
MODULE 3: FACILITATING TRAINING

Day:

Time:

Level of Understanding:

Instructional Strategies:

- Lecture
- Discussion
- Small-Group Exercise
- Practical Exercises
- TeachBack Moments

Module Equipment/Facilities:

- 2 Standard Classroom Setup

Participant Materials/Handouts:

- ATA Course Facilitator Guide
- Workbook 3.1: Introduction Presentation
- Workbook 3.2: Write Questions Activity
- Handout 3.1: Presentation Assignments
- Handout 3.2: Presentation Feedback Checklist

Terminal Learning Objective

At the end of this module, you will be able to facilitate a five-minute training session.

Introduction

The purpose of this module is to provide an opportunity for participants to facilitate training. The first part of the module focuses on communication modes. The module begins by identifying the nonverbal and verbal communication modes used to present training content. Next, the participants will apply what they have learned by preparing and conducting a three-minute introduction presentation. The second part of the module reviews the skills needed to facilitate learning, including observing, asking questions, listening, responding, and leading activities. The participant will facilitate a five-minute training session.

Module Topics

An outline of key topics and an approximate time plan are shown below.

Topic	Enabling Learning Objectives	Approximate Time
Module Introduction	▪ Not applicable	5 minutes
Communication	▪ Describe communication modes to present training.	30 minutes
Facilitation	▪ Discuss the difference between facilitation and presentation ▪ Write questions to facilitate training ▪ Describe listening techniques to facilitate learning ▪ Describe how to conduct learning activities for facilitation	170 minutes
Module Summary	▪ Not applicable	5 minutes

The module times are guidelines only. The actual time required may vary based on the experience level and interest of the participants or other factors encountered during the training session.

Key Terms

Key Term	Description
Closed question	A closed question targets a specific answer. This type of question is good for taking a quick review of the course participants' grasp of the information but does not allow for much discussion.
Facilitator	A facilitator is responsible for keeping participant discussions and activities on track with learning objectives. A facilitator's role is to enable learning through the use of guided discussion and activities.
Intonation	Intonation is using more than one pitch or tone when speaking.
Monotone	Monotone is using a single pitch or tone when speaking.
Nonverbal communication	Nonverbal communication uses facial expressions, eyes, and movement to communicate a message.
Open question	An open question has no specific answer and allows the course participant to elaborate on his or her response. This type of question is conducive to further discussion.
Pitch	Pitch is the high and low tones produced by the voice. Pitch is similar to different musical scales within a song. Some people have high-pitched voices; others are extremely low.
Presentation	Presentation is the delivery of content to an audience using verbal and nonverbal communication.

Key Term	Description
Verbal communication	Verbal communication combines voice and words to communicate information, thoughts, concepts, or feelings

Topic: Module Introduction**5 Minutes****Slide 1 Presentation and Facilitation Skills**

- Module Title Slide

*Graphic Description: U.S Flag and Seal***Module Preparation**

- **Timing and Methods:** Use the suggested time plan at the beginning of the module. As with all modules in this course, read all the content (Facilitator Guide and PowerPoint slides) and familiarize yourself with each facilitator note before class.
- Be thoroughly prepared for exercises, discussions, or other activities required for the module. Follow all facilitator notes. Use a combination of lecture, large-group discussion, and small-group activities.

Orientation to Participant Guide

- When beginning this module:
 - Refer the participants to the beginning of this module in the Participant Guide.
 - Note the list of addenda the participants will use during this module. Explain that instructions for all exercises are included in the addenda.
 - Review the key terms before beginning the module.

Slide 2 Module Objective

- At the end of this module, you will be able to facilitate a five-minute training session

Graphic Description: No Graphic

- Briefly discuss the terminal learning objective.
- Highlight the key topics to be presented:
 - Communication
 - Facilitation

Topic: Communication**30 Minutes****Enabling Learning Objectives:**

- Describe communication modes to present training.

Slide 3 Discussion Question

- What are the characteristics of effective presenters?

Graphic Description: No graphic

- Conduct a discussion question by asking the participants: **What are the characteristics of effective presenters?**
- Acknowledge the participant responses. **Responses may vary.**
- Record the key phrases on chart paper.
 - As appropriate, relate the participant input to the opening activity where the class identified effective training methods. Focus this discussion on the communication skills of the presenter.
- Refer to the items on the chart paper. Explain that the first part of this module provides the skills and practice opportunities for becoming an effective presenter.

Slide 4 Effective Presenters Are Communicators

▪ No text

Graphic Description: Communication process diagram

- Review the communication process.
- Emphasize that training requires communication for learning to occur.
- Refer back to the list of items recorded on the chart paper during the previous discussion. Point out how many of the qualities of effective presenters relate to being an effective communicator.
- Reiterate the importance of basic communication skills.

