

PHA Facilitator Skills

PART C: Practice

Peer Learning, Debriefing, Meeting the Challenges of a Peer Facilitator

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Introduction

This manual accompanies the training workshop *Part C: Practice*, which is the third part of the PHA Facilitator Skills series. This training series is a skills-building opportunity for PHAs sponsored by the Ontario AIDS Network (OAN) PHA Programs and the AIDS Bereavement Project of Ontario (ABPO). The three-part PHA Facilitator Skills series includes:

- **PART A: *Preparation***
Facilitator Skills and Group Dynamics: Engaging the Theory
- **PART B: *Presence***
Self-awareness and the Emotional Dimension
- **PART C: *Practice***
Peer Learning, Debriefing, Meeting the Challenges of a Peer Facilitator

Compilation of Core Materials

1. PHA Facilitator Training Core Competencies Framework
2. Part A: Learning Contracts
3. Part B: Practicum Planning
4. Practicum Supervision Planning: Comparing Learning and Facilitation Styles
5. Part C: Practicum Report
6. Facilitator Competencies - An Assessment Worksheet
7. Code of Conduct
8. Communication Core Competencies: Levels of Self-disclosure
9. Structured Feedback Guide and Form
10. Practice Activity Worksheets

PHA Facilitator Training

Core Competencies Framework

Purpose: Community facilitation with a leadership dimension

When facilitation is effective, participants are empowered, enabled and encouraged to contribute to changing their own circumstances and the circumstances of their communities.

Training Objectives:

By the completion of this training, successful PHA Peer Facilitators will be able to:

- Act as a facilitative leader
- Assess a group's situation and needs
- Apply effective facilitation techniques to work with a variety of settings
- Facilitate a group toward an intended outcome or learning objective
- Facilitate brainstorming, problem-solving, and decision-making processes
- Build on ideas that lead to better results
- Deal with challenges to the group process
- Conduct interactive group discussions and learning opportunities
- Attend well to both the *content* and the *process* of group interaction
- Use structured feedback and evaluation tools
- Have resources and supports set up to attend to ongoing self-care

Training Components

I. Self/ Presence

- Character and Style
- Ethics and Values
- Boundaries
- Self-Care

II. Engaging with Others

- Fundamentals of Adult Learning
- Understanding the Peer Relationship and How to Connect
- Communication Skills
- Team Interaction Skills
- Managing and Supporting the Emotional Dimension
- Giving and Receiving Feedback
- Working with Differences /Cultural Competence

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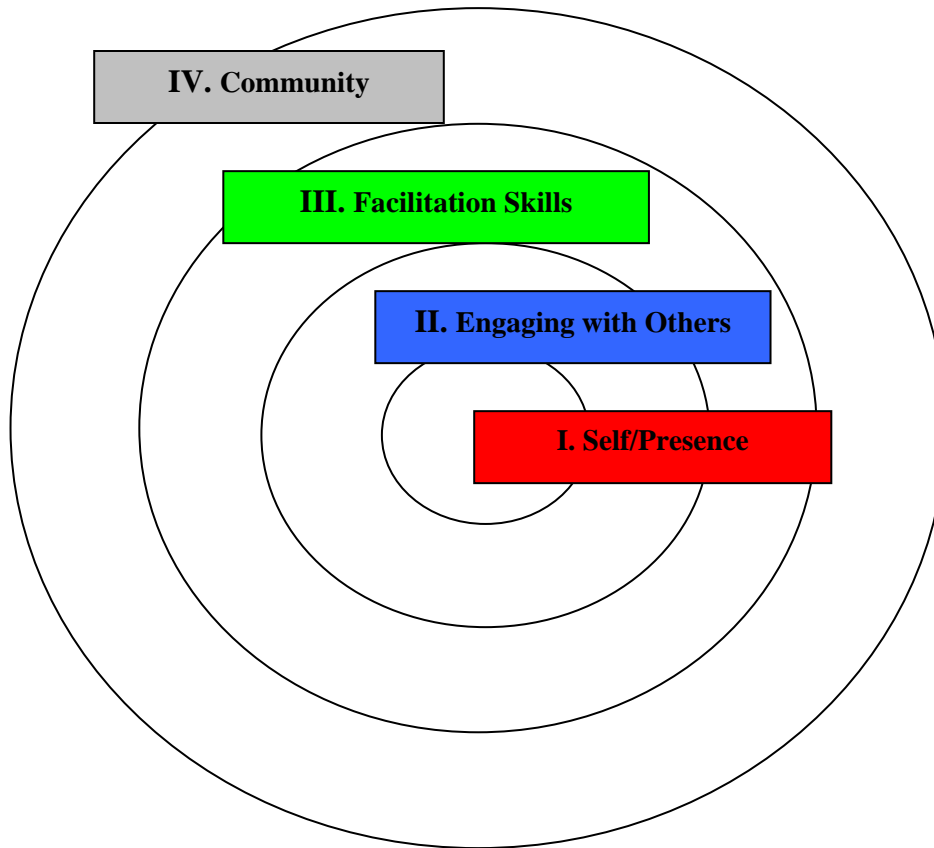
III. Role of Facilitator

