Beef Quality Assurance™
A Guide to Effective Facilitation
PowerPoint
Learning Objectives

After the session, you will be able to:
- List several adult learning principles and explain how they affect learning
- Describe nine different techniques that should be used during facilitation
Learning is not easy...

Directions
From the office, take the road that leads out of the parking lot and follow it right, out past security building and the gate until it comes to the first “T”. Turn left, by a big tree, it veers left again, then, you will come to a triple fork. If you go straight, you will go over the bridge – don’t do that. If you go left, it will take you under the viaduct and towards the lake, that’s the wrong way. Take the right branch and, at the next branch, take another right around the roundabout where you go to the second road. That’s 116 S. It says south, but it really goes east. Stay straight on this road and you when you get to the end; my house will be on the left.

Answer the following questions on page 3:

1) Where is the parking lot?
2) What do you have to pass to get out of the office complex?
3) What do you see just before you get to the second fork?
4) Do you go over or under the viaduct?
5) What highway do you take?
Learning is not easy...

Answer the following questions on page 5:

1) Where is the parking lot?
2) What do you have to pass to get out of the office complex?
3) What do you see just before you get to the second fork?
4) Do you go over or under the viaduct?
5) What highway do you take?
It’s all how you present it…

How information is presented has an impact on learning and retention.

Effective presenters consider:
- How their information is organized
- How their information is presented
- The needs and experiences of their learner

So why are we here?

- To learn the best way to facilitate!
- The quality of your facilitation will build credibility with your client
- That credibility will make a successful interaction with the dealer/distributor sales force
Adult Learning Principles

How Adults Learn

In this session we will cover:
- How we learn
- Types of learners
- The process of understanding
- Motivation and being ready to learn
- The learning environment
How We Learn

- We learn by:
  - Hearing information from others
  - Reading about ideas
  - Personal experiences
  - Doing specific tasks

- All of these combined help us form meaning and value

Types of Learners

- **Visual learners** learn best by seeing the information
- **Auditory learners** learn best by hearing the information
- **Kinesthetic learners** learn best by actually doing something

Learning Through the Senses

- 75% See
- 12% Smell, taste, touch
Visual Learners

<table>
<thead>
<tr>
<th>Learning Style Clues</th>
<th>Learning Style Teaching Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Need to see something to truly understand it</td>
<td>• Use graphics to help reinforce key learning concepts</td>
</tr>
<tr>
<td>• May have trouble following lectures or spoken directions</td>
<td>• Color code sections to help organize content</td>
</tr>
<tr>
<td>• Often misinterpret words</td>
<td>• Provide written directions</td>
</tr>
<tr>
<td>• Have strong sense of color</td>
<td>• Use charts and diagrams when possible</td>
</tr>
<tr>
<td>• May have artistic abilities</td>
<td>• Encourage learners to imagine concepts or “see” ideas in their heads</td>
</tr>
<tr>
<td>• May say, “It looks good to me”</td>
<td></td>
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</tbody>
</table>

Auditory Learners

<table>
<thead>
<tr>
<th>Learning Style Clues</th>
<th>Learning Style Teaching Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prefer to get information by listening — need to hear information to understand</td>
<td>• Explain information orally rather than relying on learners to read and synthesize directions or charts</td>
</tr>
<tr>
<td>• Sometimes have difficulty understanding written information and expressing themselves through writing</td>
<td>• Encourage open discussions and orally sharing outcomes of exercises</td>
</tr>
<tr>
<td>• Unable to read body language and facial expressions well</td>
<td></td>
</tr>
<tr>
<td>• May have trouble following written directions</td>
<td></td>
</tr>
<tr>
<td>• May say, “It sounds good to me”</td>
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</tbody>
</table>
Kinesthetic Learners

<table>
<thead>
<tr>
<th>Learning Style Clues</th>
<th>Learning Style Teaching Tips</th>
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<tbody>
<tr>
<td>• Prefer hands-on learning</td>
<td>• Engage in active learning (making models, doing</td>
</tr>
<tr>
<td>• Often don’t need to read directions to assemble something</td>
<td>label work, role playing, etc.)</td>
</tr>
<tr>
<td>• May have difficulty sitting still and focusing</td>
<td>• Take frequent breaks</td>
</tr>
<tr>
<td>• Learn better when physical activity is involved</td>
<td>• Use computer or models to reinforce learning</td>
</tr>
<tr>
<td>• May be very well coordinated and have good athletic ability</td>
<td>through sense of touch</td>
</tr>
<tr>
<td></td>
<td>• Incorporate activity to demonstrate abilities</td>
</tr>
</tbody>
</table>

Learning Styles Activity

- Take a moment to consider how you might address the different learning styles you encounter during your presentations
- Working in pairs, fill out the Think About It Activity on page 12
- You will have seven minutes to brainstorm as a group
- Discuss in a group how to teach their topic using as many ideas as possible within all three learning styles
Learning

Learning is a process that builds on prior knowledge, experiences and events to move us from one level of knowing to higher levels of doing and evaluating.

