Facilitation 101
How to Lead a Class
A Resource for Volunteers
Facilitating Adult Classes

faith
FORWARD
from Visitor to Leader

First Unitarian Church of Dallas
be the way…
# Table of Contents

To facilitate = to make easy

## Introduction

- Class Overview ............................................................................................................. 1
- Role of Facilitator ....................................................................................................... 2
- Stakeholder Expectations ............................................................................................. 3

## Part I: Class Management

- Utilizing Church Resources ....................................................................................... 4
- Instructional Design to Enhance Learning ................................................................. 5
- Managing a Successful Class ....................................................................................... 8

## Part II: Facilitation Skills

- Being an Effective Facilitator .................................................................................... 11
- The Art of Positive Intervention .................................................................................. 14

References ....................................................................................................................... 17

---

First Unitarian Church of Dallas

be the way...
Facilitation 101
Class Overview

Levels of Professional Facilitation

<table>
<thead>
<tr>
<th>Roles and Responsibilities</th>
<th>Level I Training and Meetings</th>
<th>Level II Complex Decisions</th>
<th>Level III Organizational Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan class or meeting</td>
<td>Plan class or meeting</td>
<td>Design complex decision-making processes</td>
<td>Design organizational change initiatives</td>
</tr>
<tr>
<td>Facilitate class or meeting</td>
<td>Facilitate class or meeting</td>
<td>Manage challenging situations</td>
<td>Guide teams in planning and executing change initiatives</td>
</tr>
<tr>
<td>Guide discussions</td>
<td>Guide discussions</td>
<td>Resolve conflicts</td>
<td>Facilitate achieving decisions and taking action</td>
</tr>
<tr>
<td>Ensure agenda followed</td>
<td>Ensure agenda followed</td>
<td>Facilitate achieving decisions</td>
<td></td>
</tr>
<tr>
<td>Facilitate achieving purpose</td>
<td>Facilitate achieving purpose</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Examples</td>
<td>Business training class or team meeting</td>
<td>Strategic planning meeting to prioritize use of $20 million in new products</td>
<td>Senior leaders planning and executing a major shift in customer relationship management</td>
</tr>
<tr>
<td>Skills</td>
<td>Meeting Facilitation</td>
<td>Team Management</td>
<td>Change Management</td>
</tr>
<tr>
<td></td>
<td>Instructional Design</td>
<td>Decision Making</td>
<td>Strategic Thinking</td>
</tr>
<tr>
<td></td>
<td>Problem Solving</td>
<td>Conflict Resolution</td>
<td>Project Management</td>
</tr>
</tbody>
</table>

Class Contents

<table>
<thead>
<tr>
<th>Facilitating Adult Education Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Management</td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td>Instructional Design to Enhance Learning</td>
</tr>
<tr>
<td>Utilizing Church Resources</td>
</tr>
<tr>
<td>Managing a Successful Class</td>
</tr>
</tbody>
</table>
# Facilitation 101
## Role of the Facilitator

### When Are You Facilitating and When Are You Teaching?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Facilitating</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduces newcomers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarifies purpose of the meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarifies expected meeting behaviors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explains subject matter material</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keeps discussions focused</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answers participant subject matter questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensures participation by all group members</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraphrases participants' comments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks challenging questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helps achieve the purpose of the meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manages meeting time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows the meeting agenda</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resolves conflicts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Achieves group consensus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intervenes with difficult situations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closes the session</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Facilitation 101
### Stakeholder Expectations

<table>
<thead>
<tr>
<th>Class Participants (Members and Visitors)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Church Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class Facilitator or Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Facilitation 101
Utilizing Church Resources

Start

Church Staff and/or Volunteer Proposes New Class

Class Proposal
- Class Description
- Facilitator or Instructor
- Classroom Setup
- Class Materials

Church Staff and/or Volunteer Develops Class Materials
- Class Topics and Dates for Each Session
- Participant Handouts
- Publicity Information

2 – 4 Weeks Before Class
- Graphic Link on Program Page of dallasuu.org

Up to 4 Weeks Before Class
- Included in Adult Ministries Newsletter

4 Weeks Before Class
- Class Mentioned in Church DU Weekly

8 Weeks Before Class
- Class Listed on Church Calendar

2 – 4 Weeks Before Class
- Screen Ad on Electronic Board

Up to 4 Weeks Before Class
- Class Added to Church Database

4 Weeks Before Class
- Class Flyers in Channing Hall

8 Weeks Before Class

Church Staff Promotes New Class

Church Staff Assists with Arrangements

Class Arrangements
- Chairs and Tables
- A/V Equipment and Videos
- Copies of Class Materials
- Sign-in Sheets, Name Tags
- Flip Chart Paper, Markers
- Podium