Slide 5 Presentation Skills: Nonverbal Communication

▪ No text

Graphic Description: Example image of nonverbal communication

- Explain that the following section of the module shows how trainers can use nonverbal skills to be effective communicators in the classroom.
- Define **nonverbal communication** uses facial expressions, eyes, and movement to communicate a message.

Slide 6 What Is the Nonverbal Message?

▪ No text

Graphic Description: Example of three nonverbal messages

- Refer to each image on the slide.
- For each image, ask the class to:
 - **Identify the potential message or attitude being communicated.**
 - **Describe how that nonverbal message could affect learning.**
- Facilitate a discussion. *If not mentioned, add the following items:*
 - *Photo A. Attitude: Judgmental and Negative; Effect on Learning: A judgmental attitude can cause course participants to withdraw from participating in the learning process.*

- *Photo B. Attitude: Enthusiastic, Confident, and Open; Effect on Learning: Enthusiasm is contagious and can encourage course participants to become more engaged in the learning process. Confidence and an open attitude build trust.*
- *Photo C. Attitude: Defensive, Anxious, and Closed; Effect on Learning: Crossed arms can communicate a lack of openness to accept a different point of view. A defensive attitude can shut down constructive dialogue and learning.*
- Remind the participants that it is difficult to hide emotions with your eyes and face. Eye contact and facial expressions (smiling) communicate that you care about the course participants. Eye contact engages others in a classroom setting.

Slide 7 Nonverbal Communication as a Facilitator

- Communicate your confidence and expertise
- Express your enthusiasm
- Show you are willing to answer questions
- Indicate support of the course participants

Graphic Description: No Graphic

- Emphasize the importance of nonverbal messages.
- Relate the points on the slide to the discussion of the images on the previous slide.
- According to various researchers, nonverbal behaviors account for between 50 to 70 percent of all communication. Nonverbal messages:
 - Communicate your confidence and expertise
 - Express your enthusiasm
 - Show you are willing to answer questions
 - Indicate support of the course participants

Slide 8 Examples of Nonverbal Communication as a Facilitator (1 of 2)

- Posture and energy level
 - Demonstrates respect
 - Indicates boredom or enthusiasm

Graphic Description: Two examples of posture and energy levels

- Using good posture and being energetic demonstrates respect and enthusiasm. The following behaviors can detract from the message:
 - Slouching for extended periods
 - Sitting on tables or otherwise swinging your feet when instructing
 - Leaning against objects unless doing so for effect or need
- Demonstrate appropriate posture and energy levels.
- Ask the participants to comment on the demonstration.

Slide 9 Examples of Nonverbal Communication as a Facilitator (2 of 2)

- *No text*

Graphic Description: Two balls, one is stationary and the other is bouncing

- Start the video: The ball on the right moves up and down when shown in Presentation mode.
- Ask the participants which ball is more interesting to watch.
- Explain that appropriate hand, arm, and body movement are effective ways of emphasizing a key point in a lesson.
 - Appropriate movement can reinforce to course participants that they should remember what you just said.
 - Using movement too much, however, distracts participants
 - Presenters who remain in a static, rigid stance may not sustain the course participants' interest.
- Demonstrate the difference between appropriate and inappropriate movement.
- Ask the participants to comment on the demonstration.

Slide 10 Things to Avoid for Nonverbal Communication

- Rigid stance
- Nervous habits
- Distracting behaviors

Graphic Description: Three examples of nonverbal communication

- Explain that a rigid stance is not interesting to watch. Standing in a fixed position can communicate fear or intimidation.
- Describe how nervous habits and distracting behaviors affect communication. A mannerism is an action done as a habit, such as playing with an item in your hands or rocking back and forth on your heels while you talk. These activities distract participants. Conversely, do not eliminate all mannerisms – you want to be a real person in front of the classroom.

Slide 11 Presentation Skills: Verbal Communication

- *No text*

Graphic Description: Example image of verbal communication

- Define **verbal communication** as combining voice and words to communicate information, thoughts, concepts, or feelings
- The next portion of the presentation focuses on verbal communication skills. Verbal communication refers to the language used to relay a message. Our verbal communication expresses ideas and concepts and is vital to the process of learning.

Slide 12 Elements of Verbal Communication

- Be clear and precise
- Use your voice
- Vary the pitch

Graphic Description: No Graphic

- Transition to the next section, which focuses on how to affect verbal communication.

