

Facilitating Training

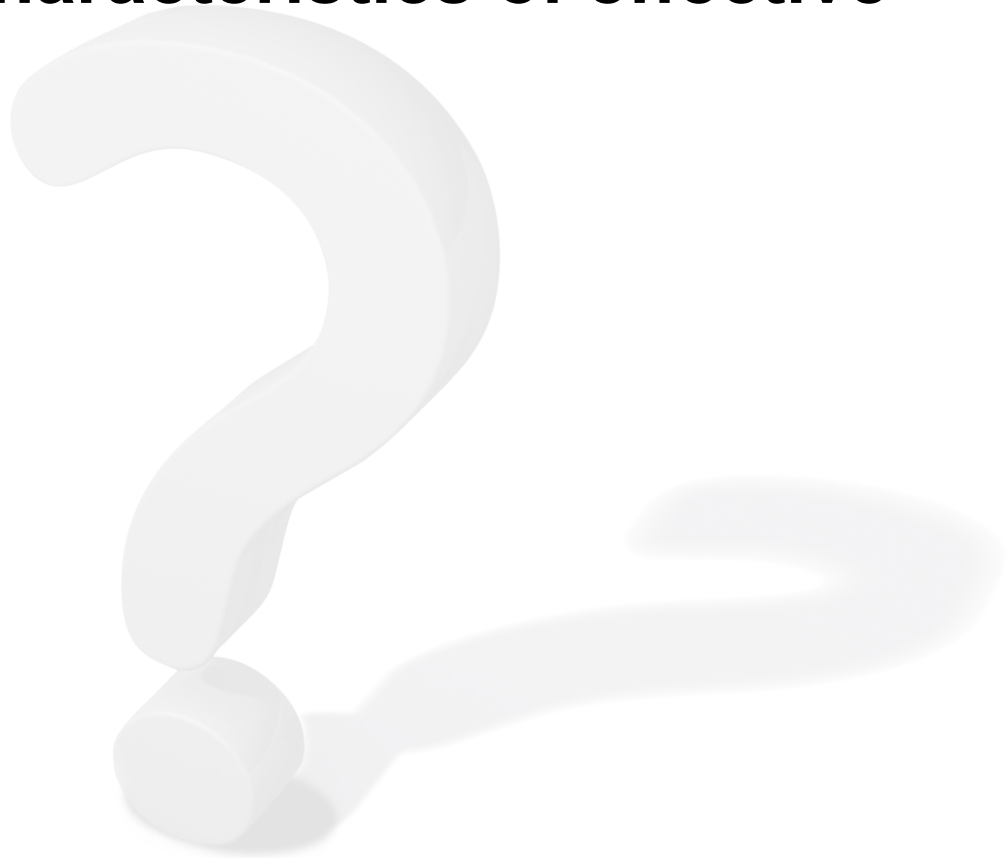


Module Objective

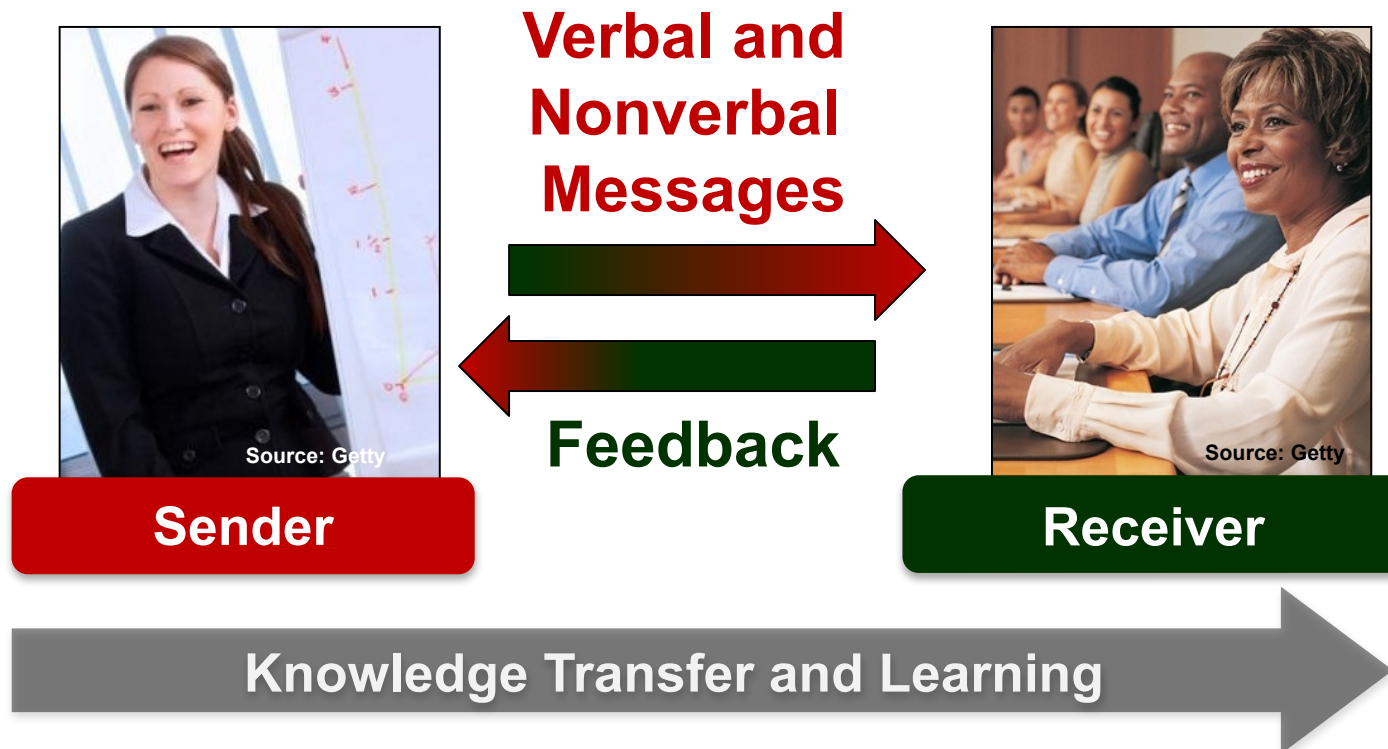
- **At the end of this module, you will be able to facilitate a five-minute training session**

Discussion Question

- **What are the characteristics of effective presenters?**



Effective Presenters Are Communicators



