

Unit 9

How to Become an Effective Facilitator

(Unit 9 is especially for the training of facilitators)

Unit 9

How to Become an Effective Facilitator



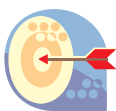
Introduction

A facilitator has to master a variety of skills and knowledge that are necessary to provide optimal facilities to training participants. Broadly, there are three effective phases that have to be followed by the facilitator: (1) the preparation phase; (2) implementation phase, and (3) post-implementation phase.

In the preparation phase, the facilitator has to be able to prepare the various things that are needed so the training session runs smoothly. Good preparation will have a significant impact on the following phases as well as making a contribution to the overall success of the training.

Although planning may have been done properly, if its implementation is not done in accordance with the plan then it is quite possible that the objectives of the training cannot be met effectively. Many things do have to be done or, in some cases, should not be done by the facilitator during the implementation of the training so the objectives that have been set can be achieved to the optimal extent.

After the training has been completed, this does not mean the whole process has been completed. The facilitator still has other tasks to do. The facilitator has to be aware to what extent the objectives have been achieved, deal with the various problems that arose during the training, follow up the outcomes and the problems that occurred during the training and so forth.



Objectives

The objective of this unit is to provide an understanding to, and the minimal skills needed by, participants so they can become effective facilitators. In particular, after completing this training, training participants are expected to be able to:

- Determine the important things that have to be done by the facilitator or that need to be avoided by the facilitator during the preparation stage.
- Determine the important things that have to be done by the facilitator or that need to be avoided by the facilitator during the implementation stage.

- Determine the important things that have to be done by the facilitator or that need to be avoided by the facilitator when the training process is completed during the preparation stage.



Key Questions

- What has to be done or not done by the facilitator during the preparation stage of the training?
- What has to be done or not done by the facilitator during the implementation stage of the training so the training can achieve its objectives?
- What has to be done or not done by the facilitator after the training is completed?



General Guidance

- Use the facilitation examples that have been demonstrated by other facilitators in previous units.
- Please prepare this unit properly because this session is full of material and skills that have to be mastered by the training participants.
- Please deliver this unit as well as possible because this session is a model for becoming an effective facilitator.
- The time available for this session is quite limited so the facilitator has to manage the time as effectively as possible.



Materials and Resources

The following resources have to be prepared properly by the facilitator so the training process can run smoothly.

- Participant Handout 9.1: Facilitator Activities During the Training Preparation Stage
- Participant Handout 9.2: Facilitator Activities During the Training Implementation Stage
- Participant Handout 9.3: Facilitator Activities During the Post-training Stage
- Supplementary Information 9.1: Important Things That Have To Be Done by the Facilitator

- Supplementary Information 9.2: Tasks and Activities of the Training Facilitator
- Flipchart paper, markers, pens, colored post-it notes, notepaper, paper clips, glue, and scissors.



Time

This session will need 60 minutes. Details of the time allocation can be seen at each stage of the delivery of the unit.



ICT

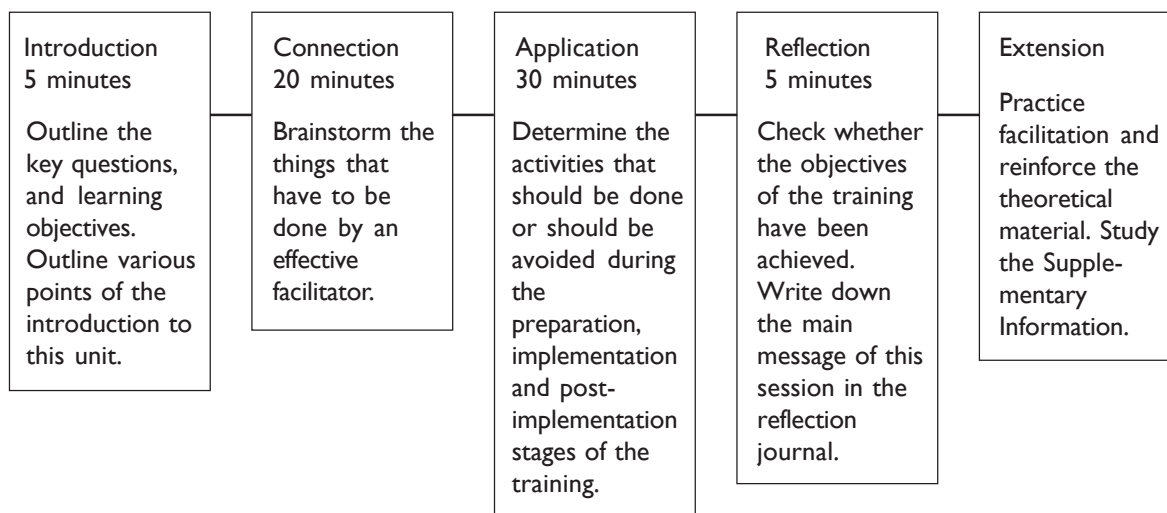
The use of ICT to support this unit is not mandatory but, if possible, the following equipment can be provided:

