Facilitation Skills for Trainers

U.S. Department of Justice
National Institute of Corrections

Facilitation Skills
for
Trainers

Training Curriculum Package

Revised 02/01

Overview

Series:	GROUP FACILITATION SKILLS
Curriculum:	FACILITATION SKILLS FOR TRAINERS

Prepared By:	Susan Yeres & Barbara Collins	**Date:**	May 1999

Length: 16 hours

Rationale For Seminar:

Facilitation of training groups requires knowledge of how people learn and of group process strategies, as well as skill in leading group participants to achieve specific learning goals.

Course Outcomes:

Participants will assess and plan for the level and type of facilitation needed by a training group, utilize models of facilitation to conduct activities, practice and receive feedback on key facilitation behaviors and create a Personal Development Plan.

Appropriate Audience:

"Facilitation Skills for Trainers" is designed for a group of 18-24 experienced trainers who want to develop their group participation and discussion skills.

Special Instructions:

Participants in this seminar work in groups of six during Day 1. The training room should be set up with round or rectangular tables for each group of six. For Day 2, two rooms that each accommodate half the group will be needed. Attached is a description of each module in the seminar, in the recommended sequence. There is an estimated length of time needed to conduct each module. If the number of participants in the seminar exceeds 24, each module may take slightly longer to conduct (or less if numbers of participants are substantially under 24).

Equipment:

Overhead projector and screen
Extension cord
VCR/Monitor
Flip chart easels (4) and Flip chart pads (6)
Instaframe
Baton (pointer)

Instructional Materials:

< Pre-work packet (includes 4 handouts): Facilitation Skills Assessment, Self Assessment survey, Observer Assessment, Observer Assessment survey

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<   Participant Manuals

<   Signs:

- I Love Facilitation (8.5" x 11)

- Facilitation is Hard work (8.5" x 11)

<   10 - 15" x 15" colored islands

<   24 bandanas

<   *Mr. Holland's Opus* video

<   5 calculators

<   18 Cloth balls

<   1 pack of yellow dot stickers

<   Broken Squares (3 sets, 5 envelopes)

<   Disruptive Behavior card set

<   Handling Challenges card set

<   Alphabet card set

Overheads:

<   OH #1, Seminar Outcomes

<   OH #2, Agenda - Day 1

<   OH #3, Agenda - Day 2

<   OH #4, Completed Assessment Summary Sheet

<   OH #5, Critical Elements of Facilitation

<   OH #6, The Learning Cycle

<   OH #7, What? So What? Now What?

<   OH #8, Reflection

<   OH #9, Analysis

<   OH #10, Application

<   OH #11, Why Do We Need Ground Rules

<   OH #12, Areas for Ground Rules

- OH #13, Options for Dealing with Disruptive Trainees
- OH #14, Stages of Group Development
- OH #15, Jigsaw

Handouts:

26 copies of presentation assignments 1-6

Course Completion Certificates

General Materials:

1 roll scotch tape	6 blank transparencies
4 rolls masking tape	300 index cards
1 stapler	4 3x3 post-its
1 bx staples	4 11/2x2 post-its
1 pair scissors	1 glue stick
1 bx each paper clips, large & small	1 3-hole punch
1 bx binder clips	1 bx rubberbands
3 dz pens	20 paper pads
2 dz pencils - sharpened	2 rolls clear packing tape
1 white out	100 sheets white copy paper
30 highlighters	5 each ETR small & large envelopes
1 pk (4) overhead pens	1 pkg push pins
36 markers (1 dz. Dark colors & 2 dz assorted)	1 x-acto blade
	5 return labels - fed ex
6 pads newsprint	class roster
blank stick-on name tags	

FACILITATION SKILLS FOR TRAINERS:

Content Outline (2-day option)

Module	Summary & Rationale	Length	Day 1
Module 1: Introduction and Course Overview	The purpose of this module is to provide participants with an overview of the 16-hour seminar.	1 hour 40 min. (includes 10 minute break)	8:00 a.m.- 9:40 a.m.
Module 2: Critical Element #1: How We Process Learning	The purpose of this module is to review Kolb's Learning Cycle and help participants use it to develop effective process questions.	1 hour 55 min. (includes 2 - 10 minute breaks)	9:40 a.m. - 11:35 a.m.
Module 3: Critical Element #2: Predicting & Accommodating Learner Behavior	The purpose of this module is to help participants learn to predict possible learner behaviors and accommodate them appropriately.	40 min.	11:35 a.m. - 12:15 p.m.
LUNCH		1 hour	12:15 p.m. - 1:15 p.m.
Module 4: Critical Element #3: Setting the Climate	The purpose of this module is to identify steps and activities trainers can use to set a climate for learning.	30 min.	1:15 p.m. - 1:45 p.m.
Module 5: Critical Element #4: Utilizing Facilitation Strategies for Learning	The purpose of this module is to demonstrate and/or discuss a variety of learning activities trainers can use to enhance learning.	50 min.	1:45 p.m. - 2:40 p.m.
Module 6: Dealing with Conflicts in Groups: Part 1	The purpose of this module is to have participants apply a five-option model for responding to disruptive behaviors.	1 hour 5 min. (includes 10 minute break)	2:40 p.m. - 3:45 p.m.
Module 7: Dealing with Conflicts in Groups: Part 2 & 3	The purpose of this module is to practice facilitation of planned or unplanned conflict in training groups.	1 hour 15 min.	3:45 p.m. - 5 p.m.
			Day 2
Module 8: Presentations	The purpose of this module is to have participants practice facilitation participatory activities using skills covered on Day 1.	8 hours	8 a.m. - 5 p.m.

total hours 16

Content Outline (2.5 day option)

Module	Summary & Rationale	Length	Day 1
Module 1: Introduction and Course Overview	The purpose of this module is to provide participants with an overview of the 20-hour seminar.	2 hours (includes 10 minute break)	8:00 a.m.- 10:00 a.m.
Module 2: Critical Element #1: How We Process Learning	The purpose of this module is to review Kolb's Learning Cycle and help participants use it to develop effective process questions.	2 hours (includes 2 - 10 minute breaks)	10:00 a.m. - 12:00 p.m.
LUNCH		1 hour	12:00 p.m. - 1:00 p.m.
Module 3: Critical Element #2: Predicting & Accommodating Learner Behavior	The purpose of this module is to help participants learn to predict possible learner behaviors and accommodate them appropriately.	1 hour	1:00 p.m. - 2:00 p.m.
Module 4: Critical Element #3: Setting the Climate	The purpose of this module is to identify steps and activities trainers can use to set a climate for learning.	1 hour 30 min.	2:00 p.m. - 3:30 p.m.
Module 5: Critical Element #4: Utilizing Facilitation Strategies for Learning	The purpose of this module is to demonstrate and/or discuss a variety of learning activities trainers can use to enhance learning.	1 hour 15 min.	3:30 p.m. - 4:45 p.m.
			Day 2
Module 6: Dealing with Conflicts in Groups: Part 1	The purpose of this module is to have participants apply a five-option model for responding to disruptive behaviors.	1 hour 45 min. (includes 10 minute break)	8:15 a.m. - 10:00 a.m.
Module 7: Dealing with Conflicts in Groups: Part 2 & 3	The purpose of this module is to practice facilitation of planned or unplanned conflict in training groups.	1 hour 15 min.	10:00 a.m. - 12:00 p.m.
LUNCH		1 hour	12:00 p.m. - 1:00 p.m.
Module 8: Presentations	The purpose of this module is to have participants practice facilitation participatory activities using skills covered on Day 1.	4 hours	1:00 p.m. - 5 p.m.
			Day 3
Module 8: continued Presentations	The purpose of this module is to have participants practice facilitation participatory activities using skills covered on Day 1.	4 hours	8:00 a.m. - 12:00 p.m.

total hours 20

ANTICIPATORY SET

In the fall of 1992, the National Institute of Corrections Academy initiated an effort to revise current training curricula and to develop new programs according to guidelines set forth in the Instructional Theory Into Practice (ITIP) model. Key points of the model include: a focus on the learner, instruction directed to higher level objectives; applied learning; a lesson plan format which links outcomes and performance objectives to training activities and to evaluation of learning; and the ultimate importance of instructional design and delivery decisions made by trainers.

In the ITIP model, an "anticipatory set" begins the lesson plan. In this section of an instructional sequence, the instructor establishes readiness for learning in the learner and begins efforts to ensure transfer of newly acquired information, skills, values, or attitudes to job performance. Effective anticipatory set, ones which serve the purpose of bringing the learner to the learning task, are characterized by instructor actions and training activities which focus the participants attention specifically on what is supposed to be learned and detach him/her from environmental or personal distractions. The key conceptual focus of the lesson plan or module is introduced and performance objective participants will be expected to meet explicitly shared. Reference is made to previously known information and to previous modules of instruction in order to "locate" learning and to provide a frame of reference in which new learning content can be placed. This association of new information with previously learned content, skill and values, as well as with the participants life experience or current job performance needs, provides a reason or rationale for the participant to engage in the instructional process, and a meaningful context for training activities, including what the trainer will do and what the participant will do, also helps to ensure that from the first moment, the participant is involved in structuring the learning to be done and in devising means to apply it.

Trainers should, at this stage of the lesson, strive to eliminate actions or information which does not pertain directly to critical attributes of the learning task. Examples, illustrations,

models, and learning materials which are interesting, but unrelated, should be avoided. Discussions which may lead participants' minds to wander or lecture which forces them to assume passive learner roles should be discarded. Every attempt should be made to ensure that participants go forward into the lesson without misunderstandings or misperceptions, positively and accurately "anticipating" what is to come.

Excerpted from: "Instructional Theory Into Practice: Essential Elements of Instruction-Part One" by Lois Hay in The Journal of Correctional Training

INSTRUCTIONAL INPUT

A training session developed according to the ITIP model will have a lesson plan based on learning outcomes and performance objectives derived from a needs assessment process. Such a lesson plan would begin with an anticipatory set which prepares the participant for learning by connecting prior knowledge and experience with the new learning. The next element of the lesson plan, known as the "instructional input" will be structured according to decisions the trainer makes on a number of key questions.

First, *What is the "context of the learner*"? *Who are the participants*? *What are their group and individual learning characteristics, preferences, and needs?* Answering these questions creates a "learner-centered" lesson which is responsive to participants and which places balanced responsibility for learning on the trainer and the learners. The research related to how people learn reminds us that participant groups will be made up of individuals who take in and process information very differently, who learn best under distinctly different conditions. Trainers can use their insight about learning style differences and preferences to build into the lesson plan activities which allow learners of all types to take in and process the content being presented.

Secondly, *What is the "context, or nature of the learning task"? Are the required learning outcomes related to information acquisition or awareness, to skill mastery, to application*

of processes in given situations or to incorporation into personal behavior of specified values and attitudes? What on-the-job performance levels will learners be expected to attain? Different types of learning tasks require different levels of cognitive processes and different training strategies and activities. If knowledge and basic understanding of information are all that is required, print materials or visual media, lecture and discussion or demonstration can be used. If skill acquisition is the goal, learning experiences must be extended beyond information sharing to include practice opportunities with corrective or reinforcing feedback from the instructor. If job requirements call for using information/skill in new or varied circumstances, for modifying practices to adapt to changes in the work environment, for decision-making or for creativity, performance objectives for training must be raised to that cognitive level and instructional activities need to simulate those levels of functioning.

Problem-solving should be taught through solving real work place problems. Decisions should be formulated and action recommended within realistic simulations and role-plays. The mode of instructional input should model the kind of thinking and learning to be done. Also, of all the available information related to any type of learning, *What will be selected for instruction? What are the critical attributes of the learning and what materials, examples, and questions will focus participants on those points? What analogies, metaphors, or pictures will illustrate essential concepts, skills, or desired behaviors? What contrasts or comparisons will help participants to differentiate from or associate this information with other knowledge they possess?* All the trainer decisions in this area result from accurate assessment of what must be learned and how the learning must be applied.

Finally, *How will the trainer know if the desired learning is taking place as training progresses? What checks for understanding will occur? What modifications or adjustments in instructional strategy will be made to enhance or redirect learning?*

Although the traditional mode of input is lecture or written material, the answers to the above questions may demand that the trainer look for ways to supplement these methods or replace them with strategies more appropriate for high level performance outcomes. Although input follows anticipatory set in the lesson plan and the lesson delivery, the determination of content should come first in the trainer's planning process. It is almost impossible to design an effective anticipatory set without a clear understanding of the input necessary to reach the established performance objectives.

Excerpted from: "Instructional Theory Into Practice: Essential Elements of Instruction-Part Two" by Lois Hay in The Journal of Correctional Training.

GUIDED PRACTICE

Lessons begin with an anticipatory set which prepare participants to learn. This is followed by instructional input strategies which are interactive, participant centered, and formatted to cause participants to deal with training content at higher levels of thinking. Inclusion of these first two elements in lesson design will, however, not have the desired positive impact without opportunity for participants to practice under the guidance of an instructor. It is through such "guided practice" that information, concepts, skills and new behaviors are incorporated into the ongoing job performance of employees. Research on learning and instruction tells us that without practice and feedback on the effectiveness of performance, only two to five percent of participants will ever attempt new skills or behaviors upon returning to daily responsibilities in an agency.

We also know that trainers report that practice and application of training content is often missing in agency curricula. Extremely limited hours of training, vast amount of information to be "covered" and large classes are cited as reasons why practice opportunities are so limited or nonexistent. Lecture, varied by question and answer sequences and a few discussions, continues to dominate the time devoted to training. The ITIP model proposes

that unless practice opportunity is provided in each lesson, unless participants have some chance to be guided through application of information and concepts, job performance will not change and instructional time spent in lecture will largely be wasted.

To avoid such wasted and to take advantage of the potential of practice to improve participant job performance, training design should ensure that:

- opportunities to apply training content, to practice actions, behaviors and skills needed on the job are appropriately placed in instructional sequences,

- all practice focuses on the desired learning or set of learnings, that initial practice situations closely simulate job condition or contexts for performance, participants have sufficient, varied, and correct models and examples to follow,

- trial efforts by participants are monitored by the instructor and that they receive immediate, specific, reinforcing, or corrective feedback on the accuracy of their performance, several opportunities are provided to practice each key learning exercise so that improvement and refinement in performance can occur, practice should go beyond simple replication of prescribed actions or behaviors and, where appropriate, include experimentation with alternatives, a chance to reflect on one's performance and to dialogue with others involved in the same learning experience, and the concept of "practice" be continued and extended beyond the classroom to the job site, with supervisors replacing instructors in the role of performance monitor and coach.

Training which incorporates these principles regarding practice is most commonly found in skill training which translates agency policy into operational procedures. Across the country new law enforcement and correctional officers receive classroom instruction with demonstration and with an incumbent officer and on-the-job training allow the new officer to observe and perform tasks in a safe and effective manner before he or she functions

independently. The same model can be used in other areas of training which have been considered "soft skills" or "conceptual" in nature. Programs regarding leadership, diversity, quality management, etc. can become more effective and have more impact in the work place if participants have the opportunity to observe how it looks when performance meets the standards; to actually try out actions and behaviors and to learn to evaluate and select from available options as situations change. In order to incorporate more opportunities for practice, trainers may need to consider:

How can background information and content be shared so as to free up classroom time for practice, feedback, and application?

Are needs assessments and task analysis procedures in place to identify key job competencies time for practice and feedback and application?

What steps will be necessary to extend practice beyond the classroom into job performance?

Excerpted from: "Instructional Theory Into Practice: Essential Elements of Instruction-Part Three" by Lois Hay in The Journal of Correctional Training.

INDEPENDENT PRACTICE

The ITIP lessons plan format uses an anticipatory set to prepare participants to learn, instructional input strategies appropriate to adult learners to convey content and guided practice which gives learners opportunities to receive corrective or reinforcing feedback on initial trials of new skills and behaviors. The next component of the ITIP model, "independent practice", may or may not take place in the classroom setting.

Independent Practice is practice which usually occurs without the direct supervision and assistance of the instructor, although he or she may structure the assignment or individual

learning experience within which the practice takes place. Independent practice can make use of learned material more automatic through repetition, can extend the amount of information learned beyond what is generally provided to everyone in the classroom, can expand the learners perception of how information can be applied in varied situations and can cause new information to become an integrated part of an already existing system of participant knowledge, abilities, and interests. Independent practice personalizes the learning so that each participant can use it appropriately.

Adult training in a classroom environment rarely includes such independent practice, either due to time constraints or to the difficulty of meeting many diverse learner needs, or perhaps due to inability to simulate all the many contexts within which the learning can be applied. Neither is it usual that homework assignments structure such learning opportunities nor that intermediate learning environments exist between the training classroom and the workplace. A fact of adult training/learning is that most significant practice opportunities arise in the course of job performance which is required to meet standards, which is appraised against those standards, and where the stakes are high.