Presentation Skills: Nonverbal Communication



Source: Getty

What Is the Nonverbal Message?



A



B



C

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**

Example of Nonverbal Communication as a Facilitator

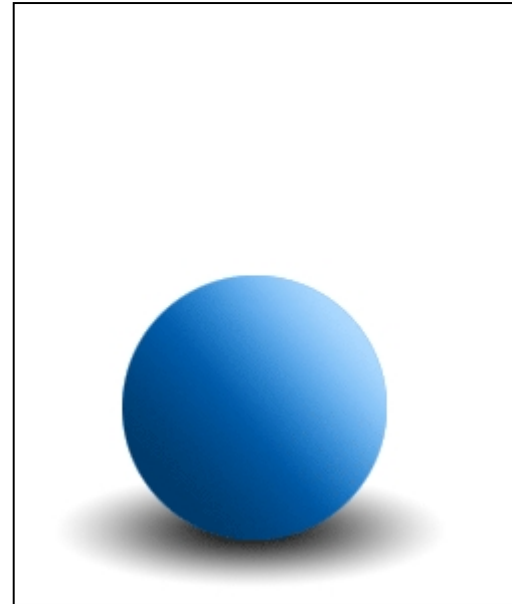
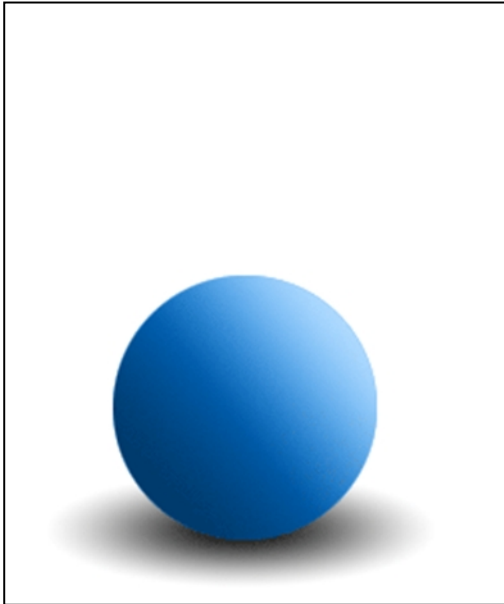
- **Posture and energy level**
 - Demonstrates respect
 - Indicates boredom or enthusiasm



