
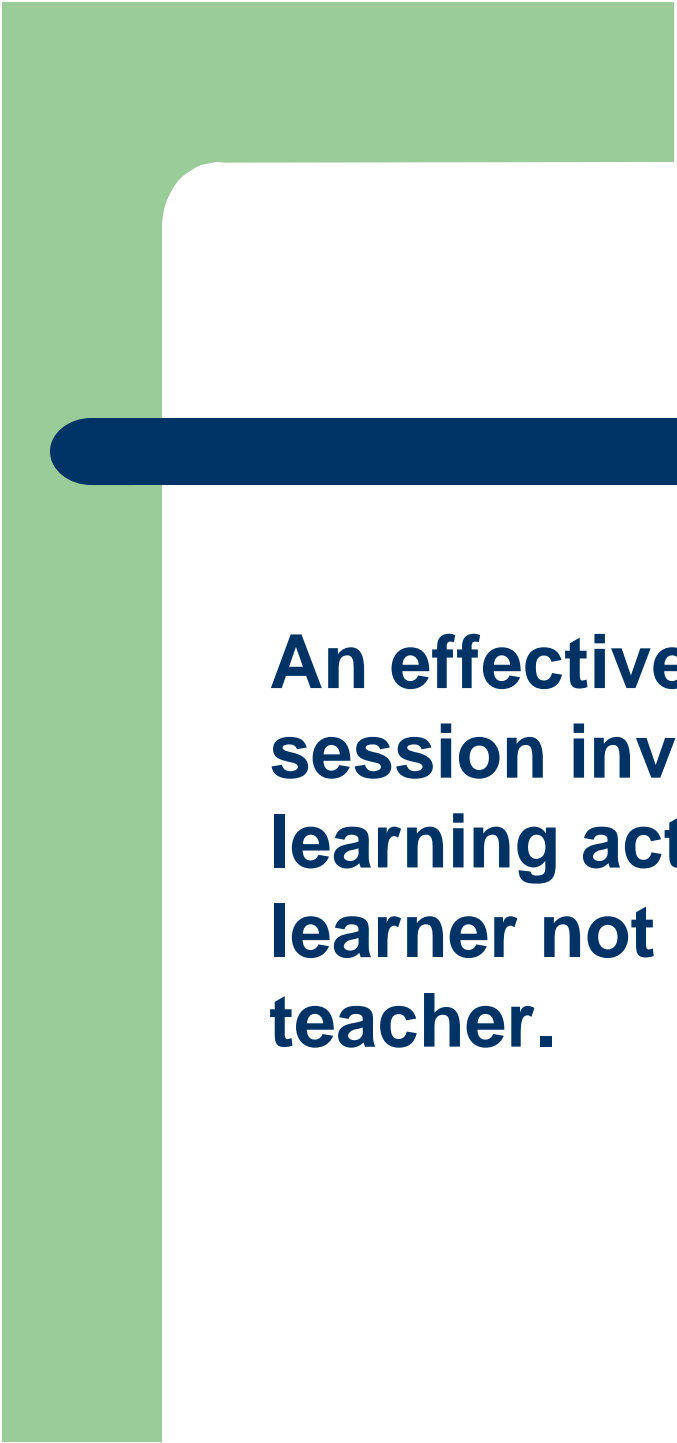




FACILITATION SKILLS



An effective training or staff development session involves all participants in learning activities. The emphasis is on the learner not the facilitator, trainer or teacher.

The delivery methods and learning activities should suit:

- The needs of the learners
- The learning and training environment
- Session goals and outcomes
- Available equipment and resources
- The style of the facilitator

The delivery methods and learning activities should also:

- Provide variety to cater for different learning styles
- Encourage participation and activity
- Motivate the learners
- Cater to any special needs such as language, literacy and numeracy
- Review in different ways
- Provide constructive feedback

Adult learning

Choose delivery methods and learning activities that enable the learner to:

- Recall and comprehend knowledge
- Draw on past experiences
- Actively participate and practice skills
- Talk about insights, feelings and actions
- Reflect on learning

How to facilitate individual and group learning

- Identify and remove communication barriers
- Be alert to levels of conflict and use communication skills to deal with conflict before it increases.
- Use the listening process effectively by encouraging, paraphrasing, clarifying and summarizing

How to facilitate individual and group learning

- Build learning resources into the session to assist your presentation and encourage learners in learning
- Use plain English to ensure the learners understand your presentation and delivery eg use concrete rather than abstract examples
- Sequence information and deliver it in small chunks – move from known to unknown, simple to more complex

How to facilitate group learning

- Use group activities as one of your delivery methods to provide variety and meet adult learning principles
- Transfer the decision making power and responsibility for learning to the group
- Be a facilitator, adviser, coach and supporter of the group but still provide guidance, expertise and resources
- Use intervention skills to encourage productive activity

Feedback

- See the situation from the learner's point of view as you give feedback
- Use assertive rather than aggressive or submissive responses as you give feedback
- Use active listening skills as you give feedback – encouraging, reflecting
- Match the verbal and non-verbal parts of your message when providing feedback

Communication barriers – the learner

- Poor listening
- Poor motivation
- Poor literacy, numeracy skills
- Different cultural backgrounds
- Daydreaming and inattention
- Emotional responses – anger, aggression

Communication barriers - the facilitator

- Poor planning
- Poor layout and presentation
- Poor delivery skills
- Inappropriate timing
- Inappropriate choice of words or message
- Non-verbal communication that does not support the words

Communication barriers - the facilitator

- Interruptions from outside
- Lack of courtesy and/or emotional responses – anger, aggression
- Making personal judgements about participants
- Inadequate feedback
- Focus on self and experiences