

Protecting your Community from Climate Change

Facilitation Skills Training





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A Simple Facilitation Plan

Four Components

Get to know these four components. Whether you are facilitating a 10 minute or a one hour session, apply these four components every time you want to develop a key concept.

1. The Intro
2. The "Tell"
3. The Activity
4. The Wrap up

The Intro

A brief introduction is a critical piece of your facilitation plan. Invest the time to put together a dynamic beginning.

Motivate your participants to learn by:

- ♦ reviewing the previous concept and linking it to the new concept
- ♦ briefly overviewing the new concept
- ♦ explaining how the concept contributes to "big" picture.
- ♦ linking the concept to participant job performance and organizational needs



PROTECTING YOUR COMMUNITY FROM CLIMATE CHANGE Facilitation Skills Training Session

The 'Tell' (lecture)

This component holds high risk. Often the "Tell" or lecture becomes the whole plan. You talk and they listen. Only problem is, they usually are **not** listening.

The facilitator **and** each of the participants should be contributing to the learning experience.

Apply the "60/40 Rule":

- ♦ The participants should be contributing to the learning experience **60%** of the time.
- ♦ The facilitator should be contributing **40%** of the time.
 - This will be tougher than you can imagine to maintain a 40% contribution! It is so much easier to "Tell".

Tips to keep the "Tell" short:

- ♦ Do not lecture more than **10 minutes** at a time. This sets you up as the expert
- ♦ Give clear instructions in simple language that everyone can understand
- ♦ Use facilitation strategies* to encourage participation and to check understanding
- ♦ Use workplace examples or demonstrations to support the key concept
- ♦ Use media to support/build the key concept

*We will discuss strategies to encourage participation later in this session.



The Activity

Do Not skip this component!

Every Facilitation Plan should have an activity so that the learner can apply the new content.

Protect the organization's investment in training by giving lots of opportunities to practice new skills to maximize retention rates:

- ♦ Participants remember only 20% if you Tell
- ♦ Participants remember only 40% if you Tell and Show
- ♦ Participants remember 70% if you Tell, Show and they Do!

The activity component should take more time than the other four components. It is a form of evaluation that gives you an opportunity to check knowledge and/or skills.

- ♦ First, you need to give time for the participants to work on the activity and apply their new skills or knowledge.
- ♦ Throughout the activity, check in with each group to ensure they are correctly applying the concept.
- ♦ If you see participants struggling, go back and present the concept in a different way before going forward.

The Wrap Up

- ♦ Review the key ideas of the activity using Q&A
- ♦ Correct any misunderstandings you may have observed during the activity component.
- ♦ Review how the concept contributes to "big" picture.
- ♦ Link the concept to participant job performance and organizational needs



About the Practice Sessions

Four Practice Sessions

1. Prepare a short segment of a presentation using a single visual from Module 11
2. Prepare a short segment of a presentation drawing on a Module 3 key concept: The Local Impacts Profile.
3. Prepare a short segment of a presentation using component 2 of a Facilitation Plan to develop an understanding of climate change adaptation actions.
4. Develop a “discovery approach” to prepare participants to complete the activity in Module 9.

Feedback Criteria

Effective use of:

- ♦ facilitation plan components
- ♦ tailoring the message to a specific stakeholder group
- ♦ presentation skills
- ♦ the strategies for picking up the pace and increasing interaction.

Feedback Format

Steps for Proactive Feedback after each Practice Session:

1. Self feedback – Tell the group what you feel went well and what you will work on next time.
2. Peer feedback - 2 strengths and 1 suggestion for improvement.
3. Facilitator’s feedback – The facilitator(s) will give verbal feedback to each participant over the day when necessary.



Presentation Skills

You know some people think they're "pretty good on your feet". In other words, they consider themselves to have good presentation skills.

- ♦ Is that enough when you are facilitating a knowledge and skills workshop?

Presentation skills will get their attention but can you keep it? Do you have the facilitation skills needed to ensure the application of knowledge and skills back in the workplace?

- ♦ You need **both** effective presentation skills **and** effective facilitation skills to teach participants the knowledge and skills to improve on-the-job performance.

Here are the three areas of effective presentation skills you will be able to practice to further develop or enhance your performance during the Practice Sessions:

1. Voice
2. Language
3. Presence

Let's set up a measurement criteria for success in each of the three areas. We will apply the criteria when we give feedback to presenters during practice sessions.



Strategies for Facilitating to a Mix of Generations

The Workplace Demographic is Changing

- ◆ **45%** of today's workforce is **under** the age of 40.
- ◆ **70%** of professionals doing stand-up delivery of corporate training today are in their 50s and 60s.

