

Facilitating Questions

Textbook Reference: *Results Based Facilitation, based on Benjamin Bloom's Taxonomy of Learning*

Knowledge

Remembering previously learned information (terminology; specific facts). Verbs include: define, tell, list, describe, relate, identify, locate, write, find, state, and name.

Comprehension

Understand the meaning of information and materials. Verbs include: explain, summarize, interpret, outline, discuss, restate, translate, compare, and describe.

Application

Use previously learned information or concept in a new situation to solve a problem. Verbs include: apply, solve, show, use, illustrate, construct, discover, complete, examine, and classify.

Analysis

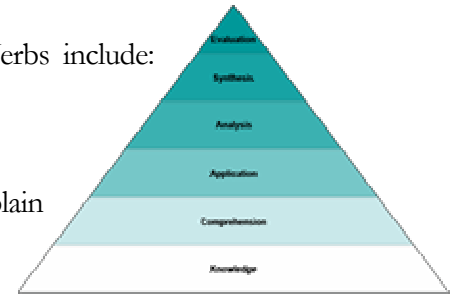
Break down information into its component parts so that its organizational structure may be understood. Verbs include: relate, analyze, distinguish, compare, contrast, investigate, categorize, identify, explain, and separate.

Synthesis

Creatively apply knowledge to put parts back together creating a new meaning. Verbs include: modify, create, invent, compose, predict, plan, construct, design, imagine, propose, and formulate.

Evaluation

Judge the value of the ideas or material based on personal opinions, without real right or wrong answers. Verbs include: combine, judge, determine, select, choose, decide, justify, debate, verify, argue, conclude, recommend, access, discuss, rate, prioritize, and test.



Visual, Verbal and Vocal of Communication

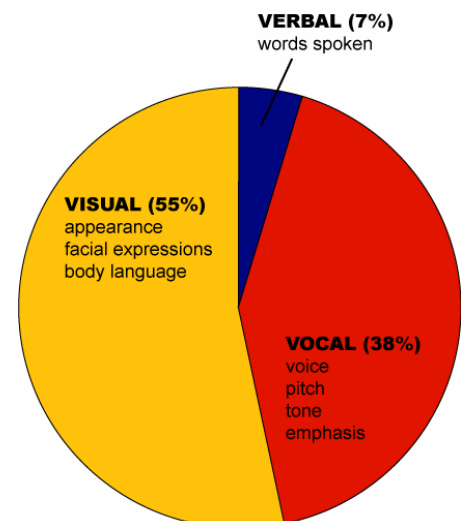
Textbook Reference: *Starting and Completing Class*

When training is delivered in person, students receive information through what you say verbally, how you sound vocally, and how it appears visually. The entire *package* must be synchronized for maximum benefit. In a study at UCLA in 1967, Dr. Albert Mehrabian found that when there are conflicts of trust and believability between the verbal (what is said), the vocal (how the voice says it) and the visual (what is seen of the trainer) the visual is overwhelmingly dominant.

Verbal Use positive and persuasive words when you speak

Vocal Sound confident with your voice

Visual Move with purpose and appear natural as you speak



Exercise Strategies – Textbook Reference: *Results Based facilitation*

Awareness

Enhancing a student's skill begins with a student awareness for change. Awareness exercises are used with new topics and require a student to empathize with others to appreciate the need for new skills.



Comprehension

Once a student has awareness, they must take on the task of understanding what must be accomplished to adopt that new skill. Comprehension is achieved through observation and participation exercises.

Skill

Skill level exercises are often times based on interactive situational exercises. Without utilizing “role play” exercises as the only form of reinforcement, skills can be developed through other forms of interaction.

Mastery

Mastery of a subject involves in-depth practice sessions, coaching and feedback, mentoring, and individual projects. Once a skill is mastered, enhancing that skill will require continual applications and feedback.

Starting and Completing Class – Textbook Reference: *Starting and Completing Class*

Start Class with CABA

One proven method for your training introduction is incorporating the CABA method when you deliver the opening (Credibility, Attention, Body and Audience). Your attention getter is most important!

Complete Class with MAS

A solid class closing incorporates MAS (Memorable, Action, and Summarize). You want to summarize with your students what they learned, challenge them to take action, and conclude with something memorable.

Types of Trainers – Textbook Reference: *The Foundation of Adult Education*

Systematic

A systematic trainer is one who is concerned with detail and structure. They tend to write more than talk. They are interested in procedures and conforming to a training workbook.

Directive

A directive trainer is one who demonstrates expertise in the subject matter they are teaching. They prefer to do it now as opposed to waiting because they are most concerned with results.

Facilitative

A facilitative trainer is one who accepts their students and enjoys long conversations. They are not too concerned with the use of class time because understanding their students is part of the training process.

Interactive

An interactive trainer is one who is interested in the commitment and motivation of the students. They dislike routine and procedure, while emphasizing involvement and handling conflict openly.