From Concept to Understanding

- Concept to Understanding Model
  - Explains how we process new information and translate it into long term memory and understanding
  - Provides insight into how we should prepare participants for learning
  - Structures our session so that it creates an environment conducive for learning
From Concept to Understanding

Sensory Receptors
Every day your five senses receive hundreds of thousands of bits of information and data. This information is passed to the brain for processing.
From Concept to Understanding

Barriers to Learning

As the brain processes information, several factors can create barriers to learning. These include:

– Emotional Barriers
– Physical Barriers

Effective facilitators analyze their target audience and facility before a session begins to both identify and remove potential learning barriers.

From Concept to Understanding

Processing of Information

Much of the information the brain receives is not important to an individual. As sensory data is received, the brain evaluates it for relevance and value.

Information that is not deemed as valuable or relevant is not likely to be retained.
From Concept to Understanding

Short Term Memory

Short term memory provides temporary storage of small amounts of information on which you have focused.

Short term memory can only hold about seven to nine bits of information at a time. However, short term memory will also let you store information in chunks.

Study the list of letters and numbers for ten seconds and then write them down on a sheet of paper.

229FBISTAFFDID7SETSBY9
From Concept to Understanding

Short Term Memory

Now, study this list of letters and numbers for ten seconds and then write them down on a sheet of paper.

229 FBI STAFF DID 7 SETS BY 9

From Concept to Understanding

Long Term Memory

Information from short term memory is transferred to long term memory by focusing our attention on it, thinking about it, considering its meaning, and relating it to other information already stored in long term memory.

Information transferred to long-term memory is much more likely to be used by the individual.
From Concept to Understanding

Improving the storage and recall of information in long term memory:

- Relate new concepts to other concepts with similar meanings
- Use of analogies to communicate complex ideas
- Present information using multiple modalities (auditory, visual, and kinesthetic)
- Practice! Provide participants with opportunities to use the information you have given them

Process of Understanding Activity

- Take a moment to consider the learning barriers your audience might experience
- Working in pairs, fill out the Think About It Activity on page 17 of the Facilitation Skills section
- You will have seven minutes to brainstorm as a group
- Discuss in a group how to overcome each of these barriers
Getting Ready to Learn

- **Motivation**
  - Voluntary Audience – They are there because they want to be
  - Captive Audience – They have to be there! You will really have to give them a reason why this information is beneficial to them

- **Purpose**
  - What is the audience expecting to get out of this?

- **Predisposition towards the topic**
  - What do they know and how do they feel about the topic?

What’s In It For Me? (WIIFM)

- Adults need to have a reason to pay attention
- You have to give meaning for each participant to take away from the session
WIIFM Activity, pg. 19

- Divide into two groups
- Brainstorm some WIIFMs that you can share with participants during your training sessions
- List why participants would want to attend this training based on your audience and what the objectives are

Learning Objectives

- Learning objectives act like a map
- Provide learners with a written description of path they will be taking
- Help learners organize information – provide the brain reference points
So Why Is This Important?

Your goal is to relate new information to what participants already know so they can associate with it and attach meaning to it.

- But how much new information do you give them?

Attention vs. Retention

- **Retention**
  - Adults can listen for 90 minutes with **attention**, but for only 20 minutes for **retention**. Keep topics moving, also change teaching styles and activities often

- **Why we forget**
  - We forget new information because it is not useful to us. Other times we forget it because of the way the information was presented to us
Memory Grabbers

- Change presentation techniques every 20 minutes
- Remember that most adults can only listen with complete attention for two to three minutes. Ask for participation every few minutes
- Accept that participants will take a “mental vacation” every once and a while
- Make sure participants see real-life value in everything you are presenting
6 + 3 Training Techniques

Six Basic Facilitation Principles

Facilitation Principle # 1:
Direct your instruction at more than one sense at a time.
Six Basic Facilitation Principles

Facilitation Principle # 2:
Limit the amount of information you provide to participants. Focus on the critical content to facilitate the information processing.

Facilitation Principle # 3:
Create messages that capture participants’ attention and are relevant to their needs. Use examples and analogies that relate to the participants’ previous experiences.
Six Basic Facilitation Principles

Facilitation Principle # 4:

Organize information you present into meaningful “bits”. Use strategies which require participants to link new information with prior knowledge. Use metaphors, graphs, tables and images to encourage this process.

Facilitation Principle # 5:

Provide plenty of opportunities for participants to “practice” using new information.

Practice Makes Perfect
Six Basic Facilitation Principles

Facilitation Principle # 6:
Assess the knowledge, ability and motivation of your audience before you start the session.

Facilitation Principles Activity

- Review the six facilitation principles just discussed
- Working in groups of two, think about the last training session you just facilitated. Revise the training session to incorporate each of the principles. Describe your revisions on page 25. You will have 20 minutes to adapt your presentation to meet each of the principles
- At the end of the 20 minutes, you will share your revisions with the group
How Will I Make This Training Stick?