This majority of trainers have greatly influenced the design and the delivery style of workplace training.

- ◆ Does their training style still work for the new demographic?

Sources: U.S. Bureau of Statistics and American Society of Training & Development

Different Approaches to Learning

Most adults have a basic approach to learning that mirrors of how they were taught in school.

- ◆ The Boomers (1945 to 1965) experienced a learning approach that was lectures and printed text with the occasional opportunity to do something.

The approach to design and delivery of training that Boomers have passed on over the years is very structured, step-by-step, lecture and text-oriented.

- ◆ The new demographic (after 1965) grew up with learning approaches that "encouraged the development of autonomous learners who are motivated to become responsible for being in control of their own learning processes" states Stanford Research Institute.

Source: How to Design and Deliver Training for the New and Emerging Generations by S. El-Shamy



Generation Profiles

Boomers (1945 to 1965)

- ♦ Value hard work, engagement
- ♦ Tend to be positive and look for the good in things
- ♦ Like to keep current
- ♦ Enjoy the spotlight and being in control
- ♦ Have some technical experience but fear still lurks

Emerging Generations:

- ♦ Gen X (1965 to 1977)
 - Value independence and self-reliance
 - Often question authority
 - Tend to be skeptical, questioning
 - Not afraid of risk
 - Do not like the spotlight but like to have control of things
 - Are at ease and very proficient with technology
- ♦ Net Gen (1977 >1997)
 - Value achievement, diversity and collaboration
 - Are globally aware and globally connected
 - Technology is a natural part of life

The Disconnect

Training Styles of Boomers	Emerging Generation Learning Needs
Use a leisurely, even pace	A much quicker pace
Use telling, text-oriented methods	A high level of interaction
Focus on generic content	A direct link of concepts to job performance
Take a linear approach	Multiple approaches to learning
Offer a limited amount of fun	Make learning fun



Strategies for Facilitating to a Mix of Generations con't

Three Key Strategies

Become part of the solution when you facilitate! Consider applying these strategies to engage the mix of generations in your session.

1. Pick up the Pace to hold attention
2. Increase Interaction to engage learners
3. Link to the learner to make it meaningful

Pick up the Pace

Start with a Bang!

- ♦ Begin your training session with something dynamic. Do it right away, make it exciting and relate it to a key concept
- ♦ Don't make it too easy. It should take energy and offer a challenge

Don't stand and talk. Don't go over the goals and the agenda. Do that later.

Set a quick pace for participants as well as yourself

- ♦ Try a faster rate of presenting your concepts
- ♦ Keep your "telling" time short. Quickly present a concept and then have participants do something with it: discuss it, present it, etc.
- ♦ You need to move more! Whatever is going on, do not stay in any one location for very long
- ♦ Get them moving more as well. Never let them sit for more than half an hour.

Tighten up Group Activity Time

- ♦ Shorten time allotments by 10 to 20 %
- ♦ Tell participants exactly how much time they have to do exactly what.
 - e.g., "Take 10 mins to come up with the top 10 ways to solve this problem. 10 mins. 10 ways. Go!"



Pick up the Pace con't

Present Information Differently

- ♦ Post basic information such as purpose and goals
- ♦ Have core concepts in site during session. Arrange in short segments with graphics
- ♦ Present information in blocks by showing all the concepts, steps etc. together instead of one-by-one
- ♦ Have extra information available, such as a list of resources, on the training topic

Use More Media

Tips to Avoid “Death by Power Point”!

- ♦ Leave the reading to the participants. Do not stand in front of the slides and read their content
- ♦ Put up a slide and say something like, “What are your thoughts on this?” Pause, let them read and comment then move on to something else.
- ♦ Don't leave a slide up for more than **10 seconds**
- ♦ Keep slides to a minimum. Consider using a short series of slides with no words, only graphics to make key points
- ♦ When using text, follow the '6 by 6 by 6' rule when designing slides, i.e.
 - 6 words per line,
 - 6 lines per slide,
 - slide can be read at a distance of 6 feet if held up.
- ♦ Be careful not to over-use graphics. Your participant won't be able to pick out what is important
- ♦ Don't over-do the slide animation. It reduces the impact of your message



Strategies for Facilitating to a Mix of Generations con't

Pick up the Pace con't

Show a video clip to make a point

- ♦ Plan ahead to link the video tape into an activity or discussion. Avoid using it as a stand alone teaching aid
- ♦ Introduce the video, ask people to watch for something specific
- ♦ Prepare questions to summarize the content and be sure to ask them after the viewing
- ♦ If the clip is more than 5 mins, pause periodically to ask questions
- ♦ Encourage participants to talk back to the video by making comments pertinent to the content
- ♦ Let them interrupt the video by calling out PAUSE etc. so they can make a point and start a discussion

Do a Constant Scan

Be aware of your participants at all times. Good facilitators scan or observe each participant during the session for signs of confusion, anger, frustration, restlessness or boredom.