Slide 13 Be Clear and Precise

- Choose familiar, simple words
- Use phrases that create images
- Keep sentences brief
- Organize your thoughts – think before you speak

Graphic Description: No graphic

- Explain that choosing the correct wording is essential to communicating effectively and fostering learning. Most course participants do not want to spend the time or energy trying to interpret what the facilitator is trying to say. When presenting, ask yourself, **“What is the clearest and most precise way I can communicate this point?”**
- Below are some guidelines for selecting words to use during presentations:
 - **Choose familiar, simple words:** Choose words that the participants would hear and use in daily speech rather than highly complex or technical words.
 - **Use phrases that create images:** Use descriptive language to help course participants visualize the concepts. For example: “The blast from the explosion made the bridge sway like a swing.”
 - **Keep sentences brief.** It is better to use many brief sentences. Long, complex sentences can cause confusion.
 - **Organize your thoughts – think before you speak:** Organize your thoughts carefully so that you are not talking just to take up time. Use transition phrases such as “next,” “another example,” or “in conclusion.” Transitions create a smoother sound and keep course participants engaged by signaling to them what is going to come next. Transitions can be used to show:
 - Sequence
 - Disagreement or contrast
 - Continuation of ideas
 - Resolution

Slide 14 Use Your Voice

- Speak loud enough to be heard
- Vary the pace of your presentation
- Slow down for important parts
- Use pauses
- Do not talk over noise or side conversations

Graphic Description: Woman with hand next to mouth

- Explain that another element of effective communication is the vocal component of verbal communication. The overall effect that the voice conveys is a sensitive indicator of

emotions and feelings. Some voices, like some musical instruments, can be harsh and shrill. Others are pleasant to listen to for long periods of time.

- Below are some guidelines for how to use your voice
 - **Speak loud enough to be heard:** The force or intensity of the voice is an important factor in delivery. Some presenters speak so softly that hearing them is difficult. Others speak so loudly that their voice becomes annoying. Presenters should speak loud enough so everyone can hear them. At the same time, having sufficient range in reserve for emphasis is important. A presenter may wish to emphasize a point by speaking with slightly more force. At other times, he or she may give emphasis by speaking quietly. If everything is spoken with the same force, nothing will stand out as important.
 - **Control the pace of your presentation:** Maintaining control of the pace or speed of your presentation is important. In general, you may want to speak a little slower than conversational speech when you are in front of a class. However, vary the pace to maintain interest and not drag out the presentation.
 - **Slow down for important parts:** Make sure to slow down when covering important content areas, especially if they involve safety.
 - **Use pauses:** Pauses can help signal course participants that you are about to change topics. Pauses also can refocus and draw the attention of the participants. Do not be afraid to pause if you need to organize your thoughts or think about how to answer a question.
 - **Do not talk over noise or side conversations:** Your voice can become hoarse from trying to talk over noise or become louder when participants are engaged in side conversations. Politely ask the individuals to wait until a break to continue their discussion. By stopping side conversations, you will protect your voice and allow everyone to hear what you are saying.
- Demonstrate how to use one's voice effectively.
- Ask the participants to comment on the demonstration.

Slide 15 Vary the Pitch

- Which sound keeps your interest
 - Monotone: One pitch – Very mechanical sounding
 - Intonation: More than one pitch – Subtle changes keep listeners engaged

Graphic Description: No graphic

- Explain that pitch is the property of voice that produces high or low tones. Pitch is similar to different musical scales within a song. Some people have high-pitched voices; others are extremely low.
 - **Changing your pitch creates inflection or intonation.** During conversations, we vary the pitch level. The voice slides up and down the scale as we express ourselves.
 - **Not varying the pitch creates a monotone sound.** Monotone speech lacks expression and will cause the listener to lose interest.
- **Click on the icons** on the slide to play the two audio samples. Ask the participants which sound captures more interest. Explain that presenters can vary the pitch within

their natural range. Varying the pitch creates inflection or intonation and prevents a presenter from giving a boring, monotone lecture.

- Note that changing someone's natural pitch is difficult. However, you can keep the pace from getting too high by breathing and trying to relax. The more anxious someone is, the more the vocal cords shorten and the higher the pitch becomes.
- Emphasize that the goal is to use your voice as if it is a musical instrument to produce a varied, interesting vocalization.
- Demonstrate how to use vary the pitch.
- Ask the participants to comment on the demonstration.

Slide 16 Things to Avoid for Verbal Communication

- Reading long passages
- Speaking with your back to the class

Graphic Description: Two examples of what not to do for verbal communication

- **Reading Long Passages:** Reading long passages to the class can cause you to lose eye contact with the class and reduce your presence in front of the room. If you need to read a passage to the class, make it brief and tell the class why you are reading aloud. Make sure to look up from the text and re-engage the class.
- **Speaking With Your Back to the Class:** Speaking while not facing the class is impolite, prevents you from observing course participant reactions, and makes being heard more difficult. Position charts on an angle so that you can write while facing the class or ask someone else to do the writing for you.

Slide 17 TeachBack



- What nonverbal methods do facilitators use to communicate?
- What are the elements of verbal communications?