- LCD projector
- Laptop or personal computer for the presentation
- LCD projector screen

Nevertheless, the facilitator has to remain prepared if the expected equipment is not available. For example, the facilitator has to prepare the presentation by using an OHP or flipchart paper.



Session Summary



Detailed Description of Activities



Introduction (5 minutes)

- (1) Outline the key questions, objectives and learning outcomes.
- (2) Outline the various main issues found in the introduction to this session. These issues are found in the note for the facilitator below.



Note for Facilitator

- An effective facilitator has to be able to identify the main things that have to be done so the training can fulfill the set objectives.
- The preparation stage covers everything physical and non-physical. Good preparation will have a significant influence on the success of the training to be undertaken.
- The implementation stage of the training is the most important part because this stage will have a direct impact on the quality and success of the training.

- The post-training stage is the stage where the facilitator will seek information on the extent to which the training has achieved the overall objectives. The facilitator has to identify the problems that arise so they can be followed up.



Connection (20 minutes)

- (1) Brainstorm what has to be done to be an effective facilitator.
- (2) Write down the brainstorming outcomes on post-it notes and attach these to the flipchart paper that is provided at the front of the room.
- (3) Read aloud the outcomes of the brainstorm before they are put up.
- (4) The facilitator draws conclusions about the outcome of the brainstorm.



Note for Facilitator

- There are a lot of things that have to be done by the facilitator so the training can run smoothly and can achieve the set objectives.
- Nevertheless, the results of this identification are still not complete and not well organized.

2



Application (30 minutes)

- (1) Participants work in the subject group. The school supervisor and principal can join the group that is considered most appropriate. In each subject group, there should be three sub-groups, namely sub-groups A, B, and C.
- (2) The facilitator distributes Participant Handout 9.1: Facilitator Activities During the Training Preparation Stage, Participant Handout 9.2: Facilitator Activities During the Training Implementation Stage, Participant Handout 9.3: Facilitator Activities During the Post-training Stage. Ensure that each participant receives these three handouts.
- (3) Sub-group A works on Participant Handout 9.1, Sub-group B works on Participant Handout 9.2, and Sub-group C works on Participant Handout 9.3.
- (4) Participants write up the outcome of the discussion on the flipchart paper and the results are circulated to other sub-groups in the subject groups for consideration and comments.
- (5) The facilitator provides the opportunity to the three subject groups to present their outcomes of the discussion. Each of these groups is presents only one discussion

outcome on a certain phase of the discussion that has not been presented by another group.

- (6) The facilitator summarizes the outcomes of the discussion and provides re-inforcement on “facilitator activities during the preparation, implementation and post-training stages”.

Reflection (5 minutes)

- (1) Ask participants whether they are now able to answer the key questions.
- (2) Ask participants whether the activities and material discussed during this session has achieved the objectives that were outlined in the ‘Introduction’.
- (3) Provide time for the participants to write down the main messages of this session in their reflection journals.

Extension

- (1) Undertake facilitation practice.
- (2) Read the supplementary information that is provided in this unit.
- (3) Enrich the theoretical material on facilitation with other related material.

