



Welcome to Flawless Facilitation!

Tips and Tricks to engage all Types in
the Learning Journey

Poll



- What kind of learning do you enjoy most?

Agenda

Key elements we will review are:

- How to strike a balance between giving participants the information they need (the “What” of facilitation) and delivering a session in such a way that everyone will internalize the learning (the “How” of facilitation).
- How to create psychological safety; a place where people feel they can contribute without negative judgment while also being in a state of “relaxed alertness”.
- How to design an effective active learning workshop using the T.E.A.C.H. Methodology, which can build the bridge from structured course design to an engaging learning climate.
- How to vary delivery styles and pace for different parts of the session to ensure the program flows effectively.





Awareness Discussion

What do you think differentiates a Facilitator from a Teacher or a Presenter?

Facilitator

- Adult-to-adult
– Andragogy
- Participant-centered

Content

What, How and
When to Learn

Past experiences

Attitude

Orientation

Dependency

Motivation

Outcome

Process

Power

Energy direction

Participant Centered

High level of participant choice

Participant past experience is a
learning resource

Participant active and engaged

Relevant to participant context

Empowers participants to be
self- directed learners

Internally driven and curious

Independence

Facilitation with Active Learning

Primarily with participants

Multi-directional



Role of the Facilitator

Task

Content

‘WHAT’

Group Process

Audience engagement

‘HOW’



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Poll



- There are ten questions – each lists an element of a training program.
- For each element select whether you think this best represents “Task” or “Group Process”.

Task and Group Process Results



Task and Group Process Results

GROUP PROCESS

Asking questions

Getting group feedback

Monitoring energy

Having fun

Participating

Managing challenging participants

Guiding group discussions

Observing exercises being conducted

Processing participants' reactions

Checking for understanding



Key
elements of
a well-
designed
active
learning
workshop?



Structure of Introduction

- Key elements
- Sequencing the elements



T	<u>T</u> opic: State the Subject
E	<u>E</u> ngage the Audience
A	Provide <u>A</u> bstract Information: Concepts, Theories, Models
C	Supply <u>C</u> oncrete Application: Examples, Exercises and Activities
H	Decide <u>H</u> ow to Apply the Information

T.E.A.C.H. Application

Topic

Engage the Audience

Abstract Information

Concrete Application

How to Apply

1. Key characteristics of four Interaction Styles (Card activity)
2. Recognizing Interaction Styles clues from Case Studies
3. Select best-fit Interaction Style
4. Quote about the importance of Interacting with different types
5. Select a flip chart that best describes your decision-making style



T.E.A.C.H. Application Answer

T opic	4. Quote about the importance of Interacting with different types
E ngage the Audience	5. Select a flip chart that best describes your decision-making style
A bstract Information	1.Key characteristics of four Interaction Styles (Card activity)
C oncrete Application	2. Recognizing Interaction Styles clues from Case Studies
H ow to Apply	3. Select best-fit Interaction Style