Source: Getty

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

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



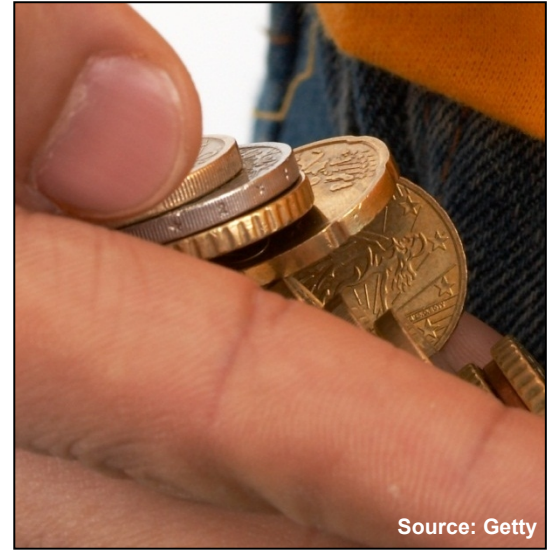
Things to Avoid for Nonverbal Communication



Rigid Stance



Nervous Habits



Distracting Behaviors

Presentation Skills: Verbal Communication



Elements of Verbal Communication

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

Be Clear and Precise

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

Use Your Voice

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



Source: Getty

Vary the Pitch

A



Which sound keeps your interest?

B



- **Monotone: One pitch**
 - Very mechanical sounding
- **Intonation: More than one pitch**
 - Subtle changes keep listeners engaged

