

## Chapter 1 : Facilitator Guide

*Reflection is a learning process where participants think critically about their common service experience (UVM). Reflection Facilitation Manual.*

The facilitator may or may not be a content expert. The word Trainer is often used interchangeably with facilitator, but the trainer usually connotes a facilitator who has content expertise. Both facilitators and trainers must understand how adults learn and how to draw out the best thinking of a group. Are you allowing your participants to be active learners? This means that you provide the raw material for them to build learning constructs, to solve problems, and to discover and explore new learning. Do you articulate a clear purpose for learning—both the overall goals as well as individual activity objectives? Do your lessons and activities connect with the groups experience and shared responsibilities? Can you articulate this? Have you included a vehicle for participants to express their concerns? Have you allowed for different learning styles? Do you draw upon the expertise of the group? Have you clarified how the learning will help the participants in their jobs? Does your material challenge their thinking and encourage them to envision new ways of seeing things? Have you built in time for reflection and self-assessment? Have you allowed adequate time for participants to share their learning with each other? Are you sure that you and the participants share a common language that defines and delineates the topic at hand? Do you use strategies to include all participants in the learning? Below are some characteristics of learning events that have an impact: Research based and rooted in adult learning theory 2. Includes a high level of new content 4. The learning has clear outcomes 5. Focuses on the real-world needs of the participants 6. Participants see the training as a means to strengthen their effectiveness 7. Involves collaborative problem solving 8. The material connects with participant experience 9. The participants feel they are part of a learning community The participants understand that they are valued for their learning efforts Involves shared learning where the participants can talk directly and meaningfully to one another Structured so that participants have adequate time to assimilate the material and then apply it. Participants have ongoing updates, support, and practice Match your content to the needs of the group. It is important to challenge your participants and move toward new learning. Adult learners learn best when the material is thought provoking. Carefully outline your session. There is nothing more frustrating for busy adult learners than a meeting or learning event that meanders or feels random. Most learners want to know where they are going, how they are going to get there, and the milestones they can expect on their journey together. Of course the facilitator must remain flexible to develop unexpected topics that emerge from the participants. Nevertheless, the overall flow of the workshop must be clear and sacred. Be certain that your agenda has a lively pace to it. Construct the learning event so that it has a sense of wholeness. This means it should have a beginning, middle, and end. Depending on the length of the session, include various exercises and activities that are both meaningful and consistent with your participants. It is always a good idea to get the participants out of their chairs on occasion. Be certain that you allow enough time for the activities to unfold fully but not drag. When you introduce an activity make certain that it has a clear and meaningful context. This means making it perfectly clear why the participants are doing the activity objective ; how it fits in with the overall flow of learning; and what they will get out of the activity debrief each activity so participants can articulate what they have learned. Be certain that you include enough to keep the session lively. However, identify particular agenda items that you could shorten or eliminate in case you run short of time. Ask yourself if your materials are visually appealing. When a participant enters the training room, he or she should see that this will be a place of learning. Use PowerPoint in moderation. Build in adequate break time. Be careful not to break the power of an activity by disrupting it with a break. Since everyone learns and retains information differently, design your training using a variety of delivery methods. According to the National Training Laboratory, research shows the following average retention rates for different training methods:

### Chapter 2 : Outcome Mapping Facilitation manual - View the resource - Outcome Mapping Learning comm

*This facilitator manual is designed to provide detailed instructions on how to access and administer the Learning Management System that is provided with your multiple-learner license.*

Each of us guards a gate of change that can only be unlocked from the inside. We cannot open the gate of another, either by argument or by emotional appeal. The key to open and honest reflection is an environment in which participants feel safe and comfortable. In order for group members to express their thoughts and opinions they must feel that they can do so without fear of attack or condemnation. This includes understanding and planning for individual differences in needs, abilities, fears, and apprehensions. Participants who feel safe are more likely to make honest and genuine contributions and to feel camaraderie and respect towards other group members. It has been said that "whatever resists will persist. Among the most useful strategies is to repeat the ground rules established by the group, including a reminder that criticism should pertain to ideas not to people. In addition, facilitators should not permit any disrespect or insults and should clarify misinformation. It is important that negative behavior be handled immediately so that participants do not get the impression that the behavior is condoned by the facilitator. As indicated, effective reflection is not designed around the leadership of one person. Equality of participants should be communicated and modeled by the facilitator. Again, the facilitator must be an alert observer, identifying signs of a developing hierarchy, or of divisive factions within the group. Such situations can be counteracted by recognizing all members, and encouraging their participation equally. All groups have opinion leaders or people who most others look up to. Often, these opinion leaders will set the tone for a discussion, thereby limiting active involvement of the more reserved members. Identify who these opinion leaders are and if it appears as though their power and authority is dominating the discussion, ask them, politely, to entertain other opinions. Other keys to managing group dynamics include: In order to appropriately handle diversity issues in reflection sessions, facilitators must begin by recognizing their own attitudes, stereotypes, and expectations and must open their minds to understanding the limits these prejudices place on their perspective. The facilitator will be the example to which the group looks, and should therefore model the values of multiculturalism. It is important that diversity be integrated throughout the reflection programming, rather than compartmentalized into special multicultural segments. Monitoring communication for expressions of bias requires the facilitators attention and sensitivity. Facilitators should be aware that some language and behavior has questionable, different or offensive meaning to some people, and they should encourage them to share their perspectives and information. Specifically, facilitators should watch out for statements or situations that generalize groups, or that identify race, sex, age unnecessarily for example, just as it is inappropriate to say "Bob Dole, White presidential candidate," it is also inappropriate to say "Colin Powell, Black political hopeful". When qualifiers are used that reinforce stereotypes by suggesting exceptions to the rule, facilitators should ask for clarification. Helping participants identify the assumptions inherent in their statements fosters greater understanding and sensitivity. Most importantly, while expressions of prejudice should be interrupted, the person who spoke should not be publicly attacked. Placing guilt on the speaker is likely to increase the tension and stifle further exploration of the topic. The Building Bridges Coalition suggests the following appropriate ways to respond: Express empathy and compassion. Jones has a college degree? As a challenging and meaningful reflection session draws to an end, participants may feel that their intended objectives have not been met, that questions have not all been answered, or that a plan of action has not been finalized. Nonetheless, the group needs to recognize that progress has been made and that the process must continue. It is the job of the facilitator to initiate this sense of resolution, and to invite feedback so that the process may foster as it continues. Suggestions for accomplishing this include: Request a closing statement from each participant about what they learned, what they plan to do next, etc. Review the session with the group, recognizing participants' contributions and the necessity of further reflection. Provide participants with resources, such as written material and upcoming events, to encourage their continued involvement. Request written and verbal evaluations so that participants may voice those concerns and ideas that have been left unsaid, and so that facilitators may understand the

