

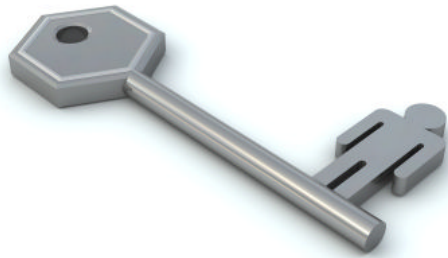
Facilitation Skills

Core Essentials



ABOUT THE PROGRAM

Facilitation of learning is not the same as making a presentation. The word '*facilitate*' comes from the Latin word *facilis* (make easy), Bentley 1994. As learning facilitators, the key role is to guide the learning process for other learners – in other words, to make the learning easy. Doing this effectively is an acquired skill.



Strong facilitation skills often drive the success of a learning experience. With more and more subject matter experts assuming responsibilities in specific content areas, development of superior facilitation skills has never been more important.

Being a *facilitator* means ensuring that all important points are brought out, that everyone has a chance to contribute and participate, and that everything is going well for the participants. It also means that you don't have to be the one doing all of the talking—as a

matter of fact, the more you create opportunities for the participants to do the talking, the more they'll make your points for you, and the more engaged they'll be.

Facilitation Skills - Core Essentials' perspective is that facilitative learning experiences are about the learners – their growth and development, and their success. This program will help you learn the core knowledge and skills necessary to create the shift from being a presenter to being the learning facilitator.

For those with a background in presentations and content expertise, this learner centric focus is a new paradigm. Many are used to focusing on themselves, their preparedness for questions, their control of the group, and their expertise. **Facilitation Skills - Core Essentials** will enable you to provide your learners the skills to go beyond this standpoint to facilitate learning through focusing on the environment for learning, preparation, selection and use of media and the use of learning and instructional strategies.

Facilitation Skills training is a complete package for helping experienced facilitators become excellent facilitators. This learning program is designed for new and seasoned facilitators as well; especially those who would like to refresh their skills.

The audience for this training may include, and not be limited to, subject matter experts who occasionally function in a training role or who are moving into a training role in their jobs. Facilitators who are ready to move beyond presenting 'information' and using learning activities for 'fun' value only, faculty members in educational institutions who want to add skill and application to their classroom experiences, HR Professionals or managers who contract with learning facilitators and want to evaluate their performance, and facilitators whose organisations are holding the training function accountable for the learner's performance back on the job.



Program Objectives

- ❑ Define Learning. Recognise and be able to use various adult learning principles.
- ❑ Assess one's knowledge and confidence level regarding facilitator competencies, and identify those competencies most in need of development.
- ❑ Identify participant learning styles and preferences, and implement facilitation techniques to accommodate different styles and preferences.
- ❑ Identify Training Styles and preferences, and implement techniques to enhance learning.
- ❑ Analyze various types of learning activities and learn the use of effective facilitation techniques, exercises, media and assessments.
- ❑ Describe and demonstrate the use of creating a supportive learning environment.
- ❑ Develop strategies to facilitate learning while handling the needs of disruptive participants
- ❑ Develop strategies to 'adjust on the fly' in a learning event when necessary
- ❑ Facilitate a structured bridge activity
- ❑ Facilitate a guided discussion
- ❑ Prepare development plan strategies for facilitation skill practice back on the job

Outcome

- ❑ Maximize participant learning
- ❑ Strengthen facilitation skills
- ❑ Increase credibility

Who Should Attend?

- ❑ Novice/ Experienced Facilitators
- ❑ Subject Matter Experts with training as part of their job profile
- ❑ Faculty Members of Educational Institutions
- ❑ HR Professionals

Working Assumption: we have focused this training on the knowledge and skills required to become a great learning facilitator. Therefore, we must begin with the assumption that you already possess "platform" skills – comfort in front of a group, good presentation techniques and basic media savvy. We will review and build on those skills during the training sessions.

Methodology

The training course will be delivered in focused modules with exercises and practice opportunities. Structured learning will be deployed during the workshop and will include, but not be limited to Instructor led sessions, Games, Tests & Quizzes, simulations and Action Plans for participants to work on facilitation skills.

