



FACILITATION SKILLS FOR TRAINERS

Transform your training skills by taking them to a higher level!

<p>Why it works:</p>	<p>Great trainers do three things very well. They understand exactly what their clients need; they develop training designed to address that need; and they effectively deliver the training using approaches that motivate the audience to action.</p> <p>This course enables participants to revolutionize their training styles by examining their current approach through a brand new lens. Each participant will significantly improve their own ability to actively engage audiences. Bring a module from one of your courses so you can immediately apply Facilitation Skills for Trainers course strategies to your material and gain valuable feedback! Customized tools and structured practice sessions allow participants to improve presentations and deliver material using a format that achieves greater understanding and skill transfer. Participants will learn just what it takes to make their own courses practical, dynamic, and interactive!</p>		
<p>Learn how to:</p>	<p>Transform training skills by:</p> <ul style="list-style-type: none"> ▪ Designing training that engages any audience ▪ Addressing different learning styles ▪ Making training stick ▪ Inviting audience participation ▪ Managing the group's energy ▪ Redirecting dysfunction ▪ Using facilitation techniques for effective engagement ▪ Delivering training that achieves results 		
<p>Ideal for:</p>	<p>Training managers, independent trainers, subject matter experts called on to relate information, human resource managers, volunteer trainers, consultants, and anyone who frequently or occasionally leads training sessions and desires to increase their ability to powerfully influence group learning.</p>		
<p>Duration:</p>	<p>3 Days</p>		
<p>Objectives:</p>	<ul style="list-style-type: none"> ▪ Define the role of the trainer and the difference between training and education ▪ Identify what makes for a great training session that delivers results ▪ Describe the underlying dynamics of session design ▪ Know how to plan an effective training session ▪ Understand the four basic learning styles and how to develop training around them ▪ Develop best practices related to teaching adults ▪ Build customized toolbox of engagement strategies ▪ Know how to react in the moment ▪ Practice and receive feedback on using these best practices with participant's own material ▪ Develop a plan for updating or incorporating the techniques in their existing training curriculum 		
<p>Agenda:</p>	<p>Day One</p> <ul style="list-style-type: none"> • Opening • Getting Started • Planning for Results • <i>Exercise 1 – Experiential Learning</i> • Starting with Impact • <i>Homework</i> 	<p>Day Two</p> <ul style="list-style-type: none"> • Review • <i>Exercise 2 – Delivering Your Start</i> • Delivering for Results • <i>Exercise 3 – Inviting Participation</i> • Managing Visual Information • <i>Homework</i> 	<p>Day Three</p> <ul style="list-style-type: none"> • Review • Confirming Results & Closing • Managing Dysfunction • <i>Exercise 4 – Redesigning Your Session for Results</i> • Next Steps



Why This Course?

Experienced trainers have no doubt at one time or another found themselves standing before a class whose group dynamics are all over the board. Charged with the task of training them on specific subject material, trainers sometimes struggle with regaining control of the situation. Everyone has an opinion, ideas have to be handled; varying learning styles must be taken into account and information and questions are being thrown at them from the multiple teams represented. How do trainers handle the situation in an efficient, effective, and enthusiastic manner?

Facilitation Skills for Trainers begins with each participant's current training level, whether expert or novice, and powerfully transforms their expertise in a way that revolutionizes the way training instructors engage their classes, manage dysfunction and raise energy in a room.

In this course, veteran and beginning trainers learn strategies for developing or updating training techniques that are practical, dynamic and interactive. Learn how to: keep everyone engaged in the class; manage dysfunction and raise the energy in a room; handle various group responses without reducing participant enthusiasm for contributing; gather both usable and unusable group information—and learn a process for what to do with the unusable!

While facilitation and training roles share a number of similarities, **Facilitation Skills for Trainers** is specifically designed to further the professional development of training leaders. This is accomplished by focusing trainers on leading vs. running effective meeting sessions.

Expert trainers understand that if their audience doesn't buy into the materials presented, the training session is a loss. **Facilitation Skills for Trainers** provides a specialized toolbox of cutting-edge methods designed to transform the way audiences receive and apply training class material.

Learn to use effective facilitation skills that make sessions even more engaging! Participants are encouraged to bring a module from one of their courses, test and redesign it and complete the course having incorporated strategies and techniques they can implement right away.



What is Covered

This course thoroughly explores pre-session planning in detail and delves into the dynamics great leaders employ during every training session. Highlights include:

1. **Learning Objectives** – Understanding what success looks like. Explore the question: If I walk out of this training session confident that it was overwhelmingly successful, what occurred from both a content and relationship standpoint?
2. **Who** – Knowing your audience including their potential reactions to the materials. How could they be impacted? How might they use the training in their everyday lives?
3. **What** – Understanding the content of the learning session: key messages versus subtle points, how the material integrates and fits together, and what information must be presented and/or discussed in order to achieve the desired outcome.
4. **How** – Understanding session processes that: support the preferred outcome; encourage levels of thinking that reach the desired outcome; build relationships; create back-up processes if the intended process is not effective; fit the material to the audience; and create metaphors or stories that work for your specific audience.
5. **Deliver** – Delivering content in a manner that works for the objectives, the participants, the materials, and you.
6. **Watch** – Knowing what to watch for as the learning session unfolds.
7. **Adjust** – Adjusting sessions when necessary to achieve the outcomes you desire.

Pre-Session Planning



What Makes This Course Unique

Facilitation Skills for Trainers is taught using the **PDI** style common to all of our courses:

practical, dynamic, interactive.

Practical...You'll be able to use it! Expect concrete situation-specific techniques that you can apply right away.

