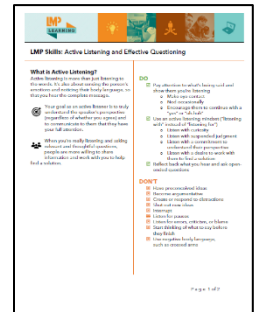


Facilitator Guide

This guide is designed to support active listening and effective questioning presentations being provided by skilled LMP facilitators. The video and activities which are part of this booster package are designed to support an introduction or reinforcement of the LMP trainings.

Recommended handout

Before (or immediately after) watching the video, provide participants with the LMP Skills: Active Listening & Effective Questioning job aid. It covers the information shared during the video and includes additional tips and hints to support participants in learning the processes.



Optional activities

Depending on the length of your training session, you may want to incorporate additional activities after watching the video. The following activities are designed to reinforce the information in the video and can be facilitated virtually or in-person.

Select the activities which best suit your needs:

Activities	Time required
Knowledge polling questions	10 min
Reflection questions	15 min
Small group activities	15 to 20 min

Knowledge polling questions

After watching the video, ask questions to increase and check for retention in a fun way. Use your preferred polling tool and any 3 of the following questions to create an interactive poll. When selecting polling questions, consider how they complement any reflection questions you may also decide to use, to avoid redundancy.

Note: This activity requires advanced preparation based on the polling tool that you'll be using. Answers are in bold. Multiple choice questions have a single bolded answer. Multiple response questions have more than one bolded answer and state "Select all that apply."

- Finish this phrase: "Active listening is more than just listening to the words. It's about sensing the person's emotions, noticing their body language and hearing the _____."
 - Hidden messages
 - Complete message**
 - Message you want to hear
- True/False: Open-ended questions cannot be answered with a "yes" or "no."
 - True**
 - False

LMP SKILLS BOOSTER

3. When asking questions, it's best to use what kind of tone? Select all that apply.
 - a. Distracted
 - b. Inviting**
 - c. Argumentative
 - d. Non-judgmental**
 - e. Sarcastic
4. When you're listening and asking relevant and thoughtful questions, people are more willing to share information and work with you to help find a solution.
 - a. True**
 - b. False
5. If you respond to a person with verbal cues, such as "yes" or "uh-huh," you are showing that you agree with them.
 - a. True
 - b. False**
6. We cause problems when we listen for:
 - a. Pauses
 - b. Errors
 - c. Criticism
 - d. All of the above**
7. We move conversations forward when we listen with: (Select all that apply.)
 - a. Curiosity**
 - b. Suspended judgment**
 - c. A commitment to understanding their perspective**
 - d. A desire to work with them to find a solution**
8. By taking the time to use active listening and effective questioning skills, you can: (Select all that apply.)
 - a. Uncover the unknown by encouraging people to share more details**
 - b. Move your personal agenda through faster
 - c. Allow everyone the opportunity to share their opinion**
 - d. Come up with better solutions**
9. Although all types of questions can be useful in a conversation, using open-ended questions helps encourage speakers to share more details, give their opinion, and think more deeply.
 - a. True**
 - b. False
10. What is the value of reflecting back what you hear to the speaker? (Select all that apply.)
 - a. Hearing your own voice
 - b. Making sure that the other person feels heard**
 - c. Verifying your understanding of what the person is trying to communicate**

Reflection questions

After participants watch the video, facilitate a group discussion posing up to 3 of the following reflection questions. When selecting reflection questions, consider any polling questions that you've chosen to avoid redundancy.

1. What are ways that you show someone that you are listening when you are in person?

Possible responses may include:

- Smiling
- Making eye contact
- Leaning in
- Nodding
- Using verbal cues, such as “yes,” “uh-huh,” and so on.
- Ignoring distractions
- Asking effective questions
- Taking notes
- Matching the speaker’s pace
- Take a breath before speaking

2. How do you know someone is listening when you are speaking virtually without a camera?

Possible responses may include:

- Using verbal cues, such as “yes,” “uh-huh,” and so on.
- Asking effective questions
- Reaction emojis
- Raised hand
- Chat posts
- Annotation (thumbs up, green checkmark, red X)

3. What is an active listening mindset?

- Listening with curiosity, suspended judgment, a commitment to understanding their perspective, and a desire to work with them to find a solution.

4. What are the benefits of having an active listening mindset?

Possible responses may include:

- Helps to keep my emotions in check
- Makes me more aware of my personal biases
- Helps me stay focused and open to new ideas
- Helps me hear the person’s perspective better
- Helps me from becoming reactive and judgmental
- Helps me better express my thoughts more clearly

5. What are some ways you can change your environment to help you be a better listener in the workplace or home office?

Possible responses may include:

- Schedule time for conversations
- Move to a quieter location
- Mute my phone
- Close or minimize applications on my computer that I don't need during a call
- Don't multi-task
- Change my MS Teams or other instant messenger status to "do not disturb" during a conversation
- Use a headset
- Close the door to my office

6. What is an example of an open-ended question you like to use?

Possible responses may include:

- Can you tell me more about...?
- Did you mean that...?
- How can I help?
- What did you do next?
- What do you think about...?
- Can you help me understand why this is important to the team?