Graphic Description: No graphic

- Conduct a TeachBack exercise by asking the participants: **What nonverbal methods do facilitators use to communicate?**
- Acknowledge the participant responses. *Responses may vary. If not provided:*
 - *Communicate your confidence and expertise*
 - *Express your enthusiasm*
 - *Show you are willing to answer questions*
 - *Indicate support of the course participants*
- Conduct a TeachBack exercise by asking the participants: **What are the elements of verbal communication?**
- Acknowledge the participant responses. *Responses may vary. If not provided:*
 - *Be clear and concise*
 - *Use your voice*
 - *Vary the pitch*

Enabling Learning Objectives:

- Discuss the difference between facilitation and presentation
- Write questions to facilitate training
- Describe listening techniques to facilitate learning
- Describe how to conduct learning activities to facilitate training

Slide 18 Facilitation

- *No text*

Graphic Description: No graphic

- Transition to the next part of this module by explaining that the previous section covered effective communication modes. Those skills focused on how a presenter communicates a message to an audience.

Slide 19 Introduction Presentation (Workbook 3.1, Handout 3.1, and Facilitator Guide)



- Purpose: to present an introduction for training
 - Duration 25 minutes (15-preparation;10-presentation and discussion)
 - Group: Individual
 - Debrief: Self-assessment and large group discussion

Graphic Description: No graphic

- Conduct the exercise as follows:
 - **IMPORTANT NOTE:** The intent of this activity is to build the participants' confidence and help them reduce their anxiety about giving presentations. Facilitators must be encouraging and provide constructive feedback to help motivate participants to improve their skills. Facilitators will provide participants with more detailed feedback on the second presentation (Activity 3.3) later in the module.
 - Refer the participants to **Workbook 3.1: Self-Assessment Checklist 1 Introduction Presentation, Handout 3.1: Presentation Assignment** and the **course facilitator guide**.
 - Explain that the purpose of this presentation is to practice the basic presentation skills. Each participant will make a three-minute presentation. Explain that this presentation is an individual assignment.
 - Review the instructions for preparing their first presentation. Make sure the participants understand they are developing an introduction to the ATA class they plan to teach.
 - Emphasize that the presentation should:
 - Demonstrate effective presentation skills
 - Use effective verbal and nonverbal communications

- Not include the use of PowerPoint visuals
- Last no longer than three minutes
- Refer the participants to the checklist in the **Workbook 3.1**. Review the competencies listed on the checklist. Encourage participants to use the checklist to help them prepare for the presentation. Note: Facilitators should use the checklist to guide the feedback process. During this initial presentation, completing the checklist for each participant is not necessary.
- Divide the class into breakout groups of between **4 to 8 participants** with an assigned facilitator and interpreter. Groups with smaller numbers of participants are optimal. Try to assign the participants so that each group has a diverse mixture of experience and skill levels. Each facilitator should actively help the participants prepare their presentations. Participant presentations occur concurrently.
Breakout rooms are required for each group.
- Monitor the time. After 10 minutes, remind the participants that they have five minutes remaining. After 15 minutes, reconvene the class.
- Have each individual give his or her presentation. Limit the presentations to three minutes.
- Provide feedback using the following self-assessment process:
 - Refer the participants to the checklist in Workbook 3.1.
 - Ask the presenter to comment on the strengths of his or her presentation.
 - Ask the other participants to add their observations about the strengths of the presentation.
 - Next, ask the presenter to comment on what he or she would do next time to improve the presentation.
 - Finally, add any comments not mentioned by the participants. (Note: Remember, the goal of this activity is to reduce anxiety and motivate the participants to improve their skills. Participants will receive detailed feedback from the facilitators after Activity 3.3. Use this activity to reduce presentation fears and to motivate the participants to improve their current skill levels.)
- After everyone has presented, reconvene the entire class and provide a summary of the effective presentation skills observed.
- **NOTE ON TIMING:** Calculate the total time required to complete this activity, which will depend on the class size and number of breakout groups. The time requirements are as follows:
 - Activity Introduction and Instructions: 5 minutes
 - Break and Moving Participants to Breakout Areas: 5 minutes
 - Preparation Time: 15 minutes
 - Presentations – Setting up, Presenting, and Feedback: 10 minutes per participant
 - Summary: 5 minutes

Slide 20 Discussion Question

- What is the difference between presentation and facilitation?
- Provide an example of when facilitation is not appropriate

