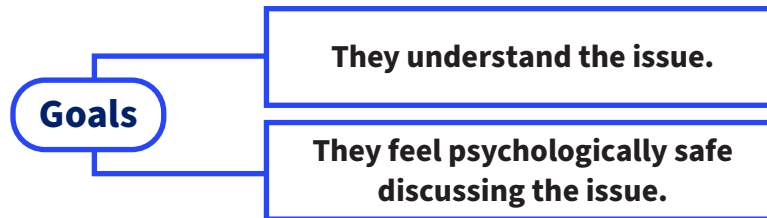
As with any influence conversation, preparation is essential for conflict-resolution conversations. Unfortunately, many people prepare like a candidate in a debate; they collect their facts, hone their arguments, and map their rebuttals. Clever logic and instant responses may work in a debate setting, but they are typically counterproductive when resolving conflicts. Remember: You are trying to solve a problem and maintain a relationship, not trying to win an argument! Bringing your most emotionally intelligent self to the conversation is far more important than honing your arguments. As with influence conversations in general, the best preparation involves self-coaching. The following tool is a conflict-resolution self-coaching guide. Carefully considering the questions in the table will require reflection and exploration.<sup>7</sup>

Component	Questions	Answers
<b>Situation</b>	What is the Twitter-length version of the situation?	
<b>My interests</b>	What do you really want? What else? Why?	
<b>The issue</b>	What is the issue in a sentence? What else could it be? Consider stating it as _____, and I disagree about _____.	
<b>Facts</b>	What are the mutually agreed upon facts?	

Component	Questions	Answers
<b>Their interests</b>	<p>What do you believe is important to them?</p> <p>What else?</p> <p>Why?</p>	
<b>Contributions</b>	<p>What are your contributions to creating the issue or making the issue harder to resolve?</p>	
<b>Attributions</b>	<p>At your worst, what stories do you tell yourself about why they do what they do?</p>	
<b>Attributions</b>	<p>From a more charitable point of view, why else might they be doing what they are doing?</p>	
<b>Emotional intelligence</b>	<p>How do you want to show up in this conversation?</p> <p>How are you in danger by showing up?</p> <p>What can you do to show up like you want to?</p>	
<b>Psychological safety</b>	<p>How can you increase the likelihood that they feel valued and not threatened by this conversation?</p>	

## Opening

Opening the conversation is typically the most challenging part. Luckily, if you are initiating the conversation, this is the part where you have the most control. You have only two goals when opening a conversation:



Here are a few suggestions for opening conversations:

- 1** Share the issue directly but from a third-party point of view.

**Speaker's POV:** Keith, I'm concerned about how you are planning the project.

**Third-party POV:** Keith, you and I seem to have different approaches to project planning.

---
- 2** Share facts to clarify the issue.

---
- 3** Consider owning your contribution.

---
- 4** Stop talking!

---
- 5** Whenever possible, avoid:

  - Circling or sugarcoating the issue by sharing something that is easier to say
    - Don't expect them to guess the real issue. If you cannot bring yourself to say it directly, don't engage in the conversation.
  - Baiting them to share the issue
    - If you have a concern with your relationship, share it! Don't start with: What do you think about our relationship?
  - Blaming the other
    - While you need to be direct about the issue, framing the other person as the problem will simply provoke defensiveness.
  - Talking longer than 30 seconds
    - Beyond 30 seconds, they are just thinking about their response, and not what you have to say.
  - Reciting an opening from memory
    - You are not Meryl Streep. Thinking carefully about what you want to say in advance is critical. However, creating a script that you will recite will make you sound inauthentic.

---

## Examples of Openings

The following opening examples are illustrations. They contain no magic words. Good openings must always be tailored to the speaker, the audience, and the context. People do not typically dive straight into difficult conversations. Accordingly, the following examples assume that some initial ice-breaking polite conversation (e.g., how was your weekend, etc.) has already occurred.

### Strategy Differences

Adeline, I think you and I are both committed to finding effective evidence-based strategies for the coalition. At the same time, I think we have differing views on the value of working through statewide systems versus promoting proven, local interventions. I want to hear more about what you think, share my thoughts, and see if we can come to an agreement.

### Competing Logos

Barbara, can we talk about the use of organization logos? I know you are interested in having the logo of your organization on the coalition Lung Cancer Screening Guide. I can imagine you have good reasons for that, and I'd like to hear more about what you are thinking. At the same time, I have multiple concerns, including the precedent that this action might set. I'm hoping we can discuss this and find a path forward.

### Project Deadlines

Chen, as you know, we've missed three project deadlines in the past six weeks. The problem is fixable, but I think the solution involves us both working differently in the future. I want to hear about your experiences and would like to describe what I see happening.

### Disagreeing Productively

Dimitri, I'm starting to wonder if our coalition is becoming divided into two camps and if you and I may be unintentionally contributing to this dynamic. We have had some robust disagreements in the meetings. After last week's meeting, I grew concerned that we may need to change how we discuss, debate, and find consensus. I'd love to know if you sense a division and if you are open to discussing how we can best resolve disagreements in meetings.

### Dominating Doctor

Dr. Fredrickson, thanks for taking the time to talk, and thank you for the continued support and expertise you provide to the CRC Screening Task Force. We would be lost without your connections to the CRC community and subject-matter expertise. I'm hoping you can help me. I'm starting to sense a dynamic on the team. I think because you have such deep expertise, the team quickly – and perhaps sometimes too quickly – defers to your opinions. I'm afraid this negatively impacts the team's buy-in and long-term development. Can we discuss this?

### Tense Relationship

Eddie, I'm hoping we can revisit our differences on the co-chair opportunity for the 2025 coalition. I have two concerns. The first is simply that you and I may see Dr. Smith in a different light. I'm certain we can work that out. My larger concern is that I'm starting to wonder if our differences on the co-chair issue might be impacting our working relationship. I got a sense from our brief interaction last night that you might be upset with me.

## Preparing Your Opening

As an exercise, try to write out word-for-word how you would ideally open the conversation. Keep the principles above in mind. It is often helpful to share your opening with a neutral observer to gather feedback. Again, the value of writing the opening is to think through how you want to approach the conversation. Don't try to recite this opening during your actual conversation. You are not an actor. It is not a script!

### Write Your Opening

## Understanding

Once you have opened the conversation, stop talking! Let the other person respond. Ideally, you can spend the post-opening phase of the conversation listening and learning instead of arguing your case. Anything you learn is helpful, but you should be most interested in what the person's most important needs and interests are relative to the problem at hand. Avoid the temptation to push back on anything you hear. Rather you should:

- Ask clarifying questions.
- Acknowledge what you are hearing (acknowledging is not agreeing).

Once the other person has had a full opportunity to share their point of view, consider summarizing their key points to ensure that you heard them correctly. Nothing increases the likelihood that the other will give you a fair hearing than having been patiently listened to and acknowledged.

## Sharing

Again, it's unlikely that something as organic as a conversation will follow our idealized model. But ideally, once you have heard the other person's point of view and have identified their needs and interests, you can present the best case for your point of view and your interests. (Sometimes, this will require you to respond to parts of their case that do not align with the facts or that represent you unfairly. However, your focus should be on sharing your needs.) Remember, the solution to the problem is in the future. Blow-by-blow accounts of the past are not helpful.

## Resolving

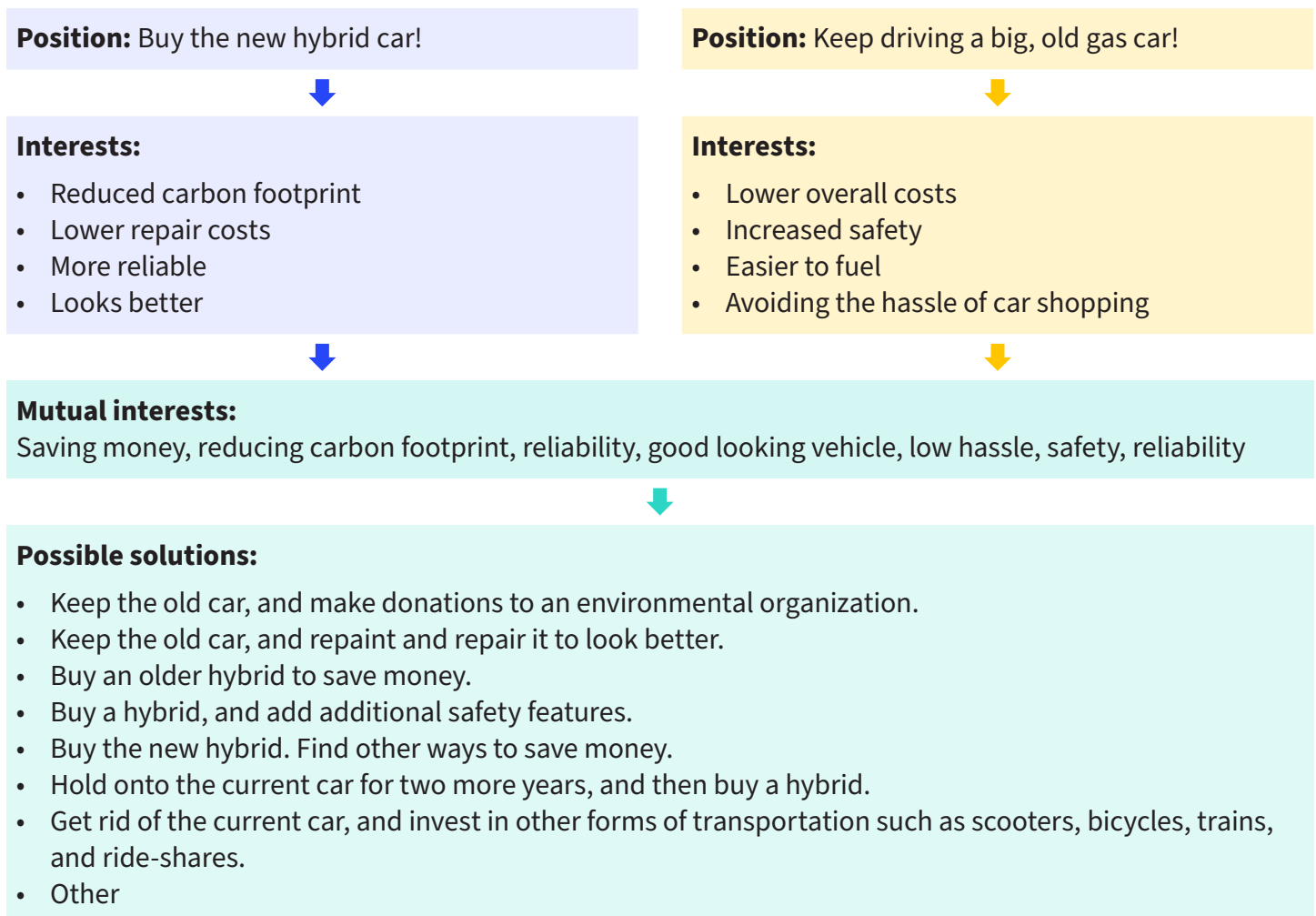
Don't attempt to resolve problems until both parties have had an opportunity to fully share their points of view and acknowledge the other's point of view. Hopefully, both parties are not overly triggered by the conflict and are in a good place to explore solutions.

