711:
Facilitation Skills for Trainers

A Training Outline

Developed by:
Robert A. Winesickle

For the
Pennsylvania Child Welfare
Resource Center

University of Pittsburgh
Pittsburgh, PA

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Agenda for the 3-hour curriculum on
Facilitation Skills for Trainers

Day One

Estimated Time	Content	Page
15 minutes	**Section I:** Introductions and Workshop Overview	1
45 Minutes	**Section II:** Why Do We Do It and What Is It	2
1 hour, 30 minutes	**Section III:** Success Factors for Facilitators	8
30 minutes	**Section IV:** Action Planning	10

711: Facilitation Skills for Trainers

Section Name	Est. Time	Key Concepts	Resources Used
Section I: Introductions and Workshop Overview	15 minutes	Method: Lecture/Video/Large Group Discussion • Display **PowerPoint Slide #1 (711: Facilitation Skills for Trainers)** prior to participants' arrival and distribute **Handout #1 (711: Facilitation Skills for Trainers)**, which contains the PowerPoint Presentation. • Say, "Welcome to Facilitation Skills for Trainers" and click on the image on **PowerPoint Slide #2 (Cat Herders)** to begin the video. After showing the video, ask participants why they think they just watched the video. Do they sometimes feel like cat herders? Today they will gain knowledge to help refine their elite "cat herding" skills. • Welcome and introductions. This should be brief, as participants already conducted welcome and introductions during the morning workshop. • Review the **PowerPoint Slide #3 (Learning Objectives)** and **PowerPoint Slide #4 (Agenda)**. **NOTES:**	• **Handout #1: Facilitation Skills for Trainers** • **PowerPoint Slide #1: 711: Facilitation Skills for Trainers** • **PowerPoint Slide #2: Cat Herders** • **PowerPoint Slide #3: Learning Objectives** • **PowerPoint Slide #4: Agenda**

Section II: Why Do We Do It and What Is It	45 minutes	Method: Large Group Discussion, Lecture, Individual Activity, Large Group Activity
		
		• Ask participants: Why is facilitation so important to adult learning? After receiving several responses, if participants have not already done so, discuss
		
		    o Learner retention rates as outlined on **Poster #1 (Retention Rates)**
		
		    o Malcolm Knowles' principles of adult learning, which can be located on **Poster #2 (Five Principles of Adult Learning)** and **PowerPoint Slide #5 (Five Principles of Adult Learning)**. See talking points below.
		
		        ▪ Self-direction
		
		        Learners will take initiative for their own learning. They will identify their needs and goals and take necessary steps to meet those needs and goals.
		
		        ▪ Role of the Learner's Experience
		
		        As people grow and develop, they accumulate an increasing reservoir
			• **Appendix #1: Four Corners Activity**
			
			• **Handout #2 (Facilitation Skills Self-Assessment Exercise**
			• **Handout #3 (Success Factors for Facilitators Self-Assessment**
			
			• **Poster #1: Retention Rates**
			• **Poster #2: Five Principles of Adult Learning**
			
			• **PowerPoint Slide #5: Five Principles of Adult Learning**
			• **PowerPoint Slide #6: Two Roles**
			• **PowerPoint Slide #7: Psychological & Accountability**

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<td>of experience that becomes and increasingly rich resource for learning—for themselves and for others. Furthermore, people attach more meaning to learning they gain from experience than those they acquire passively. Accordingly, the primary techniques in education are experiential ones—laboratory experiments, discussion, problem-solving cases, field experiences, *etc.*

■ <u>Readiness to Learn</u>

People become ready to learn something when they experience a need to learn it in order to cope more satisfyingly with real-life tasks and problems. The educator has a responsibility to create conditions and provide tools and procedures for helping learners discover their "needs to know." Learning programs should be organized around life-application categories and sequenced according to the learners' readiness to learn.

■ <u>Orientation to Learning</u>

Learners see education as a process of developing increased competence to achieve their full potential in life. They want to be able to apply whatever knowledge and skill they gain today to living more effectively</td>
<td>**Performance Matrix**</td>
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tomorrow. Accordingly, learning experiences should be organized around competency-development categories. People are performance-centered in their orientation to learning.

    ▪ <u>Concept of the Learner</u>

    During the process of maturation, a person moves from dependency toward increasing self-directedness, but at different rates for different people and in different dimensions of life. Teachers have a responsibility to encourage and nurture this movement. Adults have a deep psychological need to be generally self-directing, but they may be dependent in certain temporary situations.

