

Part 2:
Training Mentors



Preparing to

Facilitate

Module 1

Time: 2 hours
Limit: 20 participants

Introduction

Session Goals

As a first step toward providing training to their program's mentors, participants will explore fundamentals that are important for becoming an effective facilitator. By the end of the workshop, they should:

- Have identified characteristics of adult learners
- Understand effective approaches for facilitating training sessions
- Be able to develop training activities for new mentors
- Understand the importance of reflection for strengthening their skills as trainers

The Basics

1. Adult learners tend to be practical and goal-oriented. They *want* to learn what they *need* to learn in order to succeed.
2. People are most likely to learn when they are active participants in the learning experience.
3. "Facilitate" means "to make easier." A good facilitator makes learning "easier" for participants in the training session.

Agenda

1. **Introductions** (15 minutes)

Participants describe what they want to strengthen about themselves as trainers.

2. **A Good Learning Experience** (25 minutes)

Small groups explore the question: “What makes a good learning experience?”

3. **Helping Mentors Learn** (10 minutes)

Participants discuss principles of adult learning.

4. **Tips for Facilitating** (15 minutes)

Participants review characteristics of effective facilitation.

5. **Planning an Activity** (40 minutes)

Small groups develop an activity for training new mentors.

6. **Now What?** (15 minutes)

The group reflects on their experiences during this session.

Connections to Other Training Sessions

This session is intended as the first of four sessions designed to help programs train their mentors. The information and strategies referred to in this session are applied and expanded upon in these JUMP trainings:

- “JUMPstarting Your Mentors”
- “Connecting and Communicating”
- “Keeping the Relationships Going”

If members of your training group have already attended any of those sessions, you may want to draw on information they have learned there. If they have not yet attended those sessions, you will want to, where appropriate, encourage them to attend in order to reinforce and add to the information that is covered during “Preparing to Facilitate.”

Preparation

Note: This session focuses on preparing people to become effective trainers. Thus, one of your roles throughout the session is to model effective facilitation strategies and approaches. (Also note that the words “trainer” and “facilitator” are used interchangeably in this module.)

1. Read the handouts. They contain much of the information you need for leading this session. Handout #2, “Tips for Facilitators,” is the basis for the discussion in Activity #4. This is a long handout that is also intended to be a resource for participants to use when they return to their programs. You will not be able to cover all the items on the handout in depth during Activity #4; so as you read it, decide which items you think are most important to emphasize. Be prepared to use your own experiences as a trainer to illustrate the points you make during that activity.
2. Read the two trainer resources, “What Makes a Good Learning Experience?” (used during Activity #2) and “Four Layouts for Setting Up a Training Classroom” (used during Activity #4.)
3. Make five or six copies of the trainer resource, “What Makes a Good Learning Experience?,” so there will be one for the facilitator of each small group to use during Activity #2.
4. Review the three curriculum modules, listed on the previous page, that include information and strategies relevant to “Preparing to Facilitate.”
5. Prepare a set of handouts for each training participant. (Copy the handouts onto paper with three-hole punches so participants can keep them in a binder.)
6. Prepare transparencies of the five overheads.
7. Copy the goals of the session onto a flipchart. On a separate sheet of paper, copy the agenda.



Materials

Trainer Resources

- Trainer Resource #1: What Makes a Good Learning Experience?
- Trainer Resource #2: Four Layouts for Setting Up a Training Classroom



Overheads

- Overhead #1: Facilitate = To Make Easier
- Overhead #2: People Learn Best
- Overhead #3: A Facilitator Is...
- Overhead #4: Tips for Facilitators (a set of three overheads)
- Overhead #5: A Saying



Handouts

- Cover Page: Session Goals and Basics
- Agenda
- Handout #1: Principles of Adult Learning
- Handout #2: Tips for Facilitators
- Handout #3: Training Activity for New Mentors
- Handout #4: The Power of Discovery
- Handout #5: Resources for Preparing to Facilitate

You Will Need To Supply

Flipcharts, easels, markers, and masking tape
 An overhead projector
 Index cards

Activities

1. Introductions

Participants describe what they want to strengthen about themselves as trainers.

- Introduce yourself. Have each participant introduce herself/himself and note whether they have any previous experience as trainers.

As they speak, ask participants who have experience to very briefly mention one strength they have as a trainer and one thing they want to improve. Ask participants who do not have previous experience to very briefly mention the one or two things they think are most important for them to learn in order to be effective trainers.



- Display Overhead #1, “Facilitate = To Make Easier.”

