

# WORKSHOP DIRECTORY PAGE

**TITLE:** Facilitation Skills for Trainers

**COMP. #:** 711

**NO. HRS:** 3

**DATE:** October 2013

## QUALITY SERVICES REVIEW INDICATORS:

➤ N/A

## COMPETENCIES:

711-1 The trainer understands the importance of and is able to use a variety of techniques to engage and increase participant involvement. Techniques such as: posing questions, redirecting, brainstorming, small group activities, using personal experiences.

## LEARNING OBJECTIVES: Participants will be able to:

- Describe success factors for facilitators
- Offer ways to incorporate success factors for facilitators into their work as trainers

## CALENDAR SUMMARY:

As we move more and more in the direction of learner centered training, we find it critical that we possess, not only presentation skills, but also strong facilitation skills. When considering Malcolm Knowles five assumptions related to motivation of adult learning, we discover it is important that adults play an active role in their learning. How do we accomplish this? One way is through the use of our facilitation skills.

During this workshop, participants will reflect on the current state of their facilitation skills. They will explore American Public Human Services Association's success factors for facilitators and ways to ensure those success factors exist within their work as trainers. Ultimately, trainers will leave with a S.M.A.R.T. plan to achieve success. This workshop is eligible for 3 Resource Center training credits and 0 Continuing Education credit hours.

## TARGET AUDIENCE:

Contracted trainers and consultants of the Pennsylvania Child Welfare Resource Center

## EXPECTATIONS OF THE TRAINER:

The trainer must:

- be able to describe Malcolm Knowles' principles of adult learning
- be able to compare the roles of a trainer and facilitator

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- understand the psychological & accountability performance matrix
- be familiar with the Success Factors for Facilitators, as adapted from the American Public Human Services Association
- be able to formulate SMART goals

## RELEVANT LAWS, REGULATIONS, BULLETINS, *etc.*

➤ N/A

## MATERIALS NEEDED:

- ✓ Appendices
- ✓ Curriculum
- ✓ Blank Flip Chart Pads
- ✓ Colored Markers
- ✓ External Speakers for Laptop (if using to show DVDs)
- ✓ Handouts
- ✓ Masking Tape/Poster Putty
- ✓ Name Tents
- ✓ Flip Chart Stands (2)
- ✓ Laptop
- ✓ LCD Screen
- ✓ LCD Projector
- ✓ Power Point Presentation
- ✓ Posters
- ✓ Sign-In Sheet(s)
- ✓ Trainer Resources
- ✓ Training Evaluations

## LIST OF APPENDICES:

- 1: Four Corners Activity (4 pages).

## LIST OF HANDOUTS:

- 1: Facilitation Skills for Trainers (3 pages, double-sided)
- 2: Facilitation Skills Self-Assessment Exercise (1 page)
- 3: Success Factors for Facilitators Self-Assessment (1 page)
- 4: Markers of Effectiveness: Success Factors for Facilitators (6 pages)
- 5: Action (1 pag)
- 6: Transfer of Learning (2 pages)
- 7: References and Resources (2 pages)

## LIST OF POWERPOINTS:

- 1: 711: Facilitation Skills for Trainers (9 slides)

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## LIST OF POSTERS:

- 1: Retention Rates (1 page)
- 2: Five Principles of Adult Learning (1 page)

## LIST OF TABLE RESOURCES:

Print **2 copies** of each

1. Facilitation Skills (7 pages)
2. Principles of Effective Feedback (1 page)

Print **2 copies** of the webpage from each of the following websites

1. <http://www.socialpsychology.org/rapport.htm>
2. <http://www.learningforward.org/docs/jsd-summer-2006/garmston273.pdf?sfvrsn=2>
3. <http://www.mindtools.com/pages/article/RoleofAFacilitator.htm>
4. [http://www.uvm.edu/~dewey/reflection\\_manual/facilitating.html](http://www.uvm.edu/~dewey/reflection_manual/facilitating.html)
5. <http://www.umext.maine.edu/onlinepubs/PDFpubs/6101.pdf>
6. <http://www.cmu.edu/teaching/designteach/teach/learningenvironment.html>
7. <http://www.cmu.edu/teaching/designteach/teach/problemstudent.html>
8. [http://tae.fortresslearning.com.au/?page\\_id=338](http://tae.fortresslearning.com.au/?page_id=338)
9. [http://www.mindtools.com/pages/article/Body\\_Language.htm](http://www.mindtools.com/pages/article/Body_Language.htm)
10. <http://www.skillsconverged.com/TrainingTutorials/BodyLanguage/HowtoReadPeopleUsingTheirBodyLanguage.aspx>
11. [http://www-tc.pbs.org/tpt/slavery-by-another-name/media/cms\\_page\\_media/128/Ten%20Tips%20for%20Facilitating%20Classroom%20Discussions%20on%20Sensitive%20Topics\\_Final.pdf](http://www-tc.pbs.org/tpt/slavery-by-another-name/media/cms_page_media/128/Ten%20Tips%20for%20Facilitating%20Classroom%20Discussions%20on%20Sensitive%20Topics_Final.pdf)
12. <http://oqi.wisc.edu/resourcelibrary/uploads/resources/Facilitator%20Tool%20Kit.pdf>
13. <http://www.langevin.com/blog/2010/11/11/tips-for-managing-classroom-time/>

## CREDIT ASSIGNED:

Continuing Education credits: This workshop is eligible for 3 Resource Center training credits and 0 Continuing Education credit hours.