

Facilitator guide

FACILITATION SKILLS AND ATTITUDES

Learning objectives:

Participants acquire tools, and build their skills and confidence in market facilitation, specifically:

- Understand the importance of clear communication, targeting their messages and listening and asking questions
- Have the tools and confidence to facilitate win-win negotiations
- Understand and are able to apply principles of system behaviours
- Build skills and confidence in coaching others
- Better able to manage and facilitate groups
- Have built understanding of what market facilitation is and have adopted appropriate attitudes

Note: The end of this guide contains all of the *Top Facilitation Tips* from the PMSD Training materials. See page 16.

Materials:

- ❖ Flipchart and marker pens
- ❖ 3 sheets of blank A4 paper per person
- ❖ Post-its
- ❖ Pens and paper
- ❖ [0.1 Module 0 slides - Facilitation Skills and Attitudes](#)
- ❖ [0.2 Market Facilitation - Good, Bad and Ugly](#) – pages 4-7, *1 each*
- ❖ [0.3 Developing interest-based negotiation skills](#) – *1 between 2*
- ❖ [0.3b Positions and interests worksheet](#) – *1 between 2*
- ❖ [0.4 Roles of the Facilitator handout](#) – *1 each*
- ❖ [0.5 Matching exercise worksheet](#) *1 between 3*
- ❖ [0.5b Matching exercise answers](#) *1 between 3*

Session title	Time
Module introduction	15 mins
Skill 1: Communication	45 mins
Skill 3: Facilitating negotiation	45 mins
Skill 4: Systems thinking	30 mins
Skill 5: Group facilitation	60 mins
Market facilitation vs conventional enterprise development	40 mins
Feedback (<i>optional</i>)	20 mins
Total	4hrs 15 mins

Session title: Module introduction
Time: 15 mins
Materials: ❖ Slides 1-4
Objective: ➤ Contextualising the module
Context: This module is all about the skills and attitudes of market facilitation. It is a cross-cutting module - these skills will be used for all the steps of the PMSD process. The module will outline what the key skills are, then take you through a number of exercises to raise your awareness, encourage new insights and develop your skills. However, the module is part of an on-going journey; each of these skills will need focused assessment and continuous practice and feedback for you to master them.
Process: <ul style="list-style-type: none"> • <i>[slide 2]</i> Work through the three phases of the PMSD evolution. Key point to highlight is that we are always working towards market actors taking the lead themselves. • <i>[slide 3]</i> For each principle ask someone to volunteer a definition. Add anything important they have missed • <i>[slide 4]</i> Briefly outline the 5 skills we have identified as being most important to market facilitation. We will cover all these skills in this module except for 'Relationship Building' which we cover in module 5. • <i>[slide 5]</i> Briefly outline module agenda

Session title: How good is our communication?
Time: 35 mins
Materials: <ul style="list-style-type: none"> ❖ 3 sheets of blank A4 paper per person ❖ 0.2 Market Facilitation - Good, Bad and Ugly – pages 4-7, <i>one copy each</i>
Objective: <ul style="list-style-type: none"> ➤ Participants understand the importance of clear communication, targeting their messages and listening and asking questions
Context: <p><i>Discuss:</i></p> <p>Why do you think communication is key to being an effective market facilitator?</p>
Process: <p><i>Activity:</i></p> <ul style="list-style-type: none"> • [Each participant is given 3 sheets of paper, keep 3 for yourself] <p>Round 1 – 5 minutes</p> <ul style="list-style-type: none"> • The goal is for everyone to produce identical patterns with the sheets of paper. • The rules are: <ul style="list-style-type: none"> – Keep your eyes closed – Do exactly what the facilitator instructs – No talking • Read these exact instructions slowly “Fold your paper in half and tear off the bottom right corner of the paper” (pause while they complete) “Fold the paper in half again and tear off the upper right hand corner” (pause) “Fold the paper in half again and tear off the lower left hand corner” (pause) • Open your eyes, unfold your paper and hold it out so we can all see <p>Round 2 – 5 minutes</p> <ul style="list-style-type: none"> • Split the group/workshop into groups of 3. In these groups try the exercise again, with one person acting as the instructor and two as the listeners – <u>the rules are the same</u> • The instructor must give 3 instructions, each including a fold and a tear <p>Round 3 – 5 minutes</p> <ul style="list-style-type: none"> • Still in the same groups, ask them to change roles so someone else is the instructor • This time there is one change to the rules – <u>listeners are allowed to talk</u> • Once again the instructor must give 3 instructions, each with a fold and a tear <p><i>Debrief – 10 minutes:</i></p> <ul style="list-style-type: none"> • What was the result of the 3 attempts? Did you become more accurate?