Note that this session provides participants with an introduction for preparing to train their program’s mentors. (Three additional training sessions provide opportunities for practice in delivering specific mentor training materials and adapting them to fit the characteristics of individual programs.)

Using the flipchart you have prepared, describe the goals of this training session. Then briefly review the agenda.

- Check to be sure each person has the handouts for this session. Note that you will be using most of the handouts during this session, and that they are also intended to be resources that participants can use in their programs.



Refer participants to page 1 of the handouts, “Session Goals and Basics.”

Review the three “basics” that are listed there. This session will be examining those points more fully.

2. A Good Learning Experience

Small groups explore the question: “What makes a good learning experience?”

- Explain that you want to begin this session by talking about what makes a good learning experience for adults.

Organize participants into small groups of 5 or 6 people.

Ask for one person from each group to volunteer to be the facilitator for that group. Then give each facilitator a copy of Trainer Resource #1, “What Makes a Good Learning Experience?,” to use as a guide for the group’s discussion. While the groups are assembling, meet very briefly with the facilitators to quickly review the steps outlined on that trainer resource.



Make sure each group has a flipchart and markers. Allow about 15 minutes for the groups to meet. (Give a “5-minute warning” after 10 minutes so the groups know they have to begin to wrap-up.)

- Have the small groups report out to the whole group on their lists of factors that contribute to successful learning.

As they report, create two master lists on the flipchart. One list should include items related to facilitation—title it “What Makes a Successful Learning Experience? Qualities of Facilitators.” The other list should include items related to the learners—title it “What Makes a Successful Learning Experience? Characteristics of Adult Learners.”

- Ask participants to reflect on this opening small-group activity.

You can ask, for example:

1. *For small-group members: Did the process work well in your group? If so, why? What did your small-group facilitator do that contributed to your group’s success?*
2. *For the small-group facilitators: How did you feel as you were leading your group? What did you think was going well? What, if anything, were you less comfortable with? In retrospect, would you have liked to do anything differently?*

Throughout the discussion, add items, as appropriate, to the master lists on the flipchart.

Add your own comments about the groups' processes and the facilitators' styles that you noticed as you were observing the groups during their meetings.

3. Helping Mentors Learn

Participants discuss principles of adult learning.



- Display Overhead #2, “People Learn Best.”

Lead a brief discussion about the extent to which participants feel the statistics reflect their own experiences—both positive and less positive ones. Have them give concrete examples of those experiences. (You can also ask if *seeing* the overhead will help them remember the information it contains.)

Connect this discussion to the items you recorded on the flipchart during the previous activity under the heading, “What Makes a Successful Learning Experience? Characteristics of Adult Learners.”



- Then refer the group to Handout #1, “Principles of Adult Learning.” Note that these are generally agreed-upon principles, based on research into adult learning. Allow a few minutes for participants to read the handout.

Lead a discussion about each of the four principles on the handout and their practical implications for facilitators. The discussion should cover at least these points:

1. *Do the principles seem to be “on target”? Are they compatible with the list of characteristics of adult learning that participants generated based on their own experiences?*
2. *Remind the group about the overhead you used in Activity #1: “Facilitate = To Make Easier.” Given these principles about how adults learn, what are the practical implications for trainers/ facilitators? How can a trainer of mentors take advantage of each of these principles in order to facilitate learning?*
3. *Are there other “practical implications for facilitators” they want to add? (Have them refer back to the list of “Qualities of Facilitators” you recorded on the flipchart during the previous activity.)*

4. Are there other principles they think should be added?

Write participants' ideas on the flipchart, and note that there are also spaces on the handout for them to write.

4. Tips for Facilitating

Participants review characteristics of effective facilitation.

- Tell participants that in a few minutes they will be meeting in small groups to apply these ideas by developing a training activity for new mentors. But first you want to review some “good practices” for facilitating.



Refer the group to Handout #2, “Tips for Facilitators,” and allow them a few minutes to read it.



- Lead a discussion about the information on the handout. (Overhead #3, “A Facilitator Is...,” and the three parts of Overhead #4, “Tips for Facilitators,” reproduce major headings on the handout.)

You should limit this discussion to 10 or 15 minutes. Thus, you will not be able to cover every point in detail. Decide in advance which items you want to focus on. You might, for example, want to spend a fair amount of time on the roles of the facilitator, listed at the beginning of the handout, and discuss strategies for managing “group process.”