Volunteer Delivers Class

Class Delivery
- Inquirers Class
- Faith Forward Classes
- Book Studies
- Life Development Classes
- Film Presentations
- Lecture Presentations
- Discussion Groups

Staff and Volunteer Evaluate Class

Volunteer Posts Class Attendance

faith FORWARD
Malcolm Knowles (1913 – 1997)

1. **Effective adult learning encourages collaboration**
   Adult learners thrive by interacting and collaborating with their educators and their fellow learners to plan, participate in and evaluate their instruction.

2. **Effective adult learning is self-directed**
   Adult learners are more engaged in the learning process when they can understand the goals and structure of instruction and can make informed choices about their own learning objectives.

3. **Effective adult learning utilizes past knowledge and life experiences**
   Adult learners grasp concepts most easily by connecting their past knowledge and experience to new information and ideas.

4. **Effective adult learning is relevant**
   Adults learners are most interested in learning subject matter that has immediate relevance and impact to their work and/or personal life.

5. **Effective adult learning offers practical solutions**
   Adult learning is facilitated by providing practical methods for implementing theoretical knowledge in real life situations.

6. **Effective adult learning provides multiple modes of learning.** Adult learners typically use three learning modes: auditory, visual and kinesthetic. Most people use all three modes at one time or another.
Facilitation 101
Instructional Design to Enhance Learning

Adult Learning Concepts

- Effective adult learning encourages collaboration
- Effective adult learning is self-directed
- Effective adult learning offers multiple modes of instruction

Adult Learning Tools and Techniques

Opportunities for Participant Interaction

- Question/answer sessions
- General discussion
- Breakout activities/group report-outs
- 1-2-3: Individual work, dyad, triad
- Focused discussion: fill-in the blank, compare/contrast
- Role playing: Talk circuits
- Storyboarding
- Games
- Jigsaw learning
- Videos to explain concepts

**Words of wisdom . . .**

I hear and I forget.
I see and I remember.
I do and I understand.

Chinese Proverb
Facilitation 101
Instructional Design to Enhance Learning

Adult Learning Tools and Techniques

Allocate Time for Learning Activities

- Maximum of 10 to 15 minutes per learning segment
- Minimize lecture time and maximize participant activities
- Include participant learning activities at least every 15 minutes

Set up the Classroom to Encourage Participation

- Theater-style seating discourages participant interaction. People assume they’ll just be lectured to
- Promote collaboration among participants with small group seating
- Allow space for the facilitator/teacher to be in foreground or back ground as appropriate

![Diagram of Chevron Tables, Horseshoe, and Circle of Chairs]
Facilitation 101
Managing a Successful Class

Adult Learning Concepts

- Effective adult learning encourages collaboration
- Effective adult learning is self-directed

Welcoming Participants

Class participants may or may not be acquainted with each other before this class. Even if they are, an ice breaker is a good way to create a more relaxed atmosphere and help the participants feel more comfortable with each other. This is important to the success of any class that uses collaborative learning activities where the participants must work together. This is also an opportunity for the facilitator to learn more about the participants and their expectations.

An ice breaker can be as simple as asking each person to introduce themselves and relate some pertinent piece of information about themselves. It can be as elaborate as a game that requires participants to mix and mingle before class begins. Whenever possible, create an ice breaker that provides you information that is relevant to the content of the class. For example, ask people to relate their past experience with the class topic or what questions or concerns they have.

Class Startup

Many UUs enjoy a certain amount of ritual. If appropriate for your class, begin each session with lighting a chalice, ringing a bell, or other ritual that signals that the class is to begin.

The class agenda or outline sets the stage for the entire meeting. It manages expectations about the purpose and content of the class. It helps participants understand the structure of the class so that they can make informed choices about their own learning objectives.

- Write the class outline on a flip chart or have it available in a class handout.
- You do not need to explain the entire outline in detail, just the major topics to be covered.
- Explain the overall contents from the participants point of view, for example, “In this section you’ll learn about . . .”.
- Explain the overall structure of the class, for example, “We’ll start with . . ., then move on to . . .”.
- If appropriate, refer to information from the ice breaker in explaining the agenda.
- Explain when (or if) breaks will occur.