- How effective was your listening and communication?
- When have you had experiences like this in real life?
- What lessons do you think it might hold for you as market facilitators?
- What could you have done to further increase the accuracy of this exercise?

Activity – 10 minutes:

- Read the examples of ‘good’ and ‘bad’ communication in *0.2 Market Facilitation - Good, Bad and Ugly*, and discuss in pairs how it relates to what we’ve just done

Notes:

Key messages for debrief:

- Messages need to be adapted – different audiences will perceive the same message in different ways
- Importance of taking another person’s perspective
- Our communication is not always as clear as we think it is
- One-way communication is not effective

To improve accuracy:

- Instructor could have used questions – Which way up are you holding your paper? How clear are my instructions?
- Instructor could take perspective of the listener, and imagine how they might interpret instructions
- Listeners could have asked more questions and asked for feedback as they were going along
- Listeners could have asked for the bigger picture - what do you want this to look like at the end?

Session title: Facilitating negotiation
Time: 50 mins
Materials: <ul style="list-style-type: none"> • 0.3 Developing interest-based negotiation skills – one between two • 0.3b Positions and interests worksheet – one between two • Slide 6
Objective: <ul style="list-style-type: none"> ➤ Participants have the tools and confidence to facilitate win-win negotiations
Context: <p>A key aspect of your role as market facilitators is about facilitating negotiation between actors to reach win-win solutions.</p> <p>Is this something any of you have done or tried to do before?</p>
Process: <p><i>Present:</i></p> <p>We are going to use an approach called ‘interest-based negotiation’. Usually parties fail to reach agreement because their ‘positions’ are in conflict. Their stated position is what they say out loud, it is the demand they are making or what they are refusing to do, for example ‘I won’t sell to you because you don’t pay me enough money’. However what lies beneath this is their underlying interest, for example ‘I need to get a good price for my milk so that I can feed my family’. By going beyond these positions, you are likely to find shared interests.</p> <p><i>[slide 6]</i></p> <p>The four principles of interest-based negotiation are as follows:</p> <ol style="list-style-type: none"> 1. Build trust through mutual understanding and meaningful communication 2. Focus on revealing underlying interests rather than positions 3. Widen the options for a solution through the creativity and lateral thinking that comes from joint problem solving 4. Reach agreement that satisfies interests and adds value for all parties. <p><i>Activity – 35 minutes:</i></p> <ul style="list-style-type: none"> • <i>Instructions (to groups):</i> In pairs, read through the article ‘Developing effective interest-based negotiation skills’ – 10 mins • Go back to the ‘Bad communicator’ example in <i>0.2 Market Facilitation - Good, Bad and Ugly</i> and identify what you think are the positions and interests of the commercial rice farmers and the input dealers and fill in the worksheet – 10 mins • Join two other pairs to form a group of 6 <i>[adapt to group size]</i>. • In each group of six, you will act out a role play of two market actors trying to negotiate with the help of a facilitator • Have one pair take on the role of commercial rice farmer, one pair play the role

of input dealers and one pair play the market facilitator

- Each pair should follow their own description of their positions and interests. The facilitator should try to use the principles described in the *Developing Interest-based Negotiation Skills* handout. Your objective is to help the actors to identify their shared interests and reach a deal which satisfies those.
- Market actors should respond in a realistic way to the facilitator and to each other
- The pair that is facilitating should alternate – with one facilitating and the other observing. Swap over half way through [*prompt people when to swap*]
- *Spend 15 minutes running this negotiation.*

