

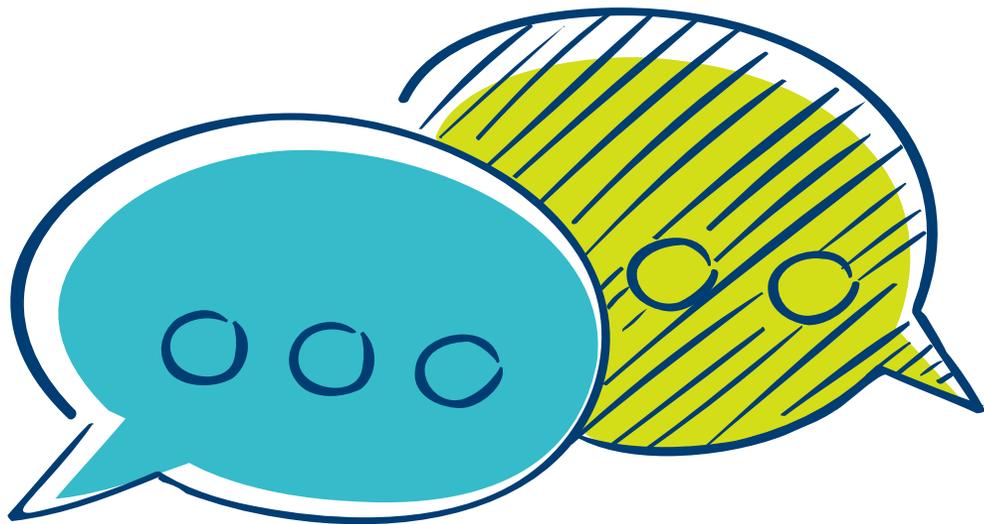
THE INTERNATIONAL SAIL TRAINING & TALL SHIPS CONFERENCE 2023

7B: Sail Training Facilitation Techniques: Strengthening Programme Outcomes



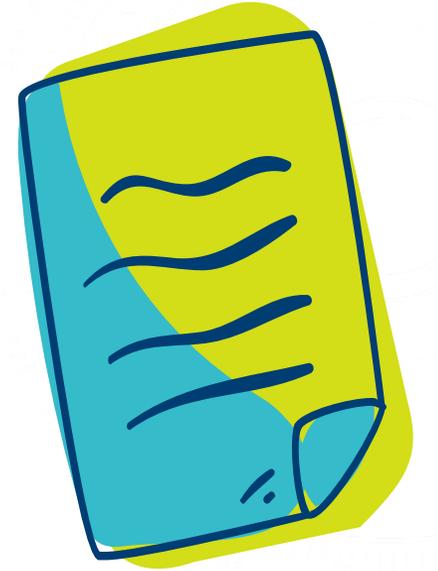
Facilitation Techniques

2023 Update
With Lena & Murray



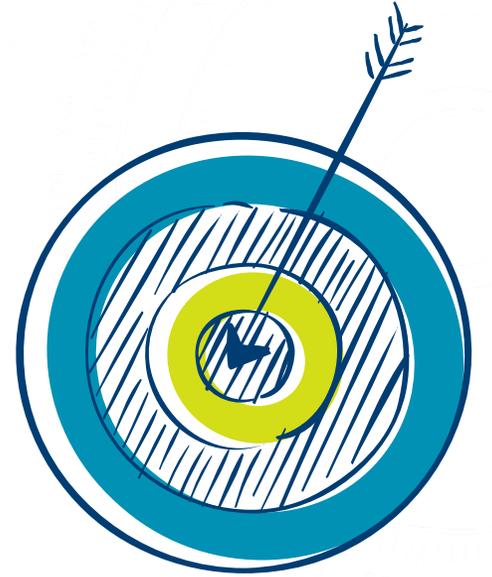
WORKSHOP OVERVIEW

- Introduction
- Facilitation vs Instruction (5mins)
- What makes a good Facilitator (5mins)
- Activity 1: - What outcomes does your program generate? (15mins)
 - How do you know?
 - What activities specifically contribute to those outcomes?
 - What facilitation techniques do you use?
- Activity 2: Group Discussion (15mins)
- Facilitation Literature Review (10mins)
- Suggested Facilitation Techniques (10mins)
- Q & A (15mins)
- Contact Details



Introduction

- Purpose
 - Share existing facilitation practice between operators
 - Learn from each other what seems to work best
 - Review facilitation literature
 - Identify new techniques that could be used onboard



Facilitation vs Instruction



- Facilitation is the act of guiding people throughout a process to reach a collaborative solution
- The idea is not to “tell” them but provide the right guidance and environment for them to discover it themselves.
 - Facilitators help trainees build upon their own, shared, knowledge base to find the answers.
- Link lessons learned onboard with everyday life.