In spite of difficulties, trainers can structure several types of independent practice into classroom instruction and build bridges between the training environment and the workplace. In the classroom, such independent activity and opportunity to relate to the learning to the participants personal experience in the workplace can come through verbal processing or training activities, through discussion and reflection on applications of information to their work situation, and through action planning for transfer of classroom learning to job performance.

Upon return to the job, participants can be supported to practice new skills and behaviors if they have explicit ways to stay connected to the instructor/trainer, if a mentor or coach is available to assist, and if periodic checks by supervisors are made to determine if skills and behaviors are in place and improving.

Since the individual practice techniques in the classroom are likely to be characterized by mental activity not observable behavior or actions, it is important that the techniques be specifically structured to direct participant thinking to real world situations they face and that the thinking be done in sufficient detail to indicate the participant will know what to do and how to do it on his or her own. Note taking guides which outline key points of information and end with critical questions on how to apply it can insert individual practice even in the middle of instructional input. Discussion guides used in small groups which direct participants to share how they will use training experiences in their work provide personalization of information. Assigning participants to analyze training content for components which will be easy to implement and others which will be difficult and to determine how those difficulties can be overcome compels thoughtful application, and written action implementation plans to be used upon return to work and are helpful in integrating new information into existing knowledge and expertise.

In more ideal situations, class sessions can be interspersed with periods of time in which individual participants complete a variety of assignments related to information received in class and ranging from readings, to written exercises, to job experiences. These assignments are evaluated and successive classroom training builds on achievements and addresses problem areas. The assignments may build toward and culminate in, a project which demonstrates overall learning in the training program. Mentors can be used to monitor application of training on the job.

Given the importance of individual practice in transfer of training to job performance, these questions should be asked when designing lesson plans or training programs.

> How may the time available for training be allocated to allow for individual practice? What are the most crucial elements of the training content to be practiced? What combination of training techniques will provide every individual participant the opportunity to personalize the training content?

If time does not allow for individual practice in the module, can instruction in the classroom be interspersed with practice assignments what are the basis for future lessons, or can practice occur in mentored situations on the job?

Excerpted from: "Instructional Theory Into Practice: Essential Elements of Instruction-Part Four" by Lois Hay in The Journal of Correctional Training.

CLOSURE AND EVALUATION

The terms "closure" and "evaluation" refer to any point in an instructional sequence where it is appropriate or necessary to summarize, emphasize, personalize, or access participant learning. In the ITIP lesson plan format, a section which concludes the lesson is also referred to in this manner. It formally serves those functions described above as well as being a final opportunity, within a time frame, for the trainer to mediate the content and the learning process. Evaluation, in this context, refers to assessments of the knowledge or skill level of the participants, as well as the assessment of the training itself by participants. Effective evaluations serve as needs assessments for future training.

In designing the evaluation and closure portion of the lesson, these instructional considerations become important. Active participant involvement in this section of a lesson continues to be essential to achieve desired impact.

Techniques which cause participants to summarize key points of information, review processes by which they learned, reflect on "real world" applications of the new learning and come to a perception of the degree to which they have learned are essential here.

Trainer responsibilities and functions include:
- clarification of any questions, misperceptions, miscommunication
- reiteration of key points not surfaced by participants

- encouragement to personalize the learning
- making connections between this lesson, previous learning and activities and experience yet to come
- explicitly comparing performance objectives for the training session with perceived learning accomplishments (both the trainer's and the participants' perception)
- assigning of independent practice as necessary or desirable

Excerpted from: "Instructional Theory Into Practice: Essential Elements of Instruction-Part Five" by Lois Hay in The Journal of Correctional Training.

Facilitation Skills Assessment

How to Complete Your Self Assessment

Think about the training you have conducted over the last six months. Consider how you demonstrated/practiced each of the items listed on the evaluation sheet. For example, if you consistently exhibited the behavior each time you trained rating yourself in the always or mostly range.

Please be candid, this is an opportunity to target areas for learning and improvement. Since you will be comparing your ratings to those given by observers, your own rating should reflect what you think, not what you imagine or would guess observers would say about you.

How to Distribute and Collect Your Observer Assessment Forms

Please give **three of the Observer Assessment forms to participants who attended a training session you conducted** within the last 2 months (as recent as possible). **Be sure to fill in your name and a due date on each form**. One method we suggest is to hand the forms out to all participants and select a random group of three. Another strategy is to give them to one participant who appeared attentive, one who appeared less interested and one whom you could not "read".

Also give one Observer Assessment form to a co-trainer, a person with whom you have taught during the last six months. If you have not co-trained, give the form to another trainer who has observed you during that period.

Remind each person of the deadline you have written on the form. Ensure that the forms can be returned to you anonymously in an unmarked sealed envelope by the deadline and bring all of them with you to the opening session.

Self Assessment

Circle the one number that best represents how often you believe you use these behaviors as a trainer. (within the last 6 months)

Facilitation Behaviors	**Never**	**Seldom**	**Sometimes**	**Mostly**	**Always**
a. Keeps the discussion on topic while allowing for meaningful input	1	2	3	4	5
b. Clearly explains how activities relate to the content	1	2	3	4	5
c. Effectively handles conflicts between trainer and participants	1	2	3	4	5
d. Effectively handles conflicts between participants	1	2	3	4	5
e. Facilitates the connection between content and participants' personal experience	1	2	3	4	5
f. Uses non-verbal behaviors/communication to facilitate discussion (e.g. gestures, facial expressions)	1	2	3	4	5
g. Clarifies and paraphrases participant responses and input	1	2	3	4	5
h. Manages the participant group without using sarcasm, put downs or manipulation	1	2	3	4	5
i. Uses non-judgmental open-ended questions	1	2	3	4	5
j. Encourages creativity and broader thought in discussions	1	2	3	4	5
k. Balances individual needs with group needs	1	2	3	4	5
l. Able to engage and motivate all types of learners	1	2	3	4	5

Observer Assessment

How to Complete Your Form

Thank you for agreeing to complete this observation form. I am attending a Facilitation Skills training program in which I will set personal goals for my own development. As part of that process, I am asking you and three other individuals for candid feedback about my behavior as your trainer. I will not attempt to identify the source of any feedback. The information will be used by me to determine specific areas in which I need to develop, improve or enhance my skills in order to be a more effective "facilitator" of learning.

Please circle a rating for each item based on your experience of me as trainer in our most recent session.

I appreciate the time you will be taking to complete the form and I am grateful for whatever information you can provide me in my efforts to learn.

Place your completed form in the envelope provided, seal the envelope and return it to _____**by**_____.

Observer Assessment

Circle the one number that best represents how often you have seen _____ use these behaviors as your trainer (in your most recent training session with this trainer).

Facilitation Behaviors	Never	Seldom	Sometimes	Mostly	Always
a. Keeps the discussion on topic while allowing for meaningful input	1	2	3	4	5
b. Clearly explains how activities relate to the content	1	2	3	4	5
c. Effectively handles conflicts between trainer and participants	1	2	3	4	5
d. Effectively handles conflicts between participants	1	2	3	4	5
e. Facilitates the connection between content and participants' personal experience	1	2	3	4	5
f. Uses non-verbal behaviors/communication to facilitate discussion (e.g. gestures, facial expressions)	1	2	3	4	5
g. Clarifies and paraphrases participant responses and input	1	2	3	4	5
h. Manages the participant group without using sarcasm, put downs or manipulation	1	2	3	4	5
i. Uses non-judgmental open-ended questions	1	2	3	4	5
j. Encourages creativity and broader thought in discussions	1	2	3	4	5
k. Balances individual needs with group needs	1	2	3	4	5
l. Able to engage and motivate all types of learners	1	2	3	4	5

Module 1

Series:	GROUP FACILITATION SKILLS
Curriculum:	FACILITATION SKILLS FOR TRAINERS
Module:	INTRODUCTION AND COURSE OVERVIEW

Time Required: 1 Hour 40 Minutes (includes 10 minute break)

Summary and Rationale:

The purpose of this module is to provide participants with an overview of the 16-hour seminar.

Performance Objectives:

Participants will:

1. get to know other members of the group.
2. get a preview of the seminar.

Equipment:

- Easel Stand with Flip Chart Pad
- Overhead Projector and Projector Screen
- VCR/Monitor

Materials:

- Participant Manual
- Class Roster
- Name tags
- Mr. Holland's Opus Video

Overheads:

OH #1, Seminar Outcome

OH #2, Agenda Day 1

OH #3, Agenda Day 2

OH #4, Completed Assessment Summary Sheet

Participant Manual:

1-1 Performance Objectives

1-2, 1-3 Assessment Summary Sheet

1-4 Assessment Summary Completed Example

1-5 Expectations form

1-6 Program Outcomes

1-7 Agenda - Day 1

1-8 Agenda - Day 2

1-9 Assessment Analysis

1-10 Goals

1. INTRODUCTION & COURSE OVERVIEW

CONTENT

REFERENCE

As participants arrive have each participant: sign in, make a name tag, give them a participant manual. Instruct them to complete the **Assessment Summary Sheet** on page 1-2 of their manual using the results of their observer feedback and self assessment ratings. If a participant arrives without any materials direct them to complete a **Self Assessment** form in reference section of their manual.

Participant Manual p. 1-2

Note: Have a few calculators handy to speed up this process. Point out that there is a <u>sample</u> of a <u>completed</u> **Assessment Summary Sheet** p. 1-2 of their manual.

INTRODUCTION
Approx. 5 Minutes

Introduce trainers briefly (trainer background and experience). ETR contract with NIC Academy.

Explain NIC Academy - Sponsorship of the program, review Regionalization process.

ANTICIPATORY SET
Approx. 25 Minutes

SAY *I am going to show a piece of the film, "<u>Mr. Holland's Opus</u>." For those who haven't seen the movie, it is about a music teacher whose life dream is to be a composer. In this segment, we see him on his first day of teaching. Just watch and we'll refer to this film clip over the course of the seminar.*

Show 3 minute segment of ***Mr. Holland's Opus*** (1st day of class).

Ask: ***Has anyone had a training experience like this?***

Review Module 1 Objectives.
< get to know other members of the group
< get a preview of seminar

"Name Game with Instruments"
Tell the group that the activity they'll participate in is one that will help them get to know one another's names.

Instruct the group to stand and form a circle in a large open area of the room.

Each person in the circle will be telling us the name they would like to be called during this workshop. After telling us your name, I would like you to make a non-verbal representation of playing a musical instrument that you like or play. I will do it myself first so that you can have an example.

Trainer demonstrates by giving his/her name and pantomiming playing a favorite instrument (e.g. a keyboard, a trombone, and drums).

We will begin with my name and demonstration and go around the circle. At each person's turn the whole group will repeat the names and demonstrate the instrument of each person that has gone before. You can repeat an instrument that someone else chose. We will continue around the circle until we come back to me, the person who started. You can help each other remember; our purpose is

VCR and monitor
Mr. Holland's Opus video

Get 1-2 stories

Participant Manual p. 1-1

to learn each other's names and create an orchestra.

When the circle is completed have the group give themselves a round of applause and ask them to remember their instrument because they will be played again later.

INSTRUCTIONAL INPUT
Approx. 30 Minutes

Expectations and Agenda

Instruct participants to take three minutes to individually complete page 1-4 of their manuals titled **Expectations**. Let them know you will be asking them to share their responses. Go around the room (round robin) and have each person read their sentence completions. Check for accuracy as you record on newsprint.

Ask if there are additional expectations that are not represented on the list and record them. Post the expectations list on a wall that the group can view.

Display overhead transparencies: **Seminar Outcomes** (OH #1 & Manual page 1-5) and **Course Agenda** (OH #2 & #3 & Manual pages 1-6 and 1-7). Review the seminar outcomes and agenda, explaining how it fits or does not fit with participant expectations. Explain that we will be providing time for reflection through the next two days, because this time (to think or write) helps "set" new learning so it is more likely to be retained.

Participant Manual, p. 1-4

Note: One trainer should record while one facilitates the reporting. If an expectation is repeated put a check mark next to the previously recorded statement.

Participant Manual p. 1-5, 1-6 and 1-7

Seminar Outcomes

Participants will:

• **Plan for the level type of facilitation needed by a training group**

• **Utilize models of facilitation to conduct activities**

• **Practice and receive feedback on key facilitation behaviors**

• **Create a Personal Development Plan**

Module 1   OH1

Agenda – Day 1

- **Introduction & Expectations**
- **Self-Evaluation & Goal Setting**
- **Critical Elements of Facilitation**

Module 2   OH2

Agenda – Day 2

- **Facilitation Skills Practice**
    - **Communication Skills**
    - **Group Process & Development**
- **Personal Development Planning**

Module 2   OH3

This seminar is based on the understanding that facilitation in a training session is the process of helping participants learn as effectively as possible. We established prerequisites for this course and expect that you each have already learned basic platform skills and adult learning principles. If that is not the case for any of you, we will be available to provide coaching and invite the other participants to assist.

Make "housekeeping" announcements.

Complete any housekeeping items here – location of the bathrooms, telephones, breaks spaces, lunch options, tours, people staying on site. Remind folks to keep their beepers on vibrate and to turn off their cell phones.

Ground Rules

Now that we've had a chance to get to know a little about each other and before we move into the "work" of our workshop, let's spend time creating our own ground rules for the next two days.

Revisit the expectations and check for any additions after learning the agenda. Ask the group to look at their expectations, the trainer's expectations (outcomes) and to identify the behaviors they would like to see from each other and from the trainers that would "facilitate" learning. (Give them an example: *Listen while others speak*).

List their ground rules on newsprint.

Note: Ground Rules (general and specific) to look for are:

Personal Needs: Periodic breaks, take care of ourselves (personal comfort), begin and end on time.

Environment: no smoking.

Self: be receptive to feedback, be willing to risk/put ourselves out there, roles, responsibility, commitment.

Interaction: Everyone participate and help one another participate, support and encourage one another, one person speak at a time, how to indicate you have a comment, be honest in giving feedback so people can learn (specific examples, suggestions, alternatives), communication.

Ideas: Basic respect for different beliefs, perceptions, points of view, decisions, problem-solving.

Ask the group if they can agree to "live by" and share responsibility for maintaining the ground rules during the two days. Gain verbal consensus.

