

Introducing & Developing Facilitation Techniques

Prepared & Delivered by

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Aim and Objectives of this Workshop

Aim: To provide you with a development opportunity associated with delivery of teaching and learning in a consistent, effective way

Objectives:

- To acquire ideas of how you might modify your teaching style to be more effective using facilitation
- To understand the preparation required of facilitators before workshop delivery
- To personally experience facilitated learning
- To understand the value of delegate activity to promote sustained learning



Preparation

You have 5 minutes to consider and write on a flip chart:

- What preparation needs to be made by a HAW workshop facilitator before delivery?

Logistics – transport, equipment (laptop, projector, screen, cameras, writing materials, flip charts & pads, handouts)

Administration – Joining details, attendance sheets, workshop evaluation forms, competence assessments

Site – check teaching accommodation, site safety and known activities, identified hazards and risks prior to training

Self – accommodation, known objectives and background rationale, thoroughly familiar with materials, planned activities and learning path delegates must travel.



Promote Active Listening

You have 5 minutes to consider and write on a flip chart:

- What is Active Listening?

Effective, 2-way communication, that removes potential 'filters', using focused observation, listening and questions, rather than one-way talking, as the primary method of gaining and sharing information.

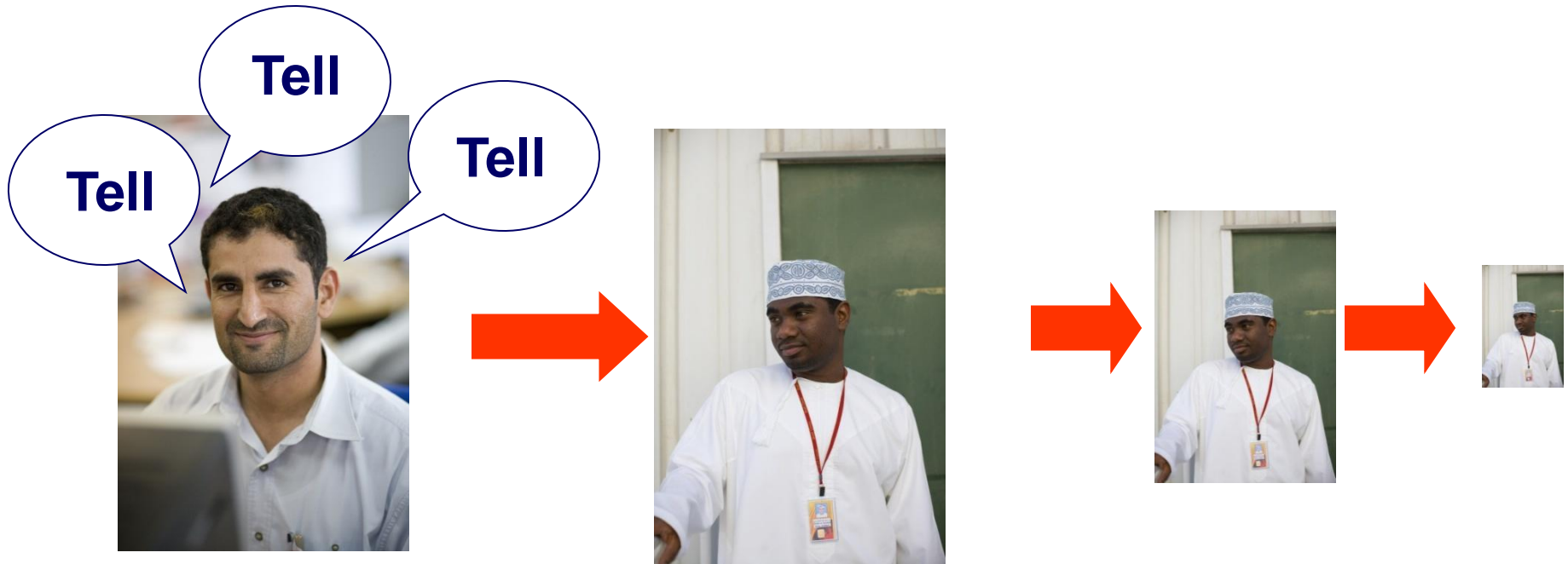
- How can Active Listening be promoted?