Debrief:

- What happened in your negotiation? Did you reach any agreements?
- From the perspective of the market actors – what did you like / what did you not like?
- From the perspective of the facilitator – What was easy? What was difficult?
- From the perspective of the observer – What did you observe that worked best?
- What are your key learnings about facilitating negotiation? [*record on flipchart*]

Session title: Understanding the principles of systems
Time: 30 mins
Materials and setup: <ul style="list-style-type: none"> ❖ Post-its numbered 1, 2, 3... up to the number of participants ❖ A flipchart ❖ Plenty of space – a separate room / outside space is ideal, otherwise push chairs and tables to the sides of the room
Objective: <ul style="list-style-type: none"> ➤ Develop gut-level understanding of the behaviours of systems ➤ Get to know some key systems principles
Context: <p>Think of a time when you planned for something to happen, took action, and then got an unexpected result. <i>[ask a few people to share their experiences]</i></p> <p>This exercise will help you to see how a system can produce unexpected behaviours.</p>
Process: <p><i>Activity:</i></p> <p>Intro</p> <ul style="list-style-type: none"> • Hand out the post-its to the participants to stick to their fronts, making it clear that all the numbers are equal and you are giving them out at random. Ask everyone to remember what their number is. • Ask everyone to stand in a circle – make it as big as the room allows • Say “I will ask each of you to select two other people in the circle. These will be your references. However, when selecting, you need to observe these two conditions” <i>[write up on flipchart as you describe]</i> <ul style="list-style-type: none"> – Everyone who is an odd number (1, 3, 5, 7 etc) should choose person number 2 as one of their references – No one should pick as a reference anyone who has _____ <i>[pick an item of clothing shared by only a few people, e.g. red top, sandals – make sure that this item is not shared by person 2!]</i> • Pick your two references and memorise their numbers • When I say ‘Go!’ your goal is to move around the room to form an equilateral triangle with your two references as quickly as possible. • If I say ‘Stop!’ you must stop immediately. • <i>[Demonstrate what you mean by equilateral triangle using two other participants]</i> <p>Step 1 (illustrating simple system)</p> <ul style="list-style-type: none"> • In a moment I will ask only participants <u>1, 2 and 3</u> to respond to my ‘Go!’ by moving to form an equilateral triangle with their references. Nobody else should move. • What do you think will happen when I say ‘Go!’? How long do you think it will

take for the system to come to a rest? *[give participants a short time to discuss the possibilities]*

- Remember only 1, 2 and 3 should move... 'Go!'
- Observe what happens – typically the three people move for a brief time then the system comes to rest
- Ask them to return to the circle

Step 2 (illustrating complex system)

- In a minute I will ask everyone to form an equilateral triangle with their references. What do you think will happen? Will it take more or less time? *[again, a couple of minutes of discussion]*
- 'Go!'
- Observe what happens. This time it is likely to take significantly longer to reach equilibrium, but they will eventually all come to rest
- Ask them to stay where they are

Step 3 (illustrating low leverage)

- Point out the people who are wearing the item you previously named (red top, sandals etc).
- Ask these people to move to different points
- What do you think will happen now when I say 'Go!?' *[give them a bit of time to reflect and respond. In fact, there should be no movement at all as no one should have picked them as a reference!]*
- Shout 'Go!' *[no one should move]*

Step 4 (illustrating high leverage)

- Now pick another few people (the same number you used for the previous try), include person number 2. Ask them all to move to a different spot.
- When I say 'Go!' what do you think will happen? *[again give them time to reflect, it should cause much more disturbance in the system, because person number 2 is a high-leverage component, but don't tell them this]*
- Shout 'Go!'
- When everyone has stopped moving, invite them to come back to the circle.

Debrief:

- Describe what happened in those four scenarios.
- Why do you think the last two scenarios were so different to each other?
- How have you seen similar behaviour reflected in your work?
- What general principles can you learn from this?