Break   10 minutes

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┌─────────────────────────────┐
│ GUIDED PRACTICE             │
│ Approx. 30 Minutes          │
└─────────────────────────────┘
```

Self Evaluation of Skills and Goal Setting

Give participants a few minutes to complete their Assessment Summary (p. 1-2)

Participant Manual p. 1-2

Have participants turn to their now <u>completed</u> **Assessment Summary Sheet** (Participant Manual page 1-2) and remove it from their manuals. Have them turn to page 1-8, **Assessment Analysis**.

Participant Manual p. 1-2 & 1-8

You are now going to examine the feedback you received from observers and your self assessment in order to set individual goals for this training session.

Instruct the group to take a minute and study their scoring sheet before answering the questions. Remind the participants that trying to identify the source of feedback will not be helpful in this process. We will be asking the group to thank everyone who gave them feedback when they return and let the observers know they appreciated getting their input.

Read the first question on the Assessment Analysis sheet to the group and show overhead transparency #4 of a completed **Assessment Summary Sheet**,

giving an example of similar/same ratings.

Note: Use items that are scored as examples for the Assessment Analysis questions.

Give them 10 minutes to complete the five items.

Note: Trainer should circulate to help participants.

Choose a partner and take 10 minutes to discuss your reactions to the summary. Decide which one or two behaviors you would like to focus on during the next two days.

Check in with pairs to ensure that behaviors are being selected. At the end of the ten minutes ask for their attention.

Take 10 minutes to write on the page titled Goals *(page 1-9).*

Participant Manual p. 1-9

Allow time for reflection and writing.

CLOSURE
Approx. 5 Minutes

We will be coming back to these Goals during the workshop. Our instruction and activities are directed toward the behaviors you assessed and for which you received feedback. As our agenda indicates we will answer the question: What is facilitation and what are the critical elements?

Module 1

Introduction and Course Overview

Training Supplements:

- Overhead Transparencies
  - OH#1 Course Outcomes
  - OH#2 Agenda - Day 1
  - OH#3 Agenda - Day 2
  - OH#4 Completed Assessment Summary Sheet

- Participant Manual
  - 1-1 Performance Objectives
  - 1-2 Assessment Summary Sheet
  - 1-3 Assessment Summary Completed Example
  - 1-4 Expectations form
  - 1-5 Program Outcomes
  - 1-6 Agenda - Day 1
  - 1-7 Agenda - Day 2
  - 1-8 Assessment Analysis
  - 1-9 Goals

Seminar Outcomes

Participants will:

- **Plan for the level type of facilitation needed by a training group**

- **Utilize models of facilitation to conduct activities**

- **Practice and receive feedback on key facilitation behaviors**

- **Create a Personal Development Plan**

Agenda – Day 1
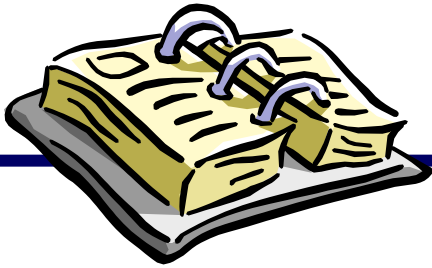
- **Introduction & Expectations**

- **Self-Evaluation & Goal Setting**

- **Critical Elements of Facilitation**
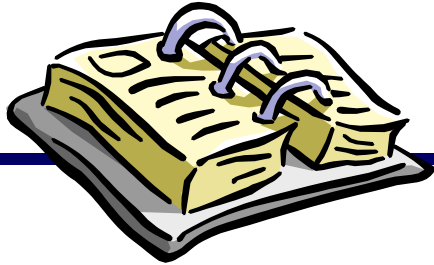
Agenda – Day 2

- **Facilitation Skills Practice**

    Communication Skills

    Group Process & Development

- **Personal Development Planning**

Assessment Summary Sheet

1.   Copy the circled responses from each of the assessment completed for you into the appropriate column below. For example:

Item	Self
a.	4
b.	3

2.   Average the *Observer Assessment* ratings for each item by adding across and dividing the total by the number of forms you have entered.

3.   If desired, total the last two columns to compare overall ratings.

Item	Observer #1	Observer #2	Observer #3	Observer #4	Average of Observers	Self
a.	4	3	4	4	3.8	4
b.	3	3	4	4	3.5	4
c.	1	2	4	4	2.8	5
d.	3	3	4	3	3.3	4
e.	2	2	4	4	3	3
f.	4	4	3	3	3.5	4
g.	4	5	4	3	4	5
h.	4	5	5	5	4.8	4
i.	4	4	3	4	3.8	5
j.	3	3	5	4	3.8	4
k.	3	4	4	4	3.8	4
l.	5	4	5	4	4.5	3
				TOTALS:	44.6	49

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FACILITATION SKILLS FOR TRAINERS

Module 1 - Introductions and Course Overview

Given the material in this seminar, participants will:

- get to know other members of the group.

- get a preview of the seminar.

Date: _____

Assessment Summary Sheet

Instructions:

1.   Copy the circled responses from each of the assessment completed for you into the appropriate column below. For example:

Item	Self
a.	4
b.	3

2.   Average the *Observer Assessment* ratings for each item by adding across and dividing the total by the number of forms you have entered.

3.   If desired, total the last two columns to compare overall ratings.

Item	Observer #1	Observer #2	Observer #3	Observer #4	Average of Observers	Self
a.						
b.						
c.						
d.						
e.						
f.						
g.						
h.						
I.						
j.						
k.						
l.						
				TOTALS:		

Interpreting overall ratings:

If Total from other side is:

12-25　Confidence and/or skills are low (i.e., new facilitator).
Observation of experienced facilitators, practice in low-risk situations and
feedback by trained observers can help improve your skills.

26-40　Average skill range. Further practice and feedback will improve skill and
confidence.

41-60　High confidence and/or skill. Continued experience will further enhance your
skills and increase the range of situations in which you are comfortable
facilitating.

Assessment Summary Sheet (filled out sample - hard copy master

Expectations

As a facilitator, I am . . .

____ Very experienced and very confident
____ Experienced and somewhat confident
____ Somewhat experienced, but not very confident
____ Inexperienced, not confident
____ Other _____

        _____

At the end of this training, I expect . . .

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FACILITATION SKILLS FOR TRAINERS

SEMINAR OUTCOMES

During this seminar, participants will:

- assess and plan for the level and type of facilitation needed by a training group.

- utilize models of facilitation to conduct activities.

- practice and receive feedback on key facilitation behaviors.

- create a Personal Development Plan.

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FACILITATION SKILLS FOR TRAINERS

AGENDA

Day 1:

8 a.m.-12 p.m.	Introduction Self-Evaluation of Skills and Goal Setting Critical Elements of Facilitation
12 p.m.-1 p.m.	Lunch
1 p.m.-5 p.m.	Critical Elements of Facilitation cont'd Wrap-up

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FACILITATION SKILLS FOR TRAINERS

AGENDA

Day 2:

8 a.m.-12 p.m.   Warm up
                                      Instructions for Preparation
                                      Presentation Preparation
                                      Presentations - Communication Skills
                                               Trio 1
                                               Trio 2
                                               Trio 3

12 p.m.-1 p.m.   Lunch

1 p.m.-5 p.m.   Group Process
                                          Trio 4
                                          Trio 5
                                          Trio 6
                                      Personal Development Planning
                                      Wrap up

Assessment Analysis

Your Assessment Summary Sheet should be completed before answering the following questions. As you review your own ratings with those given to you by observers, consider the information as a source for goal setting during the Facilitation Skills workshop and for planning in the future.

1. List the items for which your own rating and the average of how observers rated you had the *same* or *similar* value:

2. List the items for which you *rated yourself higher* than the average of how the observers rated you:

3. List the items for which you *rated yourself lower* than the average of how observers rated you:

4. List the items for which there is the *greatest discrepancy between the "observer" ratings*:

5. List the items for which there is the *greatest discrepancy between your own rating and* any individual or combination of *"observer" ratings*:

Goals

Describe your thoughts and feelings as you completed your Summary Sheet and reviewed it with your partner.

What insights did you get about your facilitation skills?

What implications does this have for your facilitation practices?

What are specific behaviors you want to focus on during the next two days.

Other comments.

Module 2

Series:	**GROUP FACILITATION SKILLS**
Curriculum:	**FACILITATION SKILLS FOR TRAINERS**
Module:	**CRITICAL ELEMENT #1- How We Process Learning**

Time Required: 1 Hour 55 Minutes (including two 10-minute breaks)

Summary and Rationale:

The purpose of this module is to review Kolb's Learning Cycle and help participants use it to develop effective process questions.

Performance Objectives:

Participants will:

1. review a four-step Learning Cycle and practice developing processing questions that assist the Learner.

Equipment:

- Easel Stand with Flip Chart Pad
- Overhead Projector and Projector Screen

Materials:

- Participant Manual

Overheads:

OH #5, The Critical Elements of Facilitation

OH #6, The Learning Cycle

OH #7, What?, So What?, Now What?

OH #8, Reflection

OH #9, Analysis

OH #10, Application

Participant Manual:

2-1   Performance Objectives

2-2   Facilitator as Conductor

2-3   Facilitator as Conductor: *Reflection Guide*

2-4   Critical Elements of Facilitation

2-5   The Learning Cycle

2-6   The Learning Cycle Worksheet

2-7   Question Starters

2-8   Orchestra Name Game

2-9   Guidelines for Using Process Questions in Your Training Design

2-10 How We Process Learning: *Reflection Guide*

2. CRITICAL ELEMENT #1- How We Process Learning

CONTENTS	**REFERENCE**

> **ANTICIPATORY SET**
> **Approx. 20 Minutes**

Orchestra Activity

Have the group stand and move away from their tables.

> **SAY**
>
> ***Recall your musical instrument from the earlier name activity. Now lets play our instruments out loud all at once on the count of three.***

Note: Move through this orchestra activity quickly, having fun with it.

After a short time ask everyone to stop.

Note: It will sound strange and likely awful.

***We are going to do it again this time with a single song in mind.* (This time play music or give them a commonly known song to play - e.g. *"It's a Small World"*)**

Note: It will sound a little better.

How could we make it sound better?

People could arrange themselves in like type instrument sections--like a real orchestra in strings , percussion, brass,

---

etc. The trainer should conduct from up front with a baton-like prop, playing the same music or asking them to play the same commonly known song. Do a little instructing to get it to sound better.

After playing for a minute, have the group give itself applause and return to their seats.

How is conducting an orchestra like facilitating learning in a group?

<u>Responses may include:</u> each instrument/player is unique and provides an important contribution to the total sound like each learner contributes to the total learning experience; the conductor provides the pace, direction and manages the process as does the facilitator; the conductor only brings out the sound- doesn't make it, facilitator brings out the learning - doesn't do it themselves; the music is only as good as the whole - the learning is only as good as the whole; each player inspires the other players, each learner stimulates learning in others, different players have different skills - as learners have different skills, people have more confidence as a group. Reference adult learning principles, personal anecdote about "entertaining" rather than facilitating.

Draw all responses together by referencing **The Facilitator as Conductor** (page 2-2 of manual) and reviewing the information with the group.

Participant Manual p.2-2

***Using the information on this page and our group discussion, pair up with another participant, discuss and take notes on the questions on page 2-3,* The Facilitator as Conductor: *Reflection Guide**.*

Participant Manual p. 2-3

After the 10 minutes of paired discussion,

tell them: ***As we examine facilitation I invite you to think about how you might learn to conduct your orchestra more skillfully to produce the finest music. The true art of facilitation is having all the learning come from the group; the learners make the learning their own unique "music".***

Display overhead transparency: **The Critical Elements of Facilitation** (OH #5, Manual page 2-4).
Review the 4 elements outlined:
1) How We Process Learning
2) Predicting and Accommodating Learner Behavior
3) Setting the Climate
4) Utilizing Facilitation Strategies
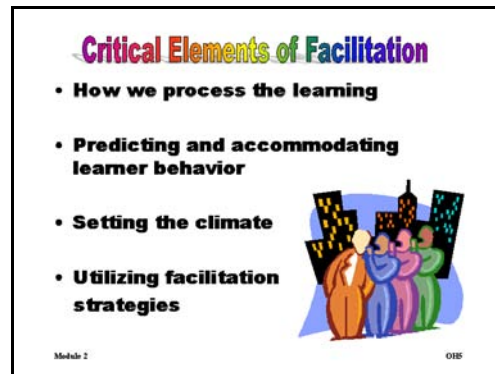
Also, Participant Manual p. 2-4

We have selected these four critical elements of facilitation as the core of our work together. Each of the elements is interconnected and therefore this is not a linear set of concepts. We will, for purposes of clarity and simplicity, address each one separately with a discussion and activities.

Break   10 minutes

CRITICAL ELEMENT #1: How We Process Learning

We know that learning is not as simple as receiving information.

Ask the group: *How do you know someone has learned what you have taught to them?*

Responses may include: they can explain how they will use the information, they can demonstrate using a technique or skills, they can apply the knowledge given a case study, they change their behavior, perceiving personal relevance.

> **INPUT**
> **Approx. 40 Minutes**

Training provides the opportunity for gaining knowledge, and skills, as well as shaping attitudes that enhance job performance. Generally we don't get to see the application of learning or the change in behavior of a participant after the training event.

Facilitation of learning in the classroom strives to assist the participant to find personal meaning from the experience, leave the classroom with a clear understanding of how to use the learning and hopefully motivation/reason to use the information.

Most, if not all of you, are familiar with Kolb's model of experiential learning - how we take in information and how we process information.

Display overhead transparency of Kolb's Model - **The Learning Cycle** (OH #6 and Manual page 2-5 & 2-6). Explain each step, and give an example of how we move through each step as we learn - e.g. going to the driving range to hit golf balls,

after finishing - thinking about what you did, thinking about why things worked or didn't work, thinking about what to do next time. Explore how this process might be enhanced by involving more than one person.
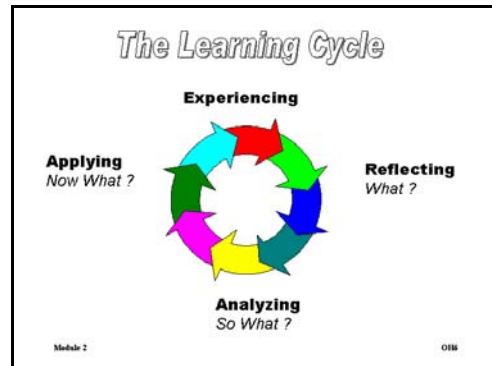
Participant manual p.2-5 & 2-6

For purposes of our learning we will focus on the facilitation process that leads a learner through all four steps of the model. Though individuals have preferences, Kolb believes that a learner needs to move through all of the steps from Experiencing to Applying in order to learn from an experience and apply the learning to future experiences.

As a facilitator of learning you are taking the learner from an experience (either in group or previous to this training) through a process of reflection, analysis and application. The process questions should be constructed to get at: What? So What? Now What?

Display overhead transparency #7, **What? So What? Now What?**

Display overhead transparencies of **Question Starters** for each step (OH #8, #9, #10).

• Have you....?

• When....?

• Where....?

• How did you....?

• What happened when you...?

Reflection

Module 2   OH8

Analysis

• What was it like to . . . ?

• What did you learn from . . . ?

• What was the most interesting/valuable about . . . ?

Module 2   OH9

Application

• How can you use . . . in your work ?

• What might help or hinder your using this . . . ?

• How could this affect you . . . ?

• What might your clients . . . ?

Module 2   OH10

Refer the group to the **Question Starters**.   Participant Manual p. 2-7

These questions lead the person to a level of understanding where they can practice/or apply the information in a new experience. The facilitator not only reaches every learning style but creates the opportunity for both personal meaning and application.

Tell the group: *Now we'll do a DEMONSTRATION of using the Learning Cycle to "process" a group activity.*

Conduct the **Change Game** with the group:

I would like to you find a partner in the group, someone you have not worked with yet. Find a place in the room where you can stand and face each other.

(When they have positioned themselves). *I want you to take the next 30 seconds and observe everything you can about your partner.*	Time them.
Now turn back to back, not touching and change three things in your appearance.	Give them about 2 minutes to finish.
Now face your partner and find the three things they changed.	Give them about 2 minutes to finish.