In addition, Trainer Resource #2, “Four Layouts for Setting Up a Training Classroom,” provides detailed information about strategies for setting up the room in ways that are conducive to group learning—an essential but often overlooked aspect of facilitating. If time allows, you might want to have the group try out different ways of arranging the tables and seating in the room, so they can experience comfortable and less comfortable arrangements.

Connect the discussion to the points about facilitation that participants have made during the previous activities.

At appropriate points during the discussion, have them suggest additional facilitation tips and strategies, and write them in the spaces on the handout.



At appropriate points, also note that other aspects of facilitating—including co-facilitating and strategies for dealing with the many things that can go awry during a training session—are included in the other three JUMP sessions that focus on training mentors.

5. Planning an Activity

Small groups develop an activity for training new mentors.

- Tell participants they are going to begin to apply all of this information by meeting in small groups to develop a training activity for new mentors.

Ask what they want their new mentors to know and be able to do during their first meeting with the mentees. Record their responses on the flipchart.

Responses might include: know how to communicate with the child/youth; be a good listener; know how to work with the child/youth to set goals; understand cultural issues; understand principles of youth development; understand a mentor's role; have reasonable expectations for the relationship.

Lead a brief discussion about the items on the list, seeing if there are any the group wants to modify or delete, or if there are any items they want to add.

Note that you have just been modeling a brainstorming activity. Before moving on to the next step, take a minute to reflect on this brainstorming activity with your group and to get feedback from them about its process and usefulness.



- Refer participants to Handout #3, “Training Activity for New Mentors.”

Note that the goal for the activity they create will be one of the items on the list they have just generated (or some aspect of one of the items). For example, the activity’s goal might be for “mentors to be able to communicate without imposing their values,” or for “mentors to understand the children’s challenges in school.”

Organize participants into small groups by having them choose which item/goal they want to create an activity for. Try to have 4 to 6 people in each group. If many people want to work on the same item, organize those people into two or more smaller groups.

Remind the groups to think about the principles of adult learning and of effective facilitation you have been discussing, and also to think about strategies (such as brainstorming, role plays, group work, discussion) they will build into their activity.

Tell each group to select a facilitator. (It should not be someone who served as a small-group facilitator during Activity #2.)

Make sure each group has a flipchart and markers.

Allow about 20 minutes for the small groups to meet. (Give a “5-minute warning” after 15 minutes so the groups know they have to begin to wrap up.)

- Have the small groups report out to the whole group. Each small-group should describe the activity it has developed and the reasons why it decided on particular approaches and strategies for the activity.

AS AN ALTERNATIVE: If there is time, and if any of the activities lend themselves to immediate presentation, some of the small groups might choose to present their activity, or part of it, as a role-play. In this case, one of the small-group members would be the facilitator, and all of the other participants in this training session would play the role of new mentors who are taking part in the activity.

Allow time for feedback after each presentation, focusing on principles of effective learning and facilitating.

6. Now What?

The group reflects on their experiences during this session.

- Distribute an index card to each participant.

Ask them, on the front of the card, to list one or two positive aspects of this training session—What was effective? What worked? On the back of the card, they should list one or two aspects of the training that, if they were the trainer, they might want to change or modify. (Also complete an index card yourself.)

Ask for a few people to read one of their positive items. Then ask for a few people to read one of the items about something they would change or modify. Where appropriate, lead brief discussions about the items (both positive and less positive) as they are read.

During this activity, you are modeling responding to feedback and being self-reflective. Thus, while you don't want to dominate the conversation, this is a good opportunity for you to talk about your role as trainer for this session—including, for example, how or why you made particular decisions about your approach to specific activities.



You can sum up this activity by displaying Overhead #5, “A Saying.” Note that it is also included in participants’ handout packets.

- Refer them to Handout #5, “Resources,” for additional resources for preparing to facilitate.

Also remind the group that three additional JUMP training sessions provide them with opportunities to build on this session. In those sessions, they will explore skills and concepts that are important for their mentors to know, get additional experience in developing and modifying activities for training and supporting their mentors, and also gain practice in facilitating.



What Makes a Good Learning Experience?

Goal of this activity:

To have your group develop a list of factors that contribute to a successful learning experience for adults.

Steps:

1. Ask group members to think about an experience where they learned something that was important for helping them in their work or in some other aspect of their lives. This should be an experience they had as an adult. It can be a formal training experience or a less formal learning situation.

Have the group members briefly describe the experience and what they learned. As each person speaks, summarize her/his comments on the flipchart.