Graphic Description: No graphic

- Lead a brief discussion on the difference between presentation and facilitation. Ask the participants: **What is the difference between presentation and facilitation?**
- *Answers may vary. If not mentioned, add the following:*
 - *Facilitators ask questions to create group discussion.*
 - *Facilitators coach participants to find their own answers rather than immediately providing all of the answers.*
 - *Facilitators talk less and listen more.*
 - *Facilitators use charts to record participants' ideas rather than present text from PowerPoint slides.*
 - *Participants work in small teams to learn from one another.*
 - *Participants try to accomplish a task on their own while the facilitator guides and provides feedback.*
- Ask the participants: Provide an example of when facilitation is not appropriate.
- *Answers may vary. If not mentioned, add the following:*
 - *When a direct approach is needed.*
 - *When potential safety and security issues exist.*

Slide 21 Facilitation

- Get everyone involved by
 - Observing
 - Asking questions
 - Acknowledging responses
 - Conducting learning activities

Graphic Description: No graphic

- Present the following key points about facilitation:
 - Define **facilitation**: a learning process in which a leader, called a facilitator, guides a group or an individual toward a learning goal.
 - Define **facilitator**: responsible for keeping participant discussions and activities on track with learning objectives. A facilitator's role is to enable learning through the use of guided discussion and activities.
- Explain that facilitation focuses on observing, asking questions, acknowledging responses, and conducting exercises.

Slide 22 Discussion Question

- What can you learn from observing course participants ?

Graphic Description: No graphic

- Lead a brief discussion on the difference between presentation and facilitation. Ask the participants: **What can you learn from observing course participants?**
- *Answers may vary. If not mentioned, add the following:*

- *Observing provides information about how the participants are responding to the training.*
- *Observing helps you know when you need to adjust the pace of your training, clarify confusion, or take a break. For example, if you see some participants shaking their heads “no” and crossing their arms, you may want to say, “It looks as if there is not complete agreement. Can someone present another point of view?” Do not just ignore nonverbal communication.*

Slide 23 Asking Questions

- Questions should
 - Be clear
 - Be simple and concise
 - Focus on a single issue
 - Not require more than one answer

Graphic Description: Facilitator asking a question

- Explain why asking questions is important:
 - Focus course participants on the most important topic
 - Allow for elaboration of areas requiring more explanation
 - Assess how well participants understand the content
 - Create interactions among participants
- Explain that questions should be clear, simple, and concise. Focus each question on a single issue.
- Demonstrate how to ask clear questions by contrasting the following example questions:
 - Confusing Question That Requires More Than One Answer: “When presenting information, is it more important to use verbal or nonverbal information and what is the best way of reinforcing verbal points with visuals?”
 - Better Question: “What is an example of how to use both verbal and nonverbal information to reinforce an important learning point?”
- **NOTE:** ATA facilitators may substitute questions that are relevant to the ATA course for which you are conducting the Train-the-Trainer Add-On Course.

Slide 24 Using Questions for Learning

- Step 1: Ask the question
- Step 2: Wait for the class to respond
- Step 3: If no one answers, rephrase the question
- Important: Avoid answering your own question

Graphic Description: No graphic

- Present the following points:
 - After asking a question, do not be afraid of silence.

- Wait for someone to respond. Avoid the tendency to answer your own question, such as: “Why is it important to involve others in the planning process? [Short pause] No one? OK, by involving others you get more buy-in.”
 - Instead, if you wait a few seconds, someone will respond. If too much time has passed, then rephrase the question.
- Explain that formulating the question is just the first part of the equation. Next, complete the following steps for using a question to facilitate learning:
- Step 1: Ask the question
 - Step 2: **Wait** for the class to respond
 - Step 3: If no one answers, rephrase the question
- **IMPORTANT: Avoid answering your own question.**

Slide 25 Types of Questions

- Open questions
- Closed questions

Graphic Description: No graphic

- Explain that an important decision to make when asking a question is whether an open or closed question is more appropriate.
- Clarify the difference between the two types of questions:
 - **Open Questions:** An open question has no specific answer and allows the participant to elaborate on his or her response. This type of question is conducive to further discussion. **Examples: Why do you feel this is important? How would you complete this step?**
 - **Closed Questions:** A closed question targets a specific answer. This is good for taking a quick review of your participants’ grasp of the information, but does not allow for much discussion. **Examples: Do you agree with this analysis? Is it time for a break?**

Slide 26 Writing Questions Activity (Workbook 3.2)



- Purpose: to write open and closed questions to conduct training
 - Duration: 10 minutes (5-preparation; 5-discussion)
 - Group: Individual or as small groups
 - Debrief: Large group discussion

Graphic Description: No graphic

- Refer the participants to **Workbook 3.2: Writing Questions Activity**.
- Tell the participants to work individually to develop two questions, one open question and one closed question, that you would ask to facilitate the assigned training in Handout 3.1. The first question would be appropriate for beginning a discussion and encouraging interaction. The second question would be useful for controlling or ending a discussion.
- Have several participants present their questions and provide feedback.
- Ask whether the participants have any further questions on developing questions.

