Module 7: Facilitation Skills

Unit 7.3: Training Delivery
Objectives

• Explain how to build learner relationships
• Practise effective body language
• Identify the importance of questioning
• Handle difficult learner behaviour
• Incorporate the use of visual aids in training
Content

• Building relationships
• Use of body language
• Importance of questioning
• How to handle trainees responses
• Dealing with difficult questions
• Learner behavior
• Visual aids
Building Relationships

- It is critical that you build trust with your learners.
- If trust is not built between the trainer and learners, the learners will not trust the material being taught.
Building Relationships (contd.)

- A trainer has to fulfill two main functions when building a relationship with learners:

  - Course related
  - Learner related
Building relationships – Course related

- **Initiating** – This is starting things off. Guide and change direction when the group needs more stimulation.

- **Clarifying** – Avoiding non-essential information. Ensure learners analyse so that key points are clear, and repeated more than once.

- **Questioning** – Challenging learners. Challenge answers being given. Look for more than one solution to a problem.

- **Recap / Debrief** – Bringing together all the contributions of the learners and showing their relation to the topic. Recap on main points. Link to What’s In It For Me (WIIFM).
Building relationships – Learner related

• **Support** – Acknowledging all group members. Demonstrating warmth. Involvement with the group either verbal or non-verbal.

• **Relief** – Comedy and humour help learners let off steam. Do not force it. Let the group share and develop jokes amongst themselves. Join in when appropriate.

• **Sharing** – Sharing personal experiences with the group build trust with learners.

• **Process guiding** – Open discussion with the group to help them figure out what is holding them up or what is their stumbling block.
Use body language effectively

• Body language does not necessarily just mean the way you stand or your facial expressions.
• It goes a lot further and relates to your eye contact, nerves, dress, voice projection and clarity, to name a few.

Who You Are Speaks So Loudly, I Cannot Hear What You Are Saying
Fundamentals of body language

- Acknowledging your own body language as a trainer is essential for effective facilitation.
- As a trainer, you need to continuously be aware of your own body language as this has a huge impact on your training.
- Appropriate body language – builds and maintains rapport which are essential in engaging your learners.

“99% of All Communication Is Done Through Body Language”
Fundamentals of body language (cont.)

- Unspoken / non-verbal communication that happens in EVERY face-to-face encounter between human beings is Body Language.
- Your participants body language displays their true feelings towards you as a trainer, and how your words are being perceived. Between 50 and 100% of our message is communicated via body language. A simple roll of the eyes or folded arms may be all it takes to convey 100% of what we mean—no words, no tone.
- Understanding body language and using it correctly can DEFINITELY assist you as a trainer.
Types of body language

Steepling – Shows self confidence or intellectual arrogance

Nose Touch – Doubt

‘L’ Chin Rest – Critical evaluation
Types of body language II

Thumbs Out – In charge, dominant

Fig Leaf – Self-control, tense

Table Lean – Authoritative, involved
# Body Language Tips

<table>
<thead>
<tr>
<th>Body Language</th>
<th>Dos</th>
<th>Don’ts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dress</strong></td>
<td>Do wear appropriate clothing for the occasion.&lt;br&gt;Do dress one level up from the learners.&lt;br&gt;Do check the back of you before entering the training room.</td>
<td>Don’t wear transparent, low-cut revealing clothing.&lt;br&gt;Don’t wear shorts, trainers or casual wear.&lt;br&gt;Don’t wear distracting jewelry.</td>
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<tr>
<td><strong>Nerves</strong></td>
<td>Do prepare, prepare, prepare!&lt;br&gt;Do ask a question early in the presentation, as this takes the focus off you.</td>
<td>Don’t keep loose change in your pocket.&lt;br&gt;Don’t hang on to your notes, table or flipchart</td>
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<tr>
<td><strong>Eye contact</strong></td>
<td>Do sweep your eyes across the audience to include everyone.</td>
<td>Don’t look at one friendly face only. Don’t look at a fixed point on the floor or wall.</td>
</tr>
<tr>
<td><strong>Voice Projection</strong></td>
<td>Do ask the group if they can all hear you clearly. Do drink water regularly to prevent vocal strain.</td>
<td>Don’t shout. Don’t speak too softly.</td>
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# Body Language Tips

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| Clarity       | Do speak a little louder than usual.  
               Do vary your tone and pitch.  
               Do practice difficult words | Don’t speak too quickly. |
| Vocalisation  | Do eliminate vocalizations, for example: OK, Umm, you know, right! Now) | Don’t use slang or colloquialisms. |
| Hand Movements| Do use open hand gestures. | Don’t point. Don’t use closed hand gestures. Don’t fidget with items in your hand. |
| Movement      | Do move into the group. | Don’t bump into tables, flipchart stand or bump the projector. |
Importance of Questioning

• Questioning is a very important element of training.
• The most important point to remember is: TO PLAN YOUR QUESTIONS
• Never ask questions that are obsolete and serve no purpose.
### Types of questions

#### Open
- Encourages many responses
- Draws out many viewpoints
- Allows for different opinions
- Creates an open, non-threatening climate
- E.g. Who can explain the difference between A & B?