- Facilitation Basics
 - Practical Skills
 - Process Skills
 - Problem-Solving Skills
- Stages and Tasks of Group Formation and Group Dynamics
 - Forming
 - Storming
 - Norming
 - Performing
 - Transitioning/Transforming
- Group Basics:
 - Prepare, plan, set goals
 - Establish ground rules
 - Use questions to solicit information and different perspectives
 - Develop and use active listening
 - How to give feedback and direction
 - Strategies to help groups be more productive
 - Effective brainstorming
 - Using group problem solving techniques
 - Overcoming common group problems
 - Closing and Evaluating
- Dealing with Difficult Dynamics
- Working with a Partner
- Debriefing, Support, Supervision
- Ongoing Learning

IV Leadership in Community

- In the real world....Practice and Practicum
- Developing your Action Plan
- Engaging organizations and community members
- Strategizing around challenges
- Reflecting and Making Meaning of your experiences and opportunities

Facilitator Competency Levels



Level I: Self – The small circle at the centre represents core competencies relevant to learning leaders. These include character, ethics, style, and creativity.

Level II: Engaging with Others- The next circle focuses on the core competencies of individuals participating in groups and teams. These include Communication Skills and Team-Building Skills

Level III: The Role of Facilitator- The third circle emphasizes core competencies relevant to the specific task of facilitation in a variety of group settings. These include attributes and skills in managing both content and process of group interaction.

Level IV: Leadership within Community- The fourth layer represents core competencies for individuals engaging in a leaderful way in their communities. This includes working in community and organizational settings, appreciating the complexities of multiple roles.

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Our Rating Scale

A. Learner has demonstrated mastery of the expected training competencies at this stage of their development

B. Learner has demonstrated proficiency on the expected training competencies at this stage of their development

IP. (In Progress) The learner has not demonstrated full proficiency on the training competencies or has a significant amount of work to do to meet those expectations at this stage of their development.

Ratings description:

A.

- Solid grounding in the theory and practice behind the content and processes presented
- Demonstrates competency with a high level of skill and self-confidence
- Acts as an example for fellow learners
- Contributes to the knowledge in the group
- Accurately and consistently integrates knowledge and skills into practical application during the training and to their own context

B.

- Demonstrates the competency on a regular and predictable basis in the majority of situations
- Knowledge is in the development stage in relation to theory and practice of the topics and processes
- Demonstrates at a skill level where appropriate risks are taken but the skill demonstrated is at a “developmental” as opposed to a “mastery” level
- Demonstrates the skill with encouragement from others, as opposed to in a self-directed manner

IP.

- Little or no demonstration and application of skills, knowledge and process presented in relation to a competency
- Individual is not open to learning or has difficulty in receiving constructive feedback and acting on the learning opportunities provided

Levels of “learning”- demonstrates an understanding of the material, can apply it appropriately, can support and teach others about this material, can inspire and motivate others to apply the learning in their unique situation.



PHA Facilitator Training 2009-2010 Learning Contract

As a participant in the PHA Facilitator Training, I will:

- Complete Parts A, B and C of the training events, as below.
- Read the complete Training Manual prior to Part B.
- Uphold the Code of Conduct in my actions.
- Complete all assessment and evaluation forms.
- Seek out support for all aspects of my learning process.
- Work to fulfill my learning objectives which are:

- _____
- _____
- _____

Dates	Event	Location
September 18 – 21, 2009	Facilitator Part A	Ramada
November 5 – 8	Facilitator Part B	Ramada
November 18 – 20, 2009	TTOA planning event	YMCA Cedar Glen
March 12 – 14, 2010	Alumni/facilitator practicum	Ramada

I, _____, commit to the above tasks on this day.