If you haven't found all three things, tell your partner what they missed.	Give them 30 seconds to exchange information.
Turn back to back again and change 3 more things in your appearance.	Give them 2 minutes to finish.

Now face your partner and find the three things your partner changed.	Give them 2 minutes to finish.
If you haven't found all three things, tell your partner what they missed.	Give them 30 seconds to exchange information.
Turn back to back again.	Wait a moment, allowing them time to think you are going to give the same instructions again.
You can go back to your seats. Process the activity using the Learning Cycle Model.	
Ask them: *Let's reflect. When I gave you the first round of instructions - what happened/ what were you feeling and thinking, what did you hear or observe other people doing?*	Possible responses: people laughed while they looked at each other, it was uncomfortable to be so close and be observed, didn't know what you wanted us to do/change, thought this was silly, didn't understand why we were doing this, didn't question it at all.
What did people do after guessing and before the second set of instructions?	Possible responses: started putting things back they way they were, started to sit down, were ready for the activity to be over.
When I gave you the second round of instructions what happened/ what were you feeling and thinking, what did you hear or observe other people doing?	Possible responses: started to feel there was nothing more for me to change, afraid I was going to having to undress completely, got silly, thought it was getting easier when I understood what you wanted.
When I gave you the last round of instructions what were you thinking and feeling?	Possible responses: I wasn't planning to do it at all, this was just going too far, I was getting annoyed and uncomfortable).
Now lets take a look at what this	Possible responses: connection

means.
How does this connect to learning new skills and behaviors?

between change and learning.

What happens when we introduce learners to new skill and behaviors?

Possible responses: they feel awkward, they resist, they don't understand what you want them to do...

They feel and experience many of the same things you did during this activity.

How does this relate to you and learning new facilitation skills.

Possible responses: when you try on new behaviors to facilitate learning you will likely feel awkward and uncomfortable and may even put things back the way they were, because it is more comfortable that way.

Lets discuss what you can do with this understanding/information.

What can you do with this information about the natural reaction to learning as change? How can you use what you just learned to increase the chance you will be open to and use what you learn?

Possible responses: be aware of my discomfort when I try a new behavior and persist, don't go back to my old ways of doing things right away because it is more uncomfortable, use this information to understand my participants better.

You have just experienced processing an activity using the learning cycle. How did the questions I used involve the group in each of the steps- Reflecting, Analyzing and Applying?

What questions do you have about what I did? About the process?

Now you can practice developing a set of process questions using the

Learning Cycle.

┌─────────────────────────────┐
│ **GUIDED PRACTICE**   │
│ **Approx. 25 minutes**   │
└─────────────────────────────┘

Divide into three small groups.

Have participants turn to **Orchestra Name Game** and review the objective and teaching points.   Using the Orchestra Name Game activity, they will develop questions for their area to draw out the "teaching points."

Participant Manual p.2-8

Assign one process area to each group (Reflection, Analysis, Application)

Tell them: *Take 10 minutes and brainstorm a list of questions you could use after this activity/experience to address your process area. For example, as a reflection question you might ask: What behaviors did you observe during the Orchestra Name Game?*

Have each group report out (providing feedback on the questions and asking the whole group to add to the list).

Note: Questions to look for are:
What?
Have you done other activities like this before?
When/at what point in the training did you do this?
How did you feel when it was announced?
How did you feel while it was in progress?
How did you feel when it was over?
What happened when someone else took your instrument?

How did you feel?
How did you decide on an instrument?

So what?
What did we do to break the ice?
How?
What about this exercise helped us break the ice?
What did we learn about the make-up of the group?

Now What?
How can you use this exercise to facilitate or make participants feel comfortable?
How will activity help to improve your memory skills or assist you in learning new things?
How can we modify this exercise to our needs or various work environments?
List reasons why this activity would not be an appropriate activity.

> **CLOSURE**
> **Approx. 10 Minutes**

Have participants turn to **Guidelines for Using Process Questions in your Training Design** and review them with the group.

Participant Manual p. 2-9

Have participants turn to **How We Process Learning:** *Reflection Guide* and instruct them to take 5 minutes to make notes on how they will use this information we have just covered.

Participant Manual p. 2-10

Ask them: *What questions do you have about facilitating a group through the learning cycle?*

Break   10 minutes

Module 2

Critical Element #1
How We Process Learning

Training Supplements:

- Overhead Transparencies
    - OH#5 The Critical Elements of Facilitation
    - OH#6 The Learning Cycle
    - OH#7 What?, So What?, Now What?
    - OH#8 Reflection
    - OH#9 Analysis
    - OH#10 Application

- Participant Manual
    - 2-1 Performance Objectives
    - 2-2 Facilitator as Conductor
    - 2-3 Facilitator as Conductor: *Reflection Guide*
    - 2-4 Critical Elements of Facilitation
    - 2-5 The Learning Cycle
    - 2-6 The Learning Cycle Worksheet
    - 2-7 Question Starters
    - 2-8 Orchestra Name Game
    - 2-9 Guidelines for Using Process Questions in Your Training Design
    - 2-10 How We Process Learning: *Reflection Guide*

Critical Elements of Facilitation

- ## How we process the learning

- ## Predicting and accommodating learner behavior

- ## Setting the climate

- ## Utilizing facilitation strategies

The Learning Cycle

Experiencing

Applying
Now What ?

Reflecting
What ?

Analyzing
So What ?
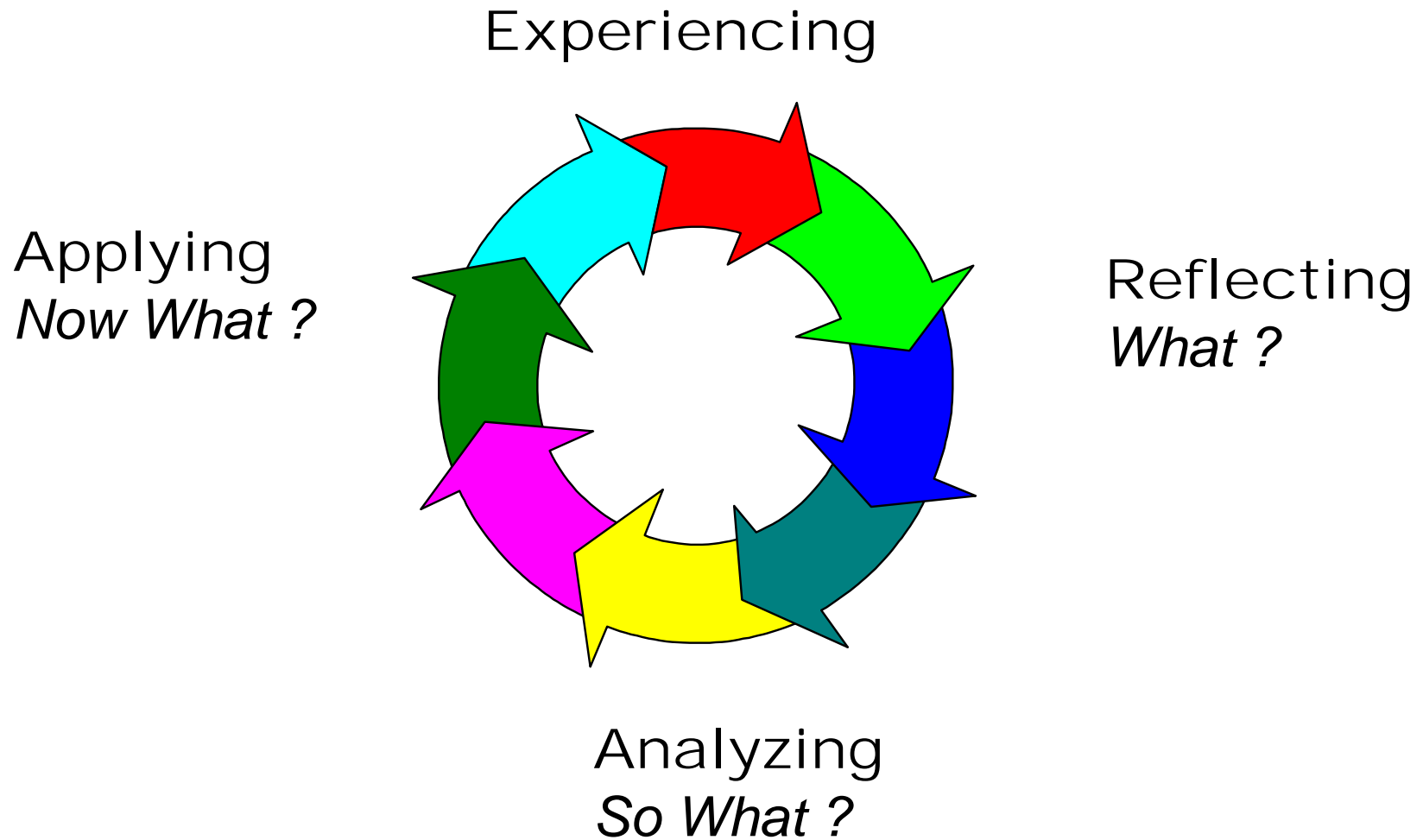
What ?   (Reflection)

So What ?   (Analysis)

Now What ?   (Application)

Reflection

- **Have you....?**

- **When....?**

- **Where....?**

- **How did you....?**

- **What happened when you...?**

Analysis

- **What was it like to . . . ?**

- **What did you learn from . . . ?**

- **What was the most interesting/valuable about . . . ?**

Application

- **How can you use . . . in your work ?**

- **What might help or hinder your using this . . . ?**

- **How could this affect you . . . ?**

- **What might your clients . . . ?**

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FACILITATION SKILLS FOR TRAINERS

Module 2 - Critical Element #1 - How We Process Learning

Given the material in this seminar, participants will:

- review a four-step Learning Cycle and practice developing processing questions that assist the Learner.

Facilitator as Conductor

Musical Conducting	**Facilitating Learning**
Arrange the music (sheet music)	Create a design
Arrange seating and organize musicians as they test their instruments and listen to each other's sounds	Set the climate including arranging seating, moving people around as they introduce themselves
Determine the level of conducting needed based on the musical composition and the talent/skills of the musicians	Determine the level of facilitation based on the purpose and the needs of learners
Conduct the music	Use the process model and behaviors

The music...
Music comes from the orchestra who share a common purpose (not from the conductor).

The conductor blends the sounds, emphasizing or minimizing elements to maximize the total quality of the music.

The gifted conductor can bring out a fullness that is more than the parts, while knowing their musicians' capacity and inspiring a leap beyond their known boundaries.

The catalyst is the tapping of the baton, and the rhythm of its direction.

The learning...
Learning comes from the participants in the group through participatory and learner-focused instructional strategies (not from the trainer).

The facilitator maximizes learning through varied approaches and engaging the group in a processing model that follows the learning cycle.

The gifted facilitator knows or assesses the learners' range and invites them to move outside their patterns of knowing/thinking.

The catalyst is the activity or input and the flow of the processing.

The Facilitator as Conductor: *Reflection Guide*

Based on our classroom experience and your past experience, what insights did you get about your facilitation skills?

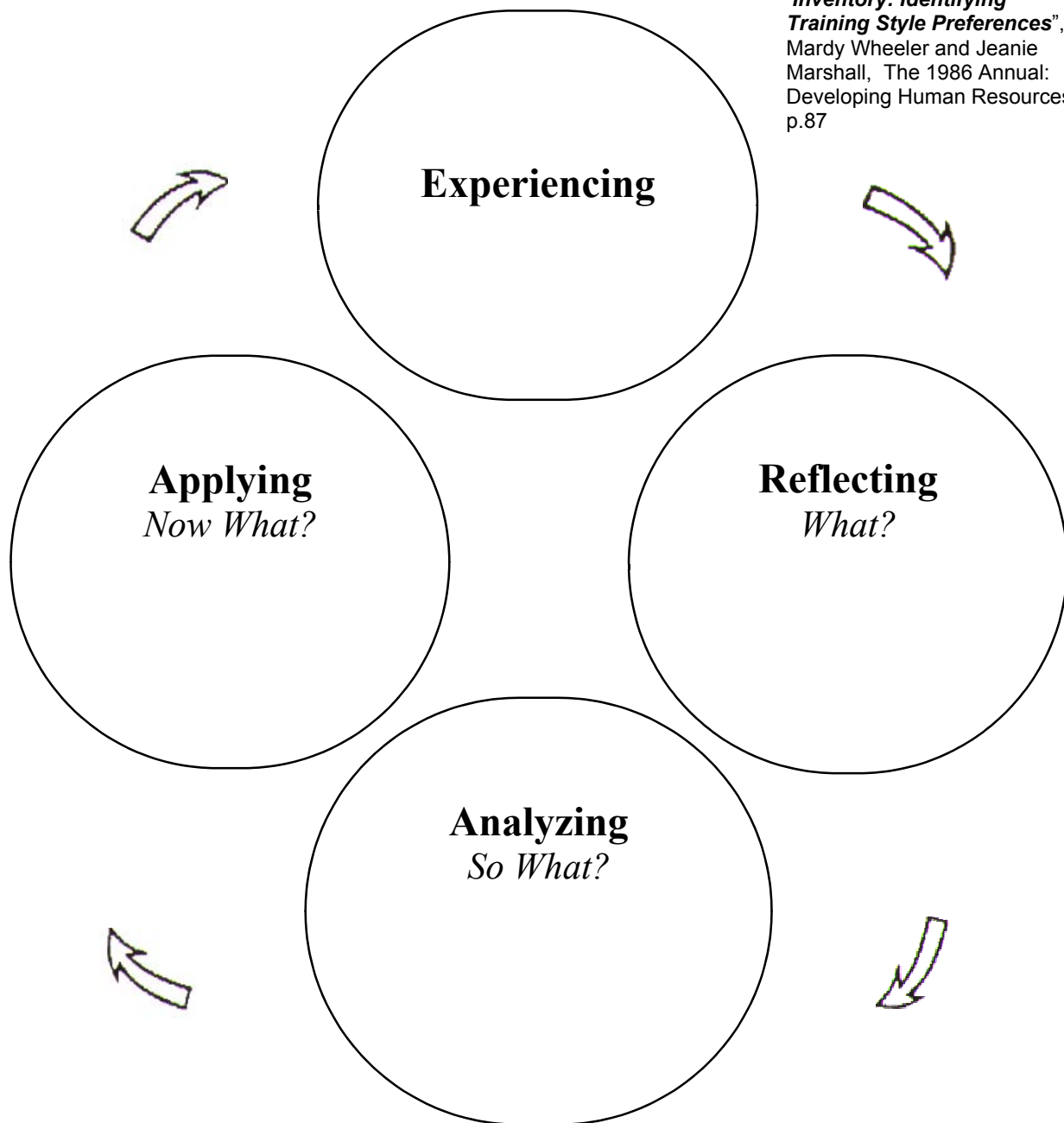What implications does this have for your facilitation practices?

How can you use this information to reach your goals?

CRITICAL ELEMENTS OF FACILITATION

˜   How We Process Learning

˜   Predicting and Accommodating Learner Behavior

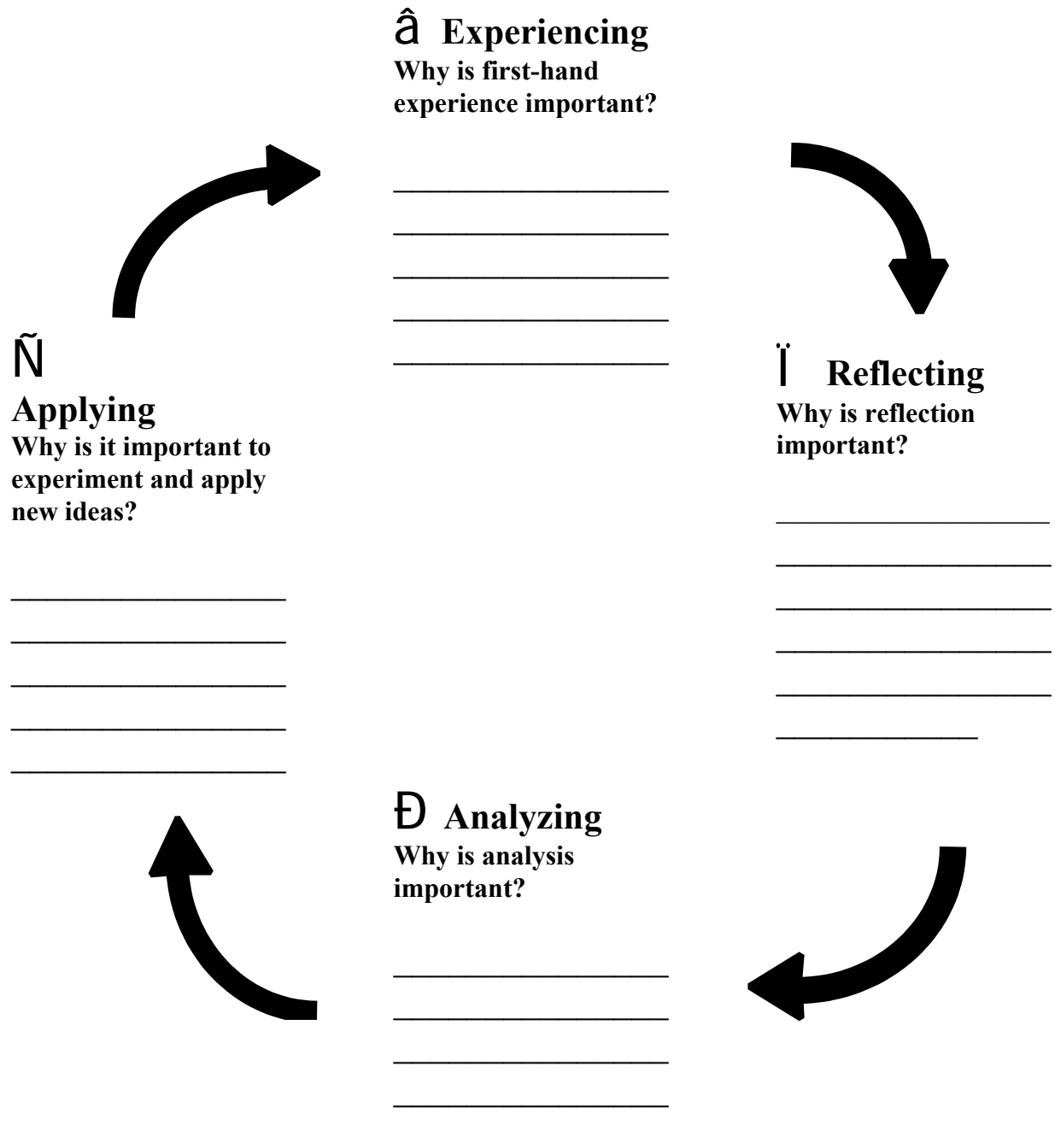˜   Setting the Climate

˜   Utilizing Facilitation Strategies

The Learning Cycle

Experiencing

Applying
Now What?

Reflecting
What?

Analyzing
So What?

The Learning Cycle

â Experiencing
Why is first-hand experience important?

_____
_____
_____
_____
_____

Ñ
Applying
Why is it important to experiment and apply new ideas?

_____
_____
_____
_____
_____

Ï Reflecting
Why is reflection important?

_____
_____
_____
_____
_____
_____

Ð Analyzing
Why is analysis important?

_____
_____
_____
_____
_____

Question Starters

Reflection:

- What did you see? Hear?
- Have you . . . ?
- When . . . ?
- Where . . . ?
- How did you . . . ?
- What happened when you . . . ?
- How did you <u>feel</u> when . . . ?
- What was it <u>like</u> to . . .?
-
-
-

Analysis:

- What did you <u>learn</u> from . . . ?
- What was most <u>interesting</u>/valuable about . . . ?
- What stands out . . . ?
- Why do you think . . . ?
- What does this mean about . . . ?
- How does this compare/contrast to . . . ?
- How does this fit with your perspective (previous ideas) . . . ?
-
-
-

Application:

- How can you <u>use</u> . . . in your work?
- How could this <u>affect</u> you . . . ?
- What might <u>your</u> <u>clients</u> . . . ?
- What might help or hinder your using this . . . ?
-
-
-

Orchestra Name Game

Objective:

Participants will learn one another's names by participating in a memory game.

Teaching Points:

- Trying new behaviors can feel awkward and silly.

- Change involves risk-taking.

- Getting to know each other is the first step in building trust.

Guidelines for Using Process Questions
in Your Training Design

1. For an experiential activity (role play, case study, game, simulation, etc.), processing time should be <u>equal to</u> or <u>more than</u> the time spent doing the activity.

2. Processing questions (Reflection, Analysis, Application) should be planned carefully, written into the design, and examples or desired responses noted for facilitator reference.

3. Each activity should be written to clearly note "teaching points" (the learnings to be drawn from the activity and questions should lead to these learnings).

4. Each time you conduct an activity, note any unexpected events or outcomes and ways you handled them. Also note new process questions to ask at future trainings.

5. A training design is a "living document." It may need changes or refinements each time you use it. Take yourself through the Learning Cycle to Reflect on, Analyze and Apply your learnings to using this design.

How We Process Learning: *Reflection Guide*

What insights did you get about your facilitation skills?

What implications does this have for your facilitation practices?

What might you take from this activity that would be useful to your work?

Other comments.

Module 3

Series:	**GROUP FACILITATION SKILLS**
Curriculum:	**FACILITATION SKILLS FOR TRAINERS**
Module:	**CRITICAL ELEMENT #2: Predicting and Accommodating Learner Behavior**

Time Required: 40 Minutes

Summary and Rationale:

The purpose of this module is to help participants learn to predict possible learner behaviors and accommodate them appropriately.

Performance Objectives:

Participants will:

1. identify methods for predicting possible learner behavior in training.
2. practice developing strategies that accommodate learner needs and behaviors.

Equipment:

- Easel Stand with Flip Chart Pad
- Overhead Projector and Projector Screen

Materials:

- Participant Manual

Participant Manual:

3-1   Performance Objectives

3-2   New Fitness Testing Standards - Case Study

3-3   Preventing HIV - Case Study

3-4   Predicting and Accommodating Learner Behavior: *Reflection Guide*

3. Critical Element #2: Predicting and Accommodating Learner Behavior

CONTENT	REFERENCE

ANTICIPATORY SET
Approx. 5 Minutes

SAY *The more skilled trainers become at predicting participant behavior and the results of their own behavior, the better able they are to make effective choices about facilitation.*

Let's do a bit of predicting.
How will participants react if I go outside the room and come back with a clown outfit on?

Responses may include: some might laugh, think I am strange and not take me seriously.

How will participants react if I turned off the lights?

Responses may include: some might get up to turn them on, complain, ask why, sit and wait to see if I had some plan in mind, expect a movie.

There are many behaviors and reactions you can predict in training based on what you know about how adult's learn, your own experiences at work and your own experiences as a learner.

INPUT AND GUIDED PRACTICE
Approx. 30 Minutes

We know that people's behavior in training is influenced by their background and experience, their job role and the organizational climate.

These factors will influence their readiness and resistance to your training content or approach.

What kinds of training have you seen employees resist and why?

<u>Responses may include</u>: policy they don't agree with, content they are intimidated by, change in how things are done, when they are forced and unhappy in general.

What kinds of training have you seen them go to eagerly and why?

<u>Responses may include</u>: training they helped to plan, topics they have asked for, topics that solve an immediate problem.

What strategies have you used to predict or anticipate trainee behavior and attitudes?

<u>Responses may include</u>: focus groups, supervise interview, record interview, discussion with other trainers.

Sometimes we can predict the behaviors we are likely to see, and can do things to prevent problem behavior or to accommodate the issues. While we can't predict all reactions to training, there are facilitation techniques to use when issues arise. Based on the information we have covered, the behavior you have observed of the trainers in this training and your own experience, use your prediction skills as well as facilitation techniques to respond to the Predicting and Accommodating Learner Behavior Case Studies.

Participant Manual p. 3-2 & 3-3

Assign each table one of the two case studies:
1)C.O. fitness testing and new standards
2)Preventing HIV and Communicable Disease transmission within the inmate population.

Be as specific as possible in what you would <u>do</u> or <u>say</u> when you respond to the questions. Don't just say "Climate Setting." How would you set a climate for positive participation in this situation?

Give them 15 minutes to complete the questions as a group.

Note: For case #1 divide the reporting between the two small groups assigned to that case: have the first group report out on question 1 (parts a, b and c), have the second group report out on questions 2 and 3. Repeat the same process for case #2.

Ask each table to report out. Have the other tables who did not work on that particular case refer to the participant manual to take notes if they wish. After each table report, ask the whole group for additional ideas about questions that a trainer could ask to accommodate participant issues.

Participant Manual

CLOSURE
Approx. 5 Minutes

Take a few moments and jot down some notes on how you will use this information on **Predicting and Accommodating Learner Behavior:** *Reflection Guide*.

Participant Manual p. 3-4

LUNCH   60 minutes

Facilitators make group and task assignments for Day Two and prepare "Goals" newsprint, lists, and Day Two presentation schedule.

Module 3

Critical Element #2
Predicting and Accommodating Learner Behavior

Training Supplements:

- Participant Manual
  - 3-1   Performance Objectives