2. Review the list on the flipchart, asking for each item *why* this was a successful learning experience. For example, it might have been:
 - Qualities of the facilitator/teacher (unless this was a self-taught experience)
 - Characteristics of the learning activities
 - Aspects of the physical environment
 - Something about the learner that made her/him particularly receptive to what was taking place

Or it might have been some combination of these factors.

Try to have people be as specific as possible when they explain their reasons why this was a good learning experience.

As group members give their responses, list their points on the flipchart under the heading, "What Contributes to Successful Learning?"

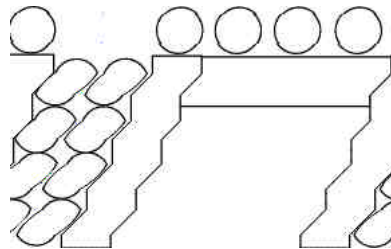
3. Review the list, and have your small group agree on a final list to present to the whole group of participants at this training session. Decide who is going to make that presentation.

Four Layouts for Setting Up a Training Classroom

The physical environment in a classroom can make or break active training. No setup is ideal but there are many options to choose from. The “interior decorating” of active training is fun and challenging (especially when the furniture is less than ideal). In some cases, furniture can be easily rearranged to create different setups. If you choose to do so, ask participants to help move tables and chairs. That gets them “active,” too.

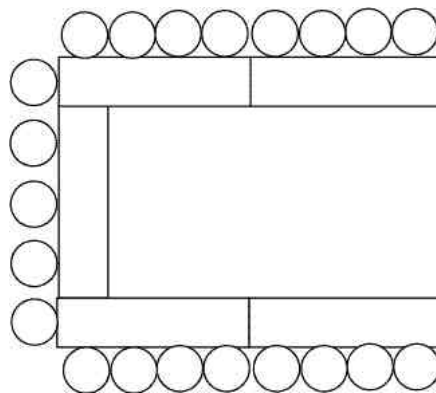
1. **U shape.** This is an all-purpose setup. The participants have a reading and writing surface, they can see you and a visual medium easily, and they are in face-to-face contact with one another. It is also easy to pair up participants, especially when there are two seats per table. The arrangement is ideal for distributing handouts quickly to participants because you can enter the U and walk to different points with sets of materials.

You can set up oblong tables in a squared-off U:

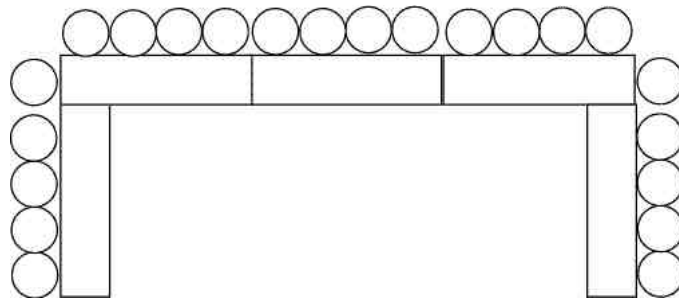


Be sure there is enough perimeter space in the room so that sub-groups of three or more participants can pull back from the tables and face one another.

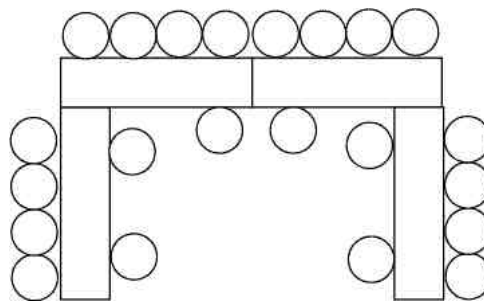
When there are more than sixteen participants, a U can start to resemble a bowling alley:



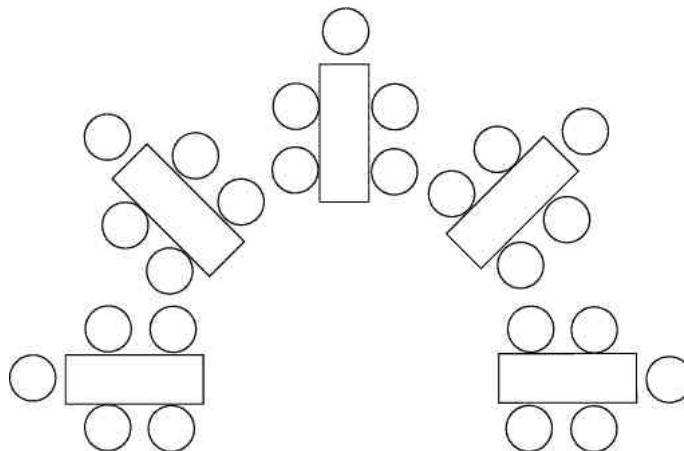
or a bridge:



