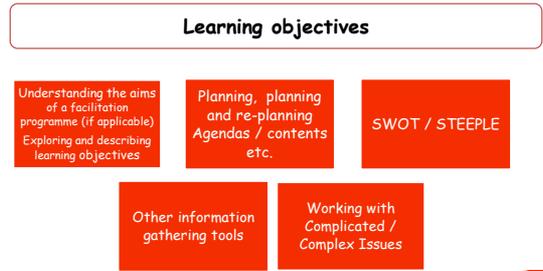


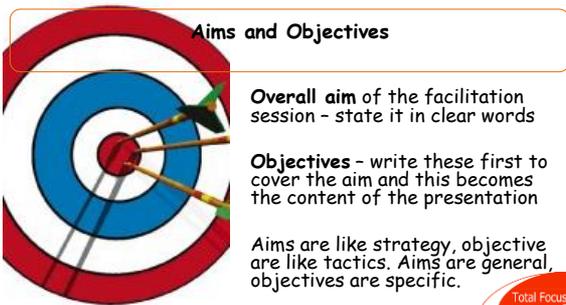
Facilitation Skills Session 4



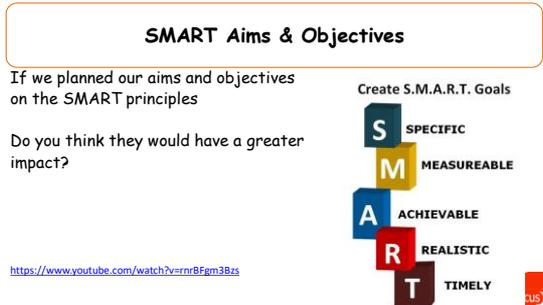
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The importance of learning objectives

Learning objectives drive the entire learning process

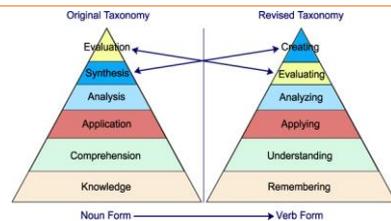
Focuses the facilitator & focuses the learner on what they need to take from the facilitation session and bring back to their place of work

The importance of Blooms taxonomy for facilitators that it can serve to remind us of what we are asking participants / learners to do and why...



5

Blooms Taxonomy



6

Facilitation Skills Session 4

Flipcharts

Flip chart usage generally falls into one of two categories:

- **As a visual aid for presenters**

Flip charts may be prepared either in advance of the presentation or on the spot. The ones prepared on the spot should appear spontaneous but to be effective must be carefully thought out in advance.

- **As a display of group thinking**

Flip charts require scribes to capture the ideas as they are expressed and then decided upon. Ideally, the scribe is not the person facilitating or chairing the event. Group thinking also requires that pages be hung around the room as they are filled to display the thoughts.

Total Focus

13

Using a flipchart

Confine flip chart use to smaller groups (under 25).

- Write, then turn and talk to avoid talking to the flip chart with your back to the audience.
- Print rather than write. Make letters large and bold enough to be seen. Use one inch height per letter for each fifteen feet the audience is away from the flip chart. Can the people at the back of the room see the flipchart - check prior to starting



Total Focus

14

Exercises

What exercises can we think of...

- Icebreakers
- Quizzes
- Case studies - write your own
- Role play
- Question and answer
- Facilitation of part of the module
- Group breakouts
- Audio / video clips
- Any other ideas



(Exercises in this sense are usually practical ways of seeing if the learner understands the theory)

Total Focus

15

How do you know if an exercise is successful?

How do you as a facilitator know that these exercises work?

You may have to try it out.

Remember you can run the same exercise in two different groups - it may be very successful in one but non successful in the second group.

Total Focus

16

First impressions - are they lasting?

Your personal delivery style

First of all you never get a second chance to make a first impression.

The first 30 seconds of your presentation is vitally important - this is where you state what the presentation is about! This is not from when you start your presentation but from the minute your audience enters the room.



Total Focus

17

First impressions - are they lasting?

- Stand tall, practise eye contact and make a good impression
- Dress well but comfortably
- Vary your voice in tone and expression
- Remember the ways adults learn - we looked at these at the beginning - day 1
- Try pausing for effect
- Mind your body language / digital language

Total Focus

18

Facilitation Skills Session 4

Mannerisms tips

- Remove loose change, mobile phone from your pockets before you start
- Leave pens and other props down, out of your hands when you are not using them
- Do not point either with your finger or pen
- Know the layout of the room - so that you do not walk or bump into objects
- Watch your verbal mannerisms - 'OK' 'Yeah' etc as this becomes irritating to other people



Total Focus

Likely questions

When thinking and writing on your topic, what questions are you likely to be asked? Be ready for some of these questions and have the answers ready



Total Focus

19

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Planning, planning and re-planning

What preparation work can you do?

Over 50% of the success of a **facilitation session** lies in the preparation



Total Focus

21

Meeting with the organisers

Agree location - visit if possible / if it is a long session look for natural light / room for break out session/ other comfort needs

Equipment - what do you need / who is providing it?