The easiest way to resolve problems is to simply brainstorm as many solutions as possible. Once a range of options is on the table, then choose a suitable one. The next section describes a more advanced technique and tool for resolving differences and separating positions from interests.

## Separating Positions and Interests

No problem-solving approach applies to every situation, but separating positions and interests is usually helpful. Positions are the parties' preferred solutions to the problem. For example, you want to buy a new hybrid car. Your partner wants to keep the old gas guzzler. Arguing about who is right is typically fruitless. A better approach is to identify both parties' interests – their reasons for adopting their respective positions. Then, starting from shared interests, it will be easier to examine the range of possible solutions that meet the common interests of both parties.<sup>13</sup>

It is not unusual for both parties to disagree vehemently about their positions yet be largely aligned on their interests. Using the example below, would anyone not prefer saving money or increased reliability?



## Other Problem-solving Suggestions

- **Enlarge the pie.** If you are negotiating one factor, consider other factors (e.g., you want an earlier project start date, and they want a later one. Or consider an earlier start with a less aggressive project scope or a later start with fewer resources allocated).
- **Find a precedent.** Chances are this problem isn't novel. Can you find a precedent for how this kind of problem has been solved in the past or elsewhere?
- **Find objective criteria.** Find fair criteria for deciding among solutions.
- **Ask a neutral party.** Third parties can contribute suggested solutions or arbitrated decisions.
- **Fix part of the problem.** If you can't fix everything, what part of the problem can you resolve?
- **Agree in principle.** If you can't agree on the specifics, can you agree on a principle?
- **Agree on the process.** If you come to a substantive solution, perhaps you can agree to a process for resolving the problem.
- **Find temporary agreements.** If you can't figure out a permanent solution, perhaps a temporary solution can be found.<sup>13</sup>

## Coaching

### What Is Coaching?

The fundamental skills and techniques of facilitative leadership and influencing are arguably found in their most concentrated form in coaching. There are many definitions of coaching, but all are built around the understanding that it is a process driven by the coachee. The coachee identifies the topics or goals of coaching, and the coachee is the one doing the work. Using a largely inquiry-based approach, the coach assists the coachee to clarify goals, explore barriers, identify new insights, and take action. This toolkit will not attempt to elucidate all the techniques employed by good coaches. Instead, it highlights eight coaching competencies, shares examples of good coaching questions, and introduces the GROW model of coaching.



## Coaching Competencies

### 1 Neutrality

Adopting a neutral stance with respect to the coachee's goals, options, chosen actions, etc.

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### 2 Listening

Actively and zealously listening to and observing the coachee

---

### 3 Empathizing

Attempting to appreciate the coachee's values, needs, and challenges from their point of view

---

### 4 Questioning

Asking questions that provoke new insights and bring out the best of the coachee

---

### 5 Focusing

Moving the coachee's attention and conversation away from distractions and toward their goals

---

### 6 Reflecting

Stating back to the coachee what you see or hear them saying, feeling, or doing

---

### 7 Supporting

Demonstrating care, confidence, and respect for the coachee

---

### 8 Challenging

Providing the coachee with a perspective that may be different or even opposed to theirs

---

## Good Coaching Questions

Good coaching questions typically have the following characteristics. They are:

- Asked to benefit the coachee, not to inform the coach
- Not biased toward any particular answer (not leading)
- Not subtle suggestions masquerading as questions (e.g., Would you consider ...)
- Asked in a spirit of true curiosity
- Intended to trigger new insights
- Open-ended and short
- Frequently linked to what the coachee (just) said
- Intended to have an impact beyond the moment

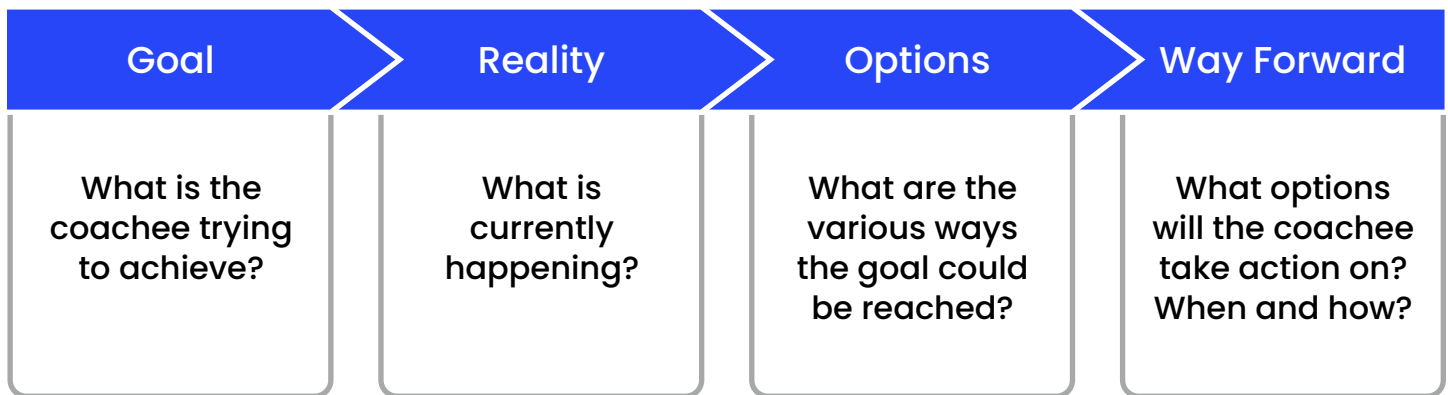
## Examples of Coaching Questions

Here are a few examples of good coaching questions. It is important to understand that the best coaching questions do not come from a list but from the coach's genuine curiosity and intuition, tailored to the situation. Much can be learned about the nature of coaching by examining good coaching questions.

- What would it look like if everything worked?
- What are you tolerating?
- How does your perspective serve you?
- How do you give your power away? To whom? For what?
- What do you have to say no to in order to say yes to what is most important?
- What are you unwilling to risk? What are you willing to risk?
- Where are you selling out on yourself?
- What is it like to live life fully?
- How does this decision serve your values?
- What hurdles and obstacles might you envision?
- How do you get in your own way?
- What is possible?
- How does fear impact your decision-making?
- What brings you joy?
- What would you say to a respected friend?
- What question should I be asking you?

## The GROW Model

The GROW model of coaching was introduced by race car driver turned performance coach Sir John Whitmore and was popularized by a host of other coaching pioneers. It is arguably the most recognized and used coaching model today. It owes its popularity to its remarkable flexibility, ease of use, and intuitive appeal. Put simply, GROW is a problem-solving model that moves from exploring goals to identifying current realities, identifying options for solutions, and choosing a way forward. Coaches use it to structure conversations and help them to identify effective question sequences.<sup>14</sup>



The model is a general guide, not a step-by-step formula. Most coaches who use the model adapt it to each coaching conversation. For instance, a coach may start with reality or toggle between reality and options as the situation warrants.