Things to Avoid for Verbal Communication



**Reading
Long Passages**

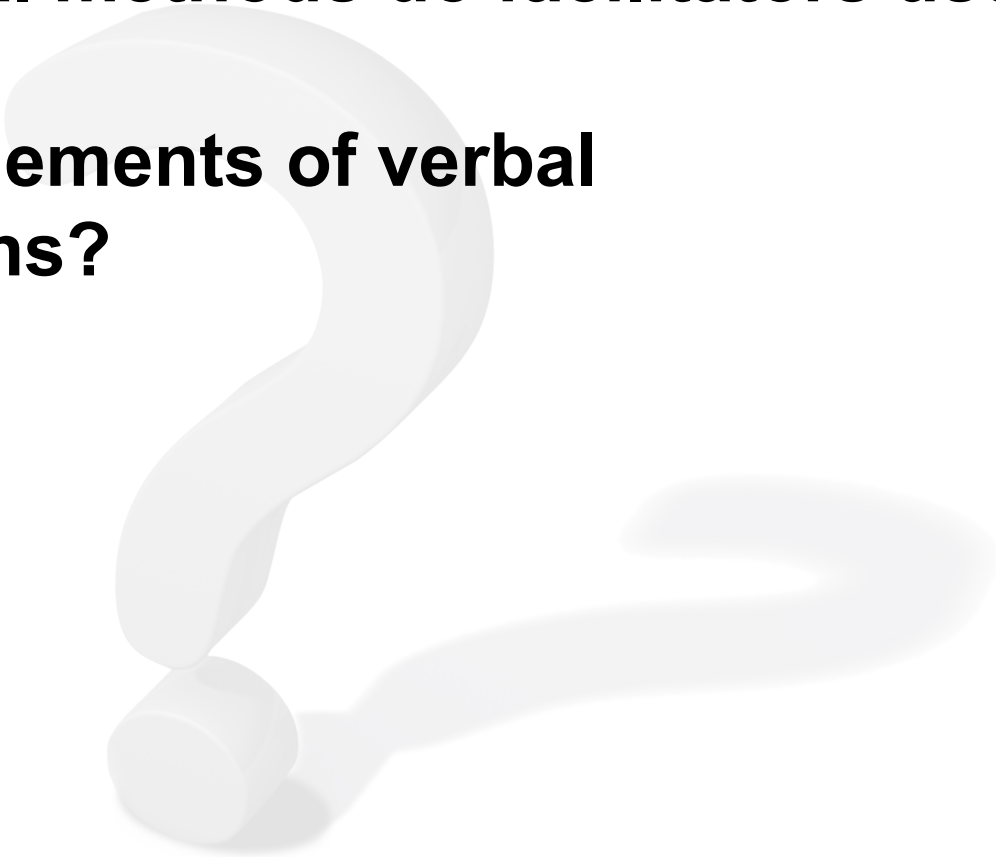


**Speaking With Your
Back to the Class**

TeachBack



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



Facilitation

Introduction Presentation Activity

Refer To:

Workbook 3.1



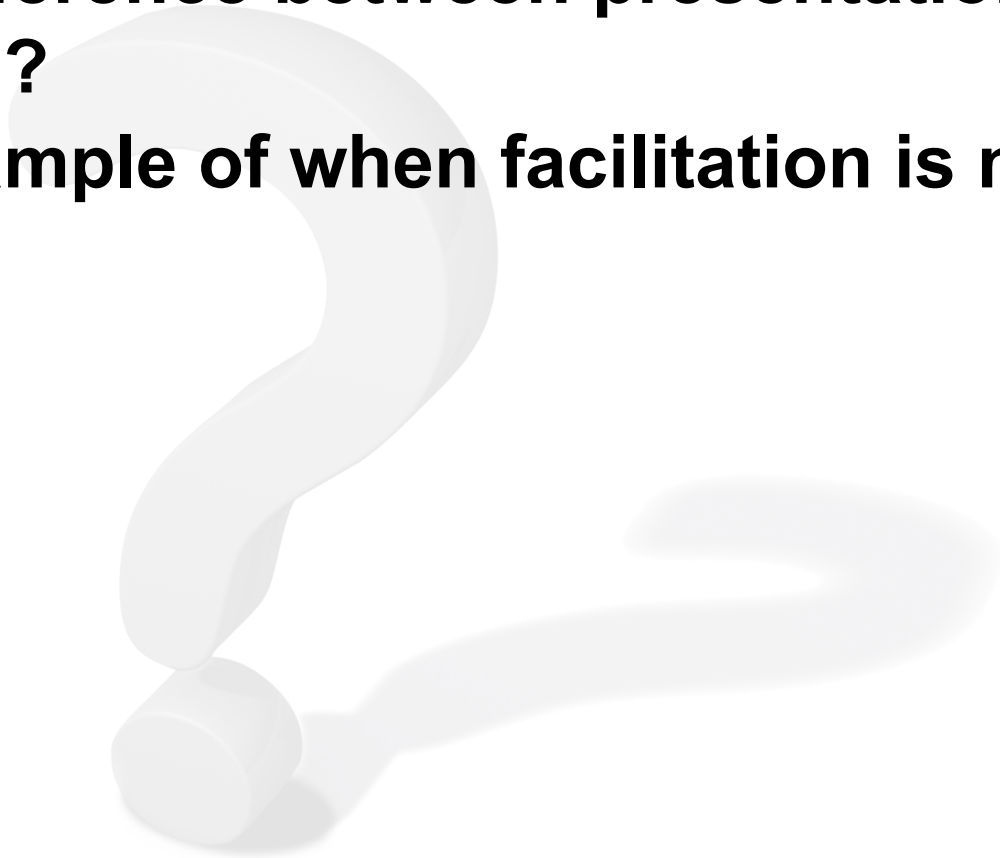
Handout 3.1 and Facilitator Guide



- **Purpose: to present an introduction for training**
 - **Duration: 25 minutes (15-preparation;3-presentation; 7-discussion)**
 - **Group: Individual**
 - **Debrief: Self-assessment and large group discussion**