What makes a good Facilitator

- **Knows their trainees and how they learn**
 - Physical, social, intellectual capabilities of their trainees
 - Is able to differentiate based on differences in trainee learning
 - Aware of Cognitive Load, teambuilding processes and the Hierarchy of Needs.
 - Identifies
- **Knows the content**
 - Knows what to teach and when to teach it
 - Understands different ways to communicate information and instruction
- **Planned and Organised**
 - Has a plan to implement instruction
 - Sets achievable SMART learning goals with themselves and trainees
 - Is able to self-reflect and make improvements to the program and their instruction



Adapted from the Australian Professional Teaching Standards



What makes a good Facilitator Continued



- **Creates and maintains a positive, safe and supportive learning environment**
 - Has a suite of activities they can draw on to adapt to the trainee needs.
 - Understands how to manage challenging trainees
 - Maintains and safe, ethical and responsible environment at all times.
 - Adheres to organisational policies, procedures and all legal requirements.
 - Maintains a neutral position whilst being objective

- **Provides ongoing Feedback**
 - Is able to review trainee learning and provide appropriate feedback.
 - Promotes constructive feedback within the group
- **Seeks Continual Improvement**
 - Identifies and engages in self-reflection and learning to improve their own skills
 - Collaborates with a diverse range of colleagues to enhance own practice.



What makes a good Facilitator Continued

- **Neurodiversity and Mental Health**

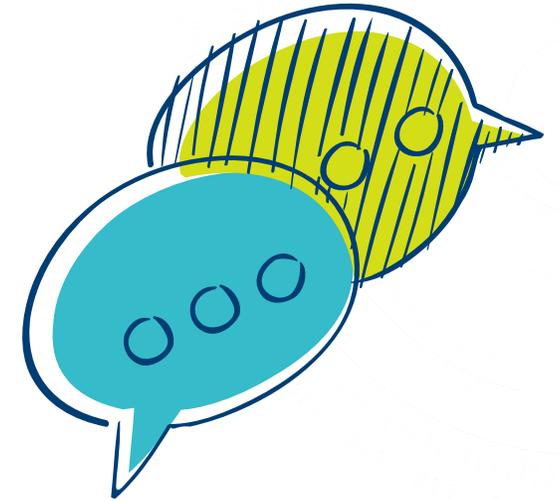
- Be mindful of signs and symptoms of mental health concerns such as anxiety, depression.
 - Understand Mental Health First Aid procedures
- Be mindful of neurodiverse interpretations
 - Be able to adapt instruction, guidance, and group interactions accordingly

- **Conflict**

- Be mindful of signs of group dynamics and conflict
- Be able to help trainees work through personal and group conflict



Program Outcomes

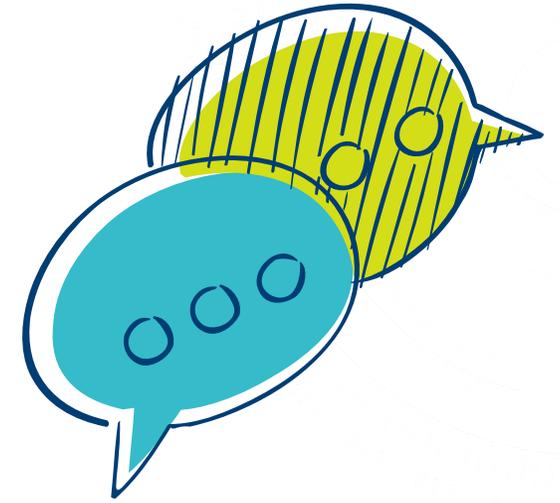


- **Activity 1: (5 Mins)**

- Group discussion: We'll collect from the group the different outcomes generated by a sail training program eg.
 - Teamwork, Leadership, Confidence, Social Networks
- Each one will be placed onto a piece of paper around the room. These will then be divided into 4 sections