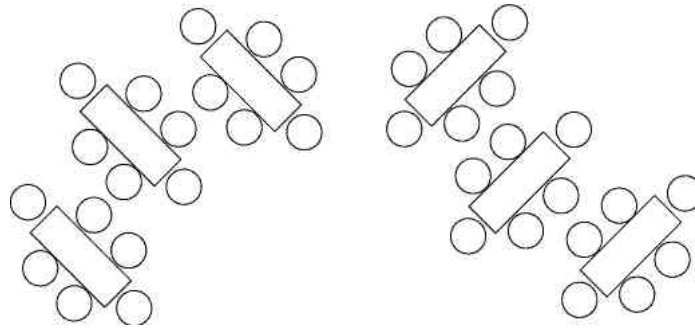
It is much better, in this case, to bring all participants in closer contact by seating some participants inside the U:



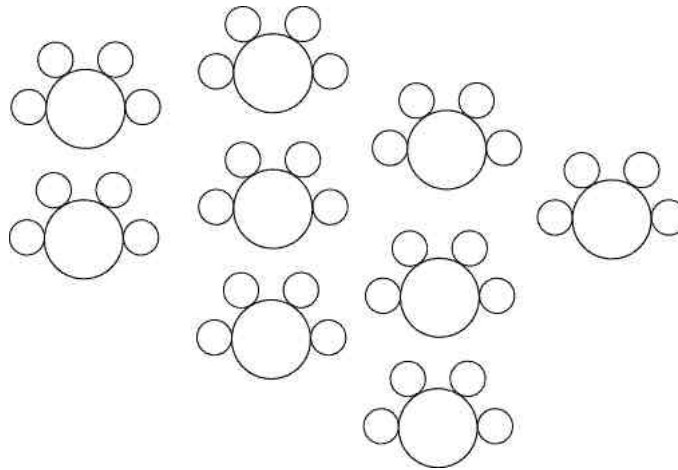
You can also arrange circular or oblong tables in a U that appears more like a semicircle or a horseshoe:



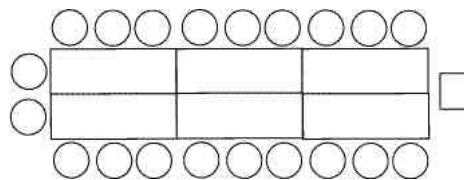
2. **Team style.** Grouping circular or oblong tables around the room enables you to promote team interaction. You can place seats fully around the tables for the most intimate setting. If you do, some participants will have to turn their chairs around to face the front of the room to see you, a flipchart/blackboard, or a screen.



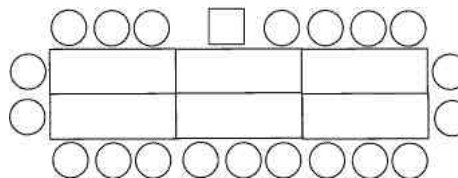
Or you can place seats halfway around the tables so that no participant has his or her back to the front of the room.



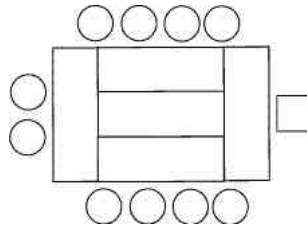
3. **Conference table.** It is best if the table is circular or square. This arrangement minimizes the importance of the leader and maximizes the importance of the group. A rectangular table often creates a sense of formality if the facilitator is at the “head” of the table:



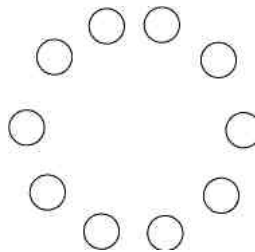
If the facilitator sits in the middle of a wider side of a rectangular table, the participants on the ends will feel left out.



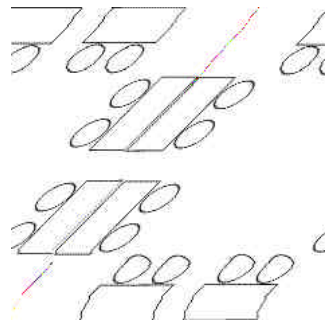
You can form a conference table arrangement by joining together several smaller tables (the center will usually be hollow).



4. **Circle.** Simply seating participants in a circle without tables promotes the most direct face-to-face interaction. A circle is ideal for full-group discussion. Assuming there is enough perimeter space, you can ask participants to quickly arrange their chairs into many subgroup arrangements.



