MODULE 7: FACILITATION SKILLS

Unit 7.1: Introduction to Training
Unit 7.1: Objectives

- Define learning and education
- Differentiate between training and education
- Describe adult learning principles
- Apply adult learning principles in training and facilitation
Content

- Defining learning
- Education versus Training
- Presentation, training & facilitation
- Adult learning styles
What is learning?

Learning is a change in behavior brought about by an experience.
Education vs. Training

**Classroom oriented**
- Focus on cognitive learning and knowledge acquisition
- Not immediately applicable

**Skills oriented**
- Job-specific and organization related
- Aimed at increasing individual’s ability to do their job
Difference between Presentation, Training & Facilitation

- Presentation
- Training
- Facilitation
Presentation

- Audience is present to receive prepared remarks
- Presenter primarily answers rather than asks questions
- Visual aids (charts, graphs, tables) are used to present data
- Communication is largely one way, from presenter to audience
Training

- Participants are present to learn.
- Instructor is a catalyst for learning.
- Instructor asks questions to evaluate learning.
- Involvement (experiential learning) is used to learn from others’ experience and retain interest.
Facilitation

- Participants are members of teams whose mission is to recommend quality improvement.
- Questions are used to develop individual involvement.
- Flipcharts are used to record team member inputs and ideas.
- Facilitator manages the meeting structure, not content.
Trainer behavior

- Instructions:
- Watch the *Trainer behavior* video
- Make a list of what you think the trainer did well and not so well
The Trainer did not...

- Arrive on time to the training
- Prepare
- Check equipment prior to session (projector)
- Create rapport with the group
- Introduce herself to the group
- Know the topic
- Know the audience
- Gain participation

- Act professionally
- Dress professionally (she was wearing bedroom slippers)
- Have a structured approach to the session
- Come across confidently
- Engage the audience
- Turn off her mobile phone
- Stand in an appropriate position when delivering the presentation (she stood in front of the screen)
What is your role as a Facilitator?

- Do you communicate?
- Do you impart information?
- Do you impart skills?
- Do you facilitate?
- Do you need to understand your target audience?
- Do you structure training or learning sessions?
- Should you evaluate your training?
- Should you use effective questioning?
Learners with a strong preference for one or more of the learning styles are more likely to remain at the stage of learning most closely aligned with their preference.
Activist

- Do not like theories, prefer experiences
- Like Short activities
- Diversity of examples
- Continuous Challenge
- Team work
Reflector

• Reviews the experience
• Listens
• Observes
• Has time to think through
• Researches with no time constraints
Theorist

- Concludes from the experience
- Builds concepts
- Likes theories
- Prefers methodical approach
- Questions, Listens, Reads
Pragmatist

- Likes testing out
- Prefers applying
- Prefers practical issues
- Practises techniques
- Links to work situations
- Seeks relevant information
- Goes for the immediate and simple
Learning styles

- Activists – ‘I’ll try anything once’ approach, are well equipped for Experiencing
- Reflectors – Predilection for mulling over data, are well equipped for Reviewing
- Theorists – Need to tidy up and have answers, are well equipped for Concluding
- Pragmatists – Liking for things practical, are well equipped for Planning
How will you know what learning styles your learners are?  

Listen carefully to the types of questions they ask

<table>
<thead>
<tr>
<th>Learning styles</th>
<th>Kind of questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Activist</strong></td>
<td>Can we do this in a group? Can we try this out now? How long will this take?</td>
</tr>
<tr>
<td><strong>Reflector</strong></td>
<td>Can we have some time to work on this? So what you are saying is? I think….</td>
</tr>
<tr>
<td><strong>Theorist</strong></td>
<td>Who developed this model? What does this mean? Where can I find out more information?</td>
</tr>
<tr>
<td><strong>Pragmatist</strong></td>
<td>How will this relate to my work? Is this a practical approach? Will this work now?</td>
</tr>
</tbody>
</table>
Adult Learning Styles recap

To meet the needs of all learning styles, you need to ensure that you cater for each one during training.
What is your preferred learning style?

Instructions

• Complete the learning style questionnaire by simply putting a Y (Yes) on the statements you agree with and a N (No) to those you disagree with. Be sure to mark each item with either a Y or N.