Key Message

Becoming an effective facilitator requires work in preparation, implementation and post-training activities. During the preparation stage, the facilitator has to be able to prepare the hardware or software that will be used during the training. During the implementation phase, the facilitator has to be able to use the facilitation method, media, time management, refreshers and so forth. During the post-training stage, the facilitator has to be able to reflect on and evaluate the process and outcomes of the training, at the same time identifying the various problems that arose during the training so they can be followed up.



Participant Handout 9.1

Facilitator Activities During the Preparation Stage

No	Activities That Should Be Done by the Facilitator During the Preparation Stage

No	Activities That Should Be Avoided By The Facilitator During the Preparation Stage



Participant Handout 9.2

Facilitator Activities During the Implementation Stage

No	Activities That Should Be Done by the Facilitator During the Implementation Stage

No	Activities That Should Be Avoided By The Facilitator During the Preparation Stage



Participant Handout 9.3

Facilitator Activities During the Post-training Stage

No	Activities That Should Be Done by the Facilitator During the Post-training Stage

No	Activities That Should Be Avoided By The Facilitator During the Post-training Stage



Supplementary Information 9.1

Important Things That Have To Be Done By The Facilitator

There are several matters that require the facilitator's attention in carrying out the training program:

1. As far as possible, follow the sequence of the training plan

After the program has been prepared, various factors could possibly arise and influence the implementation or otherwise of the program. For that reason, avoid deviations from the prepared program, especially for beginners. Facilitators who have repeatedly run the program are often able to make changes to the program or change the order of activities because they see learning opportunities arising while the training is underway.

2. Memorize the names of participants

Try to call participants by their name (prepare name tags for participants that are readable). This reduces the formal nature of the session that often gives rise to tension and indirectly impedes the learning process.

3. Actively involve the participants

Try to get the participants actively involved in contributing ideas, analyzing alternative findings, solving problems, making decisions, or drawing conclusions. Allow participants to draw their own conclusions, question their arguments, why participants have drawn that conclusion, affirm or test that conclusion.

4. Do not hurry the questions and answers

- Do not answer questions whose meaning is not understood.
- Do not answer questions whose answer is not known.
- Do not answer questions that do not need to be answered by the facilitator. If the answer can be provided by another participant allow the other participant to answer the question. If the answer to that question can be provided by the participant and they are not aware of certain facts, remind the participant of these facts and allow them to answer.

5. Avoid debating participants

In order that the training program that you have prepared can be achieved, do not deviate or waste time in needless debate. In addition, participant activities will be disrupted if we are provoked into debate. Put the question to another participant if there is a difference of perception about a certain problem.

6. Ask questions as often as possible

The reality is that participants can learn by answering questions, and this provides participants with more satisfaction than if they are given direct information about the training material that they just have to accept. In that regard, there are several matters that need to be given attention in asking questions.

- Ask questions that can be answered by participants. Do not ask questions that are too difficult so the participants become restless because they cannot answer the question.
- Do not ask questions that are too easy. Questions that are too easy reduce the participant's motivation to provide answers and participants often doubt whether the answer they are thinking of is the correct answer.
- Ask questions systematically. The answer to the first question should help to answer the second question, and the answer to the second question should help to answer the third question and so forth. On the other hand, if a question cannot be answered immediately by participants, ask other easier questions. This can be used to help answer the more difficult question.

7. Use feedback

In carrying out the training program, we need to find out whether participants have understood the things we have been teaching. For that reason, we need to seek and make use of feedback. Feedback can originate from the questions that are asked of participants, their attitude in following the training program, suggestions they make or even from their facial expressions.

8. Be aware of your limitations

Do not do things beyond your capacity. Do not attempt to explain things that you do not understand. Prepare yourself before commencing an activity and most importantly: **Never think that you are the cleverest person in the class.** In certain matters, it is possible that there will be a participant who knows more about the material than you. **Do not compete against this person,** use him or her as your assistant.



Supplementary Information 9.2

Tasks and Activities of the Training Facilitator

As the coordinator and member of the training team, the facilitator has a very complex task. This commences with the preparation of the training material, carrying out the training, evaluating the outcomes of the training and the journal. Sometimes a facilitator gives orders, answers questions, asks questions, takes notes, invites reactions, provides confirmation, fishes for information and draws conclusion.

