

# Facilitation Skills Session 9



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## Learning objectives

Evaluating Facilitation Session(s)	Self reflection as a form of evaluation	How do I construct an evaluation form for facilitation?
What are ethics	Why are ethics important?	



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## Evaluation of facilitation sessions

**Evaluation:** the process of determining the effectiveness of a facilitation session and informing decisions for their improvement.



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## Evaluation of facilitation sessions

All facilitated sessions involve the outlay of:

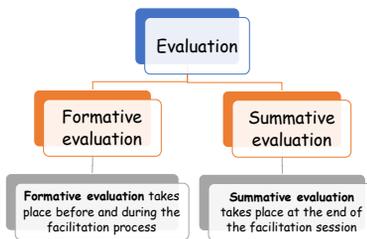


(money for either an individual or organisation)  
The facilitated session will produce a result however it may either fail to deliver the desired /expected result or it delivers a different result to that expected



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## Formative vs summative evaluation



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## Formative vs summative evaluation

**Formative evaluation** - this is what you are getting from the group through verbal and non - verbal cues or using tools / observation / other during the facilitation session. It is especially important for a facilitator as it gives you the chance to change something in the process.

**Summative evaluation** takes place at the end of the facilitation session(s)



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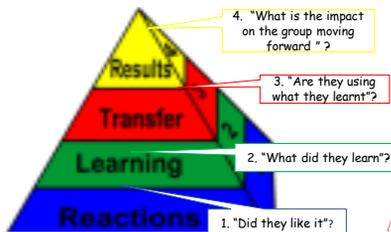
## Kirkpatrick model of evaluation

Kirkpatrick would also say that summative evaluation ideally takes place at a 3 month / 6 months / or even yearly basis after the facilitation session has been completed. (This rarely takes place as many facilitators are brought in from the outside and there is little if any follow up from organisations). So the purchaser of the facilitation / manager should be thinking about doing these evaluations



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## Kirkpatrick four levels of evaluation



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## For each level - select the appropriate method

Evaluation Level	Focus	Measurement Methods
1. REACTION	Participant perceptions of • satisfaction • usefulness • motivation	• rating scales • focus groups • structured interviews • surveys
2. LEARNING	Acquisition of • knowledge • skills • attitudes	• pre- and post-tests • essay questions • case study analyses • simulations and role playing
3. TRANSFER	Real life transfer of • knowledge • skills • attitudes • problem-solving	• record reviews and audits • surveys • observations • checklists • critical incident reports
4. RESULTS	Real world outcomes	• record reviews and audits • surveys • observations • critical incident reports • compliance reviews



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## % of which the 4 levels are used (in training-no figures for facilitation)

Evaluation level	How often is it used? *	How's it measured?	What's its value?
1. Reaction	77%	End of course tick sheets (sometimes known as happy sheets)	A good training experience improves knowledge transfer
2. Learning	36%	A certification exam or other testing of skills or knowledge	Demonstrates that delegates have learned new stuff
3. Application	15%	Performance reviews and observation by delegates and their managers	Shows the training is useful and likely to be retained
4. Impact	8%	Comparing performance (e.g before & after training or against a control group)	Shows the training is helping the business

2016 \* Source: Learning Resource Network. Figures are across all types of courses and employers



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## Quantitative vs. qualitative evaluation

Quantitative - hard data	Qualitative soft data
Data	Opinions
Costs	Feelings
Facts	Change of attitudes
Other?	Other?



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## Quantitative vs. qualitative evaluation



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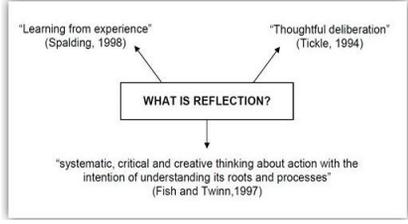
## Self reflection as a form of self evaluation

Date	Suggestion	Implemented?	Not implemented?	Outcome



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## Benefits of Reflective Practice in Facilitation



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## Why do we reflect as facilitators?

- A raised sense of self awareness
- A greater understanding of facilitation
- Improvements in facilitation



The Reflective Cycle adapted from Wallace 1998 p. 13-15



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## Encouraging and understanding participation in groups

What is participation?

