FUNDAMENTALS OF EFFECTIVE FACILITATION

INSTRUCTOR GUIDE

1-DAY COURSE

FUNDAMENTALS OF EFFECTIVE FACILITATION

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Instructional design and learning philosophy

We are committed to providing the best core-skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring, and evaluating training
- Meaningfulness — connects the topic to the students' past, present, and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles

Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

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Course timing

Chapter One: Premises and Principles

Type of Activity	Segment	Time
	Introduction and icebreaker	10
	Principles	25
	Making M-A-P-S	10
	Characteristics of a high-impact environment	10

Chapter Two: How People Learn

	Check your knowledge	5
	Keys for teaching adult learners	10
	Barrier behaviors	20
	How to deal with them	10

Reading

Written Exercise

Facilitation

Group Activity

Course timing (cont.)

Chapter Three: Elements of a Training Session

Type of Activity	Segment	Time
	Writing learning objectives	15
	Openers	35
	Instructional methods	45
	Options for optimum impact	15
	Activities	15
	Increasing interaction	15
	Closing	20

Chapter Four: Qualities That Set You Apart

	The facilitator	10
	Innovation	30

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Course timing (cont.)

Chapter Four: Qualities That Set You Apart (cont.)

Type of Activity	Segment	Time
	Humor	15
	Storytelling	15
	Your worst training nightmares	15

Reading

Written Exercise

Facilitation

Group Activity

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This how-to program is designed for people who will facilitate training or conduct any kind of learning session. This program teaches some proven techniques for motivating and teaching employees. It will help you develop engaging, interactive sessions, and refine your facilitation skills so that you can tailor each session to the particular needs of each group.

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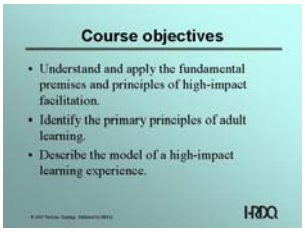

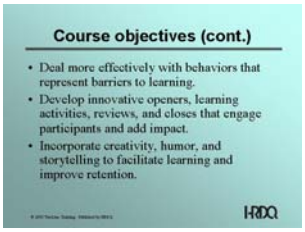

Course objectives

Successful completion of this course will increase your knowledge and ability to:

- Understand and apply the fundamental premises and principles of high-impact facilitation
- Identify the primary principles of adult learning
- Describe the model of a high-impact learning environment and the model of a high-impact learning experience
- Deal more effectively with behaviors that represent barriers to learning for the individual and/or for the group as a whole
- Develop innovative openers, learning activities, reviews, and closes that engage participants and add impact and interest to instructional presentations
- Incorporate creativity, humor, and storytelling into instructional presentations to facilitate learning and improve retention

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Chapter One

PREMISES AND PRINCIPLES

Ice breaker activity: Have participants fill in each circle with words that begin with each letter and describe aspects of high-impact facilitation.

Ask for feedback. Possible answers:

P = participative, professional

R = rewarding, ROI

E = enthusiastic, expert, engaging, educational

M = motivating, meaningful, memorable, matters

I = informative, interesting, innovative

S = satisfies objectives, stimulates interest, successful

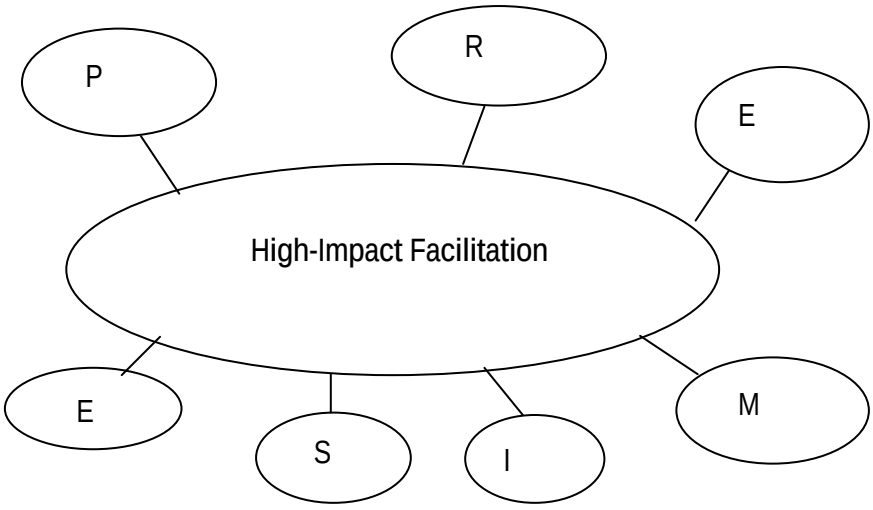
E = entertaining, enriching, experiential

Premise

A premise is a statement assumed to be true and used to draw a conclusion.

Activity

Instructions: Using the diagram below, for each letter in the word "premises" quickly jot down your thoughts about what is true of high-impact facilitation. Example: P = professional.



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The word "premises" serves as an acronym that spells out the fundamentals of high-impact instructional presentations.

P *People cannot be taught, but …*

_____

R *Reward*

_____

E *Enthusiasm*

_____

M *"Musts"—to the participants, your instruction must …*

_____

I *Innovation*

_____

S *Stimulate*

_____

E *Engage participants*

_____

Select the condition or quality above that you want to more fully develop and incorporate into the training programs you facilitate.