Duration

Ask about process / what if any process has been used previously, explain the process you wish to use / look for additional help if necessary. You will learn this in the 'shadowing' process

Total Focus

22

Meeting with the organisers

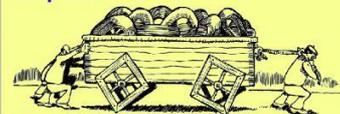
- What is the purpose / the objective of the facilitated session
- Find out as much information as you can regarding the group you are working with
- If you are not in charge of the process itself meet with the relevant people to find out their purpose
- Agree if possible proposed outcomes bearing in mind that this is facilitated session
- Agree an outline / agenda of the facilitation session that can be sent in advance to the participants
- The number of people expected

Total Focus

23

Make your life easier as a facilitator - design your own tools

Step back. Ask:



Why use **Square Wheels**?
ROUND WHEELS are available!

Total Focus

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Facilitation Skills Session 4

Meeting with yourself / co facilitator?

Own toolkit - what practical items do you need in your toolbox?



Room checklist including evacuation / breaks / toilets etc

Own facilitation plan / framework with timing etc leaving time for an introduction and a summing up whilst ensuring that the objectives are met

Is there any pre-work for the participants / any post work that you need to send out?



25

Overview of time in a session

Am 1 Intro	AM2 Part 1	B R E A K	AM 3 Part 2	AM 4 Part 3	
L	U		C	H	
PM 1 Part 1	PM 2 Part 2		B R E A K	PM 3 Part 3	PM 4 Part 4



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Facilitation session plan

Where?	_____	Date	_____
No of people attending	_____	Additional needs	_____
Room set up	_____	Other	_____
Equipment needed	_____		
Timing	Activity	Supports	Rationale / Reason



27

Seating Arrangements are Important

To make an environment conducive to learning seating arrangements are important. For adult facilitation we normally we do not seat people at individual tables as facilitation is a shared experiences.

Sometimes facilitators use different layouts of furniture For different parts of facilitation.



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Classroom Style

Boardroom Style

Round Table Style

Which
room
lay out
will you
use?

Small Groups

U-Shaped Style

Herringbone Style



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In praise of the U shape

The ideal seating in a U. The U shaped seating with tables for materials encourages greater interaction. A larger room means that participants can move around for facilitation activities. Other facilitators prefer a circle

This is the ideal - however sometimes the facilitator does not have control over the room size etc so facilitators may have to do the best in the circumstances



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Facilitation Skills Session 4

SWOT & STEEPLE

These are two excellent tools for gaining information about the group and the issues involved

SWOT can be personal, organisational, group etc

STEEPLE can be used for any group or organisation when they wish to make a decision re a new project, finance etc

Total Focus

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SWOT



Total Focus

32

STEEPLE



Total Focus

33

Working with Complicated / Complex Issues

One way of dealing with complicated and complex issues is to use Edward De Bono's six hat method



<https://www.youtube.com/watch?v=0Hhwz7r4w>

Total Focus

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Edward De Bono's Six Hats



Total Focus

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Six Thinking Hats - framework

Advantages of the Six Thinking Hats

Separates **ego** from **performance**

★ Signals next **thinking process**

★ Expands from one-dimensional to **full-coloured thinking**

★ Explores subjects in **parallel**

★ Allows specific **time for creativity**

Only one hat is used at any one time with the group

Total Focus

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Facilitation Skills Session 4

Blue Hat - Managing the Thinking

Control Hat (facilitator hat)

- ★ Organises & structures the thinking
- ★ Sets the focus and agenda
- ★ Summarises and concludes
- ★ Ensures that the rules are observed (any member of the meeting)



37

White Hat - Information

Knowing the necessary information

- ★ What do we know?
- ★ What do we need to know?
- ★ Where can we get this information?



38

Yellow Hat - Benefits and Feasibility

The Optimistic View

- ★ What are the benefits?
- ★ What are the positives?
- ★ What is the value here?



39

Black Hat - Risks, Difficulties and Problems

The sceptical view

- ★ What are the challenges - both existing and potential?
- ★ What are some of the difficulties?
- ★ What are the points for caution?
- ★ What are the risks?



40

Red Hat - Feelings, Intuition, Gut Instinct

(Gut) feelings

- ★ What are my feelings right now?
- ★ What does my intuition tell me?
- ★ What is my gut reaction?
- ★ Can be used effectively to sort ideas (time limited)



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Green Hat - New Ideas, Possibilities

Creative Thinking

- ★ Are there other ways to do this?
- ★ What else could we do here?
- ★ What are the possibilities?
- ★ What will overcome our black hat concerns?



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Facilitation Skills Session 4

Facilitation of controversial issues

You as a facilitator must create a framework for the discussion that maintains focus and flow:

Facilitation issues are complex, (that's often why a facilitator is engaged) it is important to create a framework for the discussion in addition to having clearly defined objectives. Your framework needs to be a guide, balancing the need to have clear purpose and direction while being open to participants observations and interpretation.



43

What did I learn from session 4

Understanding the aims of a facilitation programme
Exploring and describing learning objectives

Planning, planning and re-planning
Agendas / contents etc.

SWOT / STEEPLE

Other information gathering tools

Working with Complicated / Complex Issues



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Trainer's details

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