Program Outcomes Continued

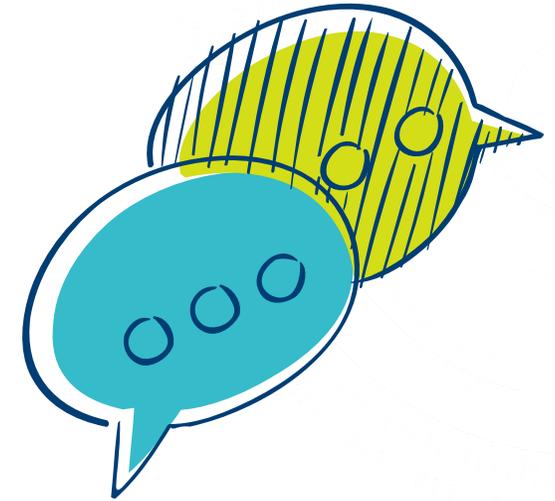


- **Activity 1 Continued (15mins)**

- Moving around the room looking at each outcome
- In section 1, write down how do you know your program produces that specific outcome
- In section 2, write down what activities you run onboard that specifically contribute to that specific outcome



Existing Facilitation Techniques



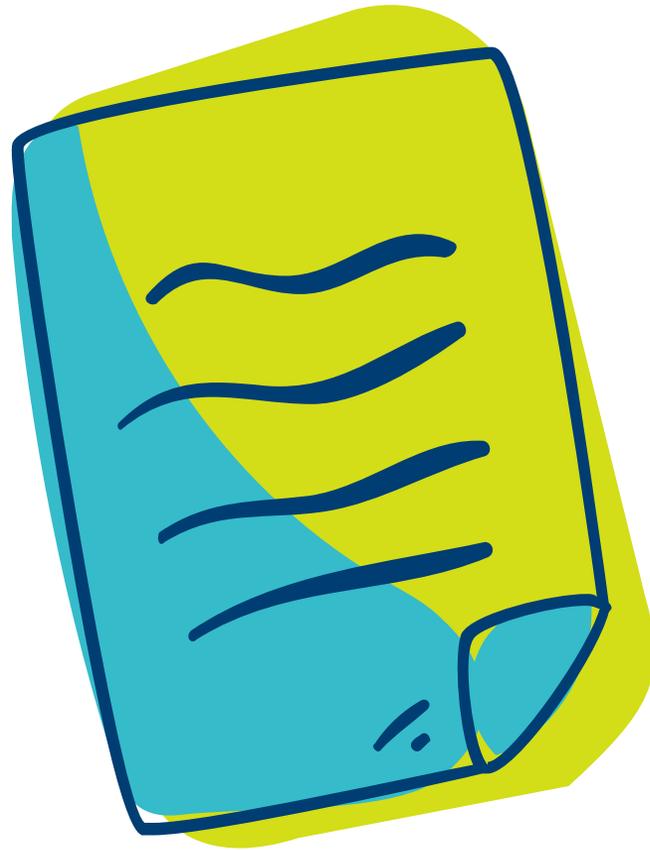
- **Activity 2: (10mins)**

- Moving back around the room visiting each outcome
- In section 3 write down what facilitation techniques you already use to create those outcomes from those activities.
 - Eg Funnelling Questions, Self-Reflection, Diary Entries, ...
- In Section 4 write down the facilitation techniques you COULD use onboard

- Group Discussion (5 Mins)



Facilitation Literature Review (10mins)



Mastering Facilitation Fundamentals by Ed Gillcrist & Mike Westman.

<https://trainingmag.com/mastering-facilitation-fundamentals/>



- Highlights the seven key elements of good and effective facilitation:
 - Session Organization, Preparation, Standards, Flexibility, Technique, Subtleties, and Self-Awareness.
- Emphasises good facilitation is about mastering the fundamentals in order to be as effective as possible.
- Discusses the anatomy of good facilitation and how aspects of the seven key elements are applied across three critical phases:
 - Pre-Facilitation, Conduct of the Facilitation, and Post-Facilitation.



Priest & Gass (1997) extended Bacon's three stages to six types of facilitation

Priest, S., & Gass, M. (1997). *Effective Leadership in Adventure Programming*. Champaign, IL: Human Kinetics.

- Letting the experience speak for itself (1940's)
- Speaking for the experience (1950's)
- Debriefing or funnelling the experience (1960's)
- Directly frontloading the experience (1970's)
- Framing the experience (1980's)
- Indirectly frontloading the experience (1990's)



Teachers' Facilitation on Students' Learning in Outdoor Adventure Education by Seow, X. L. (2020).