Notes:

Principles of systems

- Part 1 illustrated a simple system with only a few components. It is quicker and easier to change

- Part 2 illustrated a complex system with many components. It took much longer to change
- Part 3 illustrated 'low leverage' components – when you move these it makes no impact on the system
- Part 4 illustrated 'high leverage' components – when you move these it makes a significant impact on the system

Session title: Group facilitation – Roles of the facilitator
Time: 30 mins
Materials: <ul style="list-style-type: none"> ❖ Flipchart and lots of different coloured marker pens ❖ 0.4 Roles of the Facilitator handout – 1 each
Objective: <ul style="list-style-type: none"> ➤ Participants can list and describe the roles of the facilitator in a workshop
Context: <p>An interesting way to get people thinking about the topic and get them into groups...</p> <ul style="list-style-type: none"> • Ask a couple of neutral questions for people to put themselves on a spectrum from 1-10, e.g. ‘On a scale of 1-10 how much do you like milk?’ (point to each end of the room when you say this to show which end is 1 and which is 10) • Then ask people some facilitation-related questions e.g. ‘On a scale of 1-10 how comfortable do you feel speaking in front of a group?’ encourage people to be honest – this is not a test it is an opportunity for reflection • End with ‘On the spectrum of facilitative to directive, what is your <u>natural</u> style when working with a group?’ Again, encourage honesty • Based on this line put people into groups of 3 with the people next to them
Process: <ul style="list-style-type: none"> • <i>[slide 7]</i> Go through the Roles of the Facilitator slide briefly – indicate that this is referring specifically to group facilitation situations <p><i>Instructions:</i></p> <ul style="list-style-type: none"> • You will have 10 minutes to draw a ‘pictogram’ of the roles of the facilitator on a piece of flipchart paper – a pictogram is a visual representation using pictures and symbols • Stick them up on the walls • In your groups, take 5 minutes to go round the room and look at the other groups’ pictograms and discuss them
Debrief: <p>What did you notice about the different pictures? Which for you best represented the roles of the facilitator and why?</p> <ul style="list-style-type: none"> • Hand out <i>0.4 Roles of the Facilitator</i>

Session title: Group facilitation – managing group dynamics
Time: 50 mins
Materials: ❖ Slide 8 ❖ Flipchart and pens
Objective: ➤ Participants are aware of the additional skills required to facilitate groups ➤ Participants have practical tips for dealing with group dynamics
Context: Group facilitation is key to the PMSD process, because of the importance of the participatory element. There are a number of aspects of the process that will require you to bring together a diverse group of people, elicit learning and discussion and build consensus and joint action plans. It incorporates many of the skills we have already looked at, but there are some additional skills too.
Process: <i>Discuss:</i> <ul style="list-style-type: none"> • What have you already learned in this module, which could be useful in facilitating groups? • What additional skills and abilities do you need to facilitate a group? <i>Present:</i> One of the key additional skills is about managing group dynamics. One of the greatest challenges for a facilitator is what to do when the session does not go to plan, either because of a ‘difficult’ person or an unproductive group dynamic. In reality, sessions rarely go exactly to plan and your ability to tune into the group and shift your approach accordingly is key to achieving your desired outcomes. <i>Activity:</i> Step 1 <ul style="list-style-type: none"> • Reflecting on meetings and workshops that you have participated in, what are some of the challenging dynamics and behaviours you have observed? <i>[5-minute brainstorm with whole group]</i> • Thinking about the people you will be working with, which of these dynamics do you think will be most likely and most challenging? Come up to the flipchart and put a coloured dot by one of these. <i>[note the top 3-5 challenging dynamics/behaviours as voted by the group – depending on how many groups you will get them in for the next step]</i> Step 2 <ul style="list-style-type: none"> • Get people into small groups [approx. 5 people per group] and give them one of the top challenging dynamics/behaviours • Each group must <u>nominate a group facilitator</u> to lead the discussion • <i>[slide 8]</i> Discuss the dynamic or behaviour you have been allocated -

- What could be the underlying causes/reasons?
- What can you do in preparation?
- What can you do in the moment?