• Think about the following: How is it helpful for you to have insights to the learning style of your learners?
Adult Learning Styles Graphs
What’s the NORM = “all rounded”
Reflector – Theorist

• Commonest variant style
• “ANALYSIS TO PARALYSIS”
Activist – Pragmatist

REFLECTOR

THEORIST

ACTIVIST

PRAGMATIST
Activist – Pragmatist

- 2nd commonest variant style
- but they do things too quickly!!!
Activist – Theorist
Activist – Theorist

• Not a common style
• Tend to jump to conclusions
Activist – Reflector

REFLECTOR

ACTIVIST

THEORIST

PRAGMATIST
Activist – Reflector

• Uncommon
• But depending on the proportions, have the ability to reflect before they act = a good thing
Adult Learning Cycle

- Doing or Knowing
- Reflecting
- Collecting Knowledge
- Experimenting
ALS – Stage 1

1. Doing or Knowing

• Ideally, the learners who come into the training have already tried out the task you are teaching.
• If they have not, you will need to provide an opportunity for them to try it out – or at least to think about how they would try it out.
ALS – Stage 2

2. Reflecting

- The next step is to encourage your learners to think about the knowledge and skills that they would need to have to be able to do the tasks.
- That is the reflecting stage.
3. Collecting Knowledge

• The third stage is to expose them to the knowledge they need to master.
• You may teach them the facts, give them reading to do, allow them to research it – or provide an experiential activity so that they can build a theoretical base for themselves.
4. Experimenting

The fourth stage, experimenting, is where learners will learn the skill – and will practise applying their new knowledge and skill until they have mastered it.

5. Doing

The 5th and final stage occurs when the learner returns to the workplace and can confidently apply what they have learnt.
Adult Learning Cycle Recap

• You have to work through **ALL 5 stages** of the adult learning cycle for learning to actually take place.
  o Thinking or knowing
  o Reflecting
  o Collecting knowledge
  o Experimenting
  o Doing

• Prevent your learners from exiting the learning cycle by building appropriate activities in each stage into your training design.

• Also, take into account each of the learning styles at each stage of the learning cycle.
Multiple intelligences

- Linguistic
- Spatial
- Logical-Mathematical
- Bodily-Kinesthetic
- Musical
- Inter-personal
- Intra-personal
Multiple intelligences

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Description</th>
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<tbody>
<tr>
<td>Verbal-Linguistic</td>
<td>Ability to use words and language</td>
</tr>
<tr>
<td>Logical-Mathematical</td>
<td>Capacity for inductive and deductive thinking and reasoning, use of numbers, recognition of abstract patterns</td>
</tr>
<tr>
<td>Visual-Spatial</td>
<td>Ability to visualize objects and spatial dimensions, and create internal images and pictures</td>
</tr>
<tr>
<td>Body-Kinesthetic</td>
<td>Wisdom of the body; ability to control physical motion</td>
</tr>
<tr>
<td>Musical-Rhythmic</td>
<td>Ability to recognize tonal patterns and sounds, sensitivity to rhythms and beats</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Capacity for person-to-person communications and relationships</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>Spiritual, inner states of being, self-reflection, awareness</td>
</tr>
</tbody>
</table>
What is Your Smart Style?

Instructions:

• Simply tick the statements that apply to you in each category. If you are doubtful or indecisive, leave it blank.

• Add up the ticks in each category and write the total down in the summary block.

• Think about the following: How is it helpful for you to have insights to the “smarts” of your learners?
I hear and I forget.
I see and I remember.
I do and I understand.

— Confucius

What does this mean for the trainer?
Multi-sense learning—The 4 dimensions of the brain
Visual strategies for learning

• Tie learning concepts to items or items that are familiar or known to learners.
• Provide a context for learners (where this information fits into a module, course, job).
• Illustrate learning.
• Use visual maps; show learning in a graph; include visuals in symbols.
Kinesthetic strategies for learning

- Writing exercises
- Body movement tied to learning
- Hands-on constructivist learning
- Visualizing motion in learning
- Acting out learning
Auditory strategies for learning

- Sounding or speaking during writing
- Storytelling for teaching concepts
- Rhyming and rhythm
- Reading out loud
- Listening to stories, sound clips, video clips
Memory strategies for learning

Repeating the same information in different ways.
Dimensions of the brain exercise

Instructions
List 2 examples to stimulate each of the 4 dimensions in your training. For example:

- Motor – group activities
- Vision – play video clips
- Hearing – play music that relates to the topic
- Memory – ask the group to report on a reading assignment
Dimensions of the brain

**Memory**
Include the following in your sessions:
- Repetition & revision
- Creating links to existing knowledge
- Games and puzzles to recall information
- Consolidations

**Hearing**
Allow the learners to:
- Listen
- Ask questions
- Answer questions
- Listen to stories
- Listen to anecdotes
- Listen to music or use rhythm and rhyme

**Motor**
Allow the learners to:
- Talk
- Answer questions
- Ask questions
- Participate in activities like puzzles, quizzes, and games
- Work in teams
- Participate in role plays

**Vision**
Allow the learners to look by using:
- PowerPoint & flipchart
- Pictures & graphics
- Reading material (in learner manual, articles, books, etc.)
- Film video, DVDs
Recap

• Cater for all learning styles.
• Move learners through the learning cycle.
• Incorporate as many of the 7 multiple intelligences into your training as possible.
Thank You