I. Prepare the training material.

Many beginner facilitators think that the task of preparing the training material is limited only to checking the equipment that is needed. This makes them enter the training facility appearing to be ready to lead the learning process, when actually they still need real preparation. The following are some of the things that should be done by the facilitator as part of the training preparation.

a. Study the training plan

Because not all the training objectives have been well formulated, it is not enough for the facilitator to only read what is written in the training objectives. The facilitator has to study the training plan more carefully and anticipate the various things that could possibly arise while the training activity is underway. The facilitator needs to anticipate these possibilities so s/he does not experience difficulties in guiding the training in accordance with the plan.

b. Prepare the discussion framework

The discussion that takes place between the facilitator and participant and between participants during the training is not an open discussion but has an objective. The discussion (pairs, groups, class/plenary) should follow the flow of the plan, namely:

- collecting facts/findings;
- filtering of facts/findings that are relevant to the training objectives
- relating facts/findings to a conclusion
- relating the conclusions to daily life

So that the discussion runs as planned, the facilitator has the duty to prepare the framework for the discussion by considering:

- facts/findings that should emerge or be expressed in the discussion;
- what questions need to be presented to broaden the expression of these facts/findings;

- how to relate these facts/findings to a conclusion; and
 - find examples in the participants' daily lives to clarify an understanding about the concepts that are discussed.
- c. *Preparing the observation framework***
- Preparation of the observation framework will be easier if the facilitator truly understands the structure of the activities to be conducted.
- d. *Prepare the equipment that will be needed***
- In senior facilitator circles there is a proverb that says: "A facilitator has to be able to use any equipment to carry out their ideas". This is not wrong, because a facilitator is not allowed to be too dependent on equipment. However, if that equipment is not difficult to obtain, one should not use that proverb to cover one's laziness.

2 Conducting the facilitator training

In conducting the training, the task of the facilitator can be detailed as follows: providing directions/instructions, observing the participants' activities, leading discussions and delivering brief lectures, providing comments, questioning opinion, testing, providing re-inforcement and giving feedback.

3. Giving instruction/direction

Because the training program is generally a learning program through activities, there are a large number of activities that have to be undertaken by participants. Activities that will be undertaken by participants are activities given with the hope that findings/facts will emerge that can be used to encourage certain conclusions. To increase the possibility of the emergence of the expected findings/facts, the facilitator has to provide careful instruction in undertaking the activity.

Some of the issues that need attention in the delivery of the instructions include:

- a. Participants need to know the output that is expected of them.
- b. Participants need to know the valid scoring system (if marks are calculated).
- c. Participants need to know the rules that apply, both those related to time limits, as well as other rules such as whether they are allowed to speak with their friends or not or whether they are allowed to ask questions of the facilitator or not after they have commenced work.
- d. Participants have to receive answers/explanations to the things they ask about.
- e. Instructions need to be given as succinctly as possible with reducing their completeness and clarity.

- f. If possible, instructions should be given in writing.
- g. As much as possible, do not combine two or more instruction units that could actually be separated. In this regard, what is meant by an instructional unit is a number of explanations that are needed by participants so they can undertake the task without being interrupted by new information.

4. Supervising Training Activities

While participants are undertaking activities as instructed, the facilitator has to be actively taking notes. The things that need to be considered in conducting observations include:

- a. The facilitator has to remember that this activity is undertaken in the context of collecting facts/findings that will be used in discussions about concepts or principles.
- b. The facilitator has to remember the objectives of the activity and the facts/findings that are expected to emerge to form the discussion material.
- c. The facilitator should note the facts/findings that they succeeded in finding. The notes should include: the behavior of each participant and why behaved that way.
- d. The facilitator should have thought about the methods that will be used to process these facts/findings in the class discussion that should be done as a follow-up to this activity.

5. Leading the discussion

Leading discussions (pairs, group, class) is one of the main tasks of the facilitator. While leading the discussion, the facilitator is actually undertaking a number of interactions with participants. If examined more carefully, the interaction units can be assembled into activity units. One activity unit is a series of interactions that commenced with one good question/problem given by the facilitator or participant that ends with the emergence of a new issue.