#### Leading
- Asks for specific information
- Leads or points learners in a specific direction
- Guides learners’ thinking
- Builds towards key concepts or ideas
- E.g. What are the 4 key skills to engage learners in training?

#### Reflective
- Reflects back concerns or issues raised by the group
- Encourages expansion of an idea expressed
- Clarifies concerns before continuing discussion
- Helps learners ‘think through’ comments they have made
- E.g. What are your thoughts about that?

#### Closed
- Yes or No answer
- Closes down participation
- Brings the learning point to a close
- E.g. Do you have any questions? or Have you experienced this before?
Tips on how to ask questions

• Keep questions relevant, specific, appropriate and short.
• Keep language simple.
• Include the range of activities, e.g. name, describe, list, illustrate the following, etc.
• Set questions to the whole group. Pause, and then nominate a specific person to answer. (*Remember: Pose, Pause, Pounce*)
• Allow more than one person to contribute to an answer.
How to handle trainees responses

**Correct answers**

- Give verbal commentary (yes, good, excellent etc) or a nonverbal response to indicate agreement (nod, smile, hand gestures etc.)
- Give immediate reinforcement by building on the right answer.
- Create an atmosphere of emotional security and acceptance by listening to answers and where appropriate, by encouraging others to elaborate and correct answers.
- Do not interrupt a trainee when he is trying to formulate the right answer.
How to handle trainees’ responses

**Incorrect answers**

• Exhibit patience.
• Indicate immediately that the answer is incorrect and then offer clues to guide the learners to the right answer.
• Don’t create a negative atmosphere by dismissing the person as well as the answer.
• Never resort to sarcasm and negative personal remarks.
Partly incorrect answers

• Give immediate recognition to the correct part of the answer.
• Ask leading questions to help the learner get back on track.
• Try to encourage self-evaluation by asking the evaluative type questions. “Do you think you are offering the best or only solution...?”
How to handle trainees’ responses (contd.)

No Answers

• Allow a silence for thinking after you have set a question and don’t hurry trainees. You’ll probably confuse them.
• Supply additional information which might shed more light on the question.
• Refer to teaching aids – picture, models, etc.
• Then, repeat the question.
• If no response, try “Pose, Pause and Pounce.”
• If you still have no answer, supply the right answer and explain why.
How to handle trainees’ questions

• When answering questions asked by trainee, you should always answer the question correctly.
• If you are caught unawares and you do not know the answer to the question, say so.
• Do not leave the question unanswered, find out the answer and supply it to the trainee at a later stage.
How to handle trainees’ questions

1. Redirect the Question to the Group (Open Discussion)
   - Direct the question back to the group immediately
   - Rephrase the question

2. Redirect the Question to a Specific Individual (Open Thought)
   - Refer the question to a specific individual whom you know will have the answer

3. Redirect the Question Back to the Individual (Encourage Recall)
   - Encourage the individual to try and answer their own question

4. Answer the Question (Control it)
   - If you do not know the answer, say so. Don’t lie, if you get caught your credibility is gone! Offer to find the answer by the end of the course.
Dealing with difficult questions

REFLECT the question back to the learner to what you thought was the question

“If I understand you correctly, you are asking …?”

Depending on how the learner reformulates the question, answer it, OR

DEFLECT the question as follows:

Group - “How do the rest of you feel:” OR “Has anyone else had a similar problem?” (To the group)

Ricochet - “Wendy, you are an expert on this, what do you suggest?”

(To another learner)

Reverse - “You’ve obviously done some thinking on this. What is your view?” (Back to learner)
Instructions:

- Identify the list of questions 1 - 7 below as either Open or Closed questions
- Then, create 3 open questions for your own training.

Questions:
1. What questions do you have?
2. Do you have any questions?
3. What do you think would make this process more effective?
4. What would success look like for you?
5. Have you done this before?
6. Are you familiar with this concept?
7. Who has a similar experience they will share?
Answers:
1. What questions do you have? – Open
2. Do you have any questions? – Closed
3. What do you think would make this process more effective? - Open
4. What would success look like for you? - Open
5. Have you done this before? - Closed
6. Are you familiar with this concept? – Closed
7. Who has a similar experience they will share? - Open
Learner Behavior

• In almost all training sessions or presentations that you will be running, you will experience various types of learner behavior.

• Most will be positive, but there will be a few learners who will disrupt and distract you or the other learners.