Seow, X. L. (2020). Teachers' Facilitation on Students' Learning in Outdoor Adventure Education (Thesis, Master of Physical Education). University of Otago. Retrieved from <http://hdl.handle.net/10523/9954>

- Examines how facilitation techniques used by outdoor education teachers assist trainees' learning in the acquisition of social and personal effectiveness skills.
- Findings suggest that the main outcomes perceived by trainees related to the camp objectives in particular improved self-confidence and social communication skills were acquired mainly due to a range of facilitation techniques used by the teachers.



“Facilitation and Reviewing in Outdoor Education” by Roger Greenaway

<https://reviewing.co.uk/articles/facilitating-outdoor-education.htm>

- Outlines some of the main areas in which facilitation skills can be of value in outdoor education and raises some key issues along the way.
- Highlights the importance of facilitation skills in outdoor education and provides insights into how facilitation can be used to enhance students’ learning experiences.
- Discusses the implications for facilitation style if you want to place learners’ experiences at the heart of the learning process.
- Emphasizes that the process of discovery in the outdoors can falter if the visitors are not in the mood for discovery nor have the confidence to be discoverers.
- Concludes skilled facilitation can help students develop a range of skills, including communication, problem-solving, and leadership skills, and can enhance students’ learning by providing opportunities for students to learn from their experiences, encouraging students to reflect on their experiences, and providing feedback to student.



“Exploring Intentionality Within Facilitation” by David Fillio

<https://www.outdoored.com/articles/exploring-intentionality-within-facilitation/>

- The role of facilitation in outdoor education.
- Highlights the importance of facilitation skills in outdoor education and provides insights into how facilitation can be used to enhance trainee experiences.
- Discusses implications for facilitation style and placing learners’ experiences at the heart of the learning process.
- Explores the literature of theory behind intention and intuition in Outdoor Education facilitation and provides a theoretical model for explaining this complex dynamic for facilitators to utilise in their foundation of theory to guide practice.
- Concludes that skilled facilitation can help trainees develop a range of skills, including communication, problem-solving, and leadership skills, and can enhance trainee learning by providing opportunities to learn from and reflect on, their experiences with guided feedback.



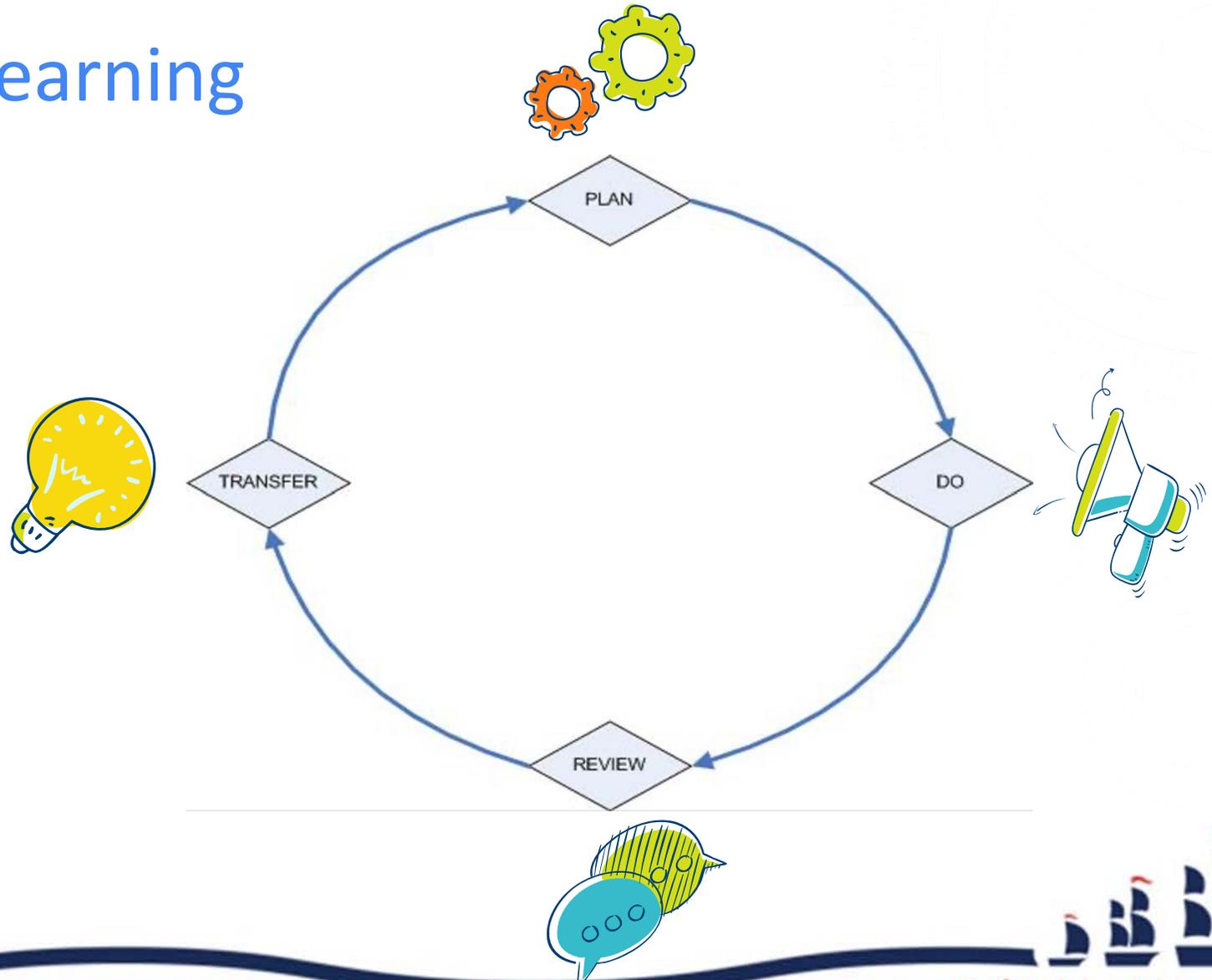
<https://www.linkedin.com/pulse/4-essential-facilitation-skills-gary-rush-iaf-cpf-master/>

