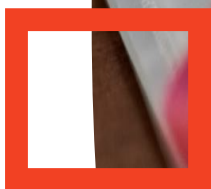




Facilitation Skills Workshop

With Katrina Kennedy





Learning Objectives

When you step into the learning environment you are tasked with conveying information in an engaging way that will lead to changes in people's behaviors.

As a trainer this means you have many responsibilities. You train, you manage the classroom, facilitate discussion, and lead activities. During a learning event, your role as facilitator is one of the most important.

After your active participation in this workshop, you will be able to:

1. **Use** a variety of techniques to engage learners.
2. **Deliver** clear instructions to learners.
3. **Ask** meaningful questions that get responses.
4. **Use** signposts to transition throughout training.
5. **Practice** phrases to use while facilitating learning.
6. **Evaluate** your facilitation skills using a detailed checklist.



Reflection On Facilitation Skills

Remember	Use	Research



16 Learning Principles

1. Connect To Learn	2. Make It Visual To Learn	3. Build Structure To Learn	4. Expend Effort To Learn
5. Change Things To Learn	6. Vary Practice To Learn	7. Move To Learn	8. Retrieve To Learn
9. Reflect To Learn	10. Solve Problems To Learn	11. Test To Learn	12. Fail To Learn
13. Take A Break To Learn	14. Write To Learn	15. Sleep To Learn	16. Feedback To Learn

Check Your Instructions

My Instructions:	Yes	No	Changes
1. Are visual			
2. Begin with a verb			
3. Are specific			
4. Use clear language			
5. Include times			
6. Are chunked (5 or less)			

When I Provide Instructions I:	Yes	No	Changes
1. Get everyone's attention			
2. Show instructions one at a time			
3. Read instructions as written			
4. Take my time			
5. Check understanding			
6. Avoid "Do you understand?"			
7. Provide examples if needed			
8. Provide links or materials after instructions			



Phrases To Say, Phrases To Avoid

As you read each phrase, assume they are said with a positive tone!

Say it Or Not?		Yes	No	If no, what's a better phrase?
1.	Can you hurry up?			
2	Do you have any questions?			
3.	We're not going to get into that today.			
4.	Finish the thought you are on.			
5.	That's a great idea.			
6.	Tell me more.			
7.	What do you think about that idea, Mary?			
8.	Do you understand?			
9.	Mary, it looks like you have something to share.			
10.	What else?			
11.	Well, that didn't go well.			
12.	Is there anything else?			



6 Ways To Get Responses

1. "Give me 3 responses."

2. Ready To Move Forward?

3. Wonder Wall

4. Return With 2

5. Quiz Them

6. FAQ Annotation/Mark Yours/Post It Notes

How To Ask Questions



Keep it _____



Avoid _____
and _____



Pause



Repeat the



Give _____
to respond



Acknowledge

How To Answer Questions



Pause



Repeat the
_____ in
your answer



Keep it _____



Refer to _____
if possible



Acknowledge
question



Say,
“_____,
but let me find
the answer for
you...”



Facilitator SignPosts : Transition Ideas



1. Summarize The Previous Section

"So, we've just covered X. Now let's move on to Y."

2. Preview What's Next

"Now we're going to discuss Y. It's important because..."

3. Refocus The Group

"Let's come back to the topic at hand. We were discussing..."

4. Offer A Break

"Before we move on to the next topic, let's take a short break."

5. Move To The Next Topic

"We covered a lot of information. Now, let's move to the next section."

6. Prompt Reflection

"Before we move on, let's take a moment to think about how this applies to your work."

7. Preview An Activity

"Next is a group activity to practice what you've just been presented."

8. Provide Context

"Now that you know X and Y, let's take a look at how they relate to Z."



In Person Facilitator Skill Checklist

		Yes	No	Comments
1.	Spoke clearly			
2	Changed pitch, rate, and volume			
3.	Maintained eye contact			
4.	Gestured using hands and arms			
5.	Moved with purpose			
6.	Used learners' names			
7.	Provided clear instructions			
8.	Made instructions visible			
9.	Chunked instructions			
10.	Gave specific time for exercises			
11.	Managed time; gave time warnings			
12.	Provided examples when needed			
13.	Asked one question at a time			
14.	Waited for responses when asking questions			
15.	Restated learners' responses			
16.	Asked open ended questions			
17.	Let learners talk without interruption			



Virtual Facilitator Skill Checklist

		Yes	No	Comments
1.	Spoke clearly			
2	Changed pitch, rate, and volume			
3.	Maintained eye contact			
4.	Used virtual tools			
5.	Watched chat for comments			
6.	Used learners' names			
7.	Provided clear instructions			
8.	Made instructions visible			
9.	Chunked instructions			
10.	Gave specific time for exercises			
11.	Managed time; gave time warnings			
12.	Provided examples when needed			
13.	Asked one question at a time			
14.	Waited for responses when asking questions			
15.	Restated learners' responses			
16.	Asked open ended questions			
17.	Let learners talk without interruption			