One interaction unit can remain uncompleted—if the interaction comes to an end without the problem being solved. The completion (or otherwise) of the interaction units in the discussion is one factor that determines the effectiveness (or ineffectiveness) of the facilitator in leading the discussion (the training process and outcomes).

One interaction unit in the lesson can be arranged from a number of activity units, namely the smallest unit of a facilitator's behavior. There are a large number of activity units that could be undertaken by a facilitator:

a. Giving instructions

The facilitator directs participants to undertake particular activities. For example: “Close your eyes and imagine you are on a sandy beach”. Or, in another example: “Now total the third column and the fourth column and then write the outcome in the fifth column”.

b. Answering questions

The facilitator gives a direct answer to a question asked by a participant or refers it to another participant. For example: “What is motivation? Do any of you know the meaning of motivation? So, motivation means

c. Inviting reactions

A facilitator activity poses general questions or provides the opportunity to participants to make comments. Usually this activity is in the form of a question about a participant’s impressions, followed by the words: “Are there other comments, or does anyone want to add to this?”

The invitation to provide a reaction can be addressed to a facilitator (teaching team) or to another participant who is not particularly active. For example: “Bu Siska, perhaps you have another view? Mba Siti, do you have an opinion?”

d. Clarify definitions

The facilitator analyzes the meaning of a term/concept/understanding of something that is not fully understood by participants, without providing a concrete example. For example: “So, what we mean by achievement is... The difference between assessment and evaluation is...?”

e. Give examples

This activity is generally a continuation of the former activity (Clarify definitions). The facilitator attempts to provide examples from things that have been previously explained.

f. Give confirmation

This facilitator answers ‘yes’ or gives re-inforcement, for the assumption about a concept, an action that has to be taken, or about a causality relationship.

Participant ; If that is the case, CTL is identical to group learning?

Facilitator ; One of its processes – yes, but it can also be done in pairs or individually.

g. Question the participant’s meaning

This facilitator activity is to obtain a deeper understanding about things asked by the participants. It can also be used to find the background to that question.

Participant ; So in CTL we are more physically than mentally-intellectually active?

Facilitator ; What do you mean by physically and mentally-intellectually active?

Participant ; In CTL, the student’s work is important (display)?

Facilitator ; Ah, why did you come to that conclusion?

h. Control the direction of the discussion

The facilitator is often taken along by a protracted debate between participants, or if the answer of another participant deviates. The facilitator therefore has to return the discussion to the intended direction.

Example 1; “Why do we have to engage in a protracted discussion about something that is actually not very significant?”

Example 2; “What I asked was, prepare a diagram, compare and analyze by using your own words, wasn’t it?”

i. Emphasizing a participant’s answer

This activity is an attempt by the facilitator to get participants to concentrate their attention or raise awareness of a conclusion/finding by other participants. This is usually accompanied by writing down the essence of the participant’s question/answer on the black/whiteboard.

j. Fishing for data

The facilitator activity endeavors to ascertain facts/findings that will later be need as evidence of a conclusion. This activity unit is usually in the form of a series of questions that “herd” participants into a certain direction with the answer. Probably, the summary/conclusion does not come from the facilitator.

Example;

The facilitator from the results of his/her observation has noted that participants need more time to work on Problem A compared with the amount of time needed to answer Problem B although this problem contains more unknown elements.

Facilitator ; Which tasks needs more time?

Participant ; Task A

Facilitator ; Which task contains more unknown elements?

Participant ; Task B

Facilitator ; What can you conclude from these two facts?

Participant ;(does not answer)

Facilitator ; Does the task that has more unknown elements always need more time?

Participant ; No

Facilitator ; So.....?

k. Combine induction

This facilitator’s monologue activity is to connect several findings made by participants to draw a conclusion.

Example; Just before you concluded that A is bigger than B. We also proved that A is smaller than C. The conclusion: (that $C > B$... participants draw the conclusion).

1. **Providing the consequences**

The facilitator activity that is especially provided to reward or “criticize” certain actions of a participant/group of participants, can also be given to all participants.

This activity is especially undertaken so participants feel truly praised or criticized (praise can be with a ‘thumbs up’ or by acclamation). This activity resembles confirmation, if confirmation is only to confirm participants’ assumptions, without providing appreciation for their findings.