Discussion Question

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

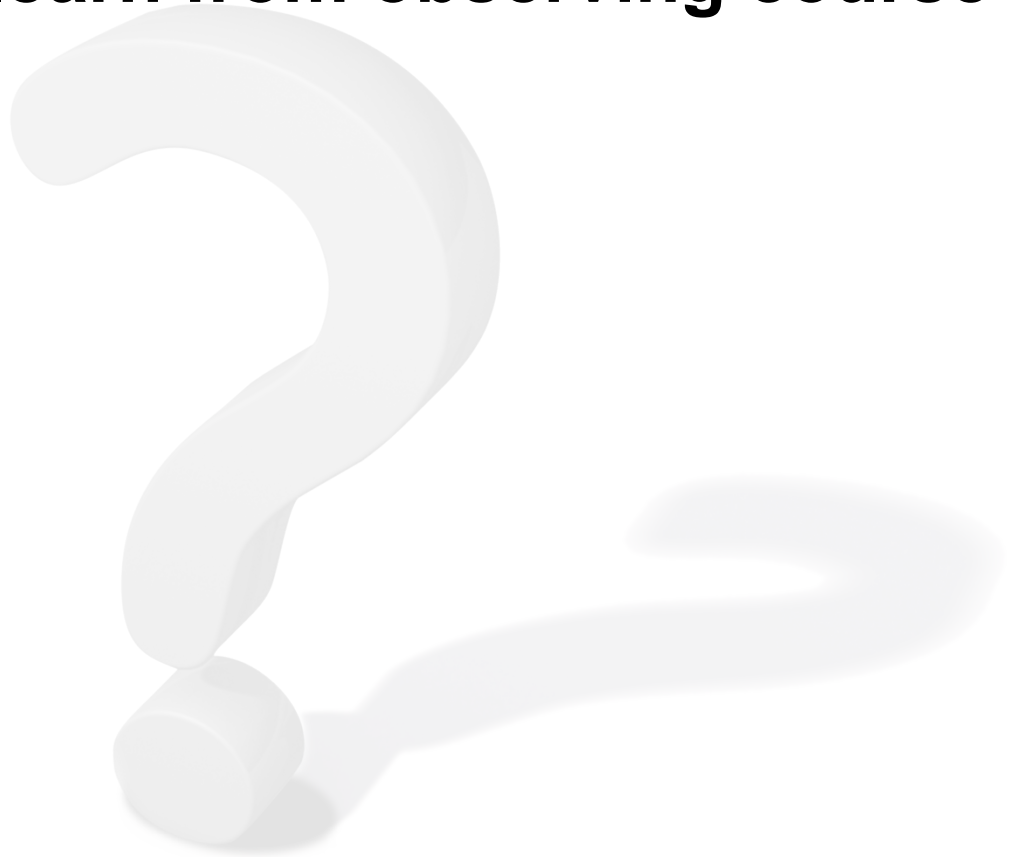


Facilitation

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

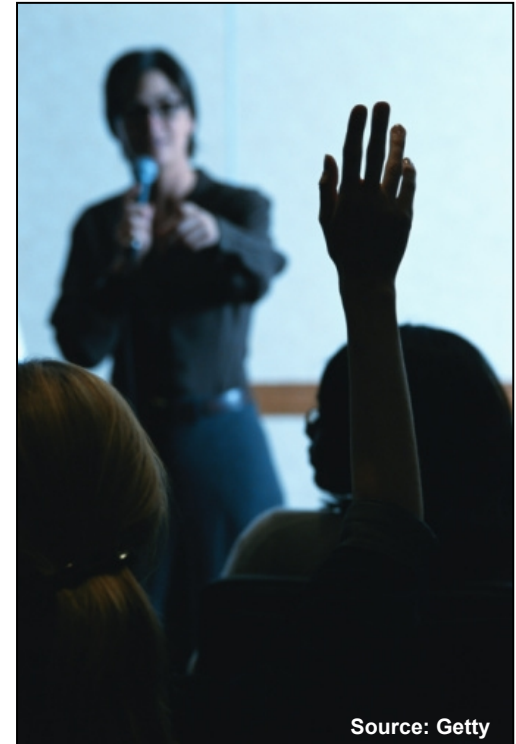
Discussion Question

- **What can you learn from observing course participants?**



Asking Questions

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



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**

Types of Questions

- **Open questions**
- **Closed questions**

Writing Questions Activity

Refer To:

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**

Acknowledging Responses (1 of 6)

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



Acknowledging Responses (2 of 6)