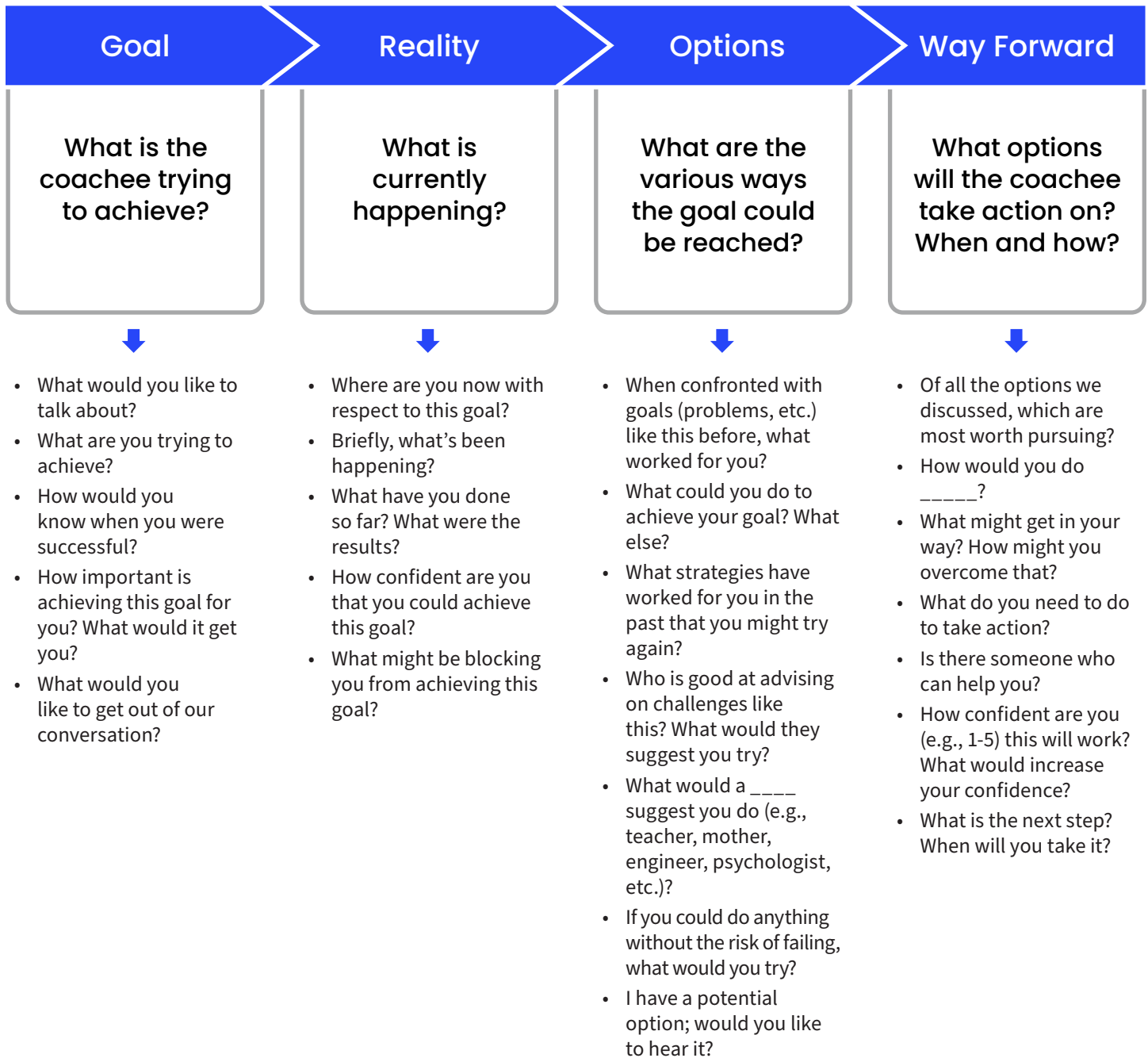
Goal clarification is essential. Often people will name a topic they want to discuss (e.g., the difficulties with leading the task group) or a vague goal (e.g., becoming a better leader). You will often need to ask repeated goal questions to gain clarity and specificity. Also, you may often need to revisit the goal (which can shift) as the conversation unfolds.



Don't get lost in current reality discussions. You are not solving the problem, the coachee is, and they are typically very familiar with the current reality. You might even presage reality questions with: Can you give me the Twitter version (or headline)... What has been happening?

## GROW Model with Questions

The table below shows typical goals, realities, options, and way-forward questions. This can be a helpful illustration or good practice tool. However, in a real coaching conversation, tailor your questions to the situation.



Effective leaders often use their coaching skills in an organic manner. They may be in the middle of a typical conversation when they see the opportunity to listen and ask a few good coaching questions. Coaching does not need to be a scheduled, formal 30-minute session. Good coaching can happen anytime and anywhere. In fact, coaching skills can greatly enhance your facilitation performance, influence conversations, and can be especially helpful when addressing conflicts.

# Coalitions, Strategy, Partners, and Projects

## Setting Strategy

Coming Summer 2023!

## Identifying Partners

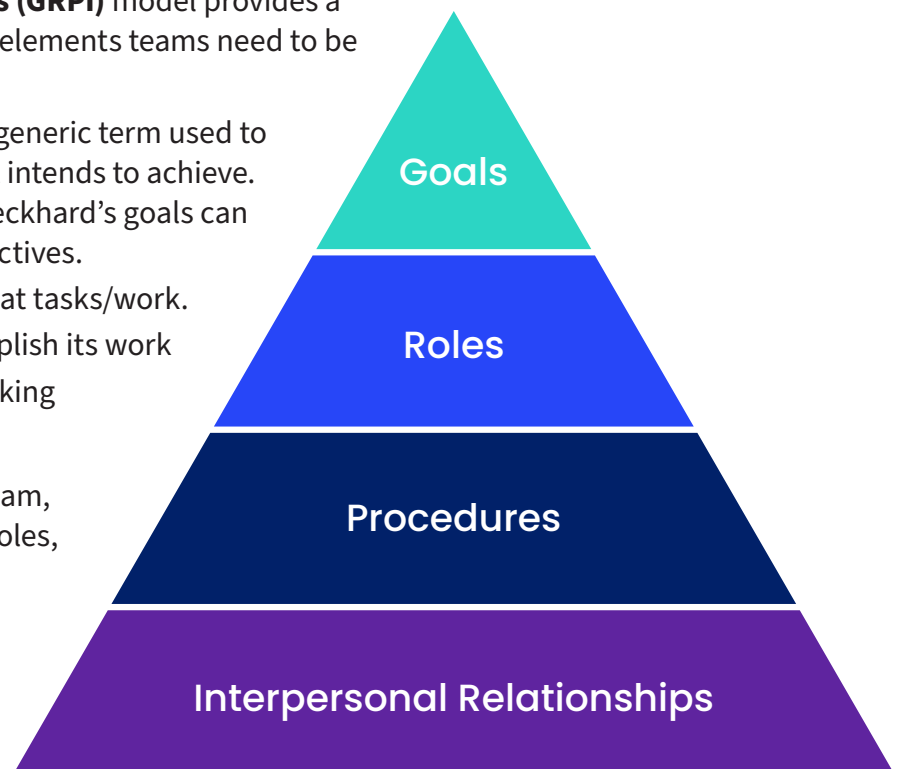
Coming Summer 2023!

## Building Healthy Teams

Every coalition, team, or workgroup requires guidance and development in order to function effectively and produce results. You should anticipate spending at least 10% of group time working on team development and more than that when launching or re-setting a team. MIT Professor Richard Beckhard's **Goals, Roles, Procedures, Interpersonal Relationships (GRPI)** model provides a simple, evidence-based description of key elements teams need to be effective, namely:<sup>15</sup>

- **Goals** – In Beckhard's model, goals is a generic term used to identify why the team exists and what it intends to achieve. For cancer coalitions and task forces, Beckhard's goals can refer to purpose, mission, goals, or objectives.
- **Roles** – Who is responsible for doing what tasks/work.
- **Procedures** – How the team will accomplish its work
- **Interpersonal relationships** – The working relationships between team members

We suggest working top-down for a new team, first by establishing goals, then clarifying roles, establishing procedures, and developing effective interpersonal relationships. You may choose to start at the base of the pyramid – doing some initial work to develop interpersonal relationships, then proceed top-down.



GRPI Pyramid

## Team Purpose

Every team needs to have a clear understanding of **why it exists** (purpose) and **what it intends to accomplish** (goals or objectives). Ideally, teams craft descriptions of their purpose and goals – though these often are assigned to them. Even when teams begin with an assigned purpose or goals, it often creates increased clarity and ownership when they refine these statements. Below is a flexible process for having a team create purpose and goals.

### Strategic Terminology and Examples

A team’s **purpose** is its mission or reason for being. We will use the terms **goals, objectives, and strategies** as defined below, which align to most state cancer coalition planning terminology.



#### Goals

**Broad, long-term aims to be achieved**

#### Objectives

**Measurable outcomes that define goal achievement**

#### Strategies

**Broad, evidence-based activities designed to reach an objective (or goal)**

Tobacco control (Louisiana)

By 2027, decrease smoking rate among adults from 18.3% to 15.8%.

Implement tailored media campaigns to promote prevention and screening for populations of focus.

Prevent cancer for Alaskan Native people (Alaska Tribal Health System)

Reduce cancer incidence and mortality due to tobacco use among Alaska Native people.

Educate the public about the health effects from e-cigarette use.

Primary prevention (Indiana)

Reduce the proportion of Indiana residents who use tobacco.

Advocate for an increase on the price on all tobacco products through a tax parity act, and utilize funding to support the state tobacco control program.

Reduce exposure to tobacco among Virginians (Virginia).

Decrease the percentage of adult cigarette smokers from 15.3% to 12%.

Encourage all physicians and other health care providers to screen for all tobacco use, and refer to tobacco cessation resources as appropriate.

## Establishing Team Purpose Exercise

**Outcome:**

A short statement clarifying the team's purpose is developed.

