

# Advanced Facilitation

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## Topics for Today



# Adult Learning Preferences

# Applications in Learning Environments

# Teaching vs. Facilitating

# Keys to Successful Facilitation

# So...to begin

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How do you learn something new?

What makes learning enjoyable for you?

And what did you discover?

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# Things we know about how adults learn

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Learning is an act of participation.

The depth of our learning depends on the depth of our engagement.

WIIFM (what's in it for me) is critical.

# Things we know about how adults learn

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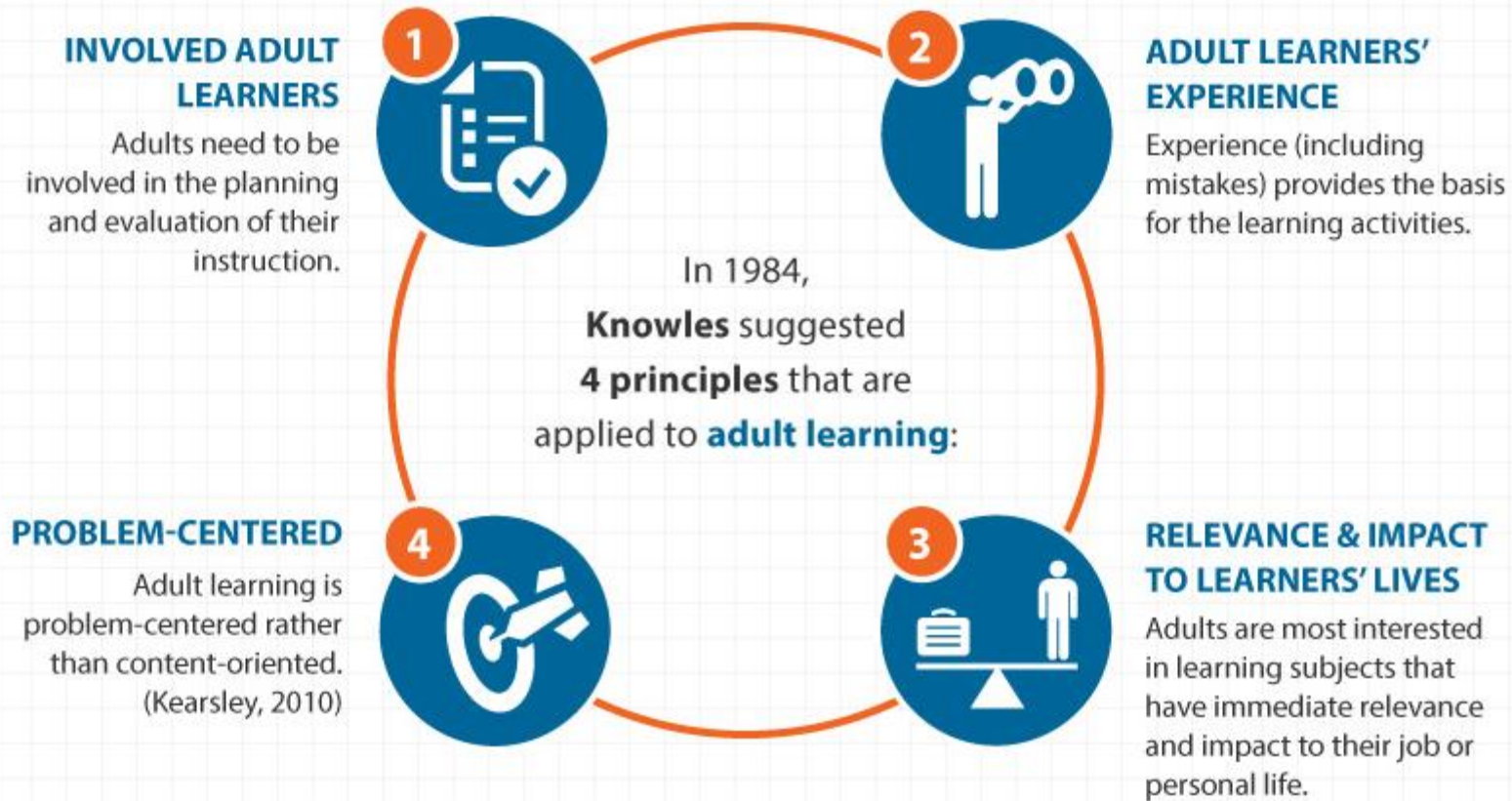
**Big picture first, then the details.**

**How does this new learning fit in relation to the other stuff I know?**

**We are problem-centered rather than content-oriented.**

**KNOWLES'**

# 4 PRINCIPLES OF ANDRAGOGY



# Active Learning

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**It's more than just listening.**

