

Introduction

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International Facilitator's Companion

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Acknowledgements

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Jon. C. Jenkins

Introduction to
International
Facilitator's
Companion

The International Facilitator's Companion is for international trainers and facilitators, both those serving in a professional capacity and those serving occasionally as content experts. Any one of the booklets can be used independently as a guide for developing some training tool. Trainers who use outside experts can use the Companion to assist the content expert or guest speaker prepare for their role in a course. Further, the Companion can be used by training organizations as a starting point for standardizing their programs.

There are 12 booklets in addition to this introduction. They are:

- 1** Training Needs Assessment
- 2** Curriculum Design
- 3** Session Design
- 4** The Basic Conversation Method
- 5** The Lecture Writing Method
- 6** The Lecture Illustration Method
- 7** The Basic Workshop Method
- 8** Ice Breakers
- 9** Role Play
- 10** The Case Writing Method
- 11** The Case Study Workshop Method
- 12** The Implementation Planning Method.

The International Facilitator's Companion is based on Technology of Participation (ToP) Methods developed by the Institute of Cultural Affairs, as they apply to training situations. These methods have been used extensively in North and South America, Western, Central and Eastern Europe, Africa, The Middle East, South, South-East and East Asia. They have been used with businesses, government agencies and voluntary organizations.

While these methods are extremely effective when used well, it is the facilitator and program designer who finally determine the impact of any

training program. The way that any methods are used is as important as the methods themselves. These methods are participatory in nature and therefore the style of training seeks to encourage participants to engage with each other and the trainer. No methods, including these, can compensate for a defensive, overdominant or disinterested trainer.

ToP Micro-Methods

Technology of Participation (ToP) Methods are a complex of inter-related training techniques designed to enable individuals and groups to function more effectively. They are 'contentless' methods, which is to say that the content of the course is determined by the facilitator or trainer. All of the methods except those concerned with lectures are interactive and participatory. Certain methods concern fundamental skills which are used in conjunction with other methods to conduct a complete training process. We call these Micro-methods. The Micro-methods are The Basic Conversation Method, the Lecture Methods, the Seminar Methods and the Workshop Method.

The Basic Conversation Method is a simple but extremely powerful tool based on the way people perceive the world and is used to begin the learning process. The Basic Conversation Method is a dialogue between the participants and the facilitator. It is intended to raise a question in the minds of the group thus beginning the reflection process about a given topic. The content of the conversation comes from the participants who draw on their own experiences.

The Lecture Method can be divided into two methodologies; the 4x4 Method is a process of creating a rational understanding of the topic; and the Lecture Illustration Method is a way of creating dramatic visual and verbal images. An effective presentation can result from combining rational understanding and dramatic stories and images. The Lecture Method is intended as a monologue delivered by the facilitator. It is

intended to create a context for the group by creating verbal and visual models and examples of the topic. The group is challenged to be open to new ideas.

The Workshop Method is a way for a group to share ideas, experiences and insights to create a model or plan. The Workshop Method is a tool for creating a polylogue (a many sided discussion). It is intended to enable a group to build a model and come to a decision. The group is challenged to act on their decisions. It uses the experiences and ideas of the group.

ToP Planning Methods

The Implementation Planning Method is designed for a group that needs to create a plan to implement a clearly defined short term task of from a few weeks up to a year. The Implementation Planning Method assumes that the participants will be the people implementing the plan. It also begins with the future and ends with assignments and deadlines. The results are a series of sub-activities or maneuvers which contribute directly or indirectly to the success of the project.

Educational Tools

ToP methods have also been applied to traditional training tools. Three of these tools are included in the International Facilitator's Companion: Ice Breakers, Role Play and Case Studies.

Ice Breakers are designed to initiate a program or a new phase in a program. They are designed to form a group, to introduce the trainers and participants, to make the participants comfortable in the learning situation and to introduce the topic. The booklet helps a trainer design an ice breaker to fit the needs of the program and the participants. By using an ice breaker you provide people with the opportunity to initiate communications with others. The normal structure of getting acquainted

would take too long and perhaps create a set of relationship that was inappropriate to the course or program. The style of the ice breaker informs the participants what kind of course they will be participating in.

Role plays enable participants to act out social skills or to understand and develop social values in a safe environment. They provide an opportunity to receive feedback on content and style of interaction. There are two kinds of role plays, those for social skills development and those for social values development. Only the social skills type of role play will be developed in the Companion. In a role play situation, participants practice behavior, reflect on it and receive feedback. This cycle can be repeated several times with one participant or with several participants playing the role.

The Case Study Method is divided into two methods, the Case Writing Method to assist in writing case study material and the Case Study Workshop Method to prepare for leading a case study session. Case Studies are designed to enable participants to develop analytical and problem solving skills. Communications skills and team working skills can also be developed.

Program Development and Design

The process of developing programs can also use the participatory methods of ToP. They encourage the creativity of the planners and help ensure that the program creating process does not become blocked. There are three methods presented in the companion. They are: Training Needs Assessment, Curriculum Design and Session Design.

Training Needs Assessment is the first step in the training cycle. It is a problem analysis process which attempts to identify where the problem lies and to indicate possible solutions. It is a powerful tool for

determining the gap between actual and desired performance and for discerning to what degree training might assist in closing this gap.