**Estimated Time:**

90-120 minutes

**Key Steps**

- 1** Explain the outcome of the activity, and define team purpose.
  - A team's purpose is its mission or reason for being.
- 2** Share steps 3-13, and check for understanding.
- 3** Ask for one to two volunteer editors to create the final draft statement.
- 4** Divide participants into subgroups (ideally two to five people per group).
- 5** Provide a statement starter: The purpose of this team is to...
- 6** Have each subgroup draft a purpose statement proposal (use whiteboards or flip charts).
- 7** Visibly display each purpose statement. Have all participants review.
- 8** Briefly solicit feedback re: pros of each proposed statement. Capture one to three pros for each statement.
- 9** Have the participants choose a preferred statement (typically by individual or subgroup voting).
- 10** Ask each subgroup to discuss the statement and respond to two questions:
  - Can they support the statement as it currently exists? If all subgroups say yes, you are finished.
  - If no, ask, what is the smallest change they would propose that would enable them to support the purpose statement.
- 11** Record all feedback.
- 12** Give the draft purpose statement and feedback to the one or two volunteer editors to create a final draft statement.
- 13** Check for consensus on the final draft. (This often is done at a second meeting.)



Avoid wordsmithing in large groups.



Explain that the statement needs to be clear to this team, not necessarily outside audiences. Suggest an eight- to 10-word limit.



Sometimes it can be helpful to attach a few strategic guiding principles to the purpose. For example:

- Do not duplicate the work of partner organizations.
- Employ evidence-based strategies from peer-reviewed literature.
- Focus on populations experiencing the greatest disparities.
- Address state/tribal/territorial social determinants of health.



- If starting with an assigned purpose statement, skip steps 3-9 above.
- If the team needs a formal mission statement, consider having them use a statement starter. We do \_\_\_\_\_, for (whom)\_\_\_\_\_, to achieve \_\_\_\_\_.



## Selecting Objectives or Strategies from a Cancer Plan Exercise

<p><b>Outcome:</b> An objective or a strategy is selected from the cancer plan.</p>	<p><b>Estimated Time:</b> 90-120 minutes</p>
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### Key Steps

- 1 Determine what the team needs to select.
  - Typically, coalitions will be selecting objectives, while task groups will be selecting strategies to achieve assigned objectives.
- 2 Share the expected outcomes of the activity. Define and provide examples of an objective or strategy.
  - **Objectives:** measurable outcomes that describe goal achievement
  - **Strategies:** broad, evidence-based activities designed to reach an objective (or goal)
- 3 Share steps 4-10, and check for understanding.
- 4 Review the relevant sections of the cancer plan and any relevant cancer information.
- 5 Share the range of possible objectives or strategies from which you will select.
  - If you are selecting objectives, share the related goal.
  - If you are selecting strategies, share the related goal and objective.
- 6 Share or identify two to four decision criteria (e.g., scope, resources, expected impact).
  - Consider having the leader(s) suggest decision criteria instead of soliciting from the group.
  - If the team is identifying decision criteria, use nominal group technique (**NGT**) and **affinity grouping** to determine possible criteria. **Dot vote** to select final criteria.
- 7 Have the group identify the objectives or strategies it wants to consider.
  - For small groups, this can be done by simply posing a question and listing the suggestions. For larger groups – or if there are many possible objectives or strategies, consider a quick Dot vote to whittle the list down to a manageable few.
- 8 In subgroups or large group asses the suggested objectives strategies by one of the methods below:
  - Pros-and-cons
  - 2x2 matrix
  - Qualitative ranking
- 9 Hold a round of advocacy. Dot vote to select the final goal/objective or strategy.
- 10 Use three-finger consensus to vet the final choice.



**If setting SMART objectives, ask the group to revise the final goals at step 8 above by answering the following questions.**

- **Specific:** What changes may be needed to make this goal more specific?
- **Measurable:** What measurements would define goal success?
- **Achievable:** Can we achieve this goal with given time and resource constraints?
- **Relevant:** Does this goal align to our larger strategy (e.g., state cancer control plan)?
- **Time-bound:** By what date will this goal be achieved?

## Formal and Informal Team Roles

Formal team roles elucidate at a high level what the members of the team are responsible for doing. Most cancer control coalitions have formal team roles, such as:

- Chair/Co-chair
- Leadership Team member
- Task Group lead
- Task Group member
- Coalition member
- Coalition director/coordinator

Written role descriptions outlining major responsibilities, decision-making authority, and estimated time commitments should be shared – and reconfirmed periodically – with each team member. We also recommend having role clarification discussions with the team. The easiest way to clarify formal roles is by simply sharing the role descriptions with the team and soliciting clarifying questions. To create deeper clarity, we recommend either of the following exercises.



## Scoping Roles Exercise

<p><b>Outcome:</b> Clarify the responsibilities associated with various formal roles in the coalition or task group.</p>	<p><b>Estimated Time:</b> 90-120 minutes</p>
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### Key Steps

- 1
 In advance of the exercise, write key responsibilities for each role on a notecard (or sticky note). Create a whiteboard or flip-chart version of the table below.
- 2
 Explain the outcome of the activity.
- 3
 Share steps 4-7 below, and check for understanding.
- 4
 Create a visible table with each role listed.
- 5
 Randomly pass the notecards to participants.
- 6
 Ask the participants to place the notecards in the appropriate column – taking their best guess at assigning the responsibility to the correct position.
- 7
 Once all notecards are assigned, ask the following discussion questions:
  - Are there any cards that need to move? (Discuss and move as needed.)
  - Are there any critical responsibilities missing?
  - Are there changes we should make to responsibilities?
  - What did you learn?

Chair/Co-chair	Leadership Team Member	Task Group Lead	Task Group Member

## Identifying Responsibilities and Needs Exercise

**Outcome:**

A list of responsibilities for each role are identified. Each participant gains clarity on the other's roles. Needs of each participant are understood by all.

**Estimated Time:**

90-120 minutes

**Key Steps**

- 1 Explain the outcome of the activity.
- 2 Have each participant list their name, role, and the top three to five responsibilities.
- 3 Post all responses.
- 4 Cluster and compare responses from people with the same role (e.g., Workgroup Chair). Discuss differences in responses. Ask all members holding this role to create one agreed-upon list of three to five responsibilities that apply to all. Identify any responsibilities that apply only to some people or one person in that role (e.g., you may have one team member who is responsible for communications). Repeat this process for each position.
- 5 Check for understanding with all participants.
- 6 Ask each set of participants with the same role to identify and record two or three things they most need from other roles to be successful.
- 7 Discuss all responses.
- 8 Ask further clarifying questions. For example:
  - What did you learn?
  - Did we miss any critical responsibilities?
  - Are there overlaps between responsibilities?
  - Should we adjust any responsibilities?
  - Were there any needs identified that are difficult to fulfill? What can be done?

## Informal Team Roles

Team members typically adopt informal roles based on their personality preferences or previous work habits. On a well-functioning team, these roles are played by one or more people. As an informal assessment, consider your team and identify who you think plays what role. Are all the roles covered? Does the group rely on too few people to play too many roles? You can also share this outline with the team and ask them to identify who plays which role and if there are roles that are not currently being filled.<sup>16</sup>

- **Facilitator** – Clarifies objectives, manages group processes, leads discussions, encourages participation
- **Information Seeker** – Seeks facts, data, opinions and clarifications
- **Information Provider** – Provides facts, data, opinions, and clarifications
- **Orienter** – Summarizes, reviews, clarifies the groups thinking
- **Observer** – Provides feedback to the group regarding how it is functioning
- **Encourager** – Affirms and praises the group; provides support and optimism
- **Evaluator** – Tests ideas, can play devil's advocate as needed, and counteracts group think
- **Timekeeper** – Keeps the group on schedule
- **Procedural Coordinator** – Manages logistics, coordinating rooms, supplies, schedules, etc.
- **Notetaker** – Records conclusions and action items

## Team Process Agreements

Team (process) agreements are the group's answer to the question how will we work together? When setting team agreements, it is important to focus on the most critical dimensions of working together, such as communication, decision-making, meetings, accountability, and resolving disagreements.

We suggest creating no more than five to seven agreements. Having too many agreements causes dilution and can also be difficult for teammates to remember. Ideally, the team will craft its own agreements; however, picking agreements from a menu can be a quicker while still effective alternative. However agreements are developed, the focus should be on helping the team honor agreements.



## Selecting Team Agreements from a Menu Exercise

**Outcome:**

A small number (five to seven) of team agreements are identified (from a list of possible agreements).

**Estimated Time:**

90-120 minutes

**Key Steps**

- 1 Explain the outcome of the activity.
- 2 Share steps 3-12, and check for understanding.
- 3 Share a menu of team agreements (see below). Explain the categories, and emphasize the need to select only the most important agreements to help the team be successful.
- 4 Ask each participant to review the menu, and identify # agreements they would select.
- 5 Divide participants into subgroups (ideally two to five people per group).
- 6 Ask the subgroups to come to consensus on # agreements. Each agreement should be written on a separate sticky note.
- 7 Collect all notes, and use affinity grouping to sort them.
- 8 Eliminate all duplicates, but record the number of duplicates eliminated on each remaining sticky note.
- 9 Use advocacy and dot voting to reduce the options to five to seven agreements as needed.
- 10 Check for proposed wording changes on any agreement.
- 11 Check for consensus on the agreements.
- 12 Discuss how the group will help each other remember and honor the agreements. See below for suggestions.



At step 6, you can allow groups to craft their own proposed agreement on a blank sticky note.



Instead of using the menu, select a set of eight to 12 agreements you think will be most helpful and write them on index cards. Create a deck of such cards for each subgroup you will have. (Each group's cards should be exactly the same.) Have the subgroups discuss and choose agreements. Collect the cards, and conduct an affinity grouping process.

## Agreements Menu

Adjust this menu as needed.