Tips & Techniques for Facilitating Learning “The Small Stuff Trainers Do”

Engage The Learner

- ☐ involve learners whenever possible
- ☐ Assign roles during group work
- ☐ Use “experts” in the group
- ☐ Provide time for reflection and action planning
- ☐ Encourage questions
- ☐ Give them breaks

Provide Instructions

- ☐ Give specific, visual instructions
- ☐ Write complicated instructions on a flipchart or slide
- ☐ Provide clear time limits for activities
- ☐ Adjust time when needed/appropriate
- ☐ Stay on task

Facilitate discussions

- ☐ Identify response methods you prefer (raise hand, shout out)
- ☐ Use a systematic approach to discussions
- ☐ Ask them for their opinions/views
- ☐ Get comfortable with silence
- ☐ Restate what learners say, in their exact words when possible
- ☐ Avoid hijacking discussions



Even More Stuff Trainers Do To Facilitate Learning

Solve problems

- ☐ Deal with difficult participants immediately
- ☐ Be aware of emotional hot buttons

Present Professionally

- ☐ Actively listen
- ☐ Be open-minded
- ☐ Look directly into camera when possible
- ☐ Vary your:
 - ☐ Tone of voice
 - ☐ Position
- ☐ Use your hands! Gestures build connection.
- ☐ Present information to help the group, not to hear yourself talk

Manage Time

- ☐ Have groups brainstorm to white board or in chat
- ☐ Have groups report out only their highlights – one main idea, not entire list
- ☐ Try new techniques

Manage Your Nerves

- ☐ Know it's OK to make mistakes
- ☐ Believe in your abilities
- ☐ Have fun

Engage Learners



- ☐ Arrive early
- ☐ Breathe
- ☐ Show your well-lit face
- ☐ Smile
- ☐ Say, "hello, how are you?"
- ☐ Greet people by name
- ☐ Look for "conversational sparks"
- ☐ Start on time
- ☐ Say, "It would be great if we..." (put phones away, eliminate distractions)
- ☐ Provide clear instructions
- ☐ Use a visual for instructions
- ☐ Show your hands
- ☐ Mind the 3–5-minute mark and 90 -minute max
- ☐ Ask open ended questions. "What, how, why"
- ☐ End on time
- ☐ Stick around after for individual questions/needs



Answers: Phrases To Say, Phrases To Avoid

As you read each phrase, assume they are said with a positive tone!

Say it Or Not?		Yes	No	If no, what's a better phrase?
1.	Can you hurry up?		X	You have one minute remaining.
2	Do you have any questions?		X	What are your questions?
3.	We're not going to get into that today.	X		
4.	Finish the thought you are on.	X		
5.	That's a great idea.		X	Restate what learner said or say nothing.
6.	Tell me more.	X		
7.	What do you think about that idea, Mary?		X	Don't call on Mary! Move closer to her if trying to engage.
8.	Do you understand?		X	Explain your understanding.
9.	Mary, it looks like you have something to share.	X		
10.	What else?	X		
11.	Well that didn't go well.	X		
12.	Is there anything else?		X	What else?

Facilitation Resources

Books

Accelerated Learning Handbook
Dave Meier

Brain Rules
John Medina

How Learning Works
Susan Ambrose

Make It Stick
Peter Brown

Telling Ain't Training
Harold Stolovitch and Erica Keeps

Training Ain't Performance
Harold Stolovitch and Erica Keeps

Training From The Back of the Room
Sharon Bowman

Using Brain Science To Make Training Stick
Sharon Bowman

Websites

Association of Talent Development
www.astd.org

International Society for Performance Improvement
www.ispi.org

Retrieval Practice
www.retrievalpractice.org/

Sacramento Chapter Association of Talent Development
www.tdsac.org

TheScienceofPeople.com

Sharon Bowman's The Best of Brain-Based Teaching, Training & Learning
www.bowperson.com

The Thiagi Group
www.thiagi.com



Katrina provides interactive workshops designed to inspire action when participants return to their workplaces. She believes in actively involving participants in the learning process.

Katrina has delivered over 12,000 hours of training to approximately 45,000 people including receptionists and rocket scientists!

Katrina holds a Master of Science in Human Resource Management and Development from Chapman University and a Bachelor's Degree in Sociology is from University of California Riverside.

When she's not in the classroom you can find her digging in the dirt in her vegetable garden or taking photographs of her everyday life.

Katrina's Clients Have Included:

CalSTRS

CalPERS

CalHR

PG&E

SMUD

Western Electric Coordinating Council

Lockheed-Martin Astronautics

California State Auditor

Sutter Health

Association of Talent Development

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