  - 3-2   New Fitness Testing Standards - Case Study
  - 3-3   Preventing HIV - Case Study
  - 3-4   Predicting and Accommodating Learner
        Behavior: *Reflection Guide*

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FACILITATION SKILLS FOR TRAINERS

Module 3 -Critical Element #2: Predicting and Accommodating Learner Behavior

Given the material in this seminar, participants will:

- identify methods for predicting possible learner behavior in training.

- practice developing strategies that accommodate learner needs and behaviors.

Predicting and Accommodating Learner Behavior

Supervisors/CO's and New Fitness Testing Standards Case Study

You are asked to provide training to supervisors and correctional officers on new fitness testing standards for all non-civilian personnel. There is already a concern about veteran staff not meeting current fitness standards; some instructors allow officers to pass without full compliance. The new standards are more rigorous and there is a monitoring component built into the new policy.

1.   What can you predict about:

   •   Concerns / issues:

   •   Behaviors that will be exhibited:

   •   How can you check out your predictions?

2.   What can you do to accommodate concerns?

3.   What can you do to prevent problem behaviors?

Predicting and Accommodating Learner Behavior

Preventing HIV and Communicable Disease Transmission within the Inmate Population

You are assigned to provide training to all employees on preventing the transmission of communicable diseases. The employees are conservative and opinionated about HIV. In addition there have been requests to have all HIV, Hepatitis and TB infected inmates moved to another facility "better equipped" to provide medical services and isolation housing.

1.   What can you predict about:

   • Concerns / issues:

   • Behaviors that will be exhibited:

   • How can you check out your predictions?

2.   What can you do to accommodate concerns?

3.   What can you do to prevent problem behaviors?

Predicting and Accommodating Learner Behavior:
Reflection Guide

What insights did you get about your facilitation skills?

What implications does this have for your facilitation practices?

How will you use these strategies?

Other comments.

Module 4

Series:	**GROUP FACILITATION SKILLS**
Curriculum:	**FACILITATION SKILLS FOR TRAINERS**
Module:	**CRITICAL ELEMENT #3: Setting the Climate**

Time Required: 30 Minutes

Summary and Rationale:

The purpose of this module is to identify steps and activities trainers can use to set a climate for learning.

Performance Objectives:

Participants will:

1. identify issues learners may have.
2. identify what a facilitator can do to respond to learner issues and set an effective climate for learning.

Equipment:

- Easel Stand with Flip Chart Pad
- Overhead Projector and Projector Screen

Materials:

- Participant Manual
- Markers
- Masking Tape
- Alphabet card set

Overhead:

OH #11, Why Do We Need Ground Rules?

OH #12, Areas for Ground Rules

Participant Manual:

4-1   Performance Objectives

4-2   Why Do We Need Ground Rules

4-3   Areas for Ground Rules

4-4   Setting the Climate - *Reflection Guide*

4. Critical Element #3: Setting the Climate

CONTENT	REFERENCE

ANTICIPATORY SET
Approx. 5 Minutes

SAY *Even when people look forward to training there are concerns they have when they walk in the door. Look back on how we began our day.*

Ask them: *What do people seek in a learning climate?*

Note: Trainer should put responses on newsprint and ground rules/norms should still be posted.

Note: Questions to look for are:
How will it affect me?
Who are the other participants?
Who are the trainers?
What will be expected?
What activities?
Will there be a test?
Will I learn anything?
Will I be embarrassed?
Will I get POST credit?
Will there be snacks?

┌─────────────────────────────────┐
│ **INPUT AND GUIDED PRACTICE**   │
│ **Approx. 20 Minutes**   │
└─────────────────────────────────┘

Hand out small cards with letters of the alphabet. You want to form trios, therefore make as many different letters as the number of trios you want to form, with three of each letter.

I am giving you each a card with a letter of the alphabet written on it. I want you to think of a word that begins with that letter. Once you have thought of the word I want you to find the other people in the room who have words that start with the same letter of the alphabet. Once you have found your group, select a place to work together on the next assignment. You will need your books.

I want each small group to brainstorm for 5 minutes and record a list of ideas responding to the question: What can a facilitator do to establish a positive climate for learning?

Have the small groups report out in round robin style, each group giving a new response each round until all groups have run out of ideas.

Alphabet cards
Note: This activity can be done as a large group brainstorm to save time.

Answers should include: participant introductions in order for people to feel included and heard in the group, setting ground rules, explain the difference between ground rules and norms- norms develop whether you set explicit rules or not.

Note: Trainer should put responses on newsprint.

Note: Responses to look for are:
Introduce self
Answer questions (POST credit, test, schedule, housekeeping)

Make sure class is comfortable
Set ground rules
Expectations and behavior activities
Participant letter ahead
Students introduction - experience and interests
Bond with students - meet and greet
Mutual respect
Clear agenda
Let group know objectives
Lodging and travel arrangements
Solicit and answer questions
Reinforce answers and questions
Use participant names
Signs to location
Gain attention - activity?
Smile
Be flexible
"Modeling" for an opening
Snacks, candy

Can someone give me a definition of "ground rules?"

Responses may include: the standards of behaviors by which we agree to operate while we are in the group (or some response that means this).

Why do you think groups need Ground Rules?

Responses may include: to create a <u>safe</u> environment; to encourage <u>risk-taking</u>, which produces greater learning; to enable the group to be <u>productive</u>; and to ensure that the group functions <u>effectively</u>.

Display overhead transparency #11,
Why Do We Need Ground Rules?
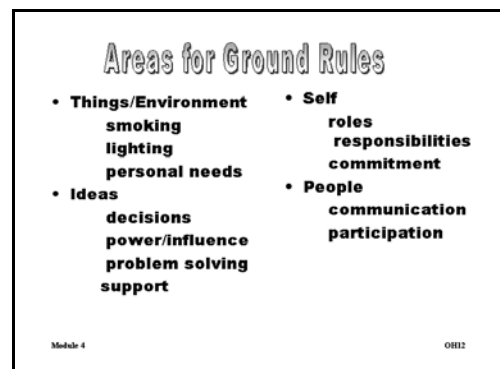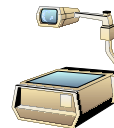
Participant Manual p. 4-2

Let's look at some areas around which norms or ground rules need to be considered.

Refer to the Ground Rules set by this group.

Draw out responses.

<u>Environment</u> (smoking, lighting, personal needs), <u>Self</u> (roles, responsibilities, commitment), <u>Ideas</u> (decision-making, power/influence, problem-solving), & <u>People</u> (communication, participation, support, conflict).

Display overhead transparency #12, Areas for Ground Rules.

Participant Manual p.4-3

Setting the Climate involves more than recording and discussing expectations, it is more than establishing ground rules. It involves activities before, at the start of training and the manner in which you conduct those activities. How can you "conduct" these activities to facilitate learning?

CLOSURE
Approx. 5 Minutes

Summarize by explaining that climate setting happens throughout the learning experience, just as temperatures go up and down during an given day and a thermostat needs to be reset, group dynamics vary and need to monitored and managed. Effective "facilitation" of learning throughout your session will contribute to maintaining and appropriately adjusting the climate in the group.

What behaviors would you look for as you monitor the "emotional environment" in the training classroom?

Responses may include: tension, tone, withdrawal, side conversations, argument

Therefore, by establishing a climate conducive to learning the facilitator <u>begins</u> the management of the emotional environment by encouraging and supporting personal responsibility, openness to input, feedback and change.

Take a few moments and jot some notes on how you will use this information on **Setting the Climate: Reflection Guide***.*

Participant Manual p. 4-4

Module 4

Critical Element #3
Setting the Climate

Training Supplements:

• Overhead Transparencies
      OH#11 Why Do We Need Ground Rules?
      OH#12 Areas for Ground Rules

• Participant Manual
      4-1 Performance Objectives
      4-2 Why Do We Need Ground Rules
      4-3 Areas for Ground Rules
      4-4 Setting the Climate - *Reflection Guide*

Why Do We Need Ground Rules?

- **Safety**

- **Risk-Taking**

- **Productivity**

- **Effectiveness**

Areas for Ground Rules

- **Things/Environment**

  smoking

  lighting

  personal needs

- **Ideas**

  decisions

  power/influence

  problem solving

  support

- **Self**

  roles

  responsibilities

  commitment

- **People**

  communication

  participation

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FACILITATION SKILLS FOR TRAINERS

Module 4 - Critical Element #3: Setting the Climate

Given the material in this seminar, participants will:

- identify issues Learners may have.

- identify what a facilitator can do to respond to learner issues and set an effective climate for learning.

Why Do We Need Ground Rules?

✔Safety

✔Risk-Taking

✔Productivity

✔Effectiveness

Areas for Ground Rules
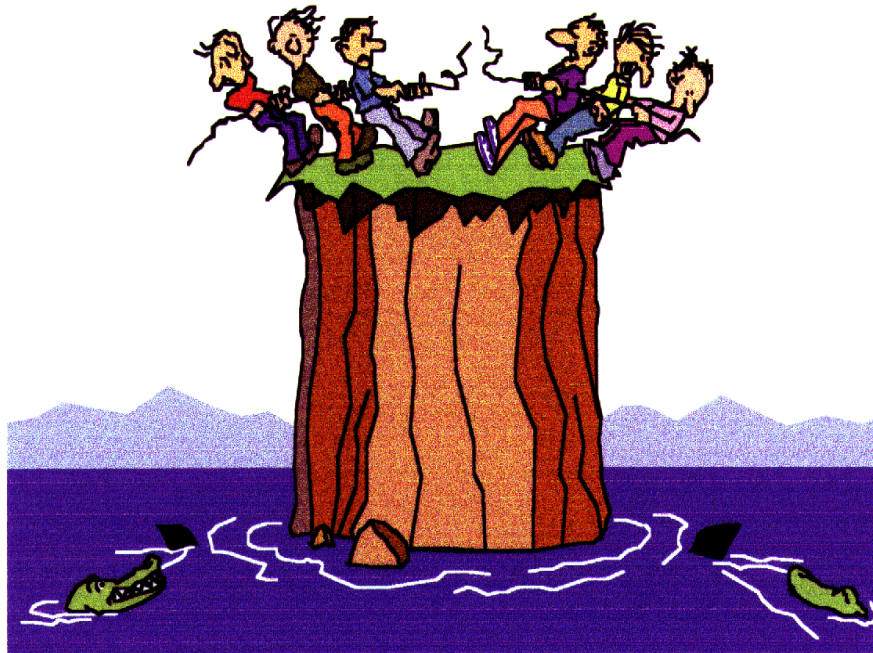
Things/Environment
smoking
lighting
personal needs

Self
roles
responsibilities
commitment

Ideas
decisions
power/influence
problem solving

People
communication
participation
support

Setting the Climate: *Reflection Guide*

What insights did you get about your facilitation skills?

What implications does this have for your facilitation practices?

How will you use these strategies?

Other comments.

Module 5

Series:	**GROUP FACILITATION SKILLS**
Curriculum:	**FACILITATION SKILLS FOR TRAINERS**
Module:	**CRITICAL ELEMENT # 4- Utilizing Facilitation Strategies for Learning**

Time Required: 1 Hour 5 Minutes (includes 10 minute break)

Summary and Rationale:

The purpose of this module is to demonstrate and/or discuss a variety of learning activities trainers can use to enhance learning.

Performance Objectives:

Participants will:

1. discuss and take part in a series of strategy demonstrations that can be used to enhance learning.
2. select strategies they will use as facilitators.

Equipment:

- Easel Stand with Flip Chart Pad
- Overhead Projector and Projector Screen

Materials:

- Participant Manual
- 2 - 8.5 x 11 signs: I Love Facilitating & Facilitating is Handwork

Participant Manual:

5-1 Performance Objectives

5-2 to 5-6 Group Processes that Facilitate Participation

5. Critical Element #4: Utilizing Facilitation Strategies for Learning

<div style="text-align:center">CONTENT   REFERENCE</div>

> **ANTICIPATORY SET**
> **Approx. 5 Minutes**

(SAY)

How many of you learn best by watching someone else do something, then imitating the skill? How many prefer to get new information from a book rather than a person?

You will recall that there are many different learning styles (for example, people who prefer to observe and analyze before they try new things, experimenters, people who want to know the theory behind WHY things are done a particular way, etc.). Facilitation strategies are techniques for increasing the probability of effective learning for training participants. We will be presenting a number of techniques that help people participate, process information and try out new skills in their preferred ways. Using a variety of these techniques as you design training, or being able to use them on the spot when you recognize that some people are not with you, will increase the likelihood that all participants will get something of value from the training.

We have divided the facilitation strategies into two groups - the first group is learning strategies that can be used in any kind of activity, and the second group is learning strategies that can be used in conflict situations -- either activities that intentionally create conflict or when conflict just comes up in the group.

GROUP PROCESSES THAT FACILITATE PARTICIPATION

INPUT AND GUIDED PRACTICE

Participant Manual p. 5-1 through 5-5

Have participants turn to **Group Processes that Facilitate Participation**. Point out the "Notes" section after each item. These are intended for them to use to record points from the discussion of each item.

Introduce the first section of page 5-2:

INDIVIDUAL TECHNIQUES - Help the individual become personally involved in the learning.

Participant Manual p. 5-2

Read the first item:

Participant Manual p. 5-2

1. Individual Written Responses - Giving time for individuals to write responses to questions or prompts before conducting a group discussion.

Demonstration: Have them take a minute or two to write in the "Notes" space below that item one or more advantages to giving people time to write out answers to a question before they respond out loud. Then have people share their responses.

Responses should include: allows for those who need time to compose their thoughts; reduces "peer pressure" to go along with first response given; improves quality of responses; allows the facilitator to ask for responses from those who haven't participated a great deal without putting them on the spot, etc.

Ask them: *When might you use this strategy?*

Responses should include: when you want people to consider their personal response to a question rather than just accept the responses of the most vocal members of the group. Tell the group that this strategy can be used to have individuals respond to an assignment like a case study before they discuss the case in a small group.

Read item 2:

Participant Manual 5-2

2. Note-Taking Guides - Structured pages that give major headings (for example, "Three Steps for Improving Communication") and leave space for the participant to fill in the correct information.

Point out that the page they are looking at is one kind of Note-Taking Guide. Ask the group to list the advantages to using such a Guide.

Responses should include: makes people pay better attention to what is being presented; helps identify the main points of a lecture; keeps the presenter on track; allows for Checking for Understanding after a presentation- "Who can tell me the three steps to better communication?"

When might you use this strategy?

Responses should include: when you have a lot of information to convey; when you want the participants to remember specific content.

Read item 3:

Participant Manual p. 5-2

3. Reflective Writing - Giving individuals time to record their thoughts in response to instructional input, specific questions or prompts. Reflective writing can have a single theme (for example, personal reactions to the content) or be used several different ways in one seminar.

What purposes have the Reflective Writing served for you in this seminar? **(for example:** *Facilitator As Conductor* **on page 2-2)**

Participant Manual p. 2-2
<u>Responses should include</u>: noting personal reactions and feelings; recording personal understandings or insights into the material; planning for use of new learnings; etc.

Ask the group to suggest other ways they have used (or could use) this method.

Read item 4:

Participant Manual p. 5-2

4. <u>Visualization</u> - Having participants picture or imagine a situation vividly enough to be able to discuss personal responses and feelings.

Demonstrate: Ask the participants to get in a comfortable position and close their eyes. Ask them to recall a time when they were facilitating a training session and something unexpected happened -- something that took them by surprise or caught them off guard. It can be something positive or something that was a challenge for them. Have them try to recall what happened in as much detail as they can, then recall their thoughts and feelings at that moment. (Pause while they recall these things.) Now have them recall what they did in response to the situation. (Pause.) And finally, how their response worked. (Pause.) Tell them to open their eyes when they have completed their visualization of the situation.

When everyone has opened their eyes, ask for one or two volunteers to share their situations. Ask each volunteer if they were able to picture the situation vividly. And if they were able to feel some of what they felt at that moment. Participant Manual p. 5-2

Now ask the group to suggest some uses of visualization

Responses should include: when you want participants to recall feelings that help them identify motivation for learning new behaviors or attitudes.

Read item 5:

Participant Manual p. 5-3

5.   Personal Action Plan - Having participants complete a written plan for using the new learnings they have gotten from the training.

(Refer to end of training)

Read item 6:

Participant Manual p. 5-3