If you want a table surface available for participants, use a peripheral arrangement.



[Reprinted with permission from Melvin L. Silberman and Karen Lawson. *101 Ways to Make Training Active*, ©1995. Jossey-Bass Inc., Publishers, 350 Sansome Street, San Francisco, CA 94104, (415) 433-1740.]



**Facilitate =
to make easier**

**Good trainers
are facilitators.**



People learn best when they use multiple modes of learning.

People remember:

- 20 percent of what they hear**
- 40 percent of what they hear and see**
- 80 percent of what they discover for themselves**



A facilitator is a:

- **Coach**
- **Listener**
- **Trainer**
- **Learner**
- **Manager of group process**



Tips for Facilitators:

Before each training session:

- Know the training curriculum thoroughly
- Select a comfortable space for the training
- Have everything ready
- Arrive early



During each training session:

- **Create a comfortable learning environment**
- **Pace the training appropriately**
- **Model good listening, feedback, and problem-solving skills**
- **Think about how people learn best**
- **Be yourself**



After each training session:

- **Get feedback from participants**
- **Reflect on what worked well and what did not**
- **Follow-up on information you promised participants you would get for them**



**Tell me,
and I'll forget.**

**Show me,
and I may not remember.**

**Involve me,
and I'll understand.**

—Native American saying



Handouts

	<i>Page</i>
Session Goals and Basics	1
Agenda	2
Handout #1: Principles of Adult Learning	3
Handout #2: Tips for Facilitators	5
Handout #3: Training Activity for New Mentors	12
Handout #4: The Power of Discovery	13
Handout #5: Resources for Preparing to Facilitate	14

Preparing to

Facilitate



Session Goals

- To identify characteristics of adult learners
- To understand effective approaches for facilitating training sessions
- To be able to develop training activities for new mentors
- To understand the importance of reflection for strengthening your skills as trainers

The Basics

1. Adult learners tend to be practical and goal-oriented. They *want* to learn what they *need* to learn in order to succeed.
2. People are most likely to learn when they are active participants in the learning experience.
3. “Facilitate” means “to make easier.” A good facilitator makes learning “easier” for participants in the training session.



Agenda

1. Introductions

Notes: _____

2. A Good Learning Experience

Notes: _____

3. Helping Mentors Learn

Notes: _____

4. Tips for Facilitating

Notes: _____

5. Planning an Activity

Notes: _____

6. Now What?

Notes: _____



Principles of Adult Learning

page 1 of 2

Learning results in a change in knowledge, skills, and/or attitudes. Some of the factors that contribute to adult learning are not very different from those that contribute to learning by children and youth.

1. Adults learn what they are motivated to learn.

Adults want to see a reason for learning something—the learning has to be applicable to their work or other responsibilities to be of value to them. Adults learn in order to solve perceived problems.

Practical implications for facilitators:

- In planning a training session for mentors, first think through the concerns that your participants are likely to have. Those concerns will change over time and may include having a successful first meeting with their mentee, communicating effectively, dealing with a mentee's apparent lack of interest in the relationship, or addressing problems that have arisen with the mentee's parent or guardian.
- Other:

- Other:

2. Adults are practical and goal-oriented.

They focus on aspects of a training that are most useful to them.

Practical implications for facilitators:

- Be explicit about how activities during the session will be of practical help to mentors.
- Other:

- Other:

3. Adult teaching should be grounded in learners' experiences.

Adults have accumulated a foundation of knowledge and life experiences that is a valuable resource. Adults learn best when new information and concepts are built on this foundation.

Practical implications for facilitators:

- During the training session, draw out mentors' experience and knowledge that are relevant to the subject, and help them see new information in relation to what they already know.
- Other:
- Other:

4. Adults learn best when they are in a supportive environment.

They want guidance, not competition—they don't want to be put on the spot or feel like they are being tested. They learn best when they are both psychologically and physically comfortable.

Practical implications for facilitators:

- During the training session, create an environment that encourages mutual inquiry and shared learning.
- Other:
- Other:

5. Other principles:



Tips for Facilitators

page 1 of 7

“Facilitate” means “to make easier.” Think about yourself as a “facilitator” — someone who helps mentors learn, rather than as someone who attempts to impose learning upon them. “Facilitating” suggests the idea of a collaborative relationship between the trainer and participants. A facilitator is a:

- Coach
- Listener
- Trainer
- Learner
- Manager of group process

What follows are some good practices for facilitating.