Signature: _____ **Date:** _____

Address: _____

Email: _____ **Phone:** _____

Practicum Planning: Connecting My Learning Goals with Activities

My personal learning contract goals are:

- _____
- _____
- _____

Focus areas for improvement based on my self-assessment are:

- _____
- _____
- _____
- _____

Activities I am considering for my practicum are:

- _____
- _____

Practicum Supervision Planning: Comparing Learning and Facilitation Styles

My personal learning style is: _____ My personal facilitation style is: _____

This means that I:

- _____
- _____
- _____
- _____

_____’s learning style is: _____ . _____’s facilitation style is: _____

This means that he/she:

- _____
- _____
- _____
- _____

Practicum Supervision Planning: Strengths and Challenges

The strengths from our learning and facilitation styles are:

- _____
- _____
- _____
- _____

The challenges to include from other learning and facilitation styles are:

- _____
- _____
- _____
- _____
- _____
- _____

PHA Facilitator Training Part C: Practicum Report

1. Name: _____
2. Title of event: _____
3. Type of event & date: _____
4. Length of event: _____
5. Number of participants: _____

6. Description of event:

* please attach a copy of any posters, agenda, handouts

7. Summary of evaluations:

8. PHA Peer Facilitator Training Competencies and Assessment form completed and submitted to OAN office? _____

9. Signature of practicum supervisor: _____

10. Learning Objectives Evaluation: please complete the table on the following page by referring back to your Learning Contract and re-copying each item and responding to the questions. Feel free to use more space if needed.

My Learning Objectives	Did I accomplish this objective? If yes, How/What specific actions? If no, explanation. Any future plans?

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Facilitator Competencies
An Assessment Worksheet

Name of person being assessed: _____

Assessed by: _____

Relationship to the Peer Facilitator: _____

Date of Assessment: _____

Context of the Assessment: _____

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Facilitator Competency	Strengths	Learning Needs
<i>I. Self/ Presence</i>		
Demonstrates an understanding of <i>Self</i> as key instrument in facilitation process		
Character and Style appropriate to role in community		
Holds and embodies solid Ethics and Values, consistent with the 5 Tasks of Leadership		
Clear Boundaries and Role Clarity		
Demonstrates reliable Self-Care		

Comments:

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Facilitator Competency	Strengths	Learning Needs
<i>II. Engaging with Others</i>		
Effective communication skills, rapport, active listening and empathy		
Creates positive atmosphere; encourages respect for experience and diversity of people		
Able to give and receive feedback effectively		
Understands and adapts to differences in adult learning styles and needs		
Can deal sensitively and appropriately with diversity in group settings		

Comments:

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Facilitator Competency	Strengths	Learning Needs
<i>III. Role of Facilitator</i>		
Understands learning styles and participants needs		
Can use learning approaches that best fit the group		
Able to enliven and engage participants, awaken group energy and encourage creative thinking.		
Practical skills: Plan effective use of time, space, visuals and equipment. Can keep records if appropriate		
Process skills: Create and use facilitation procedures to engage the group in their task at various stages of group development		
Works effectively with a Team; Demonstrates team values and co-facilitation skills		

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Problem-solving skills: can deal effectively with tensions and problems in the group		
Able to support the group in evaluating its process and activities		
Skills in debriefing, accessing supports, ongoing learning		

Comments:

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Facilitator Competency	Strengths	Learning Needs
<i>IV Leadership in Community</i>		
Develops an Action Plan for practice and practicum opportunities		
Engaged organizations and community members in creating peer facilitation opportunities		
Effectively strategizes around challenges .		
Creates a process for reflecting and making meaning of facilitation/community engagement experiences and opportunities		

Comments:

Code of Conduct/Group Agreements

1) Encourage the Heart

2) Holistic Respect and Confidentiality at all levels of interaction

- *inside and outside of group*
- *consensual with individuals involved*
- *timekeeping*

3) Be Authentic

- *personal growth and development*
- *match body with words*
- *eliminate masks*

4) Trust the Process and Build Trust with Each Other

5) Active Listening

- *in silence*
- *share air, not cross-talk*

6) Use Positive/Structured Feedback

7) Speak "I" statements & 'Show yourself real'

8) Accept people where they are: Accepting Diversity

- *agree to disagree*

9) Take Care of Yourself

- *be aware of comfort and safety of yourself and others*
- *ask for clarification if you need it*



AIDS Bereavement Project of Ontario

www.apbo.org

Communication Core Competency

Levels of Self-Disclosure

Self-Disclosure that supports both individual and group development depends on four major competencies:

1. One's capacity to be aware of one's own inner experiences as they relate to reality beyond oneself

"I am aware of what is going on for me – at all levels- as I relate to this situation"

2. One's willingness to risk expressing one's awareness to others

"I am able to risk telling it like it is"

3. The skill to express oneself without discounting the other person, blocking communication or harming the relationships.

"I have solid communication skills that enable me to speak with deep honesty AND remain connected to others"

4. A willingness to use one's voice to help the group interpret the meaning of events in a way that creates alignment on objectives and strategies and helps build mutual trust and cooperation.

"I can see how the various elements in this conversation can be linked to the overall work we are doing as an agency. The differences can help us be stronger and more effective"

Reflection:

What are the challenges you face related to these competencies?

At what level do you think the team communicates?

