Role of a facilitator

INTRODUCTION TO CHILDREN’S PALLIATIVE CARE

TRAIN THE TRAINER
This presentation will look at

1. Differences between the roles of teachers, tutors and facilitators.
2. Categorisation and description of the responsibilities of a facilitator
3. Identification and review of ways to overcome barriers to good facilitation
4. Identification and description of behaviours of good facilitators
We cannot TEACH another person directly; we can only facilitate his LEARNing.

*Carl Rogers (1961)*
Teaching (Sage on the stage)

“A teacher is a person who helps others to acquire knowledge, competences or values.”

• Activity involving a presentational style of delivery to large groups
• Teacher is expert
• Student is ‘beginner’
• Hierarchical relationship
• Teacher seeks to teach the student their subject
Tutoring

A **tutor** is someone who helps a student understand the material he is learning.

A **tutor** is informal and gives additional, special, or remedial instruction.

- Involves activity in small groups or on individual basis
- Pastoral element (counselling)
- Provide support and guidance in the management of self-directed learning
- Tutor has more expertise and experience but recognises what the student contributes
Facilitation

A **facilitator** is someone that makes an action or process easy or easier. “A *true educator acts as a facilitator of learning.*”

- Managing meetings, keeping conversations on track, ensuring all are heard.
- Guides dialogue and works at maximising time and energy
- Keeps people ‘on topic’
- Leads group towards a specific outcome (objectives, learning outcomes)
- Recognises and uses unique contributions of group members
- By mediating the group process, the facilitator plays an active and critical role in ensuring that a community taps deeply into its own knowledge.
Responsibilities of a facilitator

1. Prepares in advance
2. States the objectives at the start of the event
3. Establishes expectations
4. Guides the group in presenting and sharing information
5. Provides closure and ensures actions are assigned
What makes a good facilitator?

Answer these questions in small groups of two or three. Write your answers down to enable feedback on your discussion/thought process.

1. When you attend a training workshop, such as this one, what do you expect from the facilitator?

2. What has frustrated you in the past with facilitators?

3. What are the barriers to effective facilitation?

4. What behaviours facilitate effective facilitation?
So what makes a good facilitator?

Personal characteristics vs acquired skills

- Value people and their ideas
- Think quickly and logically
- Are excellent communicators
- Are product and process oriented
- Are flexible
- Understand group dynamics
- Are positive

- Have a sense of humour
- Are open to learning during the workshop
- Are good listeners
- Are deeply respectful
Trouble shooting tips
Staying on task and on time

With groups of passionate and knowledgeable people, it is easy to veer off onto other topics or easily get side-tracked by minute details of a conversation. In order to help the group stay focused:

• Appoint a time keeper

• Remind the group of the ‘keep focused’ expectation

• Don’t be afraid to directly re-focus the group on the topic at hand

• Try to close the item or set it aside for consideration later
Dealing with unproductive behaviour

Difficult behavior is often unintentional or occurs as the result of an emotionally charged situation. You might be dealing with inattentive members who are engaging in side-bar conversations, taking calls or indiscreetly dealing with e-mail. You might also be dealing with personal agendas or disrespectful behavior.

• Use gentle and appropriate humour for redirection
• Restate the ground rules directly
• Direct your questions to the individual for clarification
• Seek help from the group
• Address the issue at a break or offline
Problematic participants

- **Persistent talkers** can generate anger amongst others. Need to take steps to limit their impact.

- **The monomaniac** is a person who raises the same issue in every session. Can pre-empt by saying, ‘…. Will probably say ...”

- **The mouse** is reticent and reluctant to participate in discussions and group activities.

- **The Expert** who continually reminds the group they are more knowledgeable than them on certain topics. Make use of them.
Stimulating productive inquiry

While passionate people often have a lot to say and suggestions for action, it is not uncommon for communities to experience lulls in an on-going conversation or a stand-still in a single event.

Use the following techniques to keep the conversation going.

• Use probing questions
• Invite the experts to speak up
• Call on individuals in the group
• Invite debate
FACILITATION IS THE ART OF STIMULATING DEEPER UNDERSTANDING, FRESH THINKING AND BEHAVIOURAL TRANSFORMATION.
Comments or questions?