Plenary:

Quick report from each group. Report should be given by someone other than the group facilitator.

Debrief:

- What did your group facilitator do that worked well?
- What are some general tips you have picked up about group facilitation?

Notes:

- Encourage groups to be really specific and practical in their recommendations

<p>Session title: Market facilitation vs conventional enterprise development</p>
<p>Time: 40 mins</p>
<p>Materials:</p> <ul style="list-style-type: none"> ❖ 0.5 Matching exercise worksheet (one-sided printing) – enough copies for one between three ❖ 0.5b Matching exercise answers – as above
<p>Objective:</p> <ul style="list-style-type: none"> ➤ Participants understand the difference between Market Facilitation and conventional enterprise development. ➤ Participants develop appropriate facilitation attitudes
<p>Context:</p> <p>The final thing we are going to do is a quick exercise to clarify our understanding of the difference between Market Facilitation, which focuses on catalysing a whole system, and some of the more traditional enterprise development approaches which focus on supporting individuals to grow their businesses.</p>
<p>Process:</p> <ul style="list-style-type: none"> • Get participants into groups of 3 with a copy of the worksheets and a pair of scissors <p><i>Instructions:</i></p> <ul style="list-style-type: none"> • Cut out all the content boxes, then match them up to the appropriate categories. With each box you must decide if it goes under Market Facilitation or Traditional Enterprise Development Approach – <i>approx. 20 mins</i> • <i>[When everyone has finished, hand out copies of the answer sheet – one to each group]</i> • Check your answers against the answer sheet, noting which ones you put in the wrong place. <p><i>Debrief:</i></p> <ul style="list-style-type: none"> • Which ones ended up in the wrong boxes (remind them that this is where the richest learning comes out)? • What surprised you? • Did you learn anything new from this process?

Session title: Feedback (<i>optional</i>)
Time: 25 mins
Materials: None
Objective: <ul style="list-style-type: none"> ➤ To understand the importance of giving and receiving feedback to improve performance
Context: <p>Feedback is essential to improving your skills as a market facilitator. None of us ever reach perfection, but we can aim for mastery, which is only attained by a combination of experience, feedback and reflection.</p> <p><i>[slide 9]</i></p>
Process: <p><i>Discuss:</i></p> <ul style="list-style-type: none"> • Who are some of the people you can get feedback from? <i>[if prompting needed some examples might be market actors, workshop participants, colleagues, managers]</i> • What are some of the ways you can get feedback? <i>[if prompting needed some examples might be verbal, written, regular, ad-hoc]</i> <p><i>Activity:</i></p> <ul style="list-style-type: none"> • To demonstrate, please give feedback to your facilitator about how this training was delivered. Write down your answers first to these two questions: <ul style="list-style-type: none"> – What did I/we do that helped your learning? – What could I/we have done differently to help your learning more? • <i>[go round the group getting everyone's answer to question 1, go round again to get everyone's answer to question 2]</i> <p><i>Present:</i></p> <p><i>[slide 10]</i></p>
Notes: <ul style="list-style-type: none"> • This is a very important point at which to model the behaviours we expect of them as market facilitators. Be sure to thank each person for their feedback, both positive and constructive. Do not defend yourself. If necessary ask for clarification or explanation

A collection of our top tips on facilitation:

Below you will find a collection of all of our top tips on facilitating workshops, gathered from many years of experience.

These are collated from the tips section that can be found at the end of each facilitator guide; these are general tips that can be used for all the trainings, and are not specific to any module.