**It involves discussion, structured note taking, problems solving.**

**It stimulates cognitive learning and higher level thinking skills like analysis, evaluation and synthesis.**



# Active Learning

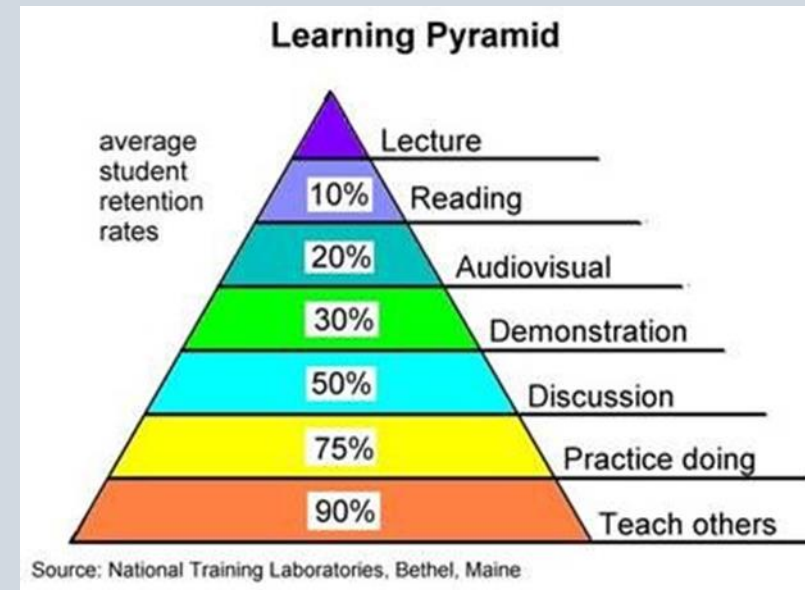
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*It means transforming traditional practices like lectures into:*

- *problem-based learning,*
- *collaborative, and activity based approaches with guidance from the facilitator*

# Things we know about how adults learn

Research tells us that lecturers typically speak at between 100 and 125 words a minute, but students can take note of only about 20 words a minute, often leaving them feeling frustrated and defeated.



Lectures in Advanced Mathematics: Why Students Might Not Understand What the Mathematics Professor Is Trying to Convey. Kristen Lew, Timothy Patrick Fukawa-Connelly, Juan Pablo Mejía-Ramos and Keith Weber, *Journal for Research in Mathematics Education*, Vol. 47, No. 2 (March 2016), pp. 162-198.

# Flipped classroom?

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**Learners prepare in advance—from reading and experience**

**Time in class is spent on:**

- applying concepts
- Inquiring about content
- Interaction with other learners

**Facilitator becomes a coach or advisor**

- Encouraging exploration and questions
- Fostering collaborative effort and learning

# Your role changes...

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## Teacher

Lectures

Information radiates out from teacher

Teacher is the center of attention

Large classroom

PowerPoints

Direct control of class and activities

## Facilitator

Discusses

Facilitator participates and guides

Students are the center of attention

Small groups

Handouts, scenarios, group activities

Indirect control of class and activities

# Your role changes...

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**What differences do you notice?**

**What do they mean for you as the leader of the session?**

**What challenges exist moving from “sage on the stage” to “coach on the side?”**

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**Facil (Latin): To make easy**

# Keys to successful facilitation

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**Great facilitators know that it requires knowledge, skills and experience.**

**Wisdom and experience in using techniques is not enough.**

**Great facilitators bring a caring persona to their work.**

Michael Wilkinson, CMF, Managing Director, Leadership Strategies, Inc.

# Keys to successful facilitation

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## Maintain an informal, relaxed, and comfortable style

- Use a conversational approach with an easy smile and a relaxed physical presence.
- When answering questions, say something like, “in my experience...” or “from the reading...” “this is the preferred method....”
- Ask your co-facilitator for additional comments.



# Keys to successful facilitation

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## Effective facilitator comments:

- Thank you for your thoughts.
- I understand what you're saying.
- Let me summarize what we just heard.
- Does anyone else have something to add?

# Keys to successful facilitation

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## Effective facilitator behaviors:

- Smile and look at the person who is speaking or to whom you are speaking.
- Keep an open stance without crossing your arms over your chest.
- Move away from the front table and into the center of the space unless the group is so large that a microphone is necessary.

# Keys to successful facilitation

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## Read and respond to non-verbal behavior

- Watch for signs of individuals' unspoken disagreement or passive withdrawal from the group.
- Look for signs of acceptance and engagement.
- Pay attention to inconsistencies between what participants are saying and what you're seeing.