• There are five types that you should be aware of:
  - The Heckler
  - The Talker / Know All
  - The Griper
  - The Whisperer
  - The Silent One
Learner Behaviour – The Heckler

Description:
• Probably insecure
• Gets satisfaction from ‘needing’
• Aggressive and argumentative

What to do:
• Never get upset
• Find merit in what they are saying
• Express agreement, move on
• Wait for miss-statement or fact then throw it out to the group for correction
Learner Behaviour – The Know-it-All

Description
• An “eager beaver” or chatterbox
• A show-off
• Well-informed and anxious to show it

What to do
• Wait until they take a breath, thank, refocus, and move on
• Slow them down with a tough question
• Jump in and ask the group to comment
Learner Behaviour – The Gripper

Description
• Feels “hard done by”
• Probably has a pet “peeve”
• Will use you as a scapegoat

What to do
• Get them to be specific
• Show that the purpose of your training is to be positive and constructive
• Use peer pressure to help keep them in check
Learner Behaviour – The Whisperer

Description
• Doesn’t understand what’s going on
• Sharing anecdotes triggered by your presentation
• Bored, mischievous or hypercritical

What to do
• Stop talking
• Wait for them to look up and nonverbally “ask them for permission to continue
• Use “Lighthouse” technique and sweep the audience with your eyes
Learner Behavior – The Silent One

Description
• Timid
• Insecure
• Shy
• Bored
• Indifferent

What to do
• For timid learners, ask questions. Boost their ego in discussing answers
• Refer to them by name when giving examples or asking questions
• For bored, ask tough questions
• Refer to them by name or "someone surely knows that…"
• Use as helpers in exercises
Visual Aids

• As a general rule the learning environment should provide a change of pace, medium, or subject every 20 minutes to avoid ‘auto shut-off.’

• The brain goes into “auto shut-off” after only 20 minutes if it is not stimulated, so we must vary the media we use when training and presenting.

• A professional trainer plans training with multi-media channels to get messages across to the learners.

• Voice control and pitch also help with stimulating a learner’s brain.
Visual Aids – Retention of Information

• Studies by educational researchers suggest that approximately 83% of human learning occurs visually, and the remaining 17% through the other senses – 11% through hearing, 3.5% through smell, 1% through taste, and 1.5% through touch.

• The studies suggest that three days after an event, people retain 10% of what they heard from an oral presentation, 35% from a visual presentation, and 65% from a visual and oral presentation.
Visual Aids – Retention of Information (contd.)

• The use of visual aids is essential to ALL training.

• Without them, the impact of your teaching may leave the audience shortly after the audience leaves you.

• By preparing a training with visual aids that reinforce your key learning's, you will reach your audience far more effectively, and, perhaps, continue to "touch" them long after the training ends.
Adding the Visual Aid Dimension

- Visual aids and audio-visuals include a wide variety of communication products, including:
  - PowerPoint slides
  - Video / Television
  - Flip charts, and
  - Flashcards
- If visual aids are poorly selected or inadequately done, they will distract from what you are saying rather than enhance the training.
- The tips listed on the next few slides will help you in the appropriate selection and preparation of visual aids.
PowerPoint Presentations

• If a PowerPoint presentation is too long, you will lose your learners
• Too many animations may aggravate or irritate your learners
• The wrong color scheme will hurt the point you are trying to get across
• A PowerPoint presentation should be a tool in your training and not your entire training

Beware of Death by PowerPoint !!
Flip Charts

There are several advantages of using a flip chart. Here are just a few:

• **Flip charts do not need electricity** – You don't need to worry if the bulb will burn out or worry that you forgot the extension chord.

• **Flip charts are economical** - They do not require you to use any special films or printers to produce them.

• **Color can be added very easily** – An inexpensive box of flip chart markers allows you all the creativity you want.

• **Flip charts allow spontaneity** – Any last-minute changes can be easily made.

The Best Visuals Have Been And Still Are The Simplest
**Bad Example**

**Good Example**
Video / Television

**Advantages**
- Excellent in stimulating learners
- It is reusable and portable
- It can be used by the trainees at their convenience

**Disadvantages**
- Video may not be understood by learners
- Learners get bored during a video that may be too long
Flash Cards

• They promote inter-activity within the group and stimulate the brain by using some of the intelligences (linguistic, bodily kinaesthetic, and interpersonal).
• They can be used to test skills learned before or during the training session or presentation.
• Flashcards are only effective when they are being used on a small group of learners (10–20 learners).
### Example of Flash Cards

<table>
<thead>
<tr>
<th><strong>Analyse</strong></th>
<th>What do your learners need to know to accomplish job-related tasks?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design</strong></td>
<td>What will your training program look like?</td>
</tr>
<tr>
<td><strong>Develop</strong></td>
<td>What content, learning methods, and resources will you need?</td>
</tr>
<tr>
<td><strong>Implement</strong></td>
<td>Can you deliver the training program effectively?</td>
</tr>
<tr>
<td><strong>Evaluate</strong></td>
<td>How will you know if the training program is meeting / has met the needs of your learners?</td>
</tr>
</tbody>
</table>
Instructions

Think of a concept you would use flash cards for.

• Design your flash cards
• Identify how you would use them to teach the concept and how you would design the flash card activity.
Instructions

- Divide the team into small groups
- Give each group a variety of topics
- Have each of the members of the small groups facilitate a topic
- Get the team to score the facilitation skill each of the members.
- Coalesce feedback in plenary
Summary of Lesson

In this lesson you have learned how to:
• Explain how to build learner relationships
• Practice effective body language
• Identify the importance of questioning
• Handle difficult learner behaviour
• Incorporate the use of visual aids in training