Follow these steps:

- ♦ Watch the behaviour – Ask yourself: Is it one participant or are several showing the same signs?
- ♦ Decide what may be causing the behaviour – are they ready to move on to another topic; are they confused and need an example relevant to their workplace; is it time for an activity that applies the concept?
- ♦ Act on the behaviour - Choose an action, such as asking a question, to address the behaviour.
 - For example: "We have covered a lot of information. It looks to me like it's time to take a break!"

Tip: Do not ignore a pattern of behaviour and hope it will go away!



Strategies for Facilitating to a Mix of Generations con't

Increase Interaction

Key Message: Let them do the work

Your role is to guide, to facilitate learning.

Increase the opportunities for participants to interact with each other, with the resources, with workplace problems, with experts etc. Emerging generations don't want to be told; they want to work with peers, tools and resources to find answers/solutions.

Strategies

Form pairs and small groups more often

- ♦ Ask a question and have them discuss it with a neighbour
- ♦ Number participants and have them find their numbered group to discuss a question you have given them or to share something they are working on
- ♦ Ask participants to find a partner they have not had an opportunity to work with.

Use games

A well-designed game can reinforce concepts and provide safe practice of new skills. Make these games fast-paced.

- ♦ Matrix games are paper and pencil games where the participant demonstrates knowledge or skill by filling boxes with specific information
- ♦ Wall games use copies of puzzles, word games, quizzes, etc. These games are posted on the wall for small groups to solve. Players go to the game and stand to play.
- ♦ Flip-chart games call for small groups to sit or stand at a chart to record ideas or problem-solve

NOTE: There are numerous workplace training games in [How to Design and Deliver Training for the New and Emerging Generations](#) by S. El-Shamy



**Increase
Interaction
con't**

Provide Discovery in your training

- ♦ **Develop with discovery as a driver:**
 - Create activities where they can gather clues that can be analyzed and used to achieve a goal or draw a conclusion.
 - Ask a question or present a topic then provide them with the resources and have them report their findings.
- ♦ **Use Resources** such as articles, newspapers and online sources to find and post their views of what they have read.
- ♦ **Assign tasks** for participants to complete such as using various materials and build a presentation of a key concept. Make it fast-paced, with time-limit and rules.
- ♦ **Use a sorting activity.** Have various items that need to be sorted according to a theory or process covered in the training. Have them rank most to least important. For example: "what are the top 5 barriers to moving forward with adaptation planning?"

Allow more risk taking

- ♦ Design activities that allow participants to take risks and sometimes fail
- ♦ Be sure to include discussion and debriefing



**Increase
Interaction
con't**

Encourage participation:

- ♦ Encourage participants to participate by looking at them, nodding your head, smiling, moving towards them, saying, "Thanks," "I'm pleased you brought that up"

Draw on participant experience:

- ♦ Draw on the experience in the room. Connect participants. (ex: "Mat, you had to resolve a similar issue in your department. What land mines should Mike be careful of?")

Use polling:

- ♦ Polling can get interaction from silent people or quiet the talkative member.
- ♦ Ask a closed-ended question connected with a show of hands.
For example:
 - Let's see a show of hands from those of you who have approached their department with this climate change adaptation research?
 - What was the feedback? Let's start with Joan.

Call on someone by name:

- ♦ This strategy can embarrass people so look for someone who might know the answer. Use their name first, then follow with the question or request.

Use examples:

- ♦ Use personal examples to support a point you are making.
 - Ex: "One time I was facilitating a participant and..."
 - Be sure you don't over-contribute. Ask participants for similar examples.



Increase Interaction con't

Involve all participants:

Your goal should be to get participation from everyone in your session. You may want to ask direct questions of those that are not participating. They need to understand their role and begin to participate.

For example:

- ♦ Before we go on, I'd like to hear from Phil on this.
- ♦ We haven't heard from Mary yet. Mary, how do you feel about this?

Use Q & A:

Questions are a powerful tool for a good facilitator. Prepare in advance so you are ready with the right question.