Curriculum Design enables a facilitator to fully develop a course or program. It presents a process which enables the facilitator to move through the complete process of course design from the initial setting of objectives to the final orchestration of time, space and events. Curriculum Design is part of the training cycle. It is the step following Training Needs Assessment.

The focus of Session Design is on the creation of the complete training event. It gives the facilitator an understanding of the learning process and then shows her/him how to create a session that follows that process thus facilitating participation and increasing the overall impact of the event. The key to session design is clarity on the objectives of the event which enables the selection of relevant methods and content for the session.

Structure of the Companion

Each booklet has the same eight sections:

- 1 The Theory
- 2 The Process
- 3 Examples
- 4 When Appropriate
- 5 How to develop
- 6 Worksheets
- 7 Tips for Developing and Using
- 8 References.

Section One: The Theory

The Theory section explains the basic concepts of the method. It describes why the method is important, what the method is and what it is not. It discusses some of the background of the method and how it can be used.

Because names of many of these methods are used in a variety of ways, this section clarifies how the term is being used in these booklets.

Section Two: The Process

In the Process section a simple overview is given of the steps in the method. In some cases, like the Lecture Writing Method, this is the process of preparing to use the method. These short descriptions are accompanied by simple diagrams to illustrate the text.

Section Three: Examples

In this section, examples of the methods are shown. The examples are from actual training programs developed over the last four years. This section is intended to give an idea of what a fully prepared method would look like.

Section Four: When Appropriate

The When Appropriate section discusses when it is appropriate to use this method and when it is not. These suggestions are not intended to limit the use of the method but to suggest best practices.

Section Five: How to Develop

The How to Develop section is intended for the trainer to use as a way of developing training tools. This section with the Worksheets should provide the trainer with a practical way of writing training material.

Section Six: Worksheets

The Worksheets section has worksheets which can be photocopied and used to develop material. The sheets are not intended to be the only way to develop material. They provide one way of structuring thinking in the development process.

Section Seven: Tips for Developing and Using

This section is simply a list of do's and don'ts for the trainer in creating and using the methods. Again it is not intended to be an exhaustive list but a sample of guidelines which the trainer can expand with his or her own experience.

Section Eight: References

The References section is a list of sources for further reading.

Philosophy of Education



Philosophy of Education

It is assumed here that course participants or students operate out of images of the world and their role in it. Behavior can't be directly controlled, but participants' operating images can be influenced by messages. By the time a person is 5 years old he will have learned about 50% of all he will ever know. Most adults will only add a little to what they already know in the process of a course. Human beings naturally want to learn. The trainer's job is to tap this desire and to assist the students in developing their own image. Key to this cooperation is honoring the student's self-understanding.

We assume that an effective trainer does not know or need to know everything about his or her topic, but a good one knows how to learn, how to question, and how to formulate ideas. A trainer facilitates changes in images rather than forcing ideas into participants' awareness. A trainer helps participants develop models that allow them to appropriate data. Part of the task is always teaching how to learn, and this plays a role in all kinds of training and with all levels of the workforce.

The Image

In his book *The Image*, Kenneth Boulding states that people carry in their minds a picture of the world, themselves and their relation to the world. It is a largely subconscious picture of the way things work. This image determines how we behave.

This image has developed over the whole life of the individual. It is affected by messages in four ways. Some messages have no effect. Some add information in a systematic way to an existing part of the image. Some messages cause a radical change in the image. Some don't change the image in itself, but affect the role of the image by increasing doubt or certainty.

The effect of any message on a participant's image is determined by the values that the participant holds. When a message is perceived as hostile to the image, it is rejected in one or more of several ways. It can simply not be perceived. It can be rejected in violent anger. Sometimes a message is seen as 'interesting' or silly or just wrong. When a message is seen as friendly to the image it is readily accepted and can strengthen the existing image, making it more difficult to change.

An image has developed over a long time, reinforced by thousands of messages. Images tend to be internally consistent, with one part reinforcing or confirming other parts. For these reasons images tend to be very stable and difficult to change in any dramatic way.

Messages which are very forceful or often repeated can change images. Messages which cooperate with the image in suggesting ways to change are most effective. The task of the trainer is to send as many internally consistent messages that change the images of students which in turn changes behavior.

The Adult Learning Cycle

Because adults come to training with a background of experiences and images, they learn in quite different ways from children, who come to education with little experience. When adults learn something on their own, they begin by experiencing something new. They then process this experience. They reflect on it. They relate it to other experiences. They generalize from the experience and their reflections to generate a new insight, a theory. They then apply the generalization to similar situations as they come across them.

Most training programs start in the wrong place and do the process backwards. Most courses begin with generalizations: theories, ideas, or concepts. The students are allowed to process the information through

study, questions and answers or discussion. In some courses, they then can experience the new concept through games, exercises, role plays or simulations. Application is left until later.

The Adult Learning Cycle (ALC) is an approach to training that attempts to parallel this adult process by starting with concrete experience and moving only secondly to reflection, then to generalization and theory and finally to application.

The ALC is a structural approach to learning. The structure of the course teaches the material. The sequence in which the material is presented is important. The most effective structure is the sequence in which the material is experienced by the participant when applying what is being taught. Introducing a sales technique is best introduced by how to seek prospects, rather than how to close the deal.