Structured Feedback Instructions

So what is effective feedback? Effective feedback is feedback that results in change. It really isn't very difficult to give feedback in the usual way:

- By criticizing
- By pointing out what's wrong
- By asking questions
- By telling someone a better way to do it
- Etc...etc...etc...

It's pretty obvious that generally it doesn't feel good to be criticized in this way. Most of the time when someone is given this kind of feedback they are stifled rather than encouraged to speak up or to try something new.

Effective feedback results in positive change. For this to happen, the criticism must be heard and acted upon. To maximize the chances of this happening it is necessary for the critic to demonstrate:

- Respect for the person being criticized;
- Understanding of whatever is being criticized;
- The skills to identify the positive parts; and
- Ability to indicate a useful change.

Structured feedback is a way of doing this. It is a very short, personal evaluation which contains your assessment of the positive and negative aspects of a meeting, an opinion, an idea, something someone has said or done, etc... It is also a way for co-facilitators to evaluate each other and their groups so that they learn how to be more effective.

Structured Feedback

Briefly state at least two or three positive things about whatever it is you want to give feedback on or criticize. Two or three things you liked, learned, understood in a new way, want more of, found useful, interesting, etc...

Briefly state the single most important thing which you think should be changed. Say something like, 'I see the main problem as how to...' or 'I wish that...' NOT 'I didn't like...' or you didn't...' or You should...' or I really like that idea but...'

Structured Feedback Form

Workshop Title: _____

Identify 2-3 things that worked well during this workshop:

Identify 1-2 wishes or concerns you may have for this workshop:

Please print your name: _____

LEADERS OWN THEIR WORDS

Practice Activity: Presentation or Mini-Workshop

Worksheets

3 Parts to this Activity

1. The Task:

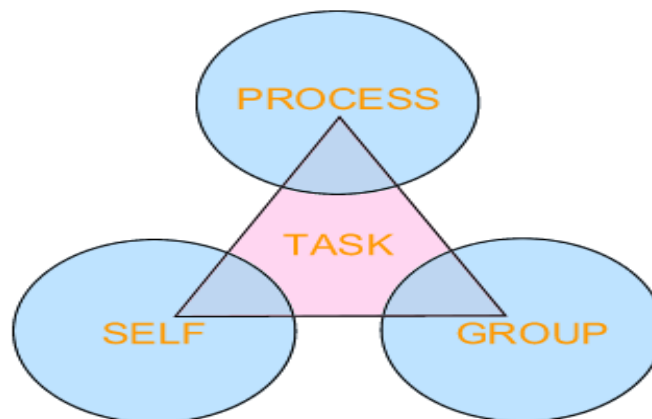
Create content: teach us something, or lead us in a process of some kind, show us something, or tell us something about yourself- in a way that engages your audience - a 15 minute presentation/mini-workshop that you will deliver Sunday to the group

2. The Process:

Attend mindfully to the process of your own learning; to your team development; how you plan to engage the participants; how you manage the discussions in limited time

3. Reflection:

Be prepared to self-evaluate and offer feedback to others in your own team; offer authentic feedback to other teams when they present.



I. Step One

1. You will create a team of no more than 4 people.
2. Figure out who is in this new team with you.
3. Notice the process: how do you go about creating this team? (based on content or people or styles or ???)

II. Step Two

1. Form as a team- keep notes of your agreements.

- What's your vision/goal for this project?
- How do you want to work together as a team? (values)
- How will this support your personal learning goals?
- How will your team deal with conflict?
- Notice the process – who wants to jump ahead to the task? How do you manage this?

III. Step Three

1. Decide on your topic

- Generate ideas- pros and cons
- Notice how you pick a topic as a group
- Give your presentation a title
- Develop a plan for how to break down your topic into a 15 minute workshop that engages your audience and reflects your facilitation abilities

IV. Step Four

1. Determine your Process

- Who is going to do what?

- What materials do you need?

- How will you know you've done a good job?

- Reminder: What are your stated goals for this mini-workshop?

V. Step Five

- **Develop your Workshop Content and 15 minute Presentation for Sunday morning**

Feedback Sheet for Presentations/Mini-Workshops

1. What did I learn?

2. Comments about their presentation style: did it reach me?

3. One thing that stood out:

4. One thing I would change or do differently:

Debriefing the Activity

I. Self

1. Were you able to further your own learning goals?

2. Your participation in the team:
 - Did you state your needs and preferences clearly?

 - Did you listen to others well?

 - If the process didn't work for you, what did you do about it?

 - How did you help build and move along the agenda?

3. *“Overall, what I contributed to the team and to the presentation was.....”*:

Debriefing the Activity

II. The Team

1. What was your vision/ goals for this project? Did you achieve those?
2. Assess your process as a team: how well did you work together?
3. What aspects of the team experience do you think you could improve upon?