- Gary Rush, IAF CPF Master, has identified four essential facilitation skills that are crucial for effective facilitation.
- The first skill is active listening, which involves paying attention to the speaker and understanding their message.
- The second skill is awareness of others and their behavior, which involves understanding the dynamics of the group and how they interact with each other.
- The third skill is providing a structured thought process, which involves guiding the group through a series of steps to reach a decision.
- The fourth skill is moving others to consensus, which involves helping the group reach a shared understanding and agreement.



Kolb's Experiential Learning

- PLAN
- DO,
- REVIEW,
- **TRANSFER**





Facilitation Suggestions (10mins)

- By asking questions and keeping the group focused, a facilitator helps the group establish a set of ground rules, as well as its own learning objectives. The facilitator also helps the group evaluate what group members learned from their activities.
- Don't be afraid of silence
- Is there an outcome you want to achieve onboard - what techniques can we use to help.





Exercise: Awareness Circle

- Goal: Taking notice of diversity (or no diversity), to find connections
- Set up:
 - Silent exercise
 - Pre-drafted statements read out by facilitator
 - If statement true for an individual, step forward into a circle.
- Statement ex.: I never get seasick, I have traveled to another country, I am an activist, I am an only child...
- Debrief: What did you like about this exercise? Was there something that surprised you? What was it like not have anyone go in the middle?





Exercise: Bring your key

- Goal: Getting to know each other better
- Set up:
 - The group sits in a circle
 - Every participant brings his or her key
 - One by one they present their keys and share a few thoughts on what the key represents (“I have a key of my bike: I love doing sports and do mountainbike tours every Saturday”)
- Can be modified by using something from the ships’ deck etc.





