

“The person who does the work does the learning”

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Facilitation Skills Course Outline

COURSE LENGTH: 1 or 2 DAY

OUTCOMES

- ☐ Identify the competencies linked to effective small group facilitation
- ☐ Understand the difference between content and process
- ☐ Understand the stages of team development and ways to help teams through each stage
- ☐ Use common process tools to make meetings easier and more productive
- ☐ Define your role in facilitating
- ☐ Establish ground rules
- ☐ Develop content and process
- ☐ Deal with controversial issues and divergent perspectives
- ☐ Develop communication skills
- ☐ Use common facilitation techniques
- ☐ Give effective feedback
- ☐ Understand facilitation vocabulary
- ☐ Deal with difficult people and situations

You'll see a variety of learning strategies: cooperative / collaborative, constructive, experiential, Socratic, accelerated learning. Participants will experience rotation of paired / small group work, the creation or completion of partial existing content to adapt it to their own situations, the tactical use of purposeful questions to guide people to self-discovery rather than just telling, intermittent problem-solving team-based challenges, a welcoming learning environment that gets the learners and their brains ready to learn.

As part of addressing ever-diverse groups, as well as being generally wise principles of learning, I also draw on principles from the field of Maori education:

- Ako (Learners also learn when they teach others)
- Poutama (Like a ladder, learning needs to climb on previous learning)
- Te Whare Tapa Wha (The learner's needs need to be met across multiple dimensions: physical, mental, emotional, social)
- Tuakana Teina ('buddy system')

People are different and some topics lend themselves to being best delivered by particular styles. Therefore, what you get is *variety*, and a professional, experienced facilitator able to take examples and scenarios from the real-world of the participants and workshop them together in real-time, as opposed to didactic linear delivery of generic content. These methods ensure a productive, effective, and efficient balance between the delivery of academic content, and a practical and relevant session that is engaging, memorable, and interactive.