

Questioning Formats

(Taken from Facilitating with Ease! page 14)

Scenario to help students formulate questions: You are facilitating a focus group who has gathered together to determine if the commissary is meeting the needs of the community.

Fact-finding questions.... are targeted at verifiable data such as who, what, when, where and how much. Use them to gather information about the current situation.

"How often do you shop at the commissary?"

"What other choices do you have to shop in the civilian community?"

Feeling-finding questions.... ask for subjective information that examines the participants' opinions, feelings, values, and beliefs. They help you understand other's views and usually contain words like think or feel.

"How do you feel about the choices that are offered in the commissary?"

"How helpful is the commissary staff?"

Tell-me-more questions.... can help you find out more about what the participants are saying. They encourage the speaker to provide relevant details.

"What is it about the produce section that you like in particular?"

"Can you be more specific?"

Best/least questions.... help you understand potential opportunities in the present situation. They let you test the outer limits of the participants' wants and needs.

"What is the best thing about having a commissary on post?"

"What is the worse thing about shopping at the commissary?"

Third-party questions.... help uncover thoughts in an indirect manner. They're designed to help people express sensitive information.

"Some people find shopping at the commissary saves them money. How does that sound to you?"

"There is some concern about being able to shop off post at grocery stores when they have sales. How can you relate to that concern?"

"Magic wand" questions.... let you explore people's true desires. Known as "crystal ball" questions, these are useful in temporarily removing obstacles from a person's mind.

"If time and money were no obstacle, would you still shop at the Commissary?"

"What item(s) would you like to see at the Commissary?"

Closed questions.... require a one-word answer like "yes" or "no". When asked, they close off further discussion. This type of question usually begins with "Is", "Can", "How Many" or "Does".

"Does anyone not shop at the commissary?"

"Does anyone use coupons at the Commissary?"

Open questions.... require more than a "yes" or "no" answer. They stimulate thinking and discussion. This type of question usually begins with "What", "How", "When", or "Why".

"What ideas do you have for the commissary manager?"

"How can your Commissary be improved?"

Active Listening Exercise - Scenario One

Nearly 400,000 have watched a compilation of TV news bloopers on YouTube (<http://tinyurl.com/yw84wp>). Among the videos included are the now infamous local news woman who falls hard while reporting on grape stomping, as well as Michelle Kosinski's canoe paddling in ankle-deep flooding in New Jersey — as seen on "The Daily Show."

Verbal slips can make a big splash too, like when Sky News misunderstood breaking news on playwright Harold Pinter. She pronounces he has died when he had in fact just won the Nobel Prize for Literature. What a comeback!

Some mistakes can look like outtakes from Will Ferrell's "Anchorman: The Legend of Ron Burgundy."

Questions

1. How many people have watched a compilation of TV news bloopers on YouTube?

400,000

2. What was the profession of the woman who fell during grape stomping?

Local news woman

3. Michelle Kosinski's went canoe paddling in ankle-deep flooding water in what state?

New Jersey

4. What news agency pronounced Harold Pinter as dead?

Sky News

5. What did Harold Pinter actually do?

Won the Nobel Prize for literature

6. What was the name of Will Ferrell's movie, to which they compared the YouTube mistakes?

"Anchorman: The Legend of Ron Burgundy"

Active Listening Exercise - Scenario Two

Sony's "next generation" video game console, the PlayStation 3, could become a device for all the generations in a household -- as a TV tuner and digital video recorder.

On Tuesday, the marketing head of Sony Computer Entertainment New Zealand told that country's "The Press" that Sony was hoping to release a digital tuner for the machine next year. The executive, Warwick Light, called the PS3 an "incredible transformer" and said the tuner would turn the console into a "programmable TV recorder."

Many people think the "PS3 is just a games machine," he said. It is that, he conceded, but it's also a "future-proofed supercomputer."

Questions

1. What does Sony hope that PlayStation 3 will become?

A device for all the generations of the household – as a TV tuner and digital video recorder

2. On Tuesday, who announced the Sony news to "The Press"?

Marketing head of Sony Computer Entertainment New Zealand

3. What was the news that was released to "The Press"?

Sony was hoping to release a digital tuner for the machine next year

4. Who is Warwick Light?

Sony Executive

5. What did Warwick Light promise that the PS3 would turn the console into?

A programmable TV recorder

6. What did many people think the PS3 was?

Just a games machine

Active Listening Exercise - Scenario Three

To figure out which region is faring worst, we looked at three issues facing the country's 25 largest metropolitan areas.

First, we examined year-round particle pollution levels based on rankings by the American Lung Association, which used air monitoring data that states submitted to the U.S. Environmental Protection Agency (EPA) from 2003-05. To estimate the time people spend in rush hour traffic, we used the Texas Transportation Institute's 2005 Urban Mobility Report, which calculated annual delays per traveler during peak hours in urban areas nationwide.