Duration

2 ½ Days (20 Hours)

Course Outline: Day 1

- ❑ **Learning and How Adults Learn:** A key aspect to a successful facilitation is to understand how adults learn. Malcolm S. Knowles, an adult-learning theorist, says that adult learners:
 - Need to see the relevance of the training to their own life experience
 - Learn best when they have a measure of control over their learning experience
 - Like to apply their own experience and knowledge to the learning
 - Benefit from task- or experience-oriented learning situations
 - Learn best in cooperative climates that encourage risk-taking experimentation.
- ❑ **Facilitator Competencies:** your effectiveness as a facilitator relies on your facilitation related competencies. It's not enough to be an SME or simply make a good presentation. Expert facilitators have a full complement of competencies, and these are grouped by major category – knowledge, skills and behaviours.
- ❑ **Participant Learning Style:** adults have different ways of learning; some gather information actively, some passively. Some are better at processing information inductively and some learn better through deductive reasoning. The facilitator who recognizes these differences will include a variety of techniques to address these learning preferences.
- ❑ **Training Style:** Awareness of style differences, both your own and those of your training participants, is useful in several ways. First, it captures the cognitive and affective differences among the trainees. Second, it should encourage the facilitator to use a wider variety of teaching techniques. Third, it helps learners understand their own styles and preferences better. Finally, it enables facilitators and learners alike to be more accepting of the differences among people. In this manner, new means of communication are established in the diverse audiences that most facilitators face in today's workplace.

Course Outline: Day 2

- ❑ **Learning Activities:** Enhancing learning means there is a constant need to assess the value of learning activities and the means for carrying them out by keeping in mind the following factors:
 - Does the activity enhance participants' motivation to learn?
 - How does this activity lead to the desired learning?
 - Do the activities promote learning retention and transfer of learning to the job?

- ❑ **Creating a Supportive Learning Environment:** Experienced trainers know that facilitating group work does not just happen. They have learned from their own experiences how to foster cooperative learning in a supportive learning environment—a key element in adult learning.
- ❑ **Dealing With Disruptive Participants:** In *Dealing with Difficult Participants*, Bob Pike and Dave Arch say that you have 2 tasks to accomplish in dealing with difficult participants, or rather *disruptive* participants: you have to get the participant who is displaying the behaviour ‘on-board’ and you have to minimise disruptions to the rest of the participants. This module aims at just that.
- ❑ **Structured ‘Bridge’ Activity:** To help learners engage with content at a deeper level by thinking through a concept, inferring from it to generate principles, and applying it to different situations or to “discover” the content that they already know.
 - Learners work together.
 - Uses content at a deeper level.
 - Learners are more active and involved.
 - Facilitator’s role: organizer, monitor, and guide.
 - Used with learners who have some knowledge of the content
 - Provides a “bridge” between content and application
- ❑ **Guided Discussion:** To help participants learn how to engage in a discussion or dialogue between the facilitator and the learners in which the facilitator asks specific, planned questions designed to draw learning points from the learners.

Course Outline: Day 3

- ❑ **Structured ‘Bridge’ Activity:** To help learners engage with content at a deeper level by thinking through a concept, inferring from it to generate principles, and applying it to different situations or to “discover” the content that they already know.
 - Learners work together.
 - Uses content at a deeper level.
 - Learners are more active and involved.
 - Facilitator’s role: organizer, monitor, and guide.
 - Used with learners who have some knowledge of the content
 - Provides a “bridge” between content and application
- ❑ **Guided Discussion:** To help participants learn how to engage in a discussion or dialogue between the facilitator and the learners in which the facilitator asks specific, planned questions designed to draw learning points from the learners.
- ❑ **Personal Development Plan:** To help participants draw out a development plan that will enable them to actively develop by practicing various skills associated with facilitation.

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Pricing and Registration

- The “**Facilitation Skills – Core Essentials**” training course is at INR 25,000 + 10.3% Service Tax = Rs. 27, 575 / Participant.
- This includes all training costs, participant manuals, venue and meals for the 2 ½ days.
- This is a non-residential workshop.
- We offer bespoke workshops for corporate clients. Please contact us for pricing and other related information.
- In order to send in your confirmation, please fill the attached form and e-mail it to melwyn@7peoplesystems.com or info@7peoplesystems.com
- **Please read – confirmation and cancellation policy**
 - *Your registration is subject to acceptance by Seven People Systems Pvt. Ltd.*
 - *You will receive confirmations of registration closer to the workshop dates.*
 - *Confirmation of the workshop proceeding is dependent on enrolments.*
 - *The workshop fees cover facilitation, venue and manual costs; participants are to arrange for their travel and stay (if applicable) on their own.*
 - *All cancellations are to be sent in writing to our contact coordinates.*
 - *Cancellations received more than 7 prior to the scheduled dates will not be charged/will be fully refunded.*
 - *Cancellations made within 7 days of the workshop dates will not be refunded; however, the candidature will be rescheduled for the next upcoming workshop.*
 - *All payments are to be made in the name of ‘Seven People Systems Pvt. Ltd.’ within 7 days of sending confirmation/receiving the invoice.*