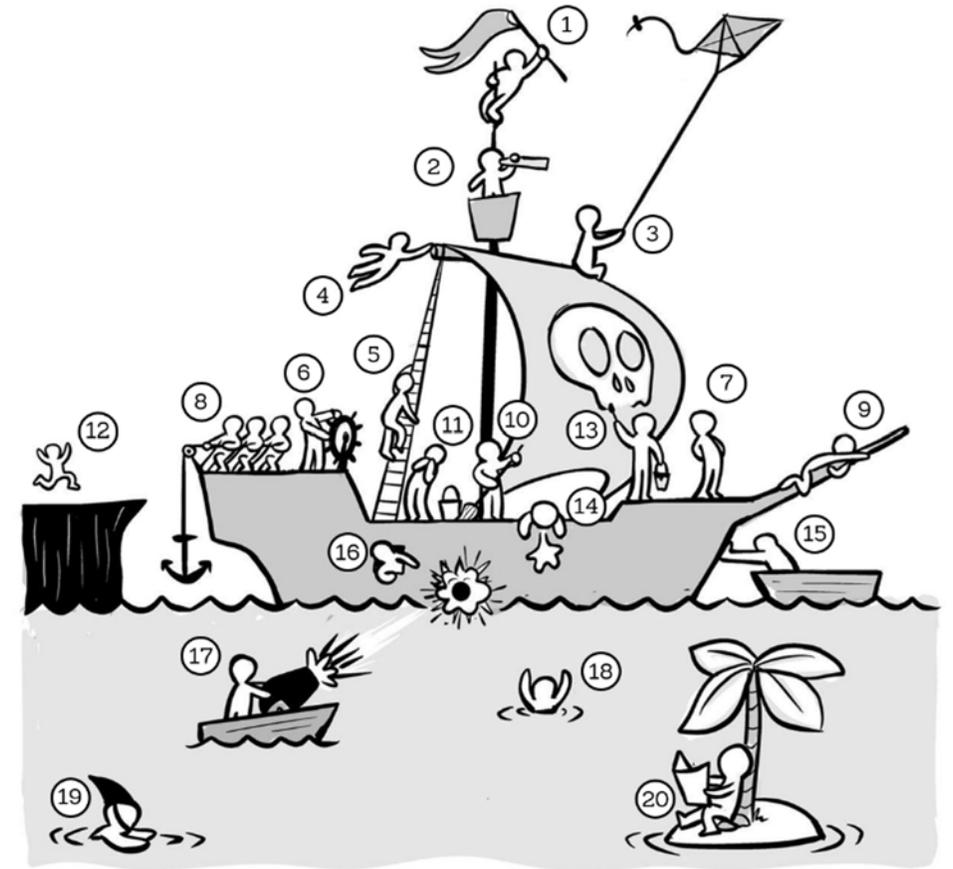
Exercise: Check in/Check out

- Goal: Using this method, you can open or close a process symbolically.
 - Checking-in emphasizes presence, focus and group commitment
 - Checking-out emphasizes reflection and symbolic closure
- Set up: Stand in a circle, each member of the group is invited to share one thing they “check in” with - a feeling, a reflection from the previous day (eg. a newly acquired skill), a task they want to focus on today, an animal which represents their mood today... The leading question is chosen by the facilitator.
- Check out: after having checked in, participants share one thing they “check out” with - something they want to let go of.



Exercise: Who are you? The ship exercise

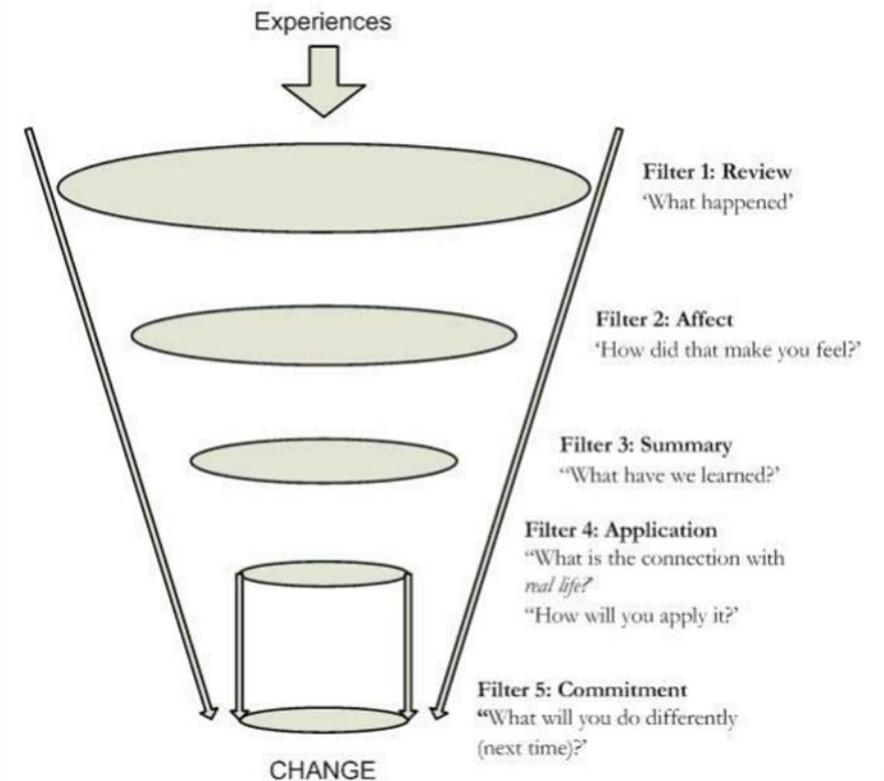
- Goal: Reflect individually or as a group about roles and attitudes
- Set up: participants are invited to look at the picture and to reflect on which person in the picture best represents them in relation to the topic