INCLUDE - Its up to YOU to include the whole team

- I** - I don't have all the answers
- N** - Need to involve the whole team
- C** - Collective thinking is powerful
- L** - Learn by listening
- U** - Understand we think differently
- D** - Don't think my way is the only way
- E** - Establish the best possible outcome together



How To Switch The Other Person Off



Telling will often have diminishing results, pushing the other person further and further into themselves and away from you and your intent.



Active Listening Steps

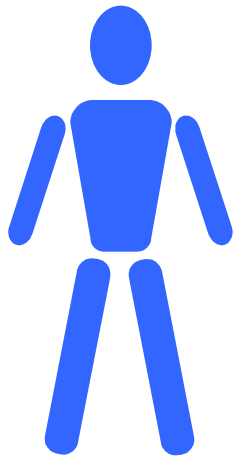
- Establish and maintain eye contact and open body language
- Limit or avoid distractions or interruptions
- **Ask** questions to clarify
- **Listen** to the answer
- **Validate**, restate or summarize what you have heard

People are smart enough to understand the message, but if they do not believe you, they are very unlikely to follow it up with actions.



Our Behaviours are Influenced by the Behaviour of Others

+ Positive +



⋮
See

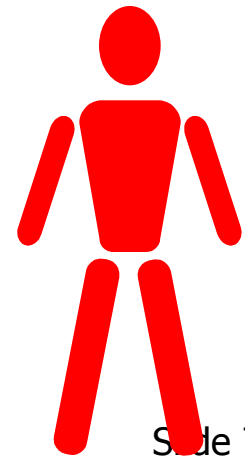
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Hear

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Feel

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Do

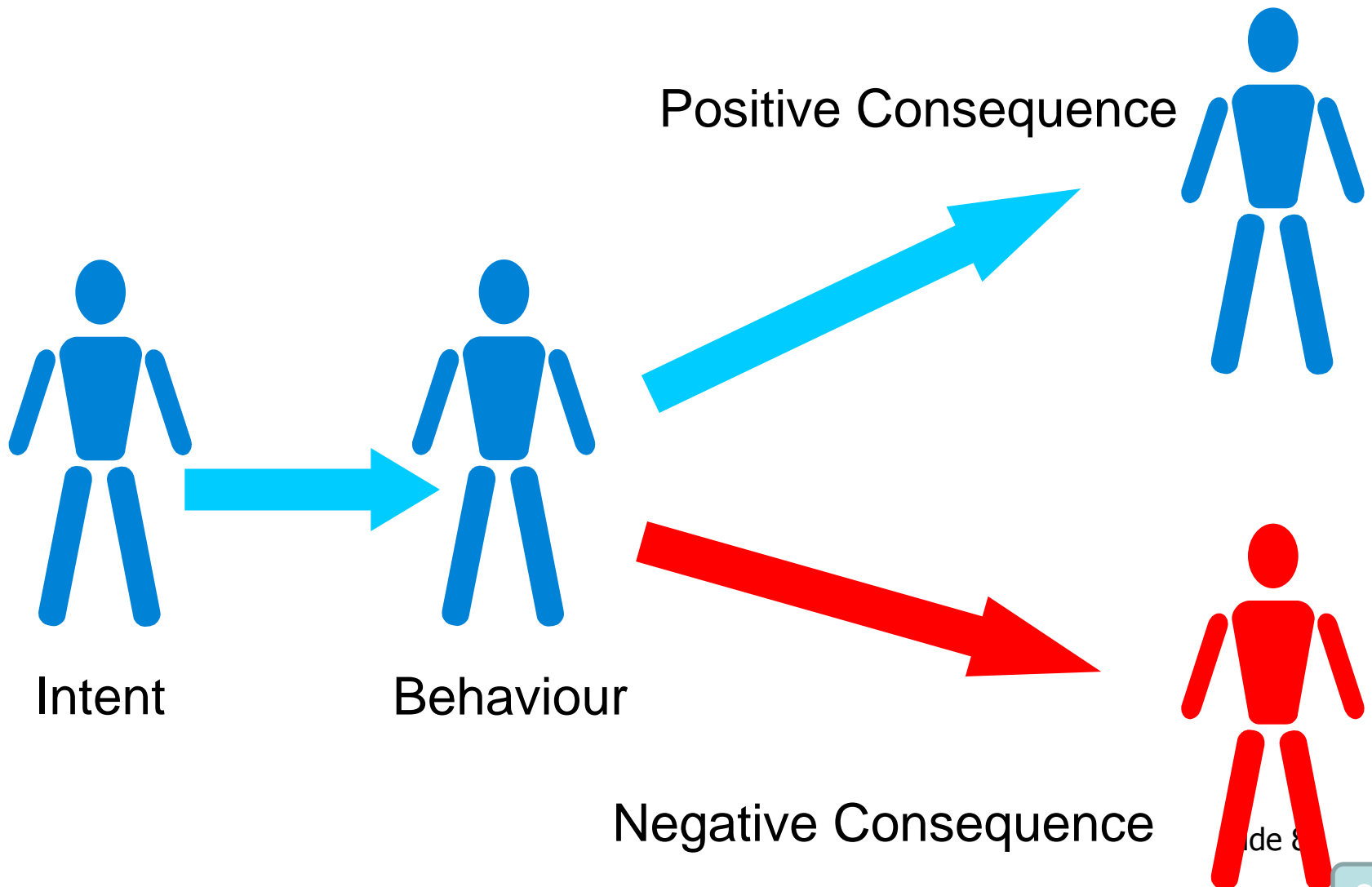
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- Negative -