Before Each Training Session

1. Know the training curriculum thoroughly.

- As necessary, customize activities, handouts, and overheads so they best address characteristics of your program, your specific group of mentors, and the strengths and needs of the children and youth they will be mentoring. Be prepared to offer real-life examples that illustrate your program’s experiences.
- Think about how you will facilitate the session, and be prepared to make on-the-spot adjustments. Adjustments might be needed if, for example, an activity is not working well or one activity takes longer than expected so that you have to shorten another.

2. Select a space for the training that is physically comfortable and contributes to group interaction.

- The room should be:
 - Large enough for the number of participants, but not too large
 - Private (people from outside the group should not be walking in and out)
 - Quiet (traffic noises or loud voices from the next room can be very distracting)
 - Clean and well-lighted

- Avoid a traditional classroom setup. Depending on the size of your group, have a table large enough for all the participants to sit around, or multiple tables (square or round) for smaller groups to sit around. If that is not possible, arrange chairs in a circle—this will facilitate discussion.
- If small groups are going to be meeting as part of the activities, make sure there are rooms available nearby, or be sure the training room is large enough that small groups can meet within it without distracting each other.

3. Have everything ready.

- Copy handouts and prepare overheads.
- Gather any required materials and equipment: flipcharts, markers, masking tape, name tags, an overhead projector (and extension cord, if necessary), and anything else you might need for the session.

4. Arrive early.

- If necessary, be sure there are signs just inside the building entrance that show participants where to go for the training session.
- Get to the training room about 30 minutes early to set up the area: arrange chairs, do any necessary advance writing on flipcharts, and check equipment.
- Be sure that refreshments (coffee, water, soft drinks, etc.) are available.
- Greet participants as they arrive at the training room.

5. Other:

6. Other:

7. Other:

During Each Training Session

1. Create a comfortable learning environment.

- Be sure the physical space is conducive to group learning, and that participants can hear each other as they speak.
- Create an atmosphere where participants are taken seriously and where they can also laugh. Think about ways to inject humor into the training session—for example, using relevant cartoons as overheads, or telling funny anecdotes about experiences of mentors. People are usually most open to new ideas when they are enjoying themselves and feel comfortable enough to risk making mistakes.

2. Pace the training appropriately.

- Encourage the exchange of ideas and information, while also keeping activities on track. Move things quickly enough to keep participants from being bored but slowly enough to make sure they absorb what is being discussed.
- Allow time throughout the session for participants to ask questions. Where appropriate, involve the whole group in answering questions—but also have a feel for which questions should be answered quickly so the session can proceed.

3. Model good listening, feedback, and problem-solving skills.

- Listen carefully and respectfully. Acknowledge what people say even if you don't agree. People need to feel they are being listened to and that their ideas and concerns are recognized as worthy contributions.
- Maintain eye contact with each person as he or she speaks. Monitor your nonverbal signals as well as your verbal comments.
- Respond by guiding, not imposing. Be nonjudgmental. Repeat and address key points.
- Help participants develop collaborative problem-solving skills. Involve them in answering other participants' questions, and have them work together to arrive at solutions to problems.

4. Think about how people learn best.

- Keep this point in mind: People remember about 20 percent of what they hear; 40 percent of what they hear and see; and 80 percent of what they discover for themselves.
- Use overheads and flipcharts to help people see and remember. Flipcharts are also a useful tool for group thinking and problem solving. Summarize major discussion points on flipcharts—it dramatizes the variety and extent of the group's thinking. Post the flipchart pages on the walls around the room so you and your group can keep referring back to, and expanding upon, earlier ideas and contributions.
- Use the three effective strategies for facilitators—brainstorming, group work, and role-plays—that are described below.
- Build in success. People learn best when they experience success frequently. Structure activities so participants have a sense of accomplishment at the end of each. Structure the training session so participants' sense of accomplishment grows throughout.

5. Be yourself.

- Know your limitations—if you don't know the answer to a question, that's okay. You don't need to know all the answers. Just say you will try to find the information they requested and get back to them. And then do it.
- Have a sense of humor.

6. Other:

7. Other:

8. Other:

After Each Training Session

1. Get feedback from participants.

- Prepare an evaluation form that asks for feedback on both the process and the content of the training session. Distribute it at the end of the session, and ask participants to complete it before they leave.
- Schedule about 10 minutes at the end of the session for participants to complete this task, so they do not feel rushed and have time to write thoughtful feedback.