Slide 27 Acknowledging Responses (1 of 6)

- Listening requires effort to hear and understand what people are saying

Graphic Description: Woman holding hand to ear

- Explain that up to this point in the module, the emphasis has been on the ability to speak clearly and ask questions. The ability to listen is equally important. Effective communication requires both effective presentation and effective listening. Without one, the other suffers.
- Listening has several benefits. Listening helps avoid misunderstandings and tends to get participants to open up and say more. Poor listening skills can result in:
 - Reducing participants' enthusiasm about training
 - Misunderstanding participants' questions
 - Presenting misleading or inaccurate information

Slide 28 Acknowledging Responses (2 of 6)

- Listening tips:
 - Keep an open mind
 - Maintain eye contact
 - Consider the speaker's nonverbal behaviors and tone of voice

Graphic Description: No graphic

- Explain that listening is not a passive activity. It requires that you comprehend what the speaker is saying by:
 - Accurately recalling the words said
 - Considering the speaker's tone of voice and other nonverbal messages
- Review the listening tips on the slide
 - **Keep an open mind:** Much of the time when people are speaking to us, we are thinking about our own thoughts or opinions. Listening requires that you clear your mind of these other thoughts.
 - **Maintain eye contact:** Listening requires that you fully attend to the speaker. If you lose eye contact, your mind is taking in other information. It is easier to hear and listen when you maintain a single focus on the speaker.
 - **Consider the speaker's nonverbal behaviors and tone of voice:** Eye contact also allows you to attend to the speaker's nonverbal behaviors. You will get a deeper understanding of the message when you combine the words, nonverbal messages, and tone of voice.
- Ask the participants whether they would add anything.

Slide 29 Discussion Question

- Why do people fail to listen?

Graphic Description: No graphic

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- Lead a brief discussion on listening. Ask the participants: **Why do people fail to listen?**
 - *Answers may vary. If not mentioned, add the following:*
 - *Trying to do two things at once*
 - *Thinking about how they might respond*
 - *Judging what the other person is saying*
 - *Assuming they know what will be said or hearing what they want to hear*

Slide 30 Acknowledging Responses (3 of 6)

- Respond by:
 - Summarizing what you heard and observed in your own words
 - Demonstrating that you listened
 - Reinforcing participation

Graphic Description: No graphic

- Review the key points of responding.
 - **Summarizing** – restating the speaker’s statement and feelings
 - **Using your own words** – not just saying back what was said
 - **Remaining neutral** – expressing neither your agreement nor disagreement (verbally or nonverbally)
- Demonstrate responding by asking the participants how they would respond to a participant who said: “This training is a waste of time!”
- Provide the following response: “Others have found this training beneficial. Why are you having an issue?” Ask the participants whether this is an effective response.
- Now, provide the alternate response: “You’re finding it hard to see how this training will benefit you. Let’s look at some possible benefits together.” Note that the first option is combative while the second option starts with the participant’s frame of reference. Doing so is more likely to defuse the situation.

Slide 31 Acknowledging Responses (4 of 6)

- Responding to participant answers by:
 - Providing positive, constructive feedback
 - Praising correct performance
 - Not being judgmental
 - Correcting inaccurate statements

Graphic Description: No graphic

- When you ask open-ended questions, you hope to receive lots of answers and comments. You need to encourage the participants by acknowledging their answers or comments. When responding to participant answers:
 - Provide positive, constructive feedback
 - Praise correct performance
 - Do not be judgmental

- Correct inaccurate statements

Slide 32 Acknowledging Responses (5 of 6)

- If the response is unclear
 - Ask clarifying questions
 - Allow the participant to clarify
- If the response is incorrect
 - Use additional questions to provide coaching
 - Reinforce and build on correct aspects
 - Allow other participants to help

Graphic Description: No graphic

- Explain that as a facilitator, never ignore a response or comment and never judge a person's response or declare that an answer is wrong. However, you do need to guide the discussion to ensure that everyone does know right from wrong.
- Facilitate a discussion of the following points:
 - **Unclear Responses:** Ask the participants what they do if the participant answer is not clear. Acknowledge the responses. *If not mentioned, add the following suggestions:*
 - Ask a clarifying question.
 - Provide sufficient time to allow the participant to rephrase or clarify the response.
 - **Incorrect Responses:** Ask the participants what they do if the participant answer is incorrect. Acknowledge the participant responses. *If not mentioned, add the following suggestions:*
 - Use additional questions to guide the individual to discover the correct answer.
 - Reinforce and build on the correct part of the answer while providing clarification.
 - Allow other participants to help correct the misunderstanding.
- Emphasize that there is a need to balance being positive with correcting inaccurate statements.