7. Research shows that most of us speak at a rate of 125 words per minute, but we can understand up to 400 words per minute.

What communication problems can happen because we think faster than someone can speak?

Possible responses may include:

- Letting my mind wander away from the conversation
- Preparing my response before the person has finished speaking
- Thinking about a solution before understanding all the details, interests, and so on
- Interrupting or finishing someone's sentence
- Misconstruing the message, the speaker is trying to convey

8. As a listener, what barriers have you experienced when you are trying to actively listen to someone?

Possible responses may include:

- Taking things personally
- Making assumptions or judgments
- Getting distracted
- Daydreaming
- Looking through my personal lens
- Comparing
- Experiencing a language barrier
- Being hearing impaired

9. As a listener, how can you mitigate listening barriers?

Possible responses may include:

- Use an active listening mindset, such as:
 - Listening with curiosity
 - Listening with suspended judgment
 - Listening with a commitment to understanding their perspective
 - Listening with a desire to work with them to find a solution.
- Silence my phone
- Remove or minimize distractions
- Take a deep breath before talking
- Allow the other person to finish speaking before talking
- Know what support resources are available

Small group activities

After participants watch the video, facilitate a group discussion using one or more of the following activities. When selecting activities, consider any polling or reflection questions that you've chosen to avoid redundancy.

Activity 1: Are you listening?

20 minutes (10 min for paired breakout/small group activity and 10 minutes for debrief)

1. Group participants into pairs (2 per group).
2. Give participants the Learner Worksheet.
3. Explain that this is an active listening partner activity. One person will speak, while the other person uses their active listening skills. Then they will switch roles.
4. If you are using a virtual environment, for best results, ask the participants to use their cameras and to not mute themselves.
5. Review the "Listening" quotes with the participants. Ask participants to select a quote that most resonates with them.
 - a. "I remind myself every morning: Nothing I say this day will teach me anything. So, if I'm going to learn, I must do it by listening." — Larry King, TV host
 - b. "Listening...involves a certain surrender, a willingness to sit with what one does not already know...Listening requires us to stretch a little beyond what we know, expect or want." — Diana Senechal, author
 - c. "To say that a person feels listened to means a lot more than just their ideas get heard. It's a sign of respect. It makes people feel valued." — Deborah Tannen, author and professor of linguistics, Georgetown University
 - d. "Listening is a magnetic and strange thing, a creative force. The friends who listen to us are the ones we move toward. When we are listened to, it creates us, makes us unfold and expand." — Karl A. Menniger, American psychiatrist
6. Once all the participants have selected a quote, the participants should choose who will initially be the speaker and who will be the listener (3 minutes per turn) and follow these instructions:

Speaker: Using the quote you selected, answer these two questions:

- Which quote resonated with you and why?
- How will you apply the quote's meaning in your work or personal life?

Listener: Use your active listening skills while the other person talks. Verify understanding by reflecting back and asking open-ended questions as appropriate.

Switch roles and be prepared to share your thoughts about the experience with the group.

7. When the paired portion is complete, conduct a 10-minute debrief activity. As time allows, request a volunteer from each group to speak or ask for 2-3 random volunteers to speak. Use the following questions:
 - a. What was your experience as the speaker?
 - b. What was your experience as the active listener?
 - c. What did the other person do that made you feel heard?
 - d. What new skills did you learn from this experience that you'll apply in your personal and professional life?

Activity 2: What happened?

15 minutes for breakout/small group activity (plus 5-10 minutes for optional debrief)

1. Group participants into groups of 4 people.
2. Give your participants the Learner Worksheet.
3. Explain that they will be sharing a personal or professional experience and how they successfully applied or could have better applied active listening and effective listening skills or how they will use the skills for a future conversation.
4. Review the following options and ask the participants to select one of them:
 - a) An example of a conversation that didn't go well and if you were to have a similar conversation today, what active listening or effective questioning skills would you apply now?
 - b) An example of a conversation that went well and the reason you believe it went well based on the active listening and effective questioning skills you learned today.
 - c) An example of a high-stakes conversation that you're going to have soon and one active listening or effective questioning skill you learned today that you can apply.
5. Then in a round robin format, ask the participants to share the answer to the option they selected (3 min each).
6. Optional: Once the group reconvenes, and as time permits, select 1-2 people to share their thoughts after completing the round-robin discussion.
 - a) What was the example you shared?
 - b) What active listening or effective questioning skills can you apply to improve future conversations?