Get-Things-Going

ENFP

Behind-the-Scenes

INFP

Idealist/
Catalyst

In-Charge

ENFJ

Chart-the-Course

INFJ

Get-Things-Going

ESFP

Behind-the-Scenes

ISFP

Artisan/
Improviser

In-Charge

ESTP

Chart-the-Course

ISTP

Get-Things-Going

ESFJ

Behind-the-Scenes

ISFJ

Guardian/
Stabilizer

In-Charge

ESTJ

Chart-the-Course

ISTJ

Get-Things-Going

ENTP

Behind-the-Scenes

INTP

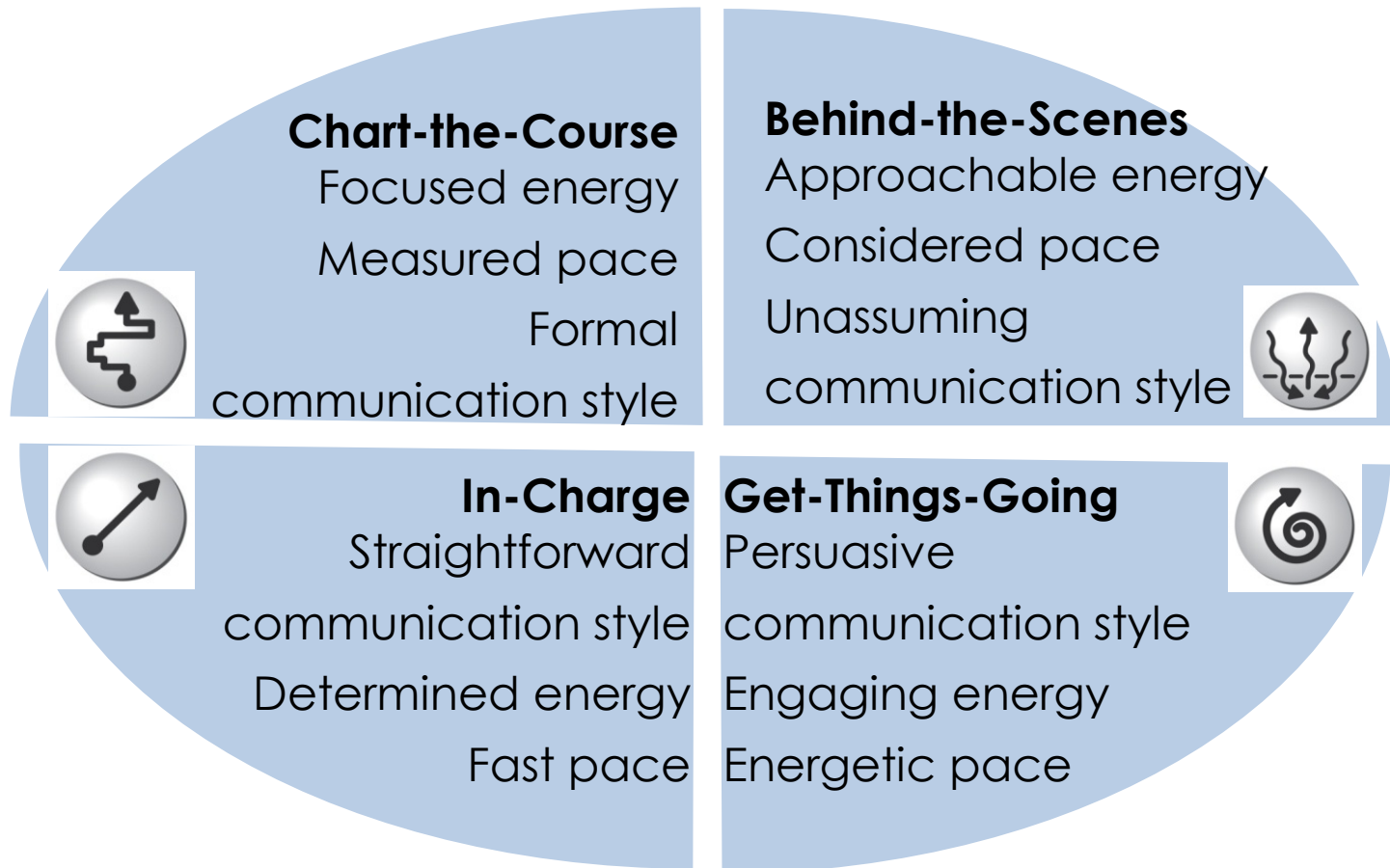
Rational/
Theorist

In-Charge

ENTJ

Chart-the-Course

INTJ



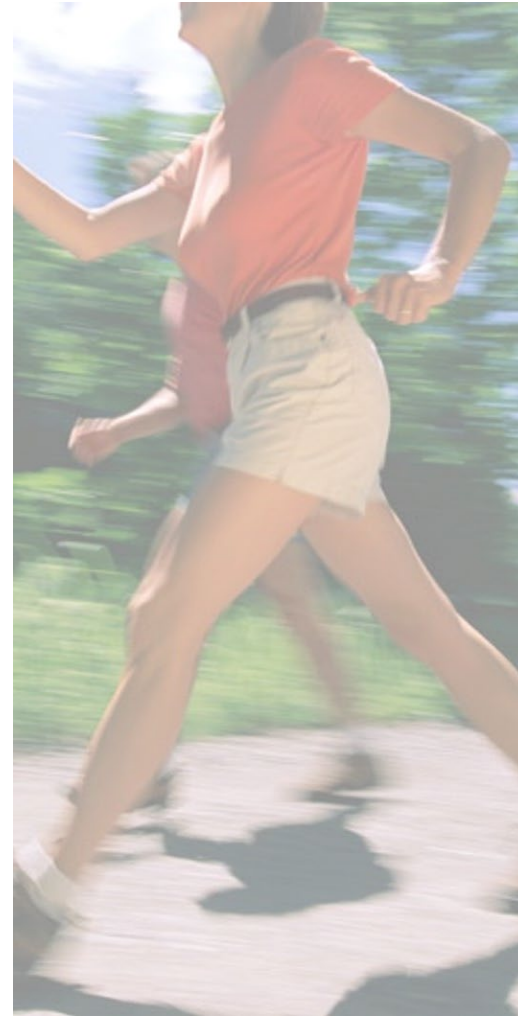
Flexing Energy to Maximize Group Process

- For the Interaction Style you have been allocated, identify two specific examples for when this Interaction Style energy might be appropriate when facilitating learning?