Slide 33 Acknowledging Responses (6 of 6)

- Answering questions
 - Repeat the question
 - Answer the question
 - Defer the answer

Graphic Description: Participant raising their hand

- Review the steps for answering questions
 - First, repeat the question. Make sure that the entire class heard the question and that you understand the question.
 - Next, determine if you will answer the question now or later. If you decide to answer the question now:

- **Ask the class to answer the question** if the participants are likely to know the correct response.
 - **Answer the question yourself.** After answering the question, you may want to initiate a discussion by asking another question.
 - Defer answering when:
 - Answering the question will take the class off track
 - The topic is presented in an upcoming module
 - You are unsure of the answer. Do not be afraid to say you do not know.
 - Write down all deferred questions and let the participants know when to expect an answer. If time is limited, offer to discuss the question on a break with the individual.
- Emphasize the importance of answering all questions.
 - Ask the participants when is asking the class to answer a question inappropriate. *If not mentioned, add the following instances:*
 - *When the class may give the wrong answer to an important question*
 - *When time is limited*
 - *When it will frustrate the person who asked the question*

Slide 34 Discussion Question

- What would you do if the course participants
 - Incorrectly answer a question you asked?
 - Do not respond to a question you asked?
 - Ask you a question the class should be able to answer?
- What would you do if only a few course participants are answering questions?

Graphic Description: No graphic

- Lead a brief discussion on answering questions.
- *Answers may vary. If not mentioned, add the following:*
 - *Situation: A participant answers a discussion question incorrectly.*
Strategies: If possible, point out the correct elements within the answer. Say something such as, "Let me clarify a few important points . . ."
 - *Situation: No one responds when you ask a question.*
Strategies: Wait to see if someone answers. Restate the question. Or give a hint. Walk toward someone you know will be able to answer the question.
 - *Situation: A participant asks a question that others in the class could answer.*
Strategies: Ask, "Can anyone answer this question?" Answer part of the question and ask the class to elaborate.
 - *Situation: Only a few course participants are answering questions.*
Strategies: Move toward and make eye contact with participants who have been quiet. Say something similar to: "This part of the room has been quiet. Does anyone have something to add?" Try to avoid calling on someone unless you are sure he or she can answer the question.

Slide 35 Conducting Learning Activities

- Step 1: Present the purpose of the activity
- Step 2: Explain the instructions clearly and simply
- Step 3: Check for understanding and monitor progress
- Step 4: Discuss the results and provide feedback

Graphic Description: No graphic

- Review the steps for conducting learning activities:
 - **Step 1: Present the purpose of the activity.** Provide the reason for and purpose of the activity (for example, “This activity will help you to . . .”). Participants want to know why they are doing the activity and what they should learn from it.
 - **Step 2: Explain the instructions clearly and simply.**
 - Provide logical, step-by-step instructions (for example, “Turn to the worksheet in Workbook x.x.”). This helps participants know what they should do.
 - Explain how the participants will complete the task (for example, as individuals or in groups) and how long it should take.
 - Tell participants what they should report or share with the rest of the class after they have completed the exercise.
 - **Step 3: Check for understanding and monitor progress.** Clarify points or misunderstandings by asking someone to summarize their understanding of the activity or asking participants if they have questions. Walk around the room while people are working on the activity if they have additional questions. For complex activities, serve as a coach and sit with the participants during the entire activity.
 - **Step 4: Discuss the results and provide feedback.** Follow the directions for discussing the results. Provide feedback to the participants. Make sure to summarize the important learning points.
- Explain that the role of the facilitator during the activities is to be a coach. Facilitators should never leave the training room or ignore the participants while they are completing activities. During complex activities, facilitators may need to sit with their assigned team to provide coaching throughout the activity.
- **IMPORTANT NOTE:** It is critical that the ATA facilitators model coaching. ATA facilitators sit with an assigned team during all small group activities from beginning to end. Avoid sitting in the back of the room during small group activities.

Slide 36 Providing Feedback

- Use positive, useful words when providing feedback
- Avoid embarrassing the course participant
- Determine the cause of any learning problems and provide coaching

Graphic Description: No graphic

- Explain that feedback is an important part of the learning process. Feedback should not belittle course participants or make them feel as though they have done something wrong.

The goal is to minimize the potential negative effect and maximize learning. When providing feedback:

- **Use positive, useful words.** Never say that the participant has failed, and never demean the individual.
 - **Avoid embarrassing the course participant.** If you need to speak to the participant for more than 30 seconds, do so in private or during a break to avoid embarrassing him or her.
 - **Determine the cause of any learning problems and provide coaching.** Take responsibility for not providing adequate instruction and provide coaching. Before trying to solve the learning problem, determine the potential cause.
- Ask participants to share techniques that they have used to provide feedback to a participant who was having difficulty learning the course content. Acknowledge the responses and provide additional examples as appropriate.