You can choose to use these in any of the following ways:

- Reflect on and implement one topic for each module in order to fully understand and master it before moving on to the next
- Study them all before commencing the training
- Have them available as a resource to draw on when you have a particular challenge or are tackling a particular issue

**Top
Facilitation
Tip!**

Role modelling

For this module in particular, it is vital that you role model the skills attitudes and behaviours you are introducing to the participants. Remember to:

- Demonstrate *active listening*, including repeating back what you have heard to clarify
- Check in with participants to ensure that they have understood your instructions
- Ask frequently if people have questions
- Reflect questions back to the group or the individual “What do you think the answer might be?” “Does anyone else have experience of this?”
- When you ask a question to the group, be genuinely open that you may learn new ideas or insights. There may be some key points you need to highlight, but the purpose of the question is not to get the ‘right’ answer but to explore ideas
- Be sure to create a fun, open atmosphere conducive to trying things out and learning. In a ‘performing’ (as opposed to ‘learning’) mode, some of the participants may feel defensive or embarrassed, so continually emphasise the learning points.
- Ask for feedback!

**Top
Facilitation
Tip!**

Module 1: Getting people into groups for activities:

Group activities are a great opportunity for people to share ideas with people they would not normally have the chance to. Therefore, don't just have people get into groups where they're sitting, as they are likely to sit next to people they know.

Here are two simple ways to get mixed groups:

- Get people to count themselves off '1, 2, 3...' up to the number of groups you want to have (total group size/no. of people per group = no. of groups), then ask all the 1s to work together, all the 2s etc.
- Get everyone to stand up and line themselves up in a particular order e.g. 'month of birth' or 'number of siblings' (choose something culturally suitable)

Getting people into groups can also be an opportunity to re-energise participants. Here is an activity that does both...

- Get everyone up and walking around the room
- Choose a few local forms of transport, e.g. 'rickshaw' or 'matatu' and for each, state the number of people that must group together and the action they will do (e.g. if it's a motorbike taxi everyone must get into pairs one behind the other and move around the room quickly and noisily). Ensure that one of the modes of transport gives you the size of group you are looking for.
- Spend 5 minutes playing the game – i.e. calling out the different forms of transport and having everyone immediately get into the appropriate grouping. The last one you call should be the correct group size for your next activity.

**Top
Facilitation
Tip!**

Module 2: Guided reflection:

The ‘debrief’ is essentially a guided reflection process, allowing participants to get maximum learning and insight from each exercise you do, as well as from each module or training day. The type of questions you ask will have an impact on the quality of the discussion, it is not enough just to ask ‘So, what do you think?’. There are a number of different models or processes you can refer to. Here are a few options:

1. The ORID method (Observational / Reflective / Interpretive / Decisional):

- What happened in that exercise?
- What did you like / enjoy?
- How has this changed your thinking?
- What will you do differently in future as a result?

2. The What? So What? Now What? method:

- *What* have you learned?
- *So what* – what is the significance of the learning?
- *Now what* are you going to do or change going forward?

3. Start. Stop. Continue. Change:

Based on what you’ve learned, what will you:

- start doing and stop doing?
- continue doing?
- How will you change what you’re already doing?

4. AH-HAH!

Ask everyone to write ‘Ah-hah!’ on a page of their notebook and to make a note every time they learn something new, have a new insight or make a new connection. At the end of each module (or day or hour...) have each person (or team) share their most important Ah-hah! moments.

5. Could you really use this?

This can be an important additional question to ask. If not, is it because you’ve not gone into enough detail or because you think this framework is not relevant to you? Often the answer might be ‘I’ve not put enough contextual detail’. This can lead from a generic reporting back to tackling some of the important specific issues.

The type of debrief it is best to use will depend on whether you are debriefing an exercise, a module or an entire training programme.

Give time to this process and don’t be afraid of silence – reflection takes time.

**Top
Facilitation
Tip!**

Module 3: If it's just not working:

Here is a set of tips to help you deal with those times when what you're doing just doesn't seem to be working...

