

FACILITATION TRAINING

Unit Standard	114926/117856/116918/117870/115755
NQF	4, 5 and 6
Credits	Varied
Duration	2 Days
Organisational Development Area	Junior staff, Middle to Senior Management ad HR

SYNOPSIS

It is impossible to be part of a learning organization today and not attend workshops. Staff meetings, project meetings, planning and coordinating meetings and development workshops—they all take time.

There has been a growing realization that we have to pay attention to the process elements of meetings, if we want them to be effective. With its focus on asking rather than telling, and listening to build consensus, facilitation is the new leadership ideal, the core competency everybody needs. Managers and supervisors are often asked to facilitate rather than instruct or manage their meetings and training sessions. It is therefore important that effective workshops are aligned with the organisations strategy in order to integrate employees to its objectives. This includes skills development initiatives take by the organisation for the employees.

This two-day workshop has been created to make core facilitation skills better understood and readily available for your organization. It represents materials and ideas that have been tested and refined over twenty years of active facilitation in all types of settings.

COURSE OUTLINE

- What is Facilitation?
- Facilitator's Blueprint – Core Practices & Skills;
- Creating Group Participation;
- Facilitating Conflict;
- Facilitating Problem-solving;
- The Facilitator's Toolkit;
- Skills Practice
- Plan and prepare for training and development.

COURSE AND ASSESSMET OUTCOME RANGE

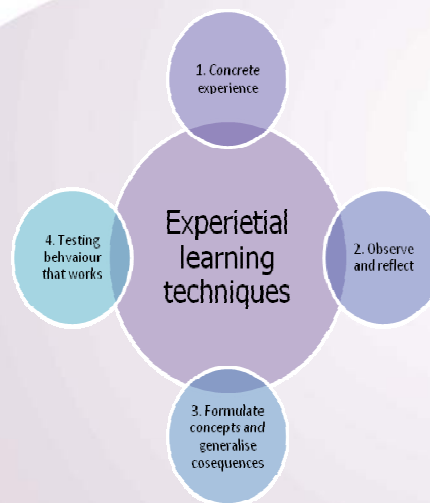
Upon successful completion of this course, learners will be able to:

- Appreciate the benefits and applications of facilitation in the workplace.
- Be able to differentiate between process and content facilitation.
- Identify the core practices and skills required for effective facilitation.
- Understand how to stimulate group participation and positively handle conflict.
- Consider the uses of a range of techniques contained within the 'Toolkit'.
- Develop their facilitation skills through 'live' practice sessions
- Learners are able to align development initiatives to business strategy;
- Integrate a strategic plan for the use of development initiatives in the organization;

- Define performance expectations of learners/practitioners;
- Draft outcomes and range statements, Compile and review the standards;
- The relationship between skills development and career pathing is described and documented;
- The role of the skills development facilitator in an organization is explained;
- Training and development methods are discussed.

LEARNING STRATEGY

Experiential techniques are behaviourally orientated and focus on learning by means of concrete experiences. According to this theory, learning is a cyclical process consisting of the following;



FORMATIVE AND SUMMATIVE ASSESSMENTS

1. **Simulations** will be used during the last day – Simulators are often used to save costs, or when human lives would be at stake, for instance, when training pilots. The equipment and the psychological conditions should resemble as closely as possible the actual resources and environment in which the tasks will be done.
2. **Case studies and discussions** will be used on day 1. – The group is expected to organize the information, identify the decision issue, determine a diagnosis (using the various tools described from the course), find a rational solution and develop a plan of action.
3. **Self observation and monitoring** will be used. – Learners are trained and expected to observe and record their behaviours. Tools would include; self evaluations, questionnaires.
4. **Portfolio of evidence.** – As you progress through the programme, you will be completing activities and workplace – based assignments that will generate evidence of proof that you are meeting the standard. These activities will form part of a learner workbook that is completed together with your workplace assignments as evidence. Your portfolio of evidence plus the completed activities will be used to make a summative assessment decision about your competence.

COURSE MEDIUM

- Simulated activities
- Class based case studies and role plays.
- Self evaluations
- PowerPoint presentations