Slide 37 Barriers to Learning

- Lack of motivation
- Inadequate resources
- Insufficient knowledge or skills
- Poor instruction

Graphic Description: Four examples of barriers to learning

- Explain that you cannot fix a problem without first knowing the reason for the problem.
- Review the common barriers to learning listed on the slide:
 - **Lack of Motivation:** Is the individual motivated? Could the course participant do the skill if his or her life depended on it? Is there a personal problem that could be distracting the individual?
 - **Inadequate Resources:** Does the course participant know how to use the resources available? Will the individual have access to these resources in the workplace?
 - **Insufficient Knowledge or Skills:** Did the course participant begin the training with the needed entry-level knowledge and skills?
 - **Poor Instruction:** Are the training content and activities sufficient to foster learning? Is there adequate time for mastering the skills? Has the training team provided sufficient instruction, coaching, and feedback?
- Ask the participants if there are additional examples they would add.

Slide 38 Facilitation Presentation (Workbook 3.1, Facilitator Guide, and Handout 3.1)



- Purpose: to facilitate training
 - Duration: 30 minutes (20-preparation;10-presentation and discussion)
 - Group: Individual
 - Debrief: Large group discussion

Graphic Description: No graphic

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- Refer the participants to **Handout 3.1: Second Presentation, Activity 2, the Facilitator Guide, and Workbook 3.1, Self-Assessment Checklist 2 Facilitation Presentation.**
 - Explain that the purpose of this presentation is to practice facilitation skills by instructing a familiar topic. Each participant will facilitate a 5-minute training session and demonstrates how to perform a series of steps or skill.
 - Review the instructions for preparing their facilitation. Make sure the participants understand that they are developing a 5-minute facilitation that encourages interaction among the participants.
 - Emphasize that the facilitation should:
 - Present information
 - Show a how-to series of steps or skill
 - Ask a discussion question to engage participants
 - Emphasize that the facilitators are available to help develop the presentations or demonstrate any assigned topic area. It is important that the participants feel comfortable with the assigned topic area.
 - Review the competencies listed in **Workbook 3.1, Self-Assessment Checklist 2. Facilitation Presentation.** Encourage participants to use the checklist to help them prepare for the presentation. Also, point out that the facilitators will be using the checklist to provide each participant feedback following the presentation. **NOTE:** The facilitator should plan to complete **Handout 3.2, Presentation Feedback Checklist** following each presentation and provide a copy to each participant.
 - Divide the class into breakout groups of between 4 to 8 participants with an assigned facilitator and interpreter. Groups with smaller numbers of participants are the most optimal. Try to assign the participants so that each group has a diverse mixture of experience and skill levels. Each facilitator should actively help the participants prepare their presentations. Participant presentations occur concurrently. Therefore, breakout rooms are required for each group. Note: You may keep the participants in the same breakout groups from the first presentation or adjust the groupings to balance the skill levels.
 - Each facilitator should work with an assigned group of participants. Sit with the participants during the development of their presentations. Offer as much help as is needed to ensure the participants are able to present the assigned topic.
 - Monitor the time. After 10 minutes, remind the class that there are 10 minutes remaining. After 20 minutes, reconvene the group.
 - Have each individual make his or her presentation. Limit the presentations to 5 minutes in length. Using **Handout 3.2, Presentation Feedback Checklist**, document your observations for each presentation. Use your notes during the feedback session, described below.
 - Provide feedback using the following process:
 - Refer the participants to the checklist in **Workbook 3.1, 2. Facilitaiton Presentation.**
 - Begin with a self-assessment. Ask the presenter to comment on the strengths of his or her facilitated presentation.

- Ask the other participants to add their observations about the strengths of the facilitation.
 - Next, ask the presenter to comment on what he or she would do next time to improve the facilitation process.
 - Finally, add any comments not mentioned by the participants. If the participant could benefit from additional coaching, find a private location to provide additional feedback to the participant. Provide a copy of the completed evaluation (**Handout 3.2**) to the participant.
 - After everyone has presented, reconvene the entire class and provide a summary of the effective facilitation skills observed.
- NOTE ON TIMING:** If a course-specific Preparation Guide has been created, use the suggested timing provided in that document. Otherwise, calculate the total time required to complete this activity, which will depend on the class size and number of breakout groups. The time requirements are as follows:
- **Activity Introduction and Instructions:** 10 minutes
 - **Break and Moving Participants to Breakout Areas:** 5 minutes
 - **Preparation Time:** 20 minutes
 - **Presentations – Setting up, presenting, and feedback:** 10 minutes per participant
 - **Summary:** 5 minutes

Topic: Module Summary	5 Minutes
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Slide 39 Module Summary
▪ Communication ▪ Facilitation
<i>Graphic Description: No graphic</i>

- Ask if there are any questions about the contents of this module.
- Explain that the next module the participant will learn how to prepare for training.