Finally, to get a sense of how dangerous the roads are, we compiled the number of per-capita fatal car accidents each region had in 2005 using the U.S. Department of Transportation's Fatality Analysis Reporting System.

Topping the list were Riverside, Calif., followed by Atlanta and Los Angeles. Rounding out the top five were Houston and Washington, D.C., which tied.

Questions

1. What was this article about?

Deciding which city was doing worst

2. How many issues did they look at that were facing the country's 25 largest metropolitan areas?

Three

3. They first examined WHAT based on rankings by the American Lung Assn?

Year round particle pollution levels

4. To estimate the time people spend in rush hour traffic, they used the Texas Transportation Institute's 2005 Urban Mobility Report, which calculated WHAT?

Annual delays per traveler during peak hours in urban areas

5. To get the sense of how dangerous the roads were, they compiled the number per-capita fatal car accidents each region had in 2005 using the U.S. Department of Transportation's WHAT?

Fatality Analysis Reporting System

6. What city topped the list? Can you name any of the 5?

Riverside, CA -- Atlanta, LA, Houston and Washington, DC

Voting Methods

Prepare the following flipcharts (prior to beginning of class) for use with the voting methods exercise. Ensure you leave enough room after each issue, so that voting can take place directly on the flipchart.

Flipchart/Voting Method#1 - Simple Voting:

Simple Voting

Types of Books to Order for the Post Library

Issue A: Crime Series

Issue B: Fiction

Issue C: Sci-Fi

Issue D: Mythology

Issue E: Children's Picture Books

Issue F: Military History

Issue G: National Geographic Series

Issue H: Scholastic/Academic Magazines

Issue I: Biographies

Simple Voting Instructions to give to the students:

1. On this flipchart there are nine issues on which you are going to vote.
2. According to Simple Voting instructions, we take that number and divide by 3. You can each have 3 votes.
3. I want each of you to come up and make a "checkmark" next to your 3 choices. *(Pause while students do this.)*
4. Now we'll count up the votes and see which has the highest number. *(Count the votes and put the total at the end of each book and circle the number.)*
5. Count the votes for each option; put the total number of votes next to each option and circle it; decide the most acceptable.

Flipchart/Voting Method #2 - Multi-Voting Process:

Multi-Voting

Choices for Trips from ITR –
Information, Travel and Recreation

- Choice 1: Ski at Aspen, CO
- Choice 2: Sail around the Keys, Key West, FL.
- Choice 3: 4 Days at Disney World, FL.
- Choice 4: A week in Vienna, Austria
- Choice 5: On the beach in Mazatlan, Mexico
- Choice 6: Take an Alaskan Cruise
- Choice 7: Two weeks to the Holy Land
- Choice 8: See the volcano on the Big Island, Hawaii

Multi-Voting Instructions to give to the students:

1. You have 8 trips from ITR. The choices need to be narrowed down to the top two.
2. In Round 1 you can vote for as many trips from the list as you want, but may cast only one vote for each item. You should only vote for trips you really want to take.
3. Come up and place dots (color doesn't matter) next to as many trips that you would truly like to take. *(Pause while the students do this.)*
4. Let's count the number of dots for each trip. *(Count the votes and put the total at the end of each trip and circle the number.)*
5. Now we will trim the list to the top 4 choices. *(Highlight those 4 trips.)*
6. In Round 2, you get two votes. Once again, you cannot vote for a trip more than once.
7. Come up and place dots *(color doesn't matter)* next to the two trips you want to take. *(Pause while the students do this.)*
8. The results have put the four remaining trips in priority order.

Flipchart/Voting Method #3 – Weighted Voting:

Weighted Voting

New Facilities to Incorporate into the Military Community's Footprint

Facility Option A: Craft Studio

Facility Option B: Skating Rink with Skate Park

Facility Option C: High-Tech Teen Computer Center

Facility Option D: Pharmacy That Would Be Open 24/7

Facility Option E: Deployment Readiness Operational Facility

Facility Option F: Theater/Banquet Venue (Can be rented by organizations for various events.)

Weighted Voting Instructions to give to the students:

1. You will be voting on your top 3 facility options.
2. You will vote with the numbered notes – 3, 2, 1. *(Hand out number notes from Instructor Aid 3-4)*
3. This is how it will work. Look over these 6 facility options. You need to decide which three you really want for the community. Put them in priority order for yourself. In other words, the option you want the most is your priority #1.
4. I am going to have you come up and vote for your options. For your top priority, place a #3 note next to it. For your second choice, put a #2 note next to it. For your third choice, put a #1 note next to it. *(Pause while students do this.)*
5. Now, let's count the number of votes each option received. *(Add up the total of numbered notes and place the total figure next to each facility and circle it.)*

①	②	③
①	②	③
①	②	③
①	②	③
①	②	③
①	②	③
①	②	③
①	②	③