<b>Communication</b>	<b>Decisions</b>	<b>Accountability</b>	<b>Meetings</b>	<b>Interpersonal</b>
We seek to understand others before trying to be understood.	Before making major decisions, we will always explore at least three distinct alternatives.	We will follow through on commitments and communicate in advance if we are unable to do so.	All meetings will have a timed, objectives-based agenda circulated in advance.	We are committed to thinking the best of one another and speaking the best of one another.
We honor those not present by talking about them as if they were in the room.	Before a decision is finalized, we will ask everyone to challenge the proposed solution.	If we cannot complete a task we committed to, we will take responsibility for finding someone who can.	Each meeting will have a facilitator, notetaker, and timekeeper.	We will assume good intentions, believing that each person is trying to act in the best interest of our team.
We will proactively express appreciation and praise on this team for the work of others.	Before adopting any strategy, we will identify the evidence base.	We agree to hold one another accountable for keeping our team agreements.	We will assure that all voices are heard and all opinions considered.	If we see or hear disrespect or behind-the-back conversations, we will step in.
We will consistently practice active listening by paraphrasing, clarifying, and acknowledging.	Once a decision has been made, we will publicly support it even if we have private reservations.	We will ask for help when needed.	We will end meetings by restating decisions, action items, and communication plans.	We will never speak critically about any member of the team.
We seek to solve problems, not win arguments.	Resolution of differences will typically be by majority decision, but on key issues the group will reach consensus.	We will all proactively volunteer to do work. We will not allow a small number of people to do all the work.	We will all respect and share airtime by being brief and asking for others' opinions.	We will check titles and hierarchies at the door.

## Creating Team Agreements from Scratch Exercise

**Outcome:**

A small number (five to seven) of de novo team agreements are identified.

**Estimated Time:**

90-120 minutes

**Key Steps**

- 1 Explain the outcome of the activity.
- 2 Share steps 3-10, and check for understanding.
- 3 Divide participants into subgroups (ideally two to five people per group).
- 4 Ask each group to propose two or three team agreements.
  - Explain that team agreements typically cover topics related to:
    - Communication
    - Decisions
    - Accountability
    - Meetings
    - Interpersonal relationships
  - Consider sharing a few examples of team agreements from the menu above.
  - Suggest starting agreements with “We will ...”
  - Have each team write their proposed agreements on separate sticky notes.
- 5 Collect all notes, and use affinity grouping to sort.
- 6 Eliminate any duplicates, but record the number of duplicates eliminated on each remaining sticky note.
- 7 Use advocacy and dot voting to reduce the options to five to seven agreements as needed.
- 8 Check for proposed wording changes on any agreement.
- 9 Check for consensus on the agreements.
- 10 Discuss how the group members will help each other remember and honor the agreements. See below for suggestions.

## Turning Agreements into Habits

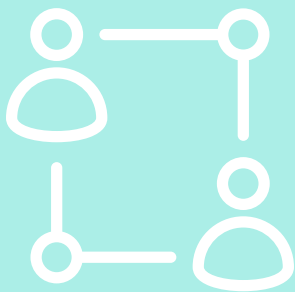
Below are 10 practices that can be used to turn agreements into habits. Consider circulating this list with your team and selecting options. Or the list can prompt the team's own creative ideas for making agreements habitual.

- Schedule a check-in conversation to revisit how the agreements are working after two or three weeks.
- Own and share when you fail to honor an agreement. You are doing the team a huge favor!
- If you suspect the team is not fully honoring an agreement, just ask, “Are we honoring X agreement?”
- Post the team agreements in places where they are easy to spot (e.g., meeting agendas).
- Review the team agreements frequently at the beginning of meetings.
- Provide both public and private recognition for people who follow the team agreements.
- Have an annual or biannual pulse survey to check how well the team is honoring the agreements.
- Have fun rewards for individuals who follow the team agreements.
- Have fun disincentives for catching people violating the agreements (e.g., Have a team agreement \$1 fine. Use the money on a team party.).
- Have a team agreement pop quiz. This won't help team members abide by them, but it will help them remember the agreements.

## Interpersonal Relationships







Team agreements often help govern interpersonal relationships. However, to build your team on a solid foundation, more work may need to be done. The first, and easiest, steps are to enable team members to get to know each other. This will happen organically by working together, but the process can be greatly accelerated with simple activities. These are often best done in “small bites” during regular meetings. If time is a concern, consider having a small number or even one participant respond in each meeting.

For examples of exercises to build interpersonal relationships, see [Process Tools for Building Relationships](#).



## Team Observation Checklist

Most leaders understand that they need to carefully observe the group dynamics, so they are in position to help the team achieve meeting goals and build the capacity to work effectively in the future. But what should they watch for? See the [Appendix](#) for a printable observation tool based on these factors.<sup>17</sup>

Factor	Watch For
 <p><b>Influence</b></p>	<ul style="list-style-type: none"> <li>• Whose opinions carry the most – and least – weight?</li> <li>• Who sets or contributes most to the emotional climate of the team?</li> <li>• Is there a struggle for leadership?</li> </ul>
 <p><b>Communication Patterns</b></p>	<ul style="list-style-type: none"> <li>• Who talks? Who listens?</li> <li>• Who talks to whom?</li> <li>• How equal is the overall amount of talk time?</li> </ul>
 <p><b>Listening</b></p>	<ul style="list-style-type: none"> <li>• Are speakers interrupted?</li> <li>• Are questions or comments sometimes ignored (plops)?</li> <li>• Are there signs of active listening: acknowledging, supporting, summarizing, etc.?</li> <li>• Are quieter participants invited into the dialogue?</li> </ul>
 <p><b>Subgroups</b></p>	<ul style="list-style-type: none"> <li>• Do some groups of participants appear to routinely agree and support each other?</li> <li>• Does anyone appear to be marginalized? Does inclusion or marginalization mirror traditional power differences (gender, race, professional status, etc.)?</li> </ul>
 <p><b>Task Functions</b></p>	<ul style="list-style-type: none"> <li>• Are topics framed and discussion processes clarified, or does the group just dive in?</li> <li>• Does the group focus on one topic at a time? Does it drift or digress?</li> <li>• Does the group visually capture and confirm its thinking or conclusions?</li> </ul>
 <p><b>Disagreement</b></p>	<ul style="list-style-type: none"> <li>• Does the team explore or avoid disagreements?</li> <li>• Does the group invite challenges to its thinking?</li> </ul>

**Factor**

**Watch For**



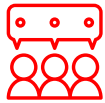
**Decisions**

- Does the group make decisions, or avoid making them?
- Are there agreed-upon decision-making processes?
- Are action items identified and assigned? Is there follow up? Does the group hold itself accountable?



**Climate**

- What does it feel like working with this group?
- How would you or your team members describe the climate: productive, business-focused, energetic, optimistic, tense, etc.?



**Group Reflection**

- Does the group take time to discuss how it is working?
- Does the group surface and address group dynamics, individual member needs, or elephants?
- Over time, does the group explore new ways of working?

**Facilitating Team Change**

Teams frequently need to make changes in goals, roles, working processes, members, etc. It is helpful to hold open discussions regarding these and other significant changes – like moving from implementing one-to-one intervention to working at a systems level, or relying on funder resources to leveraging member resources, etc. When undergoing significant changes, it is important to:

- Clearly articulate what is changing, the case for making the changes, and what is not changing.
- Involve the team as much as possible in identifying what changes need to be made and how the team will make changes.
- Recognize that suggestions for change are often initially met with resistance. People are typically less resistant to the new ways of working than they are to letting go of the current ways of working. Open dialogue and individual coaching regarding letting go of the old ways is often more helpful than selling the new ways.
- Find and leverage your early adopters. You do not need everyone on the cancer control coalition or team to embrace changes right away. Use early adopters to help pull others on board. Know that a few people may never embrace the new way of working. This is not a sign that the change was a mistake.

When introducing significant changes in the coalition or team consider doing both of the activities below. The Case for Change activity is often done by one or more leaders (e.g., the chair and co-chair of a coalition) and then shared with a larger group (e.g., coalition leadership, task groups, etc.) If the group itself initiates the change, the Case for Change activity can be facilitated by a leader.

## Case for Change

A complete case for change has six basic elements:

- 1 **Drivers** – A description of internal or external factors driving the change
- 2 **Current state** – A description of how the organization/team currently operates
- 3 **Rationale** – The pros of changing or cons of not changing
- 4 **Changes** – Specifically what the organization/team will do differently
- 5 **Constants** – What we currently do that will not change
- 6 **Anticipated Results** – The anticipated future results

### Drivers for Change

---

The external/internal factors driving change are ...

### Specific Proposed Changes

---

We plan to ...

### Description of Current State

---

We currently operate by ...

### Constants

---

We will continue to ...

### Rationale for Changing

---

If we do not change, then ...

### Anticipated Results

---

When successful, we anticipate ...

If we change, then ...

## Creating a Case for Change Exercise

**Outcome:**

A clear description and rationale for changes to be shared with others is developed.

**Estimated Time:**

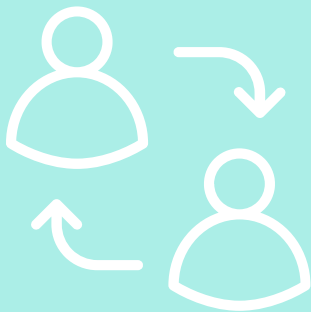
90-240 minutes

**Key Steps**

- 1 Explain the outcome of the activity.
- 2 Share the Case for Change template above. Explain each category.
- 3 Create a short description for each of the six categories.
- 4 Check for agreement and revise as needed.
- 5 Have someone draft a paragraph combining the elements into a compelling case for change.