When In-Charge?

- Important to be used in the background in ensuring the group is moving towards the goal
- When the group is getting off course: to redirect, be clear about achievable result, and to reset parameters of training.



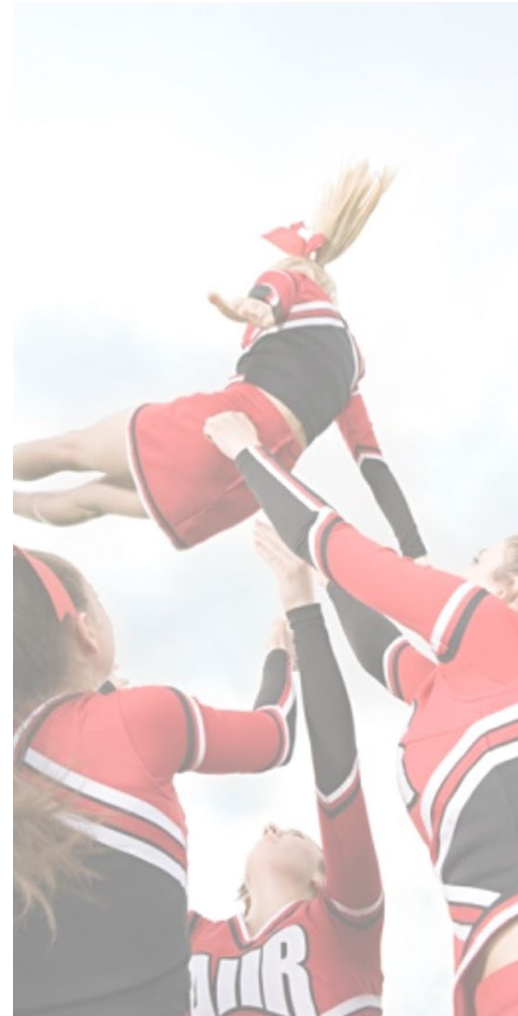
When Chart-the- Course?

- Important in the introduction to be calm and methodical about agenda and process: what is the outcome and how are we getting there
- For exercises: to slow down and give instructions in a clear, step by step way, providing regular time checks. Being clear about the purpose of the exercise at the beginning and then summarizing the desired outcome at the end.



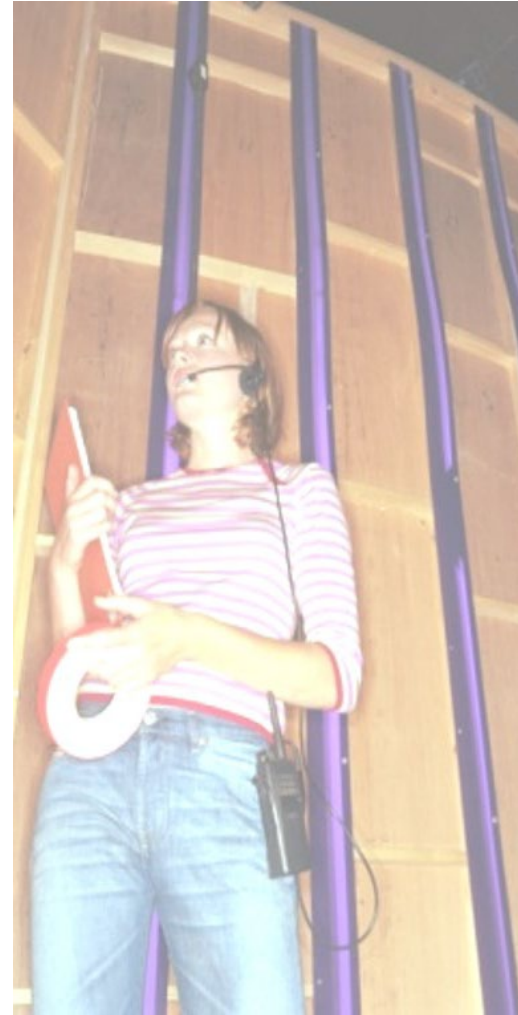
When Get-Things-Going?