_____

As you proceed through each letter, ask participants their thoughts about how to fill in each statement.

P: People cannot be taught, but … you can encourage them to want to learn and facilitate the process.

R: Reward = What you want more of.

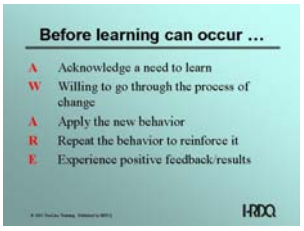
E: Enthusiasm = You must show enthusiasm if you want participants to be enthused and interested in the topic.

M: Must's—to the participants, your instruction must … be meaningful, memorable, motivating, and matter to them.

I: Innovation = Heightens interest and aids retention.

S: Stimulate = Participants' thoughts, attitudes, and actions.

E: Engage participants = Immediately and thoughtfully.



Willingness is related to risk. With some subjects and/or in certain situations, people may be reluctant to learn because they are anxious about what changing their behavior will entail (Can I do it?), or what will occur as a result. They need reassurance that the rewards will outweigh the risks.

Assign each breakout group one of the "AWARE" letters. Debrief by having each group share its thoughts.

Principles

"The most widely accepted definition of learning is acquiring new patterns of behavior through experience. In this definition, behavior includes ways of thinking and feeling as well as of acting."

— Patrick Boyle, *Planning Better Programs*

Precursors to learning

Before learning occurs, people must first be A-W-A-R-E:

A Acknowledge a need to learn

W Willing to go through the process of change

A Apply the new behavior

R Repeat the behavior to reinforce it

E Experience positive feedback/results

Activity

Instructions: Work with a breakout group of three or four people. Your group will be assigned one of the "AWARE" letters listed above. In a group discussion, consider these questions: What does the letter mean? To what does it refer? How might it be applied to training sessions? Select a spokesperson who will present the ideas from your discussion to the group at large.

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Making M-A-P-S

Adults learn best when they have M-A-P-S.

M Motivation: A strong desire to learn

A Aims: Clearly stated objectives and expectations

P Practice: Opportunities to do, repetition to reinforce

S Satisfaction: A sense of accomplishment, "wins," or praise

When you facilitate a training session, think of yourself as a MAPS maker: the person who provides the environment, the encouragement, and the subject matter and training expertise to guide participants through the learning process.

Activity

Instructions: Today, you are a participant in an instructional presentation—this training session. Make note of your MAPS from your perspective as a participant.

M What is *your* motivation for learning about this topic?

_____

A What is *your* personal aim for the day?

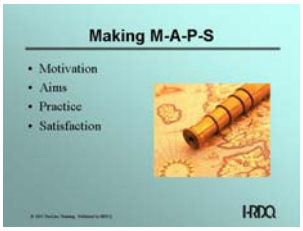
_____

P What do *you* want to have an opportunity to practice?

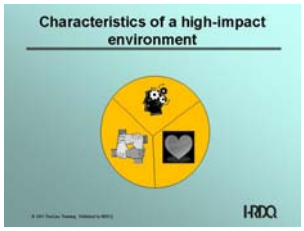
_____

S What will give *you* a sense of satisfaction during or from this training?

_____



Allow several minutes for participants to complete their personal MAPS for the day. Debrief by asking for volunteers to share their answers.



In a high-impact environment, participants learn not only from the facilitator, but also from one another. Whenever two or more people are involved in a learning situation, the behavior of one can affect all. Indicate that participants should be accountable to one another, should be involved in partner or group activities with the goal of building a sense of mutual supportiveness.

Additionally, a high-impact environment covers three aspects to create total learning.

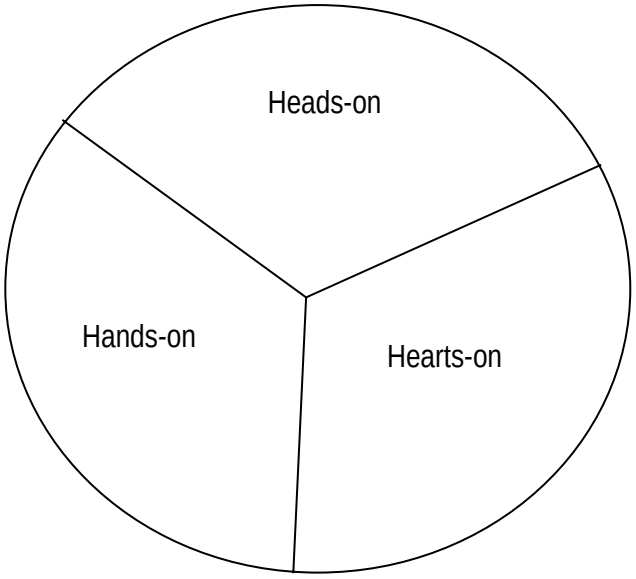
Heads-on: Mental or cognitive (the information people get)

Hearts-on: Emotional or affective (how they feel about it, their attitudes)

Hands-on: Application or behavioral (what people practice or do)

Characteristics of a high-impact environment

Facilitator-led
Learner-focused
Group-supportive



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