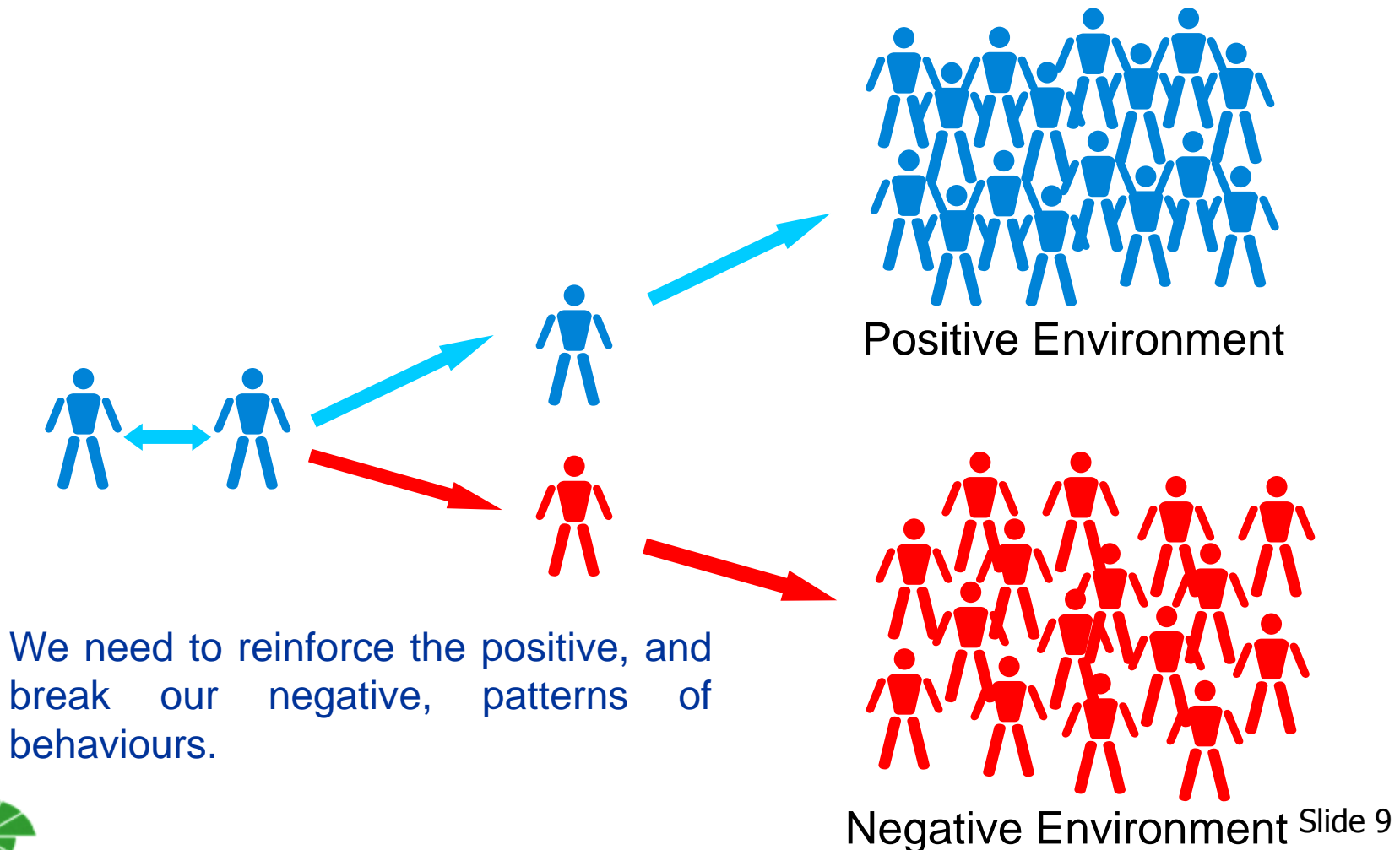


Side 7

**We measure ourselves against our Intent
others measure us against our Behaviour**

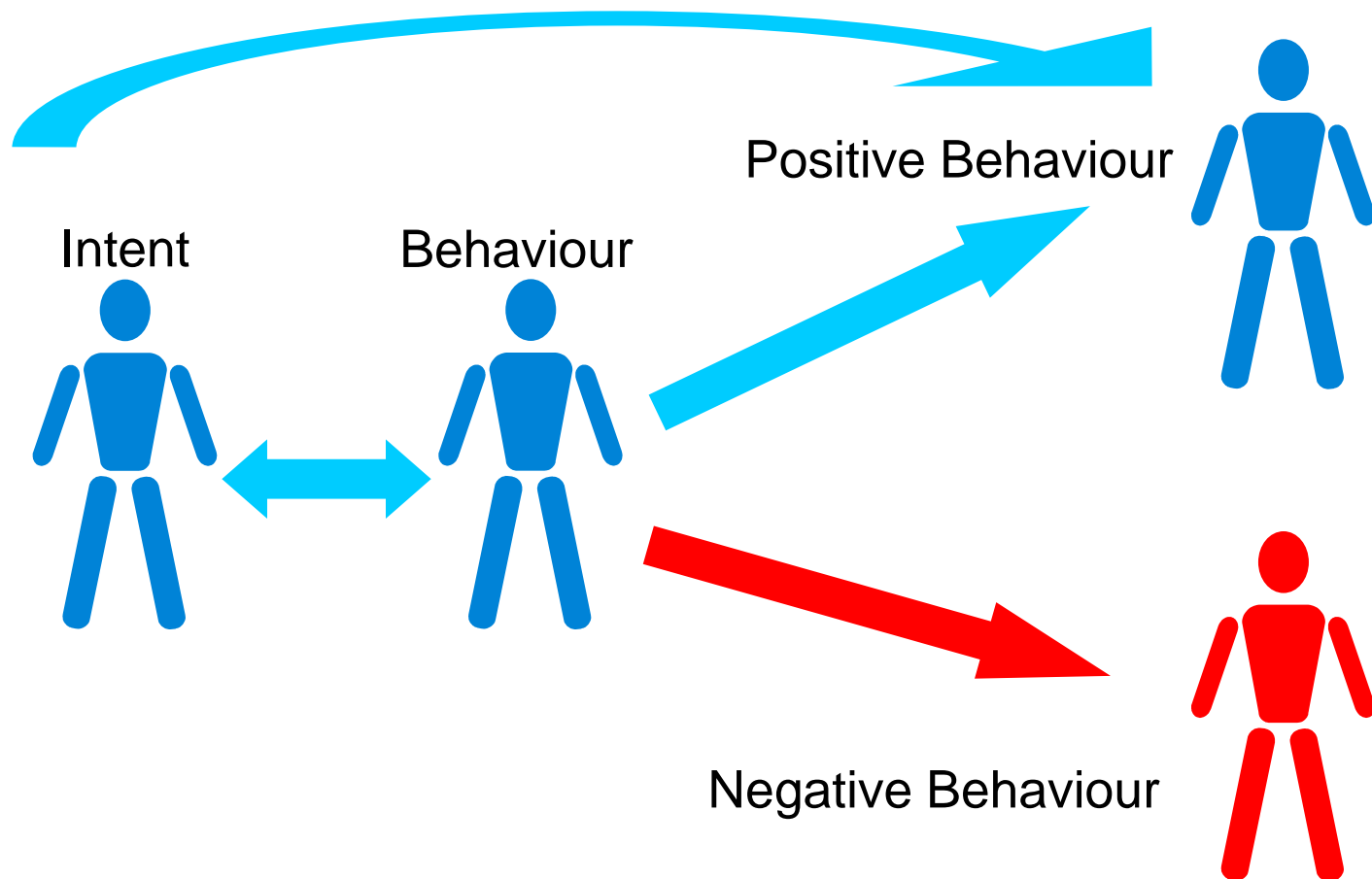


Repeated safe Behaviour creates a safe working environment – The opposite is also true



Quality Safety Leaders