6.   Other Individual Techniques - Ask group members to suggest other techniques they have used for individual learning enhancement.

Break 10 minutes

Note: Ask 3 participants to be part of role-play on disruptive behavior for *Dealing with Conflicts in Groups - Part I* of design.   Give each "disruptive participant" a card with their assigned behavior. Tell them not tolet others know that they are part of a demonstration (behaviors on page 6-1 through 6-3 of this design).

SMALL GROUP TECHNIQUES - Increase participation by limiting the number of people to interact with.

Participant Manual p. 5-3

Read item 1:

1.   Rotating roles - Recorder, process observer, spokesperson and other roles in small group activities can be shifted in the group so that each person takes an active role. Participant Manual p. 5-3

Read item 2:

2. <u>Group Position-Taking</u> - Small groups are asked to come to consensus on a position in response to a question from the facilitator. Then spokespersons defend the group's position and debate with other groups. This technique can also be used to provide feedback to the facilitators in a training program.

What kinds of content might this be useful for?

Read item 3:

3. <u>Situation Challenge</u> - Small groups can be asked to develop case study or role play situations, based on their combined experience, for other groups to respond to.

Read item 4:

4. <u>Categorizing Ideas</u> - Single ideas, tasks, steps or other items are written on index cards, Post-It Notes, or other paper. Then the group can organize them in different ways on a table or wall until consensus is reached on the optimal categorization or organization.

Read item 5:

5. <u>Station Crawl</u> - Each small group begins at a different learning station and completes an assignment, then groups rotate until all groups have visited each station.

Participant Manual p. 5-3

<u>Responses may include</u>: examining two sides or more of an issue, e.g. determinate sentencing, capital punishment, "good time," policy proposals.

Participant Manual p. 5-4
Notes: Good for experienced people. Communication, behavior management, supervisory training, etc. Set parameters, give structure (characters, setting, situation) and vie a sample/model.

Participant Manual p. 5-4
Index cards, paper or Post-It Notes

Notes: Trainer must give clear instructions. (E.g. for task analysis.)

Participant Manual p. 5-4

Notes: Post newsprint questions, groups

move every few minutes. Give clear instructions. (e.g. gathering evidence, investigations)

Read item 6:

Participant Manual p. 5-4

6. Dyad or Triad Sharing - Participants share personal responses, action plans or other material in two's or three's and give one another feedback and/or encouragement.

Read item 7:

Participant Manual p. 5-4
Notes: Issues to consider: *Do they have enough information to work on their own?* Structure is vital.

7. Other Small Group Techniques

Ask group members to suggest other techniques they have used for small group learning enhancement.

HOLE GROUP TECHNIQUES - Help all members of a large group participate; maximize participant learning from other member of the group.

Read item 1:

Participant Manual, p. 5-5

1. Round Robin - Having each participant in turn give a response to a prompt or question with many possible answers, until a large number of answers have been given.

Tell them that *Expectations* and *Setting the Climate* were done this way.

Demonstrate: Write the following prompt on newsprint: *People who don't speak in a training group...* Now ask each member of the group in turn to give a response to the prompt.

(Repeat responses are allowed.)

Now ask for volunteers to identify the advantages of Round Robin responses.

Responses should include: gives a wider variety of ideas and thoughts; involves all participants. Remind them that we used this technique, along with individual written responses, when we collected their expectations for the training this morning.

Read item 2:

Participant Manual p. 5-5

2. Brainstorming - Having participants call out responses to a prompt or question (without comment from others) until no one can think of another response.

Ask participants to recall activities in the seminar in which we used brainstorming.

Responses should include: Ground Rules; How is conducting an orchestra like facilitating learning in a group?

Ask them to suggest advantages of group brainstorming.

Responses should include: allows the group to share what they already know; brings out creativity; can provide examples of what you are trying to convey; etc. Limits?_____

Read item 3:

Participant Manual p. 5-5

3. Parking Lot - A bulletin board or sheet of newsprint is designated for ideas and issues that will be dealt with at a later time (for example, brought up later in the training or referred to an outside authority for response).

Read item 4:

Participant Manual p. 5-5
ball or other object

4. Talking ball - Using an object (ball, marker, etc.) to signify who has the floor to speak. Only the person with the object may speak. The person with the object passes it to someone else when he or she is finished speaking.

Notes: Pause time is different depending on culture (e.g. Native American). Sociogram - who talks to whom?

Demonstrate: Use a ball to have participants respond to the question: ***What other techniques are there for Managing communication? What other ways are there to use the ball?***

Read item 5: Participant Manual p. 5-6

5. Anonymous Response Exchange - Each person writes his/her own responses to a prompt or question. Responses are collected and redistributed randomly. Participants read the responses on the sheet they receive.

index cards

Demonstrate: Have participants write "the most difficult situation I ever had to facilitate in training was. . ." (on index cards). Pass them to trainer. Read a few.

Read item 6: Participant Manual p. 5-6

6. Human Continuum - Participants are asked to physically take a position in a line that represents where they stand on an issue between two extremes (for example, on a values or opinion question).

Demonstrate: Put two signs at opposite ends of a wall: ("*I Love Facilitating!*" & *"Facilitating is hard work!"*). Have participants place themselves and discuss!

81/2" x 11" signs: "I Love Facilitating!" & "Facilitating is Hard Work"

Read item 7:

7. Forced Choice Position-Taking - Like Human Continuum above, but participants move to one side of the room or another ("Agree/Disagree" or "Yes/No") each time you read a question or item.

Read item 8:

8. Other Whole Group Techniques -

Ask group members to suggest other
techniques they have used for whole
group learning enhancement.

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┌─────────────────────────────┐
│ CLOSURE                     │
│ Approx. 5 Minutes           │
└─────────────────────────────┘
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Have participants write down (1-3)
several strategies they plan to use in
future trainings. Summarize by telling the
group there are a variety of creative and
simple ways of enhancing learning.
Trying one or two new ones periodically
can improve their facilitation.

Module 5

Critical Element #4
Utilizing Facilitation Strategies for Learning

Training Supplements:

- Participant Manual
    - 5-1   Performance Objectives
    - 5-2 to 5-6 Group Processes that Facilitate
              Participation

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FACILITATION SKILLS FOR TRAINERS

Module 5 -Critical Element #4: Utilizing Facilitation Strategies for Learning

Given the material in this seminar, participants will:

- discuss and take part in a series of strategy demonstrations that can be used to enhance learning.

- select strategies they will use as facilitators.

Group Processes that Facilitate Participation

INDIVIDUAL TECHNIQUES - Help the individual become personally involved in the learning.

1. <u>Individual Written Responses</u> - Giving time for individuals to write responses to questions or prompts before conducting a group discussion.

   Notes: _____

   _____

2. <u>Note-Taking Guides</u> - Structured pages that give major headings (for example, "Three Steps for Improving Communication") and leave space for the participant to fill in the correct information.

   Notes: _____

   _____

3. <u>Reflective Writing</u> - Giving individuals time to record their thoughts in response to instructional input, specific questions or prompts. Reflective writing (e.g., learning journals) can have a single theme (for example, personal reactions to the content) or be used several different ways in one seminar.

   Notes: _____

   _____

4. <u>Visualization</u> - Having participants picture or imagine a situation vividly enough to be able to discuss personal responses and feelings.

   Notes: _____

   _____

5. <u>Personal Action Plan</u> - Having participants complete a written plan for using the new learnings they have gotten from the training.

Notes: _____

_____

6. Other Individual Techniques -

Notes: _____

_____

SMALL GROUP TECHNIQUES - Increase participation by limiting the number of people to interact with.

1. Rotating roles - Recorder, process observer, spokesperson and other roles in small group activities can be shifted in the group so that each person takes an active role.

Notes: _____

_____

2. Group Position-Taking - Small groups are asked to come to consensus on a position in response to a question from the facilitator. Then spokespersons defend the group's position and debate with other groups. This technique can also be used to provide feedback to the facilitators in a training program.

Notes: _____

_____

3. Situation Challenge - Small groups can be asked to develop case study or role play situations, based on their combined experience, for other groups to respond to.

Notes: _____

_____

4. <u>Categorizing Ideas</u> - Single ideas, tasks, steps or other items are written on index cards, Post-It Notes, or other paper. Then the group can organize them in different ways on a table or wall until consensus is reached on the optimal categorization or organization.

    Notes: _____

    _____

5. <u>Station Crawl</u> - Each small group begins at a different learning station and completes an assignment, then groups rotate until all groups have visited each station.

    Notes: _____

    _____

6. <u>Dyad or Triad Sharing</u> - Participants share personal responses, action plans or other material in two's or three's and give one another feedback and/or encouragement.

    Notes: _____

    _____

7. <u>Other Small Group Techniques</u> -

    Notes: _____

    _____

WHOLE GROUP TECHNIQUES - Help all members of a large group participate; maximize participant learning from other member of the group.

1. <u>Round Robin</u> - Having each participant in turn give a response to a prompt or question with many possible answers, until a large number of answers have been given.

    Notes: _____

    _____

2. <u>Brainstorming</u> - Having participants call out responses to a prompt or question (without comment from others) until no one can think of another response.

   Notes: _____

   _____

3. <u>Parking Lot</u> - A bulletin board or sheet of newsprint is designated for ideas and issues that will be dealt with at a later time (for example, brought up later in the training or referred to an outside authority for response).

   Notes: _____

   _____

4. <u>Talking ball</u> - Using an object (ball, marker, etc.) to signify who has the floor to speak. Only the person with the object may speak. The person with the object passes it to someone else when he or she is finished speaking.

   Notes: _____

   _____

5. <u>Anonymous Response Exchange</u> - Each person writes his/her own responses to a prompt or question. Responses are collected and redistributed randomly. Participants read the responses on the sheet they receive.

   Notes: _____

   _____

6. <u>Human Continuum</u> - Participants are asked to physically take a position in a line that represents where they stand on an issue between two extremes (for example, on a values or opinion question).

   Notes: _____

_____

7. <u>Forced Choice Position-Taking</u> - Like Human Continuum above, but participants move to one side of the room or another ("Agree/Disagree" or "Yes/No") each time you read a question or item.

   Notes: _____

   _____

8. <u>Other Whole Group Techniques</u> -

   Notes: _____

   _____

Module 6

Series:	**GROUP FACILITATION SKILLS**
Curriculum:	**FACILITATION SKILLS FOR TRAINERS**
Module:	**DEALING WITH CONFLICTS IN GROUPS: Part 1**

Time Required: 1 Hour 5 Minutes

Summary and Rationale:

The purpose of this module is to have participants apply a five-option model for responding to disruptive behaviors.

Performance Objectives:

Participants will:

1. use a continuum of strategies for dealing with disruptive participants to respond to case study situations.

Equipment:

- Easel Stand with Flip Chart Pad

Materials:

- Participant Manual

Participant Manual:

6-1   Performance Objectives

6-2   Mental Checklist

6-3   Classifications of Options for Dealing with Disruptive Trainees

6-4   Situations of Disruptive Behavior

Overheads:

OH # 13, Options for Dealing with Disruptive Trainees

6. Dealing With Conflicts in Groups: Part 1

CONTENT	REFERENCE

ANTICIPATORY SET
Approx. 10 Minutes

Role Play Set-up

Note: You should already have 3 participants (from break) to participate in a structured role-play.

Using a structured role-play, three volunteers and the instructor will demonstrate several types of **disruptive behavior** along with some pretty common, yet ineffective means of handling it.

Begin to give the class a lecture on disruptive behavior in the classroom.

Note: You might need to babble on a bit longer here to get all the demonstrations in.

SAY

When participants come to the classroom sometimes they have a chip on their shoulder because they don't want to be there. Some people just don't like training. Sometimes this leads to some problem behavior that can really cause problems for you if you let it get out of hand. You need to stop this problem behavior before it gets too bad. Remember, you're in charge.

Listed below are 3 suggestions for selected "disrupters" in role-play.

First disrupter: When I begin the module on disruptive behavior, I'd like you to play the part of a disruptive participant by engaging one or more of your group members in a side conversation. This can have to do with the program or something outside the classroom. You can use a "prop" if you'd like, something like a newspaper or a magazine. Keep up this behavior until I address it specifically.

Notes: When the disruptive behavior begins (from your three participants), handle it inappropriately. Here are some suggestions:

• When the side conversation begins, call the person's name and ask, *"Is this something everyone needs to hear? I really need you to stop talking and pay attention."*

Second disrupter: When I begin the module on disruptive behavior, I'd like you to play the part of a disruptive participant by reading a newspaper, filing your nails, fixing your makeup, balancing your checkbook, or something totally unrelated to class. You will be demonstrating withdrawal from participation. Keep up the behavior until I address it specifically.

• When the person is reading the newspaper/filing nails, etc., go over and take whatever the person is working on and take it up to the front of the class *or* call the person's name and tell them to put this up and pay attention.

Third disrupter: After I've been presenting the module on disruptive behavior for a few minutes, I'd like for

you to play the part of a disruptive participant by disagreeing with what I'm saying. Try to get me involved in an argument. You might say something like, "*Well, I think you trainers treat us like children, anyway. If we choose to have side conversation or read the newspaper, that's our decision. I don't thing you should do anything about it. Anyway, if the training was any good . . . and besides, I disagree with what this Department is doing . . .* " You get the idea. Keep it up until I ask you to leave the classroom.

- When the third participant begins to argue with you, argue back. Then tell him/her if they don't like it, they can leave, but to understand that you *will* call their supervisor.

As soon as you ask this person to leave the class, one of your co-presenters should interrupt you saying, *"Wait a minute _____. I think we can do something else here."* If you don't have a co-presenter, simply turn to the class and say in a definitive voice, *"STOP!"*

How do you feel about the way I just handled this disruptive behavior?

Responses may include: intimidated, embarrassed, mad, lost respect for instructor.

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┌─────────────────────────────┐
│ INPUT                       │
│ Approx. 15 Minutes          │
└─────────────────────────────┘
```

