



# UNIT-10

## Working as a Facilitator

### Learning Outcomes

**By the end of this unit the learner will be able to:**

- ✓ Identify advanced interventions for difficult situations

## Unit 10

### Working as a Facilitator

Training workshops don't always run smoothly. Somebody once said that training would be a great job if it weren't for the participants. While that is probably true at times, training might also be a more wonderful thing if it weren't for the trainers!

#### Training in Different Forums

In Person or Not?

We're living in a smaller world, where we can pick up the phone or hop online and connect to someone around the globe as easily as an office down the street. Expectations for training have changed as things change around us, and so you should expect that part of your training, sooner or later, will include a virtual component.

As you complete your needs assessment, consider the best way to deliver training for the group you are working with. Just think of the opportunities if you can offer videoconferencing, webinars, teleconferencing, or any experience other than a traditional classroom.

For some training (communication skills, for example), it seems that training makes the most sense inside a classroom. In many ways this is probably true, since learning together is part of the reason some people attend training. They like learning together. They like meeting new people and the social aspect of being in the same place. However, sometimes we need to think about our alternatives and what is best for trainees.

#### Test Your Knowledge

**What are the advantages of delivering training in a teleconference or webinar format?**

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## Test Your Knowledge

### Limitations and Considerations

**Generate a list of limitations and considerations for trainers as they prepare for delivering their training through a virtual medium.**

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If you are presenting in an unfamiliar space, you must **make sure that you fully understand how your computer or materials will work**. For example, do you need a split screen so that you can share images in large enough format that everyone can see or are they taking notes at their desktop? Always arrange for a practice session or ample setup time.

You also need to know whether there is someone available to troubleshoot if necessary. Or, it can be helpful to have an **assistant** so that you can pay attention to the training. The assistant looks after the phone lines, records the session, handles questions during a question and answer session, and performs any troubleshooting.

You may be inclined to use **free or nearly free services**. If this is the case, make sure you know how many people can sign into the session at one time. Also make sure that the sound or recorded images are of sufficient quality. (Our voices can become distorted over Internet and phone lines. Test several providers to ensure that you get the best results possible.)

Remember, if all participants do not have access to the technology required, or get frustrated during setup, you may not have all the learners that you expected. **Orientation** should be required for all participants so that they understand how to connect to a call or web session. This information needs to go out ahead of time so that participants can test their own system to make sure that things will work as expected.

The trainer needs to be providing **interesting information**. However, they also need to ensure that it is not too complex, as it can be hard to tell if a point has been well understood. (For example, in a classroom you might be able to see people frowning, but you will probably not have that advantage when teaching virtually.) Some online systems offer interactive question and answer tools that can help with this, but some people may be shy about asking questions.

Another consideration: **if training is long**, how will you ensure that people have the opportunity to stretch or that they return from a break?

**In general**, virtual formats tend to be useful for theory-based training, but they need to be supplemented by other formats to allow for practice, integration of learning, and follow-up.

## Team Teaching

### What is Team Teaching?

**Team teaching is just what it sounds like:** trainers who are sharing the preparation, delivery, and follow up as a way to provide a meaningful learning experience. If you consider the value of “two heads being better than one” you may start to realize the benefits to you as a trainer.

Team teaching can be applied in **several ways**. Choose the one that best suits trainers and learners:

- A pair of trainers shares the classroom at the same time, allowing one to lead while the other provides support to the learners by circulating during activities, break-out sessions, etc.
- A pair of trainers divides the day, where one teaches some sessions and the second trainer teaches other ones.
- Trainers can both observe smaller groups present or perform a task, allowing the session to be completed more quickly.

### Test Your Knowledge

Have you have already tried your hand at co-facilitating? If so, what was the experience like?

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What do you think the advantages and disadvantages of co-facilitating are?

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### Test Your Knowledge

#### Co-Facilitation Inventory

For me, the best part about training is...

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**For me, the worst part about training is...**

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**I like to start off my training by...**

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**I like to finish my training by...**

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**I plan my workshop by...**

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**In order to draw people out, I...**

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**In order to keep people from talking too much, I...**

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**To keep myself and the group on track I...**

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**When there is conflict in the group I...**

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**When someone comes late, I...**

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**My favorite way to get people talking is...**

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**When someone disagrees with what I've just said, I usually...**

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**I am most uncomfortable when...**

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**I am most comfortable when...**

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**Something else you should know is...**

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## **Training Preparation**

### **Test Your Knowledge**

#### **Training Preparation Worksheet**

**What is our topic?**

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**What are our objectives?**

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**What methods will we use?**

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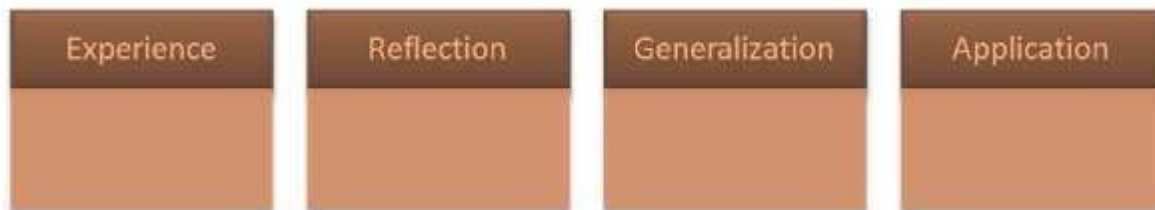
Have we taken all design elements into consideration?

Size of the group	
Length of the workshop	
Possibility of a pre-assignment	
“Threatening” activities	
Support materials	
Other resources	
Opportunities to practice	
Take home worksheets	
Content	

Have we taken all types of learning styles into consideration?

	Authentic Idealist
	Inquiring Rational
	Resourceful Artisan
	Organized Guardian

Our learning cycle will look like this:



What visuals will we use?

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**What is our backup plan?**

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**Test your Knowledge**

**Training Presentations**

**Presentation Evaluation Form**

**Presenter:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

<b>What Went Well (Pros)</b>	<b>What Did Not Go Well (Cons)</b>	<b>Lessons Learned</b>
<b>Action Steps:</b>		

**Further Reading:**

- ✓ *ASTD. 10 Steps to Successful Facilitation. ASTD, 2008.*
- ✓ *Bens, Ingrid. Facilitating to Lead! Jossey-Bass, 2006.*