- With all of this responsibility on the learner, what is the role of the trainer/facilitator? Display **PowerPoint Slide #6 (Two Roles)** and state that we carry out two related roles: Trainer and Facilitator. Ask participants to offer what they believe to be the difference.

    o A trainer deals with the **known** quantities of a learning experience: the things you can predict and for which you can plan.

        ▪ They deliver information, the content of the training, and are often experts in the material.

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		• They set up the sequence and maintain the flow.
		
		• They map out the path to achieving the desired outcomes of the training, aligning what they plan to say and do with the goals of the learning experience.
		
		○ Ask participants: Does everything always proceed as planned? What are some things that can happen? Allow a few minutes for comment, and acknowledge contributions to discussion.
		
		    • These kinds of things, that happen more often than not, are the **unknown** side of a given learning experience, and this is the facilitator's territory.
		
		    • When we lose our way, the facilitator gets us back on track.
		
		    • The facilitator helps learners to overcome obstacles and removes barriers.
		
		    • And, because the facilitator deals with the unexpected and unpredictable things that come up, flexibility, adaptability, and a good toolkit are necessary for success in this job.
		
		• Distribute **Handout #2 (Facilitation Skills Self-Assessment Exercise)** and ask participants to	

	complete.	
	○ When they have finished, ask them to offer several of the factors and skills they used to guide participants through their learning experience.	
	• Distribute **Handout #3 (Success Factors for Facilitators Self-Assessment)** which is another self-assessment, however offers participants a specific set of success factors for facilitators. Participants should rate themselves, on a scale from one to five, with one being not comfortable at all and five being very comfortable with each of the factors. When they have finished rating themselves, ask them to compare the first self-assessment to this one.	
	○ How many of the factors on this handout did they identify, in some form, on the first self-assessment?	
	○ Why do they think they did not identify each one?	
	• Ask participants to share their top two strengths and top two needs, based upon their self-assessment. Record on a flip chart titled "WIIFM". You may choose to identify the individual who shared each strength and need on the flip chart in order to divide into small groups for the small group work in Section II. You also may wish to color code strengths and needs.	
	• Ask volunteers to share their comparisons between the first and second self-assessments as well as why they think they may or may not have	

		identified all of the factors.	

		• Four corners activity. Using **PowerPoint Slide #7 (Psychological & Accountability Performance Matrix)**, introduce briefly the concepts of building safety and accountability into a facilitation session and what makes for a "learning environment".
		
		    o Safety considers a participants perceived sense of safety in participating in a given session.
		
		    o For participants, accountability might be to one's self, to those that they train, to the children and families served, to the University, *etc.*
		
		    o For county workers that participants train, accountability might be to one's self, to a superior, to the children and families served, to the taxpayers, *etc.*
		
		Using **Appendix #1 (Four Corners Activity)**, designate each corner of the room as a "zone" based on the materials and ask each participant to go into the "zone" that represents best how they are feeling (apathetic, anxious, comfortable, or ready to learn). Use this information for discussion about how they are feeling and acknowledge that it is the facilitator's role to get them into the learning zone. Throughout the remainder of the workshop, they will explore ways to do so.	

		Notes:	
Section III: Success Factors for Facilitators	1 hour, 30 minutes	Method: Small Group Activity/Large Group Presentation and Discussion • Divide participants into two equally sized groups. You may attempt to do so based on their self-assessments, if possible. • Distribute **Handout #4 (Success Factors for Facilitators)** and assign half of the items to one group and the other half of the items to the other group. Tell participants that they will be engaging in an activity of their choice, in which they will explore their factors, prepare, and do a presentation for the other group on their assigned items. Before doing so, briefly review the items on **Handout #4 (Success Factors for Facilitators)**. • Display **PowerPoint Slide #8 (Action)** and distribute **Handout #5 (Action)**, which contains instructions for this activity. • Each group has 40 minutes to design a 5- to 10-minute presentation.	• **Handout #4: Success Factors for Facilitators** • **Handout #5: Action** • **PowerPoint Slide #8: Action** • **Props of the trainers choice as outlined on page 9** • **Table Resource #1: Facilitation Skills** • **Table Resource #2: Principles of Effective Feedback** • **Table Resources Printed from webpages listed in the Trainer Note on paged 8 and 9**

Trainer Note: Resource table items were printed from the following links:

- http://www.socialpsychology.org/rapport.htm
- http://www.learningforward.org/docs/jsd-summer-2006/garmston273.pdf?sfvrsn=2
- http://www.mindtools.com/pages/article/RoleofAFacilitator.htm
- http://www.businessballs.com/body-language.htm
- http://www.uvm.edu/~dewey/reflection_manual/facilitating.html
- http://www.umext.maine.edu/onlinepubs/PDFpubs/6101.pdf
- http://www.cmu.edu/teaching/designteach/teach/learningenvironment.html
- http://www.cmu.edu/teaching/designteach/teach/problemstudent.html
- http://tae.fortresslearning.com.au/?page_id=338
- http://www-tc.pbs.org/tpt/slavery-by-another-name/media/cms_page_media/128/Ten%20Tips%20for%20Facilitating%20Classroom%20Discussions%20on%20Sensitive%20Topics_Final.pdf
- http://oqi.wisc.edu/resourcelibrary/uploads/resources/Facilitator%20Tool%20Kit.pdf
- http://www.langevin.com/blog/2010/11/11/tips-for-managing-classroom-time/

You can choose items for the prop table. You may choose to use items in the training room as well as bring items of your choice.

		NOTES:	
Section IV: Action Planning	30 minutes	Method: Individual Activity/Large Group Discussion Key Concepts • Review the WIIFM and Parking Lot flip charts to ensure that all needs have been addressed. • Distribute **Handout #6 (Transfer of Learning)**. Ask participants to complete. • After completing, ask participants to share. • Display **PowerPoint Slide #9 (Questions & Answers)** and ask participants if they have any outstanding questions. • Distribute **Handout #7 (References and Resources)**. Inform participants that links to all of the resources they used to create their presentation are provided on this handout. • Wrap up and evaluations.	• **Handout #6: Transfer of Learning** • **Handout #7: References and Resources** • **PowerPoint Slide #9: Questions & Answers**

		NOTES:	

References

American Public Human Service Association. (2011). Organizational Effectiveness Handbook. Retrieved from http://www.aphsa.org/OE/docs/Handbook.pdf

Columbia Broadcasting System. (2009, January 16). EDS, an HP Company 'Cat Herders' [Video file]. Retrieved from http://www.youtube.com/watch?v=m_MaJDK3VNE

National Training Lab (n.d.) The Learning Pyramid. Bethel, Maine

Smith, M. K. (2002) 'Malcolm Knowles, informal adult education, self-direction and andragogy', *the encyclopedia of informal education,*www.infed.org/thinkers/et-knowl.htm.

Stice, J.E. (1987). Using Kolb's learning cycle to improve student learning. Engineering Education 77: 29 1-296.

University of Pittsburgh. (2013). *The ADDIE Model Building Learning An Overview*. Mechmanicsburg, PA: University of Pittsburgh School of Social Work, Pennsylvania Child Welfare Resource Center.

University of Pittsburgh. (2013). *Developing Organizational Effectiveness Facilitation Skills*. Mechanicsburg, PA: University of Pittsburgh School of Social Work, Pennsylvania Child Welfare Resource Center.

University of Pittsburgh. (2013). *Divide and Conquer! Active Learning Strategies for Small Groups.* Mechanicsburg, PA: University of Pittsburgh School of Social Work, Pennsylvania Child Welfare Resource Center.

University of Pittsburgh. (2013). *The Development of Trainers and Consultants Training*. Mechanicsburg, PA: University of Pittsburgh School of Social Work, Pennsylvania Child Welfare Resource Center.

Resources

http://www.socialpsychology.org/rapport.htm

http://www.learningforward.org/docs/jsd-summer-2006/garmston273.pdf?sfvrsn=2

http://www.mindtools.com/pages/article/RoleofAFacilitator.htm

http://www.uvm.edu/~dewey/reflection_manual/facilitating.html

http://www.umext.maine.edu/onlinepubs/PDFpubs/6101.pdf

http://www.cmu.edu/teaching/designteach/teach/learningenvironment.html

http://www.cmu.edu/teaching/designteach/teach/problemstudent.html

http://tae.fortresslearning.com.au/?page_id=338

http://www.mindtools.com/pages/article/Body_Language.htm

http://www.skillsconverged.com/TrainingTutorials/BodyLanguage/HowtoReadPeopleUsingTheirBodyLanguage.aspx

http://www-tc.pbs.org/tpt/slavery-by-another-name/media/cms_page_media/128/Ten%20Tips%20for%20Facilitating%20Classroom%20Discussions%20on%20Sensitive%20Topics_Final.pdf

References

http://oqi.wisc.edu/resourcelibrary/uploads/resources/Facilitator%20Tool%20Kit.pdf

http://www.langevin.com/blog/2010/11/11/tips-for-managing-classroom-time/