- **If participants seem disengaged** during a plenary session, try getting them into **small groups** to discuss learning, then ask them to share the highlights
- **If report-backs are taking too long** and are too detailed to hold people's attention, try **focusing** the reports e.g. by asking 'what did you disagree on?'
- **If the group don't seem to understand** what you're saying, try illustrating it with an **example**, or ask if someone else would like to try explaining it
- **If energy is low**, **move quickly** to the next session and get people into different groups, requiring them to get up and **move around**
- **If people seem a bit overwhelmed** with information, take some **time out** for individual or group reflection on what has been covered so far
- **If you're not really sure how participants are doing**, you can quickly take the 'temperature' of the room by asking each person to say **two words** that describe how they're feeling e.g. 'tired and frustrated' or 'inspired and motivated'
- **If participants keep looking to you** to have all the answers, try **reflecting** questions back to the group
- **If participants are asking lots of questions about an exercise** and you have explained it clearly a few times, ask them to **try it out** and see what questions come up as they go
- **If a topic is brought up that is not directly relevant** to the session and is likely to cause long and heated discussion, don't be afraid to say that it is unfortunately **not** a question that it is **within the scope** of the session to answer
- **If you are really not sure what to do...** announce a short '**energy break**' to give yourself time to stop and think!

**Top
Facilitation
Tip!**

Module 4: Gathering Objectives for each module

In order to focus your mind, as well as the minds of the participants, it can be useful to set learning objectives for each module. These should be based on the outlined topic for each module as well as participants having an idea of what will be covered. There are a number of different ways you can do this:

- **Send out an agenda and request objectives in advance of the module** – this will work if you have time gaps between modules, and will give you the opportunity to tailor the module according to what they say.
- **Get participants into pairs or small groups** at the start of the module to discuss their objectives, then they can report back the highlights to the whole group
- **Ask each participant to think of the one thing they would most like to get from the module** and write them all up on a flipchart. This also gives you the opportunity to review at the end of the day whether or not they achieved their objective.

**Top
Facilitation
Tip!**

Module 5: Reviewing learning:

At the end of each module, or each day depending on how you are structuring the training, it is important to review participants' learning and address any questions or confusion, as well as get feedback for how the training was run.

This will enable you to:

- Cement learning
- Understand what participants know and don't know
- Understand what participants are gaining from the training
- Address questions or confusion in the moment and/or...
- ...Revisit difficult topics in the next sessions
- Improve your facilitation skills
- Provide feedback to the PMSD Roadmap team about how the training can be improved

There are a number of ways of doing this ranging from the very simple to the more complex.

- The simplest review would consist of 2-3 questions answered verbally by each of the participants e.g. 'What made you happy?' 'What frustrated you?' 'What confused you?'
- There are many variations of these questions e.g. 'What was most valuable for you?' 'What did you learn?' 'What should we do differently in future?'
- A slightly more complex review could involve participants discussing these questions in small groups and reporting back their key points

If you are particularly keen to know what information they have absorbed, you can use a quiz...

- You could put the questions together yourself; some example questions are included below which you might use for a quiz on this module:
 1. Define a 'key actor'
 2. What are the five elements of the trust equation?
 3. Name two elements of an invitation which can be personalised to attract key actors to attend?
- An alternative (and usually more effective) technique is to have the participants prepare the questions themselves:
 - Get them into groups of 3-5 and have each group think-up as many questions as there are other groups and prepare an answer for each of the questions.

- Have group 1 ask their questions first – one each to group 2, group 3 etc.
 - Give each group a minute to answer their question – check back with the questioning group what their answer was and allocate a point for each correct answer – if there is a disagreement you may have to arbitrate
 - Then get group 2 to ask their questions to the other groups in turn
 - When all the groups are done, you should have a winner!
- NB – you might like to have a tie-break question prepared in case you do not have a clear winner

**Top
Facilitation
Tip!**

Module 6: Every challenge is a learning opportunity:

It can be easy when facilitating a training workshop to feel that a challenge to the material you are presenting is an attack on you. How many times have you seen a speaker, trainer or facilitator become defensive and get into arguments with a participant? Likewise, when the ideas you are presenting are challenging participants' usual way of thinking or doing things you may find that they become defensive.

So how do you ensure you enter a productive dialogue rather than an argument?