- ❑ We take the "touchy-feely" concepts - like engaging a group and consensus building - and isolate the detailed, step-by-step strategies. We break the most difficult concepts down to their critical elements for success.
- ❑ We let you know what techniques work; we show you why they work, how they work and when and where to use them.

Dynamic...You'll get into it! Expect energetic instructors that consistently promote high-energy and fun to keep you engaged.

- ❑ Our facilitators are trained in using level 3 energy – dynamic techniques for engaging and focusing groups.
- ❑ We use the "WII-FM" principle to excite participants by letting them know "What's In It For Me."
- ❑ Throughout the session we use a variety of techniques to keep the energy high and participants engaged.

Interactive...You'll really get it! Expect intensive interaction, practice and feedback throughout the session.

- ❑ We use practice sessions to ensure active learning. You will have numerous structured opportunities to both exercise the techniques taught and receive feedback.
- ❑ We reinforce learning through "backward buildup" by constantly engaging teams with content specific questions about material previously covered.
- ❑ We use team quizzes and interactive games (e.g., Jeopardy, Three Question Panic) requiring team decision and action to vary the pace and increase comprehension.

The cumulative result of employing these techniques is the creation of a learning environment which encourages participation, engagement and application.



The Instructor as Role Model

During the course, participants realize that the techniques being taught are simultaneously being modeled by the instructor. They begin paying attention

to how instructors introduce exercises, how they ask questions, how they use the pen, how they keep the group focused and on track. Instructors must not only be able to teach the material, they also must be instinctive and proficient users of the techniques as well. For this reason, our instructor certification program is extensive.



Other Features

Course highlights include:

- Resource materials featuring a storehouse of engagement strategies designed for immediate implementation.
- An easy to read guideline outlining what trainers should look for both visually and orally, using words versus non-verbal cues.
- A **Facilitation Skills for Trainers** outline that easily incorporates course training into each participant's customized course materials.
- Feedback from peers and instructor on at least three uses of the best practices.
- Extended feedback discussions following training practice sessions allowing the entire group and the instructor to provide insights on participant's strengths, and suggestions on areas of improvement for future engagements.
- Participants actively seeing and experiencing a variety of styles and a wide range of creative and innovative strategies.
- Recognizing the common mistakes made and learn techniques for overcoming them.
- **The Secrets of Facilitation** –You also receive this book! Written by our CEO, this book is becoming *the* industry guide for trainers seeking a structured methodology for facilitation.



The Instructional Method

The **Facilitation Skills for Trainers** course employs powerful interactive learning concepts that keep attendees continually feeding back what they are learning:

- Rather than use lecture as the standard teaching mode, the course instructor engages participants in explaining highlighted points; the instructor then expounds as necessary to reinforce comprehension.
- Our instructors are themselves facilitation trainers, who have superb instructional skills. They personalize the material by sharing their own experiences at relevant points.
- As techniques are reviewed, the instructor uses "backward build-up"; that is, the instructor constantly asks participants questions about material previously covered in order to build up comprehension. For example, when covering information on designing a session, the facilitator randomly asks participants to respond to questions about engagement fundamentals and other previous modules.
- Team challenges requiring rapid decision and action are used to vary the pace and increase comprehension during lull times (e.g., early afternoon)
- The cumulative result of employing these techniques is the creation of a learning environment that encourages participation and requires continual attentiveness (participants never know when they will be called on).



Course Workbook Outline

A. Getting Started

- A1. Course Objectives
- A2. Great Training
- A3. Course Overview
- A4. Agenda
- A5. Ground Rules
- A6. Excellence by Design
- A7. Introductions

B. Planning for Results

- B1. Defining Results
- B2. The Four Levels of Training Evaluation
- B3. Developing Learning Objectives
- B4. The Three Learning Styles
- B5. The Principles of Engagement
- B6. Instructional Methods and Engagement Strategies
- B7. Creating from Scratch
- B8. Designing for Results
- B9. Developing for Results
- B10. Handling Logistics
- B11. Training Impact

C. Starting with Impact

- C1. When You Arrive...
- C2. Your Opening Words: I-E-E-I
- C3. Request Participant Objectives (Involve)
- C4. Review the Agenda
- C5. Establish Ground Rules
- C6. Define the Parking Boards (ICA)
- C7. Review Housekeeping Items

D. Delivering For Results

- D1. Training vs. Facilitation – Is there a difference?
- D2. Asking Starting Questions that Ignite Discussions
- D3. Ask Reacting Questions to Probe and Clarify
- D4. Use Checkpoints for Transitions
- D5. Warm-up the Group
- D6. Use PeDeQs to Give Directions
- D7. Redirect Side Issues
- D8. Order Speakers to Maintain Control
- D9. Summarize Results
- D10. Be Conscious of Time
- D11. Keep the Energy High

E. Managing Visual Information

- E1. Using Visual Aids in Training
- E2. Recording Information
- E3. Recording Techniques
- E4. Maintaining Interest and Order

F. Confirming Results & Closing

- F1. Confirming Knowledge Transfer
- F2. Reviewing to Close
- F3. Evaluating
- F4. Wrapping Up
- F5. Conducting the Debrief

G. Managing Dysfunction

- G1. Understand Dysfunctional Behavior
- G2. Separate Symptom from Root Cause
- G3. Focus on Prevention
- G4. Detect Non-Verbal Cues
- G5. Address Dysfunction Effectively
- G6. Inform the Group When Appropriate
- G7. Reward Functional Behavior
- G8. Respond Appropriately when Challenged

H. Action Planning

- H1. Identifying Your JEWELS
- H2. Planning Change