- **Listening tips:**
 - **Keep an open mind**
 - **Maintain eye contact**
 - **Consider the speaker's nonverbal and verbal communication**

Discussion Question

- **Why do people fail to listen?**



Acknowledging Responses (3 of 6)

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

Acknowledging Responses (4 of 6)

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

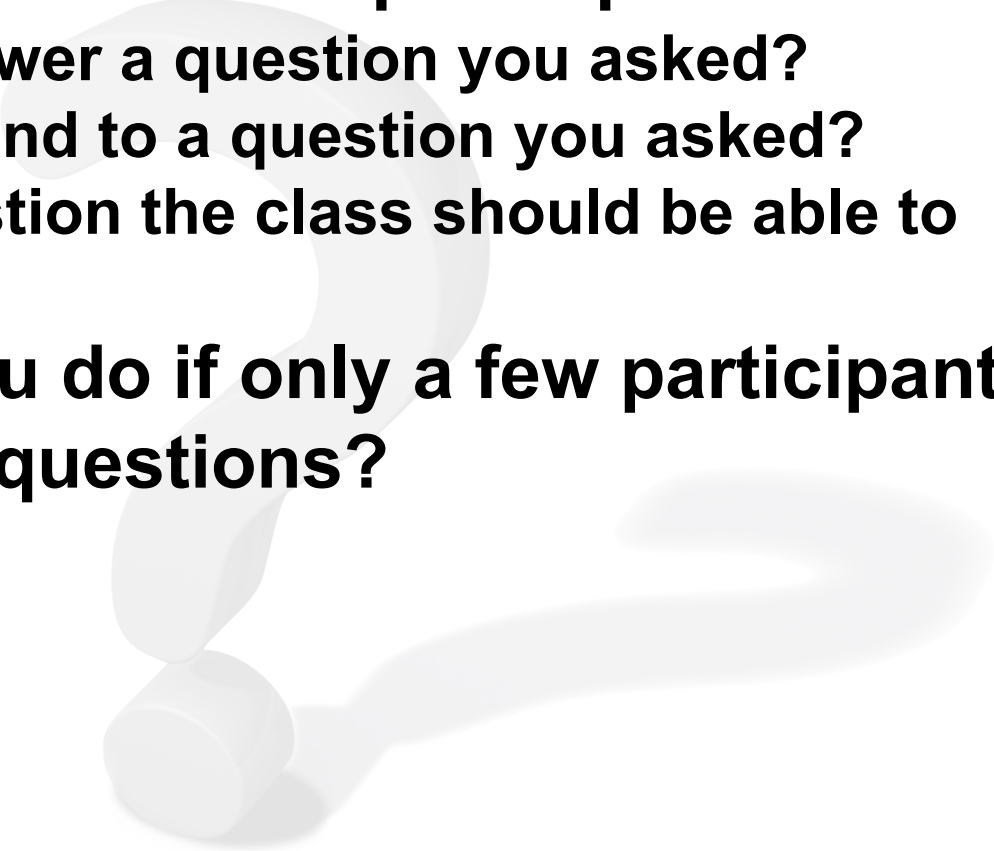
Acknowledging Responses (5 of 6)

- **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

Acknowledging Responses (6 of 6)

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

Discussion Question

- **What would you do if the participants:**
 - **Incorrectly answer a question you asked?**
 - **Does 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 participants are answering questions?**
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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

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

Providing Feedback

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

Barriers to Learning



Lack of Motivation



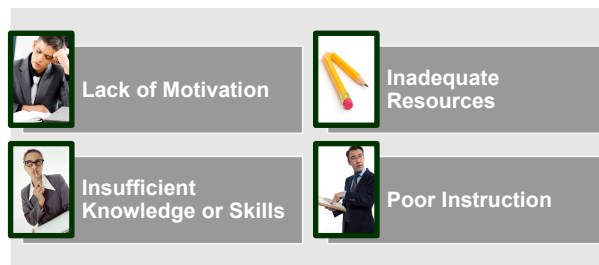
Inadequate Resources



Insufficient Knowledge or Skills



Poor Instruction



Facilitation Presentation Activity

Refer To:

Workbook 3.1



Handout 3.1 and Facilitator Guide



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

Module Summary

- **Communication**
- **Facilitation**