Questions can:

- ♦ help you find out what the learner already knows
- ♦ encourage participation
- ♦ give you feedback on how the training is being received

When you ask questions:

- ♦ ask one question at a time
- ♦ ask simple questions based on what the learner can be expected to know
- ♦ Ask open-ended questions. Open-ended questions usually can't be answered with just a "yes" or "no"
 - Ex: "What does adaptation mean to you?" "What do you think would happen if.....?"
- ♦ **Wait 10 seconds** for an answer. Resist the urge to give the answer to your own question. Someone will answer the question! If there is still no response, rephrase or ask your question again.



**Increase
Interaction
con't**

When you receive answers:

- ♦ clearly acknowledge correct answers
- ♦ thank them for participating, but always tell participant when their answer is not correct

When they ask you a question; there are four ways to deal with it:

1. Give the answer yourself - only if you are the only person who can provide the answer
2. Ask the participant to answer their own question – it's likely the person can answer it
3. Postpone the question because it is off topic. Refer to the parking lot*
4. Ask the group to answer:
 - ♦ When a participant asks a question and the facilitator answers the question, it sets up the facilitator as the expert. When the group answers, you draw out workplace experiences.
 - ♦ It takes the pressure off of you to "know everything". If you are stuck, - someone will have the answer!

*NOTE: See Resource Section for more information on using this strategy in your session.



Strategies for Facilitating to a Mix of Generations con't

Link to Learner

We will draw from the tools and strategies in the "Protecting your Community from Climate Change" throughout the "Facilitation Skills Training Session."

In general, adapting your facilitation session to the organization's needs involves:

- ♦ understanding what the business problem is that is driving the request for training.
- ♦ understanding what the actual performance is in the organization, department or area. This is your benchmark for performance.
- ♦ understanding what the desired performance is in the organization, department or area. These are the expectations the employer has after training happens.
- ♦ closing the performance gap between actual and desired performance
- ♦ linking the training to the organization's culture, mission, vision and objectives.

A performance gap is the difference between:

- ♦ Actual Performance: What is really happening: In other words, what the staff are actually doing now.
Versus (vs.)
- ♦ Desired Performance: What should be happening: In other words, what the organization wants the staff to do post-training.

It is very important to find out what the actual and the desired performance is when you do the training needs assessment. Then you and your organization can work to close the performance gap using a variety of facilitation opportunities.



Managing Difficult Behaviour

Common Difficult Behaviours

Sometimes no matter what you do, you will be faced with difficult behaviour from one or two participants during a facilitation session. You need to handle the situation **quickly** so it doesn't disrupt the learning environment.

It is the greatest challenge for the facilitator.

The most difficult situations come from these difficult behaviours:

- ♦ Over participation
- ♦ Aggressive behaviour

When you handle any of these behaviours, do the following:

- ♦ Ask yourself, "Why is this happening?"
- ♦ Concentrate on the situation or behaviour not the participant
- ♦ Maintain his or her self-respect
- ♦ Maintain your working relationship with all the participants



Managing Difficult Behaviour con't

Managing Over

Sometimes one participant will over participate and control too much of the discussion.

Participation

The result is that other participants cannot contribute. It is no longer a shared learning experience. The environment is not learner-centered.

Here are some strategies to apply to this common problem.

- ♦ Ask the participant who is over participating for a connection to the topic.
- ♦ Quickly summarize the topic you are developing as part of the agenda and move on.
 - A quick summary shows the group that you are moving on to a new topic. Summarize the key points and introduce the next one.
 - Ex: “We’ve just completed the introduction... Now let’s review the...”
- ♦ Ask for other opinions on the concept or topic.
 - Ask a direct open-ended question at the group or another individual.
 - Ex: “Thanks, Henry. How do others feel about this topic?”
- ♦ Use ground rules and parking lot.
 - Use the ground rules* and the parking lot to encourage the kind of participation you need from the group.
 - Ex: “Let’s remember our ground rule for staying on topic.”
 - And “Please put your question on the parking lot to be answered later so we can stay on topic.”

*NOTE: See Resource Section for more information on using this strategy in your session.



Managing Difficult Behaviour con't

Managing Aggressive Behaviour

Aggressive behaviour from one participant can seriously damage the learning environment.

Result: Conflict makes everyone uncomfortable. Participants will stop listening. They will also stop participating – everyone loses.

Here are some strategies to help you overcome aggressive behaviour

- ♦ Let the group help.
 - Give the group a chance to help you
 - Ex: “Have we talked enough about this topic? Is it time to move on?”
- ♦ Don't react too strongly. Let the person maintain self-respect.
 - Tell the group that you appreciate different ideas
 - Thank the participant for his or her opinion
- ♦ Show no Fear!
 - Keep your arms at your sides, smile, and sit on a table, lean forward, or just let our “body language” create an open posture
- ♦ Don't take it personally.
 - Don't get personally involved in defending the information, the organization or your feelings
- ♦ When all else fails, ask to speak one-on-one.
 - Take a break. Speak to the person alone and do the following:
 - Describe the impact the behaviour is having
 - State the change you need in order to continue
 - Ask for cooperation.
 - For example: “Bill, when you interrupt other members while they're speaking, it makes them angry. I want you to wait for each participant to finish before you speak. Can you agree to help me in this way?”