Constantly check their intent is understood, receive feedback on their behaviours, and take visible steps to correct it.



Slide 10



Using the 'See-Hear-Feel-Do' model

Think of the last safety related conversation that your boss had with you. On your own, you have 5 minutes to consider that conversation and write down:

How did you **FEEL** after seeing and hearing what you did?

What did you **SEE** your boss do?

What did you **HEAR** from him?

What did you actually **DO** as a result?

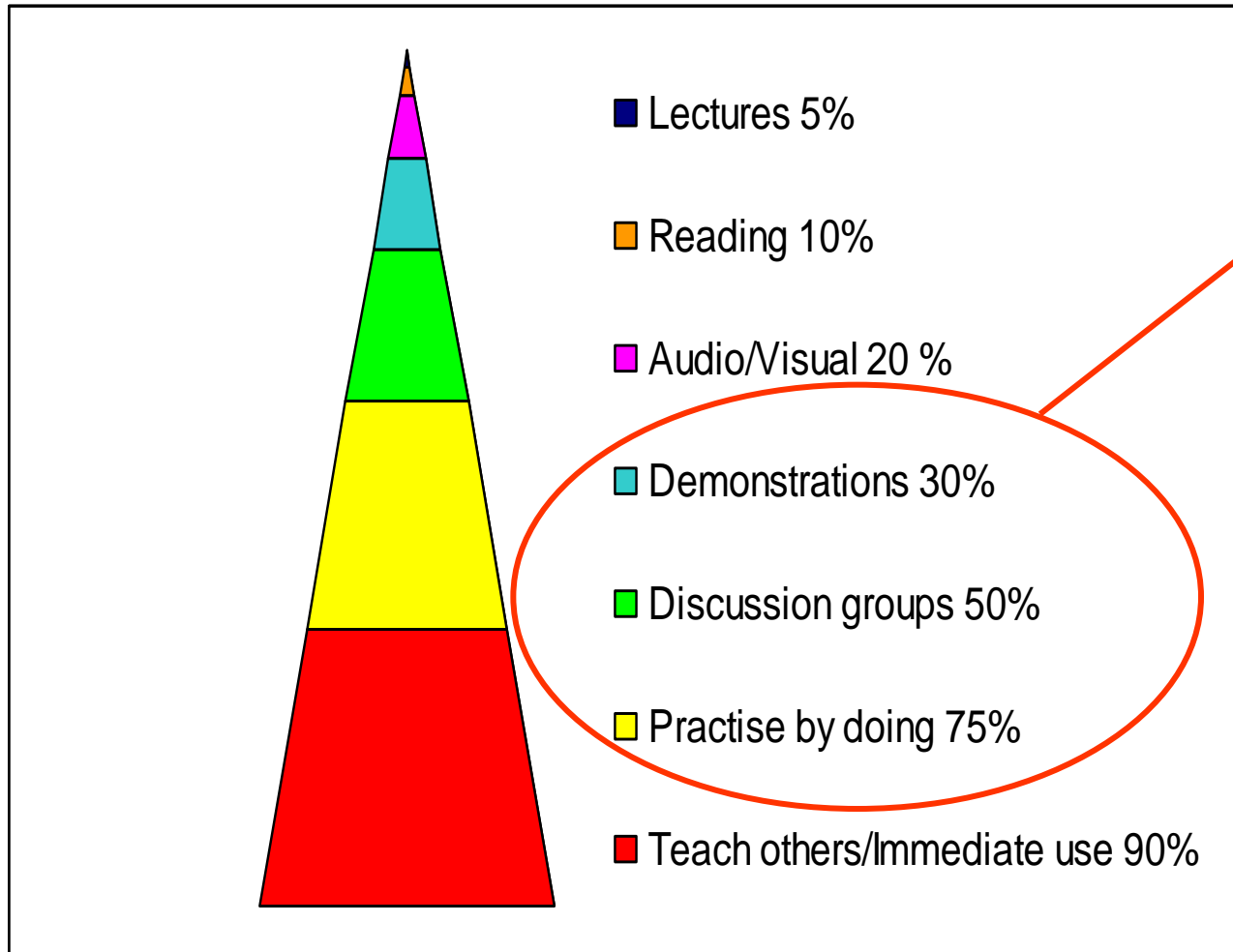
Why did you feel the way you did?