There are three kinds of conflicts in groups. <u>First</u>, the individual who exhibits problem behavior. Many of you have had training on how to deal with disruptive behaviors of participants by examining the reasons for their behavior and determining the appropriate level of intervention. As you know, trainer preparation (knowing your audience) and climate setting are the foundation of prevention for this type of problem.

Knowledge of the dynamics of group behavior will help you plan and flex to meet the group's needs and thus keep the group focused on the learning goal. It will help you understand some of the reasons for the behavior changes and help you decide when to intervene. There are some situations, however, when even the best prepared and the most flexible trainer runs into some problem participant behavior.

Before we review intervention techniques for each of these problem behaviors, I would like to share one more prevention/intervention strategy with you. What have you noticed about the way this classroom is set up? How do you think this might prevent disruptive behavior?

<u>Responses should include</u>: The classroom set-up helps the instructor observe and make frequent eye-contact with each participant. The tables are set up to facilitate group sharing and group work. The groups are small; the tasks are specific and time-limited so participants are actively involved. (You might have to add some of these responses as they might not suggest all of these.)

Why is disruptive behavior more likely when I set the class up in rows?

<u>Responses should include</u>: All the attention is focused on the instructor, not the participants. The participants are looking at each other's backs. It's very easy for people to be uninvolved. You can't address them individually unless you call their name (which you are unlikely to know anyway in this type of set-up).

Go over **Mental Checklist** in their manual page 6-2.

Participant Manual p. 6-2

Display overhead transparency #13, **Options for Dealing with Disruptive Trainees**.

Refer participants to **5 Classifications ... Trainees** page 6-3 for information about a model to use when addressing the individual disrupter.

Options for Dealing with Disruptive Trainees

• Avoidance
• Acceptance
• Adaptation
• Standing Fast
• Pushing Back

Module 6   OH13
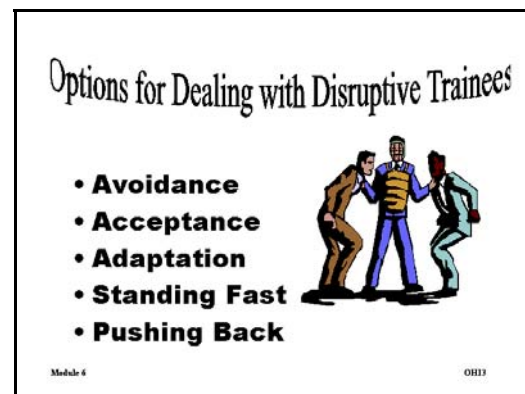
Participant Manual p. 6-3

```
┌─────────────────────────────────┐
│ GUIDED PRACTICE                 │
│ Approx. 30 Minutes              │
└─────────────────────────────────┘
```

Now that you have read about the most common disruptive behaviors, I'm going to get you to practice responding to them as indicated in your reading assignment. Please turn to 4 Situations of Disruptive Behavior (Manual page 6-4). I'll give each group a different "situation." You are to read the situation and use the information you just read to come up with a way or ways to handle this disruptive behavior. You will have 10 minutes. Your group spokesperson needs to be ready to share your situation and your suggested responses.

Participant Manual p. 6-4

Note: Suggested responses to situations are indented and italicized after each situation. This does not mean that this is the only right answer. You need to listen to their responses and make sure that they follow the guidelines.

Situation 1: You are leading a group discussion on ways to communicate better in the work place. As you are speaking you notice that one of your participants is reading a magazine.

Have Group 1 give a response. Other groups can add comments and ideas.

Possible response: *You walk over close to that person and stand near them while you continue to talk; you ask a question and ask the group to discuss possible answers.*

Situation 2: You are conducting a class on Communicable Disease, a class required of all employees. At the first break one participant approaches you and tells you that he needs to leave at 1:45 p.m. to get to a 2:00 p.m. dentist appointment. He says that he should be able to be back by around 3:00 p.m.

Have Group 2 give a response. Other groups can add comments and ideas.

Possible Response: *Let the person know that you understand that this appointment is necessary. Then remind him that the training is mandatory. If he must miss part of the training, he will not receive credit and must be rescheduled to attend the entire class.*

Situation 3: You are presenting information on an agency policy (dress code, taking leave, training - these are a few examples). One participant speaks up loudly and says, *"I don't agree with that policy. Where I used to work we just had to . . .* (something that is different from the policy you are sharing during the training).
Have Group 3 give a response. Other groups can add comments and ideas.

Possible response: *Tell this person that the policy he mentioned probably did work very well in another organization; however, currently the policy in this organization states that . . . and that the training must support this policy. You'd be glad to discuss it with him at break.*

Situation 4: You are giving the class instructions for a group activity on communication skills. One of the participants says loudly, "I can't believe I'm even having to attend this training. I've worked here 20 years and nobody has ever listened to a thing I've had to say."

Have Group 4 give a response. Other groups can add comments and ideas.

Possible response: (To the entire class) **"Why don't we take a five minute break."** *(To the participant)* **"Could I speak with you in private?"** *When you speak with him, listen to his complaint. Offer suggestions if you can. Let him know, however, that if he returns to class you expect him to participate in all the classroom activities and to follow the ground rules set by the participants at the beginning of the training.*

Note: Trainer can add any responses that are different from the ones they gave.

CLOSURE
Approx. 10 Minutes

Review the key concepts by asking the following questions. Write their responses down on newsprint with the title:
Key Concepts - Handling Disruptive Behavior.

What can the instructor do to prevent disruptive behavior from occurring?

<u>Responses should include</u>: conduct an icebreaker, conduct an expectation-sharing exercise, set up an open classroom environment, involve the participants in their learning, provide frequent breaks, don't embarrass participants, stay on track.

Why do you need to deal with disruptive behavior?

<u>Responses should include</u>: To stay on track, to accomplish the goal of training, to reach the performance objectives, to keep the disruptive behavior from escalating.

How can you deal with disruptive behavior?

<u>Responses should include</u>: Ignore (sometimes it will stop), stand close to the person, ask a question and call on the person directly, actively involve the group participants, stick to agency or departmental policy, call for a break and talk with the disrupter in private.

Break   10 minutes

Module 6

Dealing with Conflicts in Groups: Part 1

Training Supplements:

- Participant Manual
  - 6-1 Performance Objectives
  - 6-2 Mental Checklist
  - 6-3 Classifications of Options for Dealing with Disruptive Trainees
  - 6-4 Situations of Disruptive Behavior

Options for Dealing with Disruptive Trainees

- **Avoidance**
- **Acceptance**
- **Adaptation**
- **Standing Fast**
- **Pushing Back**

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FACILITATION SKILLS FOR TRAINERS

Module 6 -Dealing with Conflicts in Groups: Part 1

Given the material in this seminar, participants will:

- use a continuum of strategies for dealing with disruptive participants to respond to case study situations.

Mental Checklist

When a participant says something that raises <u>issues</u>, <u>anxiety</u>, <u>conflict</u> in a training group, ask yourself . . .

☑   Do I understand? Do I <u>need</u> to understand?

☑   Can I defer this to a specific time in the training or to an individual conversation? Can I structure time to deal with this issue and the person?

☑   How might the group react to a response, or to <u>no</u> response? What would the impact on their learning be?

☑   How am I feeling about addressing this issue? What impact will that have on the group's learning?

4 Situations of Disruptive Behavior

Situation 1:
You are leading a group discussion on ways to communicate better in the work place. As you are speaking you notice that one of your participants is reading a magazine.

Situation 2:
You are conducting a class on Communicable Disease, a class required of all employees. At the first break one participant approaches you and tells you that he needs to leave at 1:45 p.m. to get to a 2:00 p.m. dentist appointment. He says that he should be able to be back by around 3:00 p.m.

Situation 3:
You are presenting information on an agency policy (dress code, taking leave, training - these are a few examples). One participant speaks up loudly and says, *"I don't agree with that policy. Where I used to work we just had to . . .* (something that is different from the policy you are sharing during the training).

Situation 4:
You are giving the class instructions for a group activity on communication skills. One of the participants says loudly, *"I can't believe I'm even having to attend this training. I've worked here 20 years and nobody has ever listened to a thing I've had to say."*

5 CLASSIFICATIONS OF OPTIONS FOR DEALING WITH DISRUPTIVE TRAINEES
(based on Energy to Manage the Situation)

#	OPTION	ADVANTAGES	DISADVANTAGES	APPROPRIATE TRAINING SITUATION
1	*AVOIDANCE* (ignore behavior - proceed with class)	1. Low energy needed 2. Takes advantage of peer pressure 3. Low risk to trainer 4. Allows for future options 5. Consistent with Adult Learning Theory	1. May lead to escalation of behavior 2. May encourage others 3. May result in total loss of control 4. May undercut trainers confidence and self-esteem if behavior persists	1. Strong interest in class by most trainees 2. When the behavior occurs near the end of class 3. When the behavior is apathetic or withdrawal
2	*ACCEPTANCE* (find out reason for disruption & adjust)	1. Low energy needed 2. Low risk to trainer 3. Defuses hostility 4. Increases trainee involvement	1. Can lead to behavior escalation 2. Tacitly encourages disruptive trainee 3. Others may copy disruption 4. May lose important training content	1. High trainee apathy 2. Hostile withdrawal 3. Apathetic/hostile diversion supported by other trainees
3	*ADAPTATION* (divert trainee resistance to support training)	1. Encourages participation 2. Defuses and vents hostility 3. Maintains trainer control 4. Recognizes the concerns of participants and still covers the material by integrating them both into presentation	1. High expenditure of energy 2. Requires considerable trainer skill 3. Is manipulative and may be seen as such by trainees 4. Slightly more risky in that it can degenerate into an argument	1. High level of trainee knowledge 2. Strong support of disruptive trainees by others in class 3. Hostile behavior or apathetic behavior is focus of disruption 4. Trainer has wide base of knowledge and conceptual understanding of topic
4	*STANDING FAST* (continue with the planned program despite trainee discontent and unrest)	1. Maintains trainer control 2. Maintains program and content integrity 3. Simple to do	1. Requires high amount of energy 2. Highly abusive to trainee 3. Could lose total control 4. Could lose class respect for trainer	1. High need for program integrity 2. Trainee support for staying with course material is generally high 3. Hostile diversion is the primary style of the disruptive behavior
5	*PUSHING BACK* (directly confronting and addressing disruptive behavior)	1. Option of last resort 2. Established trainer authority 3. Maintains trainer respect	1. May create martyrs among the trainees and solidify their opposition to trainer 2. May reduce respect for trainer 3. Creates conflict 4. Forces trainees to choose sides 5. No win situation (possibly)	1. Intimidation of class by trainee 2. High need for trainer respect 3. Disruptions on increase and other options have not helped

Module 7

Series:	GROUP FACILITATION SKILLS
Curriculum:	FACILITATION SKILLS FOR TRAINERS
Module:	DEALING WITH CONFLICTS IN GROUPS: Part 2 & 3

Time Required: 1 Hour 15 Minutes (including preparation for Day 2 practice and Day 1 closure)

Summary and Rationale:

The purpose of this module is to practice facilitation of planned or unplanned conflict in training groups.

Performance Objectives:

Participants will:

1. using the Stages of Group Development, identify reasons conflict may naturally occur in a group.
2. identify reasons to create conflict in a learning group and strategies for helping groups work through conflict. (OPTIONAL)

Equipment:

- Overhead projector
- Easel stand with flip chart pad

Materials:

• Participant Manual

Handouts:

4 sets of Assignments 1-6

Overheads:

OH #14, Stages of Group Development

OH #15, Jigsaw

Participant Manual:

7-1   Performance Objectives

7-2   Stages of Group Development and Range of the Facilitator Behavior

7-3   Utilizing Facilitation Strategies: *Reflection Guide*

7-4   Day 1 Review/Feedback Form

7. Dealing With Conflicts in Groups: Part 2 & 3

CONTENT	REFERENCE

ANTICIPATORY SET
Approx. 15 Minutes

SAY

Lets take a closer look at another kind of conflict.

Up and Off the Ground **activity**: Take the group to an open space where everyone can stand in a large circle. Place mats/or 15" x 15"pieces of cardboard on the floor (one for every two people in the group). Scatter them around the center area.

15" X 15" mats or pieces of cardboard

You work in an organization where there are limited resources. You and the mats represent the only resources you can rely on to do the job. Everyone must be up and off the ground for a count of three. Standing on a mat is being up and off the ground. The group must solve the problem together. If anyone has done this activity before please participate as a follower.

After the first round, congratulate them and then tell them that *the governor just called and there are cutbacks.* (Trainer pick up three mats.) *You have the same amount of people to get up and off the ground.* (Repeat the instructions if needed)

After the second round, repeat the above and remove four more mats. Give them the same instructions. Allow the group to solve the problem (everyone can simply jump up in the air at the count of three).

Bring the group back to the training room and process.

Ask them: *What happened? What behaviors helped, what behaviors got in the way? How did people communicate? In what ways were individuals included or excluded in the decision-making? How are you feeling about the experience? What contributed to solving (or not) solving the problem.*

What kinds of conflict might you see if you conducted this activity with a work team that was experiencing difficulty? What kinds of group issues might arise? Why might you choose to conduct such an activity with a work team?