# Keys to successful facilitation

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## Non-verbal behavior

- Observe nonverbal communications around the room, from eye contact to tone of voice to body language.
- Trust your instincts; if you sense confusion, for example, you may need to clarify something even though no one has asked a question.

Some examples:

Eye contact

Facial expression

Tone of voice

Intensity

Timing & pace

Posture & gesture

# BEST & WORST FACILITATOR PRACTICES

Source: Bens, Ingrid (2005) *Facilitating With Ease!*, Jossey-Bass, San Francisco

**TREAT**



**PARTICIPANTS**

**EQUALLY**



**CAREFULLY ASSESS THE  
NEEDS OF MEMBERS**



**KNOW HOW  
TO USE  
A WIDE RANGE  
OF PROCESS  
TOOLS**



**TRY TO BE THE  
CENTRE  
OF ATTENTION**



**BE OVERLY  
PASSIVE  
ON PROCESS** ...ZZZ

**FAIL**



**LISTEN**

**LEARN A SKILL**  
how-to information**HELP TAKING ACTION**  
guidance for your work**CONNECT**  
link with others**ABOUT**  
the tool box**SERVICES**  
supporting collective impact[Home](#) » [Table of Contents](#) » [Leadership and Management](#) » [Chapter 16. Group Facilitation and Problem-Solving](#) » [Section 2. Developing Facilitation Skills](#) » [Main Section](#)

## Chapter 16

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## Section 2. Developing Facilitation Skills

### CHAPTER 16 SECTIONS

[Section 1. Conducting Effective Meetings](#)[Section 2. Developing Facilitation Skills](#)[Section 3. Capturing What People Say: Tips for Recording a Meeting](#)[Section 4. Techniques for Leading Group Discussions](#)[Main Section](#)[Checklist](#)[PowerPoint](#)

Learn how to plan well, keep members involved, and create real leadership opportunities in your organization and skills in your members.

- **WHAT ARE FACILITATION SKILLS?**
- **WHY DO YOU NEED FACILITATION SKILLS?**

# A good resource for more study

The Community Tool Box is a service of the Work Group for Community Health and Development at the University of Kansas

<http://ctb.ku.edu/en/table-of-contents/leadership/group-facilitation/facilitation-skills/main>

# Facilitation trouble shooting

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## What Do I Do? Some Trouble-Shooting Tips

### Staying on-task and on-time.

- Remind the group of the “keep focused” expectation
- Don’t be afraid to directly re-focus the group on a particular agenda item
- Try to close the item or set it aside in a “parking lot” for consideration later

# Facilitation trouble shooting

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## Dealing with unproductive behavior.

- Use gentle and appropriate humor for redirection
- Restate the ground rules directly
- Direct your questions to the individual for clarification
- Seek help from the group
- Address the issue at a break or offline

<https://www.cdc.gov/phcommunities/resourcekit/resources.html>



# Facilitation trouble shooting

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## Stimulating productive inquiry.

Sessions sometime experience lulls in an on-going conversation or come to a stand-still.

- Use probing questions
- Invite the experts to speak up
- Call on individuals in the group
- Invite debate

<https://www.cdc.gov/phcommunities/resourcekit/resources.html>

# Strategies in the new CFRE Refresher Course

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## **CASELETS: a combination of Case Studies and Critical Incidents.**

- **Case studies** are written accounts of real or fictitious situations or problems. Some case studies are left unsolved so that participants can analyze job-related situations and arrive at their own conclusions. **Critical Incidents** are similar in design to case studies, but critical incidents are much shorter, usually a paragraph in length.
- **Domain Reviews: Lecturettes-** Short ten to fifteen minute lectures spoken or distributed via handouts that frame a conversation, situation or theory

# Sample Caselet

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## **Situation Description:**

The City has offered three arts and culture organizations with a lease-free space on the ground floor in a new commercial building being erected in the center of downtown. It will require the three organizations to partner and launch a joint campaign to raise funds to build out the space to meet their unique needs.

None of the organizations has ever conducted a capital campaign; only one of them has a major gifts program. A feasibility study has been done, and the recommendations were to proceed with the campaign after extensive cultivation with prospective major gift donors.

## **Question for Discussion:**

1. What process would you use to identify potential major donors to this campaign?

*Take 10 minutes to discuss the situation with individuals around you. Capture your thoughts on the flip chart.*

# Sample Caselet

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What do you recommend?

*What areas of knowledge in fundraising did you use to arrive at these recommendations?*

*How does this exercise align with adult learning expectations?*

# Questions? Observations?

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Any “aha” moments this morning?

## Thank you!