- **Remain calm** – listen, smile, and pause before responding
- **Thank the participant** for their stimulating question – remember, it is evidence that they are really engaging with the material
- **Really listen** – don't just react to what they have said but try to get to the bottom of their real concern or question. This may require further probing by asking questions and reflecting back your understanding
- **Identify the learning opportunity** – these discussions often provide an opportunity you may not otherwise have had, e.g. to explore nuances of an idea, present another side or reinforce learning
- **Trust in the group** – try throwing the question back to them. You may be surprised and delighted by their insights, and the 'challenger' may find it easier to hear from them
- **Respect their right to take what they want from the sessions** – you may not reach agreement, however it is not your job to 'make them understand', but to facilitate their learning process
- **Summarise the key learning message** and move on – don't get stuck in a repetitive argument!
- **If you are concerned that continuous 'unproductive' challenges are damaging the group experience** try using the Situation, Behaviour, Impact model (see [Step 7 Guidelines pg 15](#)) to give feedback to the participant outside of the group sessions
- Finally, once the session is over, **review subsequent sessions** – decide if you need to spend more time reviewing a particular concept, tool or principle and think about additional resources, people or activities which may be able to help

This is one of the trickiest aspects of facilitation, but when approached well it can unlock some of the richest group learning. Don't be hard on yourself if you don't respond as well as you would like; it takes experience and practice to really get this right.

**Top
Facilitation
Tip!**

Module 7: Keeping Timings on your side:

An important element of facilitation is planning effectively so that you make maximum use of people's time without overloading them.

- For any given activity there will be a **range** of potential timings you could use. For example, individual reflection on a particular question could range from 1 minute to 15 minutes, depending on whether it is a familiar subject and you are looking for a quick brainstorm or it is a new area and/or you are looking for their considered view. A group activity where you are asking them to match a set of statements to a set of categories could range from 10 minutes to an hour depending on the complexity of the exercise and whether the purpose is to generate discussion or to become really familiar with the material.
- **Pace** should be appropriate for the group and the purpose. Sometimes it is essential to slow the pace and allow for deep reflection and discussion, at other times you may want to keep the pace up to keep people engaged and make significant progress. Generally you will want to vary the pace throughout a given workshop or training session.
- With **experience** you will start to learn how long specific activities need. As you go through a training or workshop, *note down the actual time used* for an exercise and adjust future sessions accordingly. You will learn more generally about how long things take and be able to estimate more accurately how much time new activities will need when you invent them. However, every group is different. Therefore...
 - a. **Use your intuition** to tap into the energy of the group. You can usually sense whether groups are still fully engaged in productive and animated discussion and may therefore need more time, or have got maximum benefit from the group work and have moved into 'chat'.
 - b. Being **clear about your objectives** will help you to assess how flexible or rigid to be in your timings. Don't miss out on opportunities for important insights or discussion because you are afraid to go off schedule, but on the other hand you must remember that additional time spent one thing will have to be recovered from elsewhere, and you may be aware of how essential a later exercise is in getting the group to where they need to be.

**Top
Facilitation
Tip!**

Module 8: Group size:

Some tips and advice on how to adapt the training materials to work with different group sizes, and the ideal number of participants to aim for.

Number of participants	Notes	Suggestions
1-7	You will struggle to run some of the exercises with a group this size	<ol style="list-style-type: none"> 1. Get some more people involved! Invite other staff in the office or from partner organisations – they will get lots of benefit too. 2. Adapt the exercises – use more pair work and have more whole group discussions
8-11	This group size will work well but some exercises will need to be adapted	See notes in the sessions plans
12-16	This is a perfect group size for this training	Aim for this number! You will be able to run most of the sessions with no adaptations.
17-30	This is a large group – the exercises should still be effective but you may find plenary discussions more of a challenge	<ol style="list-style-type: none"> 1. If possible give yourself more time as you may find that sessions take longer with this size of group. 2. Involve a co-facilitator, this size of group is too big for one person 3. You may want to split the group in half for some sections 4. See notes for adaptations of exercises for larger groups