strengths and weaknesses of their skills. As with any skill, the ability to facilitate effectively will develop through experience, feedback, observation, and reflection. Using the tools described in this and future sections of this manual you are equipped to begin refining your facilitation skills. Trouble Shooting for Facilitators Given the non-authoritative and flexible nature of facilitation, it is not unusual for situations to arise that can compromise the effectiveness of the reflection. Facilitators need to stay alert to these possibilities, and be prepared to deal with them. Following are suggestions for handling such situations, taken from Catalyst: One Person Dominates the discussion or continually interrupts it. Make it clear that you want input from everyone: Would any of the women like to say something about this? If a person consistently talks for long periods of time, without singling out that person specify that you would like everyone to be brief. Point out that in the interest of the group, interruptions should be kept to a minimum. Offer to speak to them at length at the break or after the session. If someone keeps their hand in the air while others are talking, explain that when you hand is up for you mind is processing what you will say so that you are not listening to the person talking. Keep track of people who wish to speak by "stacking" verbally list names of people who have raise their hands, indicating the order in which people will speak. Several people refuse to talk or participate. If some people refuse to participate in the large group, you might try dividing the group into pairs, threes, or fours. People who will not speak up in front of the full group will sometimes feel more comfortable sharing in a small group. Distribute index cards and ask participants to respond to a question on the card. In this way, everyone participates, but no one has to know who wrote what. The group becomes distracted and loses its focus. In refocusing a group it sometimes means interrupting someone or interrupting a two-way argument that is going nowhere. Although you may be hesitant about this, remind the participants of the original topic and put the tangent on hold, at least until the first topic is resolved. An offensive comment e. If anyone makes an offensive comment, expect conflict. Your job is to control the processing of what happened and allow the workshop to continue. You can ask people to vent, but without argument. The best response is honesty. Acknowledging that you - like everyone else - have learned prejudice and are working against it, will establish respect and lack of pretense in the group. Someone verbally attacks your leadership and completely throws you off. Usually they are very upset and are to blame. Discuss it with the person privately during a break. If you actually erred, apologize and continue. Someone presents inaccurate information or strays away from the focus of discussion. Point out the hopelessness, without buying into it yourself. Point out the hopefulness of the training itself, and that you have seen attitudes change and grow by doing this work. You find yourself disliking a participant. Remember that you are a human being and entitled to your own personal likes and dislikes. However, you must also keep in mind that as a facilitator, your neutrality is essential to the success of a workshop. Acknowledge your feelings to yourself, and move on. It is helpful to practice responding to challenging situations by role playing them with others. As you gain experience as a facilitator you will discover additional responses to these and other situations and will develop your own style.

### Chapter 3 : Free Facilitator Guide

*Training Manual for Group Facilitators. Table of Contents Welcome Letter supportive environment is helpful in facilitating learning.*

### Chapter 4 : Chapter 2: Facilitating Reflection - Facilitating Reflection: A Manual for Higher Education

*FACILITATOR GUIDE STANDARDS for PROFESSIONAL LEARNING 3 T he facilitator guide is a companion document to the Standards for Professional Learning. It is intended to guide facilitators in introducing.*

### Chapter 5 : Educators | ACCESS Virtual Learning

*This manual is designed to support Copeland Center-certified WRAP Facilitators in delivering the evidence-based model of WRAP peer-group co-facilitation. The materials are specific to facilitating the WRAP workshop, Mental Health*

*Recovery: Introduction to Recovery and WRAP.*