Of the various activities the activities that should be cut back includes clarifying definitions, answering questions, providing confirmation. There are activities that should be added (fishing for data, controlling the direction of the discussion, questioning the participants’ meaning). There are also activities that are very much dependent on the response of participants, if sufficient stimulus is provided.

6. **Giving a brief lecture**

Unlike the activity on leading the discussion, a brief lecture is a monologue activity, to clarify concepts/principles related to the learning objectives. One lecture actually consists of a number of explanation units whose objective is to provide an understanding of a principle/concept.

One brief complete lecture should consist of:

- a. *Formulation*: Essence of the concept/principle presented.
Example: Subjective perceptions
- b. *Elaboration*: Further clarification of the formulation presented.
Example: The meaning of that perception is not dependent on the object perceived, but rather on the subject that is doing the perceiving.
- c. *Argumentation*: Authentication of the formulation presented.
If the authentication cannot be undertaken easily, the facilitator can assure the authority of the expert to authenticate the formulation. According to the results of research by R.J. Marzano, that the perception...
- d. *Example*; Concrete examples from daily life related to the concept/principle that was discussed.
- e. *Humor*; Used if necessary to re-inforce habits of mind.

Brief lectures are not prohibited in the training, they are important because their function is to clarify concepts that are difficult to understand through limited experience/group discussion. In addition, brief lectures can be used as media to assure the authority of an expert in supporting a position that cannot be proved through limited experience.

7. Evaluate the process and outcomes of the lesson as well as the learning journal

One means of evaluating the training process and outcomes (in a brief time) is evaluating the training activity (although this evaluation actually has to be conducted on the training outcome). The method is by looking at whether there has been a change in the knowledge, skills, values and norms in the behaviors presented by participants during the mentoring period (3 months after the learning).

There are several means of evaluating the effectiveness of the facilitator in carrying out their duties and activities:

- a. To what extent has the facilitator deviated from the plan (the outcome of the coordination meeting of the facilitators' team before the training).
- b. Compare the proportion of training modus.
Use the formula:
 - the instruction time has to be shorter than the work time (pairs-groups)
 - work time has to be shorter than discussion time
 - discussion time has to be longer than lecture time.
- c. Provide the opportunity to participants at the end of each meeting to write up their learning journal (what they already know, what more they want to know, and what difficulties that faced during the training).
- d. To what extent the facilitator has provided instructions, led the discussion and provided a good lecture.

Presentation Unit 9



UNIT 9
How To Become An Effective Facilitator

I Introduction 1- 5'

- The facilitator has to be able to identify the important tasks that have to be done so the training can achieve its objectives.
- Good preparation will have an impact on the success of the training.

Introduction 2

- The training implementation stage will have a direct impact on the quality and success of the training.
- During the post-implementation stage, the facilitator determines whether the training has achieved its objectives and identifies the problems that emerged that need to be followed up.

Objectives

Identify the important things that have to be done (or that need to be avoided) by the facilitator during:

- The training preparation stage
- The training implementation stage
- The post-implementation training stage

C Connection - 20'

- Participants are prepared to undertake the brainstorm.
- Participants write down what has to be done by an effective facilitator.
- Write on post-it notes and read aloud before attaching them to the flipchart that has been made available.

A Application-30'

- Participants work in subject groups. The school supervisors and principals can join in an appropriate group.
- Each subject group should form into three sub-groups: Sub-groups A, B, and C.
- Participants take note of Participant Handouts 9.1, 9.2, and 9.3.
- Sub-group A works with Participant Handout 9.1, Sub-group B with Handout 9.2, and Sub-group C with Handout 9.3.

Application

- Participants write the outcomes of the discussion on the flipchart paper and the results are circulated to other sub-groups in the subject group for consideration and comment.
- The three subject groups present the outcome of the discussion. Each group only presents the results of one particular discussion that has not been presented by another group.

R Reflection – 5'

- Check whether the objectives of the session have been achieved.
- Provide the opportunity to participants to write down the main message from this session in their reflection journal.

E Extension

- Practice facilitation.
- Read the supplementary information that was provided in this unit.
- Re-inforce the theoretical material on facilitation with other related material.