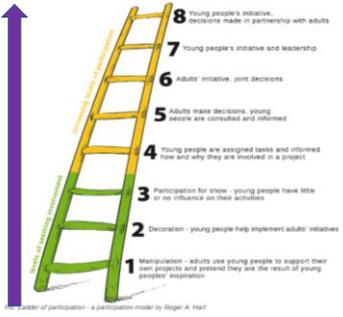


The action of taking part in something

Oxford dictionary



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The ladder of participation - a participation model by Roger A. Hart



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Rudd, T (2006). Provocation Paper: Re-thinking Learning Networks: Home, School and Community. 'LADDER' OF PARTICIPATION



## Non-participation, tokenism & empowerment

**Non - participation** in project-centred development. This involves people taking part in a project that has been planned by people outside the facilitated session.

**Passive participation ('tokenism')** For example: attending meetings, sharing information, taking part in consultations but not actively contributing.

**Empowerment** - participation in people-centred development. This involves people from within the facilitated sessions, themselves initiating and managing change, making plans and 'owning' development.

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## Why do we involve participants - as facilitation is about learning

Adults like to share their experience

Adult learn from each other in a participative atmosphere

Adults also learn through participation and through doing

Adult do things because they are interested!

(based on Malcolm Knowles' adult learning theories)

## What do we have in common?

Find a commonality & start from there



Could it be the fact that people are present, be the starting point?

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## Some barriers to participation

- Reluctance to challenge those in authority
- Loss of power, position or influence
- Fear of the consequences of change
- Self-interest
- Lack of self-confidence
- Lack of social skills or experience of participation
- Lack of resources - time and money
- Lack of information about the process and the mechanisms for facilitation
- Not invited to participate - marginalised by the facilitating organisation
- Lack of ownership of the process or lack of faith in the facilitating institution
- Language
- Culture of dependence - prefer being told what to do
- Knowledge is power - fear that if it is shared, power will be lost

How do you as a facilitator address these?

Where on the course?

## How to help & encourage participation in groups

- A positive & secure environment
- Breaking the ice
- It's OK to talk / it's OK to be silent
- Using open ended questions
- Listening
- Be inclusive
- Be affirming
- Summarising
- Constructive Feedback
- & A good group agreement
- Silence & trust
- Group discussion - see next slide



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## Ethics

Ethics can be defined as:

*'a system of moral principles, by which actions and proposals may be judged good or bad, right or wrong'*

in other words

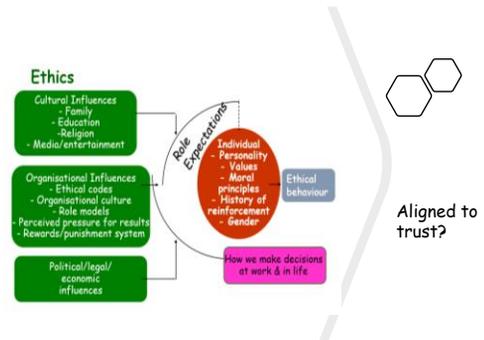
*'moral value of human conduct'*



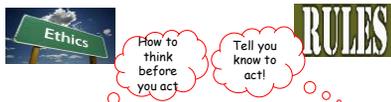
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Ethics	Rules (Laws)
Does not use force	Uses force
Not backed by power	Backed by power
Concentrates on Do's	Concentrates on Don'ts
Broad concepts	Narrower concept
Open to interpretation	Ethical content may or may not be covered by rules / law



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## Ethics in facilitation

The facilitation process has three areas where ethics need to be considered:

1. participant ethics,
2. facilitator ethics,
3. and the ethics of the situation



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## Participant ethics:

Usually part of the group "agreement"

There are some "red flags" to be aware of and some "ethical expectations" to hope for in facilitation sessions.

For example, the facilitator should expect that information shared is honest and accurate and would raise a red flag if it appeared someone was lying or manipulating data.



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## Ethics for facilitators

The code of ethics for facilitators includes:

Honesty, integrity, promise-keeping, fairness, concern for others, respect for others, responsible citizenship, pursuit of excellence, personal accountability, loyalty, public trust, independent objective judgment, and public accountability

Let's look at the code of ethics for the International Institute for Facilitation & Change (IAF)



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## Ethics for facilitators

In any environment, facilitators must adhere to common ethical principles and values.

If we do not uphold ethical expectations, we undermine the role and potential success of our own future as a facilitator and damage the effectiveness of others who serve as facilitators.



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## Ethics of the situation

The facilitation situation should be an authentic process and should **not** have a predetermined outcome.

The facilitator should avoid conflict-of-interest situations and withdraw if that is the case, or if he or she is not qualified for the task at hand.



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