2. Reflect on what worked well and what did not.

- Don't use the feedback forms to give yourself a rating. Instead, use the information to help you think through what went well from the participants' point of view, what you need to modify about the content, and what facilitation skills you want to work on.
- Along with participants' feedback, give yourself your own feedback on the training. Think about the situations when participants seemed involved, bored, stimulated, confused, angry, or having fun. Based on your self-observations, make necessary adjustments in session content and your facilitation strategies.

3. Follow-up on information you promised participants you would get for them.

- During the training session, keep a "to do" list of information (or answers to questions) that you tell participants you will obtain for them.
- Try to get the information, and then contact the participants who requested it. If you can't find the information (or the answer to a question), contact the participant to let him or her know about the situation.

4. Other:

5. Other:

6. Other:

Three Strategies for Effective Facilitation

During training sessions for mentors, you will want to take advantage of three important strategies: brainstorming, group work, and role-plays.

1. Brainstorming

Brainstorming is an excellent way to generate ideas—and it is an effective technique for getting all of the participants involved and contributing, especially at the beginning of a session when you are trying to get everyone focused on the same subject.

When facilitating brainstorming activities, keep these points in mind:

- The purpose of brainstorming is to allow participants to generate ideas in a nonjudgmental atmosphere.
- As participants offer ideas, record them—all of them—on a flipchart. Brainstorming is a free exchange of ideas on a topic. It is important to accept everyone's contribution.

Then, after all ideas have been offered and recorded, the group can evaluate them to identify those it considers most realistic or useful.

2. Group Work

During many activities, organizing the whole group into small groups of 4 to 6 people will encourage participation, involvement, and collaborative problem solving.

In some cases, you might want to assign—or have group members assign to themselves—these specific roles:

- The **leader**, who (like a facilitator) takes responsibility for helping the group complete its task. She or he helps group members work together and encourages all members to participate in positive ways.
- The **recorder**, who writes down group members' ideas, their answers to questions assigned by the trainer, and anything else that needs to be recorded.
- The **reporter**, who presents the small group's ideas and conclusions back to the whole group. (You might want to combine the recorder and reporter roles, since it is sometimes hard to read from someone else's notes.)

You will want to make sure that, over the course of several sessions, participants' group roles vary and that everyone has an opportunity to be the "leader." You will also want to make sure participants understand that, whatever other roles they may have, everyone in the group works together to complete the group task. Everyone suggests ideas, gives opinions, agrees or disagrees with others, asks questions, and offers solutions.

3. Role-Plays

When preparing to facilitate role-plays, keep these points in mind:

- Role-plays are informal dramatizations through which participants can try out ways they might handle a potential situation with their mentee or mentee's family, and increase their insight into someone else's feelings, values, or attitudes.
- If the session's curriculum materials include suggested scenarios and characterizations for the role-plays, you should modify these, where possible, to reflect actual situations that have arisen or are likely to arise in your particular program.
- Always allow time after the role-plays for participants to discuss their own and others' "performances" and to talk about what they learned from the activity.

Many people initially feel uncomfortable doing role-plays. However, once they have some practice with them, they usually enjoy the experience and see that role-playing is an effective way to develop skills. Most importantly, perhaps, they see that practice in role-plays can make potentially uncomfortable situations feel much less uncomfortable when they actually occur during their experiences as mentors.



Training Activity for New Mentors

Goal of this activity:

Materials and equipment I will need:

Steps:

1.

2.

3.

4.



The Power of Discovery

Tell me, and I'll forget.

Show me, and I may not remember.

Involve me, and I'll understand.

—A Native American saying

People remember:

20 percent of what they hear,

40 percent of what they hear and see,

80 percent of what they discover for themselves.

—A widely accepted principle about how people learn



Resources for Preparing to Facilitate

Curriculum

Mentor Training Curriculum. 1991. National Mentoring Working Group. Washington, D.C. Contains a unit on “training the trainer.” Available through the National Mentoring Partnership, (202) 338-3844, or through the “Volunteer Marketplace Catalog,” (800) 272-8306.

Books for trainers

Basic Training for Trainers: A Handbook for New Trainers. 1995. Gary Kroehnert. New York: McGraw-Hill.

101 Ways to Make Training Active. 1995. Melvin L. Silberman and Karen Lawson. San Francisco: Jossey-Bass, Inc.

The Trainer’s Tool Kit. 1997. Cyril Charney and Kathy Conway. New York: Amacom Books.

The Winning Trainer: Winning Ways to Involve People in Learning. 3rd Edition. 1996.

Julius E. Eittington. Houston: Gulf Publishing Company.