- Important throughout the program to keep the pace lively in order to motivate and involve the audience.
- In large group discussions: asking questions to engage participants, repeating answers to validate in order to build an interactive embraced result.



When Behind-the- Scenes?

- Important when there is a key content area emerging that needs to be heard and considered.
- When the group is exploring an issue that is beyond the immediate content of the program but is relevant for achieving the quality goal of the session. For instance in a team building session when a conflict area is being openly addressed between two team members.

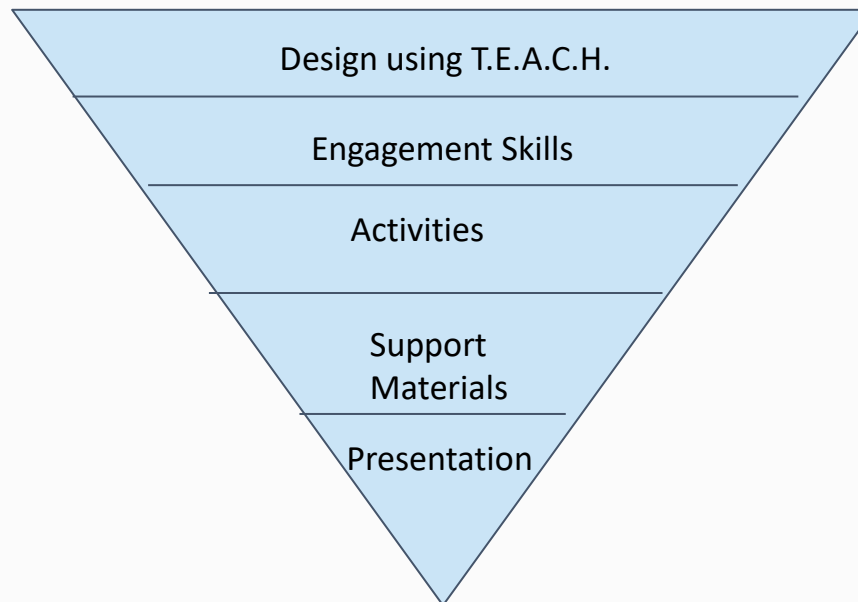


Flawless Facilitation



What can I teach participants?

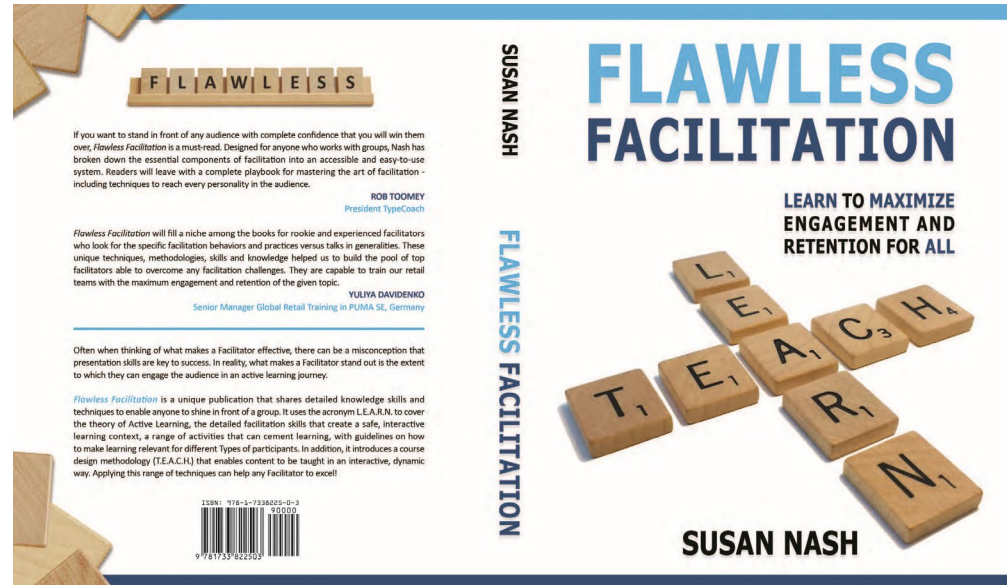
How can I help participants learn?



Key Insights

- What was your key insight from FLAWLESS FACILITATION?





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Questions, comments?

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