TIP #2
It’s a mistake to assume everyone is clear about the purpose of the meeting.
Facilitation 101
Managing a Successful Class

Class Covenant

Participants like to know what to expect from an facilitator, as well as what is expected from they themselves. A class covenant is simply an agreement between you, the facilitator, and the class participants about the nature of the class and your expectations about participant behavior. Typical covenants address:

- **Your role as facilitator**
  Introduce your self and explain your role.
  
  - My job today is to be your instructor in exploring and learning about . . .
  - My job today is to be your facilitator as we discuss our book . . .
  - My job today is to keep us on track and make sure everyone has a chance to participate.
  - My job today is to help you learn and practice concepts and ideas about . . .

- **Class management**
  Explain the rules about time management.
  
  - We’ll start and end on time.
  - Please be respectful of our time together as we have a full agenda.
  - The parking lot is for side issues that we don’t have time to discuss in class.

- **Participant behavior**
  Explain how participants can contribute to a successful class.
  
  - Share the airtime
  - One speaker at a time
  - Speak from your own point of view
  - Respect others’ thinking, ideas, beliefs
  - Manage your own input – no long speeches
Facilitation 101
Managing a Successful Class

Managing the Pace of the Class

Part of your job as facilitator is to manage the pace of the class to ensure that the agenda is followed and that all of the materials are covered. Here are some techniques to help you manage class time:

- **Create a streamlined agenda.** The agenda defines the structure of the class.
  - Allow time for discussion and participant activities in the agenda.
  - Review the agenda at the start of class so everyone knows the expected time frames.

- **Manage the time for each section.** Knowing that you have run out of time at the end of the class leaves you no options.
  - Have a wall clock easily visible to you.
  - If you use a timekeeper, ask this person to let you know 5 minutes before the end of each section.
  - While a timekeeper is helpful, always watch the time yourself.

- **Manage class activities.** Part of your job is to ensure participants get maximum benefit from interactive learning.
  - Provide structure by forming groups and presenting background information on the topic.
  - Explain the linkage between the activity and the topic at hand.
  - Provide clear instructions so that participants can complete the activity successfully.
  - Make sure the groups stay on task throughout the activity.

- **If the class is running behind, take action.** You have several options to resolve the situation.
  - Ask participants to limit their comments to 1 or 2 minutes.
  - Change instructional strategies to save time – rather than have break-out groups, lead a general discussion of the material.
  - Skip items – ask participants to decide which items to skip.
  - Defer items to the next class meeting – again ask participants which items to defer.
Facilitation 101
Being an Effective Facilitator

Adult Learning Concepts
- Effective adult learning encourages collaboration
- Effective adult learning is self-directed
- Effective adult learning is offers multiple modes of learning

Facilitator Behavior
- Speak from your own point of view.
- Take the time to reflect before responding to challenging behavior.
- Listen and question responsively.
- Make eye contact.
- Make the participants the center of attention.
- Stay present in the moment.
- Encourage everyone to express their views.


Projecting Confidence

Global Scanning

Effective facilitators maintain awareness of the classroom at all times. The technique, called global scanning, is similar to what you do when driving a car. You continually scan the traffic around you, looking for possible risks, accessing the intentions of other drivers.

Global scanning of the classroom is wide-angle scanning of the environment. As the facilitator, you want to know who is participating and who is not, who is engaged in side conversations, who has a question, who is bored. This continual scanning helps you be aware of these situations so you can take the appropriate action. Learning to read body language can give you clues about participant’s state of mind and which actions would best encourage participation in the class.
## Facilitation 101
### Being an Effective Facilitator