1. Think in Pictures
   
   If someone says, “apple” what comes to mind?

   - Show diagrams, pictures, illustrations to explain major or complex ideas
   - Share stories that help customers visualize the problem and the results
   - Take participants into the field or show a video for a live demonstration

Visual Aids

- Visual aids increase clarity
- Visual aids increase persuasiveness
- Visual aids make a presentation more dynamic and motivating for the audience
Visual Aids

A visual aid is anything that is presented visually instead of orally.

<table>
<thead>
<tr>
<th>Video</th>
<th>Poster boards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagram</td>
<td>Objects/samples</td>
</tr>
<tr>
<td>Chalkboard</td>
<td>Flip chart</td>
</tr>
<tr>
<td>Handouts</td>
<td>Charts/graphs</td>
</tr>
<tr>
<td>Photographs</td>
<td>Models</td>
</tr>
</tbody>
</table>

How Will I Make This Training Stick?

2. **Make it Relevant**
   - Training or facilitating is about delivering information that is usable by the audience
   - You have to be audience focused. Gear your information towards what is most beneficial to them
   - Give them a reason to listen. Use examples that specifically relate to their experience level
How Will I Make This Training Stick?

3. Emphasize Key Points and Then Emphasize Them Again

- Review or re-state key points at least six times for maximum retention. For example:
  - Cover key points in your introduction, during group discussion, when explaining an activity, when debriefing the activity, and when summarizing the training

- People remember things that are outstanding or different
  - Find a way to emphasize key points with a hands-on experience, a field visit, color diagrams or a team problem-solving exercise

Physical Delivery

- **Use Gestures** - should help make a point, not distract. Do not pace or stay in the same spot. Taking a step can help to emphasize a point

- **Limit Distractions** - monitor your movements. Make sure you are not doing something distracting (tapping a pen, playing with change in pocket, etc.)

- **Tone and Pace** -
  - Projection - make sure the person in the back of the room can hear you
  - Speed - people hear faster than we speak so talk at a good conversation pace
  - Fillers - watch for “ahs” and “ums”
  - Direction - Talk to the audience, not the visual aids
Delivering a Great Message…

- **Enthusiasm** -
  - Creates mood and atmosphere. If you do not get excited about the topic then don’t expect your participants to!
  - Practice, Practice, Practice! Make sure you know what you want to say and how long it will take you to say it. No one likes when training sessions run long

Leading an Effective Discussion

Discussions allow participants to share and build on their own experiences.

- Start by introducing a question
- If responses are shouted from the audience, acknowledge the speaker, summarize the statement, and write it on the flipchart
- Seek group input on the comments — do they agree or disagree?
- Ask for specific examples to support — or share your own
Leading an Effective Discussion

Three Common Types of Questions
Properly used questions can help the audience “think through” concepts and apply them.

- Open Questions
- Closed Questions
- Clarifying Questions

Leading an Effective Discussion

- **Watching for understanding** - Do the participants seem engaged or do they look confused?
- **Ending a good discussion** - Sometimes, participants may get off on a tangent that you have not planned on, but that is very important.
- **Handling Questions** - If participants are truly engaged, they should have questions!
Common Questions Activity

- Think about the next training session you need to lead
- Generate a list of open, closed and clarifying questions you could use to improve interaction within your program
- Record these on the chart on page 30
- You will have 10 minutes to complete this activity

Adapting Training for Your Audience

Many times you will have to modify your presentation or teaching session due to time, space or participant constraints.
Adapting Training Sessions

- **Limited time**
  - Do training in small block sessions with each one building on the one previous
  - Give a handout or brochure to fill in the gaps. Gear your training toward the main points
  - Is some of the information online where they can review it ahead of time?

- **Limited participants**
  - You can still train a small group by altering the activities and changing your delivery to more discussion-based

Adapting Training

- **Modified training**
  - What are the needs of the participants? Do they already have a handle on most of the material but need facilitation with parts of it?
  - Don’t waste time covering everything if they don’t need it. Review what they know and spend time giving them what they need
  - You will have to ask questions and decide the best way to utilize your time and effectively get the information to the participants
Handling Adverse Situations

- Handling difficult questions
  - Do not make up answers
  - If you do not know the answer, tell them you will get back to them when you get the answer

- Handling difficult participants
  - Don’t get into a power struggle with a participant. Downplay their input and politely shift the group to another topic

Audience Analysis

- The best way to find out what is needed and how to deliver the information is through an audience analysis

- Factors to consider include:
  - Occasion
  - Size
  - Organizational Culture
  - Physical Environment
  - Time
The Learning Environment

- Physical Environment
  - **Space** - Consider the number of participants, type of learning and the types of media being used
  - **Climate** - When people are too hot or too cold they spend more time focused on being uncomfortable
  - **Distractions** - Can be anything from the instructor to personal issues
  - **Organizational culture** - What are the policies and procedures/culture the organization follows?