What would you do differently when dealing with others?

Now share your findings with those in your group.
Find the common ground, and feedback to the room in 5 minutes time.



Retention of training after 24 hours of delivery



Lead by example at all times

Ensure your staff are given time to practice

The best person to run the training ... is the leader

**The
“Learning
Pyramid”
According to
Bligh, 1998**



You are going to facilitate a workshop

As a group, you have 5 minutes to consider and write, on a flip chart, your answers to:

How can you maximise:

- **What is learnt by delegates during the workshop?**

Create shared experience opportunities; create maximum delegate activity; design activities to put delegates into their 'discomfort zone'.

- **What is remembered by delegates after the workshop?**

The things they had demonstrated to them; the things they discussed with others; the things they personally practised.

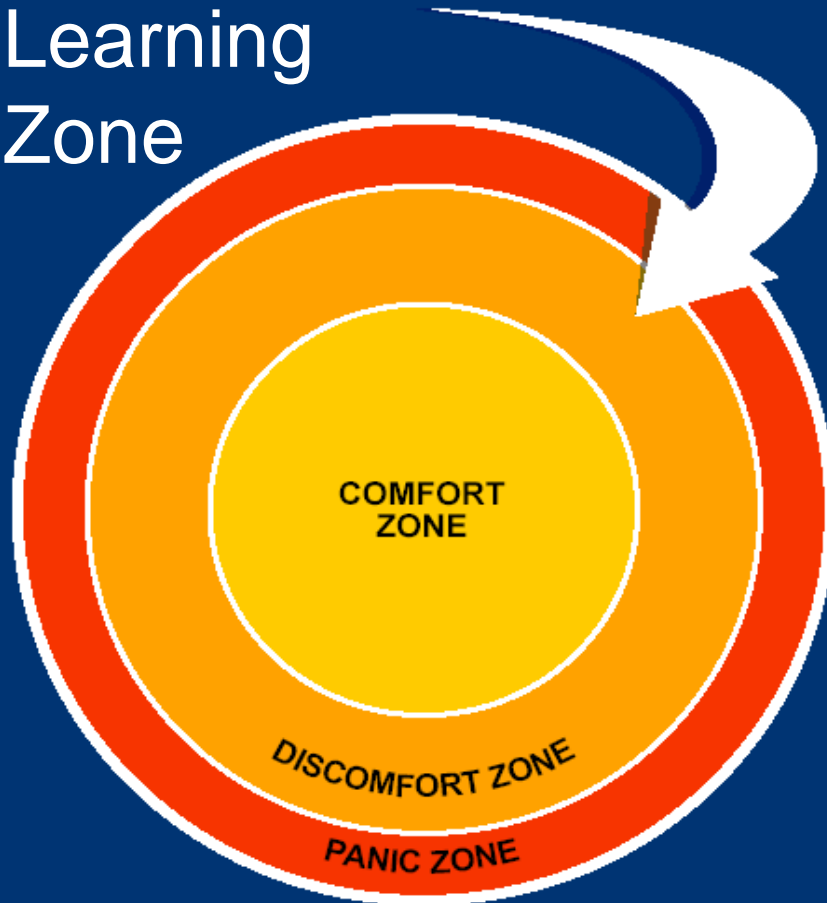
- **What is applied by delegates in the workplace?**

The behaviours they see demonstrated by their line manager and trainer; the knowledge, understanding & skills they have learnt by carrying out activities that put them into their discomfort zone.



Using human psychology to promote sustained learning

Learning
Zone



Why do we need to move people out of their comfort zone?

How can we move people into their discomfort zone?

How do we avoid putting people into their panic zone?

The discomfort zone

As a group, you have 8 minutes to 'brainstorm' and write down your answers to these questions:

As a workshop facilitator:

- **Why would you want to make delegates feel uncomfortable?**
To actively engage them; to have them realise they can do things they didn't think they could; to promote key learning
- **How can you ensure you get people into their 'discomfort zone'?**
Get them active; use the S-B-R and S-T-R design models; make tasks challenging
- **How do you handle the apparently 'uncooperative' delegate?**
Encourage the 'quiet' delegates to act as group leaders or spokesmen
- **How do you measure if the 'discomfort zone' technique succeeded?**
Willing participation by all delegates before the end of delivery; delegates 'get' the 'key' points without your needing to tell them what they are.



The Safety Brief

As an individual, you have 8 minutes to consider and write down your answers to the following questions:

In the next 5 minutes, share your own answers with your group, find the common ground and be prepared to feed back into the room.

As a workshop facilitator:

- **Why would you want to include a safety brief before starting?**

The SHFD model at work; you set the lead; you declare it's important and you care about their safety

- **How could you use it to get people into their 'discomfort zone'?**

Tell delegates you are going to ask someone in the room to deliver a safety brief, after each break

- **How do you ensure the safety brief given is correct?**

Prepare one yourself ; correct any inaccurate information given by delegates and cover any omissions

- **What would YOU include in the safety brief?**

Look again at the example used at the start of this workshop.

In the next 5 minutes, share your own answers with your group, find the common ground and be prepared to feed back into the room.



Setting the workshop 'rules'

As a group, you have 5 minutes to 'brainstorm' the following questions and write your answers down:

- **What is the purpose of having 'workshop rules'?**

Gives delegates respect, what the behaviour standards are and you expect compliance

- **What 'workshop rules' would you include?**

GSMs ; INCLUDE model; Punctuality.

- **Why would you want to establish 'workshop rules' with delegates before starting?**

Sets the required behaviours; ensures delegates are clear of what's required of them

- **What will you do if the 'workshop rules' are not followed?**

Intervene – every time. Failing to do so (Say-Do gap) demonstrates you are yet another Safety Leader who has dual standards. You have now set the low example, by accepting non-compliant behaviour, and that is what will be followed by delegates.



Setting the workshop 'objectives' and stating the expected outcomes

As a group, you have 5 minutes to consider and write down your answers to the following task:

- **What are objectives?**

Statements of what delegates will be expected to be able to do after training

- **What are outcomes?**

Specific performance statements of what delegates will be able to do after training

- **What is the purpose of preparing objectives and outcomes?**

Provides a focus on what **MUST** be achieved by you **AND** the delegates

- **Why would you want to make these clear to delegates before starting?**

Tells delegates exactly what is required of them after you have finished

- **How can/will you measure if they have been achieved?**

Delegates have done/will do what is required of them to the specified standard



The pre-set objectives

The main objective of all Hazard Awareness Workshop should be:

- **To improve the ability of the workforce to identify & manage various hazards and their potential consequences at worksite.**

Workshop Option 1

- Improve the ability of crew members to realize, identify and report hazards at their work sites.
- Reinforce the use of TRIC and participation in TBT.

Workshop Option 2

- Effective engagement of the workforce to improve their knowledge in an interactive way and enable them understand, realize, identify and report the hazards that they spot on their locations.
- Ensure proper use of TRIC card and how to conduct effective TBT.

Workshop Option 3

To educate the crew on the following:

- What is a hazard?
- Why should I care about hazards?
- How could I get hurt?
- What am I going to do to stop myself and others from getting hurt?
- To reinforce the use of TRIC and participation in TBT.



Establishing workshop expected outcomes

Key common objectives across the 3 workshop options are:

Delegates will be able to:

- Identify workplace hazards
- Identify potential consequences arising from those hazards
- Identify appropriate risk control measures
- Implement appropriate risk control measures

What is required to turn these into competence performance statements that can be measured?



Establishing expected workshop outcomes

For competence to be measurable and achieved, the delegate and assessor must know:

- **Exactly what must be done** (the performance)
- **How it must be done** (the criteria)
- **Under what circumstances it must be done** (range statement)
- **The knowledge & understanding required to do it**

HAW tasks should be designed with these essentials in mind.

Evidence must be:

- **Current.....NOW!**
- **vAlid.....the candidate's own work**
- **Relevant.....relates to the competence performance statement**
- **Sufficient....demonstrates level and breadth required**



Establishing expected workshop outcomes

As a group, take 10 minutes to write a measurable outcome (competence performance statement) on a flip chart, for the following key HAW objective:

- **Identify workplace hazards**

Performance: Identify one or more hazards on the worksite, their potential consequences, and the controls that should be used to reduce the risk to as low as reasonably practicable (ALARP)

How: by observing actual workplace behaviours and activities

Circumstances: assisted by at least 1 other workshop delegate

Knowledge & Understanding: using your knowledge of the company's safe systems of work, materials used and activities to be carried out.



Establishing expected workshop outcomes

As a group, take 5 minutes to write a measurable outcome (competence performance statement) on a flip chart, for the following key objective:

- **Implement control measures**

Performance: Explain how at least one element of a specific task should be carried out correctly and safely

How: by making positive contributions to a Tool Box Talk being conducted

Circumstances: during a role play exercise in a HAW workshop

Knowledge & Understanding: using your knowledge of the company's safe systems of work, materials used, activities to be carried out and the hazards that you have identified are present.



Setting tasks and activities

Let's look at these 3 questions together.

What common features have you noticed about the activities given to you so far in this workshop?

- The time for the task is set
- The type of task is set
- The required outcome is set,
- Only then** is the task stated.

Why do you think this approach has been used?

Delegates need to be clear about what is required, and when

What benefit(s) do you think the approach provides to delegates?

Clarity and focus; 'pressure' creates the discomfort zone; no time wasted on unnecessary questions; maximised activity time – but **ONLY** if the facilitator sticks to the 'rules' he has set..



Delegate ownership of their work

As a group, take 10 minutes to brainstorm your ideas on how you can make sure delegates take 'ownership' of the work they produce within the workshop.

- Make them accountable to you for following up and closing out their worksite observations.
- Ensure that a correctly conducted intervention conversation takes place by the groups with the appropriate person on site regarding the hazards/behaviours observed.
- Make sure the groups report their observation(s) through the company's BBS program – STOP or A.N.Other
- Use the team leaders to present the group's observations/actions at a site HSE meeting.
- Have the team leaders report their observation of sustained use of the controls put in place, over the next month.



Workshop close-out

- Summarise the key points that were learnt
- Summarise the workshop's findings and actions
- Relate the learning to the workshop objectives
- State how the outcomes have been achieved by workshop delegates
- Provide a summary of the workshop's action plan
- State how you, the facilitator, will follow-up with delegates on the workshop outcomes and action plan.



Facilitator post-workshop activities

The delegates have returned to work. What must the workshop facilitator do now?

- Complete delegate training records
- Complete attendance sheet
- Complete delegate assessment records with evidence.
- Forward records to training administrator/ HSE Manager

- Diary any follow-ups required – and carry them out!
- Do what you have stated to delegates you would do.
- Pack up and return equipment and materials.