#### Reading Body Language

<table>
<thead>
<tr>
<th>This Body Gesture . . .</th>
<th>Typically Means . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Good posture" /></td>
<td>Good posture</td>
</tr>
<tr>
<td><img src="image" alt="Confidence, composure" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Relaxed arms" /></td>
<td>Relaxed arms</td>
</tr>
<tr>
<td><img src="image" alt="Non-defensive, open" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Hands behind one’s head" /></td>
<td>Hands behind one’s head</td>
</tr>
<tr>
<td><img src="image" alt="Superiority, arrogance" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Scratching one’s chin" /></td>
<td>Scratching one’s chin</td>
</tr>
<tr>
<td><img src="image" alt="Suspicion" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Propping up one’s head" /></td>
<td>Propping up one’s head</td>
</tr>
<tr>
<td><img src="image" alt="Boredom" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Slouching" /></td>
<td>Slouching</td>
</tr>
<tr>
<td><img src="image" alt="Low confidence" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Crossed arms" /></td>
<td>Crossed arms</td>
</tr>
<tr>
<td><img src="image" alt="Defensive, closed" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Scratching one’s head" /></td>
<td>Scratching one’s head</td>
</tr>
<tr>
<td><img src="image" alt="Doubt, uncertainty" /></td>
<td></td>
</tr>
<tr>
<td><img src="image" alt="Stroking one’s chin" /></td>
<td>Stroking one’s chin</td>
</tr>
<tr>
<td><img src="image" alt="Judgment, dismissive" /></td>
<td></td>
</tr>
</tbody>
</table>
## Facilitation 101

**Being an Effective Facilitator**

**Responsive Listening and Questioning**

<table>
<thead>
<tr>
<th>Types of Questions</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging participation</td>
<td>That’s an interesting point. Tell us about . . . ?</td>
</tr>
<tr>
<td></td>
<td>That’s a good observation. How do you link it to . . . ?</td>
</tr>
<tr>
<td></td>
<td>The author (or video) states . . . , do you agree?</td>
</tr>
<tr>
<td></td>
<td>What questions do you have about . . . ?</td>
</tr>
<tr>
<td>Summarizing a comment</td>
<td>Are you saying . . . ?</td>
</tr>
<tr>
<td></td>
<td>What I’m hearing is . . . Is that correct?</td>
</tr>
<tr>
<td>Inviting a deeper response</td>
<td>Can you say more?</td>
</tr>
<tr>
<td></td>
<td>What else is connected to this?</td>
</tr>
<tr>
<td></td>
<td>Think back to . . . and describe . .</td>
</tr>
<tr>
<td></td>
<td>What if . . . what would be the consequences?</td>
</tr>
<tr>
<td>Inviting divergence</td>
<td>What is the opposite of this?</td>
</tr>
<tr>
<td></td>
<td>Who sees this in a different light?</td>
</tr>
<tr>
<td></td>
<td>Who has experienced this differently?</td>
</tr>
<tr>
<td>Reframing a comment</td>
<td>Can you say that another way?</td>
</tr>
<tr>
<td></td>
<td>What if your context were different?</td>
</tr>
<tr>
<td>Challenging a comment</td>
<td>Can you explain why you think that?</td>
</tr>
<tr>
<td></td>
<td>What would be the opposite of that?</td>
</tr>
<tr>
<td></td>
<td>Does anyone else have a different point of view?</td>
</tr>
</tbody>
</table>

---

**Words of wisdom . . .**

“I never know what I said until I hear the response”

Norbert Weiner
### Facilitation 101
The Art of Positive Intervention

#### Adult Learning Concepts

- Effective adult learning encourages collaboration
- Effective adult learning is self-directed
- Effective adult learning is offers multiple modes of learning

#### Types of Conflicts

<table>
<thead>
<tr>
<th>Types of Conflict</th>
<th>Examples</th>
<th>Types of Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situational</td>
<td>Two teams are competing for the same resources to complete high-profile projects.</td>
<td>Resolve using problem-solving or decision-making approaches that promote win-win solutions.</td>
</tr>
<tr>
<td>Behavioral</td>
<td>A person exhibits behavior detrimental to the group: side-chatttng, being rude, dominating the discussion.</td>
<td>Resolve by redirecting the person to more effective behavior. Resolve by deflecting the person from the detrimental behavior.</td>
</tr>
<tr>
<td>Philosophical</td>
<td>Two or more parties clash over core beliefs that are incompatible: Atheist vs. Fundamentalist beliefs and practices.</td>
<td>Very difficult to resolve. Promote understanding of each other’s views without forcing agreement on either side.</td>
</tr>
<tr>
<td>Emotional</td>
<td>The passive-aggressive person who slyly makes mean comments about others.</td>
<td>These individuals need the help of a qualified professional. Quick interventions typically do not work.</td>
</tr>
</tbody>
</table>