Summary

This is the conclusion of the final segment of the training cycle that The Clean Air Partnership has developed to ensure that you, the adaptation leaders, are comfortable facilitating the course and its modules to a variety of stakeholders.

It is our hope that you will apply the content, resources, tools and activities in the training program when you facilitate.

This last session was specifically designed to enhance your facilitation skills. Enjoy applying the strategies for facilitating to a mix of generations during the facilitations sessions in the future.



Resource Section

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Presentation Skills

Tips for Voice and Language:

- ♦ Speak clearly and keep your “telling time” short..
- ♦ Project your voice to the farthest corner of the room.
- ♦ Sound enthusiastic. Your listener will be more influenced by how you speak than by what you say.
- ♦ Match your words to your listeners. Use language they can identify with.
- ♦ Learn to feel comfortable with silence. You do not have to create sound every minute of your presentation.

Tips for Presence:

- ♦ Make eye contact. Face the group.
- ♦ Be aware of your posture and facial expression. Are they giving the right message?
- ♦ Remove physical barriers between you and the participant to create a comfortable feeling.
- ♦ Step out into the room to close the distance between you and participants.
- ♦ Move about the room. Whether you are speaking, or they are whether there is an activity going on, do not stay in any one location for very long.
- ♦ Limit the hand gestures you use. Too many hand movements can be distracting.
- ♦ Don't pick up objects such as markers or pens while you are presenting. They can become distracting if you use them as pointers or “play” with them (i.e. clicking a pen).



Setting Ground Rules

Ground Rules are respectful behaviours that your participants consider necessary for a positive learning environment. Everyone should agree to follow the ground rules for the entire session. For example, “we will be on time”.

Steps to Setting Ground Rules:

- ♦ everyone should give at least one ground rule.
- ♦ The facilitator writes down each of the rules without comment on a flip chart.
- ♦ The facilitator helps to narrow down the final list and posts it in the room.
- ♦ The list stays up for the entire course so that everyone can remember to follow the rules.

If disrespectful behaviours occur, the facilitator or a participant can remind the individual of the posted Ground Rules.



Creating a Parking Lot

Every participant comes with questions and concerns that they want answered. Unfortunately, the large group may not share an interest in the topic and/or question.

Answering the question will almost always take the session “off topic” and will take up too much class time.

Creating a “Parking Lot” ensures that the course will stay on topic and stay on time. A “Parking lot” is usually posted in the room where the facilitator or participants place individual questions or concerns.

Steps for Creating a “Parking Lot”:

- ♦ Create a flipchart paper with the title “Parking Lot”. Post it in the room for the duration of the session.
- ♦ The facilitator will explain the purpose of the parking lot.
- ♦ Each participant will decide when his/her question is a parking lot item.
- ♦ The facilitator can check the items at breaks etc. and will answer the questions at the most appropriate time.



Flip Chart User Tips

The flip chart is still a useful training aid. They offer a good way to post key concepts or to engage a group in an activity that takes them out of their chairs.

- ♦ Make the flipcharts you plan to post up before the session starts
- ♦ Write using large letters – 1 ½ to 2 inches with 2 inches between lines. Do not overcrowd.
- ♦ Use watercolour markers - they do not bleed through thin paper.
- ♦ Use only two colours per flip chart. Black and blue are good choices as they can be seen from a distance and are easy to read.
- ♦ Use a red marker to highlight or emphasize a point or for drawing symbols. Avoid using red to write text, as it is difficult to read at any distance.
- ♦ Use colours and symbols to emphasize or separate ideas.
- ♦ Write notes in pencil in advance on the flip chart for your own reference.
- ♦ Tab prepared flip charts with post-it flags for easy reference.
- ♦ Prepare strips of masking tape in advance and attach to the flip chart stand for efficient posting of flip charts.
- ♦ Consider using two flipcharts positioned at the right and left side of the front of the room
- ♦ “Hug” your chart when presenting information.
- ♦ Rip with confidence! Take the edge and tear in one quick motion.
- ♦ Only post flipchart paper that can be used to support content later in the session.

Don't:

- ♦ use flip charts for more than thirty people.
- ♦ talk when writing on the flip chart. “Touch, Turn and Tell”.