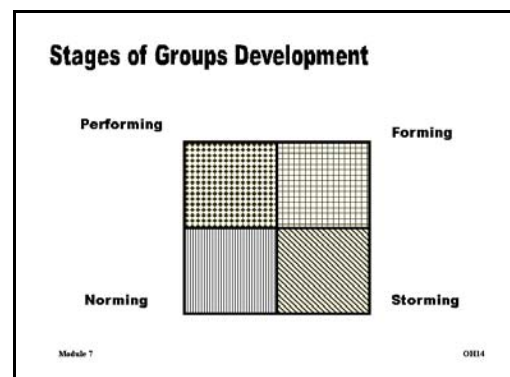# DEALING WITH CONFLICTS IN GROUPS: PART 2

> **INPUT**
> **Approx. 20 Minutes**

In the last module, we looked at problem behaviors of individuals. The <u>second</u> type of conflict is related to the nature of the training topic or the dynamics in an organization. We have addressed techniques in our previous section on predicting and accommodating learner behaviors. In addition we know that group conflict

can be related to stages of group development and we have provided you with information on the role of the facilitator as it corresponds with the each stage of group development. There may be times when you will decide to adjust or change your design in response to group feedback or needs. When might you do this?

Display overhead transparency #14, **Stages of Group Development**.

Refer them to **Stages of Group Development & Range of the Facilitator Behavior** (Manual page 7-2).

Reminder about trainer "contract" to keep to time.

Stages of Groups Development

Performing

Forming

Norming

Storming

Module 7   OH14

Participant manual p. 7-2

The third type of conflict you will need to address is the conflict that arises from experiences you create for learning. What kinds of experiences might a trainer

<u>Responses may include</u>: activities that invite group conflict in problem-solving, activities that put controversial topics on the floor for debate)

introduce/utilize that would lead to conflict used for learning?

Why use experiences that create conflict in the classroom setting?

Responses may include: to develop self awareness for individuals about how they deal with pressure, differences, conflict and to learn about how groups deal with conflict).

How have you used (or can you use) conflict to facilitate learning?

Note: Put these responses on newsprint.

What do you need to consider when choosing this strategy?

Responses may include: Group readiness, connection to learning objectives, amount of time to process as well as amount of time to build the group back up, how removed or "close to home" the simulated situation should be, the element of surprise - how much information do you give the group about the activity and its meaning before conducting it or giving away the punchline of a joke.

There are also times when unplanned conflict arises and can be used for learning. What kinds? Why use it? How can you use it?

How does the trainer's comfort with conflict impact using these strategies?

Responses may include: trainer won't process the experience in a way that surfaces conflict, trainer may give the group hints for problem solving to avoid conflict.

How does this impact learning? How can the trainer become more adept at dealing with conflict?

<u>Responses may include</u>: Knowing what to expect from an activity, learning how to use process questions for self awareness, setting clear boundaries for taking responsibility for other people's reactions and feelings, maintaining a safe environment for learning.

CLOSURE
**Approx. 10 Minutes**

Therefore, conflict can be viewed as more than a disruption or an occurrence to be prevented it can be used to facilitate learning about participants, other individuals, groups and organizations.

Have them take notes on the **Utilizing Facilitation Strategies (general and conflict-related):** *Reflection Guide*.

Participant Manual p. 7-3

ASSIGNMENTS FOR DAY TWO
Approx. 15 minutes

Display overhead transparency #15, **Jigsaw**.
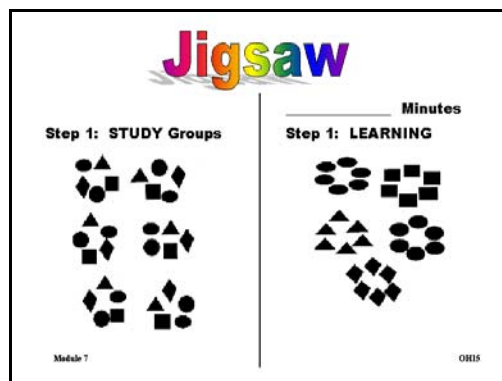
They need to develop questions to take their group through the processing steps.
Write goals on small group charts

You have received an outline of the activity you will be conducting with your team of three. We will provide you with all of the materials required for your activity. You have 30 minutes to prepare with your trio tomorrow morning. You will be given 30 minutes to conduct your activity and process the activity with the whole group. We expect that you divide that time in half, or that the activity take less than 15 minutes and the process longer. This is your opportunity to practice facilitation skills. We will take 15 minutes to provide feedback after each presentation. The trainers will also be giving you written feedback using the assessment format at the end of the day.

At the conclusion of your preparation we will begin the presentations as outlined in your agenda - three presentations in the morning and three in the afternoon.

Allow time for questions.

Have participants fill in their <u>goal behaviors</u> on newsprint chart so

Hand out Assignments 1-6
Note: Post schedule on newsprint

Note: Post names by group and space for personal goals.

Note: (Assemble in Day Two groups).

facilitators can observe for and give
feedback on those behaviors.

┌─────────────────────────────────────┐
│ **EVALUATION & REPORT OUT**   │
│ **Approx. 15 Minutes**   │
└─────────────────────────────────────┘

Have participants fill out **Day One
Review**.

Have table groups discuss and
representatives meet with trainers.

Participant Manual p. 7-4

Module 7

Dealing with Conflict in Groups: Part 2 & 3

Training Supplements:

- Overhead Transparencies
  - OH#14 Stages of Group Development
  - OH#15 Jigsaw

- Participant Manual
  - 7-1   Performance Objectives
  - 7-2   Stages of Group Development and Range of the Facilitator Behavior
  - 7-3   Utilizing Facilitation Strategies: *Reflection Guide*
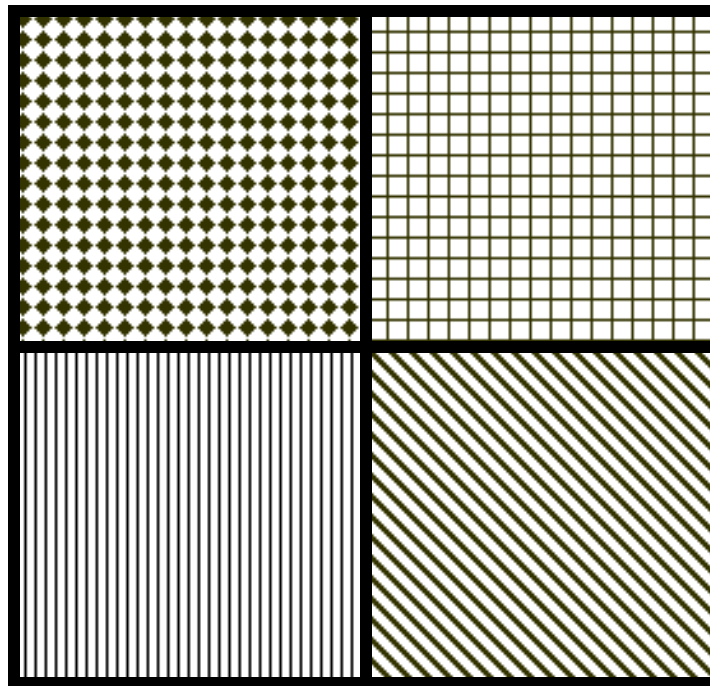 - 7-4   Day 1 Review/Feedback Form

Stages of Groups Development

Performing

Forming

Norming

Storming

Jigsaw

Step 1: STUDY Groups
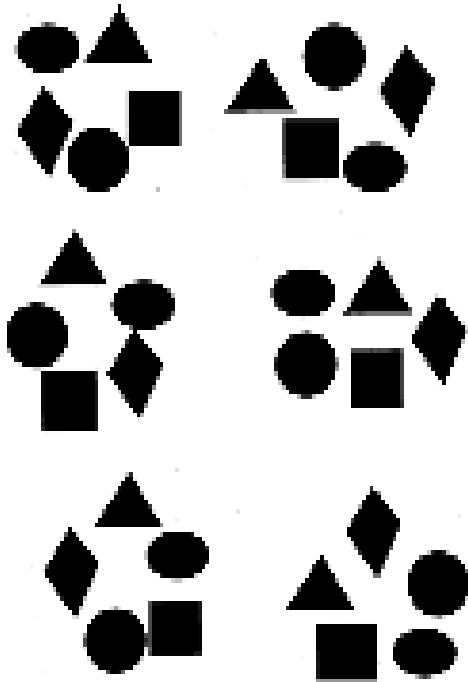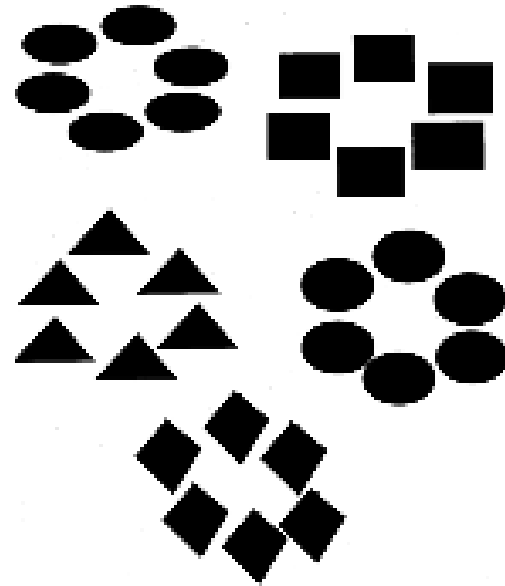
Step 1: LEARNING

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FACILITATION SKILLS FOR TRAINERS

Module 7 -Dealing with Conflicts in Groups: Part 2 & 3

Given the material in this seminar, participants will:

- using the Stages of Group Development, identify reasons conflict may naturally occur in a group.

  - identify reasons to create conflict in a learning group and strategies for helping groups work through conflict. (OPTIONAL)

Stages of Group Development & Range of the Facilitator Behavior

	STAGES OF GROUP DEVELOPMENT	*ROLE OF FACILITATOR*
Developing a positive working environment	**INCLUSION / FORMING** • becoming oriented • developing commitment • needing direction • wanting to be accepted	**DIRECTING** • climate setting • clarifying roles, expectations • defining goals & providing structure • group-building
Dealing with issues of power & control	**STORMING** • consolidating influence • confronting dependency on the leader • conflict among group members • low level of work	**COACHING** • surfacing issues, legitimizing concerns • facilitating communication • managing conflict • inviting input and feedback • expecting and accepting tension
Managing conflict establishing ground rules	**NORMING** • resolving control concerns • establishing group agreement	**SUPPORTING** • offering own ideas, resources • sharing the leadership role • being available for consultation • smoothing the boundary between the group and the organization
Functioning as an effective group	**AFFECTION / PERFORMING** • working productively towards shared goals • problem-solving & decision making • open communication, trust • dealing with conflict	
Terminating the group's work	**ADJOURNING** • creates apprehension • regression in maturity level • need help to say "good-bye"	**DELEGATING** • supporting, letting go • helping group deal with termination

Utilizing Facilitation Strategies (general and conflict-related): *Reflection Guide*

What understanding did you come to relative to yourself or facilitation skills for trainers?

What implications does this have for your facilitation practices?

How will you use these strategies?

Other comments.

Day One Review

What helped facilitate your learning?

What would you change or add to enhance your learning?

Module 8

Series:	**GROUP FACILITATION SKILLS**
Curriculum:	**FACILITATION SKILLS FOR TRAINERS**
Module:	**PRESENTATIONS**

Time Required: 8 Hours (4 hour a.m. session and 4 hour p.m. session)

Summary and Rationale:

The purpose of this module is to have participants practice facilitation participatory activities using skills covered on Day 1.

Performance Objectives:

Participants will:

1. practice facilitation skills by presenting brief learning activities.

Equipment:

- Easel Stand with Flip Chart Pad
- VCR and Monitor

Materials:

- Participant Manual
- Mr. Hollands' Opus
- Markers
- Masking Tape
- Course Completion Certificates

Handouts:

24 sets of Assignment 1-6

Participant Manual:

8-1   Performance Objectives

8-2   Communication Skills - A.M. Presentations

8-3   Group Process - P.M. Presentations

8-4   Practice and Personal Development Plan

8-5   Transfer of Learning

8. Presentations

CONTENT	REFERENCE

PREVIEW
Approx. 10 Minutes

Yesterday's feedback, etc.

ANTICIPATORY SET
Approx. 10 Minutes

Warm-up

Lead the group through a series of stretches - arms-reaching up, reaching forward, reaching back; waist- side to side, bending gently forward and backward, rolling neck from side to forward and then to other side (not back).

Explain the importance of physical relaxation and mental relaxation to being completely present as a trainer. The greater your balance and clarity, the more you can be attentive to your group and your goals.

INPUT
Approx. 10 Minutes

Review instructions for presentations.

GUIDED PRACTICE
Approx. 30 Minutes

Preparation time: have participants work in Study Groups to develop presentations.

INDEPENDENT PRACTICE
Approx. 30 Minutes

Presentations: Trio 1, 2, 3   **9 am to 11 am**
150 minutes

Divide into groups of 6 (or 7) with one facilitator per group. Review posted individual goals for clarity.

Before the first presentation tell them: **Note:** Each facilitator gets copies of Observer Assessment for each group member**.**

SAY *One of the trainers will be giving you a sign when you have five minutes left and will stop you when 30 minutes is up. After your presentation is complete, we will first ask the presenters how well they did and what they would change next time - focusing on skills they identified for development. We will then ask the group to provide feedback and finally one of the trainers will offer their feedback.*

Follow the agenda for Day Two, keeping time and moving the process forward. After each presentation give the presenters a round of applause both before and after feedback.

**R e f l e c t i v e   W r i t i n g
30 minutes**

Refer participants to **Communication Skills** in manual page 8-2.

Participant Manual p. 8-2

LUNCH   60 Minutes

**Presentations: Trio 4, 5, 6
150 minutes**

1 pm to 3:30 pm

Note: Each facilitator gets copies of Observer Assessment for each group member**.**

Follow the agenda for Day Two, keeping time and moving the process forward. After each presentation give the presenters a round of applause both before and after feedback.

**R e f l e c t i v e   W r i t i n g
15 minutes**

Refer participants to **Group Process** in their manuals, page 8-3.

Participant Manual p.8-3

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CLOSURE
Approx. 30 Minutes
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**Personal Development Planning
30 minutes**

Turn to page 8-4 of your manual titled Practice and Personal Development Plan and write about your experience presenting today (if you came in a group you can plan in work groups). Develop a specific plan for using your learning and insight from your presentation and the full two days of

Participant Manual p.8-4

the workshop. In your plan of action be sure to include a specific time and place in which you will follow up. Take the next 30 minutes to develop your plan. During this time one of the trainers will be meeting with you briefly to discuss your experience and plan.

EVALUATION
Approx. 75 Minutes

Wrap Up 45 minutes

Direct the group to page 8-5 of their manuals titled **Transfer of Learning**.

Participant Manual p. 8-5

As a way to both evaluate the training and facilitate your learning we would like you to complete the Transfer of Learning page after your next training experience. We ask that you mail a copy of this page to Barbara Collins at the address posted. Since this is a pilot for this seminar, the trainers may be calling you in two to three months to check on how well this training contributed to enhancing your facilitation skills.

Show 3 minutes of the last segment of the film *"Mr. Holland's Opus"*.

VCR and monitor
Mr. Holland's Opus Video

Conduct a round robin wrap up. Ask the group to stand in a circle and say two words that describe how they are feeling. Thank them for their hard work and risk taking during the two days.

Have the group take their seats and fill out the National Institute of Corrections **evaluation forms** (back pocket of binder).

Participant Manual, back pocket of binder.

Hand out certificates.   NIC Course Completion Certificates

Module 8

Presentations

Training Supplements:

- Participant Manual
    - 8-1 Performance Objectives
    - 8-2 Communication Skills - A.M. Presentations
    - 8-3 Group Process - P.M. Presentations
    - 8-4 Practice and Personal Development Plan
    - 8-5 Transfer of Learning

NATIONAL INSTITUTE OF CORRECTIONS
NATIONAL INSTITUTE OF CORRECTIONS ACADEMY

FACILITATION SKILLS FOR TRAINERS

Module 8 -Presentations

Given the material in this seminar, participants will:

- practice facilitation skills by presenting brief learning activities.

Communication Skills
A.M. Presentations

What insights did you get about your facilitation skills?

What implications does this have for your facilitation practices?

How will you use these concepts and skills?

Other comments.

Group Process
P.M. Presentations

What insights did you get about your facilitation skills?

What implications does this have for your facilitation practices?

How will you use these concepts and skills?

Other comments.

Practice and Personal Development Plan

Describe your thoughts and feelings as you made your presentation. Note the specific behaviors you practiced from your goals.

What insights did you get about your facilitation skills? What would you do again, change or modify?

What implications does this have for your facilitation practices?

How will you use this information in the future? *(be specific, make a plan)*

Other comments.

Transfer of Learning

(to be completed after your next training experience)

How did you follow-up with your personal development plan?

Describe your thoughts and feelings as you presented.

What insights did you get about your facilitation skills?

What are your next steps in building your skills? *(be specific, make a plan)*

Other comments.