**Words of wisdom . . .**

*When two people are far apart,*  
*the goal is not to force them to a common ground,*  
*but to fill the space between them with understanding.*

---

14 **faith**  
**FORWARD**
## Facilitation 101
### The Art of Positive Intervention
#### Dealing with Behavioral Conflicts: Redirection

<table>
<thead>
<tr>
<th>Type of Behavioral Conflict</th>
<th>Before-Hand Intervention</th>
<th>Real-time Intervention</th>
<th>After-the-Fact Intervention</th>
</tr>
</thead>
</table>
| **Over Talkers**            | Establish a clear meeting agenda with expected times for each item. Establish a meeting covenant that addresses sharing the air time and limiting speech time. | [Name], I’m going to stop you right there.  
- That is an interesting point. What does everyone else think?  
- We’ve got to move on to cover other topics.  
- I want to hear from some other people. | [Name], I noticed that you had a lot to say today.  
- Help me keep the class on track by limiting your remarks to two minutes or so.  
- Help me to get the more timid people involved by limiting your remarks. |
| **Under Talkers**           | Design activities so that people talk with a partner before giving answers in a large group. Design activities with small group breakouts to give everyone a chance to talk. | [Name], what questions do you have about this topic?  
[Name], Do you agree with what . . . just said?  
[Name], what has been you experience with . . .? | [Name], I noticed that you were very quiet today.  
You have such insightful ideas, I’d like to hear more of them. |
| **Side-Chatters**           | Design activities with structured chats: break-out groups, talking with a partner, etc. | A simple, quiet, “hush” is often sufficient.  
[Name] and [Name], please rejoin us. I want your input on this topic. | [Name] and [Name] I noticed today that you had a lot to talk about with each other.  
Help me keep the class on track by toning it down in the future. |
| **Side-Trackers**           | Instruct the class in the use of a parking lot to record side-issues. Include limiting side-issues as part of the meeting covenant. | Record the issue on the parking lot and move on with the class.  
If the issue is relevant to the class, allow a brief discussion, but limit the impact on class time.  
[Name], while that’s an interesting issue, it’s not on target for today’s topic. | Decide what, if any, action to take about side-issues recorded on the parking lot. |
## Facilitation 101
The Art of Positive Intervention

### Dealing with Behavioral Conflicts: Deflection

<table>
<thead>
<tr>
<th>Type of Behavioral Conflict</th>
<th>Before-Hand Intervention</th>
<th>Real-time Intervention</th>
<th>After-the-Fact Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarcasm</td>
<td>Establish a meeting covenant that addresses respect for both people and their ideas.</td>
<td>[Name], while your comment is a good one, the sarcasm was unnecessary. Please say it again in a more neutral way.</td>
<td>[Name], I noticed that you failed to think before your spoke today. Your comment was very hurtful to {Name}. Let’s try to avoid sarcasm in the future.</td>
</tr>
<tr>
<td>Cynicism (Negativity)</td>
<td>Establish a meeting covenant that addresses respect for both people and their ideas.</td>
<td>[Name], your comment sounds so negative! Let’s stay more positive for the rest of this class.</td>
<td>[Name], I noticed that you were very negative today. I need you to participate with a more open mind in the future. Tell me, what’s going on?</td>
</tr>
<tr>
<td>Challenge to Authority</td>
<td>Establish a clear meeting agenda and covenant.</td>
<td>[Name], I hear what you are saying... However, this is our agenda and we’re staying with it. When we evaluate this class, we’ll record your ideas.</td>
<td>[Name], we’ve put a lot of time and effort into designing this class. If it doesn’t meet your needs, please give me your ideas, but not during class time.</td>
</tr>
<tr>
<td>Interruptions</td>
<td>Establish a meeting covenant that addresses sharing air time and only one person talking at a time.</td>
<td>[Name], someone else was talking. We’ll get to you in a minute.</td>
<td>[Name], I need you to respect our agreements to share airtime and only one person talk at a time.</td>
</tr>
</tbody>
</table>

**TIP #8**
Sarcasm is nearly always deliberately aggressive and has a corrosive effect.

**TIP #9**
Never respond to a challenge with a detailed defense.
Facilitation 101

References


*The Facilitators Fieldbook*, Thomas Justice and David W. Jamieson, Ph. D, American Management Association, 1999


“Your Body Language Shapes Who You” Are by Amy Cuddy, TED Talks available on YouTube

