Facilitation Skills-I
Adult Learning

❖ In this section, participants will be able to

❖ Discover ways to make the environment safe

❖ Understand the role of a Facilitator

❖ Identify different learning style(s)

❖ Learn different modes of Adult Learning

❖ Implement dependency modes to determine facilitation style and approach
Learning Experiences – Making Environment Safe

❖ Reflect the Learning experience at high school / college

❖ Reflect the Learning experience in a professional training seminar / workshop

❖ Examine the differences
Holistic Learning environment

❖ Make the session highly interactive, inclusive and authentic

❖ Focus on pedagogy that is knowledge construction rather than knowledge reproduction

❖ Encourage people to share experiences

❖ Enrich the learning process
Role of a Facilitator

❖ Respect participants as equal
❖ Acknowledge the diversity and experience of the group and therefore adopt differential learning
❖ Understand the difference between the role of a trainer and that of a facilitator
❖ Share the content, application and guides learners to question.
❖ Encourage dialog
❖ Role models professionals behavior
❖ Manages time wisely
The Perfect Facilitator

❖ Knows how to share experience without drifting from the main content
❖ Engages the participants through multiple pedagogies
❖ Dramatically reduces need to take notes
❖ Asks insightful questions
❖ Smiles and demonstrates passion
❖ Available during breaks for contact and questions
❖ Is continuously learning
Understanding different Learning styles

See it: Visual
Say it: Auditory
Do it: Kinesthetic
Adult Learning 1/2

- Unconscious-Incompetent
- Conscious-Incompetent
- Conscious-Competent
- Unconscious-Competent
Adult Learning 2/2

❖ Come with experience and expect new information and their application
❖ Shy to participate
❖ Require acknowledgement
❖ Activities should be conducted to bring success
❖ Prefer practical over theory
❖ Respond more favorably to a colleague
❖ Have their own opinions
Three stages of Learning

Dependent

Collaborative

Independent
Dependent

❖ Structure
❖ Direction
❖ Encouragement
❖ Solid conceptual foundation
❖ Structured practice activities
❖ Constant reinforcement
Collaborative

❖ Interaction
❖ Practice
❖ Experimentation
Independent

❖ Time to practice
❖ Time to experiment
❖ Written materials to support, rather than instruct
Aspects of Facilitation

- In this section, participants will be able to:
  - Create a positive climate for learning
  - Enhance ability to read a group
  - Be aware of the Adult Learning Model
  - Learn various tools to engage the audience
  - Ability to spot and handle different participants
  - Gain knowledge to solicit participation
  - Cultivate effective method to conduct the question and, answer session
Establish a Positive Climate for Learning

❖ Create a positive learning experience
❖ Introduce the objective of the topic and link to government
❖ Generate enthusiasm to know participants through, icebreaker
❖ Produce supportive learning through creating a safe environment
❖ Set ground rules
❖ Ask to share their expectations
First interactions are critical

- Arrive before time
- Be familiar with the Venue
- Uphold ground rules
- Greet participants as they arrive
- Show enthusiasm
- Listen for content and feelings
- Look for nonverbal cues
- Use humor as appropriate
- Control distracters
- Maintain eye contact
Stay on time

❖ Begin and end on time
❖ Ask for a volunteer time keeper and rotate the responsibility
❖ Handle digressions quickly but diplomatically
❖ Set tight time limits for activities and breaks
❖ Announce how much time is left on activities
❖ Have optional activities available
❖ Offer to arrive early or stay late
❖ If behind in the schedule, seek permission for extra time
Delivery

❖ Use simple sentences
❖ While conducting activity, case study and group discussion give step-by-step instructions
❖ Ensure transitions from slide to the other is smooth
❖ Speak slowly and audibly
❖ Use visual aids effectively
❖ Have open ended questions to stimulate discussions
❖ Ensure no participant is put on a spot
❖ Ask participants to summarize or share their learning at the end of each concept
5 “C” Adult Learning Model

- Concepts
- Context
- Convey
- Complete
- Communicate
Leading a discussion

- Guide and support
- Ensure discussion is not stuck but moving
- Encourage many to participate specially those who ,,have not spoken
- Ask participant or group to summarize
Group Discussion Techniques

- Provoking, open-ended questions
- Actively Listen
- Polling
- Call any participant to discuss by show off hands
- Networking
- Defer to group
- Play the “Devil’s Advocate”
- Ensure the air time is less than 40 percent
Conducting a Case Study 1/2

- Narrative tales about a problem/challenge requiring a solution
- Captures what happened
- Brings attention to the challenge/difficulty
- Discussions to arrive at solutions
- Advantage: Provides detailed information, interesting story, suspense, arriving at learning through solutions.
- Disadvantage: Lengthy prone to over generalization
Conducting a Case Study 2/2

❖ Read and internalize
❖ Identify the context and challenge
❖ Reason why the challenge occurred
❖ Who are the main protagonist
❖ Why the challenge is key
❖ Discussions to address the challenge
❖ Challenges for implementing the Solutions
❖ Selecting the effective solution
❖ Results / Outcome
❖ Lessons and takeaway learning
Conducting a role play 1/2

- Act out a situation and find solution effectively
- Helps in demonstrating the concepts learned
- Practice enables participants to observe the consequences of their actions
- Facilitator to ask for volunteers
- Provide role clarity and content to the individual role players
- Allow 5 to 10 minutes for the participants to internalize their character
- Give instructions to the participants to critically observe the role play and lay the ground rules
Conducting a role play 2/2

- Conduct the role play
- Reverse roles and re enact
- Acknowledge and praise all role play efforts
- If time permits facilitator plays one of the character role
- Debrief
- Lessons and takeaway learning
Learning through a Video

❖ Effective pedagogy for explaining a concept
❖ Energized and engaged participation
❖ The medium is compelling for auditory and visual learners
❖ Creates an sensory experience
❖ Recall value is high
❖ Advantage to start, stop and rewind
❖ Disadvantage – foreign accent, sound system
❖ Specific learning objectives to be determined in advance
❖ Using the right video makes the difference
❖ Test understanding through questions
❖ Debrief is very critical
❖ Lessons and takeaway learning
Open ended questions

- Encourage viewpoints
- Remind them that no question is bad
- Check to see if anyone else is getting ready to respond
- Keep participants actively engaged
- Helps facilitators to check participants understanding
- Stimulate learning through knowledge construction, rather than knowledge reproduction
Response to Queries

❖ Acknowledge answers
❖ Correct answers
❖ Redirect the question to experts in the group
❖ Ask for more information
❖ Respond to a partially correct answer
❖ Repeat the response to check for understanding
❖ Ask additional questions
If you do not know the answer?

❖ Accept
❖ Redirect to the audience
❖ Indicate if it is outside the scope of the course or module
❖ Park it for discussions towards the end of the program
If you have over-participation

- Refer to ground rules
- Ask close ended questions
- Ask for the relevance to the topic
- Ask opinions of participants
- Summarize and move on