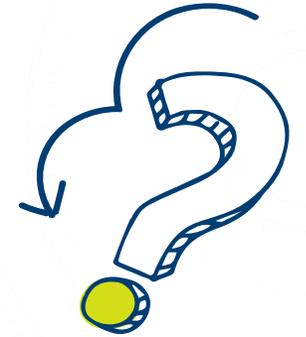
LearningLegendario.com

Funnelling

- The Funnel
 1. **What** was the experience?
 2. **How** did the experience make you feel?
 3. **Why** do you think the experience occurred the way it did?
 4. What did the experience **mean to you**?
 5. What did you notice / learn about **Teamwork, Communication or Leadership**?
 6. What did you learn **about yourself**?
 7. How can this translate to your life **outside the program**?



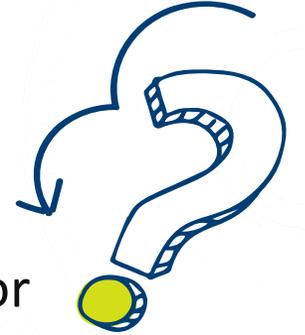
Questions to Ask Yourself as a Facilitator



- What is the **content** I want to communicate?
- Is it relevant to the **current** activity or **overall** learning experience for my group?
- Am I actively using my group's **present context and experiences** to facilitate learning and growth?
- Am I take best advantage of **teachable moments and activity debriefs**?
- Am I facilitating in a way that puts me and what I know at the front and center of the discussion or am I **creating space for my group** to reflect on the topic as equals, out of each person's unique experience?
- Am I actively encouraging the **group goals** or am I push for my own agenda and goals?



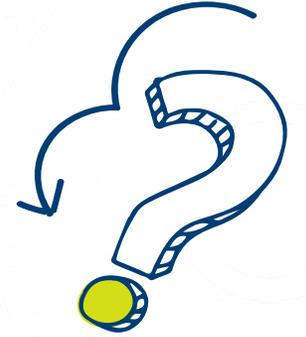
Sample Questions to ask – Reflections of Self



- How were you able to keep going despite the difficulties?
- How were you able to help someone experiencing difficulty?
- What positive qualities or actions did you recognise in yourself?
- What strategies did you use to feel more confident?
- What strategies did you use to act self-sufficiently?
- How did you check for any bias or mistaken beliefs about yourself?
- What strategies did you use to ensure everyone was treated equally?
- What changes did you notice in yourself around you?
- How were you able to stay engaged and motivated throughout the process?
- In what ways was the activity fulfilling and gave you a sense of satisfaction?



Sample Questions Reflections of Collaboration



- How did you respond when your opinion was challenged?
- How did you offer support to someone who was struggling?
- How were you able to bring an attitude of openness?
- How did you manage to reach a mutual agreement or consensus?
- Why was a flexible or experimental mindset needed for the given situation?
- How did you determine which roles and responsibilities needed to be addressed?
- What strategies did you put in place when your first attempt did not work?
- How did you overcome challenges when aiming for your goal?
- How well did you reflect on your work and seek improvement?
- How well did you understand your own needs?



Sample Questions – Reflections on Thinking



- How are your claims justified?
- How have you considered alternative perspectives?
- How have you tested your ideas with others?
- How have you avoided using misconceptions?
- Have you considered what impact your actions have or will have on others?
- How have you thought about solving the problem from a new angle?
- How have you attempted to "look at the bigger picture" in order to get a more strategic perspective?
- How have you resisted narrowing down to a "solution" too quickly?
- How is your thinking framed in such a way that it aims to make a positive change?



Group Debrief (5 Minutes)

In your groups - find 5 questions you can ask each other

- Debrief your participation in this session
 - What did you learn
 - What can you take away from this
 - How will you use this knowledge in a future scenario



Any Questions Not Answered?

What will you do when you go back?



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<https://www.surveymonkey.co.uk/r/STID23>**