**PRO TIP**

This activity is typically done in very small groups; therefore, we offer the simplified process steps above. If you have a larger group developing a case for change, consider putting participants into subgroups and assigning each subgroup one (or more) of the six categories to complete (step 3). Have each subgroup present their work back to the large group for feedback and revisions.




## Identifying the Pros and Cons of Change Exercise

<p><b>Outcome:</b> Teams that will be implementing – or impacted by – changes discuss the consequences of making changes. Ideas for managing changes are identified.</p>	<p><b>Estimated Time:</b> 90-120 minutes</p>
--	--

### Key Steps

- 1** Explain the objective of the activity.
- 2** Make sure everyone is aware of the changes in question. Consider sharing and discussing a case for change (above).
- 3** Divide participants into subgroups (ideally two to five people per group).
- 4** Ask each subgroup to discuss and record the top two to four pros (benefits) and top two to four cons (drawbacks) of making the changes. Each pro or con should be on a separate sticky note.
- 5** Ask each subgroup to divide their responses into short term and long term.
  - You will need to define short term and long term (e.g., ST = less than six months, LT = more than six months).
- 6** Post all responses in a 2x2 matrix as shown below.
- 7** Eliminate any duplicates, but record the number of duplicates eliminated on each remaining sticky note.
- 8** Pose the following debrief questions:
  - What was doing this exercise like for you? If it was helpful, how was it helpful?
  - Looking at the results, how does it make you feel or think? What conclusions are you tempted to draw?
  - What is the difference between your shorter-term assessment of these changes and the longer-term assessment?
  - Is there anything we could do to lessen the impact of the cons?

	Pros	Cons
<b>Short Term</b>		
<b>Long Term</b>		



The cons or “pains” of changing are frequently disproportionate in the short term, and the benefits accrue in the longer term. If this is the case, you might ask the group what can be done to help get through the short-term challenges?

## Managing Projects

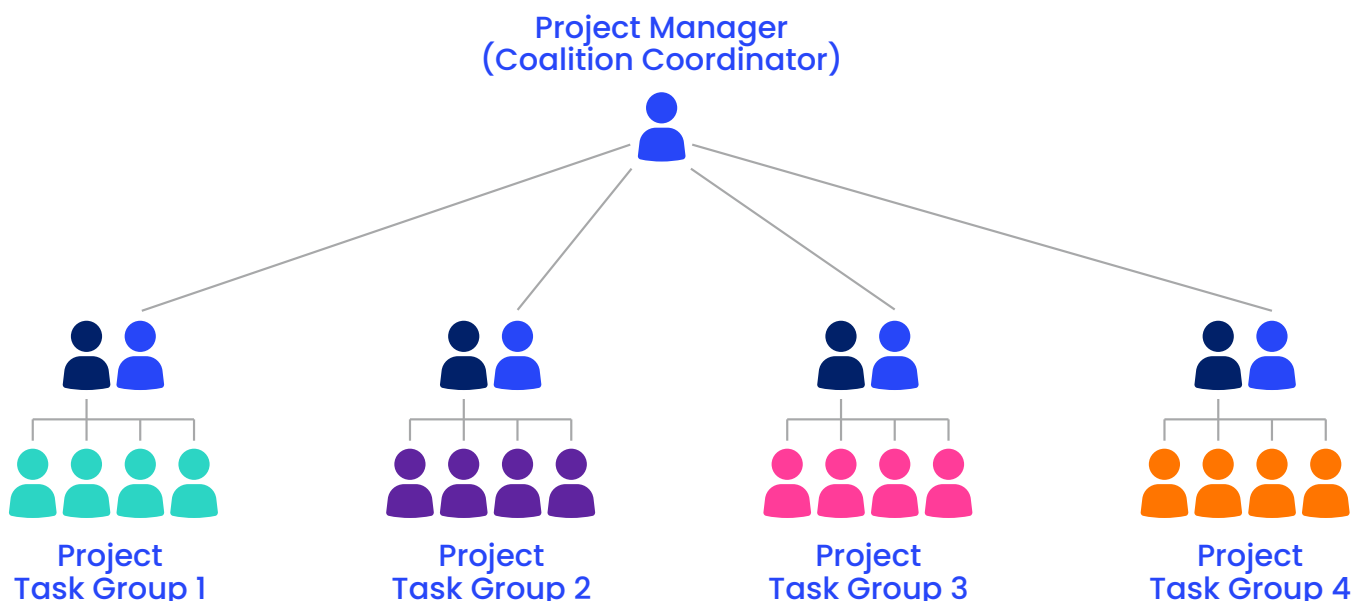
Effectively leading a coalition requires some level of familiarity with basic concepts and tools for project management. The Project Management Institute (PMI) defines projects as temporary efforts to create value through unique products, services, and processes. Projects are typically run by teams that come together to achieve clear outcomes over an equally clear span of time. We will use the term “project” to cover a broad range of areas, including creating a comprehensive cancer plan or doing the work of a task group. Many of the tools and concepts will also apply to managing the cancer control coalition itself.

This toolkit contains a selective and simplified version of project management tools.

### Project Teams

We use the term project team as a general term that might include coalition, task groups, task force, workgroup, etc. Project teams have many different structures depending on the nature of the project. Below is a model structure and description of roles that align to many cancer control coalitions and coalition projects.

- **Project Sponsor (CDC)** – The individual(s) who provides the funding for the project and has final authority in the project’s strategic direction
- **Steering Committee** – The group that is responsible for the high-level oversight of the project, including establishing outcomes, allocating resources, and making critical decisions. For purposes of project work, the project manager, in most cases, reports to the steering committee.
- **Project Lead** – The individual(s) most directly responsible for the success of the project and day-to-day decisions on the project team
- **Project Manager** – The person who coordinates the day-to-day project activities, manages the project tasks, timeline, resource allocations, and project team activities. The coalition coordinator is typically the project manager.



## Project Definition

For a task group, the process of creating a project definition may be the same as the process used to create team purpose, goals and/or objectives **above**. That said, it is often advisable for a task force or project team to add additional detail to their aims in the form of a project definition. A project definition typically has two major parts: a project description and a list of outcomes.

**Project Description** – A brief statement explaining the purpose of the project and when it will be finished

**List of Deliverables** – A short list of deliverables (outcomes) that will be achieved by the project team upon the project’s completion date. Note: Project outcomes are not long-term, post-implementation outcomes.

### Project Definition Example

**Project Description:** Create and implement a National Lung Cancer Screening Day promotion and implementation toolkit for lung cancer screening centers in Arizona by December 31, 2024.

**Deliverables:**

- Tools, including invitations materials, agendas, sample workflow and sustainability documents, are developed.
- A statewide promotion webinar for key audiences, including radiologists, health systems administrators, media, and NPO groups, is held.
- Presentations have been delivered to five Commission on Cancer committee meetings.
- Twenty clinics have been enrolled.
- A six-month follow-up plan is developed and shared.



Project outcomes are not post-implementation outcomes like increased vaccination or reduced cancer burden. Project outcomes are achieved by the project end date.



Again, the purpose statement and SMART goals of a task force team (see below) will go toward creating a project definition.

## Creating a Project Definition Exercise

<b>Outcome:</b>	<b>Estimated Time:</b>
A project definition and key deliverables are identified.	30 minutes

### Key Steps

- 1 Share the outcome to be achieved.
- 2 Typically, you will already have a strategy identified from the cancer control coalition plan. The strategy statement will form the basis of your project description. The description may need to be supplemented with additional details, including end dates, location, or other information. Ask the group what additional details need to be added for clarity. Revise the statement as needed.
- 3 Share the definition of deliverables.
  - Deliverables are tangible outcomes or products that will be achieved by the project team upon the project’s completion date. Note: Project outcomes are not long-term post- implementation outcomes.
- 4 Ask participants to identify the deliverables that will be achieved by the project end date.
  - If you have a large group, consider using nominal group technique (NGT) and affinity grouping to identify deliverables.
  - Dot vote to reduce the deliverables if needed.
- 5 Check for consensus using fist-to-three.

## Project Plans

After developing a project definition, you can create a project plan. Experienced project managers have many processes and tools they use for managing scope, costs, risks, constraints, the critical path, etc. of projects. We offer this simplified process, which should cover basic project planning needs. An effective project plan needs to identify:



- **Pieces** – The major buckets of work (sets of tasks) that need to be accomplished
- **Tasks** – The actions that need to be accomplished to complete a piece of the project
- **Dependencies** – Relationships between tasks (or pieces) where one cannot be started until the other is completed
- **Responsibilities** – Who is charged with doing which pieces or tasks
- **Durations** – How long each piece or task will take
- **Timeline** – When tasks, pieces, and the entire project will be completed
- **Resources** – What human, physical, and financial resources are available for the tasks/ pieces

## Identifying Pieces and Tasks Exercise

### Outcome:

The major pieces (buckets of tasks) and tasks are identified and put in sequential order.

### Estimated Time:

120-180 minutes

### Key Steps

- 1 Explain the outcome – To create an initial, high-level project plan to achieve our [insert project definition]
- 2 Share steps 3-13, and check for understanding.
- 3 If you have more than five or six people, consider dividing them into subgroups (two to six participants).
- 4 Carefully review the project definition.
- 5 Tell participants we are going to identify the tasks that need to be completed to achieve the project outcomes by the completion date. We will begin by identifying the major pieces (major buckets of work) for the project. Each major piece will have a series of tasks associated with it
- 6 Ask the group for an example of major pieces for our project for clarity.
  - A major piece for the example above might be **Tools Created**.
- 7 In a large group, ask participants to suggest pieces for the actual project. Record each suggestion on large sticky notes.
- 8 Discuss and adjust the pieces as needed. (Aim for approximately five to eight pieces for a typical project).
- 9 Ask participants to put the pieces in chronological order.
  - Some pieces will likely overlap, or the order may be debatable. This can easily be adjusted later.
- 10 Form participants into subgroups (ideally one to five participants per group) assigned to each of the various pieces.
- 11 Ask participants to identify the tasks needed to complete their assigned piece. Each task should be clearly written in verb-noun format (e.g., create guest list, create invitation, etc.).
  - Consider limiting each major piece to no more than 10 tasks.
- 12 Have participants review and revise their final list of tasks for their assigned piece.
- 13 Have participants place revised tasks in temporal order.
- 14 Have one participant from each subgroup share the ordered tasks, with the other participants offering feedback. Make any final adjustments.
- 15 Number each piece(1.0, 2.0, 3.0), and number each task within a piece (1.1, 1.2, 1.3..., 2.1, 2.2, 2.3, etc.). If you need subtasks, they will be (1.11, 1.12, etc.).
  - See the example below.

## Identifying Dependencies Exercise (Optional)

<b>Outcome:</b>	<b>Estimated Time:</b>
Critical dependencies between major pieces and/or tasks are identified.	60 minutes

### Key Steps

- 1 Explain the outcome of the activity: identifying the most important dependencies.
- 2 Explain dependencies – A task (or piece) that cannot begin until another task is completely finished
- 3 Ask for an example of a dependency.
  - An example: The send invitations task cannot begin before the create invitation list task is completed.
- 4 Share steps 5-7, and check for understanding.
- 5 Assign participants to major pieces (use the same groups as in step 10 above).
- 6 Ask participants to identify the most critical dependencies that the project manager needs to keep an eye on during the project.
  - This can become needlessly complex if you attempt to identify every dependency! Start with dependencies between pieces. Add any critical task dependencies that you want to pay careful attention to as you manage the project.
- 7 For any piece or task with a critical dependency, note the predecessor task (e.g., 3.4). This will be recorded in the final project plan.



Articulate major pieces in noun-past tense verb format (e.g., Tools Created) where possible. Write tasks in a verb-noun format (e.g., Create sign-up form).



When creating tasks for each piece, it can be helpful to provide guidance regarding level of detail. Consider that someone could break down the tasks associated with Tools Created into three steps or 30 steps). For simplicity, we typically identify approximately six to 10 tasks for each piece.



Create an Unanswered Questions parking lot. Scores of questions will come up at every step (e.g., Should we have materials in multiple languages? What size clinics should we target? etc.). While many of these questions will eventually need answers, few of them need to be answered while creating the initial project plan. In most cases the individual or team assigned to execute the piece in question should propose the answer.



Do not stress about making the perfect project plan right away! The initial plan will evolve over time; there are tasks to add, delete, move under different pieces, changes of dates, etc. We typically aim for the plan to be ~75% right in a first pass.

## Identifying Responsibilities, Durations, and Revisions

Often the final stages of developing the initial project plan are not done in a group setting. Rather the project leader or project manager nominates people to lead pieces of the project. Once identified, the leader of a project piece completes task revisions, identifies responsibilities (who does which tasks), and estimates task durations and due dates.

Revisions are making any changes to the tasks or order of tasks associated with the piece in question. There may be frequent rounds of revisions in an ongoing project. Providing time to reflect outside a project planning meeting can be helpful in identifying important revisions.

### Task Lists

Experienced project managers often use a Gantt chart. However, this typically requires a good Gantt chart software and a level of project management sophistication beyond what can be succinctly described in this toolkit. The simplest way to display the project plan is in a task list.

#	Pieces/Tasks	Owner	Start	End	Duration	Predecessor	Status
<b>1.0</b>	<b>Tools Created</b>	<b>Andrew</b>	<b>2-1-23</b>	<b>4-2-23</b>	<b>60 days</b>		<b>In Progress</b>
1.1	Create orientation invite	Billie	2-1-23	2-7-23	6 days		Completed
1.2	Create day-of invite	Billie	2-1-23	2-7-23	3 days		Completed
1.2	Create sign-up form	Billie	2-1-23	2-7-23	6 days		Completed
1.3	Create pre-meeting agenda	Billie	2-10-23	3-10-23	28 days		Completed
1.4	Create pre-meeting deck	Cal	3-10-23	4-1-23	22 days	<b>1.3</b>	In Progress
1.5	Create participating clinic database	Cal	2-10-23	3-01-23	10 days		In Progress
1.6	Create workflow screening process map	Cal	2-10-23	4-1-23	50 days		In Progress
<b>2.0</b>	<b>20 Clinics Signed Up</b>	<b>Della</b>	<b>3-1-23</b>	<b>6-1-23</b>	<b>92 days</b>		<b>Pending</b>
2.1	Identify lung cancer screening sites and administrators	Della	3-1-23	4-1-23	31 days		Pending
2.2	Send orientation invitations	Edward	4-2-23	4-30-23	28 days	1.1	Pending
2.3	Schedule 1-on-1 meetings with administrators	Edward	4-7-23	5-14-23	37 days		Pending
2.4	Hold 1-on-1 meetings with administrators	Della	4-7-23	6-1-23	55 days	<b>2.3</b>	Pending

## Project Management Best Practices

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Set realistic goals. This will help you avoid getting overwhelmed or discouraged by the project's scope.

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Delegate tasks to participants with the skill and time to complete them.

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Be clear about what tasks need to be accomplished by what time.

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Have a system and tool for regularly tracking and reporting on progress.

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Identify potential risks and contingency plans. Communicate risks to stakeholders.

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Continually adjust the project plan as needed.

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Defend against scope creep!

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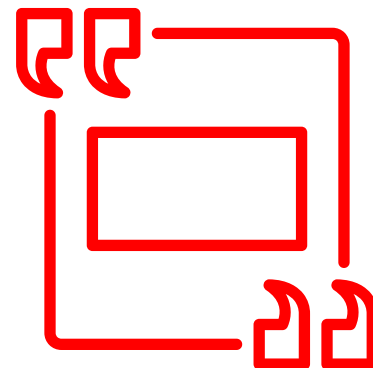


Conduct a post-project after-action review to learn lessons for the next projects.

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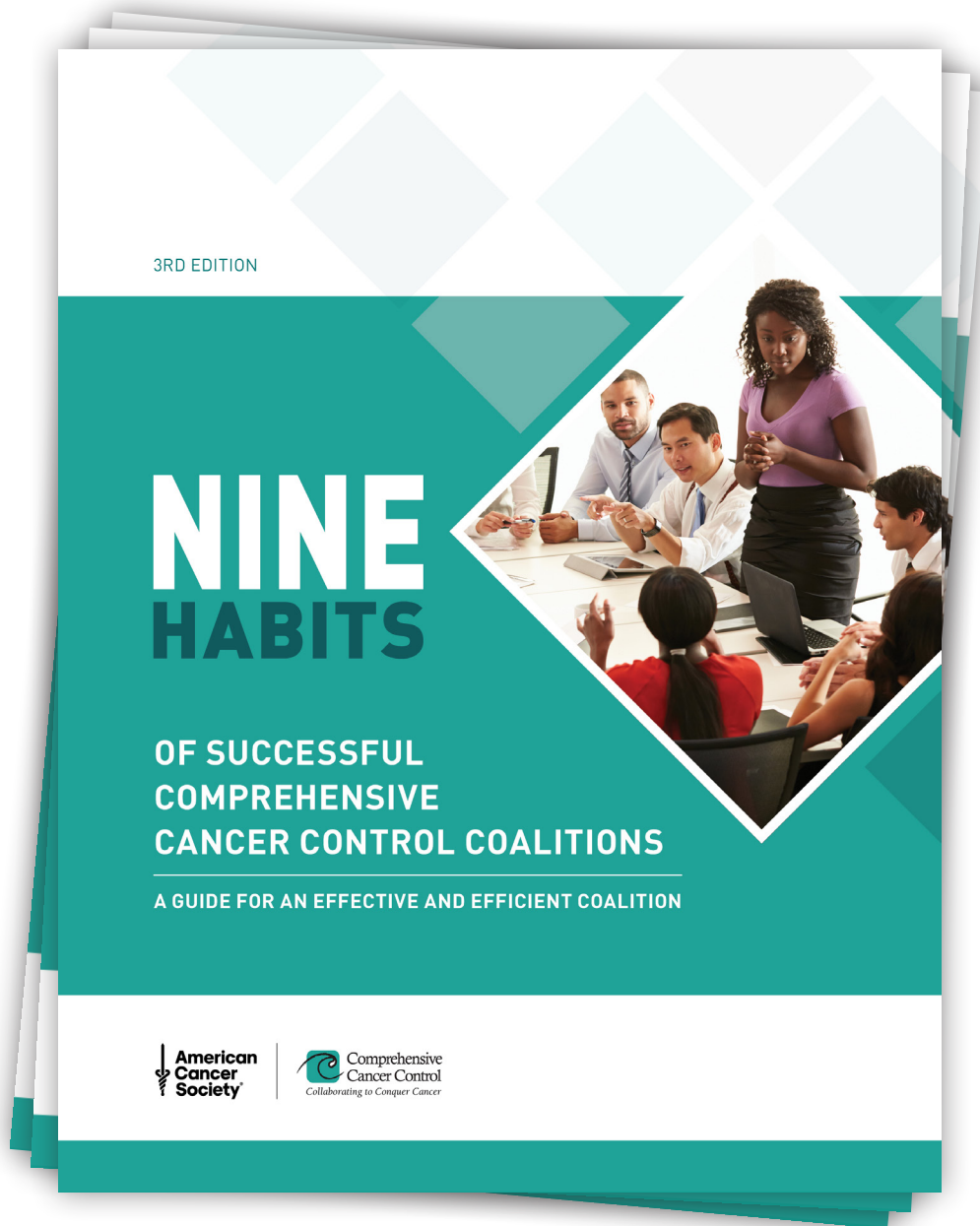
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# Appendix

## *Nine Habits of Successful Comprehensive Cancer Control Coalitions*

The *Nine Habits* guide was developed using information from a 2021 evaluation of the attributes of high-performing comprehensive cancer control (CCC) coalitions, real-life experiences of CCC coalitions over the past seven years, and a 2018 unpublished literature review on elements of the *Nine Habits*. This widely used guide for managing cancer control coalitions was revised in 2022.



# Overview: Habits

## HABIT 1

### Empowering Leadership

Effective coalition leaders empower their members to make decisions. This empowerment builds trust and encourages accountability among members. Member satisfaction is assessed, and their needs are addressed by the coalition's leadership. Leadership represents the diversity within the coalition and the communities it serves.

## HABIT 2

### Shared Decision-making

Shared decision-making guides the coalition. Steps are put in place so that no one organization overpowers the decisions made by the coalition. Diverse ideas are sought out and welcomed.

## HABIT 3

### Value-added Collaboration

Members acknowledge and appreciate the benefits of forging alliances and working on efforts that might not happen unless the coalition works on those efforts together.

## HABIT 4

### Dedicated Staff

Dedicated support, such as staff from partner organizations who are assigned with specific roles and responsibilities to assist with the coalition's efforts, is essential to the work of the coalition. Coalition members are volunteers who often hold leadership positions within their own organizations, so it is helpful to have dedicated staff to reduce the burden of additional work.

## HABIT 5

### Diversified Resources

Diversifying your resources can create wider support of the coalition's efforts by engaging a greater number of partners, allowing the coalition to remain viable if one source disappears.

## HABIT 6

### Effective Communication

Coalition communication is a consistent and purposeful dialogue that uses all appropriate channels for discussion and feedback, including email, websites, phone calls, meetings, and newsletters. Inclusive language is used in communications with partners and with communities.

## HABIT 7

### Clear Roles and Accountability

Coalition members understand their roles and feel accountable for accomplishing agreed-upon tasks. Members understand the mission of the coalition and how they, as individuals, can help achieve that mission. Coalition member roles are defined and communicated both verbally and in written documents.

## HABIT 8

### Flexible Structure

The coalition structure is flexible, adapts to challenges, and facilitates implementation of the cancer plan. The coalition strives to operate in a way that maximizes the effective and efficient work of its members.

## HABIT 9

### Setting and Implementing Priorities

Priorities are chosen and action plans are developed around evidence-based strategies. Action plans clearly articulate the expected outcomes, health equity considerations, and methods to reach those outcomes, responsibilities, and timelines. These plans are used to guide actions and are revised as challenges and opportunities arise and evaluation data is gathered.



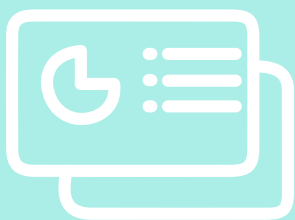
## Managing Presenters and PowerPoint Presentations

### Finding a Good Presenter

- Don't assume chairs, leaders, experts, survivors, etc. are good presenters! There is little correlation between professional roles and presentation skills.
- If you haven't seen someone present, look for video clips or talk to someone who has seen them present.
- If you need to give the person with the biggest title a task, think creatively about what they might do other than presenting.

### Preparing Presenters

- Meet with your presenters well in advance of the presentation date. Do not settle on talking with their administrative support or email communication!
- Explain the objectives of the meeting and the section objectives of the presentation. Be clear regarding what should be in scope and out of scope for this presentation.
- Explain what is happening in the agenda before and after their presentation.
- Share details regarding the audience.
- Provide clear time guidelines (e.g., You have 20 minutes to present.). Explain the consequences of going over time (e.g., We will have to take time away from the next presenter, Dr. Smith.). Ask how you can help them stay on time, and come up with a plan together (e.g., Do they want you to give them time warnings or set up a clock they can watch?).
- Set a plan with your speaker in the event they go over time (e.g., Would it be helpful if you step up to the podium when they are over time?).
- Ask speakers how many slides they intend to share. Suggest that two minutes per slide is a reasonable rule of thumb. So, a 20-minute presentation should have approximately 10 slides.
- Make sure they test any media (video, audio, etc.) using the actual equipment in the meeting room or virtual platform on the day of delivery (LCD, speakers, slide advancers, etc.). Things that work on the presenters' desktops at home don't necessarily work in the meeting room!



## Guidelines for PowerPoint Presentations

PowerPoint presentations have many benefits and drawbacks. They are easy to produce, help speakers organize their thoughts, and help them remember what they are going to say. Unfortunately, most of the drawbacks of PowerPoint are incurred by the audience. They invite long presentations, are often boring, and enable presenters to read their slides, which can engender passivity in the participants.

- Use a template, and send it to speakers in advance.
- Set a deadline for when slides should be submitted. Be willing to follow up on delayed slides.
- Set a slide limit that aligns with the time limit, and be willing to enforce it. (A decent rule of thumb is one slide for every two minutes of presentation time.)
- If the slides don't meet your expectations, be willing to provide feedback or ask permission to make edits.

## Promoting Interactivity

- Determine the process for a presenter's Q&A session. Will questions occur during the presentation or after? (Holding questions to the end is often a good way to help manage time.)
- Encourage presenters to ask the audience questions or use polls.
- Think of creative ways to keep participants engaged in the presentation, including:
  - Using pre-tests or post-tests
  - Having table groups discuss relevant questions before the presentation (e.g., If the presenter will talk about the main trends in incidence of cancer, have table groups discuss what they believe the trends are before the presentation.)
  - Challenge participants to take notes or look for certain concepts.
  - See **Presentation Small-all** above. When the presentation is complete, before having a Q&A session, have table groups discuss what they learned, what surprised them, or what questions they have. Then, facilitate the Q&A session.
  - Consider alternatives to traditional presentations, including panel discussions, fishbowls, gallery walks, small-group discussions, etc.



## Team Observation Checklist Notes

Factor	Watch For	Notes
<b>Influence</b>	<ul style="list-style-type: none"><li>• Whose opinions carry the most and least weight?</li><li>• Who sets or contributes most to the emotional climate of the team?</li><li>• Is there a struggle for leadership?</li></ul>	
<b>Communication Patterns</b>	<ul style="list-style-type: none"><li>• Who talks? Who listens?</li><li>• Who talks to whom?</li><li>• How equal is the overall amount of talk time?</li><li>• Are quieter participants invited to participate?</li></ul>	
<b>Listening</b>	<ul style="list-style-type: none"><li>• Are speakers interrupted?</li><li>• Are questions or comments sometimes ignored (plops)?</li><li>• Are there signs of active listening: acknowledging, supporting, summarizing, etc. into the dialogue?</li></ul>	
<b>Subgroups</b>	<ul style="list-style-type: none"><li>• Do some groups of participants appear to routinely agree and support each other?</li><li>• Does anyone appear to be marginalized? Does inclusion or marginalization mirror traditional power differences (gender, race, professional status, etc.)?</li></ul>	

Factor	Watch For	Notes
<b>Task Functions</b>	<ul style="list-style-type: none"> <li>• Are topics framed and discussion processes clarified? Or does the group just dive in?</li> <li>• Does the group focus on one topic at a time? Does it drift or digress?</li> <li>• Does the group visually capture and confirm its thinking or conclusions?</li> </ul>	
<b>Disagreement</b>	<ul style="list-style-type: none"> <li>• Does the team explore or avoid disagreements?</li> <li>• Does the group invite challenges to its thinking?</li> </ul>	
<b>Decisions</b>	<ul style="list-style-type: none"> <li>• Does the group make decisions, or avoid making them?</li> <li>• Are there agreed-upon decision-making processes?</li> <li>• Are action items identified and assigned? Is there follow up? Does the group hold itself accountable?</li> </ul>	
<b>Climate</b>	<ul style="list-style-type: none"> <li>• What does it feel like working with this group?</li> <li>• How would you or your team members describe the climate: productive, business-focused, energetic, optimistic, tense, etc.?</li> </ul>	
<b>Group Reflection</b>	<ul style="list-style-type: none"> <li>• Does the group take time to discuss how it is working?</li> <li>• Does the group surface and address group dynamics, individual member needs, or elephants?</li> <li>• Over time, does the group explore new ways of working?</li> </ul>	

## Warm-up Questions

An Internet search of warm-up questions or icebreaker questions will give you endless examples. Here are a few favorites:

- What is the best thing that happened to you so far today?
- What is one thing you are truly looking forward to doing this year?
- What is one thing you are hoping to get out of today's meeting?
- Name your hometown and the food that you would insist we eat if we visited?
- What is one thing you are reading or watching right now?
- What is a favorite sound (or smell)? Why?
- What was a favorite activity as a child?
- What is one of the most beautiful places you have ever seen?
- What is the strangest thing you have ever eaten?
- What would you try if you had no fear?
- Is a hot dog a sandwich